Day 1
Students will:
• Understand that two small words can be combined to create a new compound word
• Understand that some compound words use common words
• Understand that smaller words in compound words can often be used to figure out the meaning of the compound words

Materials:
• Anchor Poster

Day 2
Students will:
• Explain how compound words are formed
• Recognize the common elements in compound words
• Orally use compound words in sentences
• Sort compound words based on common elements
• Write sentences using spelling words

Materials:
• BLM: Category Cards
• BLM: Word Cards
• BLM: Take-Home Activity
• Teacher Category Cards—bed, ball, light
• Teacher Word Cards—same as BLM 3

Day 3
Students will:
• Sort compound words under the correct common word
• Use the correct compound words to complete the cloze activity

Materials:
• BLM: Category Cards
• BLM: Word Cards
• BLM: Classroom Activity
• BLM: Take-Home Activity
• Teacher Word Cards—anybody, someone, everything, anytime

Day 4
Students will:
• Identify compound words
• Identify compound words with smaller words in common
• Build new compound words from smaller words
• Correctly spell the dictated words and write the dictated sentences

Materials:
• BLM: Reading Passage
• BLM: Spelling Dictation
• BLM: Spelling Peer Check

Day 5
Students will:
• Correctly spell the compound words

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs
To reinforce the meanings of compound words, draw rough sketches of words that can be easily illustrated on the chalkboard, such as lighthouse, baseball, ballpark. Help students read each compound word and match it to the sketches.

Blending Practice
If some students have difficulty reading the compound words, help them read each word. For example, point to the word sometime on the chalkboard. Show how you divide the word into the two smaller words, some/time. Explain that you now have two smaller words. Read each word and then blend the two words together, for example, some/time: sometime. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Homographs
Focus Words: present, desert, tear, produce, boss
Write the following sentence on the chalkboard and read it aloud: On my birthday, my best friend is going to present me with a present. Ask students to find a homograph pair in the sentence. If necessary, remind them that homographs are words that are spelled the same, but have different meanings. Once students have identified the homographs, remind them that sometimes these words have the same spelling but are pronounced differently.

Ask several students to use desert in oral sentences that demonstrate both meanings of the word.

Have students work with a partner and use the remaining homographs listed above in oral sentences. Ask a few students to share their homograph sentences.

Introduce Compound Words
Model
Write the words day and time on the chalkboard. Hold up both cards. Say: When I combine the words day and time I create the compound word daytime. Write daytime on the chalkboard. Compound words are formed by joining two, or more, smaller words to make a new word. Sometimes, the meaning of the smaller words can help you with the meaning of the compound word. The word daytime means a time in the day.

Guide
Write the following words on the chalkboard: light, dream.

Have students help you combine these words with day to make new compound words (daylight, daydream). Point out the common words in the compound words daytime, daylight, daydream. Ask volunteers to explain the meaning of the new compound words and tell how the smaller words provide a clue to the meaning of the larger words. Ask other volunteers to use each new compound word in a sentence. Reinforce the spelling rules by showing students the anchor poster and going over examples on the poster with them.

Apply
Have students work with a partner and write sentences using each compound word in their word study notebooks.
Spelling Compound Words

Unit Spelling Words: sometime, anytime, lighthouse, daylight, touchdown, downtown, baseball, ballpark

Write these words on the chalkboard: sometime, anytime.

Draw a line between the two smaller words and ask students to say each smaller word and then say each compound word. Tell students that many times the two smaller words are words that they already know how to read and spell.

Say the word lighthouse. Ask students to tell you what the two smaller words are and to spell each small word. As they spell each small word, write each word on the chalkboard to create the compound word lighthouse.

Say the words day and light. Ask students to combine the two words and say the compound word. Have them spell the new compound word, daylight, as you write it on the chalkboard.

Repeat with the remaining spelling words, saying each word, asking students to tell you the small words in the compound words, and then spell each small word as you write the compound word on the chalkboard.

Ask students to copy the spelling words into their word study notebooks. Have them circle each small word within the compound words.

Assessment Tip

Note which students can successfully combine the two smaller words to create a new compound word. Also note if they can recognize the two small words that make up the compound word. If students are having difficulty, help them create a reminder chart such as the one below.

<table>
<thead>
<tr>
<th>Small Words</th>
<th>Compound Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>some time</td>
<td>sometime</td>
</tr>
<tr>
<td>base ball</td>
<td>baseball</td>
</tr>
</tbody>
</table>

Providing Support

Write compound word equations on the chalkboard for students to solve. Help them put the two smaller words together and then write the compound word that they make—for example, base + ball = baseball, any + time = anytime.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support

If students are having difficulty recognizing and reading any of the compound words, provide additional opportunities for them to work with compound words that have the same base word.

Pattern Sort with Base Words

<table>
<thead>
<tr>
<th>bed</th>
<th>ball</th>
<th>light</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
<td>eyeball</td>
<td>lighthouse</td>
</tr>
<tr>
<td>bedtime</td>
<td>ballroom</td>
<td>moonlight</td>
</tr>
<tr>
<td>bedspread</td>
<td>basketball</td>
<td>daylight</td>
</tr>
<tr>
<td>waterbed</td>
<td>football</td>
<td>flashlight</td>
</tr>
<tr>
<td>bedside</td>
<td>ballpark</td>
<td>sunlight</td>
</tr>
<tr>
<td>bedroom</td>
<td>eyeball</td>
<td>lighthouse</td>
</tr>
<tr>
<td>bedtime</td>
<td>ballroom</td>
<td>moonlight</td>
</tr>
<tr>
<td>bedspread</td>
<td>basketball</td>
<td>daylight</td>
</tr>
<tr>
<td>waterbed</td>
<td>football</td>
<td>flashlight</td>
</tr>
<tr>
<td>bedside</td>
<td>ballpark</td>
<td>sunlight</td>
</tr>
</tbody>
</table>

Pattern Sort with Base Words

<table>
<thead>
<tr>
<th>house</th>
<th>back</th>
<th>down</th>
</tr>
</thead>
<tbody>
<tr>
<td>doghouse</td>
<td>backyard</td>
<td>touchdown</td>
</tr>
<tr>
<td>doghouse</td>
<td>piggyback</td>
<td>downhill</td>
</tr>
<tr>
<td>housestop</td>
<td>background</td>
<td>downtown</td>
</tr>
<tr>
<td>clubhouse</td>
<td>paperback</td>
<td>countdown</td>
</tr>
<tr>
<td>housework</td>
<td>backward</td>
<td>downstairs</td>
</tr>
<tr>
<td>housework</td>
<td>backward</td>
<td>download</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Compound Words

Write the words *bedroom* and *bedtime* on the chalkboard. Ask students to turn to a partner and say each compound word and the two smaller words that make up each compound word. Have them explain how compound words are formed. Ask them what common word the two words have. Have students work with a partner to brainstorm a list of compound words.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: bed, ball, light

Remind students that compound words are formed from two or more smaller words. Place the category cards *bed*, *ball*, and *light* in a pocket chart. Hold up the cards *lighthouse* and *moonlight* so that students can see them.

Think aloud: When I look at these two compound words, I see a common word, *light*. The meanings of these words must have something to do with light. *Moonlight* is light from the moon and a *lighthouse* is a tower that flashes a light out to sea for ships. When I’m able to recognize a common word in compound words, it helps me to understand the compound words and also helps me spell the compound word. I will put these two words under the word *light*, because they both have this common word.

Repeat with the word *bedroom*.

Have students help you sort the remaining cards from BLM 3, explaining why each word belongs in each category.

Give each pair of students a set of word cards from BLM 4, as well as the category cards *house*, *back*, *down*. Have them sort the words into the appropriate categories.

Spelling. Have students use the spelling words from Day One and write sentences using each word. Remind them to think about the two smaller words that make up the compound word.
Buddy Sort

Teacher Word Cards: anybody, someone, everything, anytime

Remind students that many compound words have similar words within them. Place the words anybody, someone, and everything in a pocket chart so that students can see them. Ask students to say each word.

Hold up the word card anytime. Say: The word anytime contains the small word any, and so does the word anybody. I will place the word anytime in the pocket chart under anybody. The word any means “a number without telling exactly how many.” So anybody means “any person” and anytime means “at any time regardless of the hour or date.”

Give each pair of students a set of the word cards from BLM 5, as well as the category cards any, some, and thing. Have students work with a partner to sort the compound words under the compound word that has a similar smaller word. Tell students that some of the words can be sorted under more than one of the categories. Have students write the words in their word study notebooks under the correct category words.

After students have sorted the words, ask them how they might sort the remaining cards. Students might suggest sorting the words under the word card everything: everyday, everybody, everywhere, everyone.

Blending. Select a compound word card such as everyday and model blending the two words together. Say: When I’m blending a compound word, I look for the two little words and then blend the two words together. For example, I say the words every and day and then blend the words together to read everyday. Blending the two smaller words helps me to hear the two parts in the compound word.

Applying Meaning. Give students BLM 7 and have them complete the cloze by selecting the correct compound word to complete the sentence and then make compound words from a list of single words. Tell students that the words will come from any of the word sorts that they have done. Remind them to pay attention to the way the words are spelled.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of compound words.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will be going on a word hunt and will be looking for examples of compound words in the passage. Read a sentence that contains a compound word to show students what to do.

Then ask students to read the passage and find and underline any compound words they find and then write those words in their word study notebooks.

Challenge students to write their own paragraph using several compound words.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from the last unit’s spelling words to students, one at a time, and have students write them on their BLMs: present, desert, produce.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: anytime, lighthouse, touchdown.

Dictate the following sentence and have students write it on their papers: Sometime we will go play baseball at the ballpark.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then have the students switch roles.

Making a Scrapbook

A scrapbook is a book of blank pages that you fill with photos, artwork, and notes. It helps you remember special times in your life. Your scrapbook can be about many things—a trip, a holiday, a pet, your family. It can be about your sports team, or a play or concert you were in, or your class at school.

You can tape or glue anything small and flat onto a page in your scrapbook. For example, you could tape a ticket from a basketball or a football game on your scrapbook. You could place these next to a photo of you watching the game, or playing in the game. You might also tape a newspaper article about the game on the same page. Make sure you write a poem about the game or the sport. You could put the poem in, too.

Together, all of these things will help you remember what it was like to be at that game.

Whatever you put in a scrapbook, it has to be something that can last a long time. For example, if you get a haircut, you can put a lock of your hair onto a plastic bag and tape it inside your scrapbook. However, if you want to remember a big snowstorm, obviously you cannot paste a snowflake into your scrapbook. Instead, you could glue in a picture of a snowflake or a photo of yourself and your friends playing in the snow. You could also cut a snowflake out of paper. Then you could use that cutout to decorate your page about the snowstorm.

A scrapbook holds things that are important to you. It is a special book that helps you to remember people, places, and events.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the compound words.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

Write several compound words for familiar objects in the classroom on self-stick notes and have students match the compound words to the classroom object: for example, bookcase, chalkboard, doorway, and notebook.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of compound words using the Quick-Check for Unit 1.

Suggestions for Independent Practice

Make Words. Provide students with copies of BLMs 3, 4, and 5. Have them cut the compound words apart and then make as many words from the single words as they can. Ask them to make a list of the new words they were able to make and share their list with a friend.

Same or Different. Have pairs of students look through the compound words from BLMs 3–5. Ask them to sort the words into those whose meaning is the same as, or similar to, the two smaller words. Then sort the words into those whose meaning is different from the two smaller words (piggyback, backward).

Picture It. Ask students to select three or four compound words, illustrate each smaller word, and then illustrate the compound word. For example, students might illustrate piggyback by drawing a pig and a back, and then drawing someone riding piggyback.

Word Hunt. Have students look through classroom books, magazines, newspapers, and so on to find and list examples of compound words. Create a classroom list of all the compound words they find.

Answer Key Unit 1 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>Compound Words</th>
<th>Common Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bookcase, yourself</td>
<td>bookcase, yourself</td>
</tr>
<tr>
<td>headphones, snowman</td>
<td>headphones, snowman</td>
</tr>
<tr>
<td>cookbook, sidewalk</td>
<td>cookbook, sidewalk</td>
</tr>
<tr>
<td>scrapbook, throughout</td>
<td>scrapbook, throughout</td>
</tr>
<tr>
<td>headstrong, headfirst</td>
<td>headstrong, headfirst</td>
</tr>
</tbody>
</table>

Think and Write about Compound Words

Directions: Using the words from the word bank, write the compound words that have common words in the “Common Words” column. Write the other words in the “No Common Words” column.

Common Words

| bedspread | ballroom |
| bed | ball | light |
| bedtime | ballroom | basketball |
| back | down | house |
| piggyback | backpack | downtown |
| any | some | every |
| anyplace | anyone | sometime | everywhere |

Everywhere

| playground | sidewalk | backpack |
| 6. playground | 7. sidewalk | 8. classmate |
| clubhouse | housework | anybody |
| backyard | flashlight | housetop |
| 9. anybody | 10. housetop | 6. throughout |
| 1. paperback, bookshelf | 2. headphones, headache | 3. softball, ballpark |
| 4. clubhouse, housework | 5. backyard, flashlight | 7. bookcase |
| 8. paperback | 9. headfirst | 10. everywhere |

Answer Key BLM 8

©2010 Benchmark Education Company, LLC
Unit 1 Quick-Check: Compound Words

Answer Questions

Directions: Choose the correct compound word to fill in the blank in each sentence.

1. You can play baseball in a __________. ball park, ballroom, ballpark

2. We looked __________ for the missing toys. every place, everyone, every place

3. I built a new __________ for my dog. housetop, dog house, doghouse

4. The stars were shining brightly in the __________. daylight, sunlight, moonlight

Apply

Directions: In the space below, list five words you know that are compound words.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, write the compound words that have common words in the “Common Words” column. Write the other words in the “No Common Words” column.

<table>
<thead>
<tr>
<th>Common Words</th>
<th>No Common Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bookcase, yourself, headphones, snowman, cookbook, sidewalk, scrapbook, throughout, headstrong, headfirst</td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Compound Words

Directions: In the space below, explain how understanding compound words helps you as a reader, speller, and writer.

_____________________________________________________________________________
_____________________________________________________________________________