# Word Study & Vocabulary 2: Unit 1: Hyphenated compounds

## Lesson Objectives

### Day 1
**Students will:**
- Identify and define hyphenated compound words as words that are made up of two or more other words
- Read hyphenated compound words
- Articulate rules for deciding when a hyphen is needed in a compound word

### Day 2
**Students will:**
- Sort hyphenated words according to whether they are nouns or adjectives
- Materials:
  - Anchor Poster
  - BLM 6: Take-Home Activity
  - Teacher Category Cards
  - Teacher Word Cards—same as BLM 3

### Day 3
**Students will:**
- Sort hyphenated words according to whether they are nouns or adjectives
- Sort compound words according to patterns
- Materials:
  - BLM 2: Category Cards
  - BLM 4–5: Word Cards
  - BLM 7: Classroom Activity
  - BLM 8: Take-Home Activity
  - Teacher Category Cards
  - Teacher Word Cards—true-blue, self-respect

### Day 4
**Students will:**
- Identify hyphenated words in a passage
- Organize lists of compound words according to whether they are hyphenated, two words, or one word
- Write and spell hyphenated compound words
- Materials:
  - BLM 9: Reading Passage
  - BLM 10: Spelling Dictation
  - BLM 11: Spelling Peer Check

### Day 5
**Students will:**
- Spell hyphenated compound words
- Materials:
  - Quick-Check Assessment

## Hyphenated Compounds

### Anchor Chart (BLM 1)

<table>
<thead>
<tr>
<th>Hyphenated Compounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>closed-up</td>
</tr>
<tr>
<td>empty-handed</td>
</tr>
<tr>
<td>high-rise</td>
</tr>
</tbody>
</table>

### Category Cards (BLM 2)

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye-opener</td>
</tr>
<tr>
<td>half-mast</td>
</tr>
<tr>
<td>happy-go-lucky</td>
</tr>
<tr>
<td>high-speed</td>
</tr>
</tbody>
</table>

### Word Cards (BLM 3)

<table>
<thead>
<tr>
<th>Word Cards (BLM 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>check-in</td>
</tr>
<tr>
<td>eye-opener</td>
</tr>
</tbody>
</table>

### Word Cards (BLM 5)

<table>
<thead>
<tr>
<th>Word Cards (BLM 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>half-mast</td>
</tr>
<tr>
<td>happy-go-lucky</td>
</tr>
</tbody>
</table>

### Take-Home Activity (BLM 6)

<table>
<thead>
<tr>
<th>Word Cards (BLM 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>high-speed</td>
</tr>
<tr>
<td>eye-opener</td>
</tr>
</tbody>
</table>

### Classroom Activity (BLM 7)

<table>
<thead>
<tr>
<th>Word Cards (BLM 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>closed-up</td>
</tr>
<tr>
<td>empty-handed</td>
</tr>
</tbody>
</table>

### Take-Home Activity (BLM 8)

<table>
<thead>
<tr>
<th>Word Cards (BLM 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>high-rise</td>
</tr>
<tr>
<td>closed-up</td>
</tr>
</tbody>
</table>

### Reading Passage (BLM 9)

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 2)

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Day One

Supporting ELs
The lesson introduces the concept of hyphenated compounds by showing when to use a hyphen in a compound and when to combine the two words into one word without a hyphen. Continue to support English Learners by providing more examples in simple, meaningful sentences of compounds that should be written as two words and compounds that should be written with a hyphen.

Blending Practice
If some students have difficulty reading the words, point out that the hyphenated words are divided into syllables by the hyphen and, in some instances, the smaller words within a compound word may also contain more than one syllable, for example, empty-handed. Students need to read each syllable and blend them together. Continue to support students who need help with blending throughout the week, using the example words in the lesson.

Review Anagrams
Focus Words: wasp, plates, listen
Write the focus words on the chalkboard and read them aloud with students. Ask a volunteer to tell you what an anagram is. If necessary, remind students that an anagram is a word that is made up of the letters from another word.

Show students how you use the letters in the word wasp to make swap. Ask students if they can make another word from the word wasp. (paws) Ask students to work in pairs to make anagrams using the letters in plates and listen.

Introduce Hyphenated Compounds
Model
Write the following words on the chalkboard and read them aloud: double-header, empty-handed. Say: Each of these words is a hyphenated compound word. They are words that are joined by a hyphen. Over time, as hyphenated compound words become widely used, the hyphen is sometimes dropped. In the 1800s, the word blackbird used to have a hyphen, but now it is one word made up of two smaller words.

Explain that sometimes it is hard to know whether to use a hyphen or not, and some words are hyphenated compound words in some situations and two words in others. Write the following sentences on the chalkboard: He is a well-known writer; He is well known. Say: In the first example, we’re using well-known as an adjective modifier before a noun, so it has a hyphen. In the second example, the words well known do not come before a noun so there is no hyphen.

Tell students that there is not one easy way to determine if a compound word should have a hyphen or not, so one way to accurately check the correct use of hyphens in compound words is to consult a current dictionary.

Guide
Provide practice in having students use hyphens correctly in compound words. Write these words on the chalkboard: well dressed, check in, fifty fifty. Give pairs of students dictionaries and tell them to decide whether these compound words need hyphens or not. Discuss how well dressed is hyphenated if it’s used as an adjective, and that fifty-fifty has a hyphen.
Apply

Ask students to work with a partner to write sentences using each of the three hyphenated compound words (well-dressed, easy-going, fifty-fifty) in their word study notebooks.

Spelling Words with Hyphenated Compounds

Unit Spelling Words: close-up, get-together, twenty-one, high-tech, one-sided, well-being, in-depth, life-size

Write the word close-up on the chalkboard and point out the hyphen. Say: This is a hyphenated compound word. Close-up, when used as a hyphenated compound word, is a noun, as in “I am ready for my close-up.” If you were to say “We can see the marine animals close up,” close up would not need a hyphen because it is used as an adjective.

Write the words get and together on the chalkboard along with the following sentences: We will get together after school to study our words; We had a get-together after school today. Read the sentences aloud as you explain why one is a hyphenated compound word.

Say: In the first sentence, the word get is used as a verb, so the words get together should not include a hyphen between them. In the second sentence, the phrase is used as a noun, so there should be a hyphen between the words get and together.

Explain that as students read and spell more and more words, they will be better able to guess whether the compound word should include a hyphen or not. Tell students they should look carefully at the word to see how it is used. If they are unsure whether to use a hyphen or not, they can always check in the dictionary.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence and then tell if the words are nouns or adjectives.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings.

Providing Support

Understanding whether a word has a hyphen or not is a very difficult skill. If students are having difficulty, help them create a reminder chart, such as the one below.

<table>
<thead>
<tr>
<th>Compound Word</th>
<th>Hyphenated Example</th>
<th>Unhyphenated Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>off the wall</td>
<td>That is a really off-the-wall suggestion.</td>
<td>That suggestion is really off the wall.</td>
</tr>
<tr>
<td>out of date</td>
<td>We should get rid of these out-of-date textbooks.</td>
<td>Our textbooks are now out of date.</td>
</tr>
</tbody>
</table>

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

Supporting ELs
Choose compound words in which the meanings of the smaller words within the compound word provide clues to the meaning of the larger word. Use sketches or pantomime to model the meanings of smaller words such as high, rise, hand, picked, twenty, one, etc.

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>follow-through</td>
<td>empty-handed</td>
</tr>
<tr>
<td>get-together</td>
<td>far-flung</td>
</tr>
<tr>
<td>time-out</td>
<td>head-on</td>
</tr>
<tr>
<td>well-being</td>
<td>high-tech</td>
</tr>
<tr>
<td>(close-up)</td>
<td>hush-hush</td>
</tr>
<tr>
<td>(follow-up)</td>
<td>life-size</td>
</tr>
<tr>
<td>(high-rise)</td>
<td>two-faced</td>
</tr>
<tr>
<td></td>
<td>far-off</td>
</tr>
<tr>
<td></td>
<td>part-time</td>
</tr>
<tr>
<td></td>
<td>(close-up)</td>
</tr>
<tr>
<td></td>
<td>(follow-up)</td>
</tr>
<tr>
<td></td>
<td>(high-rise)</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.

Review Hyphenated Compounds
Use the anchor poster to help students review hyphenated compound words. Write the words worn-out, hush-hush, life-size, and empty-handed on the chalkboard. Ask each student to turn to a buddy and use each word in an oral sentence as both a compound with two words and as a compound separated by a hyphen.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards
Place the category cards in a pocket chart. Hold up the word card empty-handed and model whether the word is a noun or adjective.

Think aloud: I think about how I would use the word empty-handed. I would use it to describe something, for example: The store was out of potatoes, so the woman went away empty-handed. The word is used as an adjective, so I’ll place it in the category Adjective.

Hold up the word card far-off. Ask students how they would use this word and to come up with example sentences. Have them decide if the word is a noun or an adjective.

Continue to have students help you sort the remaining words from BLM 3. At least once, model looking up a word in a dictionary to find the meaning of the word and what part of speech it is. Reinforce that knowing the meaning of one of the words that make up a compound word is often helpful in determining the meaning of the compound word itself. Point out that some hyphenated compound words can be used as both a noun or an adjective. (close-up, follow-up, high-rise)

Spelling. Have students copy the categories in their word study notebooks to make a two-column chart. Ask them to write each of the unit spelling words in the columns according to whether they are nouns or adjectives.
Meaning Sort

Teacher Word Cards: true-blue, self-respect
Teacher Category Cards

Place the category cards next to each other in a pocket chart. Review sorting the word cards according to their meanings and grammatical use. Hold up the card true-blue. Say: I wonder which category I should put this word in. Does it describe something or does it name something? I will use the word in a sentence: He was a true-blue friend in my time of need. True-blue describes something. I’ll put this word under the category card Adjective.

Remind students that some words, such as ice-cream, are hyphenated only in their adjective form.

Give students the category cards from BLM 2 and the word cards from BLM 4. Ask them to sort the compound words into those that are adjectives and those that are nouns. Suggest that they think of how each word is used in a sentence to help them decide. Point out that nouns often have articles such as the, a, some, etc., in front of them.

Buddy Sort

Give pairs of students the word cards from BLM 5 and the category cards from BLM 2. Ask them to sort the words according to whether the words are adjectives or nouns. Challenge partners to pick some of the word cards and use them in sentences in which they are not hyphenated compound words, for example: We had to drive a very long distance. There is only one way to do this problem.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the word that correctly completes each sentence.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the meanings of hyphenated compound words.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.
Day Four

Providing Support

If students have trouble reading the passage and/or finding hyphenated compound words, read the passage aloud or ask them to echo-read with you. If students do not recognize hyphenated compound words, stop reading and call attention to the words.

Family Camping Trip

My little brother Ian wants to go camping next weekend. He would love it to be a monthlong trip, but our parents would never agree to that. Besides, it’s not summer yet, so we’re still in school.

I told Ian that if we were to convince Dad to take us camping, we had to have a thoroughly thought-out plan. That means we would need to do all the planning work beforehand. We made a shopping list of everything we’d need to buy at the supermarket. We made a shopping list of everything we’d need to buy at the supermarket, but I think we’ll need more than just hot dogs and apple turnovers!

We chose a campground that’s not too far away. We also got the camp stove, charcoal, fishing poles, backpacks, and our tent out of the garage. As for clothing to bring, we aren’t around here the time of year you’d think we’d need warm clothes. So, I knew Dad would agree if we did everything beforehand. We made a shopping list of everything we’d need to buy at the supermarket, but I think we’ll need more than just hot dogs and apple turnovers!

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So after all of this pre-trip planning, we ended up staying pretty close to home. Dad caught a pretty bad cold the day before we were supposed to leave. We didn’t end up going. When we say “t’other night” we mean “the other night.”

Word Hunt

Give each student a copy of the passage on BLM 9. Ask them to read the passage and circle the hyphenated compound words.

After students have found the hyphenated compound words, ask volunteers to share the words they found.

Then ask students to reread the passage, this time finding and underlining compound words that are not spelled with a hyphen.

Ask pairs of students to begin lists of compound words in their word study notebooks—one list of compound words spelled without hyphens and another of those spelled with hyphens. They can start the lists by using the words in the passage.

After students have had a chance to develop their lists, discuss with them which of their lists has the most words. Ask what this tells them about the common usage of compound words versus hyphenated 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: resist, sister, heart.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: close-up, one-sided, in-depth.

Dictate the following sentence and have students write it on their papers:

*We had a get-together to hand-pick all the new high-tech equipment.*

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 from his or her word study notebook, 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 students switch roles.
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 hyphenated compound words using the Quick-Check for Unit 1.

Suggestions for Independent Practice

Grammar Sort. Give pairs or small groups of students all the word cards and a set of category cards. Have them sort the words into nouns and adjectives.

Crazy Links. Divide students into two teams. Give each team a set of word cards from one of the BLMs. Ask the teams to put the word cards facedown in the center of the group. A student from one team draws two cards and tries to make a link between them. The link can be silly but it must represent the meaning of the words. For example, if the student draws mind-blowing and get-together, he or she might say, The link between these words is that our get-together was mind-blowing. If the student can make a link, the group gets a point.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the hyphenated compound words from the word cards. Pairs can swap their puzzles with another pair.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.
Unit 1 Quick-Check: Hyphenated Compounds

Answer Questions
Directions: Write the correct word or words on the blank to complete the sentences.

1. My little brother often needs to take a ______________ because he gets easily excited. time out  time-out

2. My aunt and uncle want to ______________ with us this weekend. get together  get-together

3. The new sculpture in the park is ______________. life size  life-size

4. How much would a ______________ toy giraffe cost? life size  life-size

Apply
Directions: In the space below, list three other words you know that are hyphenated compounds.

_______________________  _______________________  _______________________

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>Used as Nouns</th>
<th>Used as Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>runner-up, far-flung, worn-out, self-respect, send-off, long-term, one-sided, time-out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Hyphenated Compounds
Directions: In the space below, explain how understanding hyphenated compounds helps you as a reader, speller, and writer.

_____________________________________________________________________________