



Cycle 9

Lesson 9 – Compound Words

Skill: Phonics: Decode compound words and read compound words in context

Lesson Preparation:

- Cut blank sentence strips or long paper strips, about 4 inches high and two feet long.
- Print the *Compounding the Fun* page included with this lesson.

Note: Words in bold are said aloud by the teacher.

Teach: Blend and read compound words

- **Listen and repeat. *Earthworm*. The *earthworm* crawls in the mud. *Earthworm*.**
- **I hear two words within *earthworm*. I hear *earth*, and I hear *worm*. *Earthworm*.**
- ***Earthworm* is a compound word. A compound word is made by putting two words together.**
- Show the word *earthworm* on a sentence strip. **Look at the word *earthworm*.**
- **I can fold back *worm* and *earth* is left.** Demonstrate.
- **What is this?** Affirm: **Yes, *earth*.** Open the strip again. **Now, I fold back *earth* and *worm* is left.**
- **What is the word now?** Affirm: **Yes, *worm*.**
- **Now, I can unfold the strip and again we see the whole compound word.** Demonstrate.
- **What is the compound word?** Affirm: **Yes, *earthworm*. An *earthworm* lives in the earth.**
- **What two words make up *earthworm*?** Affirm: **Yes, *earth* and *worm*.**
- **What kind of word is *earthworm*?** Affirm: **Yes, it is a compound word — two words put together to make one word.**
- Repeat for these compound words: birdcage, workman, hairbrush, slingshot, facecloth, mailbox.

earth		worm
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Guided Practice

- **Listen and repeat: *catfish*. The *catfish* swims in the river. *Catfish*.**
- **Tell your neighbor the two words inside *catfish*.**
- **Tell me. What are the two words?** Affirm: **Yes, *catfish* is made of *cat* and *fish*.**
- **Write *catfish* on your sentence strip.** Show students how to spell the word.
- **Hold up your sentence strip.** Check to see that students have spelled it correctly, providing corrective feedback if they have not, and affirming if they are correct.
- **Read your compound word to me.**
- **Now, fold back *fish* and show only *cat*. Show your neighbor. Read your neighbor's word.**
- **Now, fold back *cat* and show only *fish*. Show your neighbor. Read your neighbor's word.**
- **Now, show the whole compound word. Show your neighbor. Read your neighbor's word.**
- Repeat until mastered: backpack, backyard, earthworm, homesick, daycare, notebook, sailboat, cartwheel, handbag, lipstick, sandbox, matchstick, mailbox, milkshake, spaceship, springtime, barnyard, railroad, raindrop, tugboat, sunset, and weekend.



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Spelling

- Distribute whiteboards and markers to students.
- **Now that we have learned how to read compound words, let's practice spelling some. Thinking about the two smaller words that make the compound word will help us spell it. Let's try that with the word *catfish*.**
- **What two smaller words make the compound word *catfish*?** Pause for responses. **That's right! *Cat* and *fish*. Let's begin spelling the word *catfish* by spelling just the first word, *cat*. We can spell *cat*. Write it on your board.** Pause while students write the word *cat* on their whiteboard, then write it on your board to show them. **Now let's finish the word with the second word in the compound word, *fish*. We can spell *fish*. Write *fish* on your board right next to *cat*. Remember the two smaller words have to be together to be one word — no spaces.** Demonstrate how to write the word *fish* next to *cat* to make *catfish*.
- **Now we need to read what we wrote.** Place your finger under the word and read it aloud while sweeping your finger under the word, modeling left to right directionality. Have students do the same.
- Repeat the procedure with the following words, providing support as needed: *birdcage*, *lipstick*, *backpack*, *daycare*, *sunset*, and *handbag*.

Reteach (for students requiring more instruction and practice)

Note: Provide explicit instruction with modeling and guided practice in small groups.

- Give a sentence strip to each student, with the compound word already printed on it. Encourage the student to fold it back and forth.
- Try using two different index cards, having students read them separately, then pushing them together like train cars to blend them into one compound word.
- Help students blend each word, using the touch-a-letter-and-say-its-sound method.
- Praise students frequently.



Monitor Progress through Independent Practice

- Distribute the *Compounding the Fun* page.
- **Split apart the compound words by drawing a line between the two words.** Model this. **Practice reading this page. Be ready to read your sentences aloud to me. You may read to a neighbor until I come to you.**
- Observe and chart progress for each student. Use data to plan and group for instruction.



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Compounding the Fun

Find the compound words. Draw a line between the two words that make up each compound word. Then, practice reading the sentences until you can read smoothly and easily.

lip	stick
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1. Mom has some pink lipstick in her handbag.
 2. Chuck put six things into his backpack.
 3. Chet and Ling drink a milkshake each day.
 4. Pack your lunch and a notebook for school today.
 5. He kept his sailboat in his backyard.
 6. Raindrops fell on the plants in the backyard.
 7. Boys and girls like to play hopscotch.
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Challenge:

Chad was three and Chuck was four. They went to the same daycare. They jumped into the same sandbox. They thought they could be spacemen. They made the sandbox into a spaceship. Chad and Chuck were set to eat. Chad got a lunch box from his backpack. They ate lunch and sat in the spaceship. Chad and Chuck were best pals.