First Grade Compound Words

**Grade Level: First Grade**

**Subject(s) Area: Language Arts- Phonics**

**Materials Needed:**

* White board/projector
* Dry erase markers
* Two different colored highlighters
* Index cards- magnetic strip or tape on back
* List of compound words (worksheet)
* Compound word picture game (from the Florida Center for Reading Research)
* Compound word matching game (from the Florida Center for Reading Research)

**Standards:**

* RF.3.1- Know and apply grade-level phonics and word analysis skills in decoding words.

**Objectives:**

* Students will **define** what a compound word is.
* Students will **identify** compound words and **determine** if particular words are compound words.
* Students will **separate** compound words into two base words.

**Learning Activities:**

* Gather students to the mat and form a circle.
* Start off by asking students what they know/remember about compound words. Write an example on the whiteboard (sunflower, etc.) and show students how the compound word is really two different words.
* Use prepared index cards (with tape or magnetic strip on back) and organize words into a chart on the board. Call on students to put cards on the board (in either the compound word or not a compound word section). Make sure there are enough cards for each student to go at least once.
* Ask students to brainstorm some of their own compound words. Have students use these words in a sentence. – Correct students if their words are not compound words.
* Use the projector to display a compound word worksheet on the board. This worksheet will have a variety of compound words listed. The teacher will ask students to pick out the two words and the teacher will highlight the two words (within each compound word) using two different colored highlighters.

With the below level students

* Provide students with whiteboards.
* Write a word on the board and ask students to copy the word down.
* Ask students to put a line through the compound word making two separate words.
* Do this until mastery.
* Ask students to find their reading boxes and have them return to their seats. Let students know that they are expected to read quietly. Take small groups of students (two to three at a time) and work on the compound word picture game together. As students finish, they should go back to their seats and continue reading from their reading boxes.

With on-level/advanced students

* Ask students to find their reading boxes and have them return to their seats. Let students know that they are expected to read quietly. Take small groups of two students at a time and work on the compound word matching game together. As students finish, they should go back to their seats and continue reading from their reading boxes.

**Assessment:**

* I will informally assess students as they place index cards in the correct spot.
* I will further assess the below level group by use of white boards.
* I will informally assess students as they play games in small groups.

**Reflection:**

            Today’s activity was so much fun and it went very well. I started off with the lower leveled group and they caught on a lot faster than I expected them to. They were engaged and watched carefully as their peers placed words on the board. This activity seemed to be a great confidence booster for a few of the lower readers and it was fun to watch them get excited about the activity.

            The higher group zipped right through the lesson and I’m not sure if they learned anything new. I wish I would have challenged them more. They were engaged in the lesson, but it seemed really easy for them.

            After both sessions, I sent students to read from their book boxes and randomly selected students to come work at the back table with me. I had a picture compound word game that was really easy for the lower group. It was a great assessment because it was low stress and gave me an up close view as to how the students were reasoning. I didn’t see any problems with this group. There was one student who seemed a bit confused at first, but once I explained it again, he caught on and figured it out pretty quick.

            I played a memory game with the higher group. Some students caught on and had a great time playing the game. I had a few girls who really struggled and we ended up flipping all the words over as we searched for compound words. This was a great adjustment and it seemed to really help. This matching game confused a lot of students and I do not feel the need to use it again.

The overall lesson flowed together nicely and I had a lot of fun teaching!