English Language Arts Lesson Plan

|  |  |
| --- | --- |
| General  Information | Name: Tara Tolbert and Liliana Ochoa  Title of Lesson: Compound Words  Grade Level: 2nd Grade  Content Area: English Language Arts  Time: 40-60 minutes |
| Competency | CCSS Language 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark) |
| Objective(s) | Students will be able to identify compound words.  Students will be able to describe what a compound word is.  Students will be able to predict the meaning of compound words.  Students will be able make a Venn-diagram by combining single words to make compound words. |
| Materials, Pt 1  Intro/Hook | Smart Board  Computer  PowerPoint with video Compound Boogie embedded in it |
| Procedures, Pt 1  Intro/Hook | TTW introduce the main idea of this lesson by playing a short interactive video about compound words.  **Liliana**- TTW open the PowerPoint and play the Compound Boogie video for the students.  **Tara**- TTW instruct students to respond when the video asks them to put two words together to make one.  TSW say the words on the video.  **Liliana**-TTW tell the students that they will be learning more about compound words. |
| Materials, Pt 2  Body | Pictures of compound words that are examples and non-examples  Candy corn activity packets  Venn-diagram |
| Procedures, Pt 2  Body | **Tara-** TTW show two pictures of non-examples.  TTW ask “What is this a picture of?”  TTW show a picture of an example that combines the two previous words to make a compound word.  TTW ask “what is this a picture of?”  TTW ask “what does this picture have in common with these pictures?”  TTW ask “how did we make this word?”  TTW ask “can you come up with another compound word using one of these words?”  **Liliana-** TTW choose another set of examples and repeat the questioning from above.  **Tara & Liliana**- TTW repeat the steps above until all examples have been utilized.  **Tara**- TTW tell the students to get with their partners.  **Liliana**- TTW hand out activity packets.  **Tara**- TTW explain that they are to use the candy corn to make compound words.  **Liliana**- TTW show students how each layer has a word on it. The first two have a single word and the bottom one has the compound word.  **Liliana-** TTW model one or two examples.  **Tara-** TTW explain that as they create the candy corn they will need to write down their answers using a Venn-diagram.  **Tara**- TTW model one or two examples.  TSW work in groups to complete the Venn-diagram.  **Liliana & Tara**- TTW collect the supplies and the Venn-diagram. TTW tell students to go back to their seats. |
| Materials, Pt 3  Closure/Assessment | Board/Chart  Expo Pen  Compound Meaning Worksheet  Pencils |
| Procedure, Pt 3  Closure | TTW close the lesson by reviewing during a whole class discussion.  **Tara**- TTW ask “who can tell me the difference between a single word and a compound word?”  **Liliana**- TTW ask “What are some examples of single words?”  **Liliana**- TTW write the words that students give them on the board  **Tara**- TTW ask “what are some examples of compound words?”  **Tara**-TTW write the words that students give them on the board.  **Liliana**-TTW ask “how can you use single words to find out the meaning of compound words?” |
| Assessment | TTW formally assess students by having them complete a compound meaning worksheet.  **Tara**-TTW hand out the compound meaning worksheet and instruct students that they are to complete it on their own.  **Liliana**- TTW collect the compound meaning worksheet.  **Liliana & Tara**- TTW informally assess the students’ ability to identify and define compound words and construct a Venn-diagram by monitoring group and whole class activities and feedback given during discussions. |
| Accommodations | We have provided high quality pictures for each word to facilitate ELLs in their understanding of the meaning of words. |
| Source(s) | This lesson was adapted from:  <http://www.teacherspayteachers.com/Product/Compound-Word-Candy-Corn-358841>  <http://www.youtube.com/watch?v=T0X7xMDXmc8> |

Our model required us to guide our students to the definition of compound words. During our lesson, we accomplished that task by showing examples and non-examples of compound words. We also asked questions to further guide their understanding of compound words.