

Unit 3: Connecting Places, Connecting People

WEEK 7 Day 4

**Vocabulary & Language**  
Compound Words

<b>Weekly Question</b>	How are people connected in and across communities?
<b>Language Objective</b>	I can create and define compound words. (L.4.2.d)
<b>Vocabulary</b>	<b>compound:</b> made up of two or more parts
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Compound Words slides, from Day 3 Note: This lesson uses slides 9-11.</li><li>• paper and pencil, one for each child</li></ul>
<b>Opening</b>	<i>Yesterday you reviewed compound words. Today you will write your own compound words.</i>
<b>Discussion</b> slide 9	<i>Remember, <b>compound words</b> are made when two or more words are put together to form a word with a new meaning.</i>
slide 10	<i>You will write three compound words. You can combine words from this list, or any other words you can think of.</i>
slide 11	<i>After you finish writing your words, you will share them with a partner.</i> Review the process for sharing words from the slide.
	Bring the class back together. Invite a child to share their partner’s compound words. Ask the pair to define each individual word, as well as the compound word. Repeat the process with another child/pair, as time allows.
<b>Closing</b>	<i>Today you wrote and defined three compound words!</i>

<b>Standards</b>	<b>L.4.2.d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>Ongoing assessment</b>	During the discussion, listen for evidence that children are understanding compound words. Do children accurately define the individual words? Are they able to apply their knowledge of individual word meanings to predict the meaning of the compound word?

**Notes**