

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## Georgia Performance Standards Framework for English Language Arts-Grade 1

# Instructional/Learning Activity Task Template:

### Overview

Unit Title: **Narrative; Phonics- Compound Words**

Annotation: This lesson will compliment the Narrative Framework Unit. The primary focus of this lesson is to demonstrate an understanding of compound words in various texts. The teacher will begin the lesson by asking riddles that have compound words as the answer. Next, the teacher will integrate children's literature, *Once There Was A Bull...frog*, by Rick Walton to reinforce compound words. The students will locate and record compound words from their independent readers during work time. The teacher will close the lesson allowing the students to share their compound words and will sing "Starfish" by Fran Avni.

Grade, Subject, Topic, Author:

1<sup>st</sup> grade

Reading/Phonics

Compound Words

Dana Zhun

Special Notes To Teacher:

- The teacher will have a copy of *Once There Was A Bull...frog* by Rick Walton.
- The teacher may choose to download a copy of "Starfish" by Fran Avni from [www.songsforteaching.com](http://www.songsforteaching.com) (from a personal computer).
- The teacher will create charts needed for lesson.
- The teacher will copy student response activity if needed.
- The teacher will copy observational checklist if needed.

### Standards

Focus Standard/Element(s):

**ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student**

b. Reads compound words and contractions in grade appropriate texts.

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Complementary Standard/Element(s):

**ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**

b. Makes predictions using prior knowledge.

### *Learning Goals*

Essential Question(s):

How can we demonstrate an understanding of compound words?

Knowledge:

Students will demonstrate an understanding of compound words while reading grade appropriate texts.

Skills:

The students will apply knowledge of compound words while reading grade appropriate text.

### *Balanced Assessment for Task*

Assessment Method/Type:

The teacher will assess using an observational checklist (see checklist attachment).

Description/Directions for Assessment:

During work time the teacher monitors students' understanding of compound words by viewing their response activity (see compound response attachment). The teacher may conference independently listening for decoding accuracy.

### *Student Work Samples (optional):*

### *Procedures, Directions, and Resources*

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (15-20 minutes-suggested)

1. Gather students for the opening lesson.
2. Display chart and ask if any students can define 'compound word'. Allow 2-3 responses.
3. State EQ: "How can we demonstrate an understanding of a compound word?"
4. Define compound word (A compound word is formed when two words are joined to form a *new* word.) and share the riddles. The teacher may highlight the compound words as a visual.

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5. Suggested chart:

### Compound Words

Can you answer these riddles?

*What time is it when you turn into a frog? Springtime*

*Where do cars go when it gets hot? To a carpool*

*What does the dogcatcher give dogs on their birthday? A poundcake*

*Who stands behind home plate waiting for someone to throw him a dog? A dogcatcher*

*Why did the cowboy send his horse up in a rocket? He wanted to see a horsefly.*

6. The teacher will preview the book, *Once There Was A Bull...(frog)*, by Rick Walton.
7. The teacher will ask the students to remember the compound words mentioned after the predictions in this read aloud.
8. The teacher reads the book.
9. After reading, the teacher charts the compound words (these could be *prewritten* on the compound riddle chart, covered with sentence strips, and displayed as the students share the word).
10. Sample chart:

### **Compounds found in *Once There Was A Bull...frog***

bull + frog = bullfrog  
toad + stool = toadstool  
dog + house = doghouse  
hedge + hog = hedgehog  
box + car = boxcar  
grass + hoppers = grasshoppers  
cow + boy = cowboy  
straw + berries = strawberries  
cat + fish = catfish  
lady + bug = ladybug  
diamond(back) + snake = rattlesnake  
sun + flowers = sunflowers  
stage + coach = stagecoach  
horse + fly = horsefly

11. The student work time task will be to search for compound words in their leveled text and record them on the response activity sheet provided (see attachment).

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Work time: (20-25 minutes suggested)

1. The students will transition into work time and search for compound words within their independent readers. If their readers do not contain any compound words the students may use the words from the previous activity to complete task.
2. The teacher is monitoring and assisting when needed. The teacher may conference while assessing for understanding of compound words.
3. The teacher chooses two students who have successfully completed task to share.

Closing: (10-15 minutes suggested)

1. The students share their independent readers and their response activity.
2. The audience will be able to verbalize the compound words.
3. The teacher may add the compound words to the chart.
4. The teacher may play the song “Starfish” as the students clap along. This song demonstrates more compound words. The students will share the new compound words. *The teacher may substitute new compound words if needed.*

“Starfish” by Fran Avni

There’s a starfish hidden under my bed,  
Starfish (clap, clap) starfish (clap, clap)  
Someone took the star, what’s left instead?  
Someone took the star, what’s left instead?  
It’s just a fish (clap, clap), a fish (clap, clap).

There’s a cowboy hidden under my bed  
Cowboy (clap, clap) cowboy (clap, clap)  
Someone took the boy, what’s left instead?  
Someone took the boy, what’s left instead?  
It’s just a cow, (clap, clap) a cow.

There’s a toothbrush hidden under my bed...  
Toothbrush (clap, clap) toothbrush (clap, clap)  
Someone took the tooth, what’s left instead?  
Someone took the tooth, what’s left instead?  
It’s just a brush, (clap, clap) a brush.

There’s a football hidden under my bed...  
Football (clap, clap) football (clap, clap)  
Someone took the foot, what’s left instead?  
Someone took the foot, what’s left instead?  
It’s just a ball, (clap, clap) a ball.

There’s a doorbell hidden under my bed...  
Doorbell (clap, clap) doorbell (clap, clap)  
Someone took the door, what’s left instead?  
Someone took the door, what’s left instead?  
It’s just a bell, (clap, clap) a bell.

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5. The teacher restates the EQ and the students will respond.

### *Resources, Materials, and Equipment:*

#### *Resources:*

[www.songsforteaching.com](http://www.songsforteaching.com)

#### *Materials:*

***There Once Was A Bull...frog*** by Rick Walton

Chart paper

Markers

copy “Starfish” by Fran Avni (optional)

Observational checklist

Student Response Activity

***Cloudy with a Chance of Meatballs***

#### *Equipment:*

Computer with internet (optional)

CD player (optional)

### *Differentiation for Content, Procedures, Process, and/or Learning Environment:*

#### Remediation:

The teacher may pair struggling readers with more confident readers during work time. The teacher may have several copies of ***There Once Was A Bull...frog*** to distribute. The students may use this reference to complete work time activity. The teacher may allow auditory learners to listen to “Starfish” with headphones while completing work time activity.

#### Enrichment/Extension:

The students may read ***Cloudy with a Chance of Meatballs*** by Judi Barrett, locate and record the compound words from text. The students may incorporate these compound words with the “Starfish” song and conduct a performance.

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# Compound Words

**Directions: Record compound words from your independent reader. If your reader does not contain any compound words you may record compound words from chart.**

First Word	Second Word	Compound Word
tooth	brush	toothbrush

