

Week 1: Introduction to Parts of Big Words

Lesson 1_Compound words

Introduction 1 mins

We will work to read and spell multisyllabic words. These are often called Big Words. Multisyllabic words -as the term implies-have multiple, (multi)-many syllables. A syllable is a unit of pronunciation that has a vowel. If I speak as a robot, I can break words into syllables. For example, in the word capital, I have cap-it-al, three syllables. In the word capability, I have ca-pab-il-it-y, five syllables. A syllable needs a Vowel.

Task 1 min

Today we work with combinations of the six-syllables types and how to read two-syllable words. Remember, Big Words consist of smaller parts called syllables. If we know how to read and spell those syllables, we can read and spell multisyllabic words.

Today we will work with compound words.

Quick Review 2 mins__

Only if needed, use content from Preparatory Lessons.

Explanations

A compound word is a word that includes two words that each can stand on its own in meaning but combined create a new word meaning. Two words combined make a compound word. For instance, I have the word "carpool" I will underline the vowels, and I recognize two words that are also two syllables. The words are car-pool and the word carpool. The word car is r-controlled and the word pool is Vowel team. The word carpool has two syllables and it means to group together in a car.

It is important to be able to recognize those parts in words so we read them automatically and accurately and spell them correctly for readers.

Remember, a syllable needs to have a vowel. When we have a vowel team we will underline the vowel team. When we have a VCE syllable, we will underline the vowel that says its name and place a dot on the silent e. When we see the C+le, we will underline it. When we see compound words, we can look for the word parts. Knowing the syllables, can help us decide how to pronounce the words, too, and think of their meaning.

Teacher Practice READING WORDS

The teacher reads from the list of words and explains the reasoning breaking the words into parts using the syllable types. The teacher says,

starfish- I underline the -ar and the i. I see there are two words and recognize them: star (r-controlled) and fish (closed syllable)-starfish. Starfish is a star-shaped fish.

Activity 1: Collaborative Practice Reading Words

The teacher continues with the **words**:

First Set of Five Words: bathtub, bedpan, shellfish, sunbathe, bellman

Second Set of Five Words: peanut, football, airplane, handcuff, crossword

First Set of Five

bathtub, I underline the a and the u. I know I have two syllables. I see there are two words - bath (closed) and tub (closed) - bathtub. Bathtub is a tub you use for bathing. In a sentence, you could say "My mom told us to get in the bathtub before bed."

bedpan, I underline the e and the a. I know I have two syllables. I see there are two words - bed (closed) and pan (closed) - bedpan. A bedpan is a toilet someone who is bedridden uses. In a sentence, you could say "The ill patient at the hospital had to use a bedpan."

shellfish, I underline the e and the e. I know I have two syllables. I see two words - shell (closed) and fish (closed) - shellfish. Shellfish is a specific type of fish that live in shells like crab or lobster. In a sentence, you could say "She is allergic to shellfish."

sunbathe, I underline the u, a, and e. I know I have two syllables. I see two words - sun (closed) and bathe (vce) - sunbathe. To sunbathe is to lay around, or bathe, in the sun. In a sentence, you could say, "In the summer, they like to sunbathe by the pool."

bellman, I underline the e and the a. I know I have two syllables. I see two words - bell (closed) and man (closed) - bellman. A bellman is a person who works at a hotel and helps carry guests' bags. In a sentence, you could say, "The bellman helped the woman with her suitcase."

Second Set of Five

peanut, I underline the e, a, and u. I know I have two syllables. I see two words - pea (vowel team) and nut (closed) - peanut. A peanut is a pea-shaped nut. In a sentence, you could say, "We ate a bag of roasted peanuts at the baseball game."

football, I underline the o, o, and a. I know I have two syllables. I see two words - foot (vowel team) and ball (closed) - football. Football is a sport. In a sentence, you could say, "We watched the Falcons play football."

airplane, I underline the a, i, a, and e. I know I have two syllables. I see two words - air (r-controlled) and plane (vce) - airplane. An airplane is a vehicle that moves flatly in the air. In a sentence you could say, "We took our first airplane to fly to New York."

handcuff, I underline the a and the u. I know I have two syllables. I see two words - hand (closed) and cuff (closed) - handcuff. Cuff is an old term meaning to catch. So handcuff means to catch by hand. In a sentence, you could say "He was led away in handcuffs."

crossword, I underline the o and the o. I know I have two syllables. I see two words - cross (closed) and word (r-controlled). A crossword is a kind of word puzzle in which you try to figure out the words across and vertically in the puzzle. In a sentence you could say, "My grandma always does the crossword in the newspaper on Sunday."

Students' practice as a group READING WORDS

Students read the same list as a group with the teacher and explain the reasoning for breaking the words into syllables and the words' meaning.

The teacher says, "Let's read the list of words. We will read the same list of words as I did. Remember that a syllable needs a vowel. Also, always think of a word's meaning. We will think of sentences at the end of our readings. Let's begin [...]"

Activity 2: Independent Reading Application

Students practice reading a set of five words and explain their thinking for dividing the word into syllable types. They are given 2 minutes to read the words and prepare to share with a partner and also consider the meaning of the words.

The teacher says, "You will now have a list of words that are different from the ones we practiced. I would like you to read them and identify the

syllable. Remember, a syllable always needs a vowel. You will have two minutes to read the words and determine the syllable type and the word's meanings."

First Set of Five Words: shoelace, shipwreck, backbone, blackboard, ballpark

Second Set of Five Words: ballroom, cupcake, bedroom, racecar, dishcloth

"We will now check together. Put your finger on the first word,

- What's the first syllable,
- What's the syllable type,
- What's the second syllable,
- What syllable type
- Read the syllables,
- What is the word?
- What is a sentence with that word?

Note: In case of an error, the teacher stops and offers immediate error correction.

OR

Students practice reading a set of five words and explain their type. They are given 2 minutes to read the words and prepare to share with a partner.

The teacher says, "Now that you practiced reading on your own and were able to tell what syllable you read, take turns reading words with a partner. The goal is for you to be quick to tell where the vowel or vowels are and what syllable you are reading. Always think of the meaning of a word."

Teacher modeling SPELLING WORDS

Teacher models spelling of two words. Teacher checks the spelling by rereading and examining each word for clarity and accuracy.

"Reading and writing are connected. If we can read words, we can also figure out how to spell them. If we know syllables, we can also check our spelling.

I want to spell the word **snowboard**. I have two syllables: sno/board. I hear the word snow, and the word board. I hear a long vowel (O) and I know to spell snow. I hear a long vowel (Oa) followed by an R sound and I know how to spell board. The word is snowboard: vowel team and vowel team. The word snowboard means a

board (piece of wood or other product that is used on snow). For example, "She used her snowboard on the mountain last winter."

I want to spell the word **blackbird**. I have two syllables: black/bird. I hear the word black and the word bird. I have a closed syllable as I hear the short vowel /a/ sound in black, and I can spell black. I will add a ck as it is a short vowel. In the word bird I hear an r-controlled vowel. I will spell bird. The word is blackbird, and it means a black bird. It is a type of bird, which is black and small. For example, "The blackbird visits the birdhouse every day."

Activity 3: Spelling Practice

Students practice spelling 5 words from teacher dictation. Students check each word and confirm accuracy and meaning.

"I will now ask you to spell words. You should always check your spelling and writing by rereading. Make sure to listen carefully to the vowel sound. Say the syllables, think of the sounds within each, and then spell each sound and check the word and always think of the word's meaning."

Words:

First Set of Five

hatbox, I hear two syllables hat/box. Both are closed as they have short vowels closed off by consonants. A hatbox is a box that you store hats in. "My grandmother keeps all her old-fashioned hats in a hatbox in the attic."

catnip, I hear two syllables cat/nip. Both are closed as they have short vowels closed off by consonants. Catnip is a kind of plant that cats love. "We always have catnip on hand for our cat, Milo."

suntan, I hear two syllables sun/tan. Both are closed as they have short vowels closed off by consonants. Suntan is the condition of skin after it has darkened in the sun. For example, "Last July, we were outside all day so we had a good suntan."

upset, I hear two syllables up/set. Both are closed as they have short vowels closed off by consonants. Upset is being sad or bothered. For example, "My sister was upset when I took her toy."

trashcan, I hear two syllables trash/can. Both are closed as they have short vowels closed off by consonants. Trashcan is a bin that you put trash in. For example, "I was looking for the trashcan so I can get rid of this banana peel."

Second Set of Five

household, I hear two syllables house/hold. House is a vowel team because of the 'ow' sound. Hold is a closed syllable. A household is the people who live inside a home typically as a family or unit. For example, "Our household always wakes up late on Saturdays."

pancake, I hear two syllables pan/cake. In the first syllable pan, I hear a short vowel closed off by a consonant. In the second syllable, I hear an A saying its name. I think it's a vce. Pancake. A pancake is thin, flat cake eaten for breakfast. "We eat pancakes on Saturday."

jellyfish, I hear three syllables jel/ly/fish. In the first syllable, jel, I hear a short vowel closed off by a consonant. In the second syllable I hear a long vowel sound. I know how jelly is spelled so I think this second syllable is an open syllable spelled LY. In the last syllable, I hear a closed syllable, fish. A jellyfish is a stinging fish that looks like jelly. "He was stung by a jellyfish last summer."

keyboard, I hear two syllables key/board. In the first syllable key, I hear a long E sound but I know that key is spelled with y at the end. This makes it a vowel team syllable. In board, I hear an r-controlled vowel. A keyboard a panel of keys for a computer or as a musical instrument. For example, "She carefully typed on the keyboard because she didn't want to make mistakes."

haircut, I hear two syllables hair/cut. In the first syllable, hair, I hear r-controlled vowels, hair. In cut, I hear a short u and a consonant making it a closed syllable. A haircut is the style in which a person's hair is cut. For example, "She went to the salon for her regular haircut."

Students apply the strategy and then explain the meaning of each word.

Activity 4: Writing Sentences from Dictation

Students write two sentences from dictation. Students are asked to identify the syllable types on smaller words. Students are asked to reread their sentences for fluency.

"We are learning to read and spell words so we can become more accurate in reading and spelling words in sentences. I will dictate to you a sentence. I would like you to write the words in the sentence. Listen:

Sentences:

In a nutshell, batman lost his cape.

The bathmat in the bathroom is wet.

Students reread the sentences for fluency.

Then students underline the compound words in the sentence and explain what the word means.

Activity 5: Reading a Book and Answering Question

Students read a chapter book with the teacher.

The readings are:

Choral Reading

Whisper reading

We practiced reading words and spelling words. We will work on reading sentences within a book. We will read the book _____. Yesterday we learned (address Beginning: Characters, Time, Place, Problem; Middle: Events and complications; End: Solution, Emotions if this is a narrative; address main ideas and explanations if it is an informative text; address reasons and examples if this is a persuasive text).

Discussion and Response to a Question

Question: