

Lesson One

Reviewing Compound Words (Optional)

Summary: This lesson reviews the term “Compound Words” and the concept behind it. In particular, it emphasizes the identification of vowel patterns in compound words, and thus it also reviews the Stevenson Program’s procedure called “pattern marking.” The pattern marking procedure is also connected to the idea of “analyzing” words.

Materials: A 3”x5” index card or similar piece of oak tag or card stock. Standard materials (see User’s Guide) and pages 1-5 of the Multipurpose Multisyllable Student’s Book (pages 4-8 of this pdf file).

Application with Stevenson Students: This lesson can be used as review for any student who qualifies for placement in the Multipurpose Multisyllable books. Some students will need and/or appreciate the review in this lesson more than others, so you can use your judgement as to whether you wish to use some, all or none of it. (See Commentary for more information). Some of the student pages shown on pages 4-8 of this lesson are only appropriate for students at certain points in the Stevenson Program, and that information is given in the margin of those pages. Many students will be so used to the terms “vowel pattern” and “compound words,” as well the Stevenson process of “pattern marking,” that the lesson may seem unnecessarily simple. Subsequent sections are less detailed and become increasingly challenging. When completing the reading practice on page 4, please note the directives about Feed Words that follow. Feed Words are handled differently for students at different stages of the program.

Part 1: Reviewing Compound Words

Print railroad on the board, then read or paraphrase:

railroad

This one long word is made up of two smaller ones. [Cover road with the 3”x5” card or similar item.] What is this first word? (rail) Good. Is it a peanut butter and jelly word? (yes) Who are the peanut butter and jelly friends? (a and i) Good. [Next uncover road and cover rail with the card.]

rail

What is this second word? (road) Is this a peanut butter and jelly word? (yes) Who are the peanut butter and jelly friends? (o and a) Good. [Remove the card.]

road

*Now let’s read each word, but put them together. As we do, I want you to tap your desk with your hand for each word. (rail road) [Demonstrate by tapping as you read the word aloud with your students.] What is the whole word again? (railroad) When two words are put **together** to make one word they are called **compound words**. In the ancient language called Latin com means together. You can think of compound words as two words **pounded together**.*

railroad

Please copy this compound word on your papers. Who are the peanut butter and jelly friends in the first part of the word? (a and i) Good. Underline those friends. [Demonstrate by underlining ai on the board.] Who are the peanut butter and jelly friends in the second part of the word? (o and a). Good. Underline those friends. [Demonstrate on the board.] Another name for the peanut butter and jelly friends is a “**vowel pattern**.” Now underneath the compound word, please write each vowel pattern and separate the patterns by a slash mark like this. [Demonstrate on the board. See example at the right.] We call this “**pattern marking**”. It is also the beginning of a process we will call “**analyzing** a word.”

railroad

railroad

railroad

railroad
ai / oa

Let’s all read the compound word together one more time. [Point to railroad.] (railroad). This word has two beats - one for the first vowel pattern and one for the second. Let’s pound out each beat again as we say the word together. [Students tap their desks with their open hands to “pound out” each syllable. As an option, you could have students clap their hands as they “clap out” each syllable.] Each vowel pattern in a word creates a beat. Some words have one beat, some two, some three, four or more. Many frostings also add a beat to a word. As you move through the levels of the Stevenson Program, you will encounter more words with several beats in each word, and you will learn how to analyze these words.

Identifying the “beats” in words, and “pounding (or clapping) them out” becomes an important tool for struggling readers.

Next print the word sideline on the board. Go through the same general process with this word, covering side first then line. Ask your class if this is also a compound word. (yes) Ask them to pound out (or clap out) the beats and find and underline the vowels pattern in each beat. Your students should recognize each half of the word as a layer cake word, and they should remember how to pattern mark a layer cake vowel pattern. Ask them to **analyze** this compound word by underlining each vowel pattern, then writing each vowel pattern below the word separated by a slash mark. Check them as they work. Most students will **not** immediately remember the steps involved in analyzing a word this way. To help them, analyze the word yourself on the board. (See the example at the right.)

sideline

sideline

sideline

i-e/i-e

Please Note: Sometimes you and your students will need to complete the process of analyzing a multisyllable word by writing the vowel patterns **below** the original word and other times by writing the patterns **beside** the word. The placement will depend on the situation. Be patient with the process. It may take some students time to get used to “analyzing” the words, but it will become second nature.

Now you can proceed to having students practice reading compound words. Have them take turns reading the sentences on pages 1-3 (which you have temporary permission to photocopy until this book is fully published in standard book form). When students are finished, ask them to point out the compound words in each sentence and then show how each word can be analyzed. You can do this either at the end of each sentence or at the end of the full set. Students can either take turns analyzing words on the board, working as a group under your supervision, or you can assign the entire task for homework, so each student finds and analyzes each compound word. How you proceed will depend greatly on the kinds of students you have. (See the call-out comments beside the facsimile pages at the end of the lesson and also the Commentary that follows.)

Commentary

To be completed later

PLEASE NOTE: The following material will eventually be included in the Multipurpose Multisyllable Student Book. You may photocopy and use these sentences and exercises, but only for instructional purposes. This student material, like the teacher’s manual, is copyrighted. You have temporary permission to use them as part of the Stevenson Program. You are not allowed to distribute them beyond your own instructional use or to use them for profit. Once the Multipurpose Multisyllable Teacher’s Manual and Student Book are published in standard book form on paper, permission to use these web-based resources will no longer be available for free.

A.

1. Did you see the goats by the roadside?
2. The railroad is five miles from my home.
3. I would like to fly an airplane.
4. My teammate, Mike, will play in the game.
5. When I go to the coast, I feel carefree.
6. I daydream when I hear the waves.
7. We saw a sailboat so huge, it could not sail into the bay.
8. Graig ate five plates of homemade cake.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the compound word in each sentence, then analyze the word as shown in the example in line 1.

1. roadside oa / i-e
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

This is a facsimile of the first page of the Multipurpose Multisyllable Student Book. You can comfortably assign it after Lesson 14 of the Basic Blue Core Manual or Lesson 20 of the Overlapping Strategy Teacher’s Manual. If you are further along in the program and would like to cover more challenging material, omit this page and proceed to page 2 of the Multipurpose Multisyllable Student Book.

Feed Words: *If you are using this page immediately after the lessons mentioned above, the following would be handled as Feed Words: saw, when*

Word List 1 in Appendix A gives an alphabetized list of the compound words for this lesson and examples of how they are analyzed. The word list, without the analysis, is also given at the end of this lesson and on page 5 of the student book.

This is a facsimile of the second page of the Multipurpose Multisyllable Student Book. You may feel that your students only need a small amount of practice with compound words, so this may be the only page you assign for this lesson. However, if you feel the practice is valuable, you can also do the activities suggested on the following pages as well.

B.

1. When I go to the coast, I feel carefree, and I daydream for hours.
2. At the seashore, we saw a huge sailboat hit a small one and the small one sank.
3. My teammate, Paul, needed to rest on the sideline for a while
4. The homemade cake tastes great, but eating the whole thing would not be good for your waistline.
5. South of town, the railroad runs along the water for many miles.
6. The airplane will be more than one hour late.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the tow-beat compound word or words in each sentence, then analyze the word as shown in the example in line 1.

1. carefree a-e / ee

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Feed Words: If you are using this page immediately after Lesson 36 of the basic Blue Core Manual, the following would be handled as Feed Words:

saw, along

If you are assigning this page after completing the full Basic Blue Level, no Feed Words are required.

This is a facsimile of page 3 of the Multipurpose Multisyllable Student Book. You can comfortably assign it after Lesson 36 of the Basic Blue Core Manual using a minimal number of Feed Words. Before that point students may not recognize certain vowel patterns or consonant digraphs.

C.

1. That raincoat is so small, it does not fit around my waistline.
2. In the hall there is a bust of George Washington made of limestone that looks very lifelike.
3. When Greg and I went on board the steamboat, his wheelchair just barely fit on the ramp.
4. It seemed like it took a lifetime for the airplane to land.
5. That large shell on the shelf is a keepsake from our trip to the seashore.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the compound words in each sentence, then analyze the word as shown in the example in line 1.

1. raincoat ai / oa

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Make sure students have at least a basic idea of what a bust is and what limestone is. Use appropriate Stevenson Vocabulary Steps as time allows. Vocabulary building will be discussed in greater length in the next lesson. Also, students may not be familiar with the phrase "on board."

Feed Words: If you have not taught ly as a decoration yet, treat barely as a feed word.

This is a facsimile of the first page of the Multipurpose Multisyllable Student Book. You can comfortably assign it after Lesson 14 of the Basic Blue Core Manual or Lesson 20 of the Overlapping Strategy Teacher's Manual.

Name _____ Date _____

To the teacher: Ask students to read each one beat word in the lists below to themselves, then decide which words can be combined into two-beat, compound words. They draw a line from the word in column A to the word in Column B that completes the compound word. (The words in Column A should be the first half of the compound words and the words in column B should make up the second half. They can use a word more than once, and they do not have to use every word. After they have connected the two words with a line, ask them to write the compound words on one of the lines provided. One word has been completed as an example. Let them know there are several different possible combinations for many words. Also they can come up with more compound words that there are lines if they want to complete the activity on another piece of paper for more credit..

<u>A</u>	<u>B</u>	
rain	side	<i>raincoat</i> _____
life	shore	_____
side	boat	_____
team	line	_____
sail	road	_____
steam	chair	_____
time	coat	_____
keep	ways	_____
sea	mate	_____
road	plane	_____
rail	stone	_____
air	coast	_____
lime	time	_____
wheel	made	_____
home	sake	_____

Please realize that some students will find this page very easy, while others will be quite challenged by the closure involved. These latter students may need considerable guidance to complete the page.

Word List

airline	lifelike	seacoast
airplane	lifetime	seashore
carefree	limestone	sideline
coastline	railroad	sideways
daydream	railway	steamboat
fireboat	raincoat	teammate
homemade	roadside	timeshare
keepsake	sailboat	waistline
lifeboat	scapegoat	

This word list can be used in many ways, as you will see from the suggestions listed below. You may select any, all or none of these activities depending on how much practice your students need.

- Ask the class to read aloud and “pound out” (or clap out) a column of words.
- Discuss the meanings of the words keepsake, scapegoat, and timeshare which are less common than the other words
- Ask students to take turns finding words that:
 - Have a peanut butter and jelly pattern in the first beat.
 - Have a layer cake pattern in the second beat.
 - Are two peanut butter and jelly words pounded together.
 - Are two layer cake words pounded together.
 - etc.
- Have a brief science lesson about limestone. You can mention that it is basically the same substance (calcium carbonate) that is used to treat lawns and make antacids.
- Select a column of words for students to copy and analyze. Copying a word onto another piece of paper is a useful way of requiring students to focus on the visual components of words, and analyzing the word reinforces that focus.
- Ask students to think of a sentence that contains at least one of the words. They can do this individually or as a group. Then they can write the sentence, and you can help them spell words as necessary.
- As a group, see how many words everyone can put into a single crazy sentence. (For example, “An airplane landed next to a railroad train that carried a steamboat with a lifeboat and a homemade fireboat, and the railway ran next to the coastline,” or “By the seacoast my carefree teammate looked sideways at a whale with a huge waistline.”)

Appendix A

Word Lists with Word Analysis

Word List 1

airline	<u>airline</u>	ai / i-e	railway	<u>railway</u>	ai / ay
airplane	<u>airplane</u>	ai / a-e	raincoat	<u>raincoat</u>	ai / oa
carefree	<u>carefree</u>	a-e / ee	roadside	<u>roadside</u>	oa / i-e
coastline	<u>coastline</u>	oa / i-e	sailboat	<u>sailboat</u>	ai / oa
daydream	<u>daydream</u>	ay / ea	scapegoat	<u>scapegoat</u>	a-e / oa
fireboat	<u>fireboat</u>	i-e / oa	seacoast	<u>seacoast</u>	ea / oa
homemade	<u>homemade</u>	o-e / a-e	seashore	<u>seashore</u>	ea / o-e
keepsake	<u>keepsake</u>	ee / a-e	sideline	<u>sideline</u>	i-e / i-e
lifeboat	<u>lifeboat</u>	i-e / oa	sideways	<u>sideways</u>	i-e / ay
lifelike	<u>lifelike</u>	i-e / i-e	steamboat	<u>steamboat</u>	ea / oa
lifetime	<u>lifetime</u>	i-e / i-e	teammate	<u>teammate</u>	ea / a-e
limestone	<u>limestone</u>	i-e / o-e	timeshare	<u>timeshare</u>	i-e / a-e
railroad	<u>railroad</u>	ai / oa	waistline	<u>waistline</u>	ai / i-e

Please Note: In a word such as daydream, an analysis such as “ai=ay / ea” is just as acceptable as “ay / ea.” In some editions of the Beginning Level material, students were asked to identify the ay vowel pattern (Integral 48 ai=ay) in a word like day as “ai=ay.” However, we have chosen the shorter version here to simplify the process because students will be analyzing many words as they proceed.