

United Words Stand

Purpose

Students will read and understand simple compound words and contractions.

Materials

For the teacher: large bag, chalk, chalkboard, index cards

Activity

A. Pre-Activity Preparation

1. Write contractions on 15 index cards (e.g., “won’t,” “don’t,” “didn’t”). On 15 more cards, write out the word form of the contractions (e.g., “will not,” “have not,” “should not”). Write two words that form a compound word on 15 other cards (e.g., “dog house,” “out side,” “door bell,” “bob cat”).
2. Write the word “BANG!” on five note cards.
3. Put all of the cards in a bag.

B. Pre-Activity Discussion

1. Explain to students that they will be practicing reading and understanding contractions and compound words.
2. Ask students if they can describe or give an example of contractions and compound words. Provide the students with definitions of each by writing them on the board, accompanied by examples. [Contractions are words that shorten word phrases using an apostrophe. Compound words are two words that have been put together to make one word.]

C. Play The Game “BANG!”

1. Bring out the bag of index cards you assembled earlier and have the class sit in a circle.
2. Explain to students they will take turns drawing cards out of the bag. Tell them that the goal is to collect three cards.
3. Tell students that if they draw contractions, they need to say the two words that make up the contraction.
4. Tell students that if they draw the long forms of contractions, they need to say the shortened versions.

(continued)

EXTENDING THE ACTIVITY



Have the students write each of the words they choose (contractions and compound words) in their journals. Also have them search for contractions and compound words to make their own cards.

connecting across the curriculum



Visual Arts

Invite students to create paper chains: one using compound words and another using contractions. Display the paper chains in the classroom.

Standards Link
1.6.4


Activity (continued)

5. Tell students that if they draw a card with two words on it, they need to put the words together and say the compound word they make.
6. Tell students that if they draw the card that says “BANG!” their cards will go back in the bag so that new words can be created.
7. Have the students explain how compound words mean different things when they are written separately than when they are combined.


Classroom Assessment


Basic Concepts and Processes


Have students play the game “BANG!” to check for understanding of compound words and contractions. Ask the following questions during and after the exercise:


 What is a compound word?

 Can you give an example of a compound word?

 How do you make a compound word?

 What is a contraction?

 Can you give me an example of a contraction?

 How do you make a contraction?
