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| **Subject:** | Language Arts |
| **Title:** | **“Collecting Compounds”** in  “Puckster’s New Hockey Teammate” |
| **Grade Level:** | 2 |
| **Purpose:** | * Students skim text to locate compound words * Students create sentences using compound words |
| **Curricular**  **Connections:** | * Use knowledge of word parts, contractions and compound words to read unfamiliar words in context * Relate personal knowledge to ideas and information in oral, print and other media texts |
| **Materials:** | 1. Book 4 of Puckster series: “Puckster’s New Hockey Teammate” 2. Chart paper, Blackboard, Smart Board 3. Worksheet for recording & sentence writing |
| **Activity:** | 1. Teacher reads “Puckster’s New Hockey Teammate” **OR** 2. Students read the book independently or cooperatively. 3. Locate compound words and copy them from text.   If books are not available:  Brainstorm a list of compound “hockey” words students can relate to.   1. Complete a list of 10 - 15 words – as a class, in groups, or independently. 2. Use 5 words in a good sentence of your own. **OR** 3. Provide fill-in-the-blank sentences with particular compound words missing. For example: The player had a \_\_\_\_\_\_\_\_\_\_\_\_ when he stole the puck from the other team. Students search the text for the correct compound word to complete the sentence.   (breakaway – pg.5) |
| **Compound Word List from text:** | Pg.2 – backyard  Pg.5 – breakaway  Pg.5 – turnover  Pg.9 – teammates  Pg.10 – outside  Pg.12 - another  Pg.14 – outdoor  Pg.14 – teammate  Pg.14 - today  Pg.14 – around  Pg.14 – everyone  Pg.17 – stickhandling  Pg.19 – maybe  Pg.22 – everything |
| **Extension:** | 1. Use compound words in a Spelling lesson.  2. Think of 5 – 10 additional “Hockey Compound Words”. Examples: crossover, slapshot, faceoff, tryout, scoreboard, etc. |
| **Assessment:** | 1. Teacher will circulate while students are working, in order to check understanding and to provide feedback or extra support where needed. 2. Assess the students’ lists of compound words. 3. Interview students one on one, asking them to explain how they could recognize compound words. |