

Compound Words with Complex Vowels

ABOUT THIS LESSON

Primary Skill Objectives

- Decode and encode compound words with complex vowels.
- Read compound words with complex vowels in connected text.

Secondary Skill: *r*-controlled vowels *our*, *oor*

Fluency Focus: reread to confirm understanding

Comprehension Focus: story events

Additional Materials

- Word Cards: *daydream*, *daylight*, *daytime*, *download*, *downstairs*, *downtown*, *outburst*, *outfield*, *outlaw*, *outsmart*, *rainbow*, *raincoat*, *raindrop*, *rainstorm*, *sundown*, *weekday*
- T-chart downloaded from Program Resources
- sticky notes, paper

UNIT 1

Use the Read Aloud Card to review the unit theme, vocabulary, and phonics skill category. Use the Formative Assessment Card for more responsive support.

Theme: Jobs: Scientists at Work

Skills Category: Multisyllable Words



ABOUT THIS TEXT SET

Knowledge Building: In the nonfiction texts, students learn about the jobs of scientists and specifically about forecasts. They learn vocabulary words such as **forecast**, **surface**, and **observe**.

Perspectives and Understandings: In the fiction texts, students are developing the habits of Problem-Solving and Persistence.



Text Set	STUDENT BOOK (print and digital)	SCREENER DIGITAL TEXT	SHORT DIGITAL TEXT	MEDIUM DIGITAL TEXT	LONG DIGITAL TEXT
Title	<i>A Surprise at Daylight</i>	<i>Far from the Coastline</i>	<i>Catch Raindrops!</i>	<i>Countdown to a Hurricane</i>	<i>Jaya Outsmarts a Tornado</i>
Text Type	fiction; fantasy	fiction; realistic fiction	nonfiction; procedural	nonfiction; science informational	fiction; myth
Preview	The weather forecast is for a snowstorm, but islanders are in for an even bigger surprise.	A girl and her grandfather get caught in a storm while fishing on the high seas. Will they steer to safety?	Learn how to make a rain gauge. Then, use it to collect raindrops!	Hurricane Hunters fly into the eye of a storm to collect data that help people prepare for hurricanes.	Jaya recalls a myth from her Native American heritage. Will it help her outsmart a tornado?

Before Reading (3–5 minutes)

Fluency Model

Display p. 2 of the eBook for *A Surprise at Daylight* on an interactive whiteboard or tablet. **Say:** As readers, we can reread to check our understanding. This means stopping and asking ourselves whether things make sense. Remind students that all strong readers—even adults—reread text to make sure they read with accuracy.

Model reading p. 8, pausing after each paragraph to summarize and then rereading to check your understanding.

Introduce Phonics Skill: Compound Words with Complex Vowels

- Write *daylight* and *seaside* on the board. Point out that these are compound words. **Say:** A compound word is made up of two other words. We can read each smaller word.
- Underline *ay* in *day* and *igh* in *light*. **Say:** Remember that letters can work together to represent a sound, like *a* and *y* for the sound /ā/, as in *day*, and the letters *igh* for the long *i* sound in *light*. Using what we know, we can read *daylight*.
- Break up *seaside* into its parts, pointing out complex vowels. Then, have students blend the sounds in each smaller word and the whole word.

daylight seaside

Remind students to use their Word Reading Strategies as they encounter new words.

- Find the Vowels
- Blend Sounds and Syllables



Prepare to Read

Review words, concepts, and other text complexities of the book to anticipate students' challenges. Consider the oral language proficiency, background knowledge, and decoding skills of each small group.

WORDS TO WATCH IN THE STUDENT BOOK

Primary Skill Words	<i>backhoe, backhoes, bedtime, breakfast, coastline, crabmeat, daydream, daylight, downstairs, downtown, driveway, forecast, forecasts, forehead, grownups, mailbox, mainland, moonbeams, nightgown, oatmeal, outlaw, outside, playtime, railroad, rainbows, raincoats, raindrop, roadsides, rooftops, roundup, sailboats, seashells, Seaside, seaweed, snowflake, snowstorm, sundown, tablespoons, tiptoed, treetops, tugboat</i>
Secondary Skill Words	<i>gourd, indoors, outdoors, poured, your</i>
Knowledge Building Words	forecast: to predict surface: the top layer of something
Additional Content Vocabulary Words	<i>anchor, authorities, backhoe, forecast, roundup, tugboat</i>

IF NEEDED

Multilingual Learner Support

For students who need more support, choose a few vocabulary words to review before reading. Incorporate visuals and actions to support meaning. For example, provide photos of a *snowstorm*, *coastline*, and *oatmeal*, and have students follow your lead to act out *tiptoe* and *bedtime*.

WHAT MAKES THE STUDENT BOOK RICH

Get to know the book so you're ready to support students if they need it.

BACKGROUND KNOWLEDGE	LANGUAGE	PRINT AND TEXT STRUCTURE
<ul style="list-style-type: none"> In a fantasy story, things can happen that would not happen in real life. The story is set on a tropical island, which means that there is usually warm weather. A weather forecaster, or meteorologist, uses science to predict the weather. 	<ul style="list-style-type: none"> <i>Authorities</i> are the people in charge. The <i>typical roundup</i> refers to the ways people have prepared in the past. "Look to the past" is an idiom meaning you should think about what happened long ago. <i>Bow</i> in <i>rainbow</i> means "arc." 	<ul style="list-style-type: none"> The story is told in first person, from the point of view of a boy named Ku. Chapter titles set up each chapter of the story. The table of contents can be used to review compound words and prepare to read. The story uses dialogue, set off with quotation marks.

During Reading (8–10 minutes)

Read *A Surprise at Daylight* twice during a teacher-led group. Vary the amount of support you give, including the reading mode and guiding prompts. Encourage students to monitor their understanding and self-correct as they read. **Introduce the text:** We're going to read a fantasy story about an island. What kind of strange events may happen?

First Read

	Below Level	On Level	Above Level
Mode	Echo Read	Choral Read	Whisper Read
Set the Purpose	Have students follow along as you read and then read each page after you.	Read together and have students look and listen for compound words.	Have students read quietly, noticing compound words as they go.
Skills Prompts	p. 2 Look at the compound word <i>Seaside</i> . Clap with me as we say each word part. p. 5 <i>Snowstorm</i> is a compound word. What letters team up to stand for a long o sound? (ow) Which letters team up for the /ôr/ sound? (or)	p. 5 <i>Seaside</i> is a compound word. What words do you see within it? (sea, side) What other compound words are there on this page? (coastline, snowstorm) p. 7 Find the vowel pair <i>ai</i> . What is a word part with <i>ai</i> ? (main) What is a compound word with that word part? (mainland)	p. 2 What words can you find that are made from the word <i>sea</i> ? (Seaside, seashells, seaweed) p. 5 Read what the announcer says. Which are compound words? (Seaside, snowstorm, coastline) Break each into parts. (Sea/side, snow/storm, coast/line)

Check for Comprehension: What kind of weather does Ku's dad forecast? (a snowstorm)

Second Read

	Below Level	On Level	Above Level
Mode	Choral Read	Whisper Read	Partner Read
Set the Purpose	As you read together, stop to decode and discuss compound words.	Have students take turns reading each paragraph. Ask them to pay attention to what each compound word means.	Have students take turns reading each page. Remind them to stop to check comprehension.
Skills Prompts	p. 12 Find the word <i>indoors</i> . What two words make up this word? (in, doors) What sound do the letters <i>oor</i> represent? (/ôr/) p. 15 What do the words <i>raincoats</i> , <i>rainbows</i> , and <i>raindrop</i> have in common? (They all start with <i>rain</i> .) Point out <i>ai</i> in each for the long a sound.	p. 12 Which words in the chapter title are compound words? (Oatmeal, Seaweed) Which letters stand for the long e sound in these words? (ea, ee) p. 15 Break <i>raincoats</i> into its parts. (rain, coats) What other words on this page have <i>rain</i> ? (rainbows, raindrop)	p. 11 What two compound words on this page describe foods? (oatmeal, pancake) p. 16 Find a word in the last sentence that has three syllables. (tablespoons) Is this a compound word? (yes) What two words make up this word? (table, spoons)

Check for Comprehension: Why does Ku sneak downstairs? (He wants to see the snow.)

IF NEEDED

Decoding Support

If students are not yet able to decode compound words with complex vowels:

- Write on the board a few compound words they are struggling with.
- Have students look for the words within each word. Guide them to break the word into its smaller words.
- Point to each part of the word as you read each smaller word aloud and then together as one compound word. Have students repeat the compound word chorally.

IF NEEDED

Multilingual Learner Support

Most languages have compound words, although the word structure and compounds may differ. Ask students to share examples of compound words in their home language. Examples of English compounds with Spanish equivalents include *backhoe/retroexcavadora* and *rainbow/arcoíris*.

After Reading (4–6 minutes)

Review the Phonics Skill: Compound Words with Complex Vowels

Say: Remember, we can break apart compound words into their word parts to help us read and understand words.

- Go back to a few pages of the book to find compound words. Have students break them into their word parts. Read aloud the word, and then have students repeat after you.
- Discuss the meaning of each part of a compound word. Then, ask students to complete sentences with the correct word. For example, **say:** Ku ____ (tiptoed) downstairs, hoping to peek ____ (outside).

Reflect on the Book

Talk about the meaning of the text. Discuss the questions in the back of the Student Book. Continue the conversation and remind students to use the text to justify their thinking. **Ask:**

- Who are the main characters in the story? (Ku, Dad, Grandma) Could they be real people? (yes)
- How is a fantasy different from realistic fiction? (Fantasy includes things that would not happen in real life.)
- What events of the story make it a fantasy? (the oatmeal storm; the seaweed storm that happened in the past)

Prepare for Practice

- Prepare the small group to work on digital learning, reread, or practice.
- See p. 48 of the Program Guide for implementation options and classroom management ideas.

PERSPECTIVES AND UNDERSTANDINGS

- Review with students the habit of Problem Solving. See p. 36 of the Program Guide for a definition.
- Discuss the My Perspective questions in the back of the Student Book. Then, continue the conversation to discuss how Ku, Dad, and Grandma feel about the oatmeal storm, as well as how and why their feelings differ.
- Why is Dad upset? (He was wrong about the forecast.)
- How would feel if you woke up to a blanket of oatmeal? Would you feel differently if it were seaweed?

IF NEEDED

Multilingual Learner Support

Encourage student participation in the discussion by providing adjectives that they can use to describe the feelings of characters and their own feelings. Examples: *happy, sad, excited, amused, upset, irritated, surprised, amazed.*

Progress Monitoring

Give students time to practice (per the next pages). Then, see how well they learned compound words with complex vowels.

Spelling Quick Skills Check: Dictate compound words with complex vowels. Have students write them on double-lined paper: *seashells, coastline, outside, doorbell*. Then, have students write the two words that make up each of the compound words. For a challenge, use sentences: *I tiptoed around the seaweed. We had oatmeal and pancakes for breakfast.* See p. 56 of the Program Guide for more spelling dictation as students use p. 57 of the Reading Response Journal.

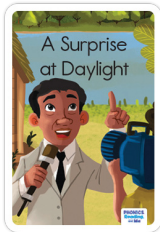
Multimodal Practice

Choose which additional forms of practice meet the needs of your individual students. Model for students and guide them to work independently, with a partner, or in a group.



Digital Learning: Go to prm-educator.lwtears.com

Personalized Student Practice: Compound Words with Complex Vowels



Student Book

Read the eBook with students as a model. Students can also reread.



Screener Digital Text



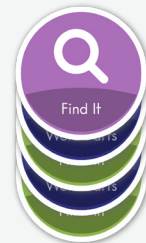
Short Digital Text



Medium Digital Text



Long Digital Text



Digital Texts



A speech-enabled oral reading screener sets students on a personalized practice path.



Audio supports and sound-out models provide scaffolds, as needed, while students read.

Skills Activities

Gamified activities support or stretch the lesson skill based on students' needs.

Familiar Reading



Below Level	On Level	Above Level
Have students work with a partner to look for and highlight compound words in the mini book <i>A Surprise at Daylight</i> . Have students draw a vertical line between each word in the compound word, underline vowel pairs, and use the Blend Sounds and Syllables strategy to read each word.	Have students read the mini book <i>A Surprise at Daylight</i> with a partner. Partner A first reads out loud. Partner B claps each time a compound word is read. Have students break the word into parts and use the Blend Sounds and Syllables strategy to read the words.	Have students read the mini book <i>A Surprise at Daylight</i> independently, applying the strategies they know. Have them highlight compound words. Then, they can discuss the words' meanings and the events in the story with a partner.



Word Depth

Draw a T-chart on the board and have students draw their own on paper or print copies from the Program Resources in the Teacher Digital Tool. Provide the mini books. Then, they'll compare types of words, using the mini book.

Below Level	On Level	Above Level
Have students draw a T-chart with the column headings "compound word" and "two-syllable word." Students should use the mini book to find six compound and six two-syllable words to list in each column.	Have students draw a T-chart with the column headings "compound word" and "two-syllable word." Students can use the mini book to find nine compound and nine two-syllable words to list in each column.	Have students draw a T-chart with the column headings "compound word" and "two-syllable word." Students can use the mini book to find twelve compound and twelve two-syllable words for each column.



Responsive Writing

Turn to pp. 4–5 of the Reading Response Journal. Review directions with students.

Page Number	Below Level	On Level	Above Level
p. 4	Provide students with the first part of each compound word, as needed. Have them finish the words on their own. Then, have them work with a partner to draft sentences using the words.	Have students create compound words from the words in the word box. Then, challenge them to think of additional compound words made from the words. Have them write sentences using the words.	Have students independently complete the activities. Have them write sentences using all of the words. Encourage them to use two compound words in each sentence.
p. 5	Suggest that students write about a future storm. Work together to identify possibilities before they choose one to write about.	Have partners brainstorm a few possible endings that differ from the existing ending before choosing one to write about.	Have students think about who Ku might live with later. They can include details as they write new story events.

Make Words
Compound Words

Combine the words to make compound words.

weed	coast	day	light
line	sea	rail	road

day + light = daylight
coast + line = coastline
rail + road = railroad
sea + weed = seaweed

Write one or more sentences using compound words from above.
Sample answer:
We drove down the coastline.
We saw some seaweed.

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Write a Different Ending
A Surprise at Daylight

Reread part of the book. Then write a different ending for the story.

Years later, I saw another storm heading towards Seaside. I looked to the past.

I told Seaside, "It may be oatmeal, seaweed, or it may be crabmeat soup! No matter what, be prepared because Seaside will be sloppy."

Shovels, backhoes, and tablespoons were ready for what came next!

Sample answer:
Years later, Seaside prepared for another storm. The clouds became dark. This time it rained orange juice. And since orange juice is my favorite drink, I was very happy!

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IF NEEDED

Multilingual Learner Support

Review the meaning of each of the words in the word bank. Use pictures, gestures, and facial expressions. Then, review the meaning of the compound words made from these words.

Phonics and Word Study

Provide partners or small groups of students with a set of Word Cards and paper. Review that a compound word is made up of two words, such as how *rainstorm* has the words *rain* and *storm*. Then direct students to sort the words.

Below Level	On Level	Above Level
Give students these cards: <i>daydream, daytime, weekday, daylight, outlaw, outsmart, outburst, outfield</i> . Have them sort the words with <i>day</i> and <i>out</i> . Then have them take turns covering up each word in a compound word and saying the smaller words and then the whole word (e.g., <i>daydream: day, dream, daydream</i>).	Write on sticky notes: <i>day, down, out</i> . Have students choose a word and create their own word webs on paper with compound words (e.g., <i>day, daydream, daytime, daylight</i>). Then students add the words to each other's webs. Encourage them to refer to the cards as well as think of new words (e.g., <i>birthday</i>).	Have students sort the compound words by common words (e.g., <i>daydream, daytime, weekday, daylight</i>). Then have them discuss whether <i>-ing</i> can be added to any of the words in each sort (e.g., Yes: <i>daydreaming</i> ; No: <i>daytime, weekday, daylight</i>). Challenge them to categorize words that are verbs versus nouns.



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