

Lesson Objectives

Day 1

Students will:

- Identify and define hyphenated compound words as words that are made up of two or more other words
- Read hyphenated compound words
- Articulate rules for deciding when a hyphen is needed in a compound word

Day 2

Students will:

- Sort hyphenated words according to whether they are nouns or adjectives

Materials:

- Anchor Poster
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 3

Students will:

- Sort hyphenated words according to whether they are nouns or adjectives
- Sort compound words according to patterns

Materials:

- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—true-blue, self-respect

Day 4

Students will:

- Identify hyphenated words in a passage
- Organize lists of compound words according to whether they are hyphenated, two words, or one word
- Write and spell hyphenated compound words

Materials:

- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:

- Spell hyphenated compound words

Materials:

- Quick-Check Assessment

Hyphenated Compounds

Compound words are made up of two or more smaller words.

Some compound words are hyphenated.

Hyphenated compounds are used as adjectives.

The baseball players looked better than the ones from the other.

The reporter presented an in-depth look into the health of our nation's students.

I was shocked by the life-size poster of my mother on the side of the road.

Hyphenated compounds are used as nouns.

The supervisor was ready for her close-up.

The marching band got a marching band off on its way to the state competition.

The referee called a time-out during today's football championship game.

Sometimes words that are hyphenated compounds may not be hyphenated in other situations.

We just got a high-speed internet connection.

The rocket landed at a high speed.

Anchor Chart (BLM 1)

Adjectives	Nouns

Category Cards (BLM 2)

close-up	high-rise
empty-handed	high-tech
far-flung	hush-hush
far-off	life-size
follow-through	part-time
follow-up	time-out
get-together	two-faced
head-on	well-being

Word Cards (BLM 3)

check-in	runner-up
eye-opener	self-assured
give-and-take	self-respect
half-mast	send-off
happy-go-lucky	true-blue
high-speed	twenty-one
ice-cream	warm-blooded
mind-blowing	well-to-do

Word Cards (BLM 4)

deep-fried	one-sided
eye-opening	one-way
fifty-fifty	ready-made
in-depth	red-hot
left-handed	spine-chilling
long-distance	tip-off
long-term	white-collar
mother-in-law	worn-out

Word Cards (BLM 5)

Spelling Patterns

Read the words and write them in the correct column.

close-up	well-being	long-distance
self-respect	one-sided	follow-up
long-term	self-assured	one-way

Read the words and write them in the correct column.

Take-Home Activity (BLM 6)

Choose the Word

Read the sentences and choose the word that best fits the blank.

- My brother wanted to go to the _____ to see the new movie.
- They seemed to be having a very _____ conversation at the dinner table.
- My sister enjoyed seeing the _____ disease exhibit at the science museum.
- My best friend lives in a _____ apartment building downtown.
- This author has written many novels and is very _____.

Read the words and write them in the correct column.

Classroom Activity (BLM 7)

Choose the Word

Read the sentences and choose the word that best fits the blank.

- I _____ when the plane was about to take off.
- The report of the team was to keep what happened at the meeting very _____.
- Someone who is _____ has a lot of money.
- My mom used to be a _____.
- We need to make this problem _____ in order to get it solved.

Read the words and write them in the correct column.

Take-Home Activity (BLM 8)

Family Meeting Tip

My little brother has been to go camping and he would like to go to a camping trip. I don't think my parents would agree to that because it's so expensive to go to a camp.

I told him that if we were to go camping that we would need to do all the planning work before we even went to the camp. I was really surprised that he had heard that. I told him that I knew that he was able to go to a camp and that everything he needed to do was to go to a camp and that everything he needed to do was to go to a camp.

Read the words and write them in the correct column.

Reading Passage (BLM 9)

Spelling Dictation

Read the words and write them in the correct column.

Review Words

-
-
-

New Words

-
-
-

Sentence

Spelling Dictation (BLM 10)

Spelling Peer Check

Read the words and write them in the correct column.

Word	Sound by (if needed)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

Additional Materials:

- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 2)

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Day One

Supporting ELs

The lesson introduces the concept of hyphenated compounds by showing when to use a hyphen in a compound and when to combine the two words into one word without a hyphen. Continue to support English Learners by providing more examples in simple, meaningful sentences of compounds that should be written as two words and compounds that should be written with a hyphen.

Blending Practice

If some students have difficulty reading the words, point out that the hyphenated words are divided into syllables by the hyphen and, in some instances, the smaller words within a compound word may also contain more than one syllable, for example, **empty-handed**. Students need to read each syllable and blend them together. Continue to support students who need help with blending throughout the week, using the example words in the lesson.

Review Anagrams

Focus Words: wasp, plates, listen

Write the focus words on the chalkboard and read them aloud with students. Ask a volunteer to tell you what an anagram is. If necessary, remind students that an anagram is a word that is made up of the letters from another word.

Show students how you use the letters in the word **wasp** to make **swap**. Ask students if they can make another word from the word **wasp**. (**paws**) Ask students to work in pairs to make anagrams using the letters in **plates** and **listen**.

Introduce Hyphenated Compounds

Model

Write the following words on the chalkboard and read them aloud: *double-header, empty-handed*. **Say:** *Each of these words is a hyphenated compound word. They are words that are joined by a hyphen. Over time, as hyphenated compound words become widely used, the hyphen is sometimes dropped. In the 1800s, the word **blackbird** used to have a hyphen, but now it is one word made up of two smaller words.*

Explain that sometimes it is hard to know whether to use a hyphen or not, and some words are hyphenated compound words in some situations and two words in others. Write the following sentences on the chalkboard: *He is a well-known writer; He is well known*. **Say:** *In the first example, we're using **well-known** as an adjective modifier before a noun, so it has a hyphen. In the second example, the words **well known** do not come before a noun so there is no hyphen.*

Tell students that there is not one easy way to determine if a compound word should have a hyphen or not, so one way to accurately check the correct use of hyphens in compound words is to consult a current dictionary.

Guide

Provide practice in having students use hyphens correctly in compound words. Write these words on the chalkboard: *well dressed, check in, fifty fifty*. Give pairs of students dictionaries and tell them to decide whether these compound words need hyphens or not. Discuss how **well dressed** is hyphenated if it's used as an adjective, and that **fifty-fifty** has a hyphen.

Apply

Ask students to work with a partner to write sentences using each of the three hyphenated compound words (**well-dressed**, **easy-going**, **fifty-fifty**) in their word study notebooks.

Spelling Words with Hyphenated Compounds

Unit Spelling Words: close-up, get-together, twenty-one, high-tech, one-sided, well-being, in-depth, life-size

Write the word *close-up* on the chalkboard and point out the hyphen. **Say:** *This is a hyphenated compound word. **Close-up**, when used as a hyphenated compound word, is a noun, as in "I am ready for my close-up." If you were to say "We can see the marine animals close up," **close up** would not need a hyphen because it is used as an adverb.*

Write the words *get* and *together* on the chalkboard along with the following sentences: *We will get together after school to study our words; We had a get-together after school today.* Read the sentences aloud as you explain why one is a hyphenated compound word.

Say: *In the first sentence, the word **get** is used as a verb, so the words **get together** should not include a hyphen between them. In the second sentence, the phrase is used as a noun, so there should be a hyphen between the words **get** and **together**.*

Explain that as students read and spell more and more words, they will be better able to guess whether the compound word should include a hyphen or not. Tell students they should look carefully at the word to see how it is used. If they are unsure whether to use a hyphen or not, they can always check in the dictionary.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence and then tell if the words are nouns or adjectives.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other's spellings.

Providing Support

Understanding whether a word has a hyphen or not is a very difficult skill. If students are having difficulty, help them create a reminder chart, such as the one below.

Compound Word	Hyphenated Example	Unhyphenated Example
off the wall	That is a really off-the-wall suggestion.	That suggestion is really off the wall.
out of date	We should get rid of these out-of-date textbooks.	Our textbooks are now out of date.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

Day Two

Supporting ELs

Choose compound words in which the meanings of the smaller words within the compound word provide clues to the meaning of the larger word. Use sketches or pantomime to model the meanings of smaller words such as **high, rise, hand, picked, twenty, one**, etc.

Teacher-Directed Sort

Noun	Adjective
follow-through	empty-handed
get-together	far-flung
time-out	head-on
well-being	high-tech
(close-up)	hush-hush
(follow-up)	life-size
(high-rise)	two-faced
	far-off
	part-time
	(close-up)
	(follow-up)
	(high-rise)

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Review Hyphenated Compounds

Use the anchor poster to help students review hyphenated compound words. Write the words *worn-out*, *hush-hush*, *life-size*, and *empty-handed* on the chalkboard. Ask each student to turn to a buddy and use each word in an oral sentence as both a compound with two words and as a compound separated by a hyphen.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards

Place the category cards in a pocket chart. Hold up the word card **empty-handed** and model whether the word is a noun or adjective.

Think aloud: *I think about how I would use the word **empty-handed**. I would use it to describe something, for example: **The store was out of potatoes, so the woman went away empty-handed.** The word is used as an adjective, so I'll place it in the category **Adjective**.*

Hold up the word card **far-off**. Ask students how they would use this word and to come up with example sentences. Have them decide if the word is a noun or an adjective.

Continue to have students help you sort the remaining words from BLM 3. At least once, model looking up a word in a dictionary to find the meaning of the word and what part of speech it is. Reinforce that knowing the meaning of one of the words that make up a compound word is often helpful in determining the meaning of the compound word itself. Point out that some hyphenated compound words can be used as both a noun or an adjective. (**close-up, follow-up, high-rise**)

Spelling. Have students copy the categories in their word study notebooks to make a two-column chart. Ask them to write each of the unit spelling words in the columns according to whether they are nouns or adjectives.

Meaning Sort

Teacher Word Cards: true-blue, self-respect

Teacher Category Cards

Place the category cards next to each other in a pocket chart. Review sorting the word cards according to their meanings and grammatical use. Hold up the card **true-blue**. **Say:** *I wonder which category I should put this word in. Does it describe something or does it name something? I will use the word in a sentence: **He was a true-blue friend in my time of need. True-blue describes something. I'll put this word under the category card Adjective.***

Remind students that some words, such as **ice-cream**, are hyphenated only in their adjective form.

Give students the category cards from BLM 2 and the word cards from BLM 4. Ask them to sort the compound words into those that are adjectives and those that are nouns. Suggest that they think of how each word is used in a sentence to help them decide. Point out that nouns often have articles such as **the, a, some**, etc., in front of them.

Buddy Sort

Give pairs of students the word cards from BLM 5 and the category cards from BLM 2. Ask them to sort the words according to whether the words are adjectives or nouns. Challenge partners to pick some of the word cards and use them in sentences in which they are not hyphenated compound words, for example: **We had to drive a very long distance. There is only one way to do this problem.**

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the word that correctly completes each sentence.

Meaning Sort

Noun	Adjective
check-in	mind-blowing
give-and-take	self-assured
runner-up	well-to-do
self-respect	warm-blooded
send-off	ice-cream
eye-opener	high-speed
half-mast	true-blue
(twenty-one)	happy-go-lucky
	(twenty-one)

Buddy Sort

Noun	Adjective
mother-in-law	in-depth
tip-off	fifty-fifty
	left-handed
	long-distance
	long-term
	one-sided
	one-way
	red-hot
	ready-made
	eye-opening
	white-collar
	worn-out
	spine-chilling
	deep-fried

Assessment Tip

Use students' completed BLM 7 to assess their understanding of the meanings of hyphenated compound words.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Day Four

Providing Support

If students have trouble reading the passage and/or finding hyphenated compound words, read the passage aloud or ask them to echo-read with you. If students do not recognize hyphenated compound words, stop reading and call attention to the words.

Family Camping Trip

My little brother Ian wants to go camping next weekend. He would like for it to be a monthlong trip, but I don't think our parents would agree to that! Besides, it's not summertime so we're still in school.

I told Ian that if we were to convince Dad to take us camping, we had to have a thoroughly thought-out plan. That means we would need to do all the planning work up-front before we even talked to Dad. Dad's a pretty easygoing guy, but he doesn't have much free time. So, I knew he'd be more likely to agree if we did everything beforehand. We made a shopping list of everything we'd need to buy at the supermarket, but I think we'll need more than just hot dogs and apple turnovers. We chose a campground that's not too far away. We also got the camp stove, charcoal, fishing poles, backpacks, and our tent out of the garage. As for clothing to bring—it's pretty warm around here this time of year. Blue jeans, shorts, t-shirts, and sweatshirts should be about right. The real fun would come when we try to pack it all into the back of the pickup!

So after all of this pre-trip planning, we ended up staying pretty close to home. Dad caught a pretty bad cold the day before we were supposed to leave. Ian and I were pretty disappointed. I mean, the pickup was packed and ready to go! When I say we stayed pretty close to home, I'm not kidding—we camped out in our backyard! We made a fire pit and roasted hot dogs and marshmallows over red-hot coals. We even sang campfire songs! You know how the old saying goes—"When life gives you lemons, make lemonade!"

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the hyphenated compound words.

Word Hunt

Give each student a copy of the passage on BLM 9. Ask them to read the passage and circle the hyphenated compound words.

After students have found the hyphenated compound words, ask volunteers to share the words they found.

Then ask students to reread the passage, this time finding and underlining compound words that are not spelled with a hyphen.

Ask pairs of students to begin lists of compound words in their word study notebooks—one list of compound words spelled without hyphens and another of those spelled with hyphens. They can start the lists by using the words in the passage.

After students have had a chance to develop their lists, discuss with them which of their lists has the most words. Ask what this tells them about the common usage of compound words versus hyphenated compound words.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from the last unit's spelling words to students, one at a time, and have students write them on their BLMs: *resist, sister, heart*.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: *close-up, one-sided, in-depth*.

Dictate the following sentence and have students write it on their papers:
We had a get-together to hand-pick all the new high-tech equipment.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

Spelling Assessment

Use the following procedure to assess students' spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students' mastery of hyphenated compound words using the Quick-Check for Unit 1.

Suggestions for Independent Practice

Grammar Sort. Give pairs or small groups of students all the word cards and a set of category cards. Have them sort the words into nouns and adjectives.

Crazy Links. Divide students into two teams. Give each team a set of word cards from one of the BLMs. Ask the teams to put the word cards facedown in the center of the group. A student from one team draws two cards and tries to make a link between them. The link can be silly but it must represent the meaning of the words. For example, if the student draws **mind-blowing** and **get-together**, he or she might say, **The link between these words is that our get-together was mind-blowing.** If the student can make a link, the group gets a point.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the hyphenated compound words from the word cards. Pairs can swap their puzzles with another pair.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Unit 1 Quick-Check: Hyphenated Compounds

Answer Questions

Directions: Write the correct word or words on the blank to complete the sentences.

1. My little brother often needs to take a time-out because he gets easily excited. time out time-out
2. My aunt and uncle want to get together with us this weekend. get together get-together
3. The new sculpture in the park is life size. life size life-size
4. How much would a life-size toy giraffe cost? life size life-size

Apply

Directions: In the space below, list three other words you know that are hyphenated compounds.

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

Word Bank	Used as Nouns	Used as Adjectives
runner-up, far-flung, worn-out, self-respect, send-off, long-term, one-sided, time-out	runner-up self-respect send-off time-out	far-flung worn-out long-term one-sided

Think and Write about Hyphenated Compounds

Directions: In the space below, explain how understanding hyphenated compounds helps you as a reader, spellier, and writer.

Answer Key Unit 1 Quick-Check

Answer Key BLM 6

up: close-up, follow-up
well: well-being, well-to-do
one: one-sided, one-way
long: long-term, long-distance
self: self-respect, self-assured

Answer Key BLM 7

1. follow-up
2. in-depth
3. life-size
4. high-rise
5. well known

Nouns: follow-through, runner-up, well-being

Answer Key BLM 8

1. time-out
2. hush-hush
3. well-to-do
4. long-distance
5. head-on

Adjectives: deep-fried, life-size, follow-up, far-flung

Unit 1 Quick-Check: Hyphenated Compounds

Answer Questions

Directions: Write the correct word or words on the blank to complete the sentences.

1. My little brother often needs to take a _____ because he gets easily excited.

time out time-out
2. My aunt and uncle want to _____ with us this weekend.

get together get-together
3. The new sculpture in the park is _____.

life size life-size
4. How much would a _____ toy giraffe cost?

life size life-size

Apply

Directions: In the space below, list three other words you know that are hyphenated compounds.

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

Word Bank runner-up, far-flung, worn-out, self-respect, send-off, long-term, one-sided, time-out	Used as Nouns	Used as Adjectives

Think and Write about Hyphenated Compounds

Directions: In the space below, explain how understanding hyphenated compounds helps you as a reader, speller, and writer.
