

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Arnie the Doughnut**  
By: Laurie Keller  
Grade Level: 4 / Guided Reading Level: R

**Word Work**

**Instructional Focus:**  
Compound Words

**Background:**  
Compound words are made when two words are joined together to make a new word with a new meaning. Recognize these words while reading.

**Examples:**  
ham + burger = hamburger  
thunder + storm = thunderstorm  
under + dog = underdog  
grass + hopper = grasshopper  
eye + balls = eyeballs

**Materials and Preparation:**

- A Copy of *Arnie the Doughnut*
- Chart Paper or Chalkboard
- Compound Words Printout
- Copies of Word Cards
- Dunk Your Doughnuts V
- Optional - Word Detect

**Word Work**

**Step 1: Introduce the Focus of Word Work**

**Introduce Compound Words**

- Write some examples of compound words on chart paper, chalkboard, or Smartboard (examples: play + ground = playground, foot + ball = football, shoe + lace = shoelace).
- Tell students that these words are examples of compound words.
- Explain that a compound word is made by putting two words together to create a new word.
- There are three types of compound words: closed (doghouse), open (ice cream), and hyphenated (by-pass).
- In our book today, there are closed and hyphenated compound words.
- Hint: in a compound word, each word must be a real word, not an affix or partial word. For example, reptile is not a compound word, although "re" is a real word, "pt" on its own is not.

| COMPOUND WORDS           |  |
|--------------------------|--|
| work + sheet = worksheet |  |
| cell + color = cellcolor |  |
| bed + house = bedhouse   |  |
| news + paper = newspaper |  |
| cat + barn = catbarn     |  |

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

- Duplicate the word cards included with this lesson.
- Randomly pass out the word cards, giving one card to each student.
- Tell students to keep the cards hidden until you say, "Go."
- Set a timer and allow students to find their compound word partner.

**Compound Words in the Text**

- Tell the students that the book they will be reading today has a lot of examples of compound words both closed and hyphenated, but today we will concentrate on closed compound words.
- Read the cover of *Arnie the Doughnut*.
- Ask the students to identify the compound word; add it to the anchor chart.
- Tell the students that you are going to read the book once from beginning to end. Ask the students to listen carefully and look at the words while you read. Tell them to be looking for compound words.
- Read *Arnie the Doughnut*.

**Examples of Compound Words Found in the Text:**

| CLOSED        | HYPHENATED          | Silly new compound words made up by author |
|---------------|---------------------|--|
| • doughnut    | • industrial-size   | • Doughnut                                 |
| • donut       | • thank-you         | • Doughnut                                 |
| • doozy       | • chocolate-covered | • Doughnut                                 |
| • another     | • bright-colored    | • Doughnut                                 |
| • everywhere  | • deep-fried        | • Doughnut                                 |
| • houseguests | • double-checking   | • Doughnut                                 |

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Have the students work in pairs to identify as many of the compound words in the text that they can.
- Remind them to be very careful to read all of the tiny text throughout the book, too.
- Give the students five minutes.
- Have student pairs take turns sharing one compound word with the class and record the words on the board or chart paper.
- Students should cross off the same words that are on their list.
- The student pairs who have the most extra compound words are the winners.
- If students have not identified all of the compound words in five minutes, play the game again until all words have been identified.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of *Dunk Your Doughnuts Word Work Practice*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for compound words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with them in the next lesson).
- Alternatively, students can keep track of the words using the *Word Detective Compound Words Extension worksheet*.

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Interactive Activities

**TOP-NOTCH COMPOUNDERS**  
Interactive Activity

**Directions:** Working in pairs, use your text to find and record all of the compound words that you can find. Your teacher will tell you how much time you have and when you should start.

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Independent Practice Page

Extension Activity

**Word Detective: Compound Words**  
Extension Activity

**Directions:** Be a word detective! Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
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Name: \_\_\_\_\_ Word Work Extension Activities | ©BookPagez.com

**Dunk Your Doughnuts**  
Word Work Practice Page

**Directions:** Use two words from the doughnuts below to make one of the compound words that appears in *Arnie the Doughnut*. Write the compound word on the lines provided.

1. \_\_\_\_\_ 6. \_\_\_\_\_  
2. \_\_\_\_\_ 7. \_\_\_\_\_  
3. \_\_\_\_\_ 8. \_\_\_\_\_  
4. \_\_\_\_\_ 9. \_\_\_\_\_  
5. \_\_\_\_\_ 10. \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com