

FOR VISUAL READERS  
**TOON BOOKS**

**Wordplay**  
 by Ivan Brunetti

**TOON Books Level 1**

ISBN: 978-1-943145-17-1

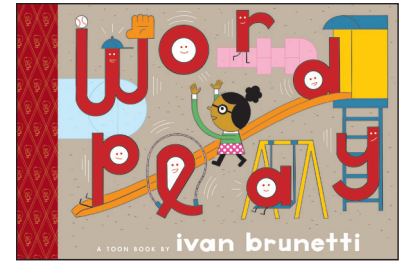
Guided Reading Level: J

Lexile Level: BR

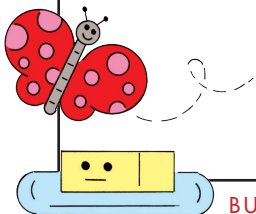
by Maria Walther, EdD  
 1st Grade Teacher & Literacy Expert



**Lesson Plan:  
 Compound Word  
 Wizards**



|                |  |
|----------------|--|
| Overview       | If you're looking for a book to help your students learn about compound words, this is the one. In school, Annemarie and her classmates make a list of compound words. As they say each word, Annemarie imagines the literal meaning of the two words. The compound-word fun continues at home with her family.  |
| Subject        | English Language Arts – Language Strand  |
| Grade Level    | Grades 1-2   |
| Objectives     | Learners will be able to: <ul style="list-style-type: none"> <li>• Identify a compound word</li> <li>• Use the meaning of the individual words in the compound word to predict the meaning of the whole word</li> <li>• Create and share their own compound words [L.2.4.8]</li> </ul>   |
| Before Reading | <ul style="list-style-type: none"> <li>• The title of this book is <i>Wordplay</i>. What do you notice on the front cover? What are the letters doing? Do you like to play with words?</li> <li>• Today we are going to learn more about one type of word called a compound word. Does anyone already know something about compound words? [Provide time for students to share their prior knowledge.]</li> <li>• Let's read <i>Wordplay</i> to find out what Annemarie learns about compound words.</li> </ul>  |
| During Reading | <p>[As you read the book aloud, clarify the meaning of the compound words and compare Annemarie's literal interpretations of the words to the actual meaning of the words. Here are a few sample questions to get you started:]</p> <p>p. 5: What is Annemarie picturing in her mind when she says the compound word "homework?" How does the author show you that she's imagining houses doing work? [by using a thought bubble] [R.L.2.7]</p> <p>p. 6: What does Annemarie visualize when her friend shares the compound word "housework?" Is that what "housework" really means? What kind of "housework" do people in your family do? [L.2.5.A]</p> <p>p. 7 What does it mean to be "homesick?" Have you ever felt that way? Turn and tell a neighbor about a time you've felt homesick. [L.2.5.A]</p> |
| After Reading  | <p>What did you notice about Annemarie's images of the the compound words?</p> <p>How did her images compare to the actual meaning of the compound words?</p> <p>[Use the idea below in your morning message or during word study. You may want to give students cut out letters to manipulate to make it easier for them to make a variety of words.]</p> <p>p. 19: Look at what Ivan Brunetti did here! He played with the letters in the words "word" and "play" to make many different words. I wonder if we could do the same thing.</p>  |



**BUTTERFLY**

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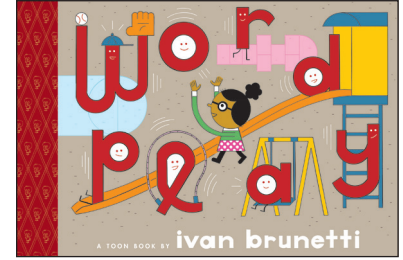
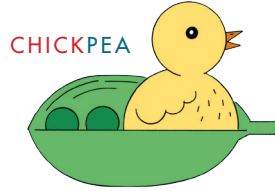
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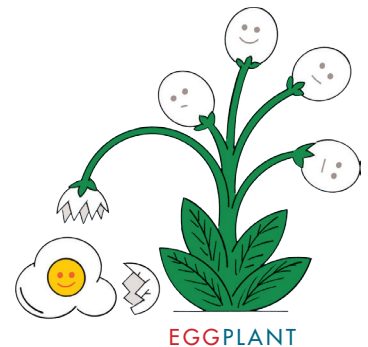
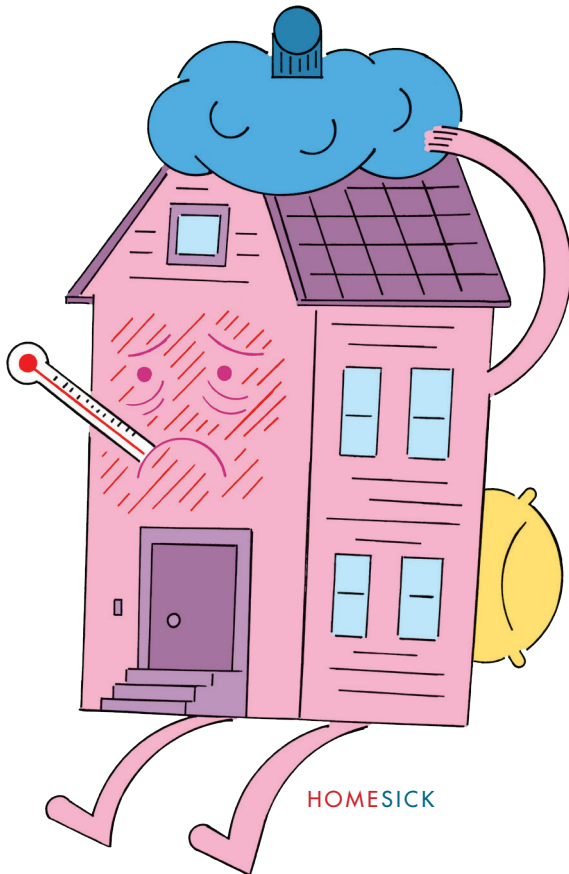
**ELA COMMON CORE STANDARDS**

| KEY IDEAS AND DETAILS  |                  |
|--|------------------|
| How did the teacher help her students learn more about compound words? | RL.1.1<br>RL.2.1 |

| INTEGRATION OF KNOWLEDGE AND IDEAS  |                  |
|---|------------------|
| How did the illustrations in this story help you to better understand compound words? | RL.1.7<br>RL.2.7 |

| CRAFT AND STRUCTURE  |        |
|--|--------|
| Use the following dialogue with your class: This time we're going reread this book and take turns being different characters. Who would like to be . . .the teacher?<br>Annemarie?<br>Annemarie's dad?<br>[Note: Select students who can fluently and confidently read these parts aloud.]<br>I'll read the rest of the parts.<br>[After reading, discuss how readers change their voices as they read different characters' parts.] | RL.2.6 |

| SPEAKING AND LISTENING / WRITING  |                  |
|---|------------------|
| Use what you've learned from reading the book <i>Wordplay</i> and discussing compound words to create your own compound word (See Activity Sheet).  | W.1.8<br>W.2.8   |
| After students have completed their compound word, invite them to share with a classmate or two. Say, "When you share your compound word with a friend ask your friend if they can use your word in a sentence. Then do the same with their word." As students are sharing, circulate and facilitate their use of complete sentences. | SL.1.6<br>SL.2.6 |



# Create Your Own Compound Words

Name \_\_\_\_\_

Date \_\_\_\_\_

**STEP 1:** Match a word from the top row to a word from the bottom row to create a compound word that makes sense.

|      |     |      |       |      |      |        |      |       |       |
|------|-----|------|-------|------|------|--------|------|-------|-------|
| cook | sea | snow | tooth | rain | bird | rattle | door | jelly | grape |
|------|-----|------|-------|------|------|--------|------|-------|-------|

|     |       |       |      |       |       |      |      |     |       |
|-----|-------|-------|------|-------|-------|------|------|-----|-------|
| bow | brush | snake | bell | fruit | shell | fish | book | man | house |
|-----|-------|-------|------|-------|-------|------|------|-----|-------|

**STEP 2:** Using the compound word you just made, draw a picture of each word separately and then draw a picture of the compound word. See the example below and then do your own!



PICTURE OF A

+

PICTURE OF A

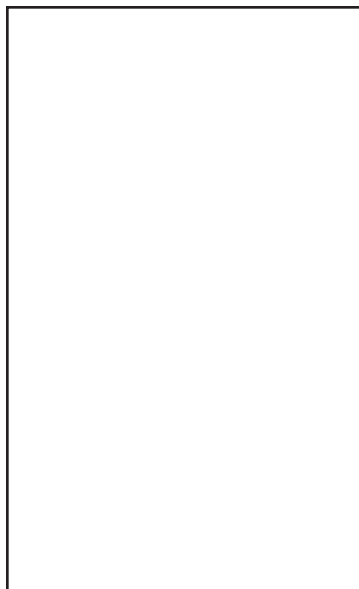
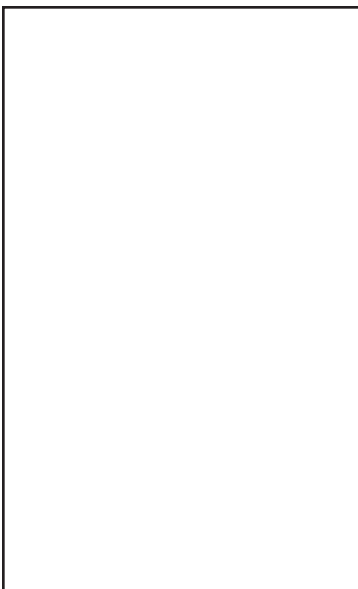
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PICTURE OF A

Jelly

fish

Jellyfish



PICTURE OF A

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PICTURE OF A

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PICTURE OF A