

# EXTREME SPORTS

## Lesson Plan

### BMX Libs

Lesson Plan for *BMX*

Grade 3

#### Objective

To help students practice forming and defining compound words.

#### Things Needed

- *BMX* book
- Whiteboard
- BMX Libs worksheet (attached)

#### Before the Activity

Read *BMX* out loud to students. Print enough copies of the BMX Libs worksheet for half the class.

#### Activity

To start, review the following BMX terms:

- What is a halfpipe? (Answer: A halfpipe is a U-shaped ramp that athletes move up and down the sides of to do tricks.)
- What is a straightaway? (Answer: A straightaway is a straight section of a racetrack.)
- What is a tabletop in BMX racing? (Answer: Tabletops are jumps that have flat tops. Racers sometimes do small tricks or poses in the air as they go over them.)

Explain that these words are examples of compound words. A compound word is a word that combines two shorter words. Together, these shorter words make up the new word's meaning.

Write the following equations on the whiteboard to demonstrate:

- half + pipe = halfpipe
- straight + away = straightaway
- table + top = tabletop



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Next to these equations, write other examples of compound words, such as *basketball*, *surfboard*, *goalpost*, and *racetrack*. Call on volunteers to identify the two words that make up each of these compound words and explain how they combine to create the new word's meaning.

Next, split the class into pairs. Hand out a BMX Libs worksheet to one person in each pair, instructing students not to show this worksheet to their partners. Instead, they will ask their partners to fill in the blank spaces by choosing words. Each blank needs a specific kind of word. Students should read each category out loud to their partners and write their partners' answer in the blank—but they should not read the sentence or show the worksheet to their partners. Once all the blanks are filled, they can read the story out loud.

### **Evaluation**

Were students able to define the vocabulary words? Could they answer the questions about compound words and fill out the BMX Libs worksheet with the correct parts of speech?

### **Standards**

This lesson plan may be used to address the Common Core State Standards' language standards, grade 3 (L 3.1).



## BMX Libs

A brother and sister are feeling \_\_\_\_\_ [adjective]. They are going to compete on the BMX \_\_\_\_\_ [noun that is a compound word]. They have been practicing BMX \_\_\_\_\_ [verb ending in -ing] since they were \_\_\_\_\_ [adjective], but this is their first big \_\_\_\_\_ [noun that is a compound word]. The siblings \_\_\_\_\_ [verb] with their bikes at the top of the \_\_\_\_\_ [adjective] racetrack until they hear the \_\_\_\_\_ [type of sound]. Then they plunge down the first \_\_\_\_\_ [adjective] slope. The rest of the track is filled with \_\_\_\_\_ [plural noun]. The sister starts \_\_\_\_\_ [verb ending in -ing] past her brother. She performs a \_\_\_\_\_ [adjective] trick off a huge \_\_\_\_\_ [noun that is a compound word]. But her brother soon catches up. His amazing \_\_\_\_\_ [noun that is a compound word] earns even more points. The two siblings \_\_\_\_\_ [verb] around the track's last curve. Then they \_\_\_\_\_ [verb] down the \_\_\_\_\_ [noun that is a compound word]. Their bike tires \_\_\_\_\_ [verb] as they race toward the \_\_\_\_\_ [noun]. The crowd lets out a \_\_\_\_\_ [type of sound] as they cross the finish line at the exact same time. Everyone agrees it's the most \_\_\_\_\_ [adjective] race ever.

