

## Segmenting with Pictures

### **Materials**

- Picture cards of compound words with boxes
- Picture cards of smaller root words

### **Activity**

Students divide up a compound word into two smaller words.

1. Remind students that a compound word is made up of two smaller words. Share some examples such as butterfly (butter, fly), pancake (pan, cake).
2. Name each object on the picture card as you spread them out on the table.
3. Demonstrate for students how to segment the compound words into two smaller words by searching through the pictures for the smaller words that match (*Pancake....here is a pan, and here is a cake. Pan and cake make pancake!*)
4. Students take turns using the picture cards to segment the compound words.
5. When all cards have been matched, read compound words together.

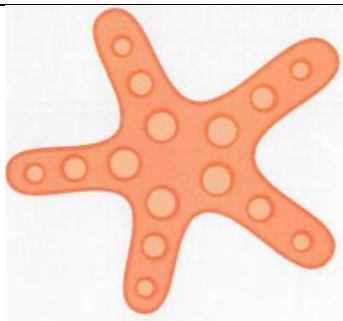
### **Picture Cards of Compound Words with Boxes**

*See below. 8 cards in total.*

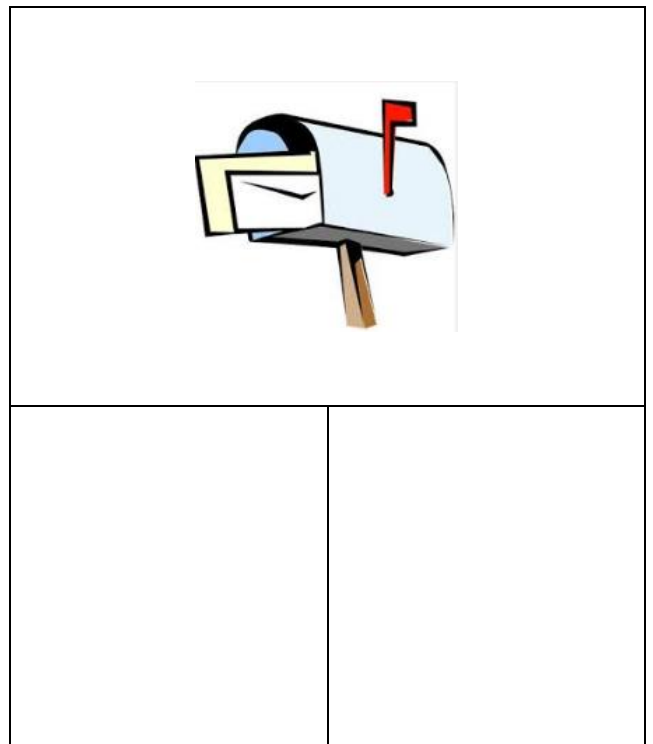
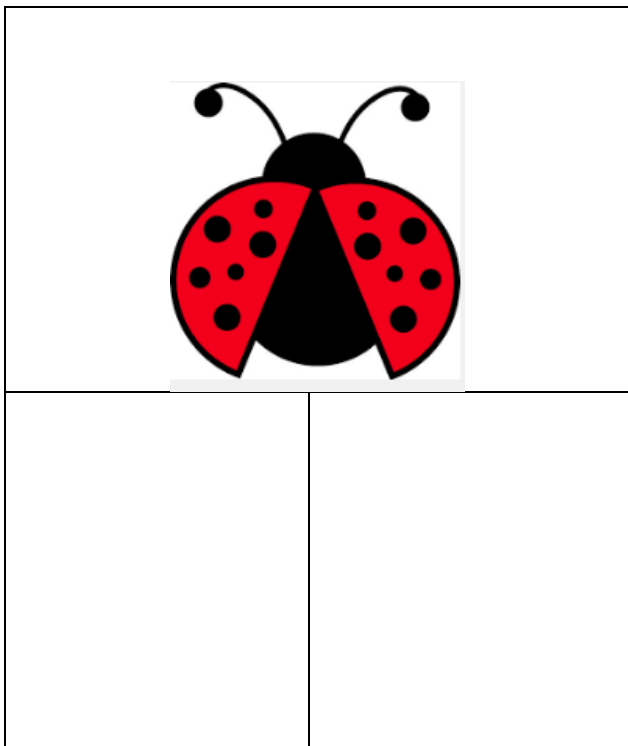
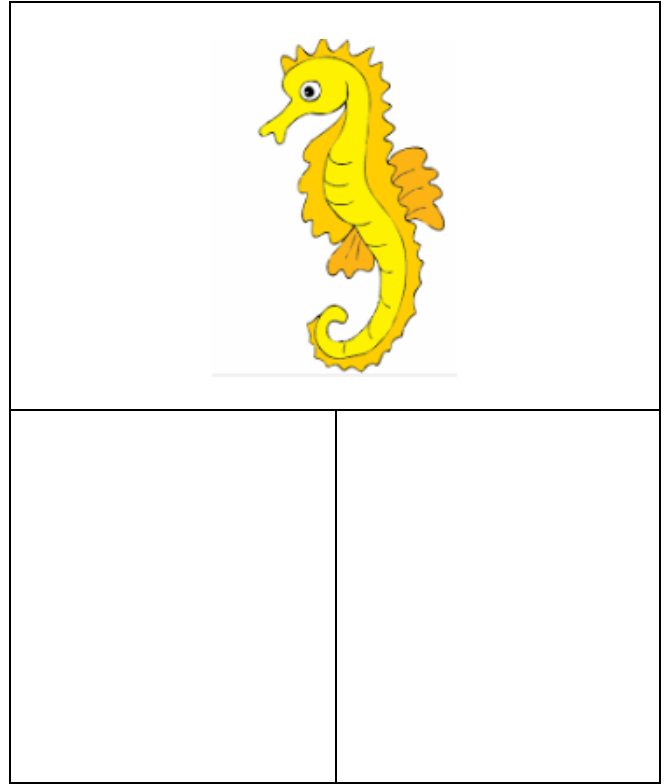
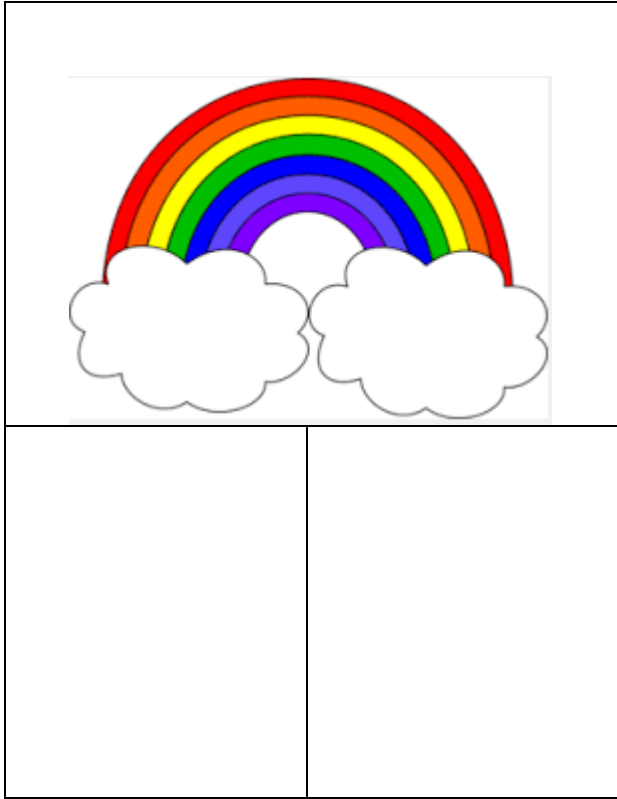
### **Picture Cards of Smaller Root Words**

*See below. 16 cards in total.*

**'Segmenting with Pictures' Picture Cards**



**'Segmenting with Pictures' Picture Cards**



**'Segmenting with Pictures' Picture Cards of Smaller (root) Words**

## Compound Word Search

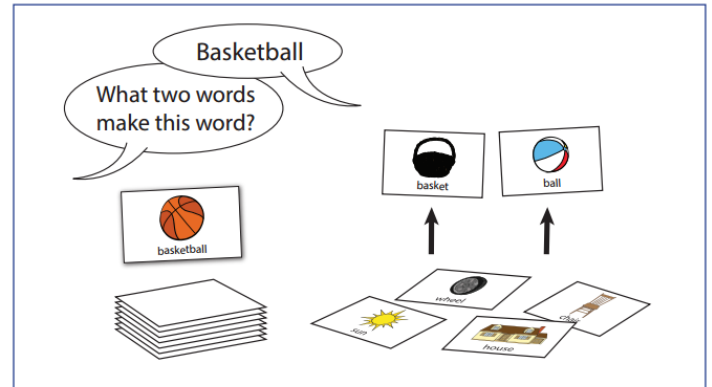
### Materials

- Compound Word Picture Cards, laminated for durability
- Picture cards of smaller root words

### Activity

Students make compound words by pairing picture cards that make up the compound word.

1. Remind students that a compound word is made up of two smaller words. Share some examples such as butterfly (butter, fly), pancake (pan, cake).
2. Place Compound Word picture cards face down in a stack and the smaller root word picture cards face up, spread across a flat surface.
3. Taking turns, one student draws a compound word card from the stack. The student names the compound word (e.g., basketball) and asks the other students, *What two words make this word?*
4. One student “hunts” for the two root word picture cards that make up the compound word. The student then places the cards together to make the compound word (e.g., basket, ball).
5. Continue taking turns until all pictures of compound words are matched with their root words.



### Answer Key

Doghouse = dog, house

Fireman = fire, man

Sunglasses = sun, glasses

Basketball = basket, ball

Wheelchair = wheel, chair

Dollhouse = doll, house

Anthill = ant, hill

Fishbowl = fish, bowl

### Compound Word and Root Words Picture Cards

See below. 24 Cards in total.

**'Compound Word Search' Compound Word and Root Words Picture Cards**



doghouse



dog



house



fireman



fire



man



sunglasses



sun



glasses

**'Compound Word Search' Compound Word and Root Words Picture Cards**



basketball



basket



ball



wheelchair



wheel



chair



dollhouse



doll



house

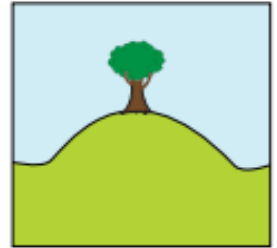
**'Compound Word Search' Compound Word and Root Words Picture Cards**



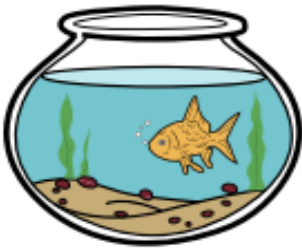
anthill



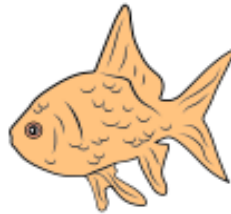
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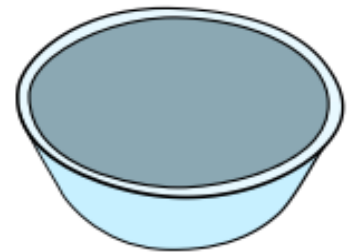
hill



fishbowl



fish



bowl



## Find the Compound Words

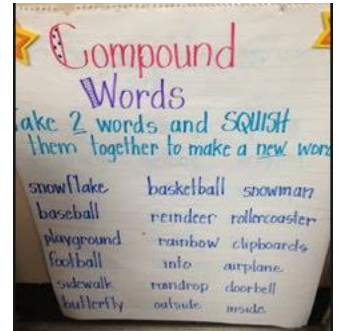
### Materials

- Shared reading text (book, poem, chart, morning message, teacher created passage)
  - See Compound Word Booklist for list of texts
- Chart paper and markers for anchor chart

### Activity

Students participate in a shared reading of a text with compound words and identify the compound words they **hear**.

1. Remind students that compound words are made up of two smaller, individual words. Provide examples.
2. During the shared reading, students **listen** for compound words. Teacher marks these words with a sticky note.
3. After reading, students examine the compound words they highlighted. How do we know it is a compound word? What two smaller words make up the compound word?
4. Teacher records these words on a Compound Word anchor chart, ideally supporting words with pictures.
5. Teacher places the anchor chart where students can see it. With each shared reading, class adds more words to the chart.



### Sample Teacher Created Compound Word Morning Message

Dear Class,

Today is Monday. It is raining outside. We will stay inside for recess because the playground is muddy. Perhaps when the sun comes out we will see a rainbow!

Love,

Teacher

Dear Class,

What did you do on the weekend? On Sunday, I went to the beach. The sunshine was warm and bright. I went for a swim in my new swimsuit and made a sandcastle. It was a great day!

Love,

Teacher

## Squish the Words Together

### Materials

- Sample compound word list for reference

### Activity

Students 'squish' two words together to make a compound word.

1. Remind students that compound words are made up of two smaller, individual words. Provide some examples.
2. Begin by modelling for students. If facing students and being their mirror image, bring right hand out to the right side of your body and say, "dog." Then, bring your left hand out to the left side of your body and say, *house*. Finally, bring both hands together in the middle and **squish** the words together and say, *doghouse*.
3. Continue with segmenting the compound word (saying one root word with the left hand and the other root word with the right hand), and have students **squish** the word together and tell you the compound word.



### Sample Compound Words

Airplane  
Airport  
Applesauce  
Bathtub  
Baseball  
Basketball  
Bedroom  
Birthday  
Blackbird  
Bookcase  
Butterfly  
Catfish  
Chalkboard  
Classroom  
Cowboy  
Cupcake  
Doghouse  
Dollhouse  
Doorbell

Dragonfly  
Earring  
Everywhere  
Fireman  
Firetruck  
Flashlight  
Football  
Hairbrush  
Ladybug  
Mailbox  
Meatball  
Milkshake  
Oatmeal  
Pancake  
Peanut  
Playground  
Popcorn  
Rainbow

Railroad  
Sandcastle  
Seahorse  
Sidewalk  
Skateboard  
Snowflake  
Spaceship  
Starfish  
Sunflower  
Sunglasses  
Sunset  
Sunshine  
Swimsuit  
Today  
Toothbrush  
Weekend

## Make – A – Word

### Materials

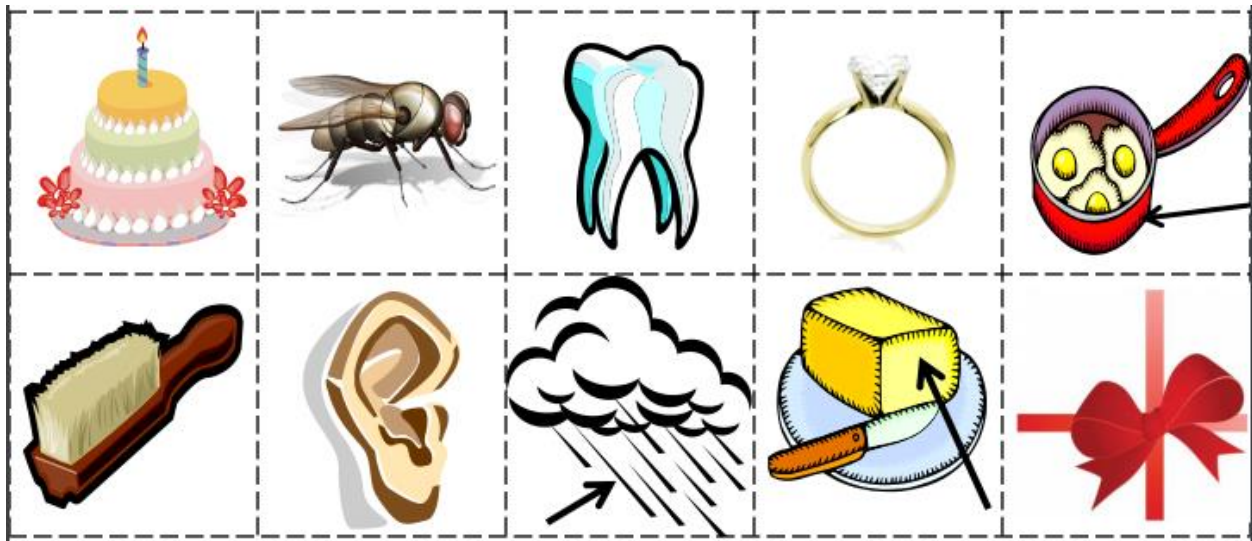
- Picture cards
- Answer Key for reference

### Activity

Students match picture cards to make compound words.

1. Remind students that a compound word is a word made up of two smaller words. Some examples are backpack (back, pack), upstairs (up, stairs) and popcorn (pop, corn).
2. Name each object on the picture cards as you spread them out on the table, facing up.
3. Demonstrate for students how to make a compound word using the picture cards – look for two picture cards that make a compound word, and put them together (Tooth and brush make toothbrush. *Is toothbrush a word? Yes! )* Also model a non-example. (Fly and brush make flybrush. *Is flybrush a word? No? Let me try again . . .*)
4. Each student takes a turn using the picture cards to make compound words until all pairs have been made.
5. Read compound words together.

### ‘Make-A-Word’ Picture Cards



### Answer Key

Pan + cake = pancake  
Ear + ring = earring  
Tooth + brush = toothbrush  
Butter + fly = butterfly  
Rain + bow = rainbow

## Compound Concentration

### Materials

- Picture cards of root words
- Answer Key for reference

### Activity

Students match picture cards of root words to make compound words.

1. Remind students that a compound word is a word made up of two smaller words. Some examples are backpack (back, pack), upstairs (up, stairs) and popcorn (pop, corn).
2. Name each object on the picture cards as you spread them out face down in rows on a flat surface.
3. Demonstrate for students how to select two cards and name the objects on each card. Decide if the two cards can be put together to make one compound word. (E.g., *I have 'butter' and 'fly'. Let's put them beside each other and see if it is a word. Butter-fly. Butterfly! Yes, this is a compound word.*) Also model a non-example. (*Fly and brush make flybrush. Is flybrush a word? No? Let me try again . . .*)
4. Each student takes a turn turning over two cards and seeing if they match to make a compound word. If they match, the student keeps the pair. If they do not, students turn the cards back over.
5. Continue until all pairs have been made.
6. Read compound words together.

### Picture Cards of Root Words

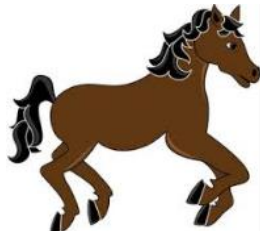
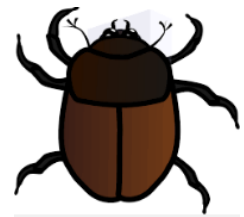
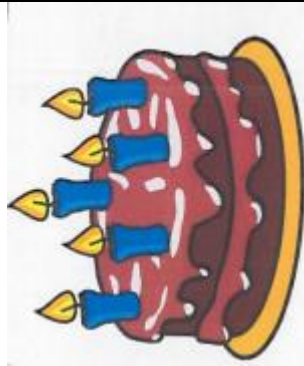
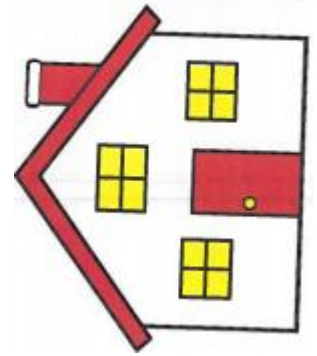
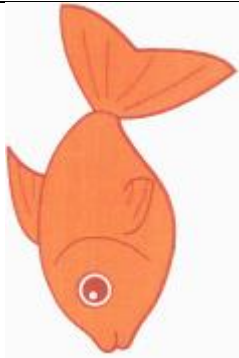
**See below. 32 cards in total.**

### Answer Key

Star + fish = starfish  
Dog + house = doghouse  
Pan + cake = pancake  
Tooth + brush = toothbrush  
Rain + bow = rainbow  
Lady + bug = ladybug  
Sea + horse = seahorse  
Mail + box = mailbox

Ear + ring = earring  
Butter + fly = butterfly  
Cup + cake = cupcake  
Sand + castle = sandcastle  
Pop + corn = popcorn  
Sun + glasses = sunglasses  
Cow + boy = cowboy  
Door + bell = doorbell

**'Compound Concentration' Root Word Picture Cards**



**'Compound Concentration' Root Word Picture Cards**

## Repeat and Delete (with or without dice)

### Materials

- List of compound words for reference
- Dice with numbers 1 or 2 (optional)

### Activity

Students repeat a compound word, and isolate and delete one of the smaller (root) words.

1. Teacher says a word, and students repeat the word. Then, ask students to say it again without one of its root words (e.g., *Say cupcake. Say it again, but do not say 'cake'. Correct – 'cupcake' without 'cake' is 'cup.'*)
2. Continue with different compound words.
3. EXTENSION: Have the student roll the dice. If it is a 1, the first root word is deleted. If it is a 2, the second root word is deleted.

### Sample Compound Words

Airplane  
Airport  
Applesauce  
Bathtub  
Baseball  
Basketball  
Bedroom  
Birthday  
Blackbird  
Bookcase  
Butterfly  
Catfish  
Chalkboard  
Classroom  
Cowboy  
Cupcake  
Doghouse  
Dollhouse  
Doorbell  
Dragonfly

Earring  
Everywhere  
Fireman  
Firetruck  
Flashlight  
Football  
Hairbrush  
Inside  
Ladybug  
Mailbox  
Meatball  
Milkshake  
Oatmeal  
Outside  
Pancake  
Peanut  
Playground  
Popcorn  
Rainbow  
Raindrop

Railroad  
Sandcastle  
Seahorse  
Sidewalk  
Skateboard  
Snowflake  
Spaceship  
Starfish  
Sunflower  
Sunglasses  
Sunset  
Sunshine  
Swimsuit  
Today  
Toothbrush  
Weekend

## Stand Up, Sit Down

### Materials

- List of compound words for reference

### Activity

Students repeat a compound word and delete either the first or last smaller (root) word.

1. Teacher says a compound word, and students repeat the word. Then, teacher divides the smaller words (root words) up amongst students (e.g. If the word is dragonfly, then one student is 'dragon' and another student is 'fly').
2. The students who have been assigned a smaller word stand up. They take turns saying their words in order (e.g., student 1 says, *dragon* and student 2 says, *fly*).
3. The teacher tells one students to sit down (e.g., the student with 'fly' sits down).
4. Students identify the word that is left (e.g., *dragon*).
5. Continue with different words and deleting different root words.

### Sample Compound Words

Airplane	Earring	Railroad
Airport	Everywhere	Sandcastle
Applesauce	Fireman	Seahorse
Bathtub	Firetruck	Sidewalk
Baseball	Flashlight	Skateboard
Basketball	Football	Snowflake
Bedroom	Hairbrush	Spaceship
Birthday	Inside	Starfish
Blackbird	Ladybug	Sunflower
Bookcase	Mailbox	Sunglasses
Butterfly	Meatball	Sunset
Catfish	Milkshake	Sunshine
Chalkboard	Oatmeal	Swimsuit
Classroom	Outside	Today
Cowboy	Pancake	Toothbrush
Cupcake	Peanut	Weekend
Doghouse	Playground	
Dollhouse	Popcorn	
Doorbell	Rainbow	
Dragonfly	Raindrop	



## Word Slicing

### Materials

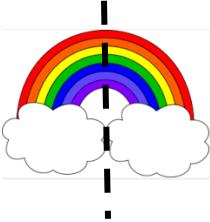


- Compound word picture cards, cut in half, laminated for durability

### Activity

Students use picture cards to support deleting the first and last root word of a compound word.

- Choose one picture card, and put both halves together.
- Ask student to name the picture card (e.g., rainbow)
- Remove either the first half or the last half of the card, and have the student say the root word that remains (e.g., With rainbow, remove the first part of the card and say the last root word 'bow'; remove the last part of the card and say the first root word 'rain.')
- Repeat with other picture cards.

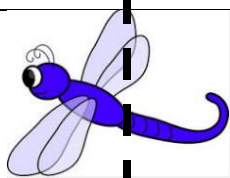
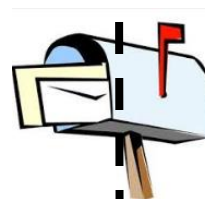
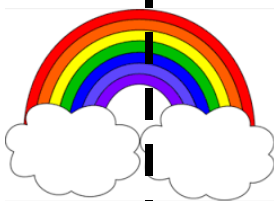
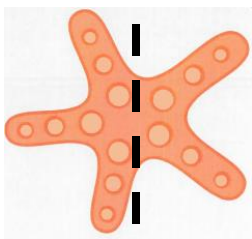
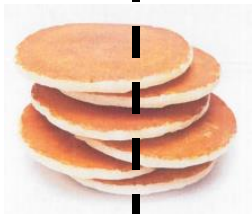
### Example

	 _____	 _____
Whole card = Rainbow	Take away the first part of the card, left with 2 <sup>nd</sup> root word = bow	Take away the second part of the card, left with 1 <sup>st</sup> root word = rain

### Picture Cards

*See below. 12 cards in total.*

**'Word Slicing' Compound Word Picture Cards**



## Jumping Words

### Materials



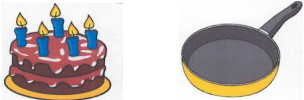
- Compound word picture cards, cut in half, laminated for durability

### Activity

Students segment and manipulate root words in compound words to make nonsense words.

- Teacher calls out a compound word and student finds the picture cards of the two root words that make up the compound word.
- Students blend two words together and “read” the compound word.
- Students then rearrange the cards so the root words switch positions.
- Student read the new non-sense word.

### Example

1. Teacher calls out compound word	2. Students find the two root words and blend them together	3. Jumping words	4. Say new nonsense word
“Pancake.”	 <p>“Pan - cake.” “Pancake.”</p>		 <p>“Cake – pan.” “Cakepan.”</p>

**Root Word Picture Cards**  
*See below. 32 cards in total.*

## 'Jumping Words' Root Word Picture Cards

**'Jumping Words' Root Word Picture Cards**