

LESSON 10:

COMPOUND WORDS

Host: In today's lesson, we'll learn about compound words. Compound words are made up of two smaller words. Each smaller word must be a real word, not an affix or a partial word. For example, *snowflake* is a compound word because *snow* and *flake* are both words. *Reptile* is not a compound word because *rep* cannot stand on its own as a word.

Teacher: In today's lesson, we will begin learning about multisyllabic words. These are words with more than one syllable.

We'll begin with compound words. Compound words are made up of two smaller words, so you can use the small words you know to read big words. Most of the time, you can even figure out the meaning of a compound word by looking at the smaller words that form it.

You already use compound words in your everyday speech. For example, *homework* is a compound word. It is made up of the words *home* and *work*. We know that homework is schoolwork that is done at home. What are these words?

Right, *dog* and *house*. Now, if we put the words together, we get *doghouse*. *Doghouse* is a compound word that means a house for a dog. The word *doghouse* is made up of two smaller words, *dog* and *house*. Let's try another one. Read the words, please.

Good, *cook book*. Let's put the words together to form the compound word *cookbook*: *cook book*, *cookbook*. Who can tell me what a cookbook is?

Exactly, it's a book with recipes you can cook. So you can see that many times, you can figure out what a compound word means by looking at the smaller words that form it.

Let's look at some more words. *Back* is a closed syllable. Then I see *bone*. *Bone* is a VCe syllable. *Bone* and *bone* make *backbone*. Repeat, please.

Right, *backbone*. Now, let's look at another compound word. What is the first small word?

Yes, *foot*. What is the second word?

Right, *ball*. What is the compound word?

Right, the word *football* is formed from the words *foot* and *ball*. Say *foot ball, football*. What is the first small word in this compound word?

Well, *foot* is a word, but if I underline that and look at the second small word, it says *nup*. Is *nup* a word?

So, let's look at that first small word again. What if I add the *n* to *foot*? Is that a small word?

Yes, the word is now *grown*. What is the second word?

Right, *up*. What is this compound word?

Right, the word *grownup* is formed from the words *grown* and *up*. Say *grown up, grownup*.

Remember, both of the smaller words need to be real words in order for it to be a compound word. Let's look at one more compound word. What is the first small word?

Right, *high*. What is the second word?

Right, *way*. What is the compound word?

Right, the word *highway* is formed from the words *high* and *way*. Say *high way, highway*.

Host: Here's a strategy designed to help students spell compound words:

Say the compound word.

Say the small words that form the compound word.

Spell and write the first word.

Spell and write the second word, without a space between the two individual words.

Check the word by reading it.

Teacher: You've learned that *dog* and *house* can be combined to form one word, *doghouse*. To spell *doghouse*, I do the following:

I say the whole word, *doghouse*.

I say each small word: *dog, house*.

I spell and write each word without a space between them: *dog: d, o, g; house: h, o, u, s, e.*

Doghouse. If you can spell the smaller words, you can spell the compound word.

Let's follow the steps to spell a word together. Repeat after me: *sandbox. Sand, box. Sand: s, a, n, d; box: b, o, x. Sandbox.*

Repeat after me: *railroad. Rail, road. Rail: r, a, i, l; road: r, o, a, d. Railroad.*

Now, let's try a few more. Repeat after me: *snowflake.*

Now, say the small words that form the compound word.

Good, *snow* and *flake*. Now, spell and write the first word.

Now, spell and write the second word.

I see a space between the words. Should there be a space?

You're right, there shouldn't be a space. Make sure you put the two words together to make one word.

Good, *snow: s, n, o, w; flake: f, l, a, k, e. Snowflake.*

Repeat after me: *background.*

Say the small words that form the compound word.

Right, *back* and *ground*. Now, spell and write *back*.

Now, spell and write *ground*.

Good job for remembering to write those words without a space between them. *Back: b, a, c, k; ground: g, r, o, u, n, d. Background.*

Remember, compound words are made up of two smaller words. Knowing the small words that make up the compound words can help you read and spell more words. Also, you can often figure out the meaning of a compound word by looking at the smaller words that form it.

Host:

Remember, compound words are made up two smaller words. Scaffold instruction by reading compound words from the same family; for example, *fireman, firefly, firewood,* and *fireworks*. Also, make sure that students have learned the smaller words that form compound words.