



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Children will individually demonstrate understanding of how to form and segment a compound word.



Key Concepts

Review: Compound word
Concentrate



Materials Needed

- *Compound word cards—1 per child (see Be Prepared)
- *Component word cards—1 set per child (see Be Prepared)
- *Component word cards “cup” and “cake”
- *Compound word card for “sunflower”
- *Printables provided

Be Prepared: Today’s small group activity is a **progress assessment** of children’s understanding of forming and segmenting compound words. For the first round (forming a compound word), select one set of component word cards for each child (two cards that make a compound word). Use provided cards of words that have not been used in previous activity plans. For the second round (segmenting compound words), select one compound word card for each child. Use provided cards of compound words that have not been used in previous activity plans or in the first round of this session (blending). Performance of each child is determined separately for forming (blending) and segmenting. See the end of the activity plan for details.

BEGIN: Today we are going to work again with compound words. We will put two words together to make a compound word. We will also decide which two words make up a compound word.

EXPLAIN: Let’s first practice putting two words together to make a compound word.

ACT: [*Display word cards “cup” and “cake.”*]

The first card has a picture of a cup.

[*Point to the word “cup” below the picture as you read it.*]

What is the picture on the second card?

It is a picture of a cake.

We have a “cup” card and we have a “cake” card.

I am going to put the “cup” and “cake” cards together. When the two cards are put together they make the new word “cupcake”!

[*Display and point to the two cards put together. Encourage children to say “cupcake” as you point to the combined cards.*]

EXPLAIN: Now it’s your turn to try! Each of you will have a chance to make a compound word. All of us need to be quiet so the person making a compound word can concentrate. Remember, when we concentrate on something we pay close attention to it.

ACT: [*Assess children individually with the following procedure:*

- *Lay in front of the child two component word cards that together make a compound word.*
- *Ask the child to name each picture. Name one or both pictures if the child is uncertain. Ask the child to repeat the name you offer.*
- *Ask the child to put the two word cards together and say the compound word. If the child clearly communicates uncertainty about*



Understanding Sounds *continued*



how to form the compound word, offer assistance: Name each picture again and ask, "Which word (card) would come first?"

- *Praise each child's effort. Refrain from indicating "right" or "wrong."*
- *Repeat the above procedure until all children have been assessed on their understanding of forming a compound word.]*

EXPLAIN: Now we are going to begin with a compound word and decide which two words make up the compound word. Let's first practice together.

[Display the compound word card "sunflower." Draw children's attention to the picture.]

ASK: What is the compound word on my card?

EXPLAIN: Yes! My compound word is "sunflower."

We need to decide which two words make up the compound word "sunflower." I'll say the word again. Listen carefully for two different words when I say the compound word "sunflower."



Suwapitch Rimpongpan/flickr/(CC BY-NC-ND 2.0)

[Enunciate clearly when you say the word "sunflower." Emphasize each component word.]

ASK: What is the first word you hear in the word "sunflower"?

EXPLAIN: Yes. The first word is "sun."

Now listen carefully as I say the compound word again.

[Enunciate clearly when you say the compound word again. Emphasize each component word.]

ASK: What is the other word you hear in the word "sunflower"?

EXPLAIN: Yes. The last word is "flower."

When we put "sun" and "flower" together we make the word "sunflower."

Now it's your turn to try!

ACT: *[Assess children individually with the following procedure:*

- *Lay in front of the child one compound word card.*
- *Ask the child to name the picture. Name the picture (say the compound word) if the child is uncertain.*
- *Ask the child to say the two words that make up the compound word. If the child clearly communicates uncertainty about the two words, offer assistance: Say the compound word slowly and ask, "What word do you hear first?"*
- *Praise each child's effort. Refrain from indicating "right" or "wrong."*

Understanding Sounds *continued*



- *Repeat the procedures until all children have been assessed on their understanding of segmenting compound words.]*

RECAP: Today we put two words together to make a compound word. We also decided which two words made up a compound word.



Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.



Center Activity

Provide children with compound word manipulatives and matching compound word cards. Invite children to choose a compound word card and then put manipulatives together to make the compound word. Example items to include: plastic stuffed fish + bowl, piece of mail + small box, small basket + ball, toy corn + toy bread, watercolor paints + brush, paper + binder clip, straw + toy berry. Ask children to also make “silly” compound words. Example: cornmail.



DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for forming (blending) and once for segmenting a compound word. Record your designation for each child on the provided form. Options are as follows:

Got It: Blends/Segments compound words independently (with no assistance or with your assistance in naming a picture only)

Getting It: Blends/Segments compound words with the following assistance:

Blending: You asked the child which word (card) comes first

Segmenting: You asked the child which word he/she hears first

Not Yet: Child does not blend/segment compound words at this time

FOLLOW-UP LEARNING SUPPORTS FOR UNDERSTANDING COMPOUND WORDS

Reinforce

The following activities are designed to support children who can blend/segment compound words independently (Assessment = Got It). The activities also are appropriate for children who can blend/segment compound words with assistance (Assessment = Getting It).

- Encourage children to listen for compound words in books that are read individually with children or at a group time. Examples: *The Mitten* (Jan Brett) includes the word "snowshoe," *The Little Seed* (Eric Carle) includes the word "butterflies," and *The Snowy Day* (Ezra Jack Keats) includes the words "snowsuit," "snowman," and "snowball." Discuss the meaning of the compound word in the book. Then ask children to identify component parts.
- Discuss compound words that children encounter as part of their daily routine. These might include words related to clothes (snowsuit, raincoat), food (applesauce, strawberry, pancake, hotdog), and classroom items (paintbrush, headphones, bookshelf).
- Include compound words in a morning message. Example: "It is raining today. We need to wear raincoats outside." Ask children to identify the compound word. Also invite children to segment the compound word into its component words and then blend the component words into the new word, "raincoat."
- Draw attention to compound words that are introduced or used in other activities. Examples: shoebox (Social Studies Week 11, Day 4), sidewalk (Social Studies Week 14, Day 5), butterfly (Self-Regulation Week 10, Day 1), paintbrush (Creative Expression Week 6, Day1).

Understanding Sounds *continued*



- Use a compound word transition activity to dismiss children from a group session. To reinforce skill in forming a compound word, create a two-column chart with 3–4 words/pictures in each column. The pictures/words in one column should be the first components of a compound word. The words/pictures in the second column are the corresponding second component. For example, put the following in column one: foot, finger, rain, snow. Put the following in column two: coat, ball, man, nail. Each child leaving the group is invited to match one word from column one with one word from column two to create a new word. To reinforce skill in segmenting compound words, create a chart of pictures of compound words. As a child is dismissed from group, he/she chooses a picture, says the compound word, and says the two component words.
- Provide guided practice in forming compound words. See Week 8, Day 4. If it appears children would benefit from explicit support for forming compound words, use the steps in Week 8, Day 2 (second page).
- For a more advanced review of forming compound words, provide each child with three component word cards, two of which should form a compound word. Use the Week 9, Day 2 procedures. Encourage children to say each component word.
- Use the Week 9, Day 4 group activity to review the importance of putting component words in their correct order.
- To review segmenting compound words, use the Week 10, Day 2 activity with compound word cards. It's especially important to enunciate clearly the component words. Use the Week 10, Day 4 activity if children need less explicit help in identifying the two words that make up a compound word.
- Draw children's attention to compound words that represent items in the classroom (bathroom, bookshelf, headphones). Say the two component words and describe how the component words make a new word. Invite children to repeat words you say. In a center activity, encourage children to make compound word "signs" for the classroom, drawing pictures of the component words and final word. Label these and place in the classroom.
- Invite children to identify what word is left when one component word in a compound word is taken away. Use compound word cards for this activity. The activity could be done with all children in a group or with individual children, including transition from a group session. Example: "This is a sunflower. What word do we have if we take away the word 'flower'?"
- When children work with syllables, emphasize how compound words are different from syllables. Give special attention to the Language/Literacy daily plan for Week 14, Day 4, which involves children clapping syllables in compound words. You may wish to repeat the core activity of this lesson.

**Reintroduce**

The following activities are designed for children who do not yet blend/segment compound words (Assessment = Not Yet).

- Begin with the activities in Week 8, especially the Day 2 demonstration of how two words (cards) can be put together to form a new word (bird + house = birdhouse). Model the task by saying and pointing to each component word card and then saying and pointing to the new (compound) word. Ask children to repeat what you demonstrated. Encourage children to clap once for each word and to say each component word. Do the “clap” and “say” separately so children can focus on each action, particularly saying the word. Make sure children understand the basic concept of a compound word (introduced in Day 2) before moving to practice work with compound words in Week 8, Day 4.
- Repeat the Week 9, Day 2 activity, which involves children working with three component cards to find two “matching” component cards. Emphasize the first and second words of each compound word. If children struggle with this activity, repeat the Week 8 activities, especially the guided practice in forming compound words emphasized in Week 8, Day 4. Adapt the Week 9, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement in a peer-focused activity would distract children from concentrating on the compound words.
- Repeat the compound word segmenting activity in Week 10, Day 2. It is helpful for children to hear the component words enunciated clearly. It is also helpful for children to say each component word and to hear you restate the component word as well as the compound word. Adapt the Week 10, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement with a peer would distract children’s attention to the compound words.
- Reassess children’s skill in blending/segmenting compound words. See *ELM User Guide: 3–5 Years*.



SAMPLES OF PORTFOLIO ENTRIES

Got It

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Yvonne's progress in understanding a compound word. Yvonne successfully formed (blended) and took apart (segmented) the compound word "sunflower." I provided the word as part of the assessment. I offered some follow-up learning opportunities to reinforce Yvonne's understanding of compound words.

Getting It

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Joey's progress in understanding a compound word. Joey formed (blended) and took apart (segmented) the compound word "sandbox" with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Joey's emerging understanding of compound words.

Mixed pattern (Got It, Getting It)

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Tyrone's progress in understanding a compound word. Tyrone successfully formed (blended) the compound word "birdbath." He took apart (segmented) the word with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Tyrone's emerging understanding of how to take apart (segment) compound words, and to reinforce his understanding of how to form (blend) compound words.

Not Yet

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Samantha's progress in understanding a compound word. Samantha was interested in working with the word cards I provided. She also paid attention to the assistance I provided as part of the progress assessment. It seems that Samantha was not yet ready to form (blend) or take apart (segment) the compound word "raincoat" that I provided as part of the assessment. I am offering follow-up learning opportunities to reintroduce Samantha to compound words and will again assess her progress after she has had more time to learn about compound words.