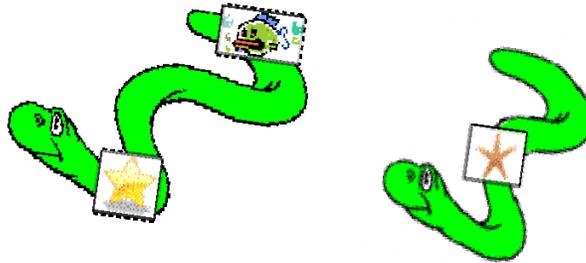


# Compound Word Snakes



## Suggested Group Size

Small Group

## Objective(s)

The children will combine two words to make a compound word. The children will delete a word from a compound word.

## Activity

Children learn how to make compound words by combining two words and how to separate a compound word, deleting one part of the word and determining which part of the word is left.

## Targeted VPK Education Standard(s)

- **V. Emergent Literacy**
  - **A.2.** Shows age-appropriate phonological awareness
  - **A.2(a).** Child combines words to make a compound word and deletes a word from a compound word.

## Related VPK Education Standards

- **I. Physical Health**
  - **A.2.** Demonstrates visual ability to facilitate learning
- **II. Approaches to Learning**
  - **A.1.** Shows eagerness and curiosity as a learner
- **IV. Language and Communication**
  - **A.1.** Gains meaning by listening
  - **A.2.** Follows two- and three-step directions
  - **B.1.** Speaks clearly enough to be understood without contextual clues
  - **C.1.** Shows an understanding of words and their meaning

## Materials

- Slinky
- Athletic sock
- Items to make a snake face (e.g., wiggly eyes, red tongue)

## **Materials (continued)**

- Velcro with adhesive backing (dots or strips can be used)
- Compound Word Picture Card Sets (pictures provided at the end of lesson optional)

## **Procedures**

1. Ahead of time, cover the slinky with the athletic sock and attach the items to create a face on the Compound Word Snake. Mount pictures onto index cards. Laminate, if possible.
2. Attach a piece of Velcro (hook end) on the snake near the front and a piece near the tail to attach the picture cards.
3. Be sure there is Velcro (loop end) on the back of each of the picture cards.

### **Day 1**

4. Explain to the children that a compound word is a word made up of two smaller words.
5. Demonstrate how to make compound words using the Compound Word Snake. Attach two of the picture cards to the Compound Word Snake, one on each end, while the snake is stretched out. Be sure to attach the words in order so that as the children see/read the words they are seeing/reading them left to right.
6. Stretch out the Compound Word Snake with the picture cards facing the children. Say the name of each picture for the children, and then ask them to repeat each word (e.g., “cow,” “boy”).
7. Push the Compound Word Snake together so that the picture cards are next to each other and ask the children what word is created when they are combined (e.g., cowboy).
8. Hold up the picture card with the compound word and ask the children to say the word with you.
9. Repeat steps six through eight until you have used all of the picture card sets to create compound words.

### **Day 2**

10. Remind the children that yesterday they combined two words together to create compound words.
11. Explain that today they will be taking compound words apart.
12. Hold up a compound word picture card (e.g., cowboy) and ask the children to say the compound word aloud (e.g., “cowboy”).
13. Ask the children which picture cards make up the word ‘cowboy’ (e.g., cow, boy).
14. Attach two of the picture cards to the Compound Word Snake, one on each end, while the snake is pushed together. Be sure to attach the words in order so that as the children see/read the words they are seeing/reading them left to right.
15. Next, stretch out the Compound Word Snake, so that the two pictures cards (e.g., cow, boy) are not together.
16. Ask the children which part of the compound word (e.g., cowboy) would be left if you took away the word ‘cow’ (remove the cow picture card). The children should respond, “boy.”

## Procedures (continued)

### Day 2 (continued)

17. Reattach the word 'cow' to the Compound Word Snake. Ask the children what part of the compound word (e.g., cowboy) would be left if you took away the word 'boy' (remove the boy picture card). The children should respond, "cow."
18. Repeat steps 12 through 17 until you have used all of the compound word picture card sets.

## Adaptations

- Use compound word picture cards without the Compound Word Snake.
- For more advanced students, allow them to create their own picture cards to create new compound word sets.

## Extensions

- Add related materials to classroom centers:
  - **Art:** Allow children to draw a picture of two words and put them together to make a compound word.
  - **Reading/Literacy:** Add books with compound words. Add the Compound Word Snake and picture cards so children can practice making words with their classmates.
  - **Music:** Use songs that include compound words (e.g., *Syllable Song (Put Two Parts Together)* and *There's a Starfish Hidden Under My Bed*, both from the CD entitled, *Little Ears: Songs for Reading Readiness* with Fran Avni).

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- combining two words to make a compound word
- deleting a word from a compound word.

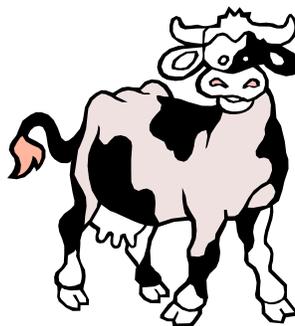
## Submitted by

Lisa Reed, Beach United Methodist Church Early Learning Center, extended by Amanda Burkhalter and Tara Huls, Program Specialists, Florida Department of Education, Office of Early Learning

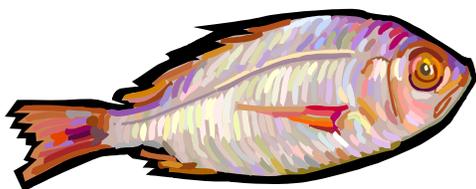
Compound Word Picture Card Sets



star



COW



fish



boy



starfish

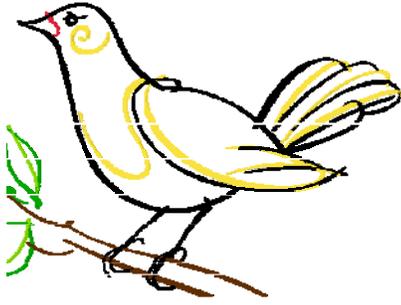


cowboy

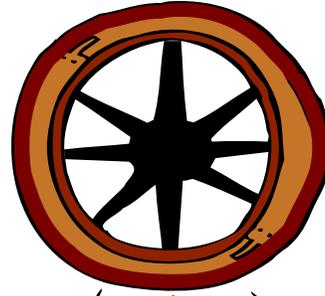
star + fish = starfish

cow + boy = cowboy

Compound Word Picture Card Sets (continued)



bird



wheel



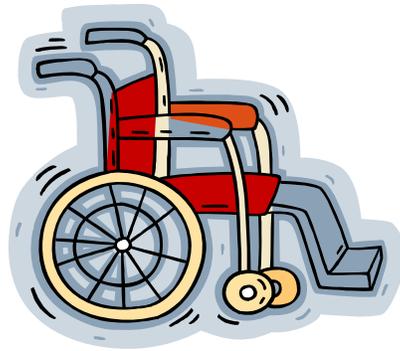
house



chair



birdhouse



wheelchair

bird + house = birdhouse

wheel + chair = wheelchair

Compound Word Picture Card Sets (continued)



book



basket



bag



ball



book bag

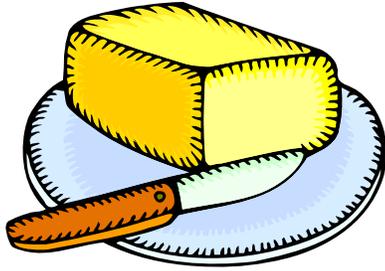


basketball

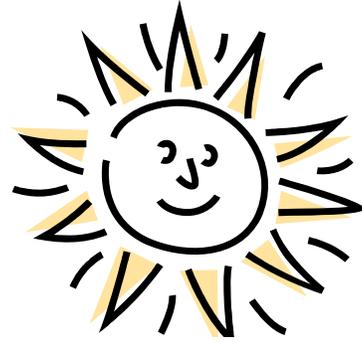
book + bag = book bag

basket + ball = basketball

Compound Word Picture Card Sets (continued)



butter



sun



fly



flower



butterfly



sunflower

butter + fly = butterfly

sun + flower = sunflower

This document was developed under the auspices of the Florida Department of Education, Office of Early Learning, to disseminate the Florida Voluntary Prekindergarten (VPK) Education Standards, adopted by the Florida State Board of Education on August 19, 2008, consistent with the requirements of Section 1002.67, Florida Statutes.

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