

Compound-Go-Round

Purpose

Students will practice using knowledge of individual words to predict the meaning of compound words.

Materials

For the teacher: 2 sets of colored 3" x 5" index cards (e.g., blue and yellow), markers, jar of jelly, real or plastic fish

Activity

A. Pre-Activity Preparation

1. Make compound word cards. Write the first half of each compound word on a blue 3" x 5" card and the second half on a yellow card (e.g., "snowman" would be written as "snow" on a blue card and "man" on a yellow card).
2. Shuffle the cards before distributing them to the students.
3. Attach a blue card with the word "jelly" on it to the jar of jelly and a yellow card with the word "fish" on it to the bag or bowl holding the fish.

B. Pre-Activity Discussion

1. Place the jar of jelly and the fish in front of the class.
2. Take the two word cards and put them together to make the compound word *jellyfish*.
3. Ask students if knowing what *jelly* and *fish* are can help them predict the meaning of the compound word *jellyfish*.
4. Explain that compound words are made up of two or more smaller words and that the meaning of the smaller words often helps us understand what the compound word means.

C. Activity

1. Divide the class into two groups. Give two cards from the blue set to each student in group one. Give two cards from the yellow set to each student in group two.
2. Have group one stand in a small circle, facing out. Have group two stand in a larger circle around group one, facing the students in group one.

(continued)

EXTENDING
THE



ACTIVITY

Have students cut out pictures from newspapers or magazines to illustrate several compound words and make them into addition sentences (e.g., *snow* + *man* = *snowman*). Assemble the drawings into a class dictionary to keep in the classroom library.

connecting
across the
curriculum



**Science/
Social Studies**

Have students search for compound words in their science or social studies textbooks and make a chart with the word parts and their meaning.

Standards Links
2.1.3, 2.7.4

Activity (continued)

3. Instruct students to share the words they have on their cards with one another and tell each other what their words mean. Ask the students to decide, with their partner, if they have compound words that make sense. If they do, have them raise their hands.
4. When all students are ready, have them read their compound words and explain the meaning of the words, as well as the meaning of the two smaller words.
5. Instruct the outer circle to step one person to the left, and repeat the activity.

D. Close the Activity

Ask for student volunteers to explain the definition of a compound word or to suggest a new compound word.

Questions for Review

Basic Concepts and Processes

After students have completed the activity, ask them the following questions:



What is a compound word?



How might you figure out the meaning of an unknown compound word?
