

Date: \_\_\_\_\_

## Blending: Putting Compound Words Together

PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Blending: Putting Compound Words Together

**Materials Needed:** N/A



**Approximate Time:**  
5 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

You are going to learn how to put two words together to make a new word. Being able to know the parts of a word, then put them together, is important when you are learning to read and spell. You'll know you have it when you can put the words together to make a new word by yourself.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Today you may hear me say the word *compound*. What word? Students respond: *compound*

A *compound* word is a word made from two smaller words. Today you will say two words together to make a *compound* word.

I DO IT!

**Demonstrate.** Teach the new skill. Model with clear explanations. Verbalize your thinking process.

My turn.

First, I'm going to say two words. I will use my hands to show the two words.

Then, I'm going to say the two words quickly together to make one *compound* word. I will clap my hands together when I say the new word.

**Listen carefully. The words are *cup*... ..*cake*.** If you are facing your students, put your right hand out, palm down, wiggling your fingers when saying the first word (*cup*) and your left hand out, palm down, wiggling your fingers when saying the second word (*cake*). When it's their turn, students should use their left hand for the first word and their right hand for the second word--palms down, fingers wiggling as they say the word.

**Now, I put them together to make one word.** Clap your hands together and say: *cupcake*.

**The words *cup*...** (right hand out) **...*cake*** (left hand out) **make *cupcake*** (clap hands together)!

Date: \_\_\_\_\_

## Blending: Putting Compound Words Together

WE DO IT!

### Provide guided practice.

Repeat after me. Hold your hand out and wiggle your fingers as you say each word:

*rain...* Students: *rain...*

*...bow* Students: *...bow*

Put them together. Teacher and students clap and say: *rainbow*.

Yes, *rainbow*.

*hot...* Students: *hot...*

*...dog* Students: *...dog*

Put them together. Teacher and students clap and say: *hotdog*.

Yes, *hotdog*.

Let's try some more. Repeat the routine with words in the list.



**Word List:**

row... ...boat

pan... ...cake

foot... ...ball

|                                |  |
|--------------------------------|--|
| If students need support with: | Then try this:   |
| Combining the two words...     | Use pictures of the word used (e.g., picture of a cupcake) cut in half and place the two halves together as you say the two parts of the word. |

YOU DO IT!

### Provide independent practice.

Your turn. You'll put the word together without my help.

*gold...* Students: *gold...*

*...fish* Students: *...fish*

Put them together. Students ONLY clap and say: *goldfish*.

Yes, *goldfish*.

Repeat the routine with words in the list.

**Word List:**

good... ...bye

jack... ...pot

mail... ...box

Isn't putting words together fun? You did a great job putting two words together to make a new word!

Date: \_\_\_\_\_

## Blending: Putting Compound Words Together

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.  
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

See if students can think of any compound words on their own – as they learn how words and sounds go together it will help them in the future with both reading and spelling.