

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


## Segmenting: Taking Compound Words Apart


PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Segmenting: Taking Compound Words Apart

**Materials Needed:** N/A

 **Approximate Time:**  
5 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

You will learn how to break a compound word apart to make two different words. Being able to know the parts of a word is important when you are learning to read and spell. You'll know you have it when you can take a word apart to make two different words by yourself.

REVIEW &  
VOCABULARY

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

You will hear me say the word *compound*. What word? Students respond.

A *compound* word is a word made up of two or more smaller words. Today you will take apart *compound* words to make two smaller words.

I DO IT!

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

**My turn. Watch and listen carefully.**

Put your hands together in front of you, palms down, thumbs touching. **The word is *rainbow*.**

**The first word I hear is *rain*.** As you say *rain*, move your right hand away from your left hand as you wiggle your fingers on the right hand.

**The next word I hear is *bow*.** As you say *bow*, move your left hand away from your right hand as you wiggle the fingers on your left hand.

**The two words that make the word *rainbow* are *rain* (wiggle your right hand) and *bow* (wiggle your left hand).**

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## Segmenting: Taking Compound Words Apart

WE DO IT!

Provide guided practice.

Let's try it together!

Put your hands together in front of you, palms down, thumbs touching. **Do what I'm doing.**

**The word is *beachball*. What word?** Students respond.

**We're going to break it apart. What's the first word you hear in *beachball*?** Teacher and students move one hand away and wiggle it as they say: ***beach***. *Note: If the teacher is facing the students, she should begin with her right hand. Since the students would see her like a mirror-image, it would appear she is breaking apart the word from left to right. Students, however, should begin with their left hand.*

**What's the second word you hear in *beachball*?** Teacher and students move the other hand away and wiggle it as they say: ***ball***.

**What are the two words in *beachball*?** Teacher and students say: ***beach*** (wiggle hand) and ***ball*** (wiggle hand).

Let's do another one.

**Hands together. The word is *airplane*. What word?** Students respond.

**Break it apart.** Teacher and students move one hand away and wiggle it as they say: ***air***.

Teacher and students move the other hand away and wiggle it as they say ***plane***.

**What are the two words?** Teacher and students say ***air*** (wiggle hand) ***plane*** (wiggle other hand).

**Word List:**

doorbell  
backbone  
milkshake

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



If students need support with:	Then try this:
Taking the parts of the word apart...	Try using with two pieces of small paper, such as a square that represents one word and another square that represents the second word in the compound word.

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YOU DO IT!

**Provide independent practice.**

Now, I'm going to call on one student at a time to take a word apart. We'll do the actions together, but only the student whose name I call will answer out loud. The rest of you will think the answer in your heads.

**Everybody. Hands together.**

**The word is *sailboat*. What word?** All students respond: *sailboat*  
**(Student name), what's the first word you hear in *sailboat*?**

Designated student moves the left hand away and wiggles it as they say: *sail*.

**What's the second word you hear in *sailboat*?**

Designated student moves the right hand away and wiggles it as they say: *boat*.

**What are the two words in *sailboat*?**

Student says: *sail* (wiggles right hand) and *boat* (wiggles left hand).

*Repeat the routine with 2-3 students using words in the list.*

**You did it! You learned how to break a word apart! How cool is that?**

**Word List:**

cupcake  
snowflake  
backpack

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 might be able to come up with some compound words on their own by looking around the room (e.g., whiteboard, bookcase, etc.) and see if they can break the word apart with a partner!