

Support for English Learners

Unit 35, page 237: Compound Words

Some children may have difficulty with recognizing and pronouncing compound words.

Listen

Explain that sometimes one word can be made out of two smaller words. Explain that a word formed in this way is called a compound word. Say: *Let's listen to how two words can make one word: bed plus time equals bedtime.* Ask: *What two smaller words make up the compound word bedtime? What does each of the smaller words mean? What might the compound word bedtime mean?* Remind children that when they say a compound word such as *bedtime* aloud, there is no pause in the middle of the word.

Speak and Read

Say: *Let's practice the compound word flagpole together: flag plus pole equals flagpole.* Encourage children to repeat after you. Ask: *What does each of the smaller words mean? What might the compound word flagpole mean?* Repeat with *backpack* and *raincoat*.

Write *flagpole*, *backpack*, and *raincoat* on the board and draw a line between the two smaller words in each word. Ask a volunteer to choose a word from the board, read aloud each separate word, and then read the compound word.

Spell

Beginning/Preproduction Create and distribute word cards for the Basic Words *bedtime*, *sunset*, *bath*, *tub*, and *railroad*. Have children spell the compound words aloud. Then have them cover each smaller word in the compound word, read aloud each shorter word, then combine the words to make the compound word.

Early Production/Speech Emergent Write the Basic Words *bedtime*, *sunset*, *bath*, *tub*, and *raincoat* on the board. Have children circle the smaller words that form each compound word. Ask volunteers to use the smaller words to define each compound word.

Intermediate/Advanced Have children choose five of the Basic Words and write them in their word-study notebooks. Ask them to write sentences using each compound word. Have children read their sentences aloud. Ask: *What is the compound word in your sentence? What are the two smaller words?*

