Compound Word Snakes

**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.

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

**Targeted Standards**

**IV. Language and Literacy**
IV.F.2.b. Combine words to make a compound word (e.g., “foot” + “ball” = “football”)
IV.F.2.c. Delete a word from a compound word (e.g., “starfish” - “star” = “fish”)

[http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds](http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds)

**Materials Needed**
- Slinky, athletic socks, item to make a snake face (e.g., wiggly eyes, red tongue), Velcro, compound word picture cards (sample cards provided)

**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.

**Procedures**

**Before You Begin the Lesson**
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) near the front and 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**
1. Explain to the children that a compound word is a word made up of two smaller words.
2. 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 (e.g., Be sure to attach the first word on the end of the snake that is on the teacher’s right side and the second word on the end of the snake that is on the teacher’s left side. This will allow them to see the pictures in the correct order from left to right, as they sit facing the teacher.).

**Scaffolding**
- Using the familiar word cards, the teacher will work with individual or small groups to reinforce the activity.

**Extensions**
- 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).
Compound Word Snakes

**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 Standards**

**IV. Language and Literacy**
IV.F.2.b. Combine words to make a compound word (e.g., “foot” + ”ball” = “football”)
IV.F.2.c. Delete a word from a compound word (e.g., “starfish” - “star” = “fish”)

http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds

**Procedures –Continued**

**Day 1 Continued**
3. 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”).
4. 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 (cowboy).
5. Hold up the picture card with the compound word cowboy and ask the children to say the word “cowboy” with you.
6. Repeat steps 3-6 until you have used all of the picture card sets to create compound words.

**Day 2**
1. Remind the children that on yesterday they combined two words together to create compound words.
2. Explain that on and today they will be taking compound words apart.
3. Hold up a compound word picture card (e.g., cowboy) and ask the children say the compound word aloud (e.g., “cowboy”).
4. Ask the children which picture cards make up the word ‘cowboy’ (e.g., cow, boy). are needed to break ‘cowboy’ into two words (cow, boy).
5. Attach two of the picture cards to the Compound Word Snake, one of each end. While the snake is pushed together (e.g., Be sure to attach the first word on the end of the snake that is on the teacher’s right side and the second word on the teacher’s left side. This will allow them to see the pictures in the correct order from left to right, as they sit facing the teacher.).
6. Next, stretch out the Compound Word Snake, so that the two picture cards (e.g., cow, boy) are not together.
7. 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”.
8. Reattach the word “cow” to the Compound Word Snake. Ask the children what part of the compound word would able left if you took away the work “boy” (remove the boy picture ) The children should respond “cow”
9. Repeat steps 5-8 of this day until you have used all the compound word sets.