



COMPOUND WORDS A & B

PRODUCT CODES: **430 & 435**

CW CENTERED A & B

PRODUCT CODES: **445 & 450**

PRODUCT CONTENTS

16 cover-weight sheets (level A)
24 cover-weight sheets (level B)
8 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last four pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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VOCABULARY

Vocabulary, or the repertoire of words that an individual knows and uses to communicate, is a key component of effective reading from the earliest stages. Consider a young student doing a phonics exercise. If the child blends the letters correctly, but is not familiar with the word (/t/ /a/ /n/ = tan), then the word is not recognized. Beginning readers have more success when reading words that are part of their oral vocabularies. Those with limited vocabularies struggle with phonics and other reading tasks.

Vocabulary is also central to comprehension. Students cannot understand what they are reading if they do not know what the words mean. Additionally, comprehension degrades proportionally to unknown vocabulary.

Most words are learned indirectly, or through everyday language experiences. Humans learn words as they communicate. Interactions with adults are the best way for children to expand their vocabularies. Through sharing of events and books, adults provide knowledge and stimuli that children need. Once individuals are fluent readers, books and other types of written communication are optimal for expanding vocabulary and concepts.

Since experience is the most critical factor in the development of concepts and vocabulary, children who come from environments rich in language and stimulation fare better in school. Their backgrounds improve their ability to communicate, conceptualize, think abstractly, and categorize. But for many of today's students, educators must provide more language foundation than in the past.

Despite the fact that most vocabulary is acquired indirectly, research suggests that vocabulary can be improved with explicit instruction. Word-development strategies are applicable to all types of vocabulary: listening, speaking, reading, and writing.

Direct instruction helps students to learn words that have not been mastered from life experiences. It can be provided through oral discussion that familiarizes students with vocabulary words. Often oral word instruction is offered before a story or text lesson is read. These introductory vocabulary lessons also aid comprehension. The discourse teaches the words and lays groundwork for the content that is to be covered. If students are to remember the words and make them part of their working vocabularies, they need repeated exposure and additional practice using the words over an extended period of time.

Obviously teachers cannot teach students all the words they do not know, so students must learn how to proceed when they encounter unknown words. They can be taught strategies for dealing with difficult vocabulary words. Often context can provide clues to help students determine the meaning of a word. They can also use affixes and roots to analyze words to ascertain meaning. Of course, dictionaries or other reference materials can provide definitions, but due to time involved in looking up unknown words, students are less likely to use these.

Finally, direct instruction can expand general word knowledge. Lessons can teach students both words and specific strategies. Ambiguities of the English language make learning words a challenge. Multiple meanings, spellings, and pronunciations confuse students and can hinder verbal or written communication. Students need to develop awareness of synonyms, antonyms, homonyms, and heteronyms. Direct instruction is necessary if students are to master these concepts and related vocabulary words.

Reading Manipulatives vocabulary products build word knowledge with intuitive, holistic manipulatives and include cloze sentences to assure that students use words properly in context. Students learn to utilize prefixes, suffixes, and Latin root words as meaning-analysis devices. Synonym substitution, a powerful writing strategy, is taught, as well as compound words. Word class and relationship analysis expand vocabulary and thinking skills, and analogy manipulatives teach these concepts. Multilevel materials can advance vocabulary in students of all ages and abilities. Hands-on approaches are superb for expanding vocabulary and usage concepts.

USING COMPOUND WORDS

English words, especially nouns, are often joined to express a single item or idea. Compound Word Match-Ups teach or review many compound words and familiarize students with these formations. Level A contains 224 compounds; level B covers 336 compounds. A downloadable resource list on our web site has more than 800 compound words with vocabulary difficulty level noted.

Most students are naturally curious about language. As they match the pairs, they recollect familiar and not so familiar words. They learn new vocabulary and concepts as they figure out the combinations.

Students also develop divergent thinking skills since they might need to come up with alternate compound words in order to get all the cards to match. As they complete more sets, there is marked improvement in their methodology.

Finally, students enjoy this puzzle-like activity. No matter how many sets they complete, they come back for more. Compound Words Match-Ups are ideal materials for them to work on if they have short blocks of free time since the sets do not take long to complete.

RIGHT & LEFT JUSTIFIED VS. CENTERED WORDS

If using the right and left justified sets, students should first sort the words. The first half of each compound is right justified and has the code on the left. The second half is left justified and has the code on the right. Once sorted, students should arrange all the first parts in a vertical column. Then they take each second part and go down the column until a match is found. Occasionally there is more than one possibility. Since all cards must be matched, this leads students to the correct choice.

Centering the words makes this a far more challenging activity. Instead of knowing the 14 beginnings and only having to match the endings, now students must deal with 28 words that can go in either position. Students should simply arrange the words in lines or columns and begin to make matches.

Once the activity is completed, the student uses the answer key to check work and then records the completed set.

bean	bag	book	case
black	mail	cow	boy
post	_office	down	town
count	down	every	body
nick	name	finger	print
door	mat	grape	fruit
heart	beat	sun	glasses
over	pass	tea	spoon
green	house	tool	box
worry	wart	week	end

COMPOUND WORD FORMS

Most compound words are closed into one word, but some remain separate words and some are hyphenated. All forms are included in the manipulatives and the resource list. As the list illustrates, there are not many English compound words that are not joined. The few examples in the manipulatives have a hyphen or underline (to denote space) before the second word.

air bag clip art hot dog high chair ice skate rubber band swimming pool
double-cross get-together merry-go-round mother-in-law self-esteem

Hyphenated compound modifiers are discussed below. It is a common practice in English to combine words to form modifiers.

HYPHENATED COMPOUND MODIFIERS

Often in English, two or more words are joined to form an adjective. These compound modifiers are hyphenated. The combinations vary and are not listed as compound words in dictionaries.

best-loved poems snow-capped mountains good-looking man broken-down car

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the appropriate checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost.

COMPOUND WORD ACTIVITY EXTENSIONS

Sets in Compound Word Match-Ups could be done repeatedly. Research suggests that words are not mastered without repeated exposure, with 4 being the average that is necessary. Students will not retain individual vocabulary words unless they practice these words over time.

Consider adding compound words to some weekly spelling lists. Students tend to focus on their list words, and immersion helps students remember the concepts. You can even select the compound words based on spelling characteristics (vowel sounds, Dolch words, etc.).

Finally, encourage students to use compound words in their written communication. Extra credit could be offered for writing some of the words from the Compound Words Match-Ups set in sentences.

COMPOUND WORDS — CWA

CWA-1 _____ CWA-6 _____ CWA-11 _____

CWA-2 _____ CWA-7 _____ CWA-12 _____

CWA-3 _____ CWA-8 _____ CWA-13 _____

CWA-4 _____ CWA-9 _____ CWA-14 _____

CWA-5 _____ CWA-10 _____ CWA-15 _____

CWA-6 _____ CWA-11 _____ CWA-16 _____

COMPOUND WORDS — CWA

CWA-1 _____ CWA-6 _____ CWA-11 _____

CWA-2 _____ CWA-7 _____ CWA-12 _____

CWA-3 _____ CWA-8 _____ CWA-13 _____

CWA-4 _____ CWA-9 _____ CWA-14 _____

CWA-5 _____ CWA-10 _____ CWA-15 _____

CWA-6 _____ CWA-11 _____ CWA-16 _____

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CWB-3 _____ CWB-11 _____ CWB-19 _____

CWB-4 _____ CWB-12 _____ CWB-20 _____

CWB-5 _____ CWB-13 _____ CWB-21 _____

CWB-6 _____ CWB-14 _____ CWB-22 _____

CWB-7 _____ CWB-15 _____ CWB-23 _____

CWB-8 _____ CWB-16 _____ CWB-24 _____

COMPOUND WORDS — CWB

CWB-1 _____ CWB-9 _____ CWB-17 _____

CWB-2 _____ CWB-10 _____ CWB-18 _____

CWB-3 _____ CWB-11 _____ CWB-19 _____

CWB-4 _____ CWB-12 _____ CWB-20 _____

CWB-5 _____ CWB-13 _____ CWB-21 _____

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