



Objective

The student will form compound words.

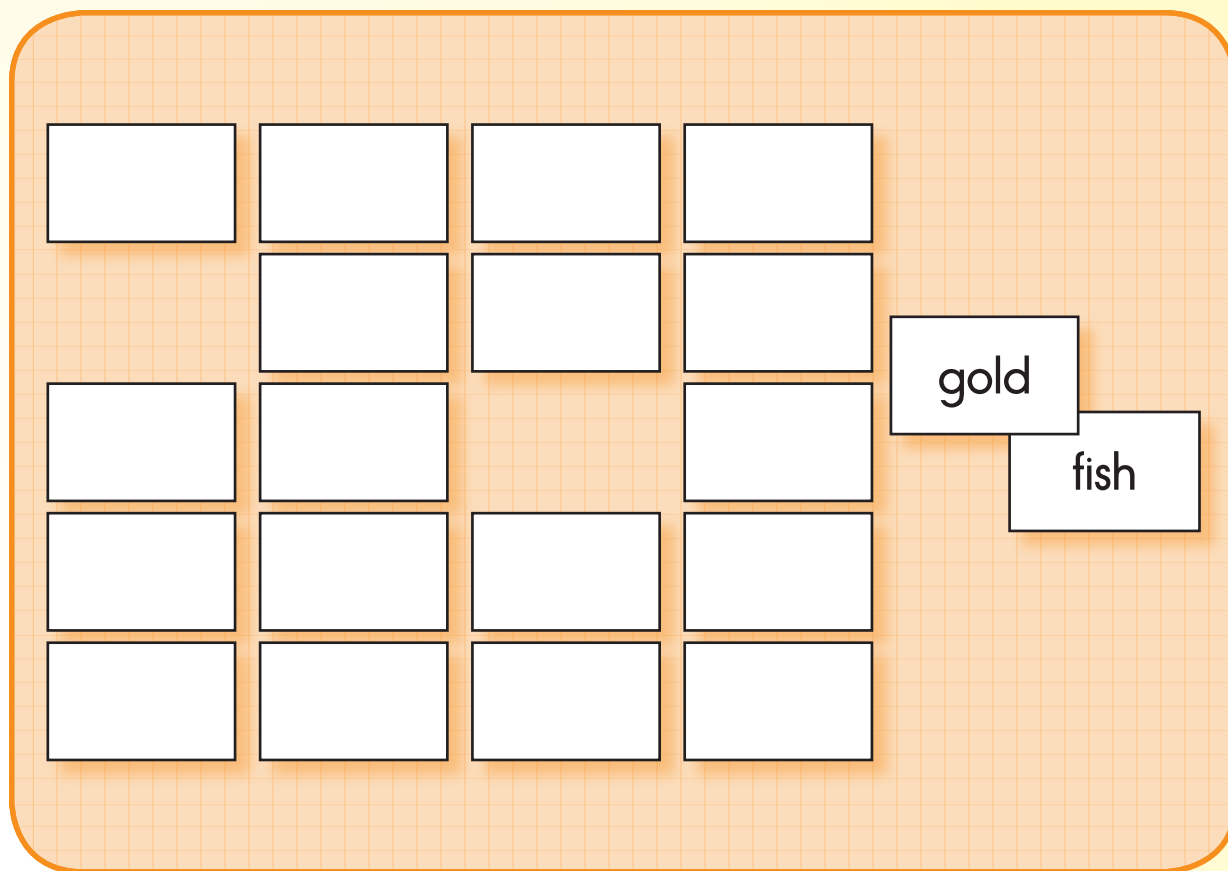
Materials

- ▶ Word cards (Activity Master P.037.AM1a - P.037.AM1f)
Select 8-12 target compound words.

Activity

Students combine individual words to form compound words.

1. Place the word cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Decide if cards can be put together to make a compound word. If possible, read the words together to make a compound word and place the cards side by side. If a word cannot be made, return cards to their original positions.
4. Continue until all compound words are formed.
5. Peer evaluation



gold fish

Extensions and Adaptations

- ▶ Record compound words that are formed.
- ▶ Make more cards and play again.

Phonics

Compound Concentration

P.037.AM1a

hair

cut

after

noon

gold

fish

flower

pot



sea

food

hot

dog

mail

box

wind

mill



Phonics

Compound Concentration

P.037.AM1c

tooth

paste

in

side

cup

cake

day

light



grass

hopper

tea

spoon

milk

shake

rain

coat



Phonics

Compound Concentration

P.037.AM1e

ant

hill

bed

room

blue

berry

grape

vine



hand

stand

nut

shell

news

paper

sun

set





Word Plus

Objective

The student will identify individual words in compound words.

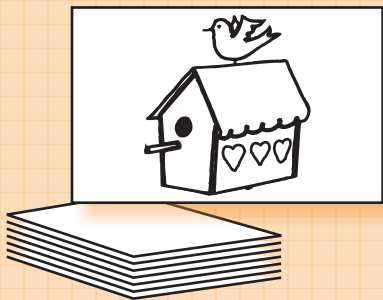
Materials

- ▶ Picture cards (Activity Master P.038.AM1a - P.038.AM1b)
- ▶ Student sheet (Activity Master P.038.SS)
- ▶ Pencil

Activity

Students isolate individual words in compound words by playing a picture game.

1. Place the picture cards face down in a stack. Provide the student with a student sheet.
2. Student selects the top card from the stack and says the name of the picture.
3. Identifies the individual words in the compound word which names the picture.
4. Records the two individual words and the compound word that they form.
5. Teacher evaluation



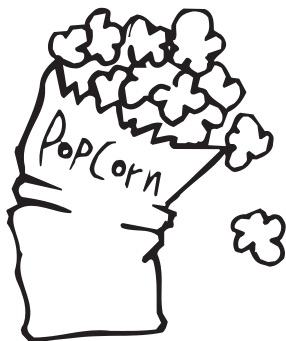
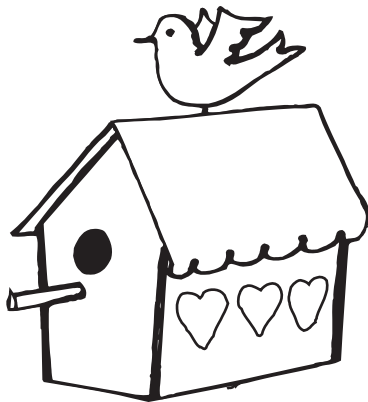
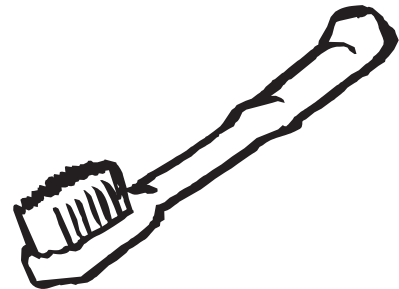
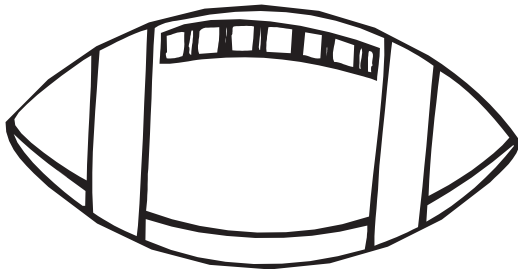
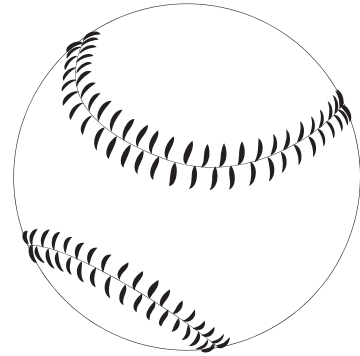
Name _____

P.038.SS Word Plus

_____ + _____	_____ + _____
bird + house birdhouse	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____

Extensions and Adaptations

- ▶ Use the parts of the compound words to form new compound words.



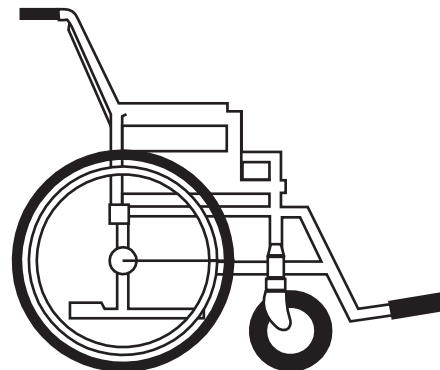
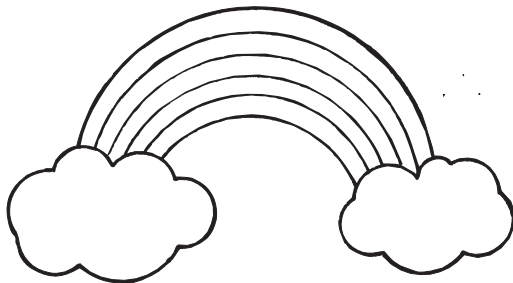
fingernail, baseball, football, toothbrush, birdhouse, headphones, popcorn, strawberry



Phonics

Word Plus

P.038.AM1b











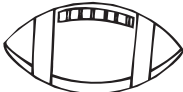







cupcake, rollerblade, haystack, clothespin, peanut, seashell, rainbow, wheelchair



Name _____

P.038.SS

Word Plus

 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____
 ____ + _____ _____	 ____ + _____ _____



Covering the Bases



Objective

The student will identify base words and inflections.



Materials

- ▶ Base word boards (Activity Master P.039.AM1a - P.039.AM1b)
There are two word boards marked "A" and "B." One student will use the "A" word board and the other will use the "B" word board.
- ▶ Word cards (Activity Master P.039.AM2a - P.039.AM2b)



Activity

Students identify inflections and base words by playing a game.

1. Place word cards face down in a stack. Provide each student with a different base word board.
2. Taking turns, students select the top card from the stack and read the word (e.g., "dreamer").
3. Identify the word parts, (e.g., "dream – er").
4. Look for base word on word board. If found, place word card on top of base word.
If not found, place word card on bottom of stack.
5. Play continues until word boards are filled.
6. Peer evaluation

Phonics	
Base Word Board A	
construct	protect
hope	friend
dream	stopped
reach	big



Extensions and Adaptations

- ▶ Make more word boards and word cards.

Base Word Board A

construct

protect

hope

friend

dream

stop

reach

big

Base Word Board B

hop

follow

return

drain

place

board

large

fast

constructing

hopping

hoping

draining

protected

stopped

followed

placed



Phonics

Covering the Bases

P.039.AM2b

friends

reaches

returns

boards

dreamer

biggest

larger

fastest





Objective

The student will identify base words and inflections.



Materials

- ▶ Word cards (Activity Master P.040.AM1a - P.040.AM1b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Student sheet (Activity Master P.040.SS)
- ▶ Pencils



Activity

Students analyze words by identifying the base word and inflections.

1. Place word cards face down in a stack at the center. Provide each student with a whiteboard, marker, and student sheet.
2. Taking turns, students select the top card from the stack and read it.
3. Write the word on their whiteboards.
4. Determine the base word and the inflection. Put a line between the base word and inflection.
5. Record on student sheet.
6. Teacher evaluation

peach/es

Name _____

Parting Words P.040.SS

WORD	= BASE WORD	+	INFLECTION
thank/s	thank	+	s
small/est	small	+	est
peach/es	peach	+	es
_____	_____	+	_____
_____	_____	+	_____
_____	_____	+	_____
_____	_____	+	_____
_____	_____	+	_____



Extensions and Adaptations

- ▶ Use target base words and inflections.
- ▶ Sort word cards by inflections.
- ▶ Add different inflections to the base words to make new words.

Phonics

Parting Words

P.040.AM1a

protecting

appearing

connecting

peaches

curtains

thanks

reflected

lined



stacked

smallest

longest

funniest

smarter

happier

taller

wanted



Phonics

WORD = BASE WORD + INFLECTION

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____



Objective

The student will identify base words and affixes.

Materials

- ▶ Word cards (Activity Master P.041.AM1a - P.041.AM1b)
- ▶ Student sheet (Activity Master P.041.SS)
- ▶ Pencil

Activity

Students segment words into base words and affixes.

1. Place word cards face up at the center. Provide the student with a student sheet.
2. Student selects one word card at a time and reads it.
3. Writes word on student sheet.
4. Underlines the base word.
5. Circles the affixes.
6. Records whether affixes are prefixes, suffixes, or both.
7. Teacher evaluation

The illustration shows five word cards: 'recall', 'defrost', 'unspok', 'forehead', and 'safely'. To the right is a student sheet titled 'Affix Hunt' with a grid for recording word analysis.

Name _____		P.041.SS	
Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both
safely	suffix		
defrost	prefix		

Extensions and Adaptations

- ▶ Underline the vowel sounds.
- ▶ Sort words by number of syllables.

Phonics

Affix Hunt

P.041.AM1a

recall

undo

defrost

nonsense

safely

careful

defective

foolish



preheats

disappear

impressive

forehead

returned

unspoken

disrespectful

disagreement



Name _____

Affix Hunt

P.041.SS

Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both



Objective

The student will blend base words and affixes.

Materials

- ▶ Base word cards (Activity Master P.042.AM1a - P.042.AM1c)
- ▶ Affix cards (Activity Master P.042.AM2)
- ▶ Paper
- ▶ Pencils

Activity

Students add affixes to make words.

1. Place the affix cards face down in a stack. Place the base word cards face up in rows.
2. Taking turns, students select the top card from the stack and say the name of the affix.
3. Find a base word card that, when the affix is added will make a new (real) word.
4. Read the new word and state whether the affix is a prefix or suffix. Write the new word on paper.
5. Peer evaluation

	paint	er
	possible	
mis	behave	
	art	ist

painter
artist
misbehave
impossible

Extensions and Adaptations

- ▶ Sort affixes into prefixes and suffixes.
- ▶ Use other base words and affixes.

Phonics

Front or Back

P.042.AM1a

agree

school

cheer

able

base word cards



P.042.AM1b

Front or Back

paint

possible

behave

art

base word cards



Phonics

Front or Back

P.042.AM1c

sense

tender

call

child

base word cards



P.042.AM2

Front or Back

pre

un

im

mis

non

re

ful

er

ment

ist

ness

ish

affix cards





Base Word Sort



Objective

The student will blend base words with affixes and inflections.



Materials

- ▶ Pocket chart
- ▶ Word cards (Activity Master P.043.AM1a - P.043.AM1c)



Activity

Students identify word components by doing a sort.

1. Place pocket chart at the center. Scatter word cards face up on a flat surface.
2. Taking turns, students read the words and decide which are the base words.
3. Place in top row of pocket chart.
4. Read and place remaining word cards under the corresponding base word.
Say the base and affix and/or inflection.
5. Peer evaluation

like	print
dislike	printer

imprint



Extensions and Adaptations

- ▶ Sort by number of graphemes or phonemes.
- ▶ Sort by morphemes.

print

printer

imprint

reprint

printable

like

dislike

likable



Phonics

Base Word Sort

P.043.AM1b

likely

agree

agreed

disagree

agreeing

disagreement

possible

possibly



impossible

possibility

possibilities

manage

manager

management

manageable

unmanageable





Word Construction

Objective

The student will blend base words with affixes and inflections.

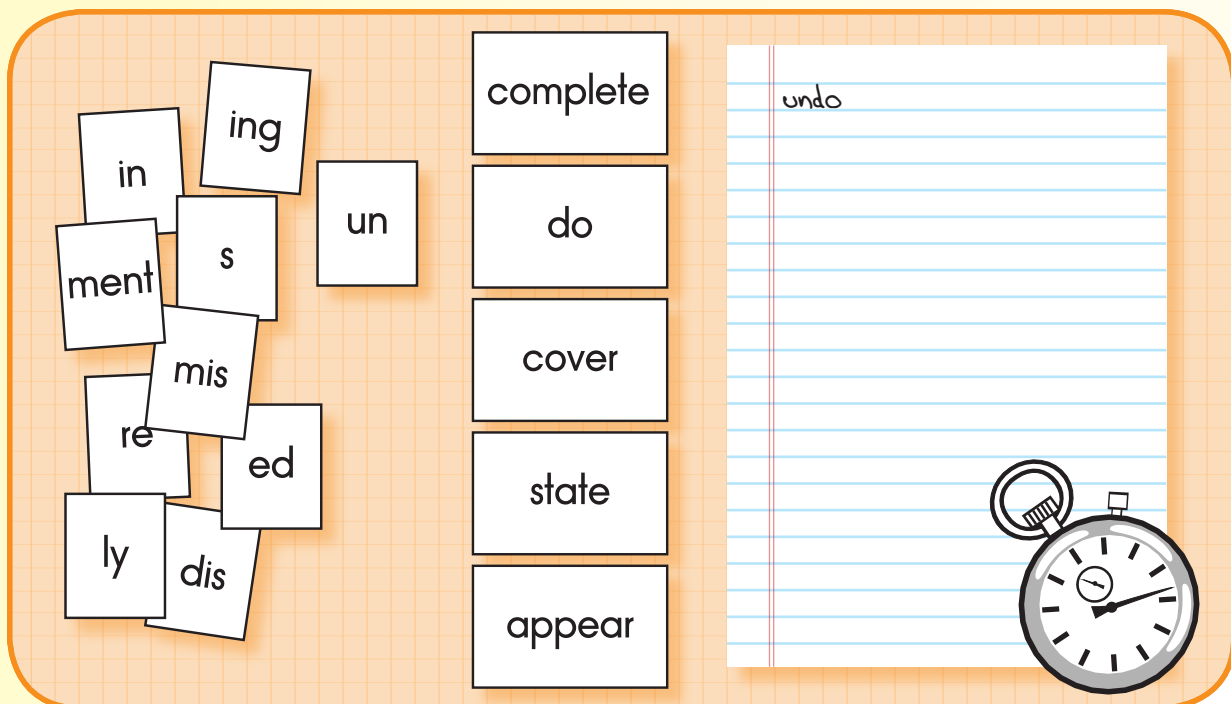
Materials

- ▶ Base word cards (Activity Master P.044.AM1)
- ▶ Affix and inflection cards (Activity Master P.044.AM2)
- ▶ Timer
- ▶ Paper
- ▶ Pencils

Activity

Students combine base words and affixes to make new words.

1. Place base word cards in a column and timer at the center. Scatter affix and inflection cards face up on a flat surface.
2. Taking turns, student one sets timer for two minutes.
3. Student two forms as many words as possible using a base word and at least one affix or inflection.
4. Student one records words on paper as words are formed.
5. Reverse roles and repeat activity attempting to make more words.
6. Teacher evaluation



The illustration shows a grid of affix and inflection cards on the left, including 'in', 'ing', 'un', 'ment', 's', 'mis', 're', 'ed', 'ly', and 'dis'. To the right is a vertical column of base word cards: 'complete', 'do', 'cover', 'state', and 'appear'. Further right is a sheet of lined paper with the word 'undo' written on the first line. At the bottom right of the paper is a stopwatch icon.

Extensions and Adaptations

- ▶ Sort words by prefix and suffix.
- ▶ Sort words by inflection.
- ▶ Use other base words.

complete

place

do

appear

cover

state



Phonics

Word Construction

P.044.AM2

re

un

dis

mis

in

ly

s

ed

ing

ment

affix and inflection cards

