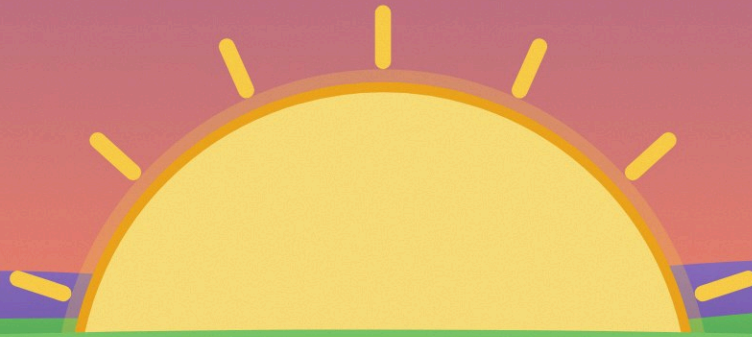


Compound Words



BUILD IT • SPLIT IT • GLUE IT



36 pages • 8 page types • 57 words



THREE STEPS

1 Read the Helper together

Page 6 is the one student page with the idea on it: two small words make one new word, and there is no space in the middle. It shows three words built and one split. Read it aloud with the child before the first page.

2 Pick a page type and a set

Eight page types, easiest to hardest; the chart says which page for which child. Words come in sets (A, B, C) of six, and no two pages have the same six words.

3 Check it, record it, send it home

The answer keys are pages 25, 26 and 27. Date each page on the tracker (page 28), roll the group up on page 29, and send the home page (31). A filled example is on page 32.

WHICH PAGE, WHEN

WHEN...	USE...
Meeting the idea of a compound word	Helper, page 6 · Build It, pages 7, 8, 9
Can put two words together, needs to see the pairs	Match the Halves, pages 10, 11, 12
Ready to find the two small words in a word	Split It, pages 13, 14, 15
Ready to cut and build with a first word	Glue It (cut and glue), pages 16, 17, 18
Ready to spot a compound word in a sentence	Fix It, pages 19, 20
Ready to choose the word that fits	Use It, pages 21, 22, 23 · My Words, page 24
Writing a progress note or a note home	Team note, page 30 · phrase bank, page 33

Everything inside (36 pages)

- **19 student pages** in 8 page types: Helper, Build It, Match the Halves, Split It, Glue It, Fix It, Use It and My Words
- **57 compound words**, each one exactly two words a child can read; **102 items** on the practice pages
- **30 different sentences** (Fix It and Use It), all invented and short
- **18 cut-and-glue words**, six a page, in a block that takes 3 straight cuts
- **1 word list, 3 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Word tiles, not pictures: a child builds, splits, matches and glues the words themselves, with primary handwriting lines and room to work. Page 5 lists every word and where it splits, and leaves a line for your program's own wording.



My name: _____

Date _____



Two small words can make one new word.

sun

+

set

=

sunset

rain

+

bow

=

rainbow

cup

+

cake

=

cupcake

snowman

=

snow

+

man

Look for the two small words. There is no space between them.



My name: _____

Date _____



Put the two words together. Trace the new word.

1

pop

+

corn

=

popcorn

2

wind

+

mill

=

windmill

3

rain

+

coat

=

raincoat

4

sun

+

set

=

sunset

5

day

+

time

=

daytime

6

cup

+

cake

=

cupcake





My name: _____

Date _____



Draw a line to join two words into one word.

day

shell

sea

fall

base

corn

water

bell

door

ball

pop

light



My name: _____ Date _____



Find the two small words. Write them in the boxes.

1

watermelon

=

+

2

classroom

=

+

3

blueberry

=

+

4

baseball

=

+

5

ladybug

=

+

6

nighttime

=

+





My name: _____

Date _____



Cut out the words. Glue each one next to its first word.

moon



snow



suit



cup



pop



rail



Cut on the dashed lines.

corn

case

cake

road

light

ball





My name: _____

Date _____



Pick a word from the box. Write it in the sentence.

campfire

goldfish

raincoat

playground

mailbox

cupcake

1

Mom put a candle on my

.

2

I wore my

so I would stay dry.

3

The letter is in the

by the road.

4

Our

swims in its little bowl.

5

We slide and swing at the

.

6

We made a warm

and toasted snacks.





STUDENT

TEACHER

MONTH

PAGE TYPE AND SET	PG	DATE	RIGHT (OF 6)	NOTES
Build It · Set A	7			
Build It · Set B	8			
Build It · Set C	9			
Match the Halves · Set A	10			
Match the Halves · Set B	11			
Match the Halves · Set C	12			
Split It · Set A	13			
Split It · Set B	14			
Split It · Set C	15			
Glue It · Set A	16			
Glue It · Set B	17			
Glue It · Set C	18			
Fix It · Set A	19			
Fix It · Set B	20			
Use It · Set A	21			
Use It · Set B	22			
Use It · Set C	23			

How to fill this in

Date each page the day it is finished, and write how many of its six items the child got right with no prompt. A blank means not tried yet, never wrong. Answer keys: pages 25, 26 and 27. Filled example: page 32.

THIS MONTH WE ARE WORKING ON





Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 28.

STUDENT

TEACHER

MONTH

Marcus T. (an invented student)

Ms. Reyes (invented)

October

PAGE TYPE AND SET	PG	DATE	RIGHT (OF 6)	NOTES
Build It · Set A	7	10/6	6 of 6	–
Build It · Set B	8	10/8	5 of 6	Left a space in one word
Build It · Set C	9	10/13	6 of 6	–
Match the Halves · Set A	10	10/7	6 of 6	–
Match the Halves · Set B	11	10/10	6 of 6	–
Match the Halves · Set C	12	–	–	–
Split It · Set A	13	10/9	5 of 6	Wrote the whole word in one box
Split It · Set B	14	10/16	4 of 6	–
Split It · Set C	15	–	–	–
Glue It · Set A	16	10/14	6 of 6	Read each word aloud before gluing
Glue It · Set B	17	–	–	–
Glue It · Set C	18	–	–	–
Fix It · Set A	19	10/17	4 of 6	Wrote two words twice; fixed it on a second look
Fix It · Set B	20	–	–	–
Use It · Set A	21	–	–	–
Use It · Set B	22	–	–	–
Use It · Set C	23	–	–	–

How to read it

Marcus T. has finished **3 of 3** Build It pages (**17 of 18** items right), **2 of 3** Match pages (**12 of 12**), **2 of 3** Split It pages (**9 of 12**), **1 of 3** Glue It page (**6 of 6**) and **1 of 2** Fix It page (**4 of 6**). Use It is not started. Every number comes from the table above.

The family note this tracker would produce

“This month Marcus T. put two words together on 17 of 18 items and matched 12 of 12 pairs. He is still working on finding the two small words inside a word: he got 9 of 12 on Split It, and once he wrote the whole word in one box.” — every fact in it is a row of the table above.





THANK YOU FOR USING THIS RESOURCE

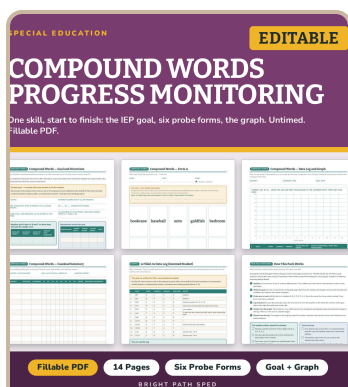
Everything here was built for the teacher who has a table of children who each need a different amount of support finding the two small words in a big one. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

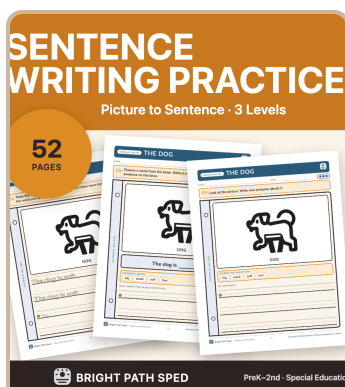
WHAT'S NEXT FROM THIS STORE

A quick check on this same skill, writing a whole sentence from a picture, building a sentence in a scene, and the short-word fill-in that comes before it.



Compound Words Progress Monitoring Probes

The same skill as a quick check, with a data log and graph for the goal side.



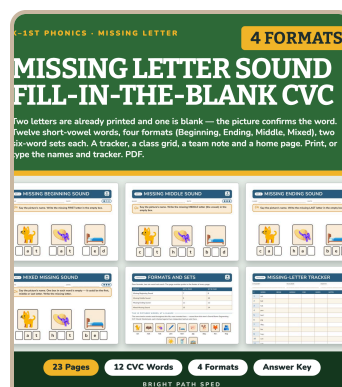
Sentence Writing Practice, Picture to Sentence, 3 Levels

The next step: write a whole sentence from a picture, at three levels.



Read and Build a Scene, CVC Short A, Decodable Sentences

Read a sentence, cut and glue the pieces into a scene.



Missing Letter Sound Fill-in-the-Blank CVC Worksheets

Fill in the missing letter in a short word.

Part of the K-2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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