**Objective**
The student will form compound words.

**Materials**
- Compound word cards (Activity Master P.057.AM1a - P.057.AM1c) 
  *Copy on card stock, laminate, and cut.*
- Student sheet (Activity Master P.057.SS)
- Pencils

**Activity**
Students make compound words by putting puzzle pieces together.
1. Place puzzle pieces face up in rows on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a card and reads it orally (e.g., “pop”).
3. Student two selects a word that, when combined with the word student one chose, makes a compound word and reads it orally (i.e., “corn”). Read the compound word (i.e., “popcorn”) and record on student sheet.
4. Continue until all compound words are formed and recorded.
5. Teacher evaluation

**Extensions and Adaptations**
- Make puzzles using base words, inflections, suffixes, or prefixes (Activity Master P.057.AM2).
Compound Word Puzzles

- pop corn
- grass hopper
- foot ball
- apple sauce

compound word cards
Compound Word Puzzles

- black board
- earth quake
- home work
- sun flower

compound word cards
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blank compound word cards
Objective
The student will blend base words and inflections to make words.

Materials
- Base word and inflection grids (Activity Master P.058.AM1a - P.058.AM1b)
- Shallow boxes (e.g., shoe boxes, small plastic containers)
  *Place each grid in the bottom of a box.*
- Two small bean bags
- Paper
- Pencils

Activity
Students make words combining base words and inflections by playing a bean bag game.
1. Place boxes side by side with the base word box on the left and inflection box on the right. Place small bean bags at the center. Provide each student with paper.
2. Taking turns, students toss a small bean bag into each box. Say the base word and inflection on which the bags land (e.g., “walk-ing”). Blend them and read the word (i.e., “walking”).
3. Determine if the word is real or nonsense. If real, write the word on paper.
4. Continue until at least ten real words are listed on paper.
5. Teacher evaluation

Extensions and Adaptations
- Use other base words (Activity Master P.058.AM2).
**Inflection Toss**

**Base Words**

- eat
- look
- short
- walk
- toss
- smart
Objective
The student will blend base words and affixes to make words.

Materials
- Base word and affix flip cards (Activity Master P.059.AM1a - P.059.AM1b)
  Copy, laminate, and cut around borders. Compile and cut pages up to the gray lines. Staple to card stock or poster board.
- Student sheet (Activity Master P.059.SS)
- Pencil

Activity
Students make words using base words, prefixes, and suffixes.
1. Place flip book at the center. Provide the student with a student sheet.
2. The student flips through the base words in the flip book, selects, and reads the word orally (e.g., “pack”).
3. Flips through the prefixes to form a real word and reads it orally (e.g., “unpack”). Records word on the student sheet. Continues making and recording words by blending prefixes and the base word.
4. Flips through the suffixes to form a real word and reads it orally (e.g., “packs”). Records word on the student sheet. Continues making and recording words by blending suffixes and the base word.
5. Flips both prefixes and suffixes to form a real word using the same base word and reads it orally (e.g., “unpacked”). Records word on the student sheet. Continues making and recording words by blending prefixes and suffixes with the base word.
6. Chooses another base word.
7. Continues until two or more base words are used.
8. Teacher evaluation

Extensions and Adaptations
- Make and use additional base words (Activity Master P.059.AM2).
Prefix and Suffix Flip Book

base word and affix flip cards

unlike
un
friend
friender

s
er

K-1 Student Center Activities: Phonics
©2005 The Florida Center for Reading Research (Revised, 2008)
<table>
<thead>
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<th>Prefix</th>
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<td>dis</td>
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Prefix and Suffix Flip Book

Base Word
New Words
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2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

Base Word
New Words
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
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- blank flip pages

©2005 The Florida Center for Reading Research (Revised, 2008)
**Objective**
The student will identify base words and affixes.

**Materials**
- Word cards (Activity Master P.060.AM1a - P.060.AM1b)
- Student sheet (Activity Master P.060.SS)
- Whiteboards
- Vis-à-Vis® markers
- Pencils

**Activity**
Students segment words by isolating the base word and affixes.
1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

**Extensions and Adaptations**
- Make and use compound words (Activity Master P.056.AM3).
Break Apart

- wishes
- trainer
- unsure
- removes
- asking
- helpful

word cards
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