**Word Study: Compound Words**

**Presentation**

I’ve got a little collection of boxes here.

What’s this? A lunchbox.

What’s this? A sweetbox.

And this – is a pillbox.

Do you hear a word being repeated inside these words? Box.

These are all boxes. But they are all a little different.

Now in my ears I have earrings. Has anybody got a headscarf?

Can anyone tell me what this is? A paperclip.

And this? A teaspoon.

And this? A toothpick.

What about this? A rubberband.

How many words do we hear in tea-spoon?

Hmm. What about in paper-clip?

And rubber-band?

What about tooth-pick?

It seems to me that what we have here is two words joined together to make another word that is completely different.

Lets go to the chart and choose a word.

Oh dear. I have a problem. My word is shoelace.

What is your word? Honeycomb. Oh dear you have the same problem.

We have to decide which word we are going to use as our root word.

Well you decide for you, and I’ll decide for me.

Lets spell it out [using the moveable alphabet].

So mine is shoelace and I’ve decided to use shoe as the root.

And yours is honeycomb and you’ve decided to use comb as your root.

I’m going to choose another word. Oh I have a lovely one!

Lets spell it out.

Well what do we have here, each of these is a separate word, but we can combine them, and then they have a new meaning.

These are called compound words.

[That’s it. There is no right and wrong in this, it is exploration.]

Follow on work

Could be for example taking a word like water and thinking of compound words with it.

There is a history attached to compound words. For example what comes to mind when you hear “day’s eye”? It is the origin of daisy. What about “God’s spell”? Gospel. What about “whiff man”? Woman. These are important because what happened to them is that they changed because of pronunciation. This is really a study for older children, in relation to the nuances of the language and the history of the language. Plant the seed with them and have resources they can use to explore e.g. grammar books etc. Then off they go.