

A.

1. Did you see the goats by the roadside?
2. The railroad is five miles from my home.
3. I would like to fly an airplane.
4. My teammate, Mike, will play in the game.
5. When I go to the coast, I feel carefree.
6. I daydream when I hear the waves.
7. We saw a sailboat so huge, it could not sail into the bay.
8. Graig ate five plates of homemade cake.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the compound word in each sentence, then analyze the word as shown in the example in line 1.

1. roadside oa / i-e

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

B.

1. When I go to the coast, I feel carefree and I daydream for hours.
2. At the seashore, we saw a huge sailboat hit a small one and the small one sank.
3. My teammate, Paul needed to rest on the sideline for a while
4. The homemade cake tastes great, but eating the whole thing would not be good for you waistline.
5. South of town, the railroad runs along the water for many miles.
6. The airplane will be more than one hour late.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the compound word or words in each sentence, then analyze the word as shown in the example in line 1.

1. carefree a-e / ee

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

C.

1. That raincoat is so small, it does not fit around my waistline.
2. In the hall, there is a bust of George Washington made of limestone that looks very lifelike.
3. When Greg and I went on board the steamboat, his wheelchair just barely fit on the ramp.
4. It seemed like it took a lifetime for the airplane to land.
5. That large shell on the shelf is a keepsake from our trip to the seashore.

Name _____ Date _____

To the teacher: After students have finished taking turns reading the sentences above aloud, ask them to circle the compound words in each sentence, then analyze the word as shown in the example in line 1.

1. *raincoat* *ai / oa*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____ Date _____

To the teacher: Ask students to read each one beat word in the lists below to themselves, then decide which words can be combined into two-beat, compound words. They draw a line from the word in column A to the word in Column B that completes the compound word. (The words in Column A should be the first half of the compound words and the words in column B should make up the second half.) They can use any word more than once. After they have connected the two words with a line, ask them to write the compound words on one of the lines provided. One word has been completed as an example. Let them know there are several different possible combinations for many words. Also they can come up with more compound words that there are lines if they want to complete the activity on another piece of paper for more credit..

<u>A</u>	<u>B</u>	
rain	side	<i>raincoat</i>
life	shore	_____
side	boat	_____
team	line	_____
sail	road	_____
steam	chair	_____
time	coat	_____
keep	ways	_____
sea	mate	_____
road	plane	_____
rail	stone	_____
air	coast	_____
lime	time	_____
wheel	made	_____
home	sake	_____

Word List 1

airline

airplane

carefree

coastline

daydream

fireboat

homemade

keepsake

lifeboat

lifelike

lifetime

limestone

railroad

railway

raincoat

roadside

sailboat

scapegoat

seaboard

seacoast

seashore

sideline

sideways

steamboat

teammate

timeshare

waistline

