

Old and New Compound Nouns

This activity was developed by Liz Taylor, primary advisory teacher in Suffolk, and Stuart Scott.

It was developed in 2002 and last updated 15th April 2014.

The webaddress for this activity is:

<http://www.collaborativelearning.org/oldandnewcompoundnouns.pdf>



COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. A newsletter "PAPERCLIP" is also updated regularly.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Teacher notes:

This is both a history and literacy activity.

The words will need to be cut out and printed on card. We have put the cards into ordered sets so that you could also play a bingo game with pictures of the objects. The blank set is for the words you find to add to the activity.

The first task can be for students to sort the words into words they know and words they don't. At this point groups can compare notes before they look up the remaining 'unknown to all' words in an appropriate dictionary.

The words can be then be sorted on the Venn provided. We have included a blank sheet for students or teachers to add more words.

Lastly students can invent or discover some new compounds and their definitions. These new words could be passed to other groups for sorting.

Old and New Compound Nouns Sorting Game

Instructions

Work in groups to sort the compound nouns cards.

First sort the cards into two piles: words you know the meaning of, and words that you need to look up in the dictionary.

Then try to sort the cards on the Venn diagram.

Then think up or find some more compound nouns and write them on the blank cards. You might want to ask another group to sort your new compound nouns.

treadmill	lychgate	rushlight	cannonball
fireback	hourglass	chamberpot	firedog
knighterrant	collarstud	clotheshorse	fourposter
churchyard	bedbug	footpath	railway
molehill	frogspawn	moonlight	steppingstones
sideboard	dungbeetle	postbox	tramline

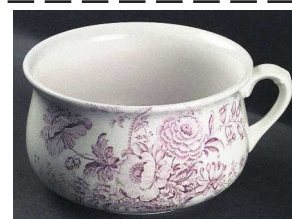
The cards need to be cut up. We've put them in sets of sixes in case you want to use them for bingo.

Old and New Compound Nouns

TVdinner	bunkbed	carpark	spacesuit
lifeguard	gameboy	hotdog	compactdisc
twintub	fastfood	lightswitch	sciencepark

These blank cards are for adding your own words

Old and New Compound Nouns



bedbug

treadmill

dungbeetle

fire dogs

hourglass

rushlight

spacesuit

tramlines

lifeguard

lychgate

bunkbed

chamberpot

These compound nouns are no longer used a lot. They refer to things that we no longer use. We may find them in history books.

These compound nouns have existed for a long time. They are still used and may be used in the future.

These compound nouns are fairly new. Some are very new. Some may last a long time and others may disappear very soon.