



*Literacy and Intervention*

## WORD LIST

# MEGAWORDS

2nd Edition

**Direct Instruction for Decoding, Spelling,  
and Understanding Multisyllabic Words**

Grades 4–12



## Megawords 1

afternoon\*  
airplane\*  
airport  
anyone\*  
anything\*  
anyway\*  
anywhere  
background  
backpack  
barefoot  
baseball  
battleship  
become\*  
bedroom\*  
bedspread  
belong\*  
below  
beside  
birthday\*  
bluebird  
breakfast\*  
butterfly  
cardboard  
carload

classroom  
coconut  
cowhand  
daytime\*  
deckhand  
driveway  
drugstore  
everyone\*  
everything\*  
everywhere\*  
fishhook  
football  
footstep\*  
forget\*  
forgive\*  
forgot\*  
friendship  
gentleman  
grandfather\*  
grandmother\*  
grapefruit  
graveyard  
handball  
haystack

headache  
herself  
himself  
homesick  
horseback  
itself\*  
lookout  
maybe\*  
moonlight  
myself\*  
necktie  
newspaper  
notebook  
oatmeal\*  
outfit\*  
outlaw  
outside\*  
pancake  
peanut  
pineapple  
playground  
playmate  
pocketbook  
popcorn\*

railroad\*  
raincoat  
sailboat  
sidewalk\*  
snowball  
snowflake  
snowshoe  
somebody  
someone\*  
something  
sometimes  
somewhere\*  
strawberry\*  
streetcar  
sunshine\*  
today\*  
tonight\*  
understand\*  
understood  
washtub  
wastebasket\*  
without\*  
workshop  
yourself\*

**Note:**

Suggestions for practical spelling words are indicated with an asterisk (\*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.

## CONCEPTS COVERED

- Compound Words

Compound words are considered a good way to ease students into reading and spelling multisyllabic words. The *Megawords* series uses a modified definition of compound words, so some words on this list may not fit your understanding of compound words. However, each list word can still be read and spelled as a combination of two smaller words. Students should be able to read and spell these smaller words before working with this list.

## STEP

## 1

## Work with One-Syllable Words and Word Parts

**Reading and Spelling**

**OBJECTIVE** *Students will correctly read and spell isolated component words.*

**Practice Page 1A**

- Tell students that they will be learning about compound words.  
**SAY:** A **compound word** is a word made up of two smaller related words. The words *classroom* and *snowshoe* are compound words.  
You may wish to use the note above Step 1 to explain why words such as *forget* can be found on List 1 and how they differ from words such as *classroom*.
- Display the component words *be*, *out*, *look*, and *some*, and read them aloud with students. Tell students that these are examples of smaller words that are found in many compound words (i.e., *beside*, *outside*, *lookout*, *something*).
- Have students read independently or with you the boxed text on 1A. Tell them that they are going to read some smaller words that are often parts of compound words. Have students complete Activities 1–2, making sure they understand the directions.
- For Activity 3, dictate the following words.  
**DICTATION:** 1. him; 2. be; 3. book; 4. day; 5. out; 6. where; 7. some; 8. snow; 9. rain; 10. room; 11. law; 12. play

**DIFFERENTIATING INSTRUCTION** For students who need further practice reading and spelling the smaller words that are often found in compound words, make a set of cards with the words from the activities on 1A. Have students work in pairs, with one partner picking a card and reading the word aloud to the other partner. The listening partner should write the word on a separate piece of paper. Partners can take turns dictating and writing until each partner has read and spelled every word.

## Work with Combined Word Parts

### Reading

**OBJECTIVE** Students will pronounce individual component words and combine them to read a compound word. They will match component words to build compound words.

#### Practice Page 1B

- Tell students that compound words are formed by putting two smaller words together.
- Using the example below, point out the words *news* and *paper*. Say these two smaller words, and then combine them to read the compound word *newspaper*. Then have a volunteer circle the two smaller words within the compound word. Ask students to repeat the smaller words and the compound word as you point to each.

**Example:** news paper      (news)(paper)

- If students need additional practice before working independently, follow this same procedure with other examples of compound words.
- Have students complete 1B, making sure they understand the directions.
- **VOCABULARY** As students build compound words in Activity 2, suggest that they say the smaller word on the left with each smaller word on the right. Remind students to check their understanding to make sure that the compound words they create are words they know. Use the following as models.
  - Combining *may* and *pack* creates *maypack*, which does not sound like a real word.
  - Combining *may* and *be* creates *maybe*, which is a word that means the same as *possibly* or *perhaps*.

### Spelling

**OBJECTIVE** Students will isolate, pronounce, and spell the component words in compound words.

#### Practice Pages 1C-1D

- Display the words *any*, *some*, and *every*, and read them aloud with students. Tell students that these words are found at the beginning of many compound words.
- Then display these examples:

<u>any</u>	where	anywhere
<u>some</u>	thing	something
<u>every</u>	one	everyone

- Lead students to combine *any* with *where* to form the compound word *anywhere*: read the smaller words separately, and then read them together as a compound word. Have volunteers repeat the procedure to combine *some* with *thing* and *every* with *one*.
- Display the words *self*, *where*, *be*, and *out*, and read them aloud with students. Explain that *self* and *where* usually come at the end of compound words, while *be* and *out* can come at the beginning or the end. As needed, work with students on combining smaller words to form compound words such as *herself*, *nowhere*, *become*, and *lookout*.

- Have students read independently or with you the boxed text at the top of 1C and 1D. Then have them complete the pages, making sure they understand the directions.
- **VOCABULARY** As students complete the activities on 1C and 1D, review selected word meanings that they may find difficult. Explain that the meanings of some compound words may be related to the combined meanings of the smaller words, while the meanings of other compound words may not. Use the following as models.
  - The word *beside* means “at the *side* of” or “next to.”
  - An *outlaw* is a criminal, or someone who does something that is against or *outside* of the *law*.

### Practice Page 1E

- For Activity 1 on 1E, dictate the following words. Make sure that students know to look for the first small word in the left column and the second small word in the right column. Have students say each component word and the compound word as they write them.
 

**DICTATION:** 1. lookout; 2. sidewalk; 3. popcorn; 4. carload; 5. airplane; 6. anyone; 7. handball; 8. grandmother; 9. cardboard; 10. drugstore
- For Activity 2 on 1E, dictate the following words. Say each compound word, and then say each smaller word, having students repeat each one after you. Have students write the missing smaller word and say the compound word.
 

**DICTATION:** 1. railroad; 2. football; 3. maybe; 4. somewhere; 5. fishhook; 6. snowshoe; 7. backpack; 8. haystack; 9. without; 10. bedroom

**DIFFERENTIATING INSTRUCTION** For students who need further practice reading and spelling compound words, have them make sets of word cards with the smaller words from 1C–1E. For example, hold up the card that says *where*, and have students read the word. Ask a student to hold up the card that completes the word *anywhere*. Then ask the student to tell you which of the two cards comes first. (*any*) Hold both cards together and have the student read *anywhere*. For some students, you may say a compound word and have the student show the two words that make that compound word.

STEP

3

## Work with the Whole Word

### Reading

**OBJECTIVE** *Students will divide between the component words in a compound word.*

### Practice Page 1F

- Tell students that it is easier to read a compound word if they can recognize the smaller words inside it. Explain that they can draw a dividing line between the smaller words.
- Display the words *horseback* and *pancake*. Point to and say each of the smaller words, and say the compound word. Then show students how you divide the compound words by drawing a line between the two smaller words in each one.

horse|back

pan|cake

- Then display the words *washtub* and *daytime*. Have volunteers draw the lines to divide the words. (*wash|tub; day|time*) Have them point to and say each small word and the compound word.
- Have students complete 1F, making sure they understand the directions. For the Proofreading Practice activity, explain that some of the List 1 words are spelled correctly. Tell students they should look for the two misspelled List 1 words in each sentence and correct them.

## Spelling

**OBJECTIVE** *Students will spell list words and pair them with definitions.*

### Practice Page 1G

- For Activity 1 on 1G, dictate the following words. You may wish to remind students that the smaller words in *breakfast* are *break* and *fast*.  
**DICTATION:** 1. something; 2. anyone; 3. footstep; 4. outside; 5. forgot; 6. maybe; 7. bedroom; 8. breakfast; 9. belong; 10. tonight
- For Activity 2, have students use a dictionary or work with a partner as necessary.



#### Review:

A compound word is a longer word made up of two smaller related words. (*class/room, snow/shoe*).

**DIFFERENTIATING INSTRUCTION** Some students may be ready to practice generating compound words from smaller related words. Display the words *snow, for, some, day, thing, and body*. For each one, have students write several compound words that include it. For example, for *snow*: *snowball, snowshoe, snowflake*. Challenge students to include compound words that are found on List 1 as well as compound words that are not. If there is doubt as to whether a suggested word is a compound word or two separate words (e.g., *snow day*), consult a dictionary.

STEP

4

## Work with Words in Context

### Comprehension

**OBJECTIVE** *Students will complete sentences using list words.*

### Practice Page 1H

- Explain that students can make a definition for some compound words by looking at the smaller related words.
- Display the word *snowflake*. Point to the smaller words that make up the compound word as you explain that a *snowflake* is a *flake* of *snow*. Ask volunteers to repeat this procedure to define the word *snowshoes* and *snowball*.