

D3: Compound Words, Part 1

Lesson Objective: Using picture cards as visual aids, children will hear a spoken two-syllable compound word, delete the last syllable, and say only the first syllable of the word.

Materials

- [word list](#)
- [picture cards \(includes word index\)](#)

Print out the word list and the picture cards above. The word list will show which of the picture cards you should use for each round of this activity. For example, for the word doorknob, the list refers you to picture card #12, which has a picture of a door, the correct answer for doorknob.

Activity

Video: How to play Compound Words, Part 1

Before each round of the game, find the appropriate picture card (the word list will tell you which one to use). Go through the images on the picture card and name them, to make sure you and your child are using the correct word for each picture (e.g., bird, not robin). Name the pictures from left to right and from top to bottom.

Adult: [showing picture card] Let's look at these pictures.

They show ball, bow, ham, horse.

Now you name each picture as I point to it.

Child: Ball. Bow. Ham. Horse.

Adult: Good.

Be sure to do this identification before introducing the compound word for your child to analyze.

To start the game, you will say a two-syllable compound word from the provided [word list](#), and have the child repeat it. Then ask her to tell you only the first part of the word.

D3: Compound Words, Part 1 (continued)

Adult: I'm going to tell you a two-part word and ask you

to tell me only the first part of the word I say.

The first part of the word I say will be

the same as one of these pictures.

Here's the word. Listen: say horseshoe.

Child: Horseshoe.

Adult: Now say horseshoe, but don't say shoe.

What is the first word in horseshoe?

Look at the pictures.

Is there a picture of horseshoe without shoe?

Child: Bow?

Adult: Let's try again. Listen: horseshoe. Horse...shoe.

What's the first word in horse...shoe?

Child: Horse!

Adult: That's right.

Go through the other words in the word list until your child stops paying attention. You can continue the activity at your next session.

NOTE: Be careful not to add an extra "the" to your instructions, as in:

"Say starfish without the fish." The extra word will just confuse your child.

Small Groups (2-5 children)

Lesson Objective: Using picture cards as visual aids, children will hear a spoken

Additional Materials:

- paper plates (one per child)
- crayons or markers

D3: Compound Words, Part 1 (continued)

Adaptation: Read the main activity, watch the video, and follow the instructions above, with the following changes:

Give each child a paper plate. Have them draw a smiley face on one side and a frowny face on the other side. Call on one child to answer the question, then ask the other children to hold up their plate to signal whether they agree (smiley face) or disagree (frowny face) with the first child's answer. Then have the whole group repeat the correct answer in unison with you, and then without you, while you hold up the picture card.