

D6: Compound Words, Part 4

Lesson Objective: With no visual aids, children will hear a spoken two-syllable compound word, delete the first syllable, and say only the last syllable of the word.

Materials

📄 [word list](#)

Activity

Video: How to play Compound Words, Part 4

You will say a two-syllable compound word from the provided [word list](#), and have the child repeat it. Then ask your child to tell you only the last part of the word you say. There are no picture clues in this version of the game, so he will have to work harder to remember the word and remember the word, divide it into parts. and say only the part you ask him for.

Adult: I'm going to tell you a word.

Then I want you to tell me only the last part of the word I say.

Here's the word. Listen: bookbag. Say bookbag.

Child: Bookbag.

Adult: Now say bookbag, but don't say book.

Child: Um...

Adult: Listen: bookbag. Book...bag. Book...bag.

Say book...bag without saying book.

Child: Bag!

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 toolbox without the tool." The extra word will just confuse your child.

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Use hand gestures to help your child better understand the activity. Facing the child, extend your two fists in front of you touching each other as you say the compound word. Then put the fist of your RIGHT hand behind you when you tell him to omit the first word of the compound word you say.

Small Groups (2-5 children)

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

Say a compound word, and have children respond by repeating the word while whispering the first syllable. Have the children do this multiple times, whispering the first syllable more and more softly until their whispers can't be heard and only the last syllable of the word is audible. Give each child several opportunities for responses.

Ask the children to look in their homes for compound words. Parents can provide a list to share with the class (bedroom, bathrobe, etc.). To help the children understand that now we are looking for the last part of the word, line the children up in a row and ask, "Who is first? Who is last?" Change the order of the children and repeat.