

# D7: Compound Words, Part 5

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

## Materials

- [word list](#)
- [picture cards \(includes word index\)](#) – these are the same cards that were used in [Compound Words, Part 1](#) and [Compound Words, Part 3](#)

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 5

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 a wheel, wig, bee, and book.

Now you name each picture as I point to it.

Child: Wheel. Wig. Bee. Book.

Adult: That's right.

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 tell her to drop either the first or last part and tell you the word that is left. Hold up the appropriate picture card to give her a visual clue.

(continued)

Adult: I'm going to say a word, and you will tell me

only one part of the word I say.

The part I want you to say will be the same as one of these pictures.

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

Child: Wheelchair.

Adult: [Hold up appropriate picture card.]

Now say wheelchair, but don't say chair.

Do you see the word that is left in one of these pictures?

Child: Wheel.

Adult: That's right.

Here's another one. Listen: rainbow. Say rainbow.

Child: Rainbow.

Adult: Right. Now say rainbow, but don't say rain.

[Hold up appropriate picture card.]

Rainbow without rain. Do you see the picture of the word that is left?

Child: Bow!

Adult: Good job!

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 wheelchair without the chair." The extra word will just confuse your child.

(continued)

## Small Groups (2-5 children)

Additional Materials:

- popsicle sticks
- markers
- a die
- optional: stickers

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

This activity works well with the children in pairs. Write each child's name on a popsicle stick and put the sticks in a cup. Pull one stick from the cup, then let that child select another stick to determine her partner. Then the partner pulls out a stick to decide the first person in the next pair, and so on.

Give each pair a number, then roll a die to determine which pair gets called on to answer a question or confirm or correct someone else's answer. Alternately, assign each pair a color, and put a color on each side of the die to determine who answers.

Once a pair arrives at a correct answer have the whole group repeat the correct answer, the first time in unison with you, the second time on their own.