

E4: Two-Syllable Words, Part 1

Lesson Objective: Using picture cards as visual aids, children will hear a two-syllable word, isolate and orally repeat only the first syllable of the word.

Materials

- [word list](#)
- [picture cards \(includes word index\)](#) – these are the same cards that were used in Compound Words, [Part 1](#), [Part 3](#), and [Part 5](#)

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 fancy, the list refers you to picture card #2, which has a picture of a fan.

Activity

Video: How to play Two-Syllable 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 cake, key, fan, and fish.

Now you name each picture as I point to it.

Child: Cake. Key. Fan. Fish.

Adult: Good.

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

To start the game, you will say a two-syllable 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. Hold up the appropriate picture card to give her a visual clue.

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Adult: I'm going to say a word.

Then you tell me the first part of the word.

The first part will be the same as one of these pictures.

[Hold up appropriate picture card.]

Listen: fancy. Say that.

Child: Fancy.

Adult: Now say fancy, but don't say -cy.

Look at the pictures.

Is there a picture of fancy without -cy?

Child: Key?

Adult: Let's try again. Listen: fan...cy. Fan...cy.

What's the first part of fan...cy?

Child: Fan!

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 fancy without the -cy." The extra word will just confuse your child.

Small Groups (2-5 children)

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

To give the children many opportunities to understand the concept, have them respond as a group. When they catch on, call on one child at a time. The other children will give a thumbs-up or thumbs-down sign depending on the response.