

E9: Two-Syllable Words, Part 6

Lesson Objective: With no visual aids, children will hear a two-syllable word, delete either the first or last syllable on command, and repeat only the remaining syllable.

Materials

📄 [word list](#)

Activity

Video: How to play Two-Syllable Words, Part 6

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

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

just one part of the word I say.

Sometimes I will ask you to tell me the first part of the word,

and sometimes I will ask you to tell me the last part.

So listen carefully.

Here's the word: tissue. Say tissue.

Child: Tissue.

Adult: Now say tissue, but don't say ti-.

Child: Shoe!

Adult: That's right.

Here's another word: cargo. Say cargo.

Child: Cargo.

Adult: Now say cargo, but don't say -go.

E9: Two-Syllable Words, Part 6 (continued)

Child: Car!

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 selfish without the sel-.” The extra word will just confuse your child.

NOTE: This game requires a lot of attention on the child’s part. If he gets frustrated with this activity, go back to E8 (Two-Syllable Words, Part 5), which is the same activity, but with picture clues. Keep practicing Activity E8 until the child shows good understanding and mastery. Then try this game again.

Small Groups (2-5 children)

Additional Materials:

■ optional: toy phones (2)

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

Warm up by reviewing the concepts of first and last, as well as paying attention.

Give a pair of instructions to the group, such as “Shake your head. Touch your chin.” Then ask, “Which did you do last?” Switch things up. Tell the children, “Clap your hands. Close your eyes. What did you do first?”

Practice as a group. “Call” each member of the group in turn. When the child “answers” the phone, give him a two-syllable word and ask for the appropriate response. For example, “Hi Rachel. Say salty without sal-.” When the child answers correctly, she “hangs up” and hands the phone to the next child.