

# Breaking Apart Compound Words

Using picture support, the child will identify the remaining word in a compound word after teacher has removed one of the words.

## SETTING

Small Group, Whole Group

## MATERIALS

 picture cards ([https://cliengage.org/clierep/cac/cac\\_Breaking\\_Apart\\_Compound\\_Words.pdf](https://cliengage.org/clierep/cac/cac_Breaking_Apart_Compound_Words.pdf)), pictures of compound words and matching pictures of the two words that make up that compound word

## 1. INTRODUCE

"Today we will break compound words into smaller words. We are going to play a game in which we take away a word and figure out what word is left."

## 2. MODEL AND EXPLAIN

"I'll show you how to play this game." Show the picture of the doghouse. "We are going to play with this word, *doghouse*. Everybody say *doghouse*." Children repeat the word. "We are going to take part of *doghouse* away." Put the picture of the doghouse down where children can still see it. Show the dog and house pictures.

"Remember for *doghouse*, we have the words *dog* and *house*. What do we have if I take *dog* away?" Hide the picture of the dog. Children respond, "house."

"Right, house. So I can start with *doghouse* and take *dog* away and instead of *doghouse*, I just have *house*."

Show the pictures of dog and house again. "If I have *doghouse* and I take away *house* (hide the picture of the house), what do I have left?" Children respond, "dog." "Right, *doghouse* without *house* is *dog*."

## 3. GUIDE PRACTICE

"Now it's your turn." Show the picture of rainbow. "If I have *rainbow* and I take away *rain* (show the picture of rain), what do I have left?" Children respond, "bow." "Right, *bow*." Show the picture of bow. "You are so smart! *Rainbow* without *rain* is *bow*."

"Let's try another one." Show the picture of the cupcake. "What is this one?" Children respond. "Right, *cupcake*. If I have *cupcake* and I take away *cup* (show the picture of cup), what do I have left?" Children respond. "Right, *cake*." Show the picture of cake. "Cupcake without *cup* is *cake*."

Continue this procedure with the remaining pictures.

## 4. SUMMARIZE

"You did a great job figuring out what word was left when we broke apart the compound words."

## SCAFFOLDING

Downward Scaffold: Show the picture of cupcake. "Say *cupcake*." Child repeats the word. Show the pictures of cup and cake. "*Cupcake* is made up of *cup* and *cake*. If I take away *cup* (hide the picture of cup), what is left?"

## ACTIVITY GRADE LEVEL(S)

- Pre-K

## LEARNING AREA(S)

- Pre-K Primary Domain: Phonological Awareness - Compound Words

## HEAD START EARLY LEARNING OUTCOMES

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

## 2022 TEXAS PREKINDERGARTEN GUIDELINES (PK4)

III.B.4 Child manipulates compound words with pictorial or gestural support.

## KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(A)(ix) demonstrate phonological awareness by manipulating syllables within a multisyllabic word