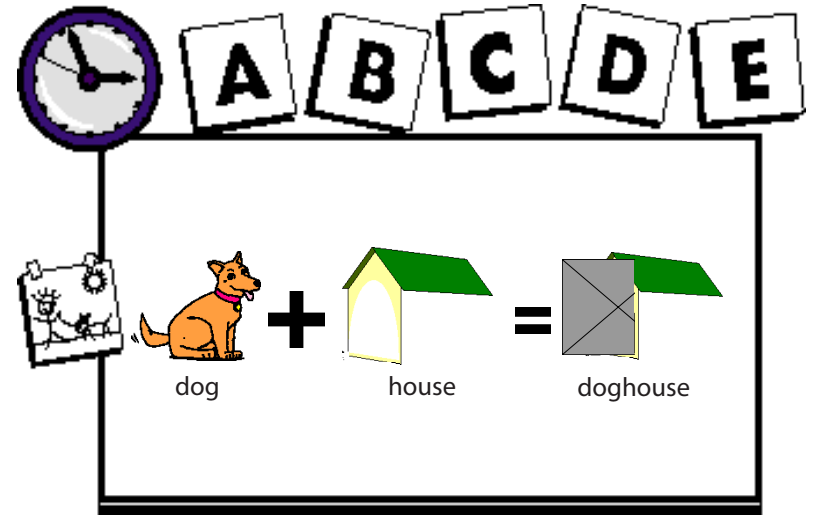


---

---

# FIND ME A PARTNER



Reprinted  
by the Philippines-Australia Hastening the Impact of PROBE (HIP)  
under the AusAID Vulnerable Groups Facility (VGF)



A resource produced through the support of AusAID  
on behalf of the Australian Government



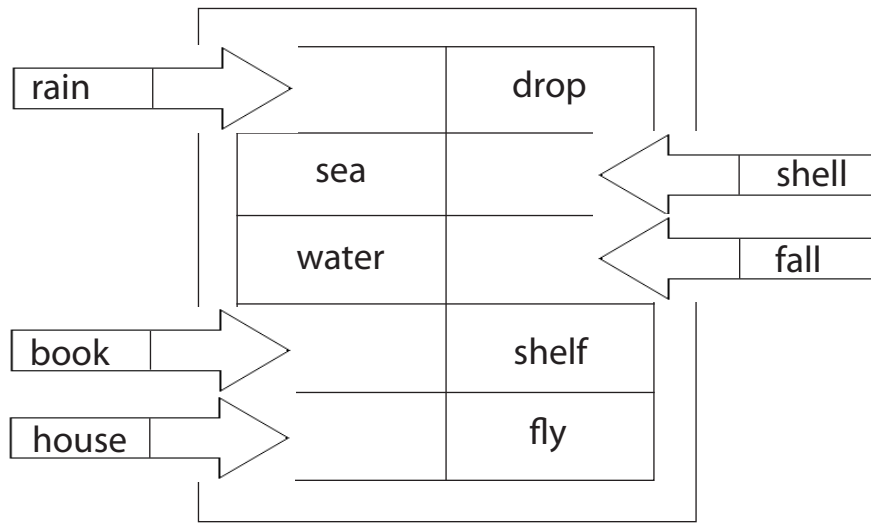
PHILIPPINES-AUSTRALIA PROJECT IN BASIC EDUCATION (PA-PROBE)  
REGIONAL LEARNING MATERIALS CENTER VII (RLMC VII)

---

---

- This is how a completed card will look like:

Card 1



7. Check if the matched words are the correct pairs. If so, declare the player who has successfully and correctly produced compound words as the winner.

#### Teaching Hints

1. For beginners, two pupils may play cooperatively with one card. When they gain confidence, they may play individually.
2. To discourage guessing, have it as a rule that any mismatched word slip will mean losing the chance to play in the next game.
3. As an additional requirement, the player who declares FILLED UP may be asked to explain what each compound word he/she has formed means. When he/she does it correctly, he/she shall be declared the winner.
4. The game, just like any other interesting and challenging activity, is an effective "filler" at times when the teacher has to leave the class for urgent matters.
5. The game shall be found extremely effective if and when the players/pupils show a persistent interest in it and when there is a gradual shortening of playtime spent on it.

## CONTENTS

Description	1
Target Audience	1
Subject Matter	1
Duration	1
Objectives	2
Procedures for Use	2
Teaching Hints	2
Options	3
Enrichment Idea	3
Preparation	3
Evaluation	4
Answer Key	5



---

---

## Description

This is a word game that enhances and develops the pupils' skill in recognizing compound words through fun and enjoyment. It develops the learners' ability to think fast and make precise decisions.

It comes in two sets of game cards and word slips which may be used before, during or after a specific lesson as an opener, supplementary or enrichment activity.

## Target Audience

Grade III upward as the need arises

## Subject Matter/ Learning Competency

"Compound Word Recognition", PELC Grade III Reading: B. 2.b

## Duration

15 minutes per game

## Objectives

At the end of the games, the pupils are expected to:

- identify compound words and their components
- form compound words.

## Preparation

The pupils must possess the basic information on what compound words are. Before they attempt playing this game, pupils must know a dozen or more compound words to avoid confusion and failure.



---

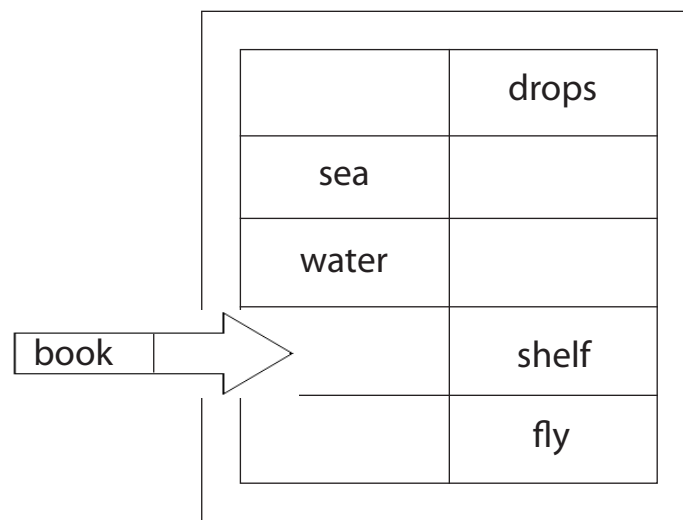
---

## Procedure

(Demonstrate and instruct the pupils how to play the game.)

1. Give each player a card of his/ her choice.
2. From the container of word slips, randomly pick up one slip and call out the word printed on it.
3. Instruct the players to look at their cards and check if the called out word matches with any of the words on their cards to complete a compound word.
4. If there is a match, tell that player to call out "HERE"! Whoever calls out HERE first, gets the word slip and places it in the appropriate empty space/ box of his/ her card like this:

Card 1



5. Pick another slip and read the word on it loudly. If no one calls out HERE after the second call, return the slip in the pile or container. Then, go on to the next slip.
6. The same procedure will be done until a player pairs all the words on his/ her card with the called out word slips forming five compound words. At this point he/she must quickly call out "FILLED UP!"





Published by the  
PHILIPPINES - AUSTRALIA PROJECT IN BASIC EDUCATION (PA-PROBE)  
REGIONAL LEARNING MATERIALS CENTER (RLMC VII)



Department of Education  
Region VII, Central Visayas  
Cebu City  
Copyright 1999  
Reprint Edition 2001  
Revised Edition 2010

#### COPYRIGHT NOTICE

Section 9 of Presidential Decree No. 49 provides:

“No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit.”

This material was developed within the Project in Basic Education (PROBE) implemented by the Educational Development Projects Implementing Task Force (EDPITAF) of the Department of Education (DepEd) in collaboration with the Bureau of Elementary Education, Bureau of Secondary Education and the Commission on Higher Education. Prior approval must be given by the PROBE Management Unit lodged at EDPITAF and the source must be clearly acknowledged.

**Bennie Vic V. Concepcion**  
ISF-Elementary English  
Dumaguete City Division  
Writer

The production of this Teacher Support Material (TSM) has been made possible with the assistance of the PA-PROBE RLMC VII Staff.

This edition has been revised for online distribution through the Learning Resource Management Development System (LRMDS) Portal by Region VII-Bohol under Project STRIVE for BESRA, a project supported by AusAID.



#### Evaluation

The success of this material will be measured by the pupils' ability to:

- identify compound words and their components
- form compound words.

#### Resource List

##### Teacher's Guide

##### Game 1

Cards 1-4 (5 sets)  
Envelope with Word Slips

##### Game 2

Cards A-D (5 sets)  
Envelope with Word Slips



---

---

## Answer Key

### Game 1

#### Card 1

clock  
sea  
yard  
book  
house

#### Card 2

brush  
bow  
ant  
dog  
fly

#### Card 3

bed  
birth  
home  
wood  
police

#### Card 4

time  
flash  
cob  
rain  
set

### Game 2

#### Card A

air  
boat  
board  
ground  
man

#### Card B

sea  
grand  
pig  
apple  
fish

#### Card C

mate  
ball  
fast  
play  
wife

#### Card D

pea  
cup  
stick  
port  
pick

# FIND ME A PARTNER

(Teacher's Guide Booklet)



---

---

Game 1

Card 1

wall	
	shell
back	
	shelf
	fly



---

---

Game 1

Card 2

tooth	
rain	
	hill
hot	
butter	



---

---

Game 1

Card 3

	bug
	day
	work
fire	
	man



---

---

Game 1

Card 4

bed	
	light
	web
	coat
sun	



---

---

Game 2

Card A

	plane
sail	
chalk	
back	
mail	



---

---

Game 2

Card B

	shore
	mother
	pen
pine	
	net





---

---

Game 2

Card C

class	
basket	
break	
	ground
house	



---

---

Game 2

Card D

	nut
	cake
lip	
air	
tooth	



---

---

Word Slips for Game 1

house	book
sea	home
wood	birth
police	bed
yard	clock



---

---

Word Slips for Game 1

time	flash
rain	cob
set	ant
brush	bow
dog	fly



---

---

Word Slips for Game 2

fish	fast
play	wife
mate	ball
pick	port
stick	cup



---

---

Word Slips for Game 2

sea	grand
pig	apple
boat	board
man	ground
air	pea



# Teacher's Guide

## Title

Find Me a Partner

## Description

This is a word game that enhances and develops the pupils' vocabulary skills in a spirit of fun and enjoyment. It further develops the learners' ability to think fast and make precise decisions.

This game is made up of cards and word slips which may be used before, during or after a specific lesson as an opener, supplementary or enrichment activity.

## Target Audience

Grade III upward as the need arises

## Subject Matter/ Learning Competency

"Compound Word Recognition", PELC Grade III Reading: B. 2.b

## Duration

15 to 20 minutes per game

## Objectives

At the end of the games, the pupils are expected to:

- identify compound words and their components
- form compound words.

## Preparation

The pupils must possess the basic information on what compound words are, as well as the knowledge of a dozen or more compound words, before any attempt of playing this game will be done. Otherwise, confusion and failure may be had the moment a premature introduction is made.



## Procedure

### A. Before Playing

1. Cut pieces of stiff cardboard ( as many as the number of players and some extras ) about 7 inches long and 5 inches wide.
2. In each card, make two columns of 5 spaces/boxes.
3. Using the list provided as a source, print either the first part or second part of the compound words on the left or right columns, respectively, leaving the corresponding second or first parts missing or empty.
4. Make the slips of cardboard (the size of the card spaces/boxes or a bit smaller) and print on them the "missing" first or second parts of the compound words.
5. Make as many word slips as there are empty card spaces/boxes.

- The cards and word slips will look like tis then:

sea	
foot	
	place
	land
life	

	hand
foot	
water	
	end
life	

fire

back

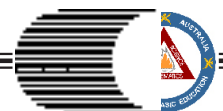
port

bed

ball

man

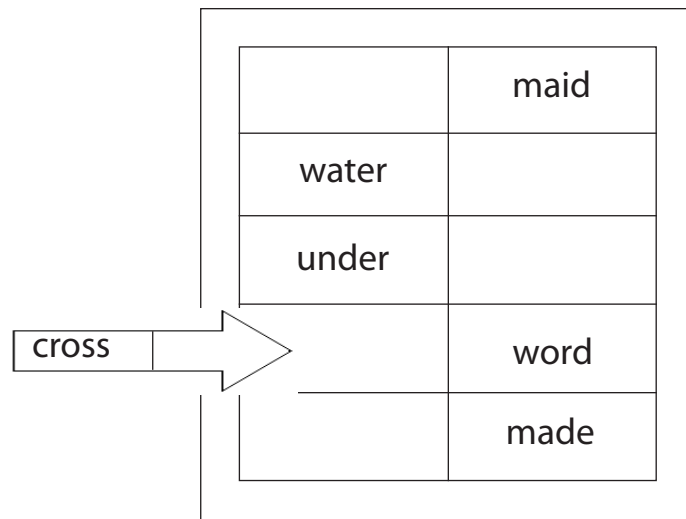
book



## B. How to play

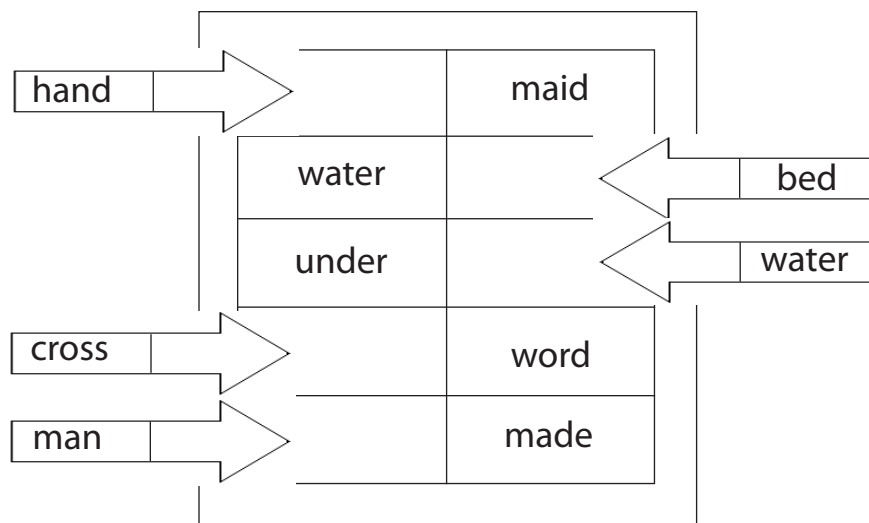
(Demonstrate and instruct the pupils how this is done.)

1. Give each player a card of his/ her choice.
2. From the pile of assembled or container of word slips, randomly pick up one slip and call out the word printed on it.
3. Instruct the players to look at their cards and check if the called- out word matches with any of the words in their cards to complete a compound word.
4. If there be a match, tell that player to call out HERE! Whoever calls out HERE first gets the word slip and places this slip in the appropriate empty space/box of his/ her card like this:



5. Pick another slip then read the word on it loudly. If no one calls out HERE after the second call, return the slip in the pile or container. Then, go on to the next slip.
6. The same procedure will be done until a player pairs off all the words on his/her card with the called out word slips forming five compound words. At this point he/she must quickly call out "FILLED UP!"

\* This is how a completed card will look:



7. Check if the matched words are the correct pairs. If so, declare this player who has successfully and correctly produced compound words as the winner.

#### Teaching Hints

1. For beginners, two pupils may play cooperatively for one card. And when they gain confidence, they may play it individually.
2. To discourage guessing, have it as a rule that any mismatched word slip will mean losing a chance to play in the next game.
3. As an additional requirement, the player who declares FILLED UP may be asked to explain what each compound word he/ she has formed means. When he/ she does it correctly, he/she shall be declared the winner.
4. The game just like any other interesting and challenging activity, is an effective "filler" at times when the teacher has to leave the class for urgent matters.
5. The game shall be found extremely effective if and when the players/pupils show a persistent interest in it and when there is a gradual shortening of playtime spent on it.

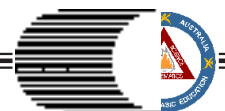
#### Evaluation

The success of this material will be measured by the pupils' ability to:

- identify compound words and their components
- compound words.

#### Resource List

Sample cards and word slips  
List of compound words



# SAMPLE CARDS



time

school

light

book

land

road

fire

port

end

birth



# Sample Word Slips

book

house

place

camp

light

flash

water

pet

day

story

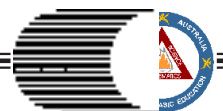
cross

bed

end

bare

car



## Compound Words that may be included in the Game

### BACK

background  
backhand  
hunchback  
outback

### BED

waterbed  
seabed  
bedbug  
bedroom

### BOARD

boardwalk  
boardroom  
headboard  
chalkboard

### BOOK

bankbook  
storybook  
bookmark  
bookend

### CAR

carport  
carpet  
boxcar  
streetcar

### CROSS

redcross  
greencross  
crossword  
crossroad

### DAY

birthday  
everyday  
daylight  
daydream

### FIRE

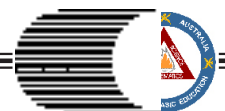
campfire  
backfire  
fireplace  
firewood

### FOOT

barefoot  
lightfoot  
footprint  
football

### HOUSE

houseboy  
housemaid  
townhouse  
schoolhouse



LAND

landmark  
landslide  
mainland  
storyland

MAN

manmade  
manhole  
policeman  
salesman

TIME

timetable  
timeout  
bedtime  
lifetime

LIGHT

lighthouse  
lightweight  
headlight  
flashlight

ROOM

roommate  
playroom  
bathroom  
storeroom

WATER

watercolor  
waterproof  
seawater  
underwater

