

Lesson 14: Good Readers Sometimes “Chunk” Words to Figure Them Out

Supplies Needed:

- A Smartboard, white board, chalk board or chart paper
- Markers
- Chart started in Lesson 12: “Strategies Readers Use for New or Bigger Words.”
- Individual student book bags or baskets

Procedure:

- Before beginning your lesson, write or type your selected words for students to practice chunking on your Smartboard or other board. You might want to cover the other words so students are focusing on only one at a time.
- Here is a list of possible words for primary readers, but you may need to add some more difficult ones as well depending upon the levels in your class.

napkin	sloppy	racetrack	cookie
beside	replace	bracelet	invite
dislike	reptile	rocket	dinner
candy	little	monster	chicken
little	number	explain	enjoy
impossible	watermelon	discovery	
invitation	helicopter		

- Together, look at one word at a time. Have students find a familiar part they can read. Circle this part. Then, work together to decode the word.
- Explain to students that finding small “chunks” that they know will help them to figure out the larger word.

- After practicing as a class, have students partner with their nearest classmate and try two or three words as a pair.
- Give each student three Post-It Notes. Have students find their book bags/ baskets and begin independent reading.
- Add “Use chunking to break apart big words.” to your Strategy chart.
- Give each student three Post-It Notes. Instruct them to find three words during their independent reading time to practice their new strategy. Students will record their three words on Post-Its.
- Have students find their book bags/ baskets and begin independent reading, reminding them to find three words for their Post-It Notes.
- At the conclusion of independent reading, gather at your meeting spot and share words students found.

Notes:
