

Lesson Plan

Lesson: Chunking

Length: 30 minutes

Age or Grade Level Intended:

2nd Grade

Academic Standard(s):

Language Arts

2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading.

2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*).

Performance Objective(s):

- ❖ Given the syllable cards, the students will use the knowledge of spelling patterns by matching their card with the appropriate matching syllable card three out of three times.
- ❖ Given the syllable cards, the students will be able to decode the two-syllable word by matching their card with the appropriate matching syllable card three out of three times.

Assessment:

- ❖ The assessment of the objectives will be a checklist. After each student has found their matching syllable card, the teacher will put a check next to that student's name.

Advance Preparation by Teacher:

- ❖ PowerPoint on chunking
- ❖ Handouts
- ❖ Chunking cards
- ❖ Student Checklist

Procedure:

Introduction/Motivation:

“Do you have struggling readers in your class?” (Allow time to answer) “Are you looking for ways to help them with their phonics in order to further their reading progress?” (Allow time to answer) “Well, we have a strategy for you! It is called chunking!”

Step-by-Step Plan:

- 1) After introduction, move on to PowerPoint over chunking.
- 2) Give each student a handout of PowerPoint.
- 3) Go over each slide on PowerPoint. Be sure to ask questions. “Do you understand the process of chunking? How can you implement this in your classroom?”
- 4) After end of PowerPoint, begin to demonstrate lesson plan idea.
- 5) Give demonstration of how to introduce activity. “Remember how we have been learning different strategies to help us with our reading? Can anyone tell me a

Comment [v1]: This is so energetic 😊

Comment [v2]: High level question 😊

reading strategy we have worked on?” (Bloom’s: Knowledge) (Give students time to answer) “Well today we are going to learn another strategy. This strategy is called chunking.”

- 6) After introducing strategy to students, play the “Chunk that Word” chicken song from starfall.com in order to explain what chunking is and go through examples with the students as a class. (Gardner’s: Musical / Visual Spatial)
- 7) “What are some ways you can use this while reading?” (Bloom’s: Application) (Allow students to answer)
- 8) Make sure that students are understanding concepts through observation. Ask if they have any questions.
- 9) Now, tell students they are going to do an activity as a class.
- 10) Give each student a syllable card.
- 11) Once each student has a card, tell them they have to move around the room and find a partner who has a syllable card that completes their own card. For example, “bump” would go with “er” to make the word bumper. (Gardner’s: Verbal-Linguistic)
- 12) After each student has found their partner, have them stand next to each other. (Gardner’s: Bodily-Kinesthetic)
- 13) One group at a time, have each student read their syllable card out loud, and then have them put the cards together and read the completed two syllable word together out loud. Then, have the whole class do this process with them. (Gardner’s: Interpersonal) (Put a check by each student’s name who does this process)
- 14) After that round is finished, collect the cards and hand out new ones. Repeat steps 9-12. (Put a check by each student’s name who does this process)
- 15) After the second round is finished, collect cards and hand out new ones. Repeat steps 9-12. (Put a check by each student’s name who does this process)
- 16) The activity should be done three times.

Comment [v3]: Supportive website ☺

Comment [v4]: This is kinesthetic when they become the new knowledge not when they are moving around the room to find their partner

Comment [v5]: What about doing the opposite? Taking a whole word and chunking it? That is what they will do as readers most of the time...

Closure:

After the third time of doing the activity, gather all the cards and have students go back to their desk. Then, ask students “What is one thing you learned from chunking words today?” (Bloom’s: Knowledge) (Allow time for students to answer) “Can anyone tell me some similarities between this reading strategy with some of the others we have learned?” (Bloom’s: Comprehension) (Allow students to answer) “What are some differences?” (Bloom’s: Comprehension) (Allow students to answer) “I am very proud of all the effort everyone put into this activity today. Tomorrow, we will continue discussing chunking by doing a reading activity.”

Self-Reflection:

Do the students understand the topic that was taught? How well did the students interact with the topic? Were the students engaged with the activity? Is there something I should do differently next time I teach this lesson? Did I use my time wisely? How was classroom management?

Assessment Checklist

Students:	1st Round	2nd Round	3rd Round
Tonya			
Jessica			
Bryan			
Jennifer			
Jazzmyn			
Jeffery			
Jacqueline			
Joseph			
Daniel			
Donald			
Elisha			
Margaret			
Michael			
Jamie			
Chase			
Wyatt			
Summer			
Bailey			
Mathew			
Tyler			
Sheila			
Glenna			
Earl			
Rochelle			
Kelsey			