

Reader's Workshop

Mini Lesson: Looking for Chunks

(Write on dry erase board.)

Content Objective: Readers figure out words by looking for known parts, or chunks, of the word.

Language Objective: You will look for known parts, or chunks, in a word, say it and then blend the chunks to read the word.

Connection: Have you ever broken something and had pieces or chunks everywhere? What do you do to put it back together? (Look for pieces that look familiar and then put them together.)

Teaching Point: (Read the Content Objective and then write the sentence: **The two girls jumped together.** Have the word “jumped” written on a card that can split apart: j ump ed)

(Read the sentence but when you come to “jumped” ask the students to help you chunk it.)

Looking for what you know is a good strategy to figure out words.

Student Engagement: (Read the Language Objective and have students pair up and sit in a circle. Then give each pair a word card.) Look at the word on your card. With your partner agree together about what would be a good way to chunk this word. Then cut the word into chunks and put it in your bag. When I say “pass” you will give your bag to the pair to the right. Take the chunks out of your new bag and read the word parts. Then put the word back together and read it.

Link: As you independent read look for chunks in unknown words to help you read the word.

(Send the students off to Independent Read for about 10–20 minutes.)