

## Grade 1 Reading Lesson - Chunking Sounds Together

### Reading outcomes:

1.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, semantic, and graphophonic) and a range of strategies to construct meaning)

1.5 listen attentively and respond actively to read- aloud situations; make predictions about words and meaning, anticipate possible outcomes

**Objective:** Students will begin chunk words together by looking at the ending of a word, and for little words inside big words

**Materials:** Book: “The Fire Station” by Robert Munsch, student whiteboards, whiteboard markers,

**Central Idea:** Words follow patterns

**Focus :** Making predictions and looking at ending sounds

### Warm up (5 minutes):

Read the morning message on the board as a class. Ask students to come and circle words that they know. After circling a word ask them if they can think of a word that sounds like the word they circle. Example: if they circle ‘*Take*’ they might say *Snake* or *Lake*. Write the words down and talk about what is the same about the word and what is different. Sound them out. L - AKE, T-AKE. Review that the words written are part of the same word family.

### Whole class (15 minutes):

During the read aloud with the book “*The Fire station*” talk about how they are going to learn to read unknown words by using what they already know about other words. As you read, stop periodically at big words that have little words in them. Have students write down the word on their whiteboards and circle any little words or word families that they see and know. Example: ‘*Morning*’ - they may circle ‘*or*’, or ‘*ing*’. Model on the easel by taking suggestions from students and practice sounding out together.

### Independent activity (20 minutes):

Put students into their levelled reading groups. Have them practice this strategy in their groups. If they use it successfully they can copy the word and how they solved it on the worksheet. Students can work as groups within their levelled groups or individual.

Teacher: Meet with and assist groups.

### Guiding Questions/Statements:

Do you see any small words in that bigger word?

Do you recognise the ending?

Try covering up a part of the word.

What rhymes with that word?

Try saying the word faster.

### Wrap up/reflection (5minutes):

Have students post their favourite word and how they solved it on a sticky note and put under the reading strategy “Chunking”