



Chunk It Up



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.



Materials

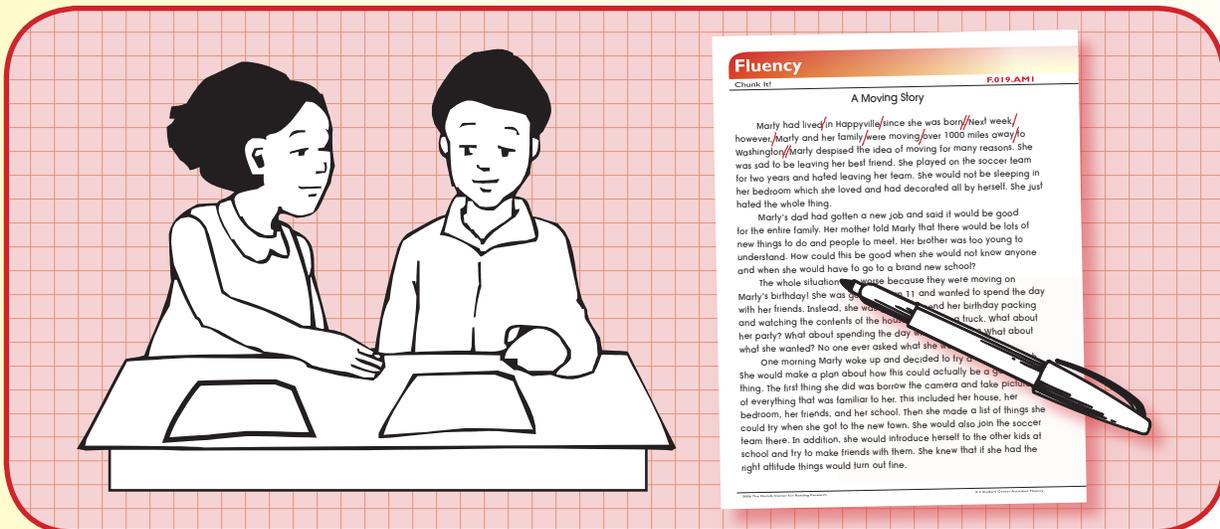
- ▶ Tent card (Activity Master F.013.AM1)
- ▶ Passage (Activity Master F.013.AM2)
Make two copies and laminate. Optional: Provide each student a paper copy of the text to turn in.
- ▶ Vis-à-Vis® markers



Activity

Students divide text into meaningful parts and then read it fluently.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Place tent card so both students can read it. Provide each student with a copy of the text and a Vis-à-Vis® marker.
3. Working together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence. Refer to tent card, as necessary.
4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student two (lower performing student) repeats the reading using proper intonation, expression, and phrasing.
6. Reverse roles and repeat the activity.
7. Peer evaluation



Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Use a tape recorder to record reading.
- ▶ Repeat using a timer.

Divide or chunk sentences into meaningful phrases to practice fluent reading.

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

Keep in mind:

- There are no defined rules to separate sentences into phrases.
- Most people pause somewhere in the middle of sentences.
- Sometimes subjects and predicates are placed in separate phrases.
- Prepositional phrases, verb phrases, and noun phrases may signal a pause.
- Punctuation marks within and at the end of sentences signal phrases and pauses.

Example:
 Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //

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A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.