

	<p style="text-align: center;">Instruct</p> <p>How will the facilitator explicitly teach the skill?</p>	<ul style="list-style-type: none"> • Explain: When faced with an overwhelming amount of almost anything, we often break these things into smaller, more manageable pieces. We call this chunking. • Chunking is an excellent instructional strategy that can apply to a word, a sentence, a paragraph, a workbook or more! This allows a learner to focus on smaller bits of information at one time. • You can encourage a learner to break sentences or paragraphs into smaller pieces by increasing the font size, decreasing the amount of text on a page, using headings and bullet points. • Ways you can break things into smaller pieces could be by: <ul style="list-style-type: none"> - Cutting material up into smaller pieces - Blocking out surrounding text with something (book, paper, hand etc.) - Emphasizing part of the text by colouring or circling it with a pen or highlighter or by increasing the font size - Using technology (text on a phone is already chunked or increase the font size to make less text visible at one time, or bold/underline/italicize the text) • For more explanations of chunking as an instructional strategy check out these resources: <ul style="list-style-type: none"> - Rising to the Reading Challenges of Adult Learners: Practitioner’s Toolkit Module 2 video demonstrates a multisensory approach to decoding with a focus on the suffix -ing. - The Answers May Vary Resource Collection on the CALP Portal includes a short audio file dedicated to Chunking from Chapter 2 of the AMV Guidebook ‘Strategies to Build Literacy and Essential Skills into Daily Life’. (Developed and shared by Bow Valley College) <p>Source: <i>Practitioners Shortcuts: Chunking</i> Blog https://calp.ca/blog/practitioners-shortcuts-chunking.htm</p>
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M	<p>Model</p> <p>How will the facilitator model using the skill?</p>	<ul style="list-style-type: none"> • Read Edward the Emu and demonstrate how to “chunk” some of the information • For example: use the chunking strategy with the word “zookeeper”. If we block out some of the word at a time (with our hands or paper), what do you notice? (a large word becomes two simpler words) • Chunking can be used to focus on unfamiliar words or new vocabulary • For example: chunk out “gumption” (after the lion); it is easier to focus on the word. Then zoom out a bit to the surrounding words to see if the words around this word can help us understand its meaning. With technology, some phones have a zooming in and “lookup” feature that helps with this as well • If time, use a diaper tag for a song or rhyme and “chunk” out one or two of the bigger or compound words
P	<p>Practice</p> <p>What activities will provide the learners opportunity to practice the skill?</p>	<ul style="list-style-type: none"> • Activity: make a “chunking” tool out of an index card • Activity: learners partner up and find words around the room or in their Participant Guide that they can “chunk”
R	<p>Recognize</p> <p>How will the facilitator recognize and encourage learners’ progress in the use and development of the skill?</p>	<ul style="list-style-type: none"> • Identify and encourage when learners show understanding of the strategy (chunking) • Provide respectful guidance if they are struggling
O	<p>Observe</p> <p>How will the facilitator determine if the learners have developed the skill or if more instruction and/or practice is needed?</p>	<ul style="list-style-type: none"> • Observe learners working on the chunking activities • Look for signs of understanding (i.e. learners are using the chunking concept correctly, active discussion between learners about how the technique is working/not working for them)
V	<p>Verify</p> <p>How will the facilitator verify with the learners that they understand the skill and are confident in using the skill?</p>	<ul style="list-style-type: none"> • During the snack break and at the end of the session, ask the learners which (if any) part of the chunking strategy is unclear or what they may like to practice or be reminded of again next session

<p>E</p>	<p>Explore</p> <p>How will the facilitator and the learners explore next steps together? What are alternate ways the facilitator could teach or practice the <i>skill with the learners</i>? <i>What</i> are skills that could build on the knowledge and use of this skill?</p>	<ul style="list-style-type: none"> • As a group, set up some practice follow-up steps: for example, have learners use their phone to use the zoom or look up functions before the next session or ask them to “chunk” something this next week and come back and share with us (if they are comfortable to do so) • Scaffolding learning: next session plan to look at chunking larger pieces (bigger words, parts of sentences/paragraphs) or move on to instruction and practice about another reading strategy
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