

Individual Strategy Scenario

Strategy: Chunking

Content: Name recall and Phonics recognition

Title: Say My Name

Time Required: 20 – 25 minutes for five days or more

Number of participants: 18 to 22 students

Target Audience: K or 1st grade

Goal of Activity: To use chunking as a strategy to learn names, recognize names and beginning letters of names

Purpose of Script: Students will use a name chart to acquire a beginning orientation to their names and learn what to look for.

Learning Outcomes:

Gagne's Taxonomy- Verbal information (Labels), Intellectual Skills (discrimination)
HEO Taxonomy- Knowledge, comprehension, application, analysis

Learner Characteristics: Beginning year students

Entry Skills: The ability to recognize letters and beginning sounds.

Setting: Regular Classroom

Media: Can be done on overhead and transferred to chart paper.

Process:

1. At the beginning of the school year have students introduce themselves to the class.
2. After introductions, play a song about names like, *What is Your Name?* By Raffi.
3. Explain to the students that you are going to write their names on a chart so that they can learn all the names and the sounds/letters that they begin with.
4. Begin by writing student names on the overhead (with the students help in recalling names and writing beginning sounds).
5. Let the students know that you are going to write the students' names in ABC order on the chart with their help.
6. Leave a space between each grouping of names. For instance, all A names in one group, B names in another, etc. Circle each grouping.
7. Hang the chart up and review all names. Discuss likenesses and differences in names and within groupings of names.

8. Invite the students to find names that begin with a certain letter.
9. Ask which students' names begin with the sound of a certain letter (make the sound rather than naming the letter).
10. Repeat the activities daily for at least one week.
11. Use the name chart throughout the year for extending learning activities with phonics and letter recognition.

Strategy Assessment: Ask individual students if they can name the students whose names begin with a certain letter or sound without looking at the chart.

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Reference: Word Matters by Gay Su Pinnell & Irene C. Fountas, p.47