

Chunking Guide

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Vowel Chunks (<i>yellow</i>)	aa ae ai ao au aw ay ea ee ei eo eu ew ey eau ia ie ii io iu oa oe oi oo ou ow oy ua ue ui uo uu uy
Consonant Chunks (<i>blue</i>)	ch gh ph sh th wh wr gn kn dg qu ck tch bb cc dd ff gg hh kk ll mm nn pp rr ss tt ww vv zz
Bossy r Chunks (<i>purple</i>)	ar er ir or ur
Tricky y Guy (<i>green</i>)	Tricky y Guy is usually found at the end of words but may be in the middle. It can sound like long e (<i>baby</i>), long i (<i>fly</i>), or short i (<i>bicycle</i>).
Endings (<i>pink/red</i>)	-ed -es -ful -ing -ly
Silent Letters (<i>orange</i>)	e h l b Other letters may occasionally be silent.
Overlapping Chunks	<p>Some words have overlapping chunks. In words where the final <i>y</i> is changed to <i>i</i> before adding an ending (<i>studied, countries</i>), marking either the ending or the vowel chunk is acceptable. The word <i>finally</i> has a consonant chunk (<i>ll</i>) and an ending (<i>-ly</i>) that overlap. If the focus of the lesson is consonant chunks, students should chunk <i>ll</i>. If the focus is endings, students should chunk <i>-ly</i>. In lessons with multiple chunks, we suggest marking vowel chunks before Bossy <i>r</i> chunks, but Bossy <i>r</i> chunks before consonant chunks.</p> <p>The purpose of chunking is to train the student to look carefully at how words are spelled. If he chooses a different combination of letters than in the answer key, do not mark it wrong. Discuss his choice and point out other possibilities. Your student may find it helpful to chunk the letter combination that he thinks will be the most difficult to remember.</p>