

Learning together

Reading Word Groups

ACTIVITY #4

SEQUENCE: DEVELOPING FLUIDITY -
READING IN GROUPS OF MEANINGFUL
WORDS -PRIMARY

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Purpose of the activity

The goal of this activity is to get your child to group words in a logical way when reading sentences.



Relevance of the activity

Reading based on word groups, breaths or meaning is an important step when it comes to fluid and effective reading. It not only allows your child to read rhythmically and to better understand the sentences, but also to [better retain the information and to more easily identify the essential ideas when reading](#).



Supplies



Pencil



Paper

LET'S GO!

Explain the activity:



We will learn to read by grouping words together when you read a sentence..

Explain why:



I'm going to read you a sentence in two different ways.
Listen carefully to how I read it the first time:

The

young

boy

was having fun in

the

street with

his

two

friends..

I sound like a robot when I'm reading. I took small chunks of the sentence, one word at a time. I also paused in the wrong places. It's harder to follow and stay focused on the meaning of the sentence. What do you think?

I'll try this way this time. Listen closely:

The young boy

was having fun in the street

with his two friends.

My reading is much better now, isn't it? I made bigger chunks in my sentence by grouping the words according to their meaning. When you read this way, it allows you to better understand a sentence, to remember what you are reading, and to find important information more easily. Plus, it makes your reading more rhythmic and interesting.

Explain when:



Every time you read, you should try to group words logically. This is how expert readers read.

Try it together:



To put words together in a sentence, you can ask

- Who or what are we talking about?
- What are we saying about it?
- And when or where is this happening?

You can also ask yourself if the words you have grouped together allow you to understand the sentence well and if it sounds good. When you read the word groups, you should be able to do it in one breath, or in one big chunk.

Let's try with a sentence. We will split the word groups:

The strange man from space arrives on Earth.

Who or what are we talking about? : The strange man from space

What are we saying about him? : He arrives on Earth

And when or where is this happening? : We have no information.

So we have two word groups to respect.

Let's read it again, this time keeping the word groups together.

The strange man from space

arrives on Earth.

Now, you try with this sentence. This time, instead of cutting it up, I'll make forward slashes to separate the groups:

My cousin always walks her dog after supper.

Who or what are we talking about?
My cousin

What are we saying about her?
She always walks her dog

And when or where does this happen?
after supper.

**So, let's reread the sentence by grouping the words together.
Very good! I understand my sentence completely. I am able to make a good image in my head.**



Quick tip!

Want to turn this into a more hands-on activity for your child? Try the rhythmic walk. After your child identifies the word groups in a sentence, write each of these groups on separate sheets of paper. Place the sheets on the ground so that they form a path to follow. Then ask your child to read one word group and jump to the next one each time they can read them in a breath.

