

Start a Professional Book Study

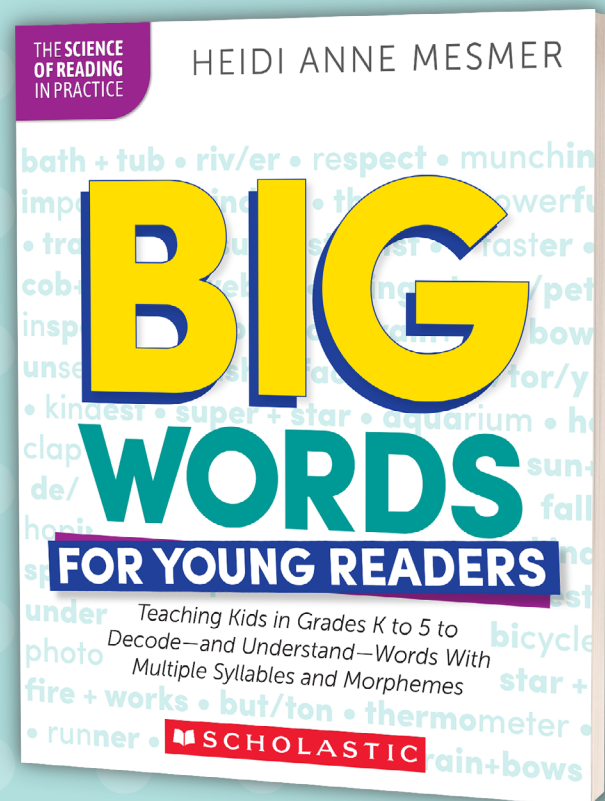
Phonics instruction shouldn't end when students can decode short words. From an early age, they also need to be able to decode "big words"—words with multiple syllables (sound units) and morphemes (meaning units)—to read proficiently. Dr. Heidi Anne Mesmer shares a K-5 scope and sequence to guide practice and offers abundant research-backed strategies that teachers can put into action immediately.

Starting a book study helps teachers:

- ✓ Identify and discuss key ideas from the book in a structured yet collegial format.
- ✓ Learn and share tips for implementing the ideas and strategies in the book.
- ✓ Reflect on teaching practices and identify areas for improvement to accelerate professional growth and student success.

Scheduling tips:

- ✓ For a quarter-year study, consider meeting at least once a week.
- ✓ For a half-year study, consider meeting at least twice a month.
- ✓ For a full-year study, consider meeting several times in the first month to launch the study and then at least once a month thereafter.



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Students need, what I call, a “big-words mindset.” By that, I mean they have the confidence to try a big word, without being intimidated by it and shutting down...

— Dr. Heidi Anne Mesmer, author of *Big Words for Young Readers*

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*Only applicable for *Big Words for Young Readers*. Use code BOOKSTUDY10 at checkout.

Meeting Organizer

This meeting organizer provides ideas to assist your group in engaging with all sections of *Big Words for Young Readers* by Heidi Anne Mesmer. Feel free to adjust the pace to align with your specific goals and schedule as needed.

Section

Discussion Questions

Part I: Foundations of Teaching Big Words

CHAPTER 1:
**Language Essentials—or What
You Need to Know Without
Becoming a Linguist!**

Page 12

1. What are some key language essentials that teachers should understand when teaching vocabulary to young readers?
2. How can understanding these language essentials improve your teaching methods and outcomes in vocabulary instruction?

CHAPTER 2:
**Which Ones and When?
A Scope and Sequence for
Teaching Big Words**

Page 25

1. How does the book suggest prioritizing which big words to teach at different grade levels?
2. What factors should be considered when developing a scope and sequence for vocabulary instruction?

CHAPTER 3:
**Assessments for Determining
What Students Know—and
Don't Know—About Big Words**

Page 34

1. What types of assessments are recommended for evaluating students' vocabulary knowledge?
2. How can these assessments inform your instructional planning and differentiation?

Meeting Organizer, Continued

Section

Discussion Questions

Part II: What to Teach, When to Teach It, and How to Teach It

CHAPTER 4:

Big Ideas on Teaching Big Words: Research-Based Principles

Page 44

1. What are some of the research-based principles for teaching big words mentioned in the chapter?
2. How can these principles be applied in your classroom to enhance students' vocabulary learning?

CHAPTER 5:

Compounds, Contractions, and Inflections Without Spelling Changes in Grades K–1

Page 57

1. What strategies are suggested for teaching compounds, contractions, and inflections to early learners?
2. How can understanding and teaching these concepts at an early age benefit students' reading development?

CHAPTER 6:

Syllables and Syllable Types in Grades 1–2

Page 79

1. Why is it important for students to understand syllables and syllable types at this stage?
2. What instructional techniques can be used to effectively teach syllables and syllable types to young readers?

CHAPTER 7:

Prefixes and Suffixes in Grades 2–4

Page 96

1. How can teaching prefixes and suffixes help students with reading comprehension and vocabulary development?
2. What are some effective activities or exercises for teaching these word parts to students in Grades 2–4?

CHAPTER 8:

Latin and Greek Word Roots in Grades 4–5

Page 124

1. Why is it beneficial for students to learn Latin and Greek word roots in upper elementary grades?
2. What are some practical methods for incorporating the teaching of word roots into your vocabulary lessons?