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## Segment 2

# About the *Building Vocabulary Series* and Tips for Implementation (cont.)

## Tips for Implementation

In this section of the DVD, the authors provide teachers with 10 tips to help them successfully implement the program. The complete text of these implementation tips can be found on the Facilitator's Resource CD. Consider pausing or stopping the DVD after each tip. Conduct a brief discussion between each tip to answer any questions and clarify any confusion. For example, you might stop the DVD and point out the Teacher Notes section of one lesson. Or, you might show teachers how the lessons are designed to be completed in 10 to 15 minutes each day.

### 1. Keep the instructional goals in mind:

- Increase students' knowledge of words.
- Deepen students' knowledge about words.

### 2. Read the Teacher Notes section of each new lesson:

- Information on teaching Greek and Latin roots (Levels 3 and Up)
- Lists of words for each word family (Levels 1 and 2)
- Ideas for teaching the lesson
- Notes on differentiating instruction (meet the needs of all learners)

### 3. Develop regular routines with activities:

- Adapt the program to meet your instructional needs.
- Spend 10 to 15 minutes each day on vocabulary.

### 4. Find time for students to explore words with others:

- Work in partners or small groups.
- Use games, such as "Wordo" and "Word Spokes," that are both fun and good instruction.

### 5. Keep learning outcomes in mind:

- Students will learn the meaning of most common word roots.
- Students will understand how to apply those meanings.
- Students will deepen their word awareness.

## About the *Building Vocabulary Series* and Tips for Implementation (cont.)

### Tips for Implementation (cont.)

#### 6. Focus on roots or word families:

- Students need to be confident that they have the knowledge and processes necessary to figure out the meanings of words.
- Word families help students see spelling patterns.
- Ask students: “What do you think?” and “Why?”

#### 7. Help students become “word aware”:

- Word Wall
- Root or Word Family of the Week
- Root Word of the Day or Word Family of the Day

#### 8. Use teacher-led discussion when introducing a new root (Levels 3 and Up):

- Activate Background Knowledge
- Teach New Concepts
- Word Meaning—Literal or Figurative

#### 9. Guide students through the “Divide and Conquer” assignment (Levels 3 and Up):

- Get students into an “if . . . then” mind-set.

#### 10. Consider making a “Rocking with Roots” learning center (Levels 3 and Up):

- Use the brain stretching activities from Days 2 and 4.
- Read the short texts from Day 3.
- Use the workbook and bonus CD activities.
- Use notebooks to store work from learning centers.

## Word Roots Lesson—Parts B–E

### DVD Segment Summary

<b>Menu Choice</b>	Word Roots Lesson—Parts B–E
<b>Segment Length</b>	11:30
<b>Associated CD Files</b>	Word Chart (word_chart.pdf) Level 5, Lesson 11 Guided Practice Book pages (gpb_level5_lesson11.pdf) Level 5, Lesson 11 Teacher’s Guide pages (tg_level5_lesson11.pdf)
<b>Summary</b>	This segment continues to show the fifth-grade teacher demonstrating a lesson on <i>aqua</i> and <i>hydr(o)</i> . She focuses on how to get students started on practice opportunities and shows how students work together in small groups and with partners.

### Word Chart—Warm-Up Activity

Give each participant a copy of the Word Chart found on the Facilitator’s Resource CD. Instruct the teachers to fill in the chart with as many words as possible. Consider rewarding the person who provides the most answers with a sweet treat or fun certificate.

### Preview of Materials

Direct the teachers’ attention to Level 5, Lesson 11 from the Teacher’s Guide (a copy of this lesson is on the Facilitator’s Resource CD). Remind teachers that this portion is an extension of the lesson from Segment 4. Explain that these pages guide the teacher through the practice opportunities for the word roots *aqua* and *hydr(o)*. Refer to the graphic organizers from Segment 2 as you explain that each lesson contains five guided practice opportunities. Point out that the activities in each lesson vary.

Now direct the teachers’ attention to the Guided Practice Book pages (provided on the Facilitator’s Resource CD). Mention that these pages continue the lesson from Segment 4. Show teachers how the answers are listed in the Teacher’s Guide.