Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Chat: Asking Questions & Sharing Thoughts**
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may chose to chat to panelists and all attendees or just panelists.

**Audio:**
If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.
ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

• 108 Jewish day schools in NY, NJ, BA, IL, FL, OH, Israel
• impacting over 7,200 students annually.
• Over 300 school peer coaches have received training and mentoring
• close to 500 teachers receive training annually.
• Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.

We’re available to help you. Please be in touch with our office to find out how to bring Hidden Spaks programs to your school!
Our Guest:

Hollis Dannaham, M.Ed., has been empowering complex learners for 30 years as a learning specialist, special educator, administrator, and consultant in public, private, and charter schools. Hollis created Transform Boundaries, an organization dedicated to helping schools create programs and creative solutions for reaching their complex learners. She served as the Director of Academic Intervention at Explore Charter School and co-created the Carmel Alternative High School for at-risk teens. Hollis also worked as a learning specialist at the Student Success Center of All Kinds of Minds. Currently Hollis is a coach, mentor, and workshop facilitator for Hidden Sparks.
Objectives

• Participants will be able to identify why it is important to provide effective vocabulary instruction.

• Participants will be able to identify the components of effective vocabulary instruction.

• Participants will walk away with a plethora of vocabulary strategies, ideas, and activities that they can implement immediately and in the future.
Overview of the Session

• A glimpse at vocabulary research
• Components of effective vocabulary instruction
• Vocabulary Instructional Tools
  • strategies
  • activities
  • organizers
  • interactive word walls
  • games
What the Research Says

- Researchers have shown that reading comprehension difficulties are in large part due to students’ challenges in understanding the academic language of school texts (Uccelli et al, 2015).

- Vocabulary and syntactic knowledge have been shown to account for the majority of individual differences in reading comprehension performance for students in upper elementary school through high school (Foorman, Koon, Petscher, Mitchell, & Truckenmiller, 2015).
What the Research Says

• Typical children require, on average, ten attentive encounters with a word before they own it (McKeown, Beck, Omanson, and Pople, 1985).

• Students who received training about morphology (and phonemic shifts as in nation, national) improved significantly more in reading and spelling that those who received only phonics. (M.K. Henry, 1989).

[Diagram showing the breakdown of the word "unreadable" into "un-" (not), "read" (root), and "-able" (can be done)].
What the Research Says

By middle school, if students are to make grade-level progress they should:

• Be exposed to 3,000 to 5,000 new words per year

• Read at least 1.1 million words a year of outside reading (25-35 books)

• Read about 1.7 million words in school texts
Teaching Vocabulary
Why Teach Vocabulary

1. Measurable gains in student understanding of words
2. Knowledge of what is read in the text improves
3. Students who do little independent reading are exposed to significantly less words per year than students who read often
4. Fosters a "word-conscious" attitude: students begin to think about words, parts of words, and what the meaning is
5. Essential for ELL students who lack basic vocabulary
6. Learning is fundamentally and profoundly dependent on vocabulary knowledge
7. Impacts future income
Ineffective Vocabulary Instruction

“Rote memorization of words and definitions is the \textit{LEAST} effective instructional method resulting in little long-term effect.” (Kameenui, Dixon, Carine 1987)

The \textit{“look up the word in a dictionary and write a sentence method”} is often ineffective because…

\begin{itemize}
\item The dictionary has multiple definitions that are daunting to a child
\item Definitions, for instance, for unremittable might be “unable to be remitted” giving little idea of meaning
\item Matching meanings and definitions on a weekly test do not constitute a thorough knowledge of any word
\item If the ONLY exposure to the words we are teaching is with the dictionary, we are limiting our students
\end{itemize}
The Tiers

• Tier 1
  • Basic words, high frequency
    • Baby, run, happy, clock, walk

• Tier 2
  • High utility, high frequency
    ▪ industrious, solution, reluctant, fortunate

• Tier 3
  • Specialized knowledge, low frequency
    ▪ isotope, lathe, polyester, refinery

Beck, McKeown, Kucan, 2003
Tier 2 Words

• Importance & Utility
  ◦ Characteristic of mature language users
  ◦ Connections to other words & concepts
  ◦ Provides precision and specificity
Tier 2 Words

- **Sophisticated**
  - Nice vs. Generous
  - Strong vs. Robust
  - Plain vs. Unadorned

- **Appropriate – Precise (Connotation)**
  - Eat vs. Devour
  - Watch vs. Scrutinize
  - Upset vs. Distraught
Effective Vocabulary Instruction

• New vocabulary should be encountered repeatedly in context through reading and listening. (*Stahl and Fairbanks 1986*)

• New vocabulary should be linked to students’ prior knowledge. (*Johnson 1981*)

• New vocabulary should be connected with other words that are semantically related. (*Johnson et al. 1986*)
Effective Vocabulary Instruction

- Teach vocabulary **across the curriculum**
- “Deep processing of a word’s meaning happens best when students are **actively engaged** in learning” (NRP/NICHH, 2000; Monroe, & Orme, 2002)
- **Video clips/visuals** to reinforce content area instruction
- Because students encounter many words that they need to learn, but cannot be explicitly taught due to time constraints, teachers should remember that...
  - Student will **incorporate the words that teachers use** frequently in the classroom
  - Student need to be **encouraged to be aware of and interested in words** that that students develop ownership of them
Quick Ideas

• Act out words - Charades
• Connect words to students’ lives and prior learning
• Individual dictionaries
• Interactive word walls

• Make associations
• Explain words with anecdotes
• Make analogies
• Compare & Contrast words
Quick Ideas

- Repeat words in varied contexts
- Give definitions and paraphrase definitions
- Substitute other words in its place in a sentence
- Identify other forms of the word
- Identify synonyms and antonyms
- Classify / sort words
- Identify nuances / connotations of words
Strategies - Activities - Organizers - Games
Beck’s Six Step Framework

1. Contextualize the word
2. Explain the meaning
3. Students repeat the word
4. Teacher gives examples
5. Students provide examples
6. Students repeat the word

Isabel L. Beck, Margaret G. Mckeeon, and Linda Kucan
Text Talk

1. Choose a book to read aloud
2. Choose three Tier 2 words to explicitly teach from the book
3. Read the book aloud with a focus on comprehension
4. Go back to the page that holds the first chosen tier 2 word
5. Read the word in context
6. Give the definition
7. Have students repeat the pronunciation of the word
8. Give an example
9. Have students give their examples with a sentence starter
10. Ask what the word is
11. Repeat for the other two words.

Utah State Office of Education
1. Have children make a choice between two of the words
2. Have children give examples or explanations
3. Have them connect the word to their life experience
4. Assess their understanding by having them choose from a few examples, which one goes with the target word.
Vocabulary Words: debate, defend, fallacy

Sample Questions:

- Have you ever debated an issue with a classmate or friend? Explain the issue and describe what each of you said.
- Have you ever had to defend an argument you made? Describe the argument and how you defended it.
- Have you ever identified a fallacy in someone’s argument? Describe the argument made and the fallacy you identified.
Frayer Model

**Definition:** Student-friendly description of the term (generally provided by teacher).

**Term:** The teacher should select a word that:
- Is an important concept to be learned
- Can connect to other related terms
- Has examples and non-examples of its applications

**Examples:** Synonyms, concrete applications, or relevant illustrations of the characteristics.

**Characteristics:** Features that help students to recognize, identify, or distinguish the term.

**Non-examples:** Antonyms, inappropriate applications, or relevant illustrations that do not fit the characteristics.
Four-Square Vocabulary

1. Dictate the word to be taught and have students record in square.
2. Describe the word.
3. Have students suggest examples of the word and record a number of examples.
4. Have students provide non-examples of the concept and record of number of non-examples.
5. Finally, have students write a definition of the concept.

(Adapted from *Word Power* by Steven Stahl & Barbara Kapinus, 2001)

<table>
<thead>
<tr>
<th>Word</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>soothing</td>
<td>music, a bath, a nap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>comforting</td>
<td>Tests, loud noises, being called on</td>
</tr>
<tr>
<td>offering relief</td>
<td></td>
</tr>
</tbody>
</table>
**Imperialism** -

the policy of extending the authority of one nation over foreign lands (creating an empire)

---

<table>
<thead>
<tr>
<th>Word and Definition:</th>
<th>Sounds</th>
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<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Looks</th>
<th>Reminds</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*If it weren’t for our crown, who’d ever know.*
antonyms synonyms

Extra
Optional
Unimportant
Secondary
Minor

essential

needed
required
wanted
important

Freedom of speech is an essential right of citizenship.
<table>
<thead>
<tr>
<th>Type of Ecosystem:</th>
<th>Type of Ecosystem:</th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Desert Landscape" /></td>
<td>Sahara, Arabian, Gobi</td>
</tr>
<tr>
<td><img src="image2" alt="Dry Land" /></td>
<td>Living conditions are hostile for most plant and animal life</td>
</tr>
<tr>
<td><img src="image3" alt="Dry Ground" /></td>
<td>An area that receives very little precipitation</td>
</tr>
<tr>
<td><img src="image4" alt="No Rain" /></td>
<td>The climate ranges from very hot and dry to very cold</td>
</tr>
<tr>
<td>A–B</td>
<td>C–D</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>arid</td>
<td>cactus</td>
</tr>
<tr>
<td>barren</td>
<td>dry</td>
</tr>
<tr>
<td>G–H</td>
<td>I–J</td>
</tr>
<tr>
<td>granules</td>
<td>irrigation</td>
</tr>
<tr>
<td></td>
<td>iguana</td>
</tr>
<tr>
<td>M–N</td>
<td>O–P</td>
</tr>
<tr>
<td>mirage</td>
<td></td>
</tr>
<tr>
<td>S–T</td>
<td>U–V</td>
</tr>
<tr>
<td>Y–Z</td>
<td></td>
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Adapted From:
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Humans</th>
<th>Felines</th>
<th>Equines</th>
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<tr>
<td>Habitat</td>
<td>Live in shelters</td>
<td>Live in shelters</td>
<td>Live in shelters and outdoors</td>
</tr>
<tr>
<td>Food</td>
<td>Omnivore</td>
<td>Carnivore</td>
<td>Vegetarian</td>
</tr>
<tr>
<td>Family Grouping</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Use of Tools</td>
<td>Yes</td>
<td>Occasional</td>
<td>No</td>
</tr>
<tr>
<td>Social Behavior</td>
<td>Live in colonies</td>
<td>Live in family groups</td>
<td>Live in herds</td>
</tr>
<tr>
<td>Logical Thinking</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Student Example
<table>
<thead>
<tr>
<th>Emotions</th>
<th>Winning a ball game</th>
<th>Having an argument with a friend</th>
<th>Going on a school trip</th>
<th>Getting caught in a thunderstorm</th>
<th>Breaking up with a girl/boyfriend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afraid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Despondent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
Context Clues
<table>
<thead>
<tr>
<th>Words</th>
<th>My definition before reading</th>
<th>My definition after reading</th>
<th>The context clues I used</th>
<th>How my two definitions compare to each other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Being Specific With Words
Being Specific with Words

Directions:
1. Put three given words in a specific order. Write the words in the boxes.
2. In between the words, explain why the words are in the specific order and/or give examples of why they are in that order.

large
The elephant was large

large is smaller than huge

huge
The whale is huge

huge is smaller than gigantic

gigantic
The Titanic was gigantic

Shout
I heard her shout, “Stop running in the hallways.”

To shout is louder than to say.

Say
I normally say, “As apple a day keeps the doctor away.”

To say is louder then to whisper.

Whisper
Macy could not hear her while she had a whispering voice.
Word Ladder - Identify and order by degree

**Microscopic**

Petite

**Little**

Small

**Average**

**Hefty**

**Large**

**Enormous**

**WORD LADDER**

**Directions:** Arrange the words in order on the ladder.

**Words**

---

Order these words by degree in the Chat

1. Adequate
2. Smart
3. Bright
4. Simple
5. Wise
### Temperature Scales

<table>
<thead>
<tr>
<th>boiling</th>
<th>hot</th>
<th>warm</th>
<th>tepid</th>
<th>cool</th>
<th>cold</th>
<th>freezing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>warm</th>
<th>warmer</th>
<th>warmest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cold</th>
<th>icy</th>
<th>freezing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Color Gradient:

- Freezing
- Cold
- Cool
- Tepid
- Warm
- Hot
- Boiling

### Student Examples:

- Recognize, Notice, Identify
- Scared, Creepy, Horrified, Terrified
- Bad, Terrible, Worse, Horrible
- Good, Great, Wonderful, Tremendous
This game includes:

• Out loud verbal rehearsal

• Repeated encounters with targeted terms in multiple sentences

• Kid-friendly definitions

• Drawings/illustrations/graphics

• Explicit pointing to word relationships (e.g., synonyms, antonyms, categories)
**Target:**

**Meteor**

**Definition:**
A piece of rock or metal that burns up when it enters the earth's atmosphere.

Sometimes I'm called a shooting star, but my scientific name is a _____.

I was flying through space and then hit the earth's atmosphere. I am a __________.

(Drawing of shooting star, with people staring up at it -- arrow pointing to meteor)

A ___ burns brightly in the sky as it rubs against the air around the earth.
How to Play

Goal: To capture Target piles. As players match picked family card to Target, they take possession of that whole Target pile.

- Lay Target cards face up in center.
- Family cards in one pile, shuffled.
- Each turn, a player picks one family card from the pile, verbalizing.

- Players take appropriate Target card from center, placing it on top of picked card, building Target piles in front of them.
- NOTE: Always keep Target showing as top card of the Target pile being built.

- Players continue picking one card per turn from the pile, adding it to appropriate Target pile (beneath the Target) -- & verbalizing.

*Players consult reference folder for help as needed, since this is a learning game.

*When a picked family card “belongs with” a Target in another player’s possession, request that Target...”Excuse me, may I have ____.”

- Verbalize, verbalize, verbalize, w/ every pick.
- Game ends when the last card is drawn and matched with its appropriate Target pile.
- Winner has the most total cards. Count # of cards, not # of piles.
Word Reps

- Choose two words for each week
- Each week, two students are your WORD REPS - they get one word each
- These students share methods for learning and deeply understanding their words
- They can use pictures, rhymes, games, cards, etc
- They can sing, act, wear or be the word
- Every student gets a chance to be the word rep
- The words do not have to relate, but they can
Interactive Word Walls
Resemble Graphic Organizers
Resemble Graphic Organizers

T-Chart

<table>
<thead>
<tr>
<th>Electrical Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conductor</td>
</tr>
<tr>
<td>Metal</td>
</tr>
<tr>
<td>Insulator</td>
</tr>
<tr>
<td>Foam, paper, plastic, grass, other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
</tr>
</tbody>
</table>

Science Toolkit
Resemble Data Tables

<table>
<thead>
<tr>
<th>Soil Type</th>
<th>Color</th>
<th>Texture</th>
<th>Water Retention</th>
<th>Plant Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>Smooth</td>
<td>25cm</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Light Brown</td>
<td>Rough</td>
<td>22cm</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Rough</td>
<td>14cm</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gray</td>
<td>Smooth</td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Strategically target academic vocabulary

**Heat Transfer**

- **Conduction**
  - Heat Transfer by Touch
  - Insulation
- **Convection**
  - Heat Transfer in liquids, gases, through convection currents
- **Radiation**
  - Heat Transfer through waves in space
Are student generated
Mind Reader - Activity

WORD/CONCEPT WALL

1. _____________
   - differentiation
   - metacognition

2. _____________
   - scaffolding
   - growth mindset

3. _____________
   - think aloud
   - design thinking

4. _____________
   - inquiry

5. _____________
   - Collaborative Learning

2021 Hidden Sparks
Unique Word Wall Examples

**Word Wall Examples**

The Word Wall Words
Retirement Home

A New Meaning to
Look Up that Word...
Unique Word Wall Examples

**WORD WALL EXAMPLES**

The Traveling Word Wall

Hallway Word Wall
Morphology
Morphology

The study of the internal structure of words, rules for combining parts of words to make complex words.

• Our knowledge of morphological rules allows us:
  • to understand words we have never encountered before.
  • to judge that words are impossible.
  • to create new words.

Morpheme

- free root (e.g. dog, happy, love)
- bound
  - root (e.g. nonchalant, squeamish, overwhelm)
  - affix
  - suffix (e.g. lovable, pinkish, slowly)
  - prefix (e.g. unhappy, reconfirm)
  - infix (e.g. Massa-friggin-chussets)
Morphology Instruction

• Looking for roots, prefixes and suffixes will add to students’ knowledge of words

• Teachers should use roots and affixes across various content areas

• Roots can be used on Word Walls or in personal dictionaries
When you learn one root you learn exponentially more! *struct: build*

- Type into the chat box all the words you can think of that have the root struct in it.

- Read what others have written and try not to duplicate.
<table>
<thead>
<tr>
<th>1. construct</th>
<th>26. destructively</th>
<th>51. nonstructural</th>
<th>76. structureless</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. constructed</td>
<td>27. destructiveness</td>
<td>52. obstruct</td>
<td>77. structures</td>
</tr>
<tr>
<td>3. constructor</td>
<td>28. destructor</td>
<td>53. obstructed</td>
<td>78. structuring</td>
</tr>
<tr>
<td>4. constructing</td>
<td>29. indestructibility</td>
<td>54. obstructor</td>
<td>79. substruct</td>
</tr>
<tr>
<td>5. construction</td>
<td>30. indestructible</td>
<td>55. obstructing</td>
<td>80. substruction</td>
</tr>
<tr>
<td>6. constructional</td>
<td>31. infrastructure</td>
<td>56. obstruction</td>
<td>81. substructure</td>
</tr>
<tr>
<td>7. constructionist</td>
<td>32. instruct</td>
<td>57. obstructionism</td>
<td>82. superstruct</td>
</tr>
<tr>
<td>8. constructive</td>
<td>33. instructed</td>
<td>58. obstructionist</td>
<td>83. superstruction</td>
</tr>
<tr>
<td>9. constructively</td>
<td>34. instructible</td>
<td>59. obstructive</td>
<td>84. superstructive</td>
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<tr>
<td>10. constructiveness</td>
<td>35. instructing</td>
<td>60. obstructively</td>
<td>85. superstructure</td>
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<td>11. constructivism</td>
<td>36. instruction</td>
<td>61. obstruct</td>
<td>86. technostructure</td>
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<td>37. instructional</td>
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<td>87. ultrastructure</td>
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<td>13. constructor</td>
<td>38. instructions</td>
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<td>67. reconstructive</td>
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<td>18. deconstructionist</td>
<td>43. instructress</td>
<td>68. restructure</td>
<td>93. unreconstructed</td>
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<td>19. deobstruct</td>
<td>44. macroinstruction</td>
<td>69. restructuring</td>
<td>94. unstructured</td>
</tr>
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<td>20. destruct</td>
<td>45. macrostructure</td>
<td>70. structural</td>
<td></td>
</tr>
<tr>
<td>21. destructibility</td>
<td>46. microinstruction</td>
<td>71. structuralism</td>
<td></td>
</tr>
<tr>
<td>22. destructible</td>
<td>47. microstructure</td>
<td>72. structuralize</td>
<td></td>
</tr>
<tr>
<td>23. destruction</td>
<td>48. misconception</td>
<td>73. structurally</td>
<td></td>
</tr>
<tr>
<td>24. destructionist</td>
<td>49. misinstruct</td>
<td>74. structure</td>
<td></td>
</tr>
<tr>
<td>25. destructive</td>
<td>50. misinstruction</td>
<td>75. structured</td>
<td></td>
</tr>
</tbody>
</table>
### Some Common Prefixes, Suffixes & Roots

<table>
<thead>
<tr>
<th>ante</th>
<th>before</th>
<th>mega</th>
<th>large</th>
<th>scope</th>
<th>view</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti</td>
<td>against</td>
<td>meter</td>
<td>measure</td>
<td>scriv</td>
<td>to write</td>
</tr>
<tr>
<td>audi</td>
<td>to hear</td>
<td>micro</td>
<td>small</td>
<td>semi, hemi</td>
<td>half</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>mid</td>
<td>middle</td>
<td>spect</td>
<td>to watch</td>
</tr>
<tr>
<td>bi</td>
<td>two</td>
<td>mono</td>
<td>one</td>
<td>struct</td>
<td>to build</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>multi</td>
<td>many</td>
<td>super</td>
<td>over</td>
</tr>
<tr>
<td>centi</td>
<td>hundred</td>
<td>ology</td>
<td>study of</td>
<td>tele</td>
<td>distant</td>
</tr>
<tr>
<td>co</td>
<td>with</td>
<td>photo</td>
<td>light</td>
<td>tract</td>
<td>to pull</td>
</tr>
<tr>
<td>dict</td>
<td>to day</td>
<td>port</td>
<td>to carry</td>
<td>tri</td>
<td>three</td>
</tr>
<tr>
<td>extra</td>
<td>more, beyond</td>
<td>pre</td>
<td>before</td>
<td>ultra</td>
<td>beyond</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>re</td>
<td>again</td>
<td>un</td>
<td>not</td>
</tr>
<tr>
<td>hydro</td>
<td>water</td>
<td>rupt</td>
<td>to break</td>
<td>uni</td>
<td>one</td>
</tr>
</tbody>
</table>
Partner/Group B reads column 2 aloud.

Everyone reads column 3 together aloud.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>MEANING</th>
<th>PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>granary</td>
<td>“a place for grain”</td>
<td>farmers filling the granary</td>
</tr>
<tr>
<td>statuary</td>
<td>“a collection of statues”</td>
<td>a group of statues in that statuary</td>
</tr>
<tr>
<td>library</td>
<td>“a place for books”</td>
<td>numerous books at the library</td>
</tr>
<tr>
<td>dictionary</td>
<td>“a place for words”</td>
<td>multiple words in the dictionary</td>
</tr>
<tr>
<td>glossary</td>
<td>“a collection of terms”</td>
<td>a glossary at the back of the textbook</td>
</tr>
<tr>
<td>apiary</td>
<td>“a place for bees”</td>
<td>an apiary filled with buzzing bees</td>
</tr>
<tr>
<td>topiary</td>
<td>“a collection of sculpted shrubs”</td>
<td>animal-shaped shrubs at the topiary</td>
</tr>
</tbody>
</table>
**Morph Mates**

<table>
<thead>
<tr>
<th>wonder</th>
<th>wondering</th>
<th>wonderful</th>
<th>wondered</th>
</tr>
</thead>
<tbody>
<tr>
<td>amble</td>
<td>ambling</td>
<td>ambled</td>
<td>ambulating ambulance</td>
</tr>
</tbody>
</table>

You are wondering how much longer until lunch.

After my surgery ambulating around the house was hard.
Closing

- MVP of the day
- Evaluations
### Upcoming Hidden Sparks Without Walls Sessions

| For Teachers | Weaving Social Emotional Learning into ELA Curricula  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20, 2021</td>
<td>Presented by: Lily Howard Scott</td>
</tr>
<tr>
<td>For Parents &amp; Teachers</td>
<td>Is it Typical? Understanding Child Development in the Elementary Years</td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>Presented by Dr. Rona Novick</td>
</tr>
</tbody>
</table>

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

212-767-7707 or sara@hiddensparks.org
Contact Presenter:
Hollis Dannaham
hdannaham@gmail.com

Contact Hidden Sparks:
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