

# 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.

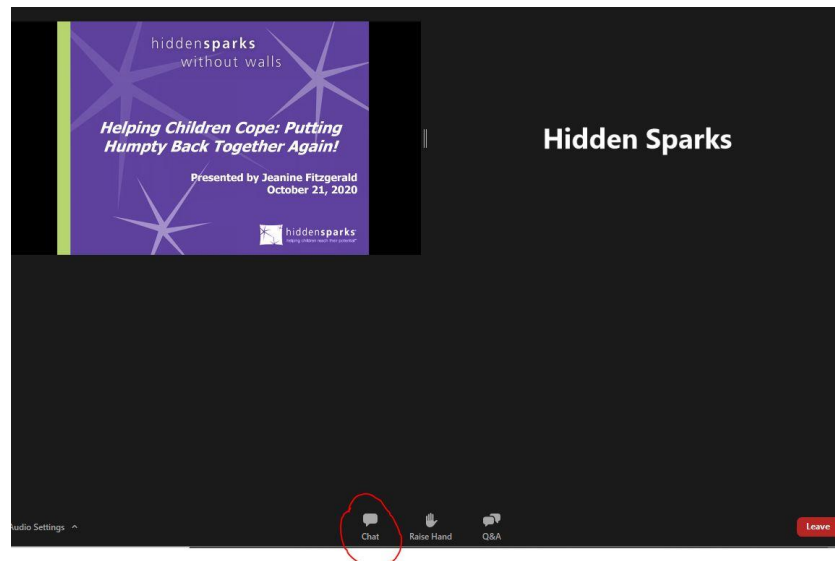
### Chat: Asking Questions & Sharing Thoughts

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 choose 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 Sparks programs to your school!***

hiddensparks  
without walls

# **Beyond the Workbook: Vocab Building Strategies**

**Presented by Hollis Dannaham  
March 9, 2021**



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helping children reach their potential™

## 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



**Research says...**

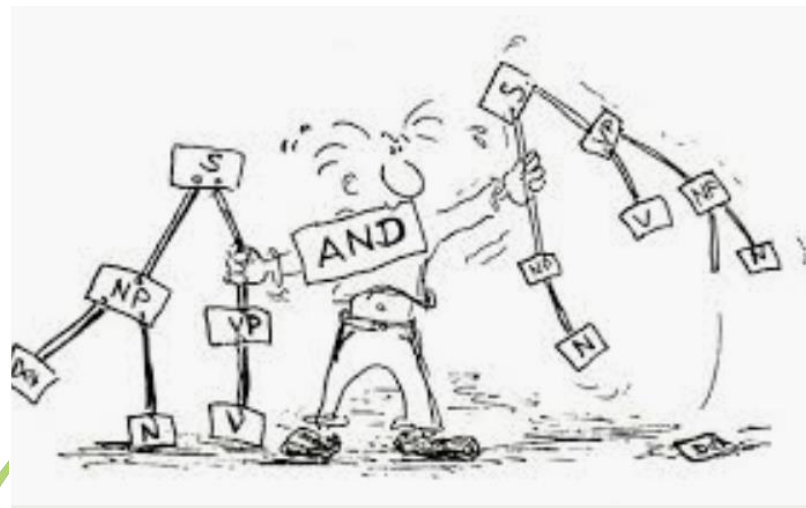


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# What the Research Says

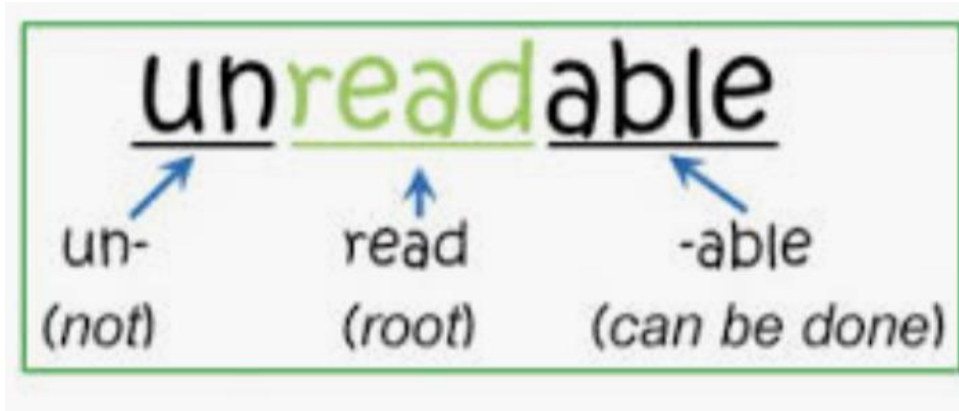
- Researchers have shown that reading comprehension difficulties are in large part due to students' challenges in understanding the academic language of school texts (Uccelli et al, 2015).
- Vocabulary and syntactic knowledge have been shown to account for the majority of individual differences in reading 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 than those who received only phonics. (M.K. Henry, 1989).



# 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



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## Why Teach Vocabulary

- ## 7. Impacts future income
- 
- 
- 2021 Hidden Sparks



# Ineffective Vocabulary Instruction

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

**The “*look up the word in a dictionary and write a sentence method*” is often ineffective because...**

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

# 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**

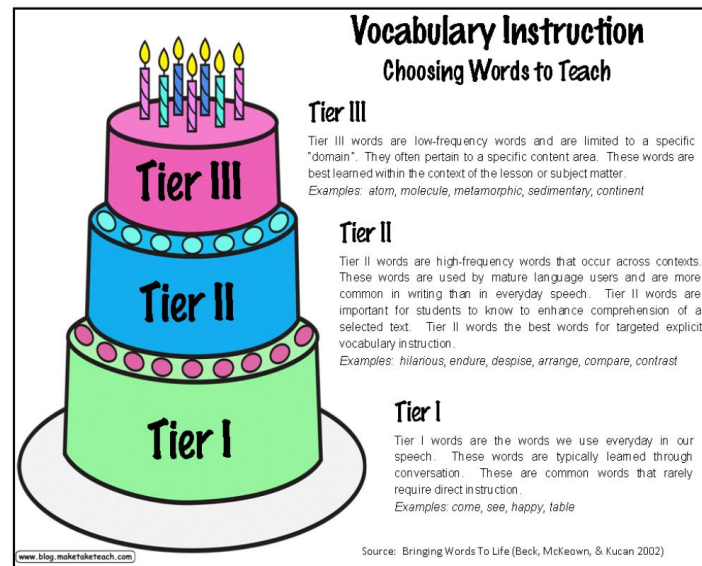
- Characteristic of mature language users
- Connections to other words & concepts
- Provides precision and specificity





# 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

biosphere	lithosphere	hydrosphere	atmosphere
plants	granite	icebergs	hydrogen
organisms	crust	water vapor	gases
humans	basalt	glaciers	oxygen
	mantle	oceans	

**Strategies - Activities - Organizers - Games**



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# Beck's Six Step Framework

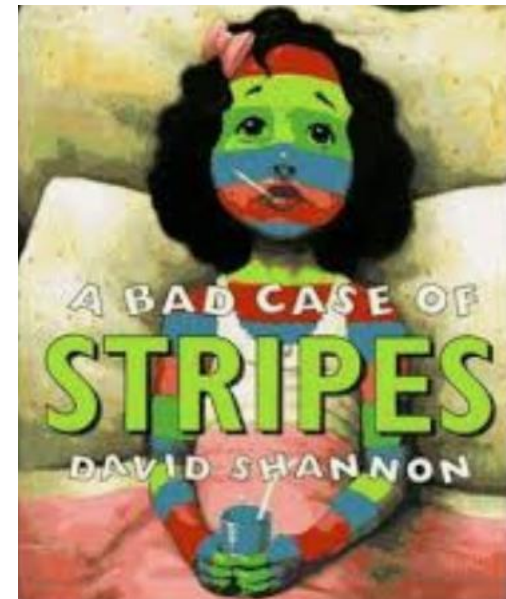
1. Contextualize the word
2. Explain the meaning
3. Students repeat the word
4. Teacher gives examples
5. Students provide examples
6. Students repeat the word

*Isabel L. Beck, Margaret G. McKee, 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*



# Text Talk - Deepening Understanding

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.

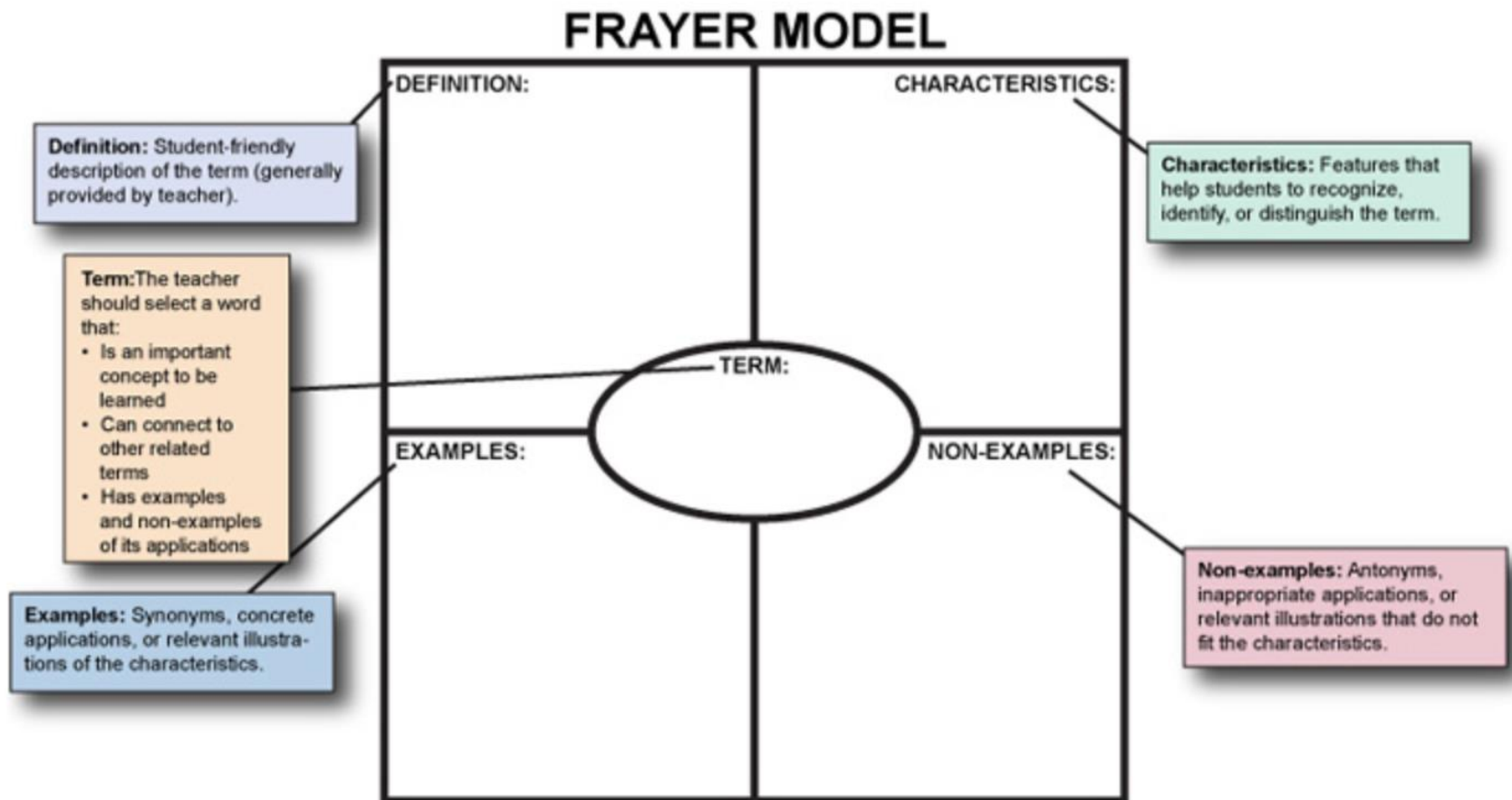


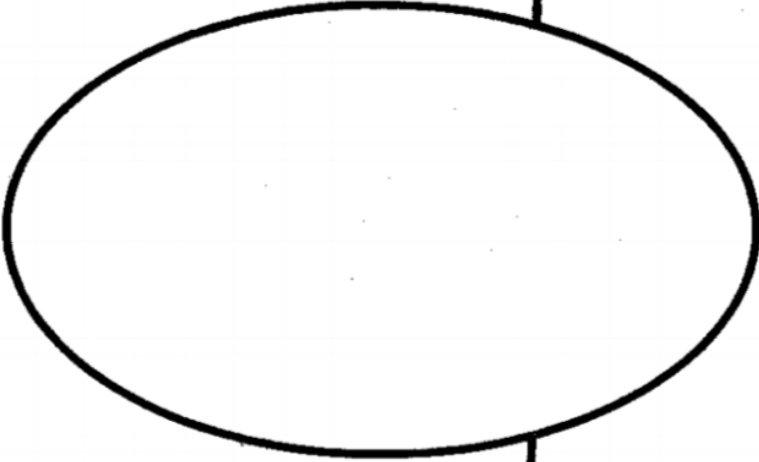
## Vocabulary Words: debate, defend, fallacy

### ***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	Picture
	<div>Characteristics</div> <div>Examples</div>



## 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)

Word  <b>soothing</b>	Examples  <b>music, a bath, a nap</b>
Definition  <b>comforting offering relief</b>	Non-Examples  <b>Tests, loud noises, being called on</b>

## SLuR Vocabulary Strategy

S= SOUNDS like...  
L= LOOKS like...  
R= REMINDS me of...

Word and Definition:	Sounds
Looks	Reminds
Word and Definition:	Sounds
Looks	Reminds

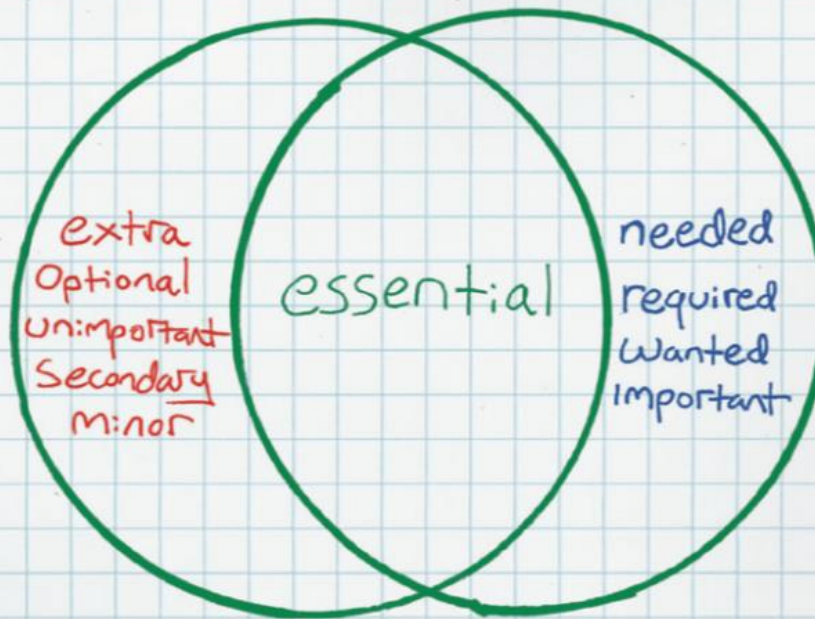
**Imperialism -**  
the policy of extending the authority of one nation over foreign lands (creating an empire)





antonyms

Synonyms



Freedom of Speech is an essential  
Right of Citizenship.

# Classifying and Categorizing

Type of Ecosystem:	
	
	

Type of Ecosystem:	
Sahara, Arabian, Gobi	Living conditions are hostile for most plant and animal life
An area that receives very little precipitation	The climate ranges from very hot and dry to very cold

TOPIC: Desert

<p>A—B</p> <p>arid</p> <p>barren</p>	<p>C—D</p> <p>cactus</p> <p>dry</p>	<p>E—F</p>
<p>G—H</p> <p>granules</p>	<p>I—J</p> <p>irrigation</p> <p>iguana</p>	<p>K—L</p> <p>lizards</p> <p>Komodo dragon</p>
<p>M—N</p> <p>mirage</p>	<p>O—P</p>	<p>Q—R</p>
<p>S—T</p>	<p>U—V</p>	<p>W—X</p>
<p>Y—Z</p>		

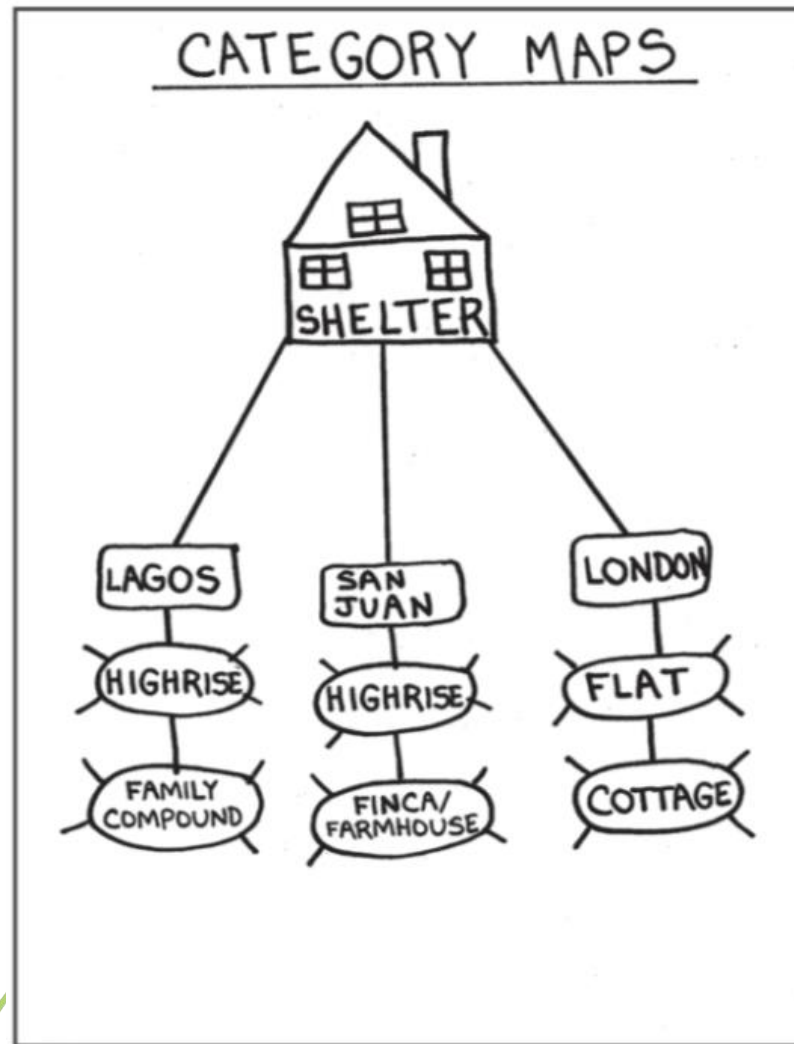
Adapted From:  
Frey, N. & Fisher, D. (2009)

## A Category Map Describing Characteristics of Humans, Felines, and Equines

Characteristics	Humans	Felines	Equines
<b>Habitat</b>	<i>Live in shelters</i>	<i>Live in shelters</i>	<i>Live in shelters and outdoors</i>
<b>Food</b>	<i>Omnivore</i>	<i>Carnivore</i>	<i>Vegetarian</i>
<b>Family Grouping</b>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<b>Use of Tools</b>	<i>Yes</i>	<i>Occasional</i>	<i>No</i>
<b>Social Behavior</b>	<i>Live in colonies</i>	<i>Live in family groups</i>	<i>Live in herds</i>
<b>Logical Thinking</b>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>



# Student Example



Emotions	Winning a ball game	Having an argument with a friend	Going on a school trip	Getting caught in a thunderstorm	Breaking up with a girl/ boyfriend
Happy					
Sad					
Afraid					
Proud					
Excited					
Elated					
Despondent					

# **Context Clues**



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Words	My definition before reading	My definition after reading	The context clues I used	How my two definitions compare to each other

Adapted from:  
Allen, J. (2007)



## **Being Specific With Words**



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Name \_\_\_\_\_

Date 1/12/15

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

Name \_\_\_\_\_

Date 2/10/15

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.

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

To shout is  
louder than to  
say.

Say  
I normally  
say, "An apple a  
day keeps the doctor  
away."

To say is louder  
than to whisper

whisper  
Mama 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

Name \_\_\_\_\_ Date \_\_\_\_\_



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


**Words**


From Jerry L. Johns and Susan Davis Lenski, *Improving Reading: Interventions, Strategies, and Resources* (5th ed.). Copyright © 2010 Kendall Hunt Publishing Company (800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes.



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helping children  
reach their potential

# Order these words by degree in the Chat

1. Adequate

2. Smart

3. Bright

4. Simple

5. Wise

boiling ↔ hot ↔ warm ↔ tepid ↔ cool ↔ cold ↔ freezing

	warm	warmer	warmest
	cold	icy	freezing




### Student Examples:




# Kate Garnett's Game - Excuse Me

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

**FAMILY CARDS**

<b>Definition:</b> 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 _____.	<i>(Drawing of shooting star, with people staring up at it -- arrow pointing to meteor)</i>
A _____ burns brightly in the sky as it rubs against the air around the earth.	

kgarnett@hunter.cuny.edu 5

TARGET □

meteor

FAMILY  
CARDS □

**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

## 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

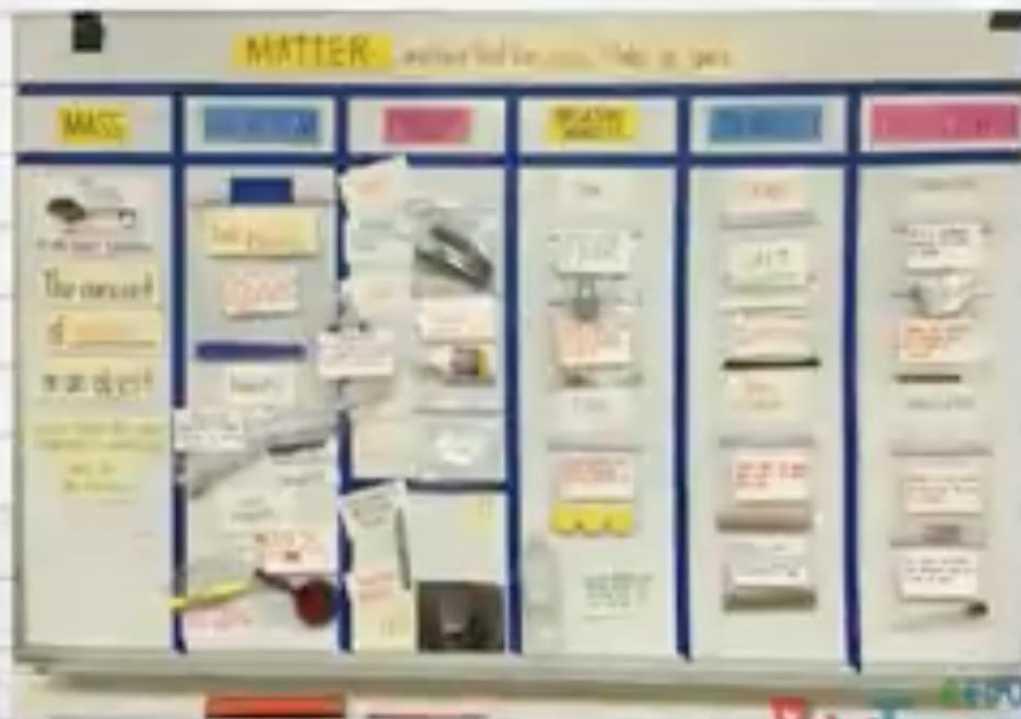
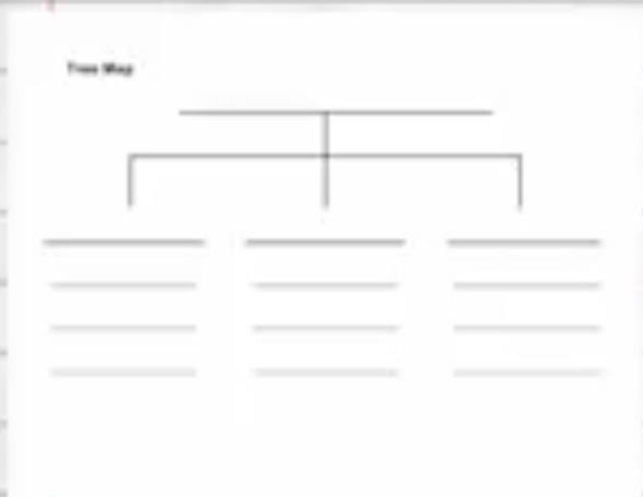


# **Interactive Word Walls**



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# Resemble Graphic Organizers



# Resemble Graphic Organizers

T. Chart

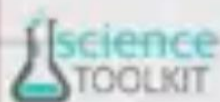

The photograph shows a blue bulletin board with a title 'Electrical Energy' at the top. Below the title, there are two main sections. The left section is titled 'Allows' and contains a large yellow sticky note labeled 'Conductor'. Below this, there are smaller yellow sticky notes labeled 'Water' and 'Metal'. There are also small objects pinned to the board, including a coin and a small metal object. The right section is titled 'Prevents' and contains a large yellow sticky note labeled 'Insulator'. Below this, there are smaller yellow sticky notes labeled 'Wood', 'Rubber', 'Plastic', 'Glass', and 'Other'. There are also small objects pinned to the board, including a pencil, a rubber band, and a small glass object. At the bottom of the board, there are several small objects, including a bottle of water, a pair of glasses, and a small object.

science  
TOOLKIT

EDU  
Toon



# Resemble Data Tables

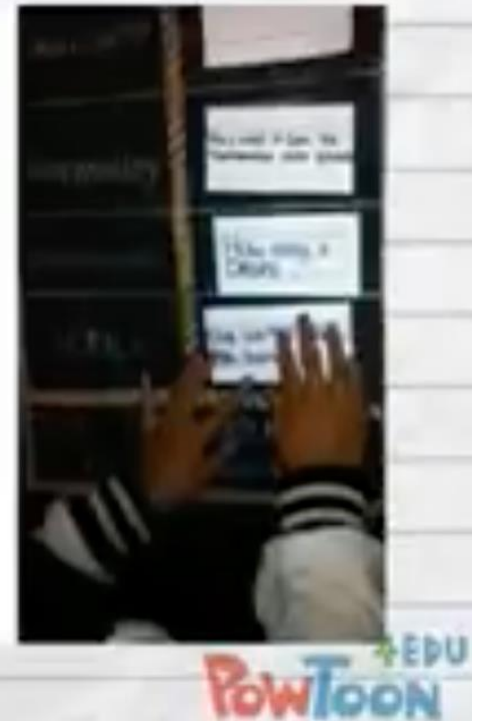
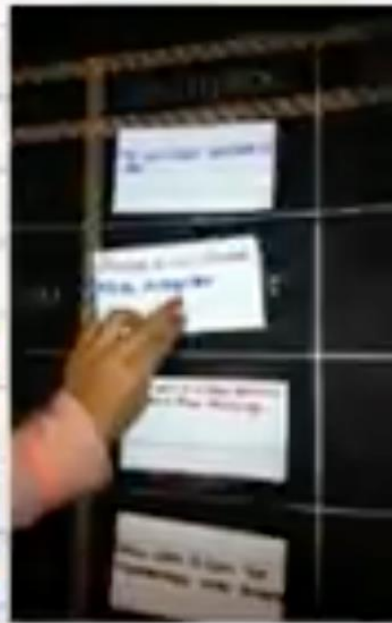
Properties of Soil				
Soil Properties				
Soil Type	Color	Texture	Water Retention	Plant Growth
Dark Soil	Brown	Smooth	25m	Yes
Sand	Light Brown	Rough	22m	Yes
Gravel	White	Rough	4m	No
Clay	Gray	Smooth	1m	No



# Strategically target academic vocabulary



# Are student generated





# Mind Reader - Activity

## WORD/CONCEPT WALL

1. \_\_\_\_\_

*differentiation*

*metacognition*

2. \_\_\_\_\_

*scaffolding*

*growth mindset*

3. \_\_\_\_\_

*think aloud*

*design thinking*

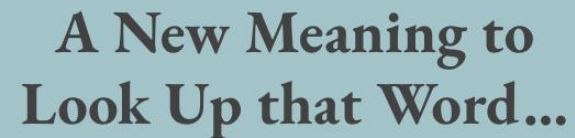
4. \_\_\_\_\_

*inquiry*

*Collaborative Learning*

5. \_\_\_\_\_

## WORD WALL EXAMPLES



## WORD WALL EXAMPLES





# **Morphology**

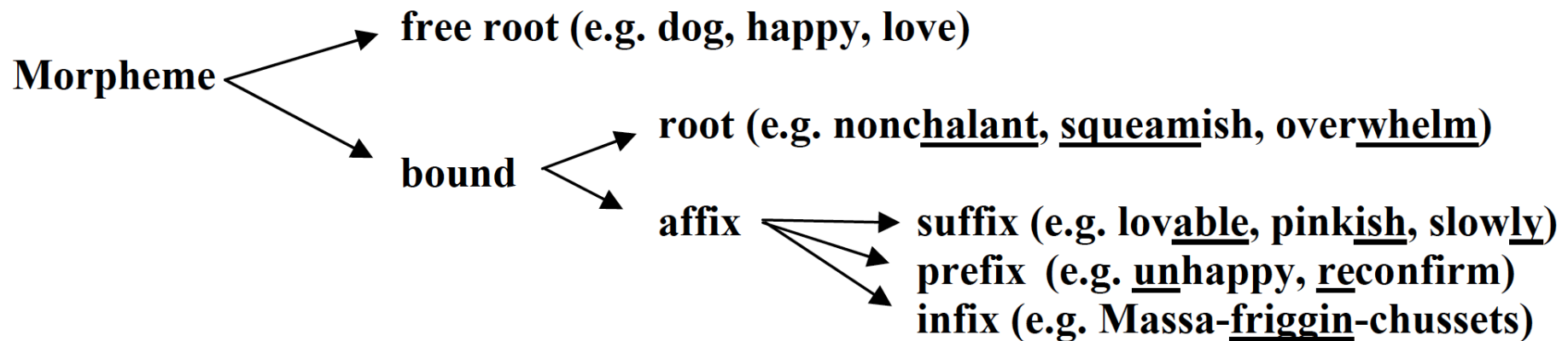


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# Morphology

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.



# 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.



1. construct	26. destructively	51. nonstructural	76. structureless
2. constructed	27. destructiveness	52. obstruct	77. structures
3. constructor	28. destructor	53. obstructed	78. structuring
4. constructing	29. indestructibility	54. obstructer	79. substruct
5. construction	30. indestructible	55. obstructing	80. substruction
6. constructional	31. infrastructure	56. obstruction	81. substructure
7. constructionist	32. instruct	57. obstructionism	82. superstruct
8. constructive	33. instructed	58. obstructionist	83. superstruction
9. constructively	34. instructible	59. obstructive	84. superstructure
10. constructiveness	35. instructing	60. obstructively	85. superstructure
11. constructivism	36. instruction	61. obstructor	86. technostucture
12. constructivist	37. instructional	62. preinstruct	87. ultrastructure
13. constructor	38. instructions	63. reconstruct	88. unconstructive
14. constructure	39. instructive	64. reconstructed	89. understructure
15. deconstruct	40. instructively	65. reconstruction	90. uninstructed
16. deconstruction	41. instructor	66. reconstructionism	91. uninstructive
17. deconstructionism	42. instructorship	67. reconstructive	92. unobstructed
18. deconstructionist	43. instructress	68. restructure	93. unreconstructed
19. deobstruct	44. macroinstruction	69. restructuring	94. unstructured
20. destruct	45. macrostructure	70. structural	
21. destructibility	46. microinstruction	71. structuralism	
22. destructible	47. microstructure	72. structuralize	
23. destruction	48. misconstruction	73. structurally	
24. destructionist	49. misinstruct	74. structure	
25. destructive	50. misinstruction	75. structured	

[www.onelook.com](http://www.onelook.com)

Templeton





# SOME COMMON PREFIXES, SUFFIXES + ROOTS

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



Read across  
each row.  
Partner/Group  
A reads  
column 1  
aloud.

Partner/Group B  
reads column 2  
aloud.

## Latin suffix -ary

TABLE 1

Everyone reads  
column 3  
together aloud.

EXAMPLE	MEANING	PHRASE
granary	"a place for grain"	farmers filling the <b>granary</b>
statuary	"a collection of statues"	a group of statues in that <b>statuary</b>
library	"a place for books"	numerous books at the <b>library</b>
dictionary	"a place for words"	multiple words in the <b>dictionary</b>
glossary	"a collection of terms"	a <b>glossary</b> at the back of the textbook
apiary	"a place for bees"	an <b>apiary</b> filled with buzzing bees
topiary	"a collection of sculpted shrubs"	animal-shaped shrubs at the <b>topiary</b>

# Morph Mates

*wonder*

*wondering  
wonderful  
wondered*

*amble*

*ambling  
ambled  
ambulating  
ambulance*

*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

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

**If you are interested in bringing  
Hidden Sparks  
to your school or city, please contact us:  
[212-767-7707](tel:212-767-7707) or [sara@hiddensparks.org](mailto:sara@hiddensparks.org)**



# Contacting Hidden Sparks

## Contact Presenter:

Hollis Dannaham

hdannaham@gmail.com

## Contact Hidden Sparks:

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[news@hiddensparks.org](mailto:news@hiddensparks.org) (212) 767-7707

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