Actively Processing Vocabulary with the Frayer Model
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Objectives for Today’s Session

- Learn how to use a Frayer model to help students actively process essential words.
- Provide us with feedback on this PD session so we can improve it for teachers in other schools next year.
- Understand your role in the Middle School Matters project this semester.
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>4:15 – 5:00</td>
<td>Frayer model</td>
</tr>
<tr>
<td>5:00 – 5:15</td>
<td>Planning time</td>
</tr>
<tr>
<td>5:15 – 5:30</td>
<td>Share out; Discuss research-related tasks for the semester</td>
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Helpful Materials for Today

- Strategy Guide
  - Frayer Model → p. 6
- Frayer model template
  - 1 copy for today
  - 1 master copy
- Student cue cards

- PPT slides/notes packet
- Sample script/lesson
- Evaluation survey
- Copy of consent form
  - (if applicable)
Why we’re here…

- Learn about Frayer models and how they can help students improve their understanding of important words

- Obtain your feedback so PD can be improved for other teachers
During our Last Session...

**Essential Words Routine:**

Teachers pre-teach the meanings of important words using a simple graphic organizer and routine.

### interact (interactuar)

When two or more things have an effect on one another

**Synonyms:**
- connect, influence, act together

### Example Sentences

1. One way to learn a foreign language is to **interact** with native speakers of that language.
2. The garden produced a lot of vegetables when it **interacted** with plenty of sunlight, rain, and warm temperatures.

### Turn and Talk

1. Tell your partner about a time when you **interacted** with someone and it influenced you in a positive way.
2. Tell your partner about how two animals **interact** in an ecosystem.

https://greatmiddleschools.org/toolkits/reading/vocabulary-maps/
How is it done? (A reminder)

How is it done?

**Step 1:** Teachers select the most essential words students need to know for the unit or the passage they are about to read.

**Step 2:** Teachers prepare a graphic organizer, called a “vocabulary map,” for each word.

**Step 3:** Teachers show the vocabulary map to students and use it as a guide to present important information about each word.

**Example Sentences**
1. Max’s perspective on going to the swim party changed when he found out that his friends weren’t going.
2. The Diary of Anne Frank describes what it was like during World War II from the perspective of a 13-year-old Jewish girl living in the Netherlands.

**Turn and Talk**
1. Tell your partner one way that you have a different perspective from someone in your family.
2. How do you think Anne Frank’s perspective of World War II is different from a soldier’s perspective?

https://greatschools.org/teach/teaching-vocabulary-maps
Why is it helpful? (A reminder)

- Activates students’ background knowledge to increase comprehension
- Prepares students for learning new information
- Provides the “velcro” for new information to “stick to”
Feedback: How did this go?

- Did the graphic organizer help you deliver explicit instruction relatively quickly?
- Did students retain the meaning of words?
- Were there some words that students needed to practice more?
How do we help students actively process words?
One Solution: The Frayer Model

The Frayer Model helps:
- Facilitate deep discussions about the word or concept
- Develop sophisticated content knowledge
- Contextualize words
- Actively process information
- Experience multiple exposures to words

<table>
<thead>
<tr>
<th>Definition</th>
<th>People moving from one place, region, or country to another</th>
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</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td></td>
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</tbody>
</table>
- Involves major change (long distance or large group)
- Could be forced by natural disaster, economy, or warfare
- Could be choice
- Permanent or semi-permanent, not temporary

<table>
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<tr>
<th>Examples</th>
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</table>
- Moving from Der el Salam in Tanzania to Zanzibar
- Moving from rural areas in the southern United States to cities in the north

<table>
<thead>
<tr>
<th>Nonexamples</th>
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</table>
- People staying in one place all their lives
- Geese flying from Canada to Mexico
- Driving from home in the suburbs to a job in the city
Consistent with evidence-based practices for explicit vocabulary instruction and meta-analysis supporting the use of graphic organizers.

ELLs: Experimental studies examining the effectiveness of interventions designed to build vocabulary indicate that research-based strategies used with first-language learners are effective with second-language learners.

(Calderon, August, Slavin, Duran, Madden, & Cheung, 2005, p. 117).
Key Differences Between the Practices

**Essential Words Routine**
- Teacher-developed and presented to students in direct instruction.
- Purpose is to provide a first exposure to the words and enhance background knowledge before reading or learning new information.

**Frayer Model**
- Eventually, student-developed in small groups or independently. (Note: Teacher will first have to explicitly show students how to use the Frayer model before independent practice.)
- Purpose is to provide deeper understanding of complex words or concepts (therefore, used AFTER essential words routine)
- Use with only one or two words from those taught using the Essential Words Routine. THE MOST IMPORTANT CONCEPTS
## The Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Description/Criteria</th>
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</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>Student-friendly definition of the term</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Features that help students to recognize, identify, or distinguish the term</td>
</tr>
<tr>
<td>Examples</td>
<td>Concrete applications, or relevant illustrations of the characteristics of the term</td>
</tr>
<tr>
<td>Nonexamples</td>
<td>Inappropriate applications, or relevant illustrations that do not fit the characteristics</td>
</tr>
</tbody>
</table>
### Use Student-Friendly Definitions

<table>
<thead>
<tr>
<th>Word</th>
<th>Dictionary Definition</th>
<th>Student-Friendly Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering</td>
<td>Showing great care and concern</td>
</tr>
<tr>
<td>Physical Property</td>
<td>A characteristic of matter that may be observed and measured without changing the chemical identity of a sample</td>
<td>Something that can be changed physically without changing chemically</td>
</tr>
<tr>
<td>Rule</td>
<td>Exercise ultimate power over another (an area and its people)</td>
<td>Control; dominate</td>
</tr>
</tbody>
</table>
Characteristics of Compassion

To show compassion, someone must:
- Be thoughtful
- Be kind
- Be helpful
- Give to those in need
- Take care of people when they are in need
Characteristics of *Physical Property*

Something is a physical property if it:

- Can be measured
- Describes an object
- Includes information that can be observed without changing the matter into something else
Characteristics of Rule

To rule, someone must:
- Dominate someone else
- Tell people in an area what they have to do by force
- Take control and ignore others’ opinions
Examples of Compassion

Giving food to the hungry; comforting sick children
Nonexamples of Compassion

Greeting or welcoming others

Sacking groceries
Examples of *Physical Property*

Color, Texture, State (solid, liquid, gas), Boiling Point
Nonexamples of *Physical Property*

- The way a material behaves in a chemical reaction
- Chemical properties
- Something that can be observed only when a substance changes into a different substance
Example of *Rule*

The military threatening to hurt others if they don’t do what they are told
Nonexamples of Rule

A teacher disciplining a class; A soccer coach telling his team how to play; A city leader elected by citizens
Using the Frayer Model in Class
Initial Instruction is heavily teacher-directed.

- **Modeling**: If the teacher hasn’t done so already, he/she will need to explicitly teach what information should go in each section.

- **Discussion**: How to use textbooks and other subject-matter materials to generate and discuss the information for each section.

**NOT INTENDED AS A WORKSHEET FOR HOMEWORK**

***See sample script as a resource***
Guided Practice

Video Credits:
Texas Adolescent Literacy Academies
Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin

Guided Practice with the Frayer Model
2:05
Eventually, Independent Practice

Video Credits:
Texas Adolescent Literacy Academies
Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin

Independent Practice with the Frayer Model
2:07
Think-Pair-Share Example (ELA/SS)

Video on YouTube: https://www.youtube.com/watch?v=7Y2x-3Im9IU
Planning Time
Your Task

- Think of one key word or concept you know you’ll be teaching this semester

- Fill out the Frayer model as your “answer key”

- How will you model this for students the first time?
What Did You Come Up With?

SHARE OUT TO WHOLE GROUP
Toolkit

Using Frayer Models to Actively Process Words

https://GreatMiddleSchools.org/FrayerModel
Research Tasks

- Implementing the strategy and providing feedback to us
- Spring assessment/data collection
- End-of-year surveys
Support Opportunities

- Diane Stegall, MSM Coach, diane.stegall1@gmail.com
- PLC discussions
- Coaching
THANK YOU!!! You are helping us figure out the best way to teach this strategy in the REAL WORLD.

1. Please complete the evaluation survey
2. Turn in & receive CPE certificate