

Actively Processing Vocabulary with the Frayer Model

January 31, 2019

San Angelo ISD

About

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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

Time	Topic
4:15 – 5:00	Frayer model
5:00 – 5:15	Planning time
5:15 – 5:30	Share out; Discuss research-related tasks for the semester

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

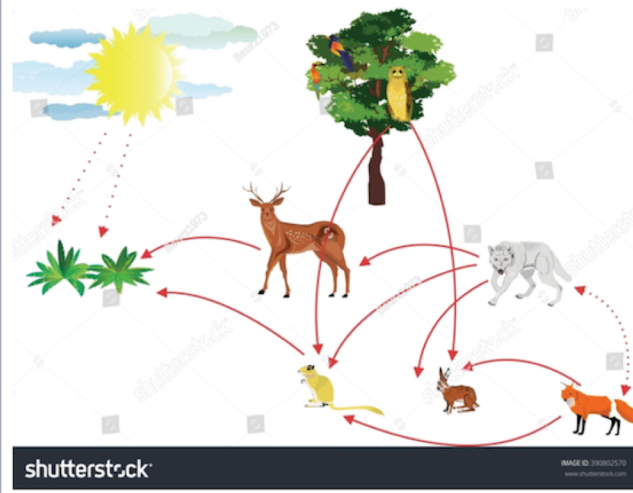
During our Last Session...

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.

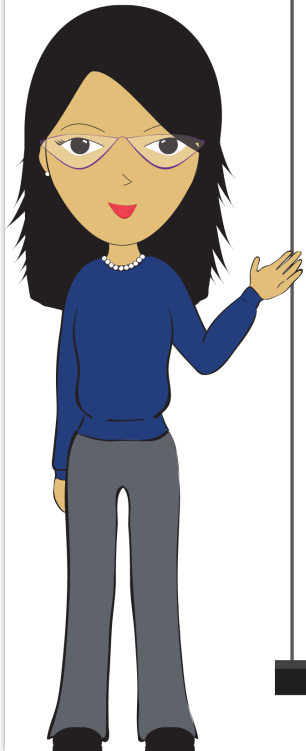
Turn and Talk

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.

Essential Words Routine:

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

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.

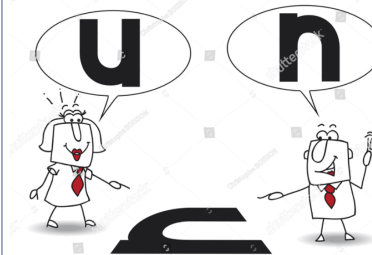
Step 2: Teachers prepare a graphic organizer, called a “vocabulary map,” for each word.

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

perspective (*perspectiva*)

A way of looking at things or thinking about something; “walking in someone else’s shoes”

Synonyms:
point of view, interpretation, opinion



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://greatmiddleschools.org/toolkits/reading/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"



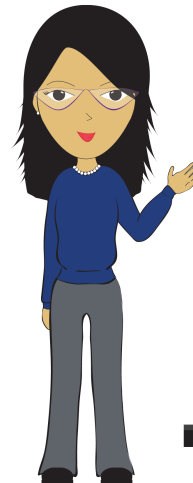
Feedback: How did this go?

- 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



Definition	Characteristics
People moving from one place, region, or country to another	<ul style="list-style-type: none">• 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
human migration	
<ul style="list-style-type: none">• Moving from Der el Salam in Tanzania to Zanzibar• Moving from rural areas in the southern United States to cities in the north	<ul style="list-style-type: none">• 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
Examples	Nonexamples

Research Base

- 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

Fray 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

Component	Description/Criteria
Definitions	Student-friendly definition of the term
Characteristics	Features that help students to recognize, identify, or distinguish the term
Examples	Concrete applications, or relevant illustrations of the characteristics of the term
Nonexamples	Inappropriate applications, or relevant illustrations that do not fit the characteristics

Use Student-Friendly Definitions

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

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

Introduction to Students

- 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

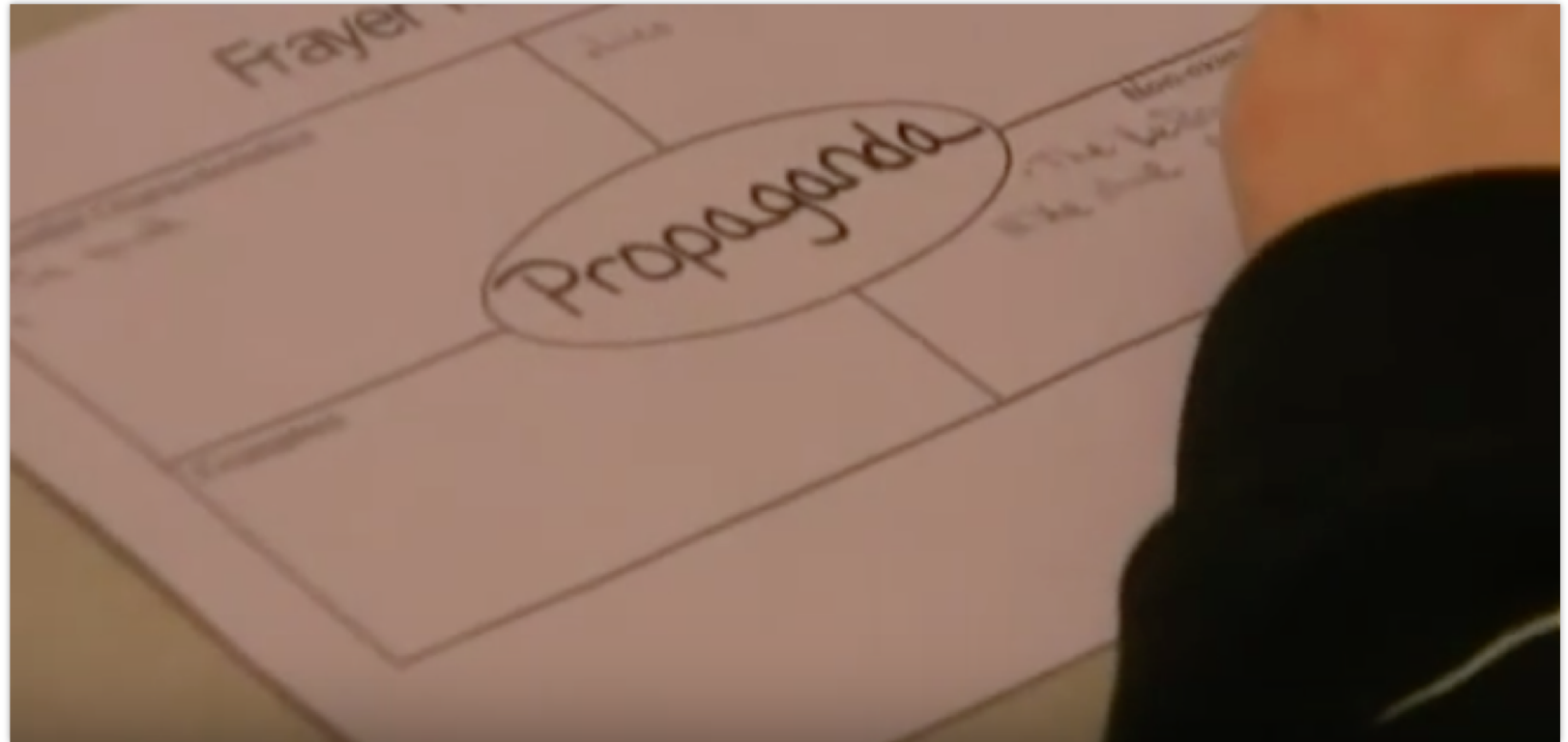
***Independent
Practice with the
Frayer Model***

2:07

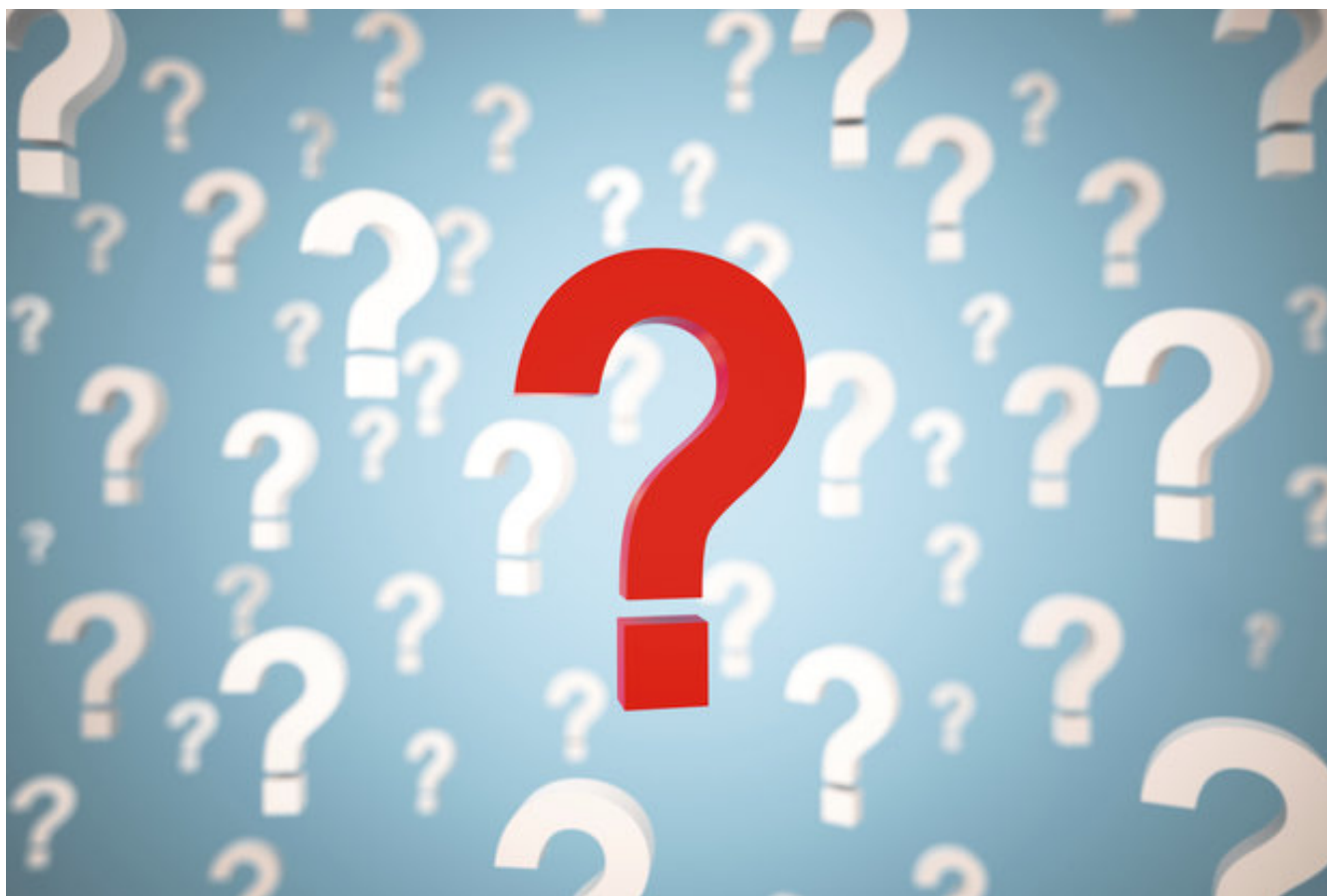


Think-Pair-Share Example (ELA/SS)

Video on YouTube:
<https://www.youtube.com/watch?v=7Y2x-3Im9IU>



Questions?



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

Conclusion

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