

Unit 2: Vocabulary Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 3: Generating Examples and Nonexamples

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Participant Notes



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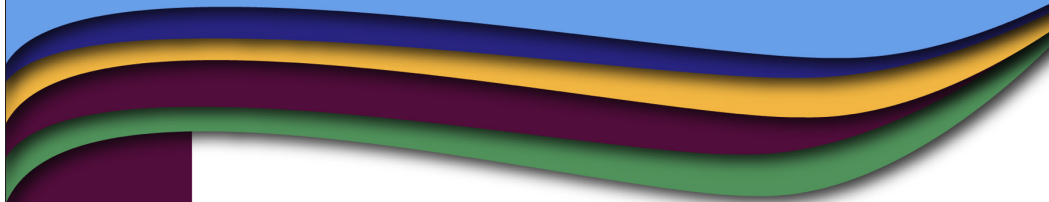
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Module 3: Generating Examples and Nonexamples

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Vocabulary Instructional Routines

Module	Title
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples



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Objectives

- Recognize the importance of providing students with clear examples and nonexamples to deepen understanding of unfamiliar words.
- Use a Frayer Model framework to provide examples and nonexamples of vocabulary words.
- Plan for providing, or teaching students to generate, examples and nonexamples within the vocabulary teaching routine in an upcoming lesson.

(Frayer, Frederick, & Klausmeier, 1969)

Understanding When and How to Use a Word

Students who receive vocabulary instruction that provides more contextual information and word relationships outperform students who receive only definitional information.

(Baumann & Kame'enui, 1991; Blachowicz & Fisher, 2000; Stahl & Fairbanks, 1986)

Understanding When and How to Use a Word (cont.)

English language learners benefit from instruction that shows how words can be grouped in meaningful ways, including synonyms, antonyms, and word family associations.

(Echevarria, Vogt, & Short, 2004; Grognet, Jameson, Franco, & Derrick-Mescua, 2000)

Brief vs. Expanded Instructional Routine for Vocabulary

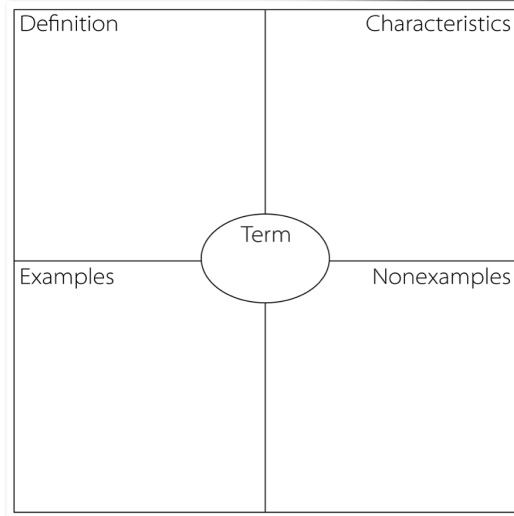
Brief Routine

1. Selecting the words to teach
2. Pronouncing and defining the words

Expanded Routine

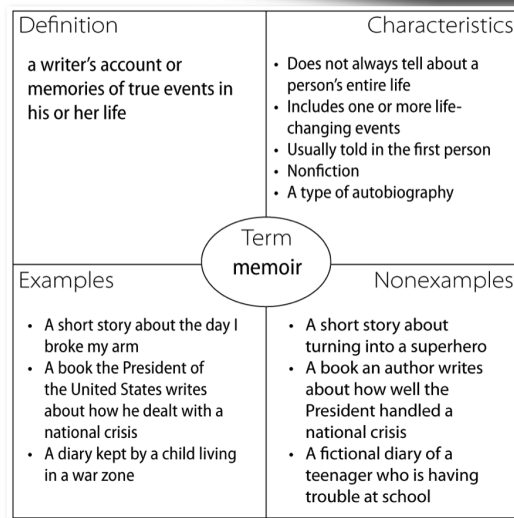
1. Selecting the words to teach
2. Pronouncing and defining the words
3. Generating examples and nonexamples

Teaching Students to Generate Examples and Nonexamples Using the Frayer Model



(Frayer et al., 1969)

Frayer Model: Modeling Phase: *I Do*

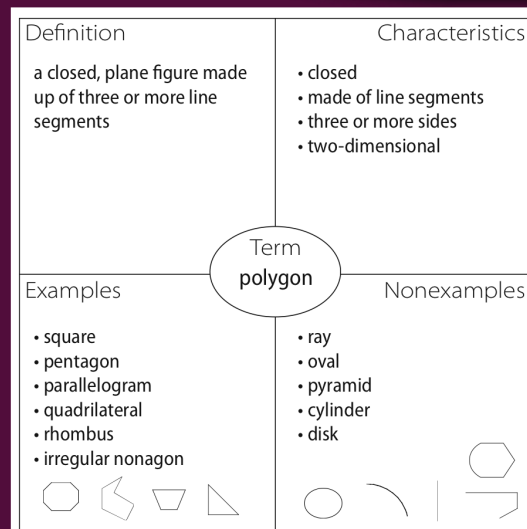


(Frayer et al., 1969)

Making Examples and Nonexamples Useful

- Closely related to topic and characteristics
- Synonyms and antonyms
- Concrete
- Personally or culturally relevant

Fruyer Model: Teacher-assisted Phase: *WE Do*



(Fruyer et al., 1969)

Frayer Model: Science and Social Studies Samples



<p>Definition</p> <p>a characteristic of matter that can be seen, felt, heard, smelled, or tasted</p>	<p>Characteristics</p> <ul style="list-style-type: none"> • can be measured • describes an object • information that can be observed without changing the matter into something else
<p>Examples</p> <ul style="list-style-type: none"> • color • texture • state (solid, liquid, gas) • boiling point • odor 	<p>Nonexamples</p> <ul style="list-style-type: none"> • the way a material behaves in a chemical reaction • chemical properties • can be observed only when one substance changes into a different substance • flammability

Term
physical
property

<p>Definition</p> <p>people moving from one place, region, or country to another</p>	<p>Characteristics</p> <ul style="list-style-type: none"> • involves a major change (long distance or large group) • could be forced by natural disaster, economy, warfare • could be a choice because someone wants a different climate, job, or school • permanent or semi-permanent, not temporary
<p>Examples</p> <ul style="list-style-type: none"> • move from Dar el Salam in Tanzania to Zanzibar • people many years ago walking/floating across the Bering Strait from Russia to North America • people moving from rural areas in the southern United States to cities in the North 	<p>Nonexamples</p> <ul style="list-style-type: none"> • people staying in one place all their lives • geese flying from Canada to Mexico • someone from El Paso, Texas, going to Juarez, Mexico, for the day • driving from a home in the suburbs to a job in the city

Term
human
migration

(Frayer et al., 1969)



Frayer Model: Peer-assisted Phase: *WE Do*



Definition	Characteristics
Examples	Nonexamples

Term
adolescent

(Frayer et al., 1969)



Frayer Model: Independent Practice: *YOU Do*



- Review the pronunciation and student-friendly definition of the word.
- Have students use their text or lesson materials to complete selected sections of the Frayer Model.
- Discuss answers with the class.

(Frayer et al., 1969)

Scaffolding



- Provide additional examples and nonexamples of concepts, as needed, to support student understanding.
- Always make sure the students have encountered the word and built some conceptual knowledge about it before using the Frayer Model.
- Frequently remind students about characteristics of appropriate examples and nonexamples.
- Try using pictures or manipulatives for examples/nonexamples.
- Return to *I Do*/corrective feedback whenever it is clear that students do not understand the word/concept well enough.

(Frayer et al., 1969)

Providing Examples and Nonexamples to Students

- To clarify and deepen students' understanding of words
- To teach the meanings of the examples and nonexamples of a concept

Providing Examples and Nonexamples to Students (cont.)

The word *polygon* means “a closed, plane figure made of three or more line segments.”

- An **example** of a polygon is a parallelogram.

A parallelogram looks like this:



- A **nonexample** of a polygon is an oval.

An oval looks like this:



Summary

- Recognize the importance of providing students with clear examples and nonexamples to deepen understanding of unfamiliar words.
- Use a Frayer Model framework to identify characteristics, examples, and nonexamples of vocabulary words.
- Plan for providing, or teaching students to generate, examples and nonexamples within the vocabulary teaching routine in an upcoming lesson.

Apply the Vocabulary Routine

- Preview the text, looking for challenging words that students must know in order to comprehend the text.
- Select both academic and content-specific words that should be directly taught.
- Identify chunks to prepare to pronounce multisyllable words.
- Write student-friendly definitions for the words.
- Identify characteristics, examples, and nonexamples of the words.
- Provide the examples and nonexamples or teach students to use the Frayer Model to generate them.

(Frayer et al., 1969)

