

# Unit 2: Vocabulary Instructional Routines

## Module 3: Generating Examples and Nonexamples

# Vocabulary Instructional Routines



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



# 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

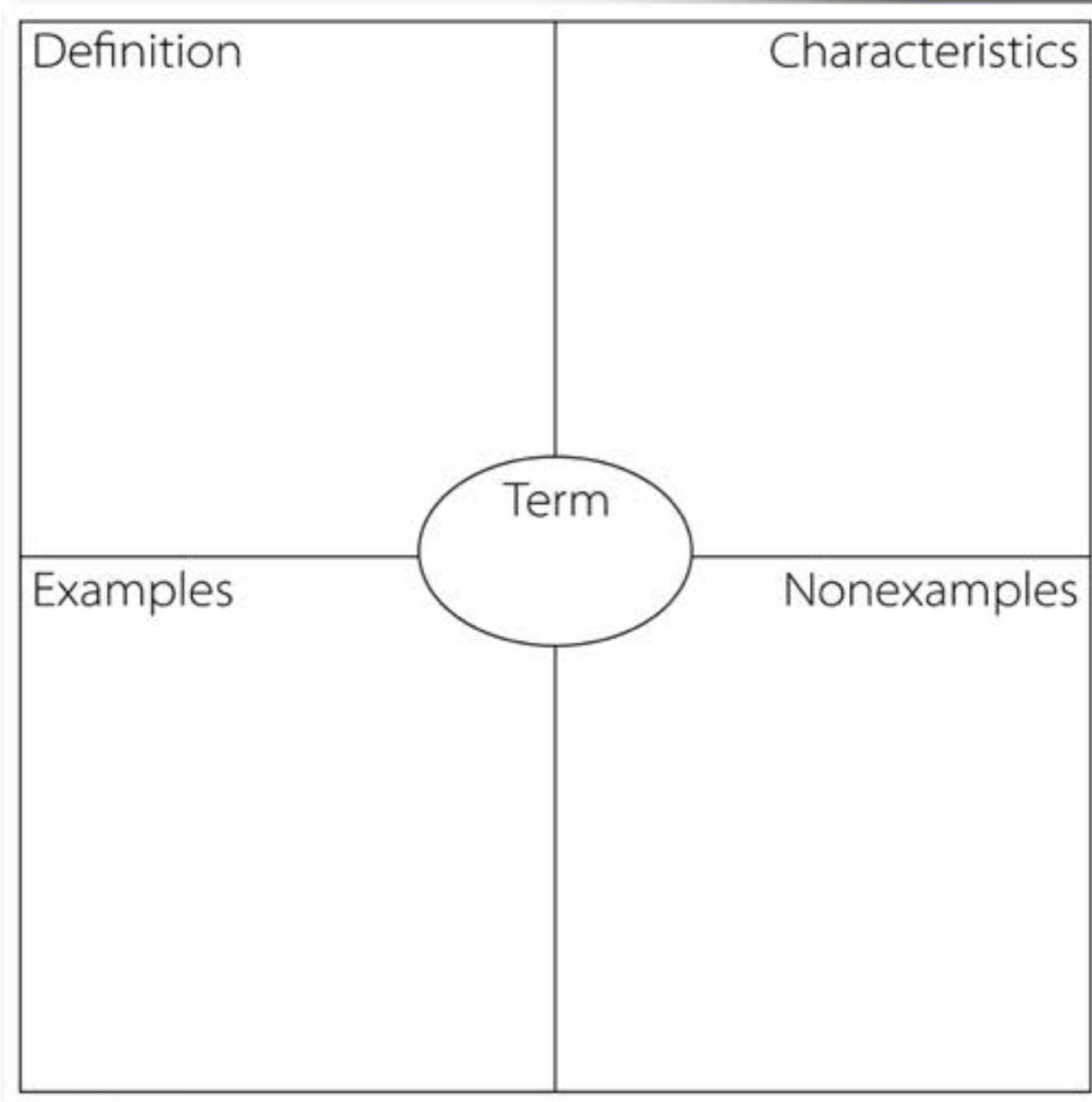
## Brief Routine

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

## Expanded Routine

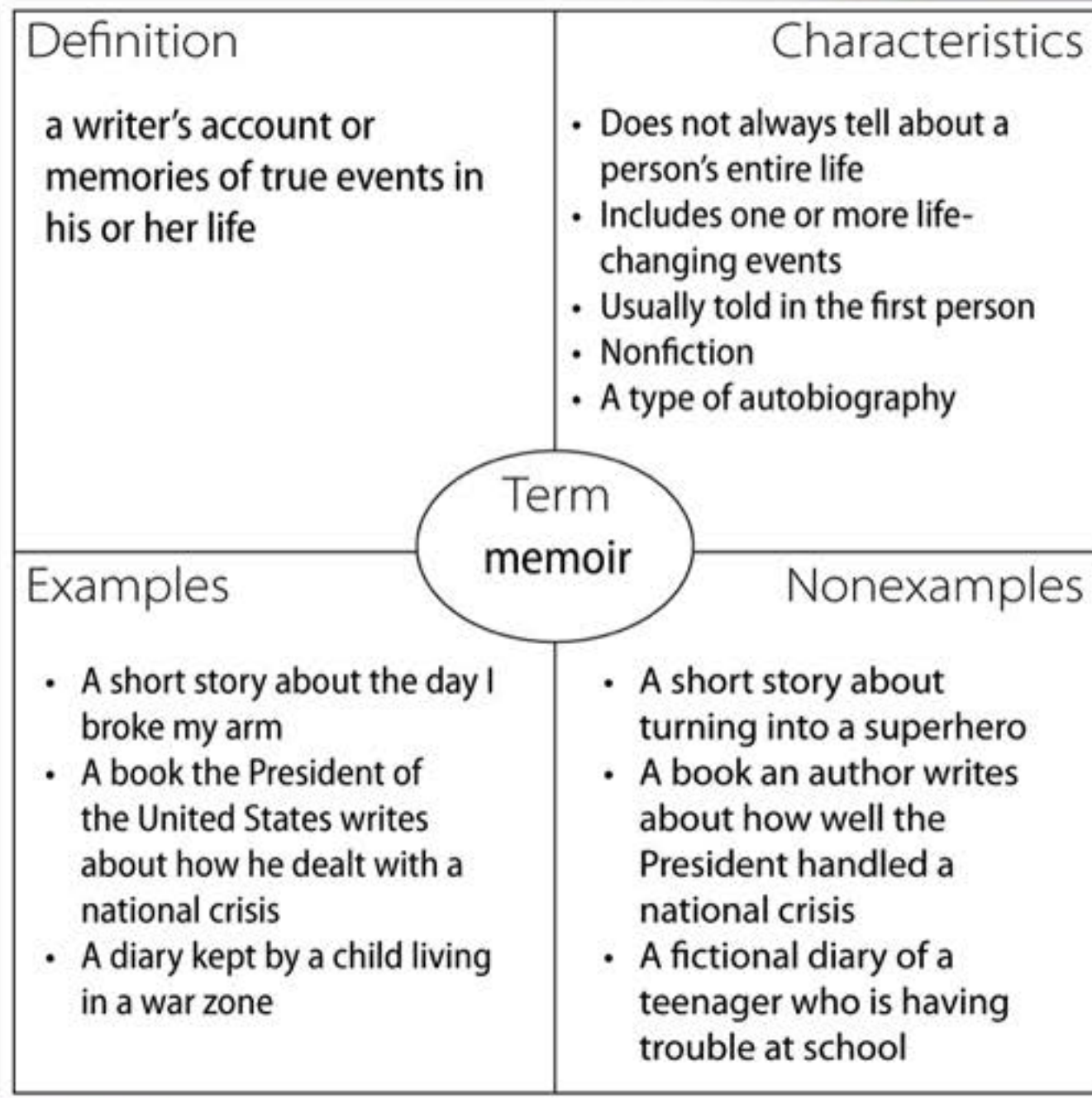
1. Selecting the words to teach
2. Pronouncing and defining the words
3. Generating examples and nonexamples

# Teaching Students to Generate Examples and Nonexamples Using the Frayer Model



*(Frayer et al., 1969)*

# Frayer Model: Modeling Phase: *I Do*



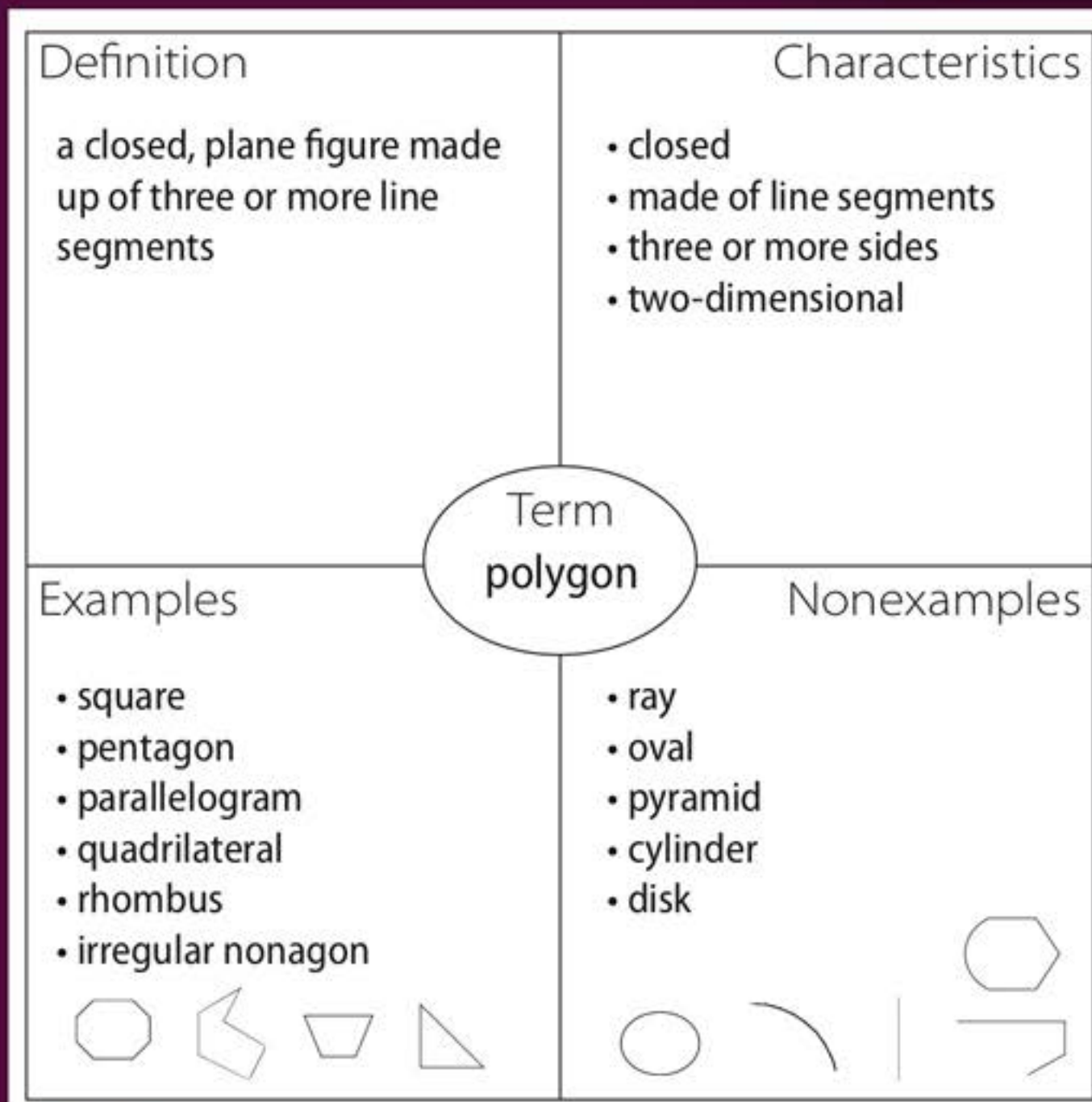
*(Frayer et al., 1969)*



# 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*

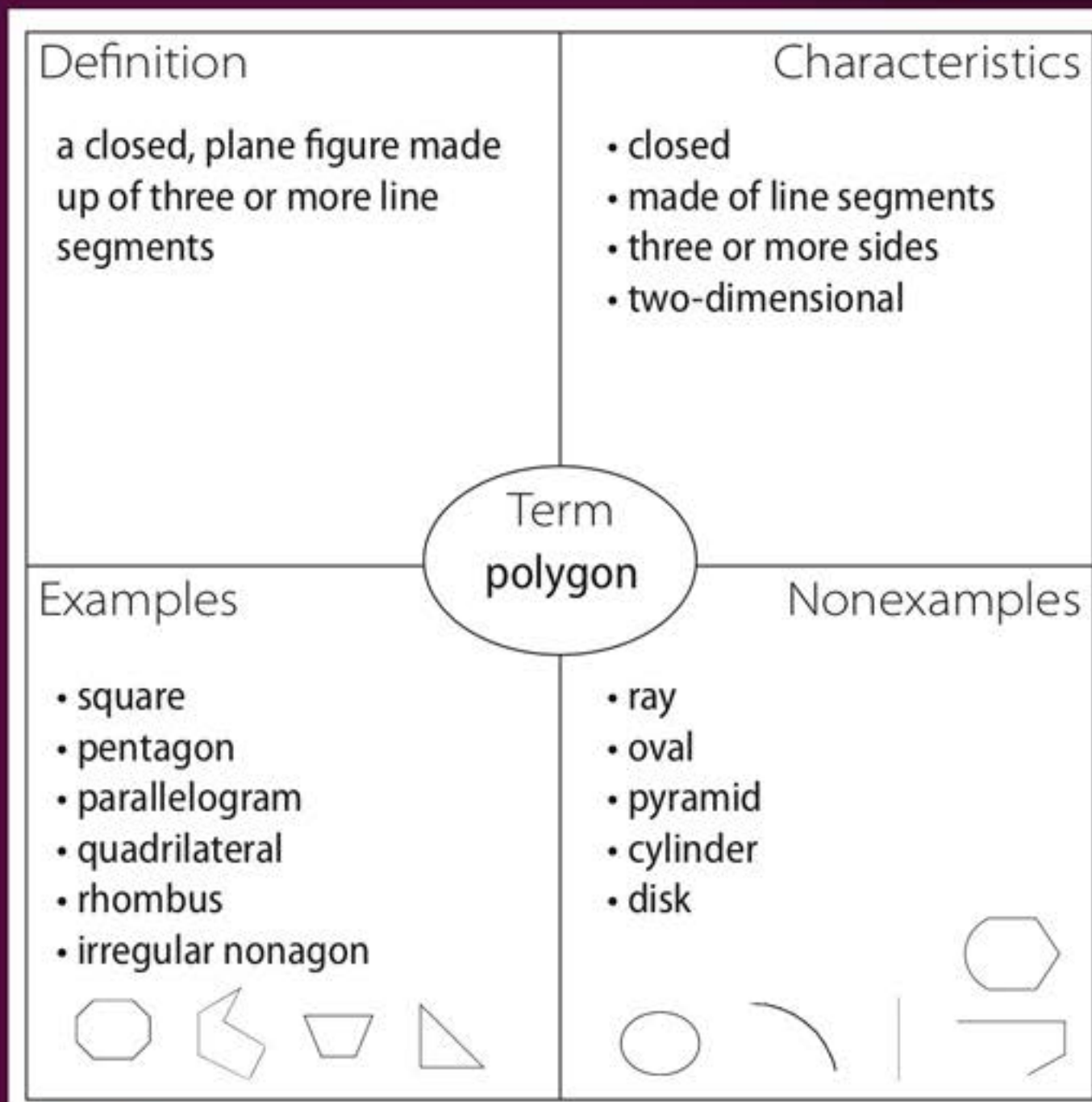


*(Fruyer et al., 1969)*



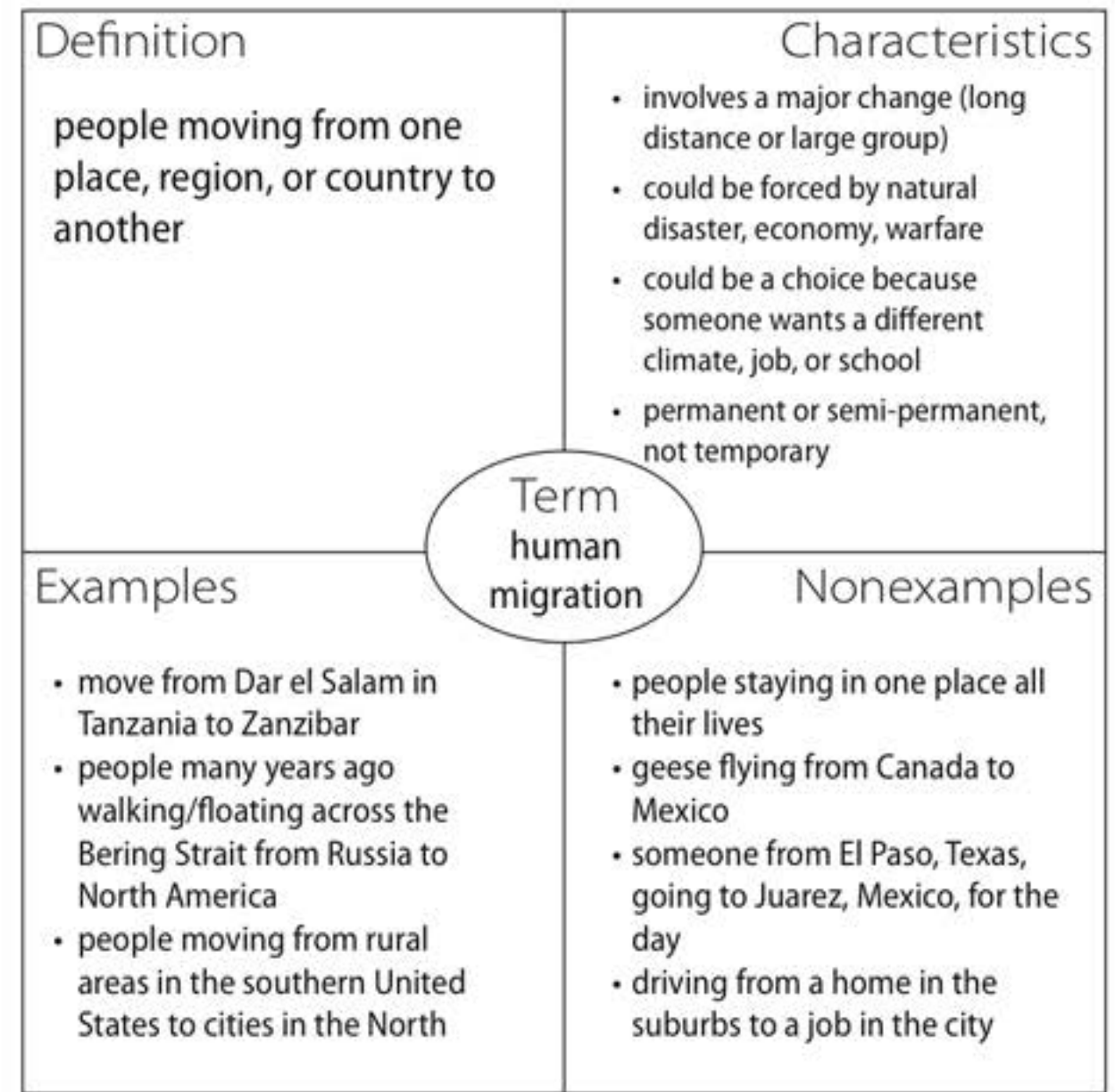
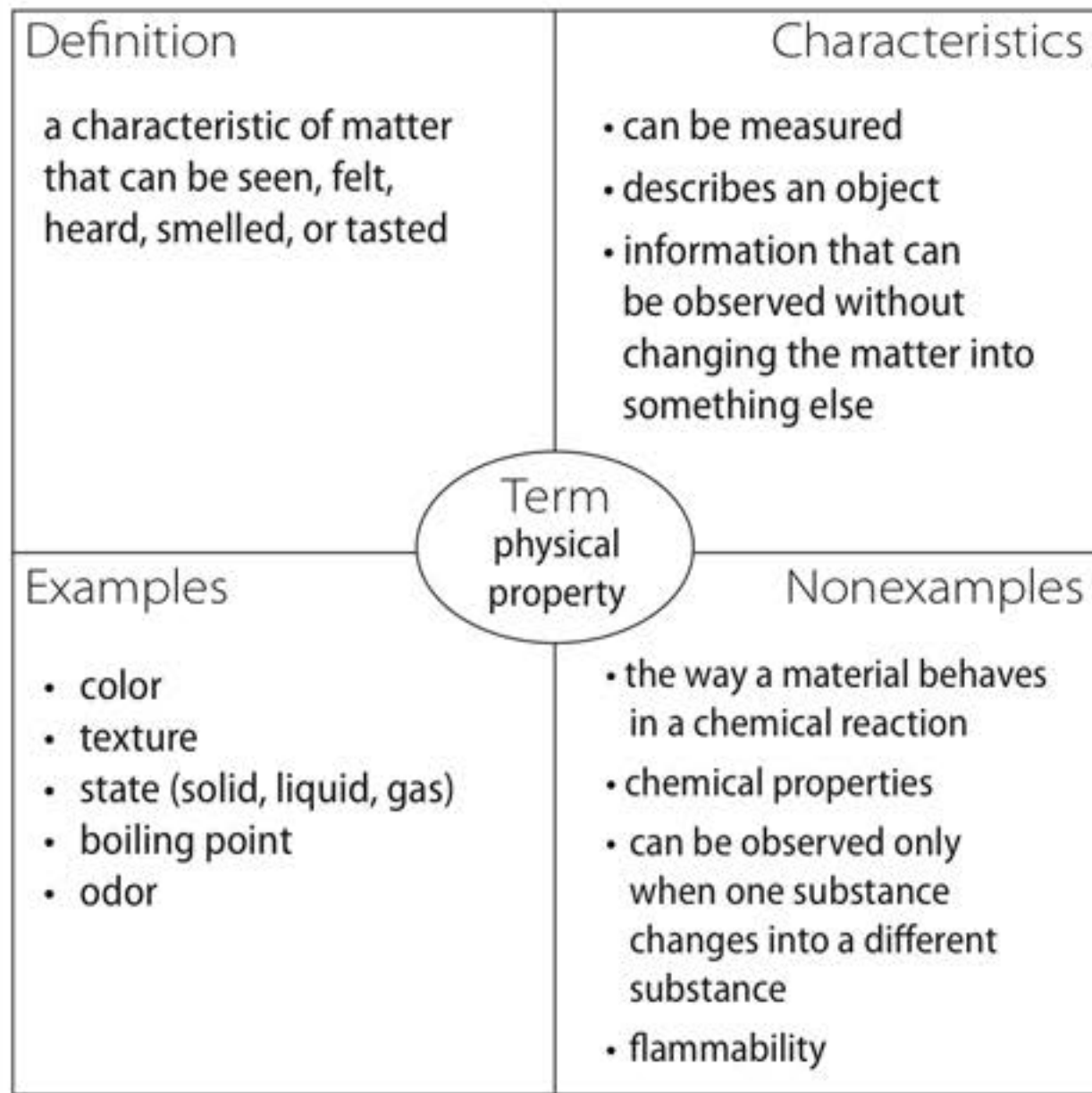


# Fruyer Model: Teacher-assisted Phase: *WE Do*



*(Fruyer et al., 1969)*

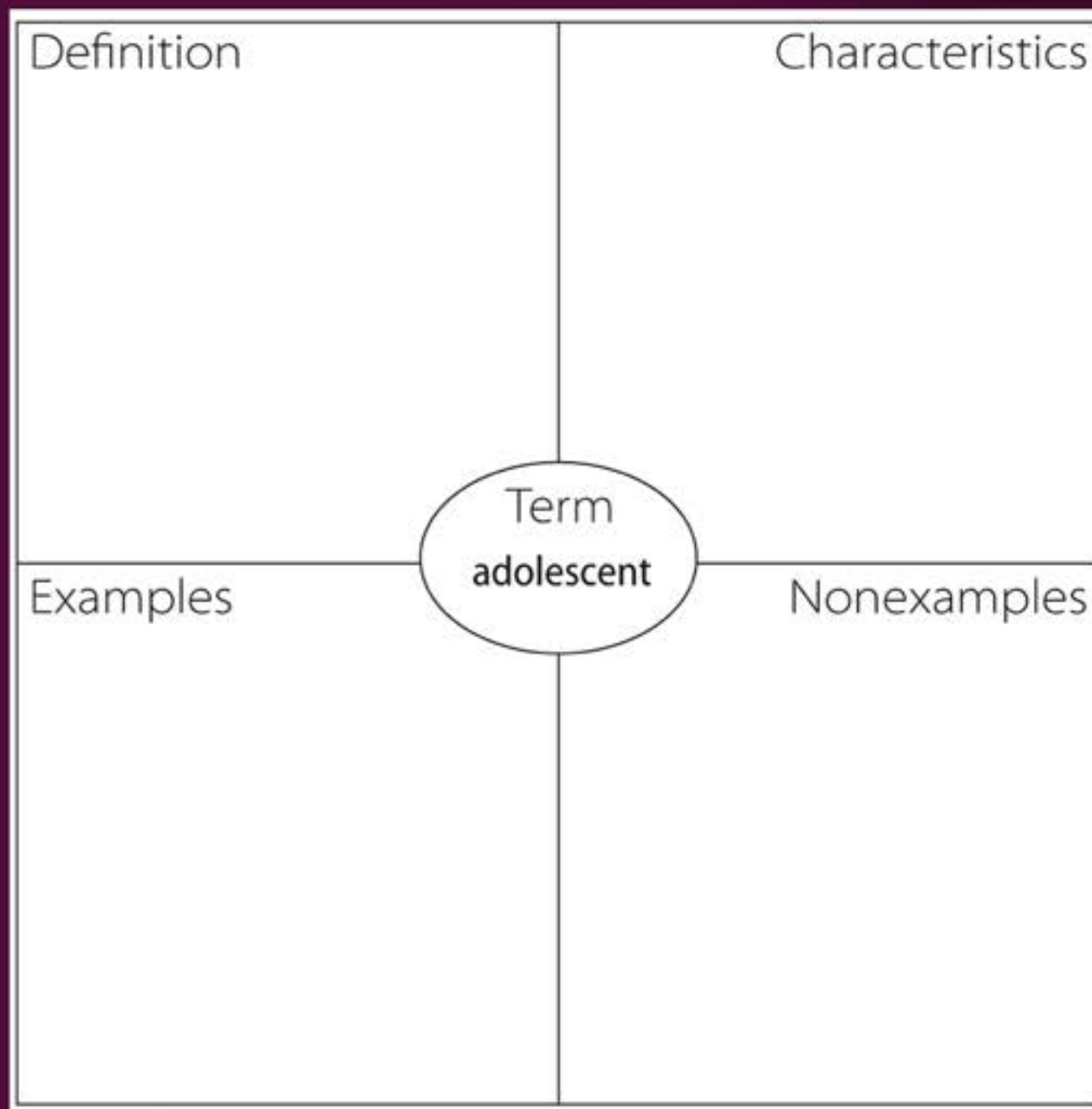
# Frayer Model: Science and Social Studies Samples



*(Frayer et al., 1969)*



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



*(Frayer et al., 1969)*



# Fruyer 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 Fruyer Model.
- Discuss answers with the class.

*(Fruyer et al., 1969)*



# Fruyer 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 Fruyer Model.
- Discuss answers with the class.

*(Fruyer 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)*