TEXAS TALA ADOLESCENT LITERACY ACADEMIES

Presenter's Preparation Outline

Unit 2, Module 3: Generating Examples and Nonexamples

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 9
- Equipment
  - Projector
  - Sound system (speakers)
  - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)
  - DVD of Flash presentation with embedded Flash video
  - Laser pointer

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: Frayer Model Template
- Handout 3: Completed Frayer Model: English Language Arts Examples
- Handout 4: Completed Frayer Model: Math Examples
- Handout 5: Completed Frayer Models: Science and Social Studies Examples
- Handout 6: Frayer Model: Adolescent
- Handout 7: Scaffolding the Frayer Model
- Handout 8: Frayer Model
- Handout 9: References

Outline continues on the next page.

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Videos

- Slide 10: Using a Frayer Model
  (4:56)
- Slide 13: Using a Frayer Model: Student Practice
  (2:07)

Time

This module will take approximately 60 minutes.

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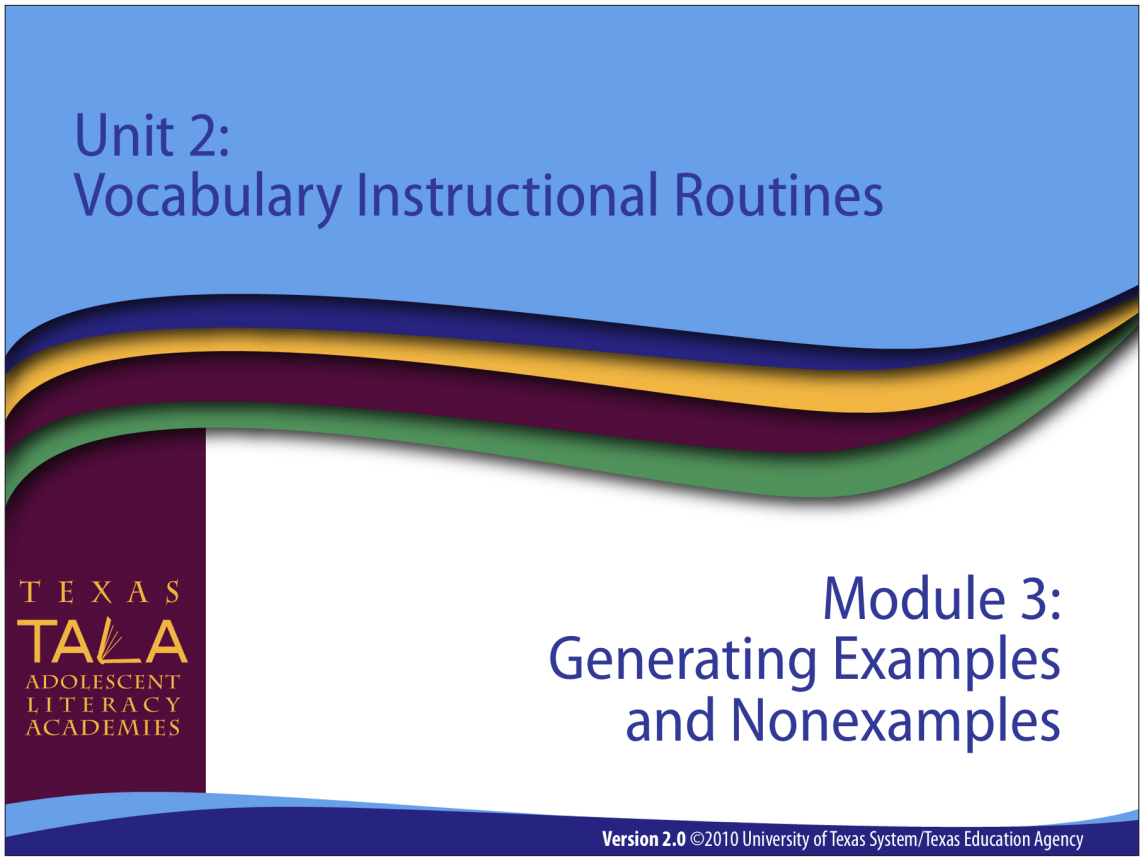

Slide 1—Title Slide

This is the third module in the **Vocabulary Instructional Routines** unit, **Generating Examples and Nonexamples**.

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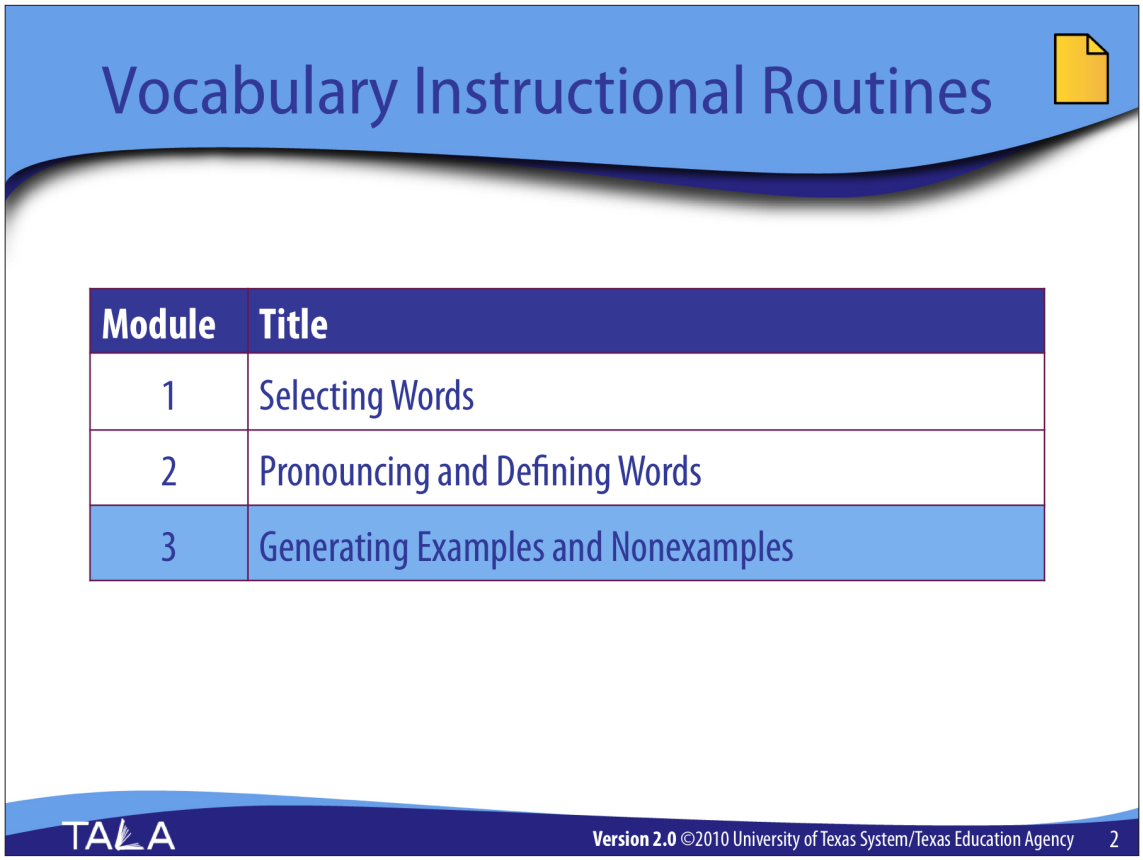

Slide 2—Vocabulary Instructional Routines

The first vocabulary module focused on **selecting** vocabulary **words** to teach before students read text; the second module focused on supporting students as they learn to **pronounce and define** unfamiliar multisyllable **words**. This module focuses on **generating examples and nonexamples** of unfamiliar words as you provide students with opportunities for multiple and rich encounters with the words.

If you were doing an investigative lesson (as is consistent with the 5E Model: Engage, Explore, Explain, Elaborate, Evaluate; Bybee, 1997), you would move the introduction of and instruction in vocabulary to the end of that lesson. However, you should not have students encounter the terms in text until you have provided appropriate support for them to do so.

Find **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Take a moment to review and discuss this handout with a partner at your table.

Notes continue on the next page.

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Allow 2 minutes. Monitor and address any questions or concerns.

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

REFERENCE: Bybee, 1997.

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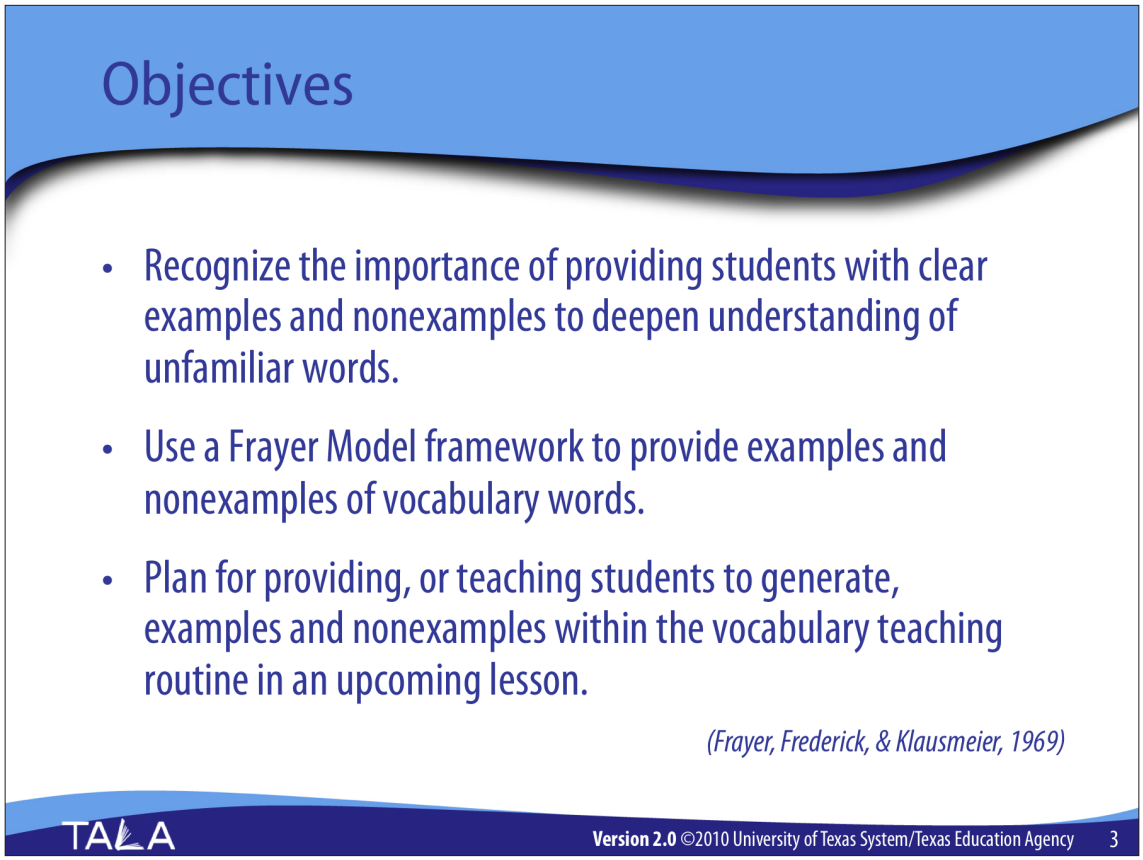

Slide 3—Objectives

Set expectations for this session.

This module will address one way in which students can develop a deeper understanding of words, including how and when to use them. It is related to examining similarities and differences, which has been deemed a "high-yield strategy" by school improvement experts such as Robert Marzano (Marzano, Pickering, & Pollack, 2001). However, it is important to remember that it will not be appropriate in every situation. Some words and concepts do not have easily identifiable nonexamples. In those cases, provide other extended work with the target vocabulary.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

Additional Information for the Presenter

Remember that in Module 1 of this unit on vocabulary, we discussed that many vocabulary words in content area courses are important to concept development. As

Notes continue on the next page.

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teachers learn about providing examples and nonexamples and using a Frayer Model, they should keep in mind that the routine will deepen students' understanding of key concepts that are expressed in the target academic and content-specific vocabulary words.

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.
REFERENCES: Frayer, Frederick, & Klausmeier, 1969; Marzano, Pickering, & Pollack, 2001.

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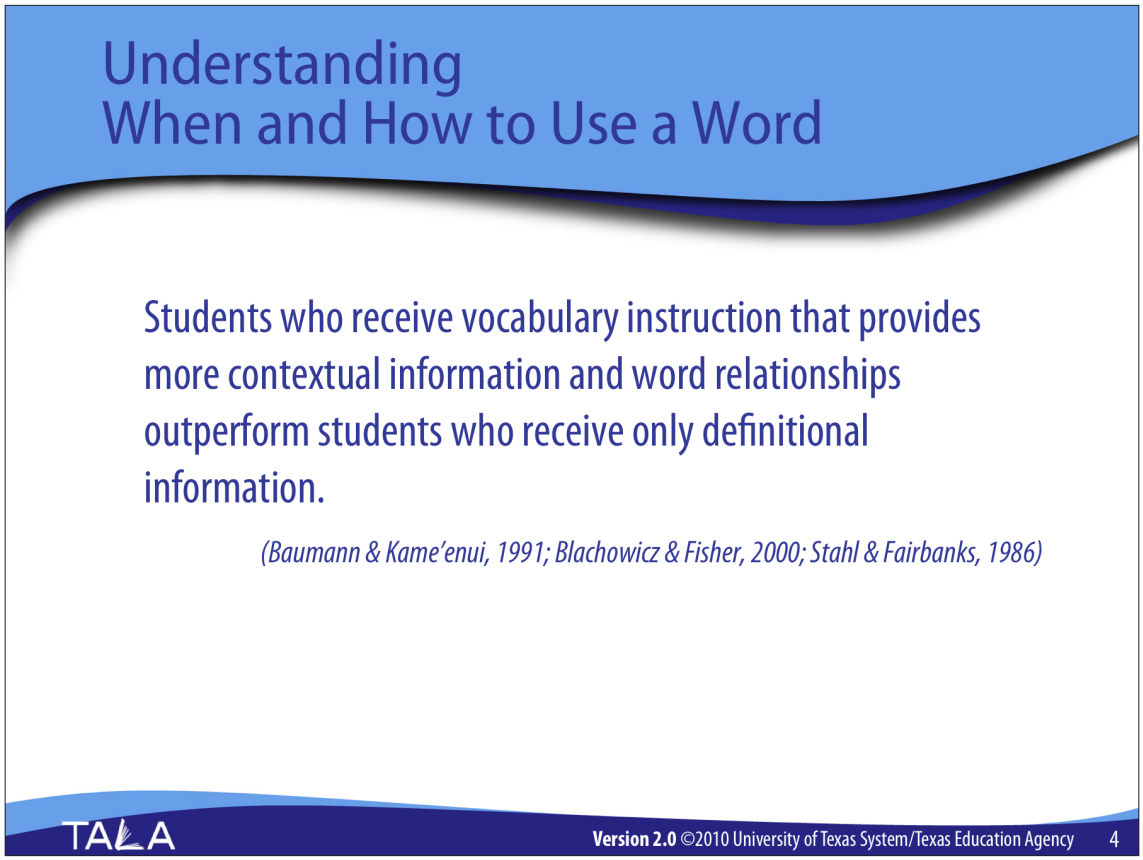

Slide 4—Understanding When and How to Use a Word

Review the research statement on the slide.

> Although providing students with student-friendly definitions is necessary to help them learn new words, it is not sufficient. In order to acquire a new vocabulary word so that it can be used and understood in varying contexts, you must give students more information about when and how the word could be used.

REFERENCES: Baumann & Kame'enui, 1991; Blachowicz & Fisher, 2000; Stahl & Fairbanks, 1986.

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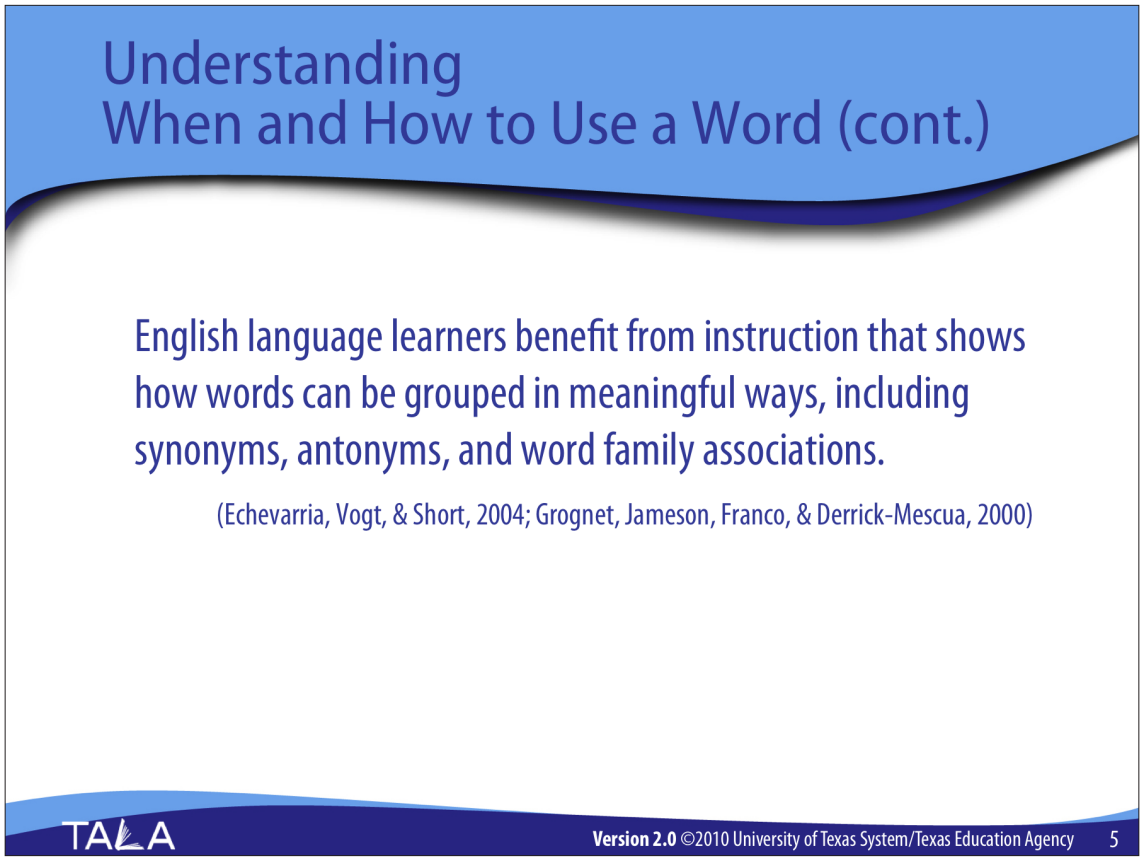

Slide 5—Understanding When and How to Use a Word (cont.)

This is particularly true for English language learners (or ELLs), who lack a lot of procedural and conditional knowledge about English usage. It is important to provide students with multiple examples of the words being used in sentences that are meaningful and relevant.

Review the research statement on the slide.

REFERENCES: Echevarria, Vogt, & Short, 2004; Grognet, Jameson, Franco, & Derrick-Mescua, 2000.

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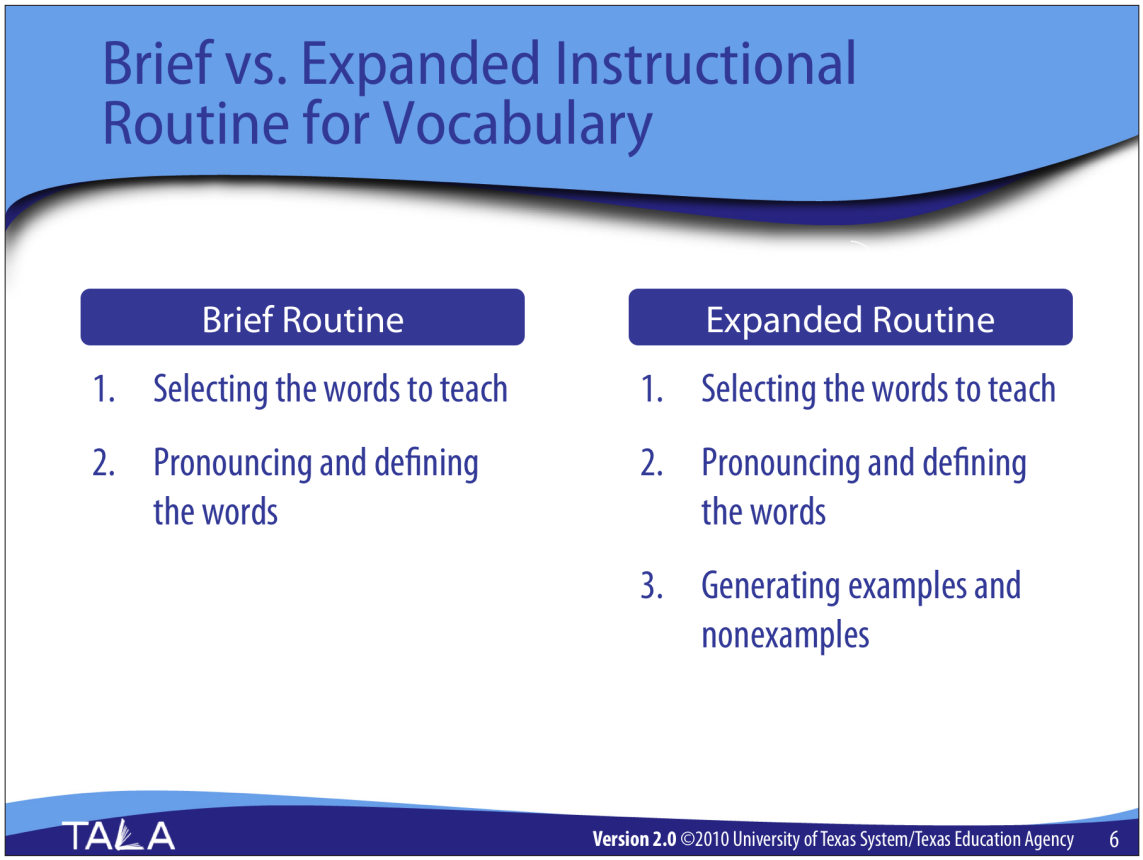

Slide 6—Brief vs. Expanded Instructional Routine for Vocabulary

This module focuses on the third part of the vocabulary instructional routines we have been learning in this unit.

As you plan your lessons, you will determine whether you would need to use the brief or expanded instructional routine to teach the academic and content-specific words that you have identified as important for students to know.

Review the information on the slide.

You have already **selected the words** to teach in step 1.

In step 2 you taught the students how to **pronounce** unfamiliar **words** and provided student-friendly definitions.

Now we will discuss how to help students generate examples and nonexamples of the academic and content-specific words that you feel merit a bigger commitment of instructional time. This step separates the "brief" from the "expanded" routine.

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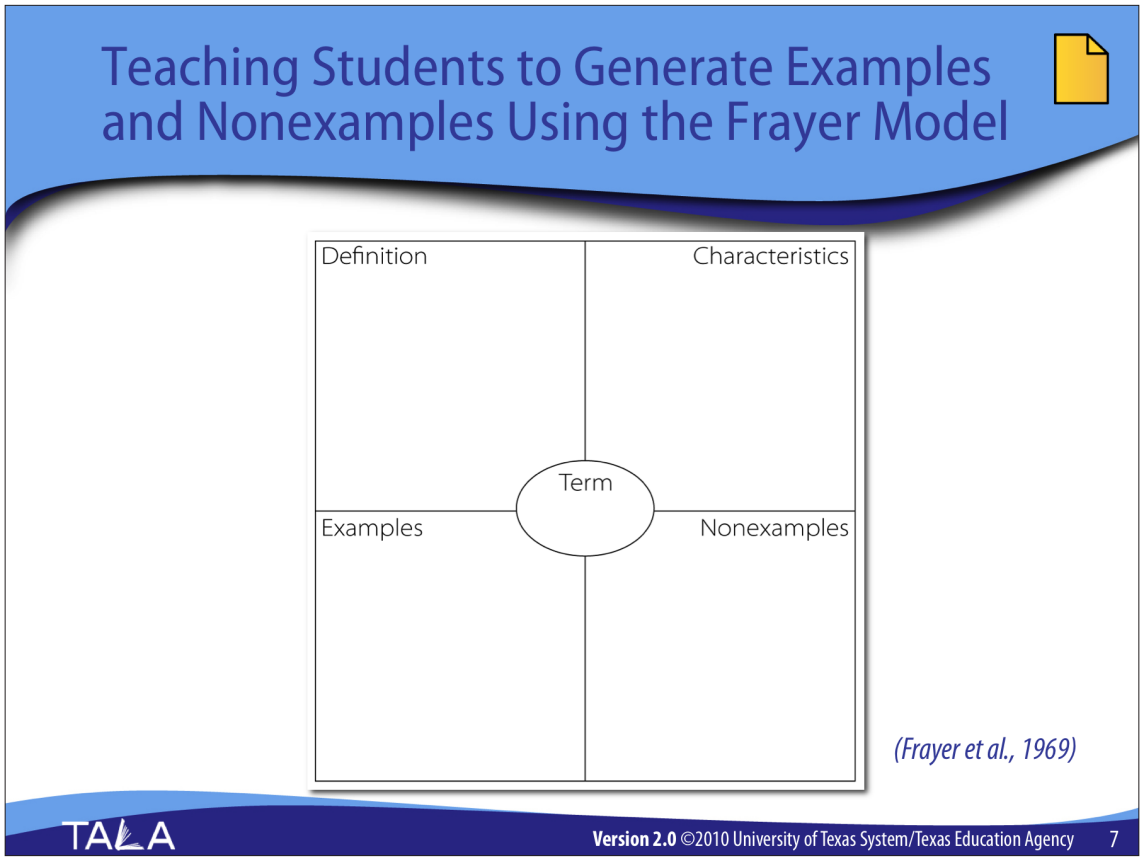

Slide 7—Teaching Students to Generate Examples and Nonexamples Using the Frayer Model

Ask participants to find ***Handout 2: Frayer Model Template.***

This graphic organizer, the Frayer Model (Frayer et al., 1969), was developed specifically for incorporating examples and nonexamples with vocabulary instruction. Remember that it will not be appropriate for all words, so it is important that you plan carefully and ensure the target vocabulary lends itself to nonexamples before having students use the Frayer Model.

Examples fit the definition and characteristics of a term. **Nonexamples** are usually related in some way but do not exactly fit the definition and characteristics of a term.

REFERENCES: Frayer et al., 1969; Johnson & Pearson, 1984.

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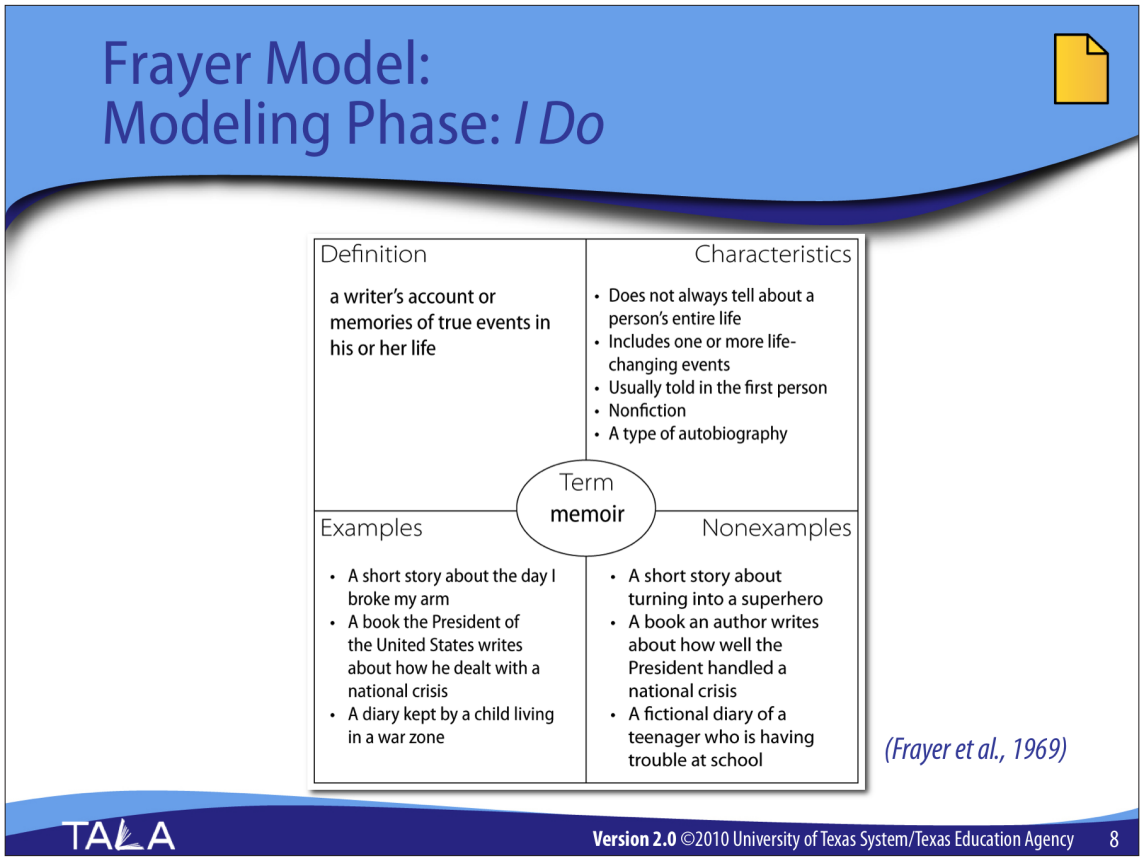

Slide 8—Frayer Model: Modeling Phase: *I Do*

*Ask participants to find **Handout 3: Completed Frayer Model: English Language Arts Examples**.*

Review the information on the slide.

Let me show you an example of how you would introduce examples and nonexamples using a Frayer Model. Let's focus on Example 1.

What was our term, everyone?

Use a pointer to highlight the vocabulary word "memoir" as participants chorally say it.

We said it meant **"a writer's account or memories of true events in his or her life."** So, if I write a memoir of my life, it should meet the following characteristics:

Go through list of characteristics, explaining each.

- **Does not always tell about a person's entire life**. Maybe I would concentrate on certain years of my life that were really important.

Notes continue on the next page.

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- Those years would be when **one or more life-changing events** occurred. I would want to write about how something really significant affected me. For example, people might be interested in knowing what happened to my family after my cousin appeared on a reality television show.
- Since I would be writing about myself, the story would probably be **told in the first person**. It would say "I" did this or that.
- Everything I write would be true events, or what we call **nonfiction**. I could not make up things that didn't really happen to make it more interesting.
- Basically, it would be **a type of autobiography** because it's my account of an important time in my life.

Examples of memoirs could include:

Review the list of examples.

Can anyone think of any more examples of memoirs?

Call on participants.

If memoirs are true accounts of at least part of someone's life that include a life-changing event, nonexamples would be stories that aren't true or aren't types of autobiographies. They could be science fiction, historical novels, essays, or dramas. The nonexamples must be close to the definition and characteristics, but they won't exactly match. Some nonexamples of a memoir might include:

Review the list of nonexamples, contrasting them with the examples.

Can anyone think of other nonexamples of memoirs?

Call on participants.

On pages 3–4 of the handout, you will find another example of the Frayer Model.

As with all examples presented in these modules, the information is provided to give participants an idea of how the Frayer Model might be used in their classes. It is necessary to use your professional judgment in determining the appropriate vocabulary words, examples, and nonexamples for your grade level and course.

REFERENCE: Frayer et al., 1969.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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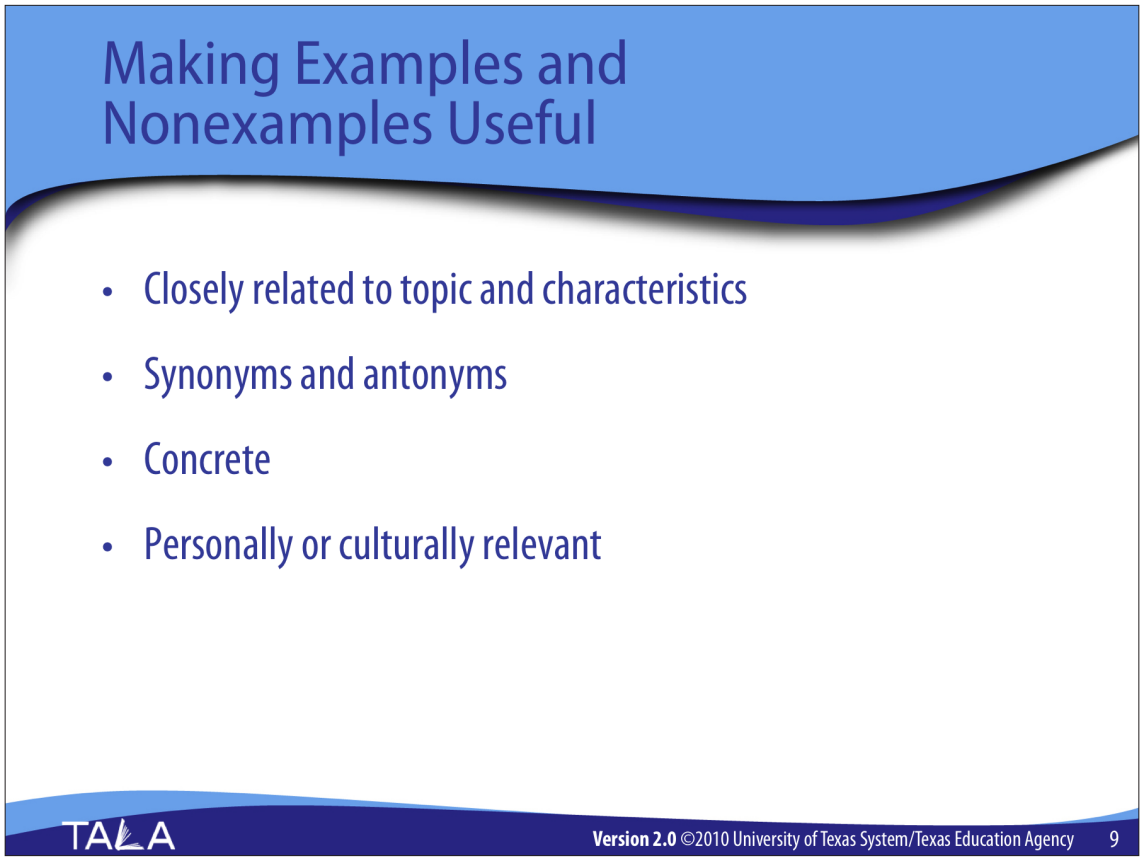

Slide 9—Making Examples and Nonexamples Useful

Review the information on the slide.

When first working with examples and nonexamples, you should focus on those that are very obvious and not easily confused or misinterpreted.

Students have a particularly difficult time coming up with good nonexamples and need to be taught how to generate them.

- Useful examples and nonexamples are **closely related to topic and characteristics.**
- Useful examples and nonexamples might be **synonyms and antonyms.**
- Useful examples and nonexamples are **concrete** and are **personally or culturally relevant.**

As students become more experienced at generating examples and nonexamples, point out that the difference between the two is not always clear. Students should be encouraged to share the reasoning behind their choices because discussion adds value to the instructional routine.

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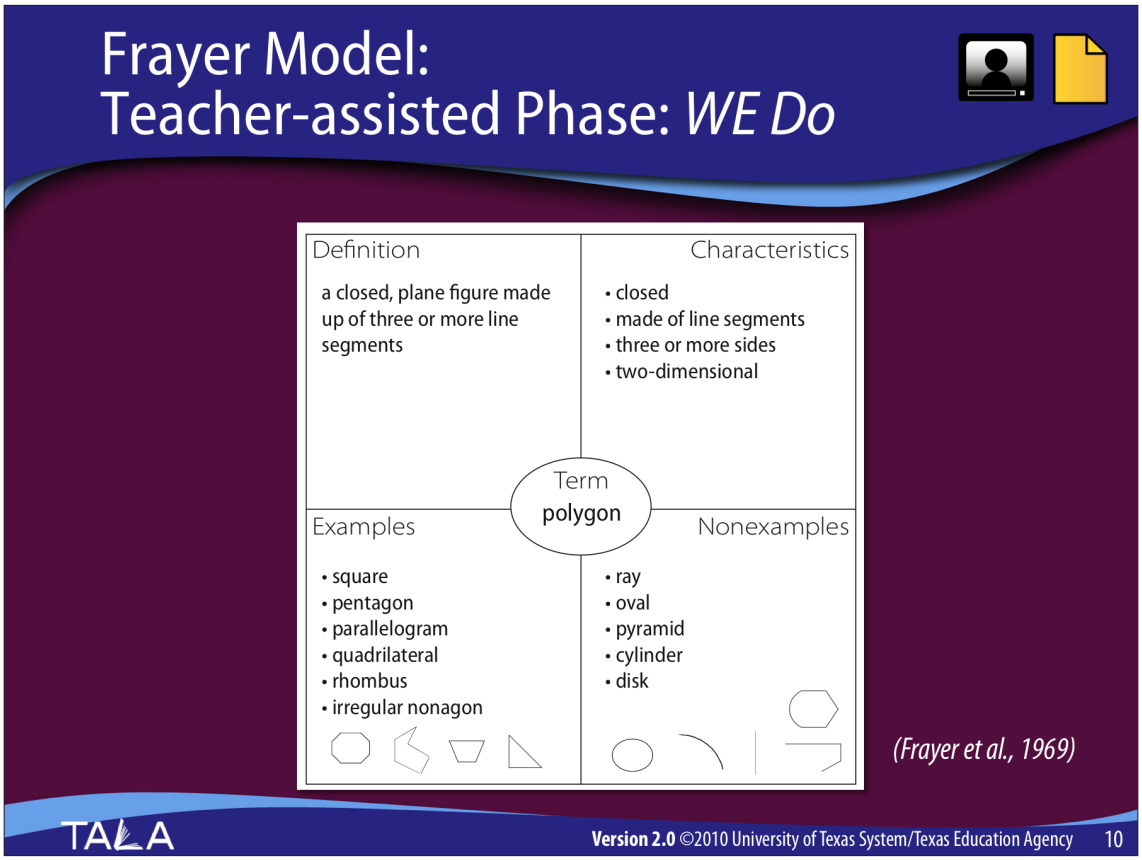

Slide 10—Frayer Model: Teacher-assisted Phase: *WE Do*

Handout 4 provides two samples of the Frayer Model using mathematics vocabulary, like the one featured here on the slide.

Notice the words used in our sample Frayer Models lend themselves to generating examples and nonexamples. They also allow us to use a variety of content-specific vocabulary that will help build students' conceptual knowledge.

Video: Using a Frayer Model (4:56)

Activity: Think-Pair-Share

This video shows our math teacher continuing to work on the Frayer Model she introduced to her students when helping them pronounce and define the content-specific term *dilation*. As you watch, THINK about how she involves the students in generating the characteristics of a dilation. What does she do to deepen students' understanding of this concept?

Click the icon to play the video.

Notes continue on the next page.

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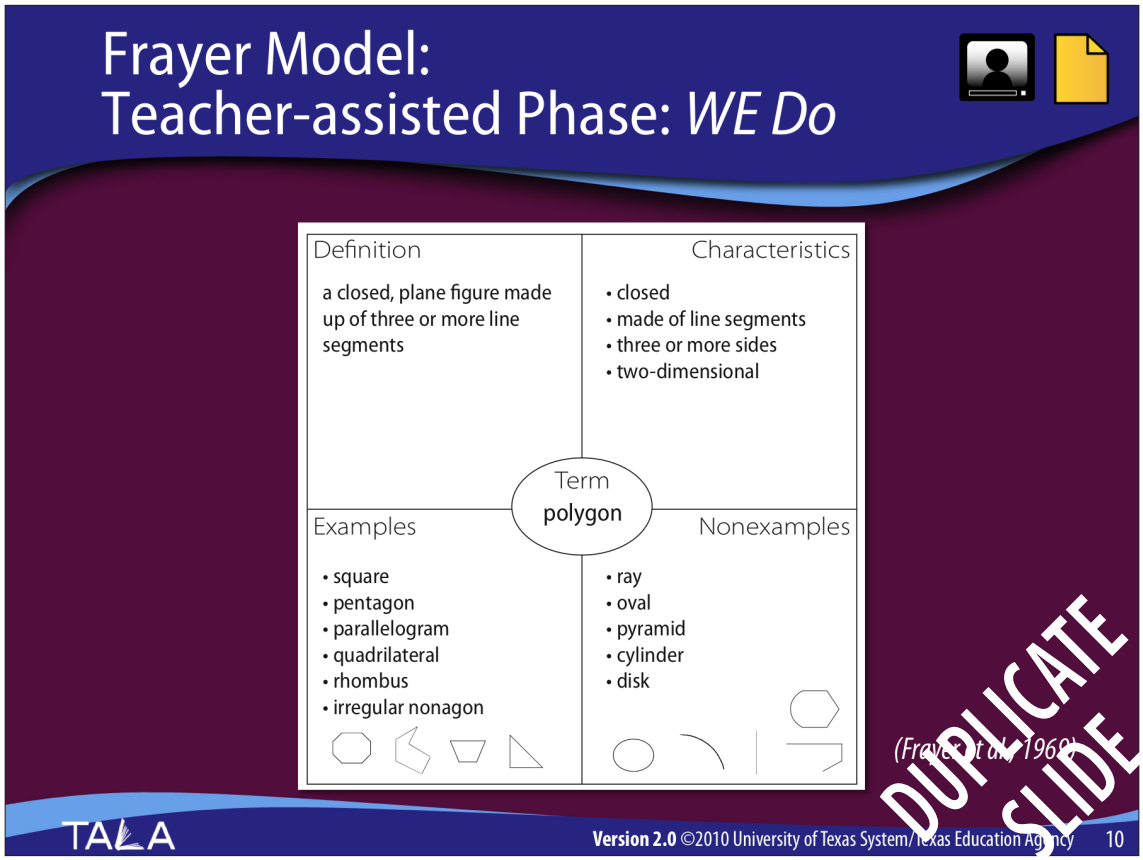

PAIR with your partner and talk about how the teacher involved students in generating characteristics of a dilation and deepened their understanding of the concept.

Allow 2 minutes. Ask participants to SHARE ways that the teacher involved students in generating characteristics of a dilation and deepened their understanding of the concept.

Suggested responses:

- *Referred to primary focus of the lesson*
- *Provided students an opportunity to work with the concept to build knowledge of the characteristics*
- *Had students apply their knowledge of the definition and characteristics to distinguish examples and nonexamples of dilations*

I/WE/YOU DO adapted with permission from Archer et al., 1988.
THINK-PAIR-SHARE adapted from Lyman, 1981.

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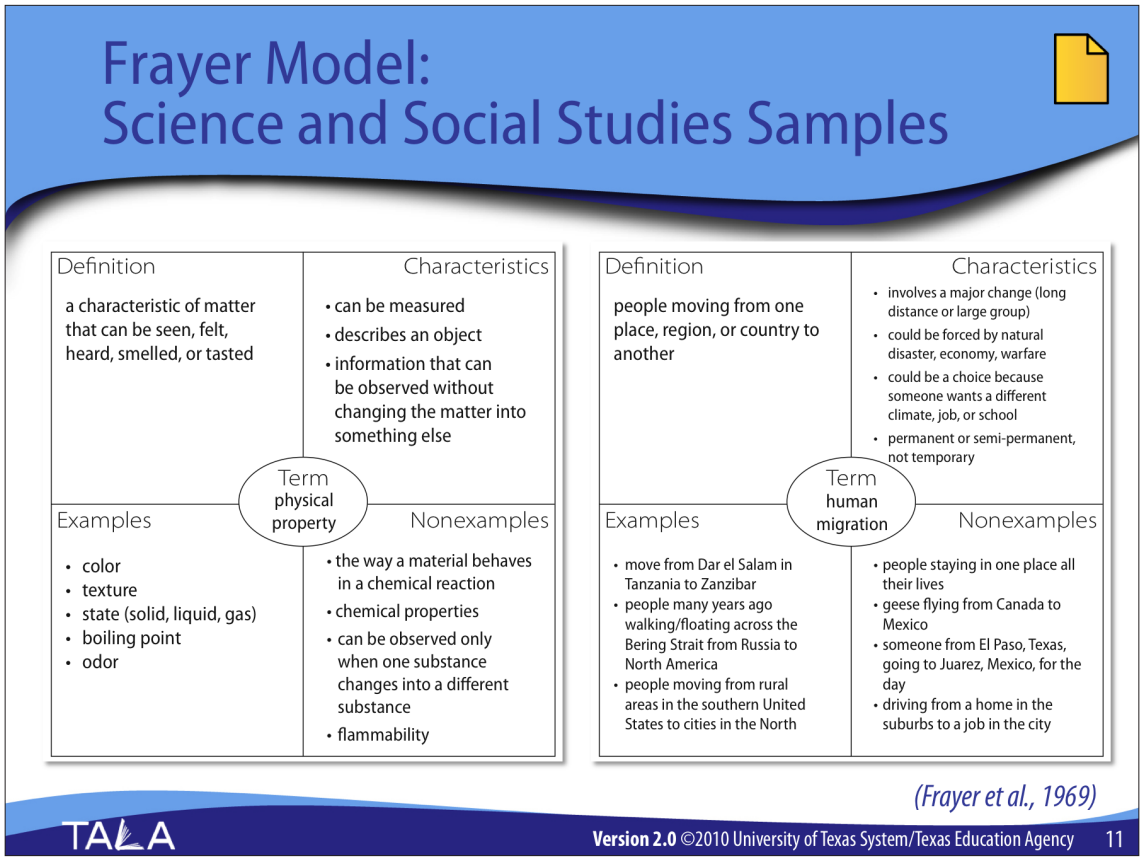

Slide 11—Frayer Model: Science and Social Studies Samples

Refer participants to ***Handout 5: Completed Frayer Model: Science and Social Studies Examples****.*

These samples show how the results of generating examples and nonexamples for science and social studies terms might look.

Notice the difference between the definition, the characteristics, and the examples. Students can have difficulty distinguishing among these elements when first learning to complete a Frayer Model. The definition is a student-friendly meaning for the term as it applies in the particular content area. The characteristics give us the features of the term that can be used to identify it and to classify items as either examples or nonexamples of the term. They are related to the definition, but they provide more detail. The examples are manifestations of the characteristics. They can be unique cases or concrete items that match all the characteristics as well as the definition. Both examples and nonexamples help to contextualize when a term applies and when it would not.

REFERENCES: Frayer et al., 1969; Johnson & Pearson, 1984.

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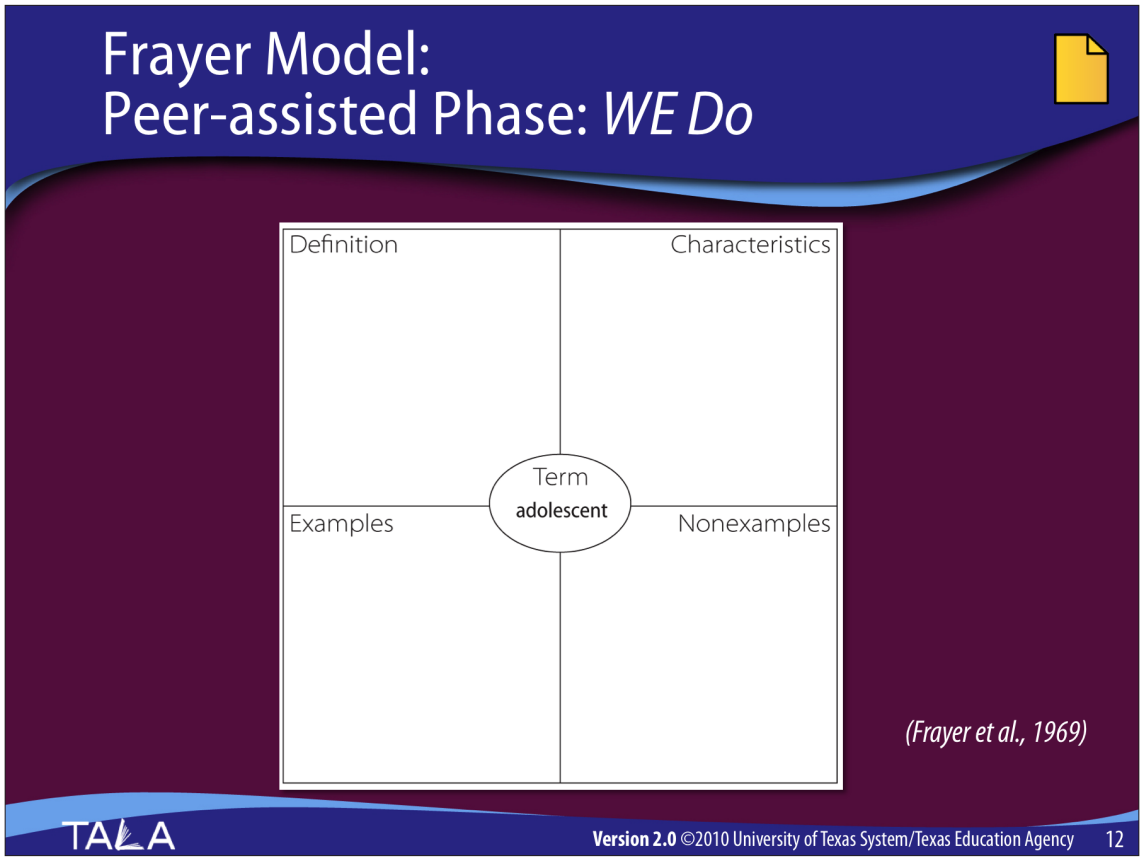

Slide 12—Frayer Model: Peer-assisted Phase: *WE Do*

Turn to **Handout 6: Frayer Model: Adolescent**. Up to now, you have been looking at completed examples of Frayer Models. To ensure you are prepared to implement the vocabulary routines in your classroom, please practice them with a partner at your table. First, you and your partner should compose a student-friendly definition for the term, *adolescent*, and record it in the upper-left square of the Frayer Model.

Use your laser pointer to indicate the location of the definition on the Frayer Model.

Then, take turns leading each other through the routine for pronouncing multisyllabic words: Break the word into parts so that each part has one vowel sound, pronounce each part slowly, and say the parts together quickly.

After you have each practiced the routine for pronouncing and defining words, generate characteristics of the term, *adolescent*.

Use your laser pointer to indicate the location of the characteristics on the Frayer Model.

Notes continue on the next page.

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Finally, work together to generate examples and nonexamples of adolescents. Try not to name individual adolescents because other participants will not know whether they are examples or nonexamples by the names alone. Instead, list descriptions that fit the characteristics of an adolescent and those that do not fit the characteristics of an adolescent.

You may use all your handouts from the vocabulary unit to assist you. Are there any questions?

Answer participants' questions and provide clarification of the directions as necessary. Have participants begin working on Handout 6. Monitor and provide assistance.

Allow 5 minutes.

Check answers by asking participants for their responses in each square in order: Definition, Characteristics, Examples, Nonexamples. Acknowledge the similarities and differences between the suggested responses and the responses provided by the participants. Use the opportunity to discuss how students might provide slightly different, but still correct, answers.

What was the hardest part of completing the Frayer Model?

Acknowledge response(s) and answer any additional questions.

What did your experience with the Frayer Model teach you about implementing this routine with your students?

Acknowledge response(s) and answer any additional questions.

Working through the Frayer Model before using it in a lesson will help you to prepare the information you will provide, like the student-friendly definition, as well as guide students in completing the other parts of the model.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
REFERENCES: Frayer et al., 1969; Johnson & Pearson, 1984.

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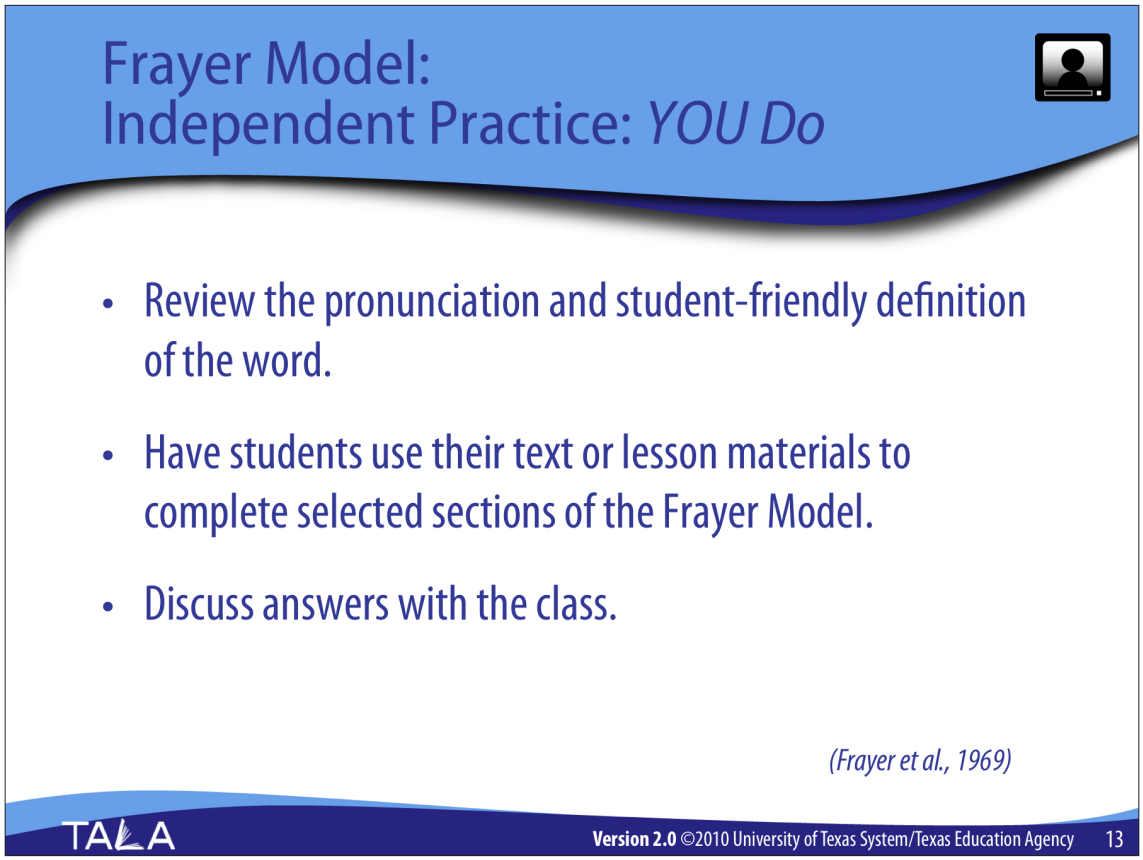

Slide 13—Frayer Model: Independent Practice: *YOU Do*

When using the Frayer Model for independent practice, it is not necessary to have students complete all four squares entirely on their own. In fact, it may not be possible for them to do so, depending on the extent of the conceptual knowledge they have already built.

You will need to determine how much support to provide in the way of hints or partially completed information. The important elements of this phase are to give students a legitimate reason for returning to their text or other materials and to create opportunities for students to discuss their understanding of the concepts.

Video: Using a Frayer Model: Student Practice (2:07)

This video shows students sorting word problems into examples and nonexamples of dilations for their Frayer Models. As you watch, GENERATE a list of ways in which the students are using the Frayer Model to build their conceptual understanding.

Notes continue on the next page.

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Click the icon to play the video.

Let's SHARE some of the ideas you recorded. How were the students using the Frayer Model to build conceptual understanding in mathematics? In what ways did creating examples and nonexamples help students learn more about dilations?

Call on participants. Acknowledge and repeat/rephrase responses.

Suggested responses:

- *Had to put together knowledge and skills from several components of the lesson*
- *Had to apply their knowledge of the characteristics of dilations*
- *Had to explain what made their drawing an example or nonexample*

REFERENCES: Frayer et al., 1969.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

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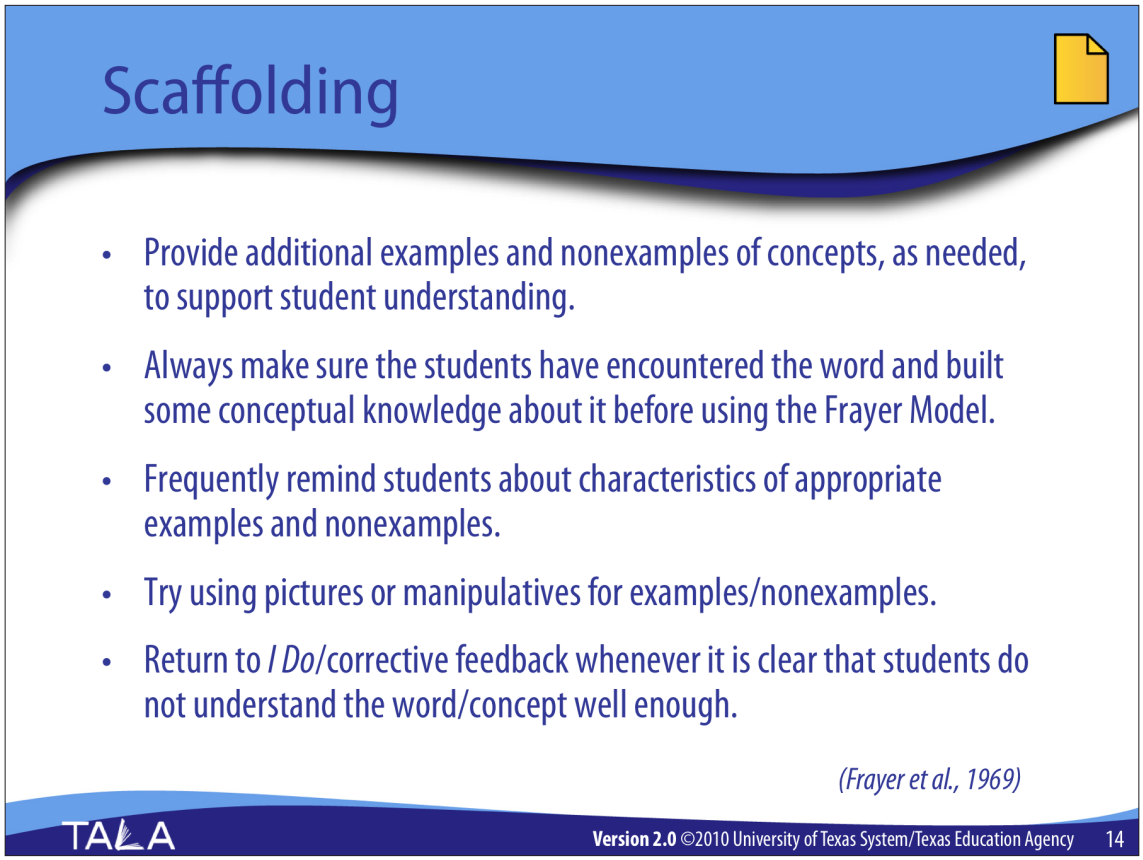

Slide 14—Scaffolding

*Refer participants to **Handout 7: Scaffolding the Frayer Model,** which lists the scaffolding steps presented on this slide.*

As you monitor students using the Frayer Model, you may find that they need additional support.

- You may need to **provide additional examples and nonexamples of concepts, as needed, to support student understanding.** These should be presented and discussed in meaningful contexts and not simply provided as an isolated list of terms.
- **Always make sure the students have encountered the word and built some conceptual knowledge about it before using the Frayer Model.** It is not appropriate to assign students to complete Frayer Models on unfamiliar words or to use the Frayer Model as a supplement to looking up the words in a dictionary. The value of the Frayer Model comes from discussing how a related set of content-specific vocabulary words can be used to deepen our understanding of a concept.

Notes continue on the next page.

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- **Frequently remind students about characteristics of appropriate examples and nonexamples.** You will recall that useful examples and nonexamples are closely related to the topics and characteristics, could be synonyms or antonyms, and are often concrete or personally relevant.
- **Try using pictures or manipulatives for examples/nonexamples.** As we saw in the sample mathematics Frayer Model, figures, diagrams, and symbols can be as helpful as words.
- **Return to *I Do*/corrective feedback whenever it is clear that students do not understand the word/concept well enough.**

REFERENCE: Frayer et al., 1969.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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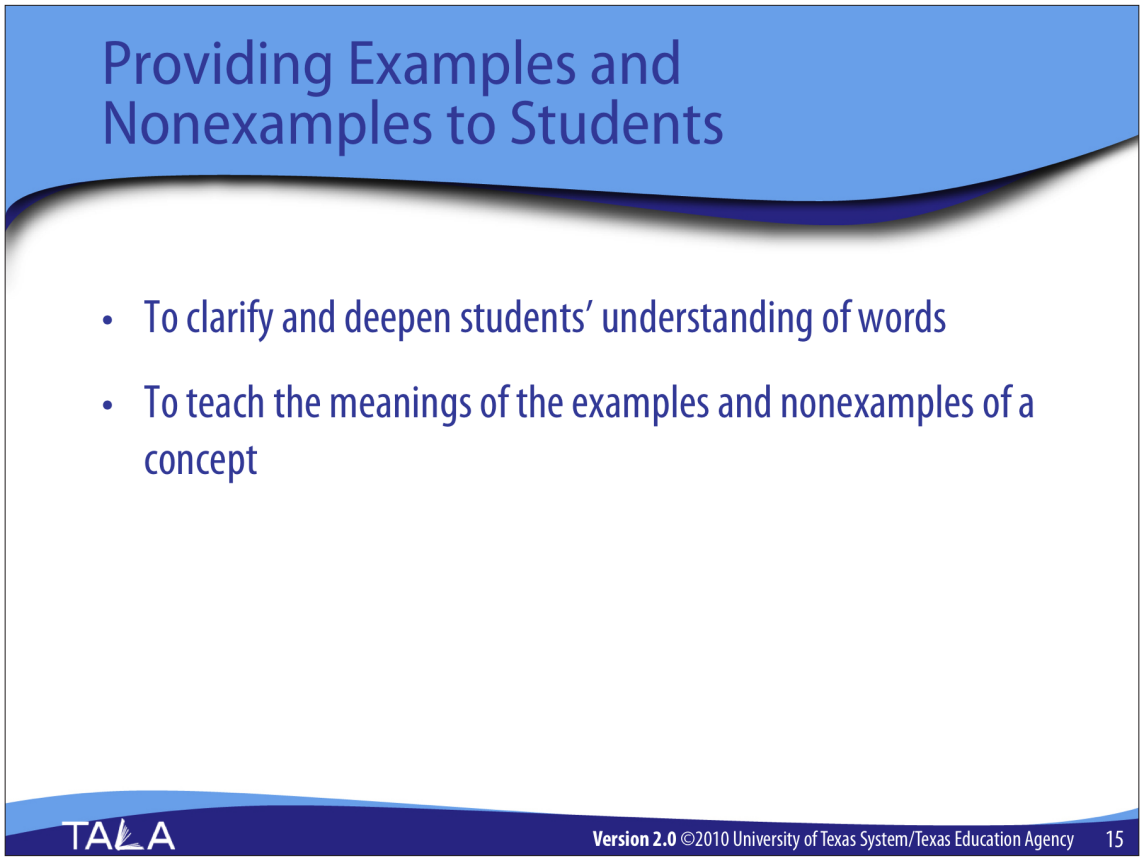

Slide 15—Providing Examples and Nonexamples to Students

Another option for scaffolding students' contextual understanding of the target vocabulary is to provide the examples and nonexamples, rather than have students generate them. This can help **to clarify and deepen students' understanding of words** in a more succinct manner to reserve additional instructional time for other elements of the lesson. This is also useful for words that will present students particular difficulty. Providing or telling the examples and nonexamples can be effective when it is necessary **to teach the meanings of the examples and nonexamples of a concept.**

If you want students to know particular distinctions among related concepts, you may need to consider whether those examples and nonexamples will present new words with which the students are not familiar. To explain this, let's return to our sample mathematics Frayer Model for *polygon*.

The explanation of the second bullet continues on the next slide.

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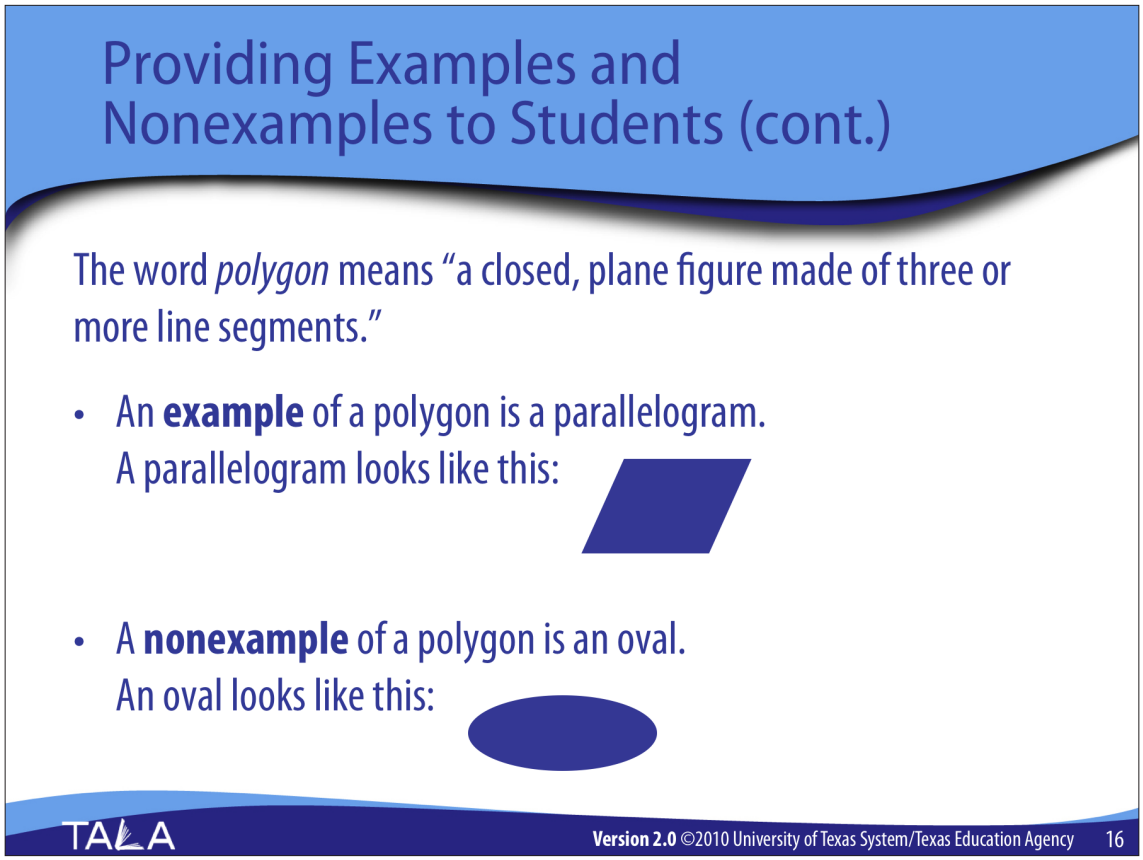

Slide 16—Providing Examples and Nonexamples to Students (cont.)

In presenting the word *polygon*, you may elect to tell and show students some examples or nonexamples that involve other difficult content-specific words.

Follow the script on the slide, stopping to point at the first figure.

You can then ask students: "Why do you think a parallelogram is a good example of a polygon?"

Repeat with the nonexample on the slide.

Providing these examples and nonexamples helps ensure that students will be able to include more sophisticated math vocabulary or concepts for which the students are still developing a deeper understanding. It also helps them make connections among the words as the students continue to learn how and when it is appropriate to use these words in mathematical contexts.

However, if students already have basic command of the terms, asking them to generate the examples and nonexamples on a Frayer Model will contribute to a deeper conceptual understanding.

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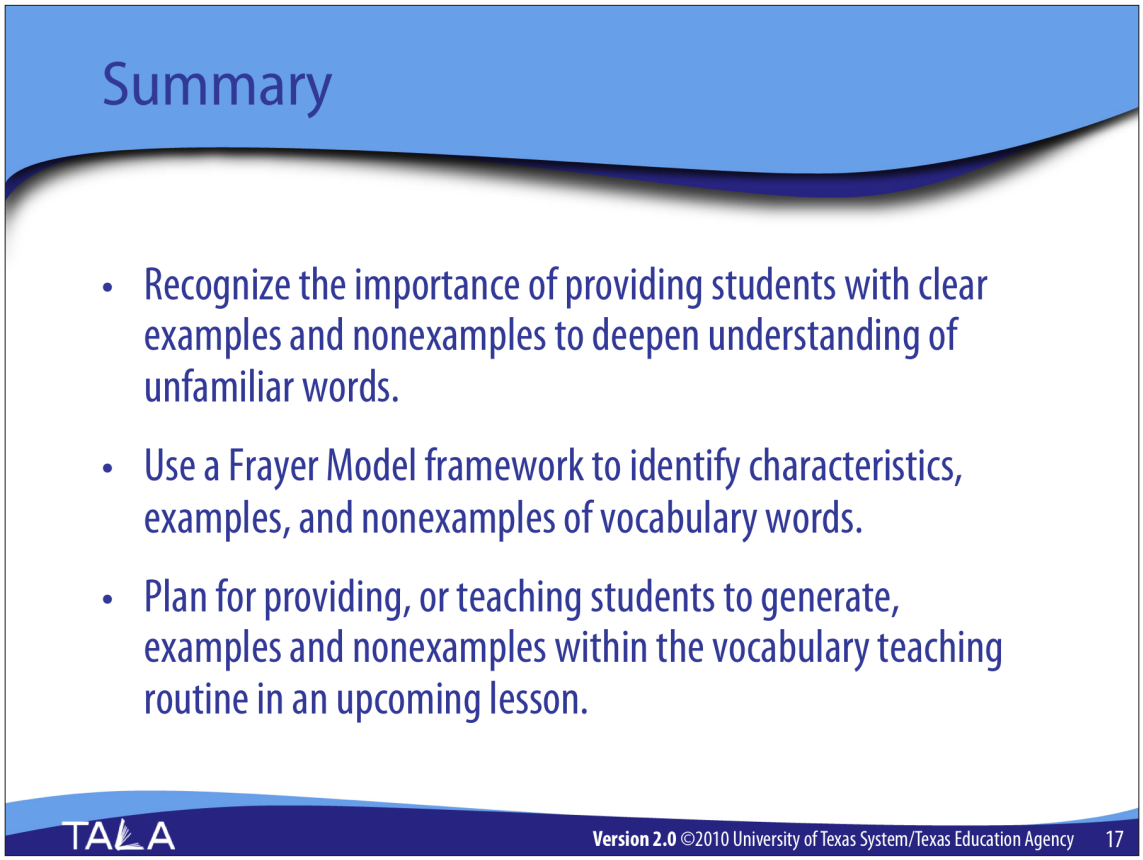
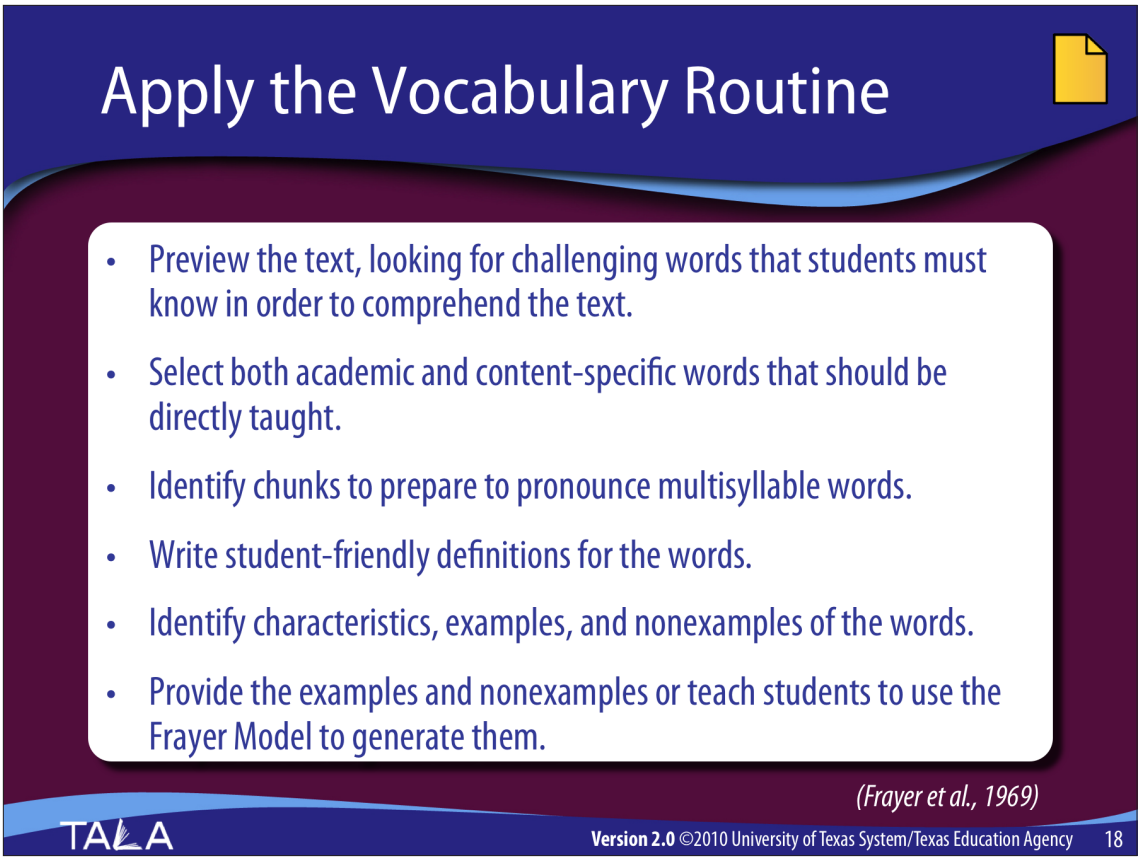


Slide 17—Summary

Review the objectives.

REFERENCE: Frayer et al., 1969.



Slide 18—Apply the Vocabulary Routine

Activity: Applying the Vocabulary Routine (Optional)

Select one of the academic or content-specific words you identified as requiring the entire instructional routine. Using the blank template in **Handout 8**, prepare a Frayer Model to use in your upcoming lesson.

Lead participants through the routine, using their teacher's editions.

Remind participants that Handout 2 is a blank Frayer Model template they can photocopy for their students' use.

Allow 10 minutes and break time.

REFERENCE: Frayer et al., 1969.

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