

MCLA Handout 2: Brief Summary of Key Vocabulary Strategies

- **Frayer Model- (show PowerPoint slide #)**

Purpose: As a BEFORE strategy, the Frayer Model helps students recall anything they already know about important new words.

How to do it in class: probably the best thing a teacher can do is to give students a handout package (or use the white board) that has important new words (one each) already inserted in a Frayer model template. Students fill in as much as they can of the Frayer Model BEFORE they read the assignment or are exposed to any learning activities.

Benefit to learner: This alerts each student from the beginning how much they think they know, and still need to know.

Benefit to the teacher: If you collect these Frayer Model forms (we suggest having a folder for each student to keep their work in that you keep in a file box for them to use each class session), then you can use this as a pretest and find out which important terms and concepts need extra attention and for whom.

- **Graphic Organizers (or Thinking Maps)-**

Purpose: The academic vocabulary *graphic organizer* helps students see relationships in known and new vocabulary. GOs are powerful learning tools because they mimic the brain and how it stores information. They can also help students begin getting the necessary multiple exposures to new words so that are permanently learned.

Ideally, the graphic organizer selected will help students *make connections* with what they already know.

Examples of graphic organizers include story maps, semantic maps, bubble maps, K-W-L, character maps, cause-and-effect maps, problem-solution frames, Venn diagrams, and timelines.

How to do it in class: Give students copies of, say, two graphic organizers you would like them to complete BEFORE reading the assignment and before any other instruction has taken place.

Model a few examples using each of the GOs selected using vocabulary and/or concepts from an earlier unit of study.

Be sure to **think aloud** as you model so students can understand how YOU might use these learning tools.

Benefit to learner: Helps them to use their prior knowledge (schemas) to open relevant knowledge in the brain, identify gaps in their knowledge which then makes new learning much more possible.

Benefit to the teacher: As with the Frayer Model (another kind of GO), teachers can monitor the GOs to identify learning needs.

- **Semantic feature analysis (SFA)**

(Note: The handout for SFA from Spring 2009 follows in this packet in case you would like to distribute it again.)

Purpose: A type of graphic organizer. A chart with topics listed in the left column and features in the top row. Each topic is marked (yes or no; plus or minus) to indicate whether or not the feature is present.

How to do it in class:

1. Important words/concepts to be provided students and listed on the rows of SFA grid.
2. Features of the word class are provided by students and listed across the top of each column.
3. Using either a "+" or a "-" students determine which class examples possess which features.
4. Throughout strategy teacher employs instructional conversations to clarify and extend student knowledge.

Benefit to learner: Helps learners understand attributes of new words/concepts as well as similarities and differences between words/concepts.

- **Concept Maps-- See Handout #3**
- **6 Degrees of Separation Game- See Handout #4**
- **Academic Word Walls: Word Sorts**
- **Academic Word Walls: Games (see AWW Games Handout)**