Frayer Model Map

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea.

Steps to the Frayer Model:
1. In the center oval, write the key word or concept word.
2. In Definition, write the meaning of the word.
3. Under Characteristics, list the characteristics describing the word.
4. In the Examples box, list examples of the word.
5. In the Non-Examples box, list what the word is not.

Concept of Definition Map

A Concept Definition Map prompts students to take a key term, concept, or reading selection and uncover its component ideas, show their structure and interrelatedness, and chart these findings on a graphical organizer. Students place information in logical categories, identify defining properties and characteristics, and offer examples (and non-examples) of ideas. This strategy is especially useful for analyzing brief, but content-rich, reading selections.

Directions for using the map:
1. Write the key term or concept in the center section of the map form (Key Term or Concept)
2. Explain what the key term or concept is (What is it?)
3. Fill out the properties section (What is it like?)
4. Provide a few examples of the key term or concept (What are some examples?)
5. Write a complete definition of key term or concept based on your map

Rivet

Rivet is a variation of the childhood game, HangMan. This game introduces vocabulary terms and encourages better spelling. The game is very simple. The teacher draws a blank line for each letter of a vocabulary word. The teacher then slowly fills in the blanks, one letter at a time, until a student guesses the word. This student is then asked to come to the chalkboard and complete spelling the word. *A variation* of this game adds features of the "Wheel of Fortune" television show. Here, the class is divided into teams, each taking turns calling out a letter. The teacher fills in all of the blanks corresponding to this letter. Each team suggests letters until one team can identify the vocabulary word.

Steps to Rivet:
1. Choose 6 to 8 important words from the reading selection.
2. Draw lines for each letter in the first word. Have students follow along with their own personal white board. For example, _ _ _ _ _ _ _ _ _ _ .
3. Fill in the letters to the word one at a time. Encourage students to guess the word at any point. For example: **v o l** _ _ _ _ _ _.
4. When someone guesses the correct word, have that student help spell it and write the remaining letters on the board. Such as, **v o l u n t a r y**.
5. Repeat the above steps for each of the vocabulary words.

The Frayer Model Map

On _____

Definition:	Characteristics:
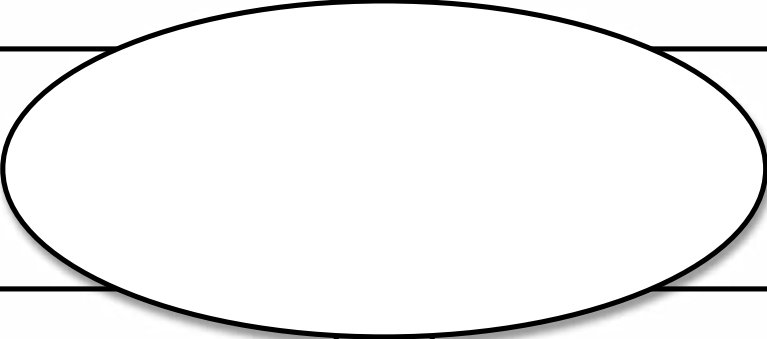
Examples:	Non-Examples:

Concept of Definition Map

What is it?

What is it like?

Key Term or Concept

What are some examples?

New Definition _____

_____

DEFINITIONS ARE US...

DIRECTIONS:

Look up the definition of the assigned word. Select the two most important words in the definition. Get with a partner and share the words you have chosen along with the reasons for why you chose them. Once you and your partner have discussed your choices, work cooperatively to create your own definition. Record all your work below.

MOST IMPORTANT WORDS

1. _____

2. _____

3. _____

4. _____

WHY THOSE WORDS?

➢ _____
   _____

➢ _____
   _____

➢ _____
   _____

➢ _____
   _____

OUR OWN DEFINTION

_____
_____
_____
_____
_____
_____
_____
_____
_____

Mindstreaming

Mindstreaming is a learning strategy designed to bring out **background knowledge** about a topic. It is similar to Think-Pair-Share, but less structured. Students in pairs stream images and ideas about a topic. It is important that the instructor emphasize that the students use their 'quiet voices' during this time, as half of the class will be talking at the same time.

Rationale:
This process gives both students a chance to process ideas just learned. This process gives students the ideas and words to say in general class discussion by offering them an opportunity to gather their own thoughts and to listen to another student's learning as well. Verbalizing in the Mindstreaming process gives students a chance to try out the words and ideas they learned before reporting to the whole class. If they do not have a total grasp of the concept, often hearing another student verbalize will give them a "leg up."

Steps:
1. The instructor introduces the Mindstreaming procedure to the students and then provides a topic, such as: Why do you think people live in communities rather than living alone? Describe the entire process of driving a car from your house to the grocery store. Describe the idea that where you live affects how you live.
   Students decide who will be Partner A and who will be Partner B.

Part 1: 20 seconds

2. Person A speaks with no interruptions, listing words associated with the concept or topic.
3. Person B listens.

Part 2: 20 seconds

4. The roles reverse with Person B speaks with no interruptions, listing <u>other</u> words and ideas associated with the topic or concept.
5. Person A listens.
6. Person A and B can then share what they heard during the class debrief phase.

Do I Really Know It?

Thinking Skill: Verbal sequences, verbal classification, identifying attributes.

Content Objective: Students will use a flowchart to confirm their clear understanding of a concept. NOTE: This process helps students "check" how well they understand key concepts and can be used to review such concepts in any discipline.

1. What kind of idea is it?
   Name the category in which the concept fits. Be as specific as you can in naming the group to which the person, place, thing, or organism belongs. This step narrows your attention to the idea you are trying to describe.
2. Can I name some examples?
   Name the best examples of this idea that you can think of. Examples help you remember the idea by images or memories. You can sometimes remember an example more easily than the idea it represents. You also use examples to explain the idea to someone else.
3. What are some similar ideas?
   Name something that is similar in some important way, perhaps from a different subject, that helps you remember the concept you are studying. Similarities connect what you are learning to what you already know.
4. What are some different ideas?
   Name something that is different from the concept you are studying, that you must not confuse with it. Identify how the difference will keep you from confusing the two concepts. Recognizing and knowing a difference separates your new idea from other similar ones and helps you remember concepts clearly so that you don't forget it or misunderstand it.
5. What are its important characteristics?
   Name the qualities that make this concept what it is. If you really understand something, you can explain what makes it special and sets it apart from other things of this kind.
6. Can I give a full definition?
   Combine the category in Question 1 with the characteristics in Question 5 to create a complete definition. Naming the category and the characteristics that make it different from others describes the idea or thing and shows that you understand clearly what it is.

Do I Really Know It?

Directions: Complete the left flowchart to explain why each step is important to be sure that you really understand what something is. Think about the example and answer each of the questions on the flowchart on the right side.

Example:

⬇

What Kind Of Idea Is It?

⬇

Can I Name Some Examples?

⬇

What Are Some Similar Ideas?

⬇

What Are Some Different Ideas?

⬇

What Are Its Important Characteristics?

⬇

Can I Give A Full Definition?