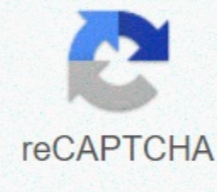




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## Frayer model vocabulary card

In one unit of study there are many vocabulary terms that students must learn. In the list of terms there are several that represent the main concept. For example, in the science unit about rocks, the terms in the table below are generally taught. basalt foliated rocks granite gypsum igneous rocks metamorphic marble mineral rocks obsidian sandstone rocks unconsolidated rocks Although students can learn these vocabulary terms independently, they still have to understand the relationship between them and thus develop a deeper understanding of the main ideas. In this vocabulary list, there are three terms that form the foundation for the entire unit: igneous rocks, sedimentary rocks, and metamorphic rocks. Since these terms are central to a substantial understanding of chapter content, teachers may need to spend more time making sure that students actually understand it. In cases like this, using a graphics organizer like the Frayer Model can help. When used appropriately, the Frayer Model allows teachers to combine elements of vocabulary instruction discussed on the previous page (that is, selecting words, explicitly defining and contextualizing terms, helping students actively process words, providing some exposure to terms). Introducing and Teaching the Frayer Model When they introduce this model, it is helpful for teachers to explain why it is useful to build vocabulary and conceptual knowledge. Then they can explicitly teach students what information to enter in each section. Click to enlarge the Frayer Model Click here to see the Frayer Model completed for one major concept in the science unit above: sedimentary rocks. Frayer Model – Finished Sedimentary rock layers of sand or other particles are pressed together and eventually form a rock; often on the seabed, rivers, lakes, etc. Often have fossils in it 75% of the Earth's surface covered with them Coal comes from layers of sand and mud on the seabed turned into these you can usually see their Sandstone Shale Fossils Conglomerate Rocks Gypsum Limestone Grand Canyon Hardened Molten Lava Slate Granite Pumice Marble Model A Frayer is square divided into four squares equal to the oval in the center. The oval and four boxes are all labeled with titles. The oval title is Term. The top left box is labeled Definition, the top right box is labeled Characteristic, the lower left box is labeled Example, and the bottom right box is labeled Nonexamples. The term for Frayer's model, in the oval, is sedimentary rock. The following text is written under the heading Definition: Sand layers of other particles are pressed together and eventually form a rock; often on the seabed, rivers, lakes, etc. Five points listed below title as follows: Often has fossils in it; 75% of the Earth's surface is covered with them; Coal comes from this; The layers of sand and mud on the seabed turn into this. You can usually see them. Seven bullets were given under examples leading to the following: sandstone, flakes, fossils, conglomerate stones, gypsum, limestone, the Grand Canyon. Seven bullets are given under Nonexamples towards the following: liquid hardened, lava, slate, granite, pumice, obsidian, marble. (Close this panel) The initial instructions on the Frayer Model were heavily directed by teachers and required teacher modeling. Teachers have to show how to solve graphic organizers by talking through what they do and how they come up with the information they put into different sections. Teachers should teach students how to use textbooks and other subject matter to generate and discuss information for each section. Frayer's model is not intended to be used as a worksheet for homework, something that would not be more effective than asking students to simply search for definitions for a defined word list. Discussion is an important element of this practice. By filling the Frayer Model with their classes, teachers help students to implement some of the practices discussed earlier in this module, such as contextual terms, active information processing, and experiencing some exposure to terms. There's no need to complete the entire Frayer Model in one lesson. Teachers can use the definitions section to first introduce the term to students. Then they can return to complete other parts of the organizer after students build some conceptual knowledge by reading texts, viewing demonstrations, or working with related content. Click here for the Frayer Model pdf template for classroom use. Example of a Frayer Model from the Content Area Click the link below for a completed Frayer Model example. English /Art Language Mathematics Social Sciences Frayer Model Example: English Language/ English Language Arts/Language Example: The Frayer model is square divided into four squares equal to the oval in the center. The oval and four boxes are all labeled with titles. The oval title is Term. The top left box is labeled Definition, the top right box is labeled Characteristic, the lower left box is labeled Example, and the bottom right box is labeled Nonexamples. This is an Example of English Art from the Finished Frayer Model, and it is given such a title. The term for Frayer's model, in the oval, is historical fiction. The following text is written under the heading Definition: A collection of past novels containing references to important events in history. Writers can combine factual information with fictional characters, dialogue, Events. Four points are listed under the heading Characteristics as follows: based on historical facts; set in the past; arranged in real time and place; some aspects of fiction, such as characters, details, or events. Four bullets are given under the heading Examples as follows: novels about the Civil War; stories about fictional families during the Great Depression; Esperanza Rising by Pam Munoz Ryan; Star number by Lois Lowry. Four bullets are given under the heading Nonexamples as follows: a general's personal account of the events leading up to the Iraq War; stories about families living on the moon; Lord of the Rings by JR Tolkien; Tuck Everlasting by Natalie Babbitt. Reprinted with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. (Close this panel) Frayer Model Example: Mathematical Example: The Frayer model is a square divided into four squares equal to the oval in the center. The oval and four boxes are all labeled with titles. The oval title is Term. The top left box is labeled Definition, the top right box is labeled Characteristic, the lower left box is labeled Example, and the bottom right box is labeled Nonexamples. This is a Mathematical Example of the Finished Frayer Model, and it is given such a title. The term for Frayer's model, in the oval, is quadrilateral. The following text is written under the heading Definition: polygon with four sides and four angles. Six points are listed under the heading Characteristics as follows: number of interior angles = 360 degrees; exactly four sides; exactly four angles; made of line segments; has two diagonals; closed number. Five points are given under the heading Example as follows: parallelogram; ketupat; square; rectangle; Trapezoid. Six points are awarded under the heading Nonexamples as follows: circle; triangle; oval; straight line; star; Octagon. Reprinted with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. (Close this panel) Frayer Model Example: Science Example: The Frayer model is a square divided into four squares equal to the oval in the center. The oval and four boxes are all labeled with titles. The oval title is Term. The top left box is labeled Definition, the top right box is labeled Characteristic, the lower left box is labeled Example, and the bottom right box is labeled Nonexamples. This is a Science Example of the Finished Frayer Model, and it is titled so. The term for Frayer's model, in the oval, is physical property. The following text is written under the heading Definition: characteristics of material that can be seen, felt, heard, kissed, or tasted. points are listed under the heading Characteristics as follows: measurable; describe an object; information that can be observed without turning the problem into something else. Five points are given under the heading Example as follows: color; texture; circumstance (solid, liquid, gas); boiling point. Smell. Four bullets are given under the heading Nonexamples as follows: the way the material behaves in chemical reactions; chemical properties; can be observed only when one substance turns into a different substance; Flammable. Reprinted with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. (Close this panel) Frayer Model Example: Social Studies Example Social Studies: The Frayer model is a square divided into four squares equal to the oval in the center. The oval and four boxes are all labeled with titles. The oval title is Term. The top left box is labeled Definition, the top right box is labeled Characteristic, the lower left box is labeled Example, and the bottom right box is labeled Nonexamples. This is an Example of a Social Study of the Finished Frayer Model, and it is titled so. The term for Frayer's model, in the oval, is human migration. The following text is written under the heading Definition: people moving from one place, region, or country to another. Four points are listed under the heading Characteristics as follows: involve major changes (remote or large groups); can be forced by natural, economic, warfare disasters; can be an option because one wants a different climate, job, or school; permanent or semi-permanent, not temporary. Three points are awarded under the heading Example as follows: moving from Dar el Salam in Tanzania to Zanzibar; people many years ago walked/floatated across the Bering Strait from Russia to North America; people moved from rural areas in the southern United States to cities in the North. Four bullets were given under nonexamples heading towards the following: people lived in one place all their lives; geese fly from Canada to Mexico; someone from El Paso, Texas, went to Juarez, Mexico, for the day; driving from home in the suburbs for a job in the city. Reprinted with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. (Close this panel) Guided Exercises with Frayer Models Once students get used to using these graphic organizers, they are ready for guided exercises. Once they've discussed definitions as a group, teachers can guide students as they complete the characteristics, examples, and non-example sections. Watch the video below to see how a math teacher guides his students to produce the characteristics of the term dilation and to distinguish and not an example of this word. During this process, students learn to connect welded with previous lessons and to review their knowledge of other words as they deepen their understanding of the new term (time: 2:05). Used with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. Transcript: Guided Practice with Frayer Model Teachers: I want you to use these characteristics to determine if this slide I'm about to show you is an example or an example of unusual dilation. Narrator: The teacher combines technology, displays numbers and asks students to use an interactive clicker to choose whether the number is an example or a non-example of being performed. Teacher: I'm just asking you to Choose A whether it's an example of dilation or B if it's not an example of a dilation, and here's our result. So most of you choose B, which is a non-example. Raise your hand if you can tell me why it's not an example. Nicole? Nicole: Because the shape is not similar. Teacher: The shape is not similar. Nicole: Because it stretches horizontally but not vertically. Teacher: Good! Teacher calls students to explain how they use the dilaisi characteristics recorded on their Frayer Model to make their decisions. Teacher: We just chose that this image is an example of a dilation. Now I want to know who can tell me what kind of dilation this is. Put your hands up if you can tell me. Anthony? Enlargement. Teacher: It's enlargement. Very good, yes! And how do you know that? It's bigger than one. Teacher: Okay, that's enlargement because it has a scale factor greater than one. And I see that you're looking at your Frayer Model and its characteristics. What about other characteristics? Do they apply? Anthony: Yes Master: Tell me which one to do. Anthony: The numbers are similar. The numbers are similar. Good. Anthony: Size changes but not shape. Teacher: Good! That's the right statement. The size does change but not the shape. What else, Anthony? Anthony: His figure doesn't spin or flip. Teacher: Good. You're right. The orientation remains the same. The image does not rotate or flip. So characteristic it is suitable for why this is dilation. Narrator: When a class is discussed, the teacher adds examples and non-instances to the Frayer Model class. Next, students will work with partners to practice creating examples and non-examples on their Frayer Model. (Close this panel) Independent Practice with the Frayer Model Once students have sufficient experience with the Frayer Model, they should be able to complete a section in the class without the guidance of the teacher (i.e., independently, in pairs, or in small). When doing so, they should still be asked to explain their reasons for to examples, and non-examples they choose. It is helpful to ask students to show how they use information from their text or other curricular material to complete the section. Click on the video to see how a small group of students explain how they generate examples and non-examples for vocabulary term statements (time: 2:07). Used with permission from the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, © [2010]. Transcript: Independent Practice with Frayer Model Narrator: Eighth graders in Alma Perales' class have used the Frayer Model to improve their understanding of vocabulary and math concepts. In this video, students practice creating examples and non-dilation examples. Student 1: So what form should we do? Student 2: Rectangle. Student 1: Rectangle. Students 2: yes. Student 1: Okay. Student 2: We have to do a smaller one. 1 x 2. Students 1: 1 x 2. Make it bigger? yes, we should go to magnification. Student 1: Enlargement? Okay. Student 2: Yes. 2 x 4. Student 1: Let's examine its characteristics. Student 2: Size changes but not shape. A factor of scale greater than one is magnification. The image does not rotate or flip. Five... I mean the scale factor is between zero and one, creating redout. Student 3: Reduction. Pupil 2: It's my fault. The numbers are similar so square, I mean rectangular and rectangular similar and the size changes but not the shape, so... Student 1: It's enlargement. Student 2: Yes. And then non-examples. Student 1: What should we do on non-examples? What shape? Students 2 & amp; amp; 3: Rectangle. We keep it. And let's check the characteristics. The size is changing but not the shape. It's not an example, because it's not it. This is wrong. Student 2: Yes, it's rectangular, and it's square. Student 1: Yes. Student 2: It changes from rectangular to square. That's why it's not an example, because the shape is changing. Narrator: The teacher recalls the class and gives students the opportunity to share their explanations of examples and non-examples. Later, he wrapped up the lesson by restoring the main focus. Teachers: Our main goal today is to produce similar numbers using dilaton, including enlargement and reduction. And we combined the Frayer Model to help build our understanding of the word dilation. And we will continue to use the Frayer Model to improve our understanding of other mathematical concepts in this class. (Close this panel) Now listen as Deborah Reed talks about how many students Model Frayer can accomplish on her own (time: 2:50). Deborah K. Reed, PhD College of Education, Director of the University of Iowa, Iowa Reading Research Center View Transcript Transcript: Deborah K. Reed, PhD Dalam hal cara cara Frayer Model students have to finish or which particular box they can complete on their own, it depends on a few things. First of all, it depends on the students' understanding of the format and functionality of the Frayer Model. Another thing that depends on is their familiarity with what content you use the Frayer model to address it. If this is the first time a student has experienced a target term that you place in the middle of the Frayer Model, and you know that you haven't taught anything about this concept, I'm not sure how students will come up with the information in the square all by yourself. That would be the same thing as setting a list of words on Monday that students search in a glossary or dictionary and then we take the test on Friday. The goal of the Frayer Model is to go deeper with words. If you use it to introduce it for the first time, it is incumbent on teachers to provide a student-friendly definition. Children don't yet have enough information to give you any definitions. Now, you can go through the text together where the definition is somewhere embedded in that text, and so it's probably a guided instructional activity where we find a definition embedded in this text that we can include in the Frayer Model. And then maybe later in the reading we will find some characteristics. So as we read we will pull out these characteristics, and we will put them into the Frayer Model square and then maybe later, or while they give us the characteristics possible, they will also show us some examples of that application, and so as we read we will find them and pull them out and put them into the Frayer Model. If you have discussed some of the instructions in this concept and you are using the Frayer Model as a kind of cumulative review of what they have learned then it is possible that students can complete more Frayer Models themselves, including their definitions. By that time they had built up background knowledge, they had done some work, they had had several different exposures and contexts, they had discussed this in the classroom, and then the expectation might be that they should be able to identify, or come up with a definition, be able to list all the important characteristics that would help us recognize this concept, and produce some examples and non-examples. That would be much later in the lesson. Earlier in the lesson, it would have been much more teacher directed. In the next part of this module, you will learn about reading comprehension, another important component for developing knowledge in the content area. IRIS Center Peabody College Vanderbilt Nashville, TN 37203 iris@vanderbilt.edu. The IRIS Center is funded through a cooperation agreement with the U.S. Department of Education, Special Education Program (OSEP) Grant #H325E170001. 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