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Use the Frayer Model template to support independent work or groups of students in identifying unfamiliar concepts and vocabulary. You can use a shared template to allow students to collaborate on the unit dictionary. One computer projects a template on the screen for use during learning. Work as examples as a class. Links to Third Party Websites: If you use links provided on this website to access a third-party website, you acknowledge that the terms of use, including the license terms set forth on the third party website, apply to use that may be made from materials on that third party's website or where permitted by the Copyright Act 1968 (Cth). The Department is not responsible for content on third-party websites. When planning to use technology in the classroom, it is important to take into account the diversity of your students. Universal Learning Design (UDL) is a structure to guide the design of learning environments accessible and effective to all. For UDL guidelines, information, and additional materials, visit the CAST website. Many students require technology as an adjustment to support their access to learning. Adjustments (NESA) are actions that allow a student with disabilities and additional learning to access curriculum outcomes and content on the same basis as their peers. Participate in individual learning using an online technology course to help you make more informed technology decisions. For a number of simple videos, visit the Assistive Technologies page on the Disability, Learning and Support website. Resources are organized into four sections; Literacy and learning, vision, hearing, physical and motor skills. High potential and gifted training and support When planning the use of technology in the classroom it is important to take into account the full range of abilities of all students. High potential and gifted students may require additional adjustments and deliberate talent development. These strategies include differentiating, grouping, enrichment and advanced learning pathways so students can engage, grow and achieve their personal goals. Assessing and identifying high potential and gifted students will help teachers decide which students can benefit from expansion and additional problems. Effective strategies and contributions to achievement for high potential and gifted students help teachers identify and target areas for growth and improvement. For further support and advice on how to tailor learning to high potentials and gifted students from all backgrounds, visit the High Potential and Gifted Education web section, High Potential and Gifted Education Policy or visit one of the professional teaching on offer. Page 2 Home Training Exercise Training Tools Date: June 24 - June 28 Location: McClesfield Academy, McClesfield Year: 10 10 is the main school, but works on three 100 minutes of lesson per day. It was Week 1 of the new school year for the school I was volunteering in. The entire year 7s move to Year 8, Year 8s to Year 9 etc and new GCSE options begin. I had a chance that most PGCE students don't usually have to see what teachers do in their first lessons with new classes. Comparison of distributions – New Year 10 The first session was for the new year of the 10's, headed. The theme was Distribution Comparison. Calculate the average, median, mode, and range. Asking students, and sometimes helping them, identify each statistic. Comparing them and discussing with the class the advantages and disadvantages of each statistic. Students are asked to identify skewed and elite. Skewed – stretched higher or lower than should be with the help of outliers Outlier/ anomaly – unusually low or high Range – variation, distribution, consistency It passed through the upper quartile, lower quartile, inter-quartile range, box area. Each statistic was determined. Upper quartile – 75% of the path through the data New quartile – 25% of the path through the data Interquartile Range = upper quartile – lower quartile They then went to compare different distributions using all the above statistics, including median, range, inter-quartile range, stem circuit and area of the box. The exercise was 4 questions (which were all mathematics in context). Her homework for them was to complete Fryer's chart. I've never heard of a Frayer chart before, but I think it's a great idea. This is meant to get students to bring what they learned together today. It doesn't matter if most things are already going to be in their books, or if the scheme hasn't been fully completed as it's a skill they'll be working on for a year. Frayer Scheme (model) Frayer model is a graphic organizer for building a student dictionary. The students define the subject/vocabulary, look at the necessary schemes and generate examples of questions and non-examples. This information is written in a chart that is divided into four sections to provide visual representation for students. I definitely benefit from the Frayer scheme/model in my future training. I attach an example of the model used, Dr. Hazel explained, to compare the distribution. Frayer-Model-Example Download I was lucky enough to be in the next lesson afterwards. At the end of the lesson, the teacher completed his homework. The following figure shows an example of a completed Frayer model by one of the year 10 students. An example of a completed shabby model, Mathematical Vocabulary, I noticed that there was a board called literacy in the classroom, and it had a collection of mathematical vocabulary. It reminded me of a session with Adam Mercer at the Full Mathematics conference in Lasalle last Saturday. His speech on Construction in the lower abilities of the Uachs was that literacy was key. If students don't understand the question, they can't answer it! I really like the fact that the school pays a lot of attention to mathematical vocabulary, and the teacher kept emphasizing that. With each new word, she will ask the class what they think is the definition, and she will write that definition on the board. The students also wrote this on their book. And when it came to answering exercise questions, she encouraged them to use the right words to compare distributions. Vocabulary is of great importance to students. As a teacher, you should work to expand your students' vocabulary, and you can do so in several ways. One way to do this is through the Frayer Model template. It's a kind of graphic organizer used to learn concepts or words. The technique requires students to identify targeted dictionaries and apply their knowledge, generating examples and not examples. For students to better understand the concept, you must first demonstrate its use several times. Frayer model templates The importance of the Frayer model template Thration can be used by the Example Frayer Model to study and practice vocabulary. This graphic organizer includes a square divided into four levels of boxes with an oval in the middle. The oval and four boxes are marked with headers. You would place a concept word inside the oval when you use four fields for definitions, sentences, characteristics, nonexamples, examples and images. The main purpose of the Frayer Model dictionary is to identify and define unfamiliar words and concepts. The students learn to identify a word or term, describe its important characteristics, give examples, and offer unimpressive actions. All this information goes into the example of the Frayer Model to give visual representation of the concept to students. Using a chart can encourage students to comprehend words in a choice to read with greater context. The Frayer Model template tries to cause students to analyze concepts or words and then synthesize or use that information. In addition, it can also activate prior knowledge of the subject and build connections. Frayer Model Examples Ways to use the FrayerMani model template of us learn our vocabulary using rote exercises where we exclusively memorize words. Frayer Model vocabulary can expand the learning process with more depth and even make it more palative for students. The use of this graphic organizer helps students learn not only the meaning of new or unfamiliar words, but also their application. Here are the benefits of using this model: It helps students identify, understand, and learn new words. This helps students step up past knowledge, connect this to new concepts and stimulate critical information analysis. It provides visual concepts of the concept facilitate recall and retention. To better understand this model, here's a simple demonstrative example of the Frayer Model: First, select a word in the reading task and tell your students to write down all the information they know about the word. Using examples makes it easy to identify other facts of words. From this list of examples your students come up with, encourage them to look for the most important characteristics of the word. Also, direct them to identify non-examples and non-essential characteristics of the word. Ask them to write down all their answers in four sections of Fryer's printed model and review. Then let your students complete the reading assignments and allow them to identify any other information they may add to the template sections. Summarize the information collected and help students either illustrate or identify the word. In addition to using the Frayer Model vocabulary in this way, there are other strategies to use in the classroom, including: Guess the word You can display the full Frayer model without mentioning the concept or word. Based on the prompts in the four chapters, invite students to guess the word. If they don't guess the word before reading, let them read some of the material and then let them try again. You can assign a case as a group where the first to identify the word wins the contest. Give your students incomplete templates Ask your students to try to fill out incomplete templates. This activity helps them activate their previous understanding and help them connect this to new information. Critical analysis of students is stimulated in the exercise when they need to justify their answers. Carousel Brainstorm This strategy includes several templates placed around your class in separate areas. Divide your students into groups and give each group time of 2 to 3 minutes to fill in the field of their choice in templates. Once installed, the groups go to the next template. Your students may add more information to boxes already filled in by other students. When this activity ends, each group summarizes the template they have finished. Reading understanding Before reading, use the model as a graphic organizer to stimulate prior knowledge. First, show your students a filled Frayer Model template, leaving the oval empty. See if they can define the concept of the oval by simply looking at the contents of the four squares. As you read, allow students to create a list of words related to the basic concept. Then divide the class into groups to fill sections of the Frayer model using the list they just created. After reading, talk about the main concept of the Frayer Model, and then talk about nonexamples. Add new knowledge to it, if any, students enter and identify the facts or characteristics in the boxes at the top. Your students can then clarify their understanding of the basic concept by analyzing examples and unflattering moments in boxes. This activity will help you make quick assessments of how students learn and allow your students to be more interested in learning new words and concepts. If you can incorporate these practical and easy ways to use the Frayer model in your classroom, your students can start enjoying learning. Printed Frayer models How does the Frayer model work? The Frayer Model template is a graphic organizer used to help students build their vocabulary. The technique involves requiring students to identify targeted words and use their knowledge, come up with examples and indistinguishable, giving characteristics or drawing illustrations to explain the meaning of the word. Students then put this information in a template to give visual representation of the words. This model works effectively if used correctly. Here are the steps to use the Frayer Model correctly: Select a key dictionary in front of the class, select keywords and make copies of Fryer's printed model. Give your students a template and explain the correct way to use it. Demonstrate the process of using the Frayer Show model to Frayer model students and explain the sections. To begin with, use the common word as a demonstration of the different components of the model. Demonstrate the quality and type of responses you are looking for by giving an example. Invite your students to share their ideas Invite students, student couples, or student groups to share their findings with the rest of the class. Later, you can use their presentations when you view the concept list. Provide your students with additional resources Make copies of each Frayer model so that each student has a copy of all the key concepts they can use for reference. You can also display the completed Frayer model on the Dictionary Wall, which all your students can use as a link. Optional activity You can continue or strengthen students' thinking by asking them: Describe the reason for examples and unflattering asking your students to use the Frayer model to take notes while reading. Invite students to change field names to include concept development categories. Why is the Frayer model effective? Many teachers today use the Frayer model as a classroom management tool for several reasons. This is an exceptional teaching strategy so much that it has become a widely popular tool. As a graphic organizer, this model can help students: Classify and organize their ideas. Build sense. Communicate more efficiently. Learn the exact meanings of keywords and concepts. The Frayer Model is a visual graphic organizer that use to help students choose to select organize information related to a key concept or word. The design of the mesh includes four sections, namely examples, indistinguishable, substantial characteristics and unimpressive characteristics. The main purpose of using the Frayer model is to make a visual reference that helps students identify unfamiliar words and concepts. Using the Frayer Model offers several benefits, including: It helps establish a connection between what your students know and what they can learn. You can use it before, during, or after reading it. This improves students' ability to store information. This encourages critical thinking. You can use it separately, in small groups, or for the whole group. It relies on students' prior knowledge. It serves as a visual reference for students to compare examples. Examples.