

Unit 2 • Module 3:

Generating Examples and Nonexamples

Section 1

Slide 1—Title Slide

Welcome to the third module in the Vocabulary Instructional Routines unit, Generating Examples and Nonexamples.

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, the third module, focuses on generating examples and nonexamples of unfamiliar words as you provide students with opportunities for valuable encounters with the words.

And remember, if you are doing an investigative lesson, you might move the introduction of and instruction in vocabulary to the end of that lesson. However, avoid having students encounter the terms in text until you have provided appropriate support for them to do so.

Please locate **Handout 1: TEKS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS). Take a moment to review this before beginning the next video presentation.

Section 2

Slide 3—Objectives

Now that you have had an opportunity to review the relevance of this module to your particular subject area, take a moment to review the objectives listed on the slide.

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 dif-

ferences, which has been deemed a “high-yield strategy” by school improvement experts such as Robert Marzano. 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 terms with which you are unfamiliar. These will be explained as we work through the slides.

Slide 4—Understanding When and How to Use a Word

Although student-friendly definitions are necessary to help students learn new words, they are not usually sufficient. In order to acquire a new vocabulary word so that it can be used and understood in varying contexts, it’s essential to provide students with more information about when and how the word could be used.

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

English language learners, or ELLs, who lack a lot of procedural and conditional knowledge about English usage, may find it particularly difficult to contextualize new words. It is important to provide students with multiple examples of vocabulary words in sentences that are both meaningful and relevant.

Slide 6—Brief vs. Expanded Instructional Routine for Vocabulary

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

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 you feel merit a bigger commitment of instructional time. This step separates the “brief” from the “expanded” routine.

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

Please locate **Handout 2: Frayer Model Template**.

This graphic organizer, called the Frayer Model, was developed specifically for incorporating examples and nonexamples into vocabulary instruction. Keep in mind that the Frayer Model will not be appropriate for all words, so it is important to ensure the target vocabulary lends itself to nonexamples before having students use it.

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

Slide 8—Frayer Model: Modeling Phase: / Do

Now, please locate **Handout 3: Completed Frayer Model: English Language Arts Examples**.

Let's go through a demonstration of how you might introduce examples and nonexamples using the Frayer Model. In this case, our term is *memoir*.

The student-friendly definition calls it “a writer’s account or memories of true events in his or her life.” So, if I were teaching, I might explain to students that if I wrote a memoir of my life, it should meet the following characteristics listed in the upper right-hand corner.

One, does not always tell about a person’s entire life. Maybe I would concentrate on certain years of my life that were really important.

Secondly, 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 couldn’t make up things just to make the story more interesting.

Basically, it would be a type of autobiography because it’s my account of an important time in my life.

Then I might review some examples with the class, such as those in the bottom left-hand corner of the model.

If memoirs are factual accounts of at least part of a person’s life, nonexamples would be stories that aren’t true or aren’t a form of autobiography. These might include science fiction, historical novels, essays, or dramas. The nonexamples must be close to the definition and characteristics but not match exactly. Review the list of nonexamples on the bottom right-

hand corner of the model.

You can refer to pages 3–4 of the handout to find another demonstration of the Frayer Model.

This information is provided to give you an idea of how the Frayer Model might be used in your classes. However, use your professional judgment to determine the appropriate vocabulary words, examples, and nonexamples for your grade level and course.

Slide 9—Making Examples and Nonexamples Useful

When initially working with examples and nonexamples, focus on ones that are obvious and not easily confused or misinterpreted.

Often students need to be taught how to generate good nonexamples.

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 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, which offers added value to the instructional routine.

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

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

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

The next classroom video shows a math teacher working 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 dilation.

Video: Using a Frayer Model (4:56)

Section 3

Slide 11—Frayer Model: Science and Social Studies Samples

Please locate **Handout 5: Completed Frayer Model: Science and Social Studies Examples**.

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 features of the term used to identify it and classify items as either examples or nonexamples of the term. They are related to the definition but provide additional details. 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 doesn't.

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

Please turn to **Handout 6: Frayer Model: Adolescent** and **Handout 8: The Frayer Model**. Until now, you have been looking at completed examples of Frayer Models. To ensure you are prepared to implement the vocabulary routines in your classroom, you'll now have the opportunity to fill out two empty grids, first using the word *adolescent* and then using a term from one of your own courses.

Section 4

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

When using the Frayer Model for independent practice, students don't necessarily have to complete all four squares on their own. In fact, it may be impossible for them to do so, depending on the extent of their conceptual knowledge.

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 compelling reason to return to their text or other materials and to encourage students to discuss their understanding of the concepts.

The following video shows students sorting word problems into examples and nonexamples of dilations for their Frayer Models. As you watch the video, jot down a list of ways in which

the students are using the Frayer Model to build their conceptual understanding.

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

Section 5

Slide 14—Scaffolding

Please locate **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 need to provide additional examples and nonexamples of concepts to support student understanding. These should be presented and discussed in meaningful contexts and not simply provided as an isolated list of terms.

In addition, 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 using unfamiliar terms or as a supplement to looking up 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.

Remind students about characteristics of appropriate examples and nonexamples. Remember that useful examples and nonexamples are closely related to the topics and characteristics, often synonyms or antonyms, and usually 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 just as helpful as words.

Return to *I Do* corrective feedback whenever it becomes clear students do not understand the word or concept sufficiently.

Slide 15—Providing Examples and Nonexamples to Students

Another option for scaffolding students' contextual understanding of the target vocabulary is to provide examples and nonexamples rather than have students generate them. This technique might help clarify and deepen students' understanding of words in a more succinct manner, reserving additional instructional time for other elements of the lesson. This is useful for words that tend to present a lot of difficulties. Providing 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 identify particular distinctions among related concepts, consider whether those examples and nonexamples will present new words with which the students are unfamiliar. To explain this scaffolding technique, let's return to our sample mathematics Frayer Model for *polygon*.

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

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

You can then ask students, “Why do you think a parallelogram is a good example of a polygon?” Or, “Why do you think an oval is a good nonexample of a polygon?”

Providing these examples and nonexamples helps ensure students use more sophisticated math vocabulary or concepts. This activity also helps students make connections among the words as they continue to learn how and when it is appropriate to use these words in mathematical contexts.

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

Slide 17—Summary

We have reached the end of this module.

You should now be able to: recognize the importance of providing students with clear examples and nonexamples to deepen understanding of unfamiliar words; use a Frayer Model framework to identify characteristics, examples, and nonexamples of vocabulary words; and plan for providing, or teaching students to generate, examples and nonexamples within the vocabulary teaching routine in an upcoming lesson.