

Previewing Strategy: Vocabulary Strategies

Example Concept Strategy: Frayer Model

The Frayer Model (Frayer, Frederick, and Klaumeier, 1969) helps students learn the meanings of key concepts through word categorization. Using this method, students form an understanding of concepts by learning the attributes, choosing examples, and choosing non-examples of the concept. Students can use the Frayer Model before, during, or after reading to learn more about a topic. Utilizing this instructional model extends student comprehension of the topic and aids in the retention of the information.

Definition:		Characteristics:	
Examples:		Word	Non-examples:

Steps for Previewing Frayer Model

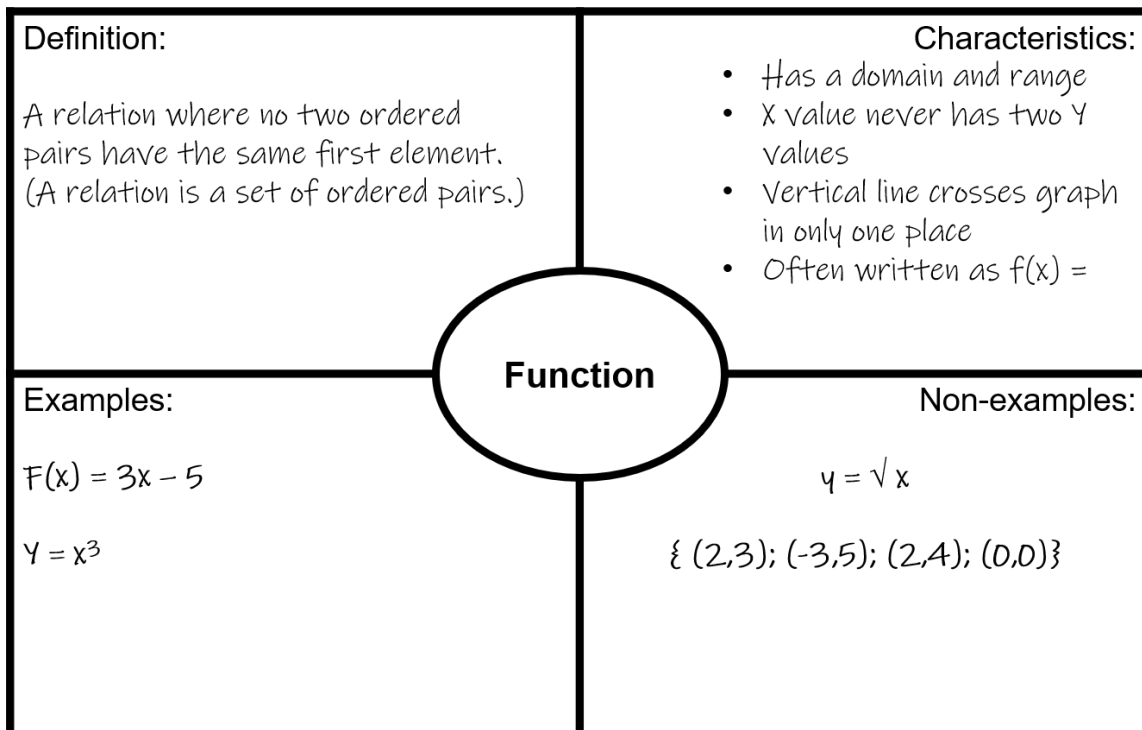
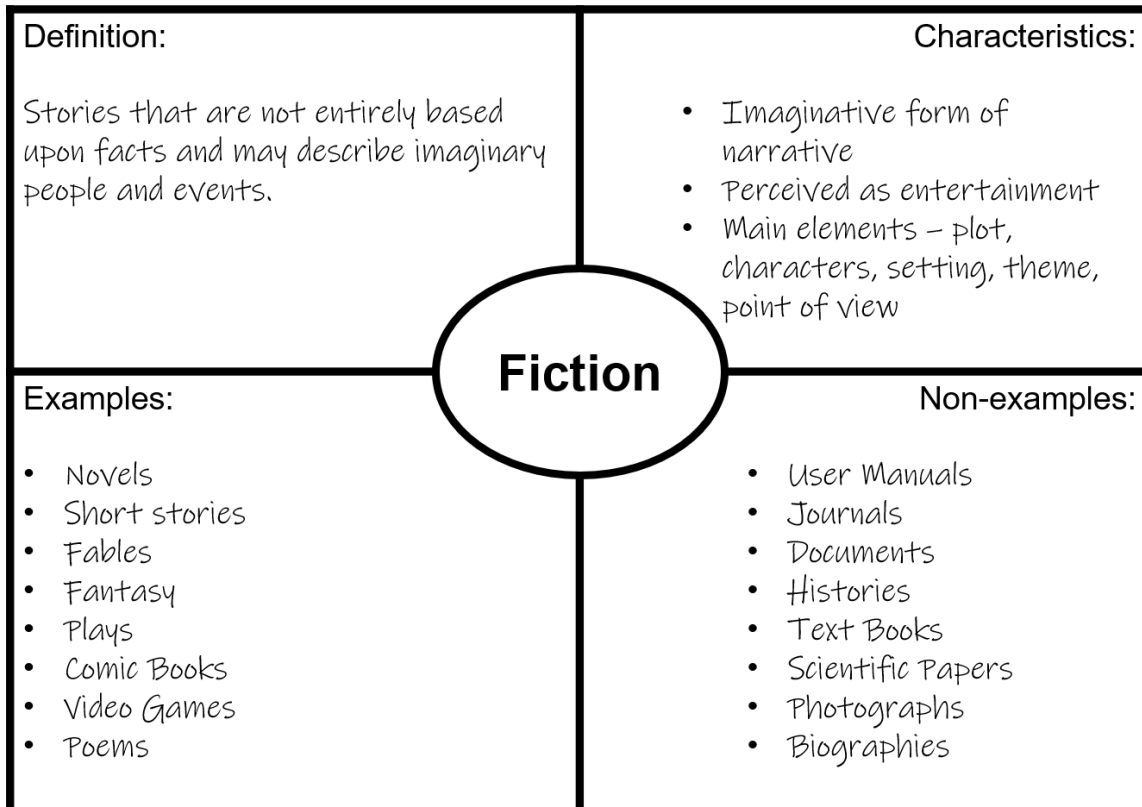
When planning, the most crucial question you need to answer is, “**How can this concept be made more accessible for students using concrete examples or non-examples, as well as characteristics (or what the word is like)?**”

1. Complete the strategy in advance to make sure that it is appropriate for the concept.
2. Distribute the Frayer Model graphic organizer or provide students with the Frayer Model headings.
3. Introduce the concept or word being studied to students. Explain that concepts are broader vocabulary terms better understood when learned using additional contextual clues, such as non-examples, examples, and characteristics.
4. Model the process of using a Frayer Model using a familiar word:
 - a. Identify and record the meaning of each of the terms in the box below the term.
 - b. Think-Aloud about how to identify and categorize information.
 - c. Describe its meaning by creating a definition of the concept or word.
5. Pair students and ask them to complete the model with a familiar word; pairs may also compare answers and make revisions and additions.
6. Post or have students keep the completed Frayer Models for reference during the lesson.

Considerations for Previewing Frayer Model

- Characteristics may be categorized as essential and nonessential.
- Adapt for students with learning differences if needed, such as providing a word bank, visuals, or “clozed” (stems with fill in the blanks for students to complete) characteristics.

Examples of the Frayer Model:



Example Concept Strategy: 5 Box Word Analysis Matrix

The 5 Box Word Analysis is a matrix that allows students to elaborate on a word or concept's meaning using descriptions or examples, a graphic representation, and related words. This strategy works best when multiple words need to be taught using context from reading. Students may use it before reading to form connections among related words and concepts.

Word	Meaning	Description and Example	Graphic Representation	Related Words

Steps for Previewing the 5 Box Word Analysis Matrix




When planning, the most important question you need to answer is, **“Will comparing the relationships among these words improve students’ understanding of them or their comprehension of a text?”**


1. Complete the strategy in advance to make sure that it is appropriate for each concept or word.
2. Distribute the 5 Box Word Analysis Matrix or provide students with its headings.
3. Introduce the concepts or words being studied to students. Explain that a matrix provides an organization for comparing multiple concepts to find important similarities or differences.
4. Model the process of using the 5 Box Word Analysis Matrix using familiar words:
 - a. Write the meaning of each of the words in the meaning column.
 - b. Think-Aloud about a description or example and add it to the column.
 - c. Create a graphic representation that illustrates the word’s meaning.
 - d. Add related words to form connections between the word and other concepts.
5. Pairs of students complete the matrix using familiar words; pairs may also compare answers and make revisions and additions.
6. Post or have students keep the completed 5 Box Word Analysis Matrix for reference during the lesson.

Considerations for Previewing the 5 Box Word Analysis Matrix


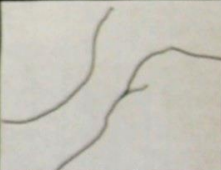
- Graphic representation and related words may be substituted for positive and negative connotations, strengths and weaknesses, or pros and cons.
- Adapt it for students with learning differences if needed, such as partially completing the column to give students a model.
- If preferred, it may be adapted to a 4 Box Word Analysis Matrix by omitting the related words column.

Examples of the 5 Box Word Analysis Matrix:

Word	Meaning	Description and Example	Graphic Representation	Related Words
frenzy	When a person or animal is wildly excited about something. Blood in the water often sends sharks into a frenzy.	Sometimes I have a burst of uncontrollable excitement when my team scores a goal. I jump up and down, scream and yell.		fury anger rage passion emotion delirium
dismantle	Describes what we do when we take something apart. Sometimes mechanics take apart an engine in order to repair it.	When we take something apart or pull it down. My dad had to pull down our old fireplace before he could build the new one.		disassemble separated demolish undo wreck
belittle	When someone puts another person down or makes critical comments about the way someone acts or looks.	When someone says things that hurt my feelings. It's not fair when a teacher says negative things about a student in class.		demean disparage criticize discredit undervalue

Word	Meaning	Description and Example	Graphic Representation	Related Words
Character	Person in a Story	A hero or villain		Main character
Setting				
Plot				
Resolution				

5 BOX Word Analysis Matrix

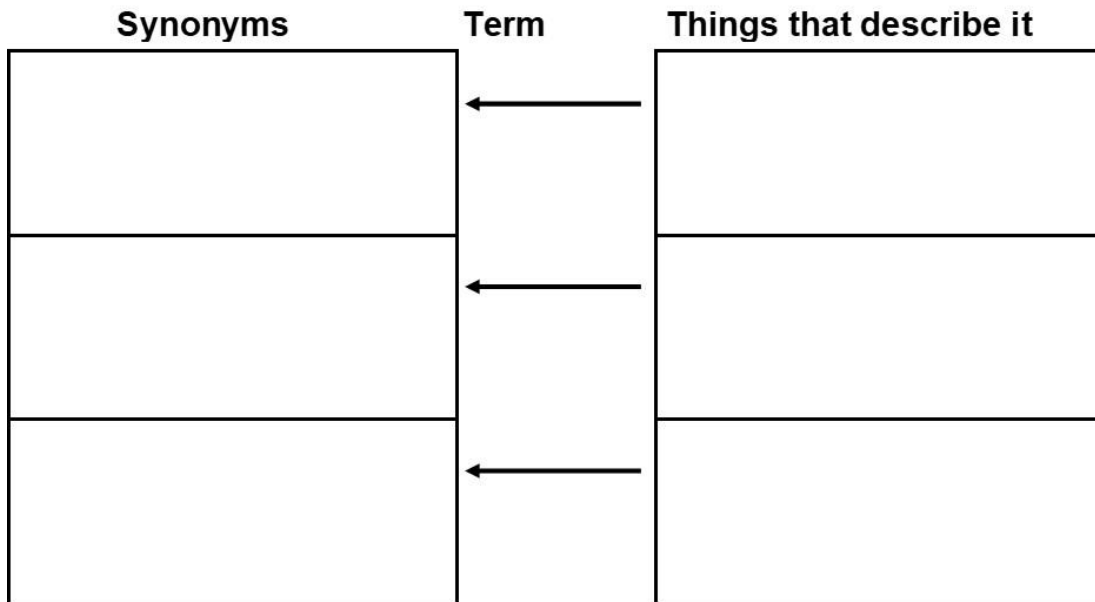
Word	Meaning	Description & Example	Graphic	Related Word
energy	Doing all kinds of work	Person mowing the grass.		Power
Inlet	A narrow strip of water leading into land	a small water way.		Stream

Example Concept Strategy: Word Webber

The Word Webber is a strategy that uses a visual organizer to develop a deeper understanding of a word or concept. A sentence is used during the introduction of the word, which will reinforce context cueing strategies. This strategy can be used to preview the meaning of a word or concept or as a Distributed Summarizing strategy during lesson instruction.

Word: _____

Sentence: _____



Example:

Steps for Previewing the Word Webber

When planning, the most important question you need to answer is, **“What words can connect to the concept or topic being studied to deepen its meaning for students?”**

1. Complete the strategy in advance to ensure that the synonyms selected are appropriate as substitutions for the targeted word.
2. Distribute the Word Webber organizer or have students create it in their notebook.
3. Write a sentence at the top of the Word Webber. Explain that the organizer helps to visually connect related words, examples, and visuals to the concept being studied.
4. Model the process of using the Word Webber using familiar words:
 - a. Write the word above a box large enough to hold several other words.
 - b. Provide a description of the concept for students. This avoids confusion later since many words have multiple purposes and meanings in different contexts.
 - c. Provide three or four synonyms for the word and write them in the box.
 - d. List or draw three or four images that can be associated with the synonyms and write them around the box.
 - e. Think Aloud how to connect these words to the box with lines.
5. Pairs or groups use the Word Webber with familiar words. Provide sentences and descriptions for each word and have students create their own webs.
6. Word Webbers are recorded in student notebooks to be referred to during the lesson.

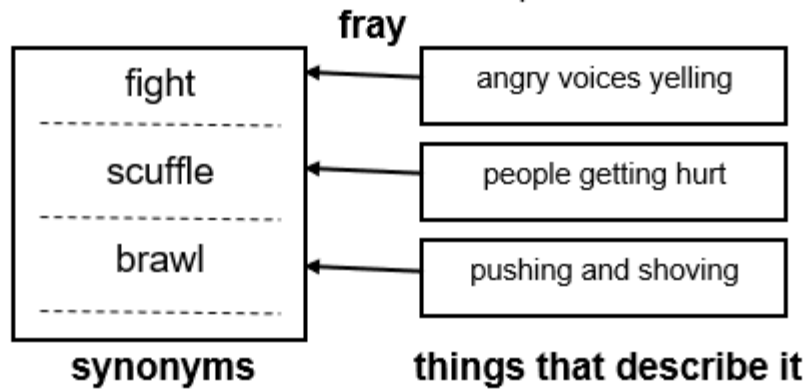
Considerations for Previewing Word Webbers:

- Think Aloud how to create a description using definitions from dictionaries, glossaries, or contextual clues in the sentence.
- Expand it to include connections to other concepts that create a deeper understanding of the content being studied.
- New synonyms and the Word Webbers may be added to the Word Wall and referred to regularly to gradually shape students' understanding of the terms.
- Modifying the format of Word Webber can turn it into a study guide or preview of the content in all subjects.

Example of Word Webber:

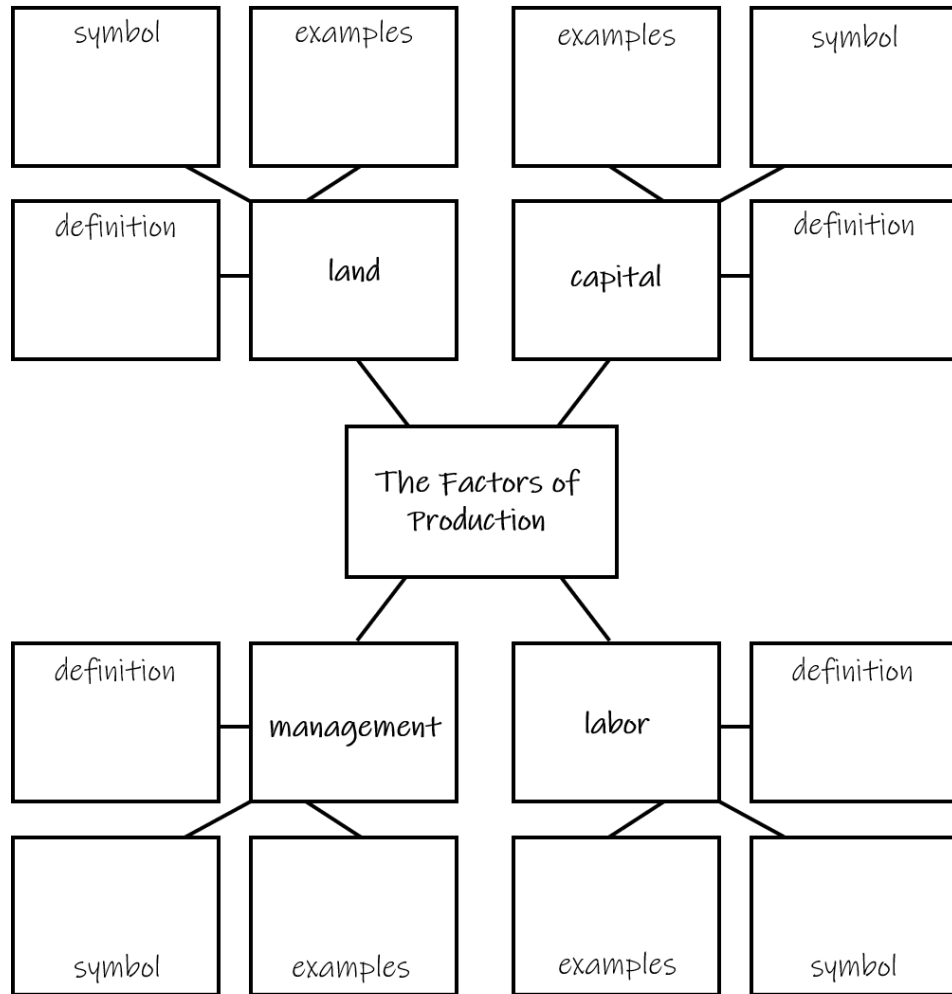
Word: fray

Sentence: A **fray** occurred in the cafeteria when Kirk spilled his lunch all over Jody.



Example: A fight broke out.

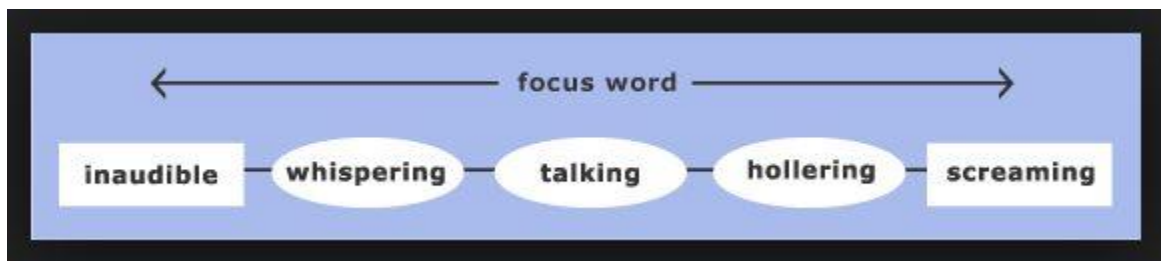
Example of a Modified Word Webber:



Example High Frequency Word Strategy: Semantic Gradient

Semantic Gradient is a strategy for depicting gradations for a collection of synonyms reflecting a word. Students organize words from lesser to greater intensity of meaning – all with related meanings to the original word. Students often become confused when replacing a typically overused word with a synonym which changes the intensity level of the word or lowers it. Semantic Gradients provide the practice students need to be alert to different word inferences when using a synonym of a word in their writing.

Semantic Gradient



Steps for Previewing the Semantic Gradient

When planning, the most important question you need to answer is, “Which synonyms of high-frequency words would students find confusing or be likely to misuse?”

1. Complete the strategy in advance to ensure that the synonyms selected are appropriate as substitutions for the targeted word.
2. Explain to students that high-frequency words are often over relied on when speaking and writing and that learning synonyms to substitute instead can improve communication and comprehension with an audience.
3. Model an example of a gradient using a thesaurus to find substitutions for a “tired” word (i.e., sad, great, happy, said, etc.).
 - a. Add each word to a piece of 8x10 paper. Place the cards out in random order.
 - b. Think Aloud to explain how to sequence the words after the prime word and demonstrate how to arrange the words in order of intensity (i.e., ‘sad’ would be ‘how sad’ or the degree of sadness indicated by each word).
 - c. Explain that this may appear to be ambiguous (or no clear right or wrong order), but by sequencing the words, we are identifying degrees of a concept that helps us better understand their usage.
4. Groups of students practice sequencing a new list of familiar synonyms for a word.
5. Discuss as a class by having students demonstrate their gradient:
 - a. Students stand up to line themselves up in their chosen word order and explain their reasoning to the class.
 - b. Act out words to reinforce your explanation of the order (keep in mind that this may appear to be ambiguous, i.e. no clear right or wrong. The idea is to get them thinking about degrees).
 - c. Discuss and revise the sequence with students as needed.
6. Feedback from the other students is used by the pair to revise their Semantic Gradients.

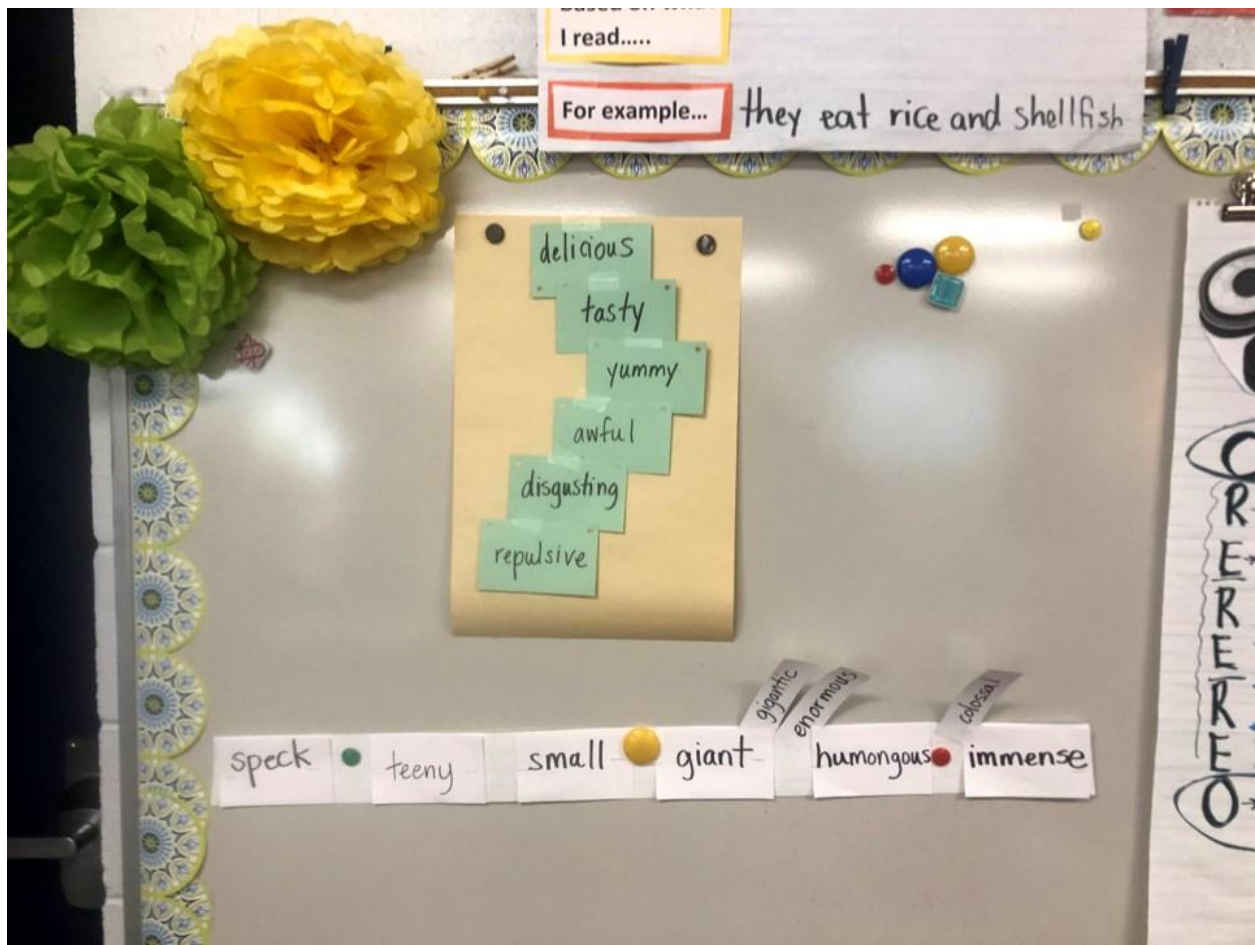
Considerations for Previewing Semantic Gradient

- New synonyms may be added to the Word Wall and referred to regularly to improve students' writing and discussion.
- Use with English Language Learners to promote discussion for building context for when and how to use a word.
- Use after the Synonym Webs for 'Tired Words' strategy to expand further classify the degrees of meaning of synonyms.

Examples of Semantic Gradients

sad / cheerless / gloomy / forlorn / depressing / distressing / miserable / grief

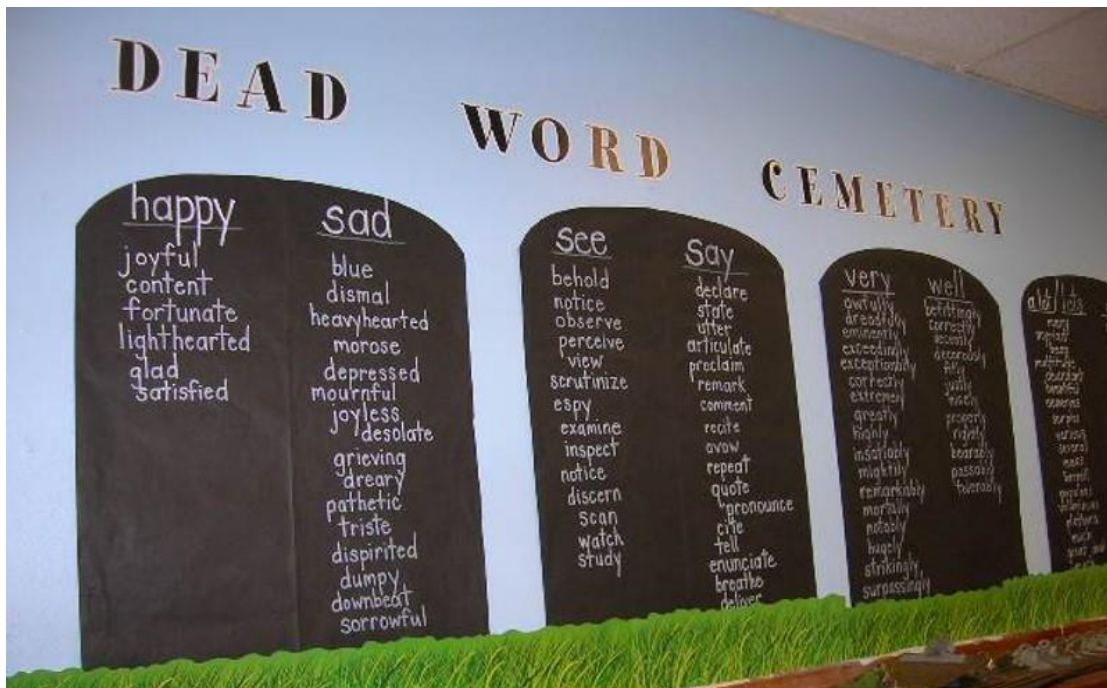
microscopic / tiny / small / average / large / hefty / massive / humongous / gigantic



Example High Frequency Word Strategy: Synonym Webs for “Tired Words”

Synonym Webs for “Tired Words” allows words that are commonly overused by students in their writing, such as nice, good, happy, sad, etc., to be “retired.” Students are included in the process for identifying new words, increasing their ownership of the new words and improving their “word consciousness,” or their engagement and interest in learning about word meaning.

Synonym Webs for “Tired Words”



Steps for Previewing Synonym Webs for “Tired Words”

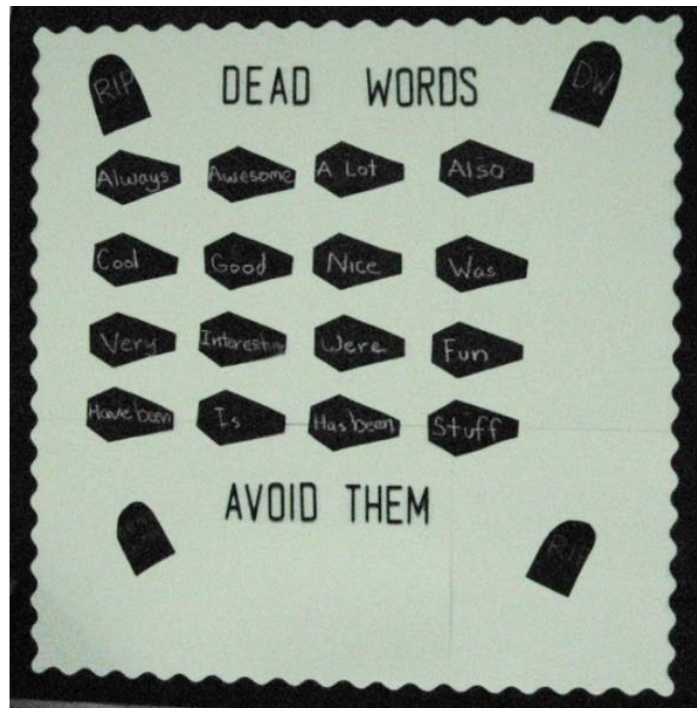
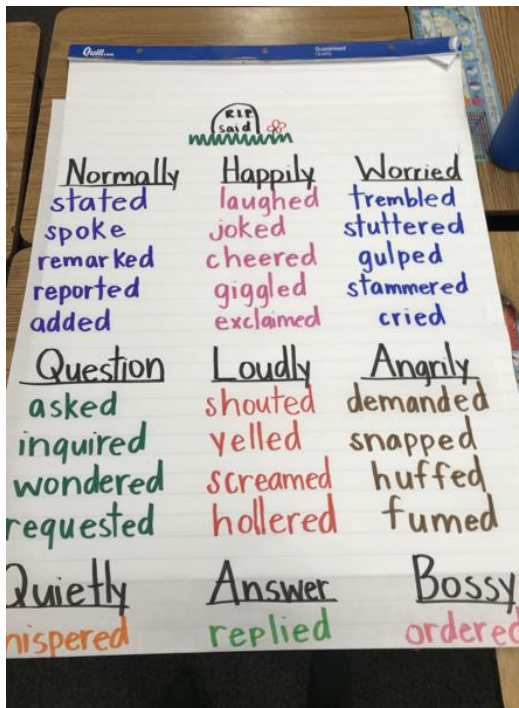
When planning, the most important question you need to answer is, “Which high frequency words need to be replaced with more specific language in students’ writing?”

1. Identify a selection of “tired” words that are commonly overused by your students.
2. Explain to students that high-frequency words are often over relied on when speaking and writing and that learning synonyms to substitute instead can improve communication and comprehension with an audience.
3. Model how to create a Synonym Web to find words to replace “tired” words that will “retire.”
 - a. Design a web for each word on large chart paper.
 - b. Use a thesaurus to find substitutions for a “tired” word (i.e., sad, great, happy, said, etc.).
 - c. After identifying possible alternative words, review each to discuss how some words, although they have a similar meaning as the retired word, are used only in specific contexts.
 - d. Discuss with students ways to signify when to use those words, for example, a picture or examples written beneath the web.
4. Group students in teams of 3 and 4 depending on how many words you intend to work with at that time.
 - a. Give each group their own color marker and a collection of dictionaries of synonyms, antonyms, homonyms and a thesaurus.
 - b. Pass the webs from group to group or post the webs on the walls and have the groups move from web to web.
 - c. Each team selects one new word that can replace the tired word, but the word must be different from those words already webbed.
5. Review each web and discuss which words have a specific context for when they may be used and add the clue to the web to signify when it is appropriate.
6. Students can create the webs in their vocabulary notebooks to refer to during the lesson.

Considerations for Previewing Synonym Webs:

- For the best results, students should be told that once a word is retired, it cannot be used again.
- Pairs can practice writing sentences that use the synonyms and then mix or group to compare.
- Synonym Webs can be displayed in the classroom for reflection when students have writing activities.
- After synonyms are identified, sequence them using the Semantic Gradient strategy to help students' develop an understanding of the words' degrees of meaning.

Examples of Synonym Webs for "Tired Words"



Example Multi-Meaning or Confusing Words Strategy: Prefix/Root Word Squares

Prefix/Root Word Squares provide visual to verbal word association that focuses on affixes and roots to determine the meaning of words. This strategy helps students create personal associations using pictures for unfamiliar words as they learn them.

Prefix/Suffix/Root Word	Example
Definition	Visual

Steps for Previewing Prefix/Root Word Squares


When planning, the most important question you need to answer is, “How do the word parts provide clues as to a word’s meaning?”

1. Complete the strategy in advance to determine that the selected words are appropriate.
2. Explain to students that there are many words that may be deciphered using internal context clues, or their affixes and roots. Explain that affixes are prefixes and suffixes.
3. Model how to complete the four boxes and their designations using the board or chart paper.
 - a. Have students fold paper to create four boxes and then have them label each box.
 - b. Think Aloud how to complete each box:
 - i. In the top-left square, write prefix, suffix or root and the definition in the square below it.
 - ii. In the top-right square, write a word that has the prefix, suffix or root and the definition.
 - iii. In the bottom-right square draw a picture of the word.
4. Pair students to practice the strategy collaboratively before practicing it independently.
5. Students can create the squares in their vocabulary notebooks to refer to during the lesson.

Considerations for Previewing Prefix/Root Word Squares

- Start with prefixes first, and then follow by using roots or suffixes.
- Provide students with copies of the most common roots, prefixes and suffixes that include a definition and example.
- Students can search for other examples on their own using the dictionary. This can become a homework assignment after students have become familiar with the model. Remind students that the purpose of this activity is to figure out and learn new words.

Examples of Prefix/Root Word Squares

<p>Prefix/Suffix/Root Word</p> <p><i>bi</i></p>	<p>Example</p> <p><i>bicycle</i></p>
<p>Definition</p> <p><i>Two (2)</i></p>	<p>Visual</p> 
<p>Prefix/Suffix/Root Word</p> <p><i>ize</i></p>	<p>Example</p> <p><i>fossilize</i></p>
<p>Definition</p> <p><i>make or become</i></p>	<p>Visual</p> 