

INTERVENTION SUMMARY—Goal 1

<p><i>Name of the intervention and 1-2 sentence summary.</i> Name: Modified Frayer Model with morphemes, prefixes, and suffixes Summary: A graphic organizer with areas to complete for the word, definition, morphemes/prefixes/suffixes, characteristics, examples, and non-examples.</p>	
<p><i>Research Base (Use more than one research article or summary).</i> Research studies show the Frayer Model as an effective tool for vocabulary attainment with significant growth between pre- and post-tests. More familiarity with the Frayer Model also led to higher gains in achievement. Another study used the Frayer Model as an approach to defining concepts as opposed to concepts presented in a textbook approach. There were significantly higher comprehension scores of both good and poor readers who used the Frayer Model as compared to students using the textbook approach. Finally, a study compared the effect of using a modified Frayer Model for mathematical vocabulary instruction against using just a definition-only model. There was a larger number of mathematics concepts recorded by the group using the modified Frayer Model.</p> <ul style="list-style-type: none"> • <i>The Impact of Frayer Model on Vocabulary: An Action Research Project Presented to the Shawnee Mission Board of Education.</i> By: Sandra Enge • <i>A comparison between the Frayer model of concept attainment and the textbook approach to concept attainment.</i> By: Charles Peters. <i>Reading Research Quarterly</i> Vol 10 No 2 pp252-254 • <i>Effects of Mathematical Vocabulary Instruction on Fourth Grade Students.</i> By: Monroe, Eula Ewing; Pendergrass, Michelle R. <i>Reading Improvement</i> 34 pp 120-132 • <i>The effect of systematic restructuring of material upon the comprehension process.</i> By: Charles Peters. <i>Reading Research Quarterly</i> Vol 11 No1 pp87-111 	
<p><i>Describe <u>exactly</u> what the teacher does in using this intervention—use an example and narrative of a lesson.</i> In preparation of using this intervention, teachers choose a few (4-6) important or difficult vocabulary words that are essential for students to understand fully. The teacher will then prepare a lesson in which he/she will introduce the graphic organizer, model how it is completed using one of the vocabulary words, and then have the students complete Modified Frayer Models (MFM) for the other vocabulary words. The teacher will allow the students to complete a MFM while modeling the first vocabulary word. The teacher begins by writing the word in the center of the graphic organizer, and can then discuss the morphemes, suffixes, and prefixes that are</p>	<p><i>Describe <u>exactly</u> what the student does in using this intervention—use an example and narrative of a lesson.</i> The student will receive a blank Modified Frayer Model (MFM) graphic organizer. The student will write the vocabulary word that is being modeled into the word box. The student will then add the morphemes, suffixes, and prefixes to the definition section that the teacher models. Next, the student will be asked to brainstorm the characteristics that are part of the vocabulary concept. The student will write these in the characteristics section and then add the characteristics provided by the other students and the teacher into that section also. This will be repeated with examples and non-examples. Finally, the student will have an opportunity to clarify</p>

part of that word. These parts are added to the definition/morphemes section. The definition is presented and recorded in the definition section. Next, the teacher has the students brainstorm the characteristics that are part of that vocabulary concept. These are added to the characteristics section. Finally, the teacher has the students brainstorm examples and non-examples and add them to the appropriate sections. After answering any questions and clarifying areas of confusion, the teacher assigns the other vocabulary words. As the students complete the MFM for the next vocabulary word, the teacher circulates through the room giving feedback to the students.

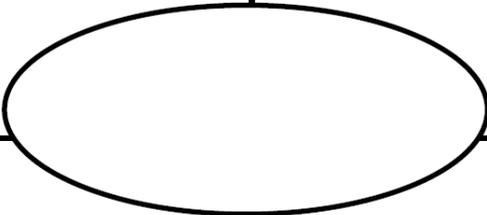
any directions that he/she did not understand. The student will then be given blank MFMs to complete for the other vocabulary words and will complete them using the process just learned from the teacher.

Describe how the teacher provides direct feedback to the student during the use of the intervention—use an example and narrative of a lesson.

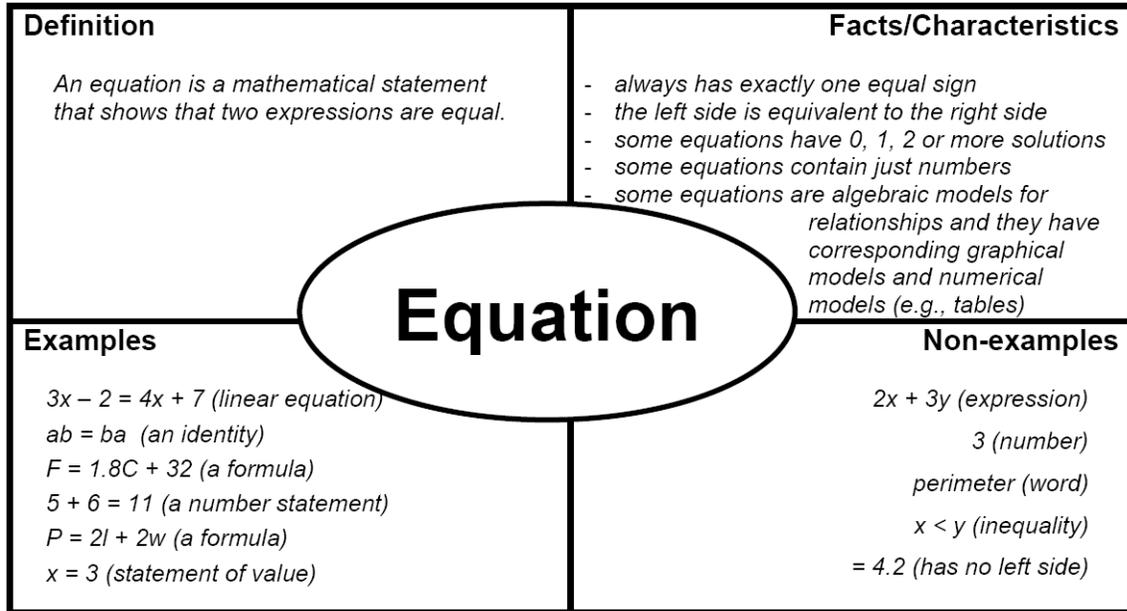
While modeling, the teacher will answer any process questions students may have on how to complete a MFM. After the entire process is done, again the students will have an opportunity to ask questions. Finally, while the students are filling out MFMs for the other vocabulary words, the teacher will be circulating through the classroom checking for accuracy and depth on the morphemes, characteristics, examples and non-examples sections.

As part of your Monitoring Plan, you will be collecting samples from each teacher. Describe exactly what the sample will “look like”.

Complete a Frayer Model using the word _____.

Definition	Facts/Characteristics
	
Examples	Non-examples

Samples from teachers will be randomly assembled to include examples of students at all levels of proficiency. Students will have varying levels of expertise in the process of completing a MFM and in understanding the vocabulary. Students showing beginning levels of expertise in completing MFMs may not completely fill the graphic organizer but the teacher can surmise that the student understands the vocabulary. Students showing a shallow understanding of the vocabulary may have the MFM filled out with inaccurate information or may have little of the MFM filled out. It will be important to differentiate between a lack of understanding of the vocabulary and novice levels of the MFM process.



Additional information

Vocabulary should be defined using a standard definition either provided by the teacher or approved by the teacher.

The MFM will be provided in a paper format and as an Inspiration template for use by teachers and students.