

## **Fruyer Model**

### Step-by-step instructions

#### ***Before class***

1. Ensure the slide of Fruyer Model can be projected, or make a poster (laminated for reuse, if possible) to display and use during instruction.
2. Print a list of vocabulary words that should be pre-taught for a new unit. (*In this exemplar, vocabulary from an English Character Development Unit is used.*)
3. Have Internet capability to model using online dictionary.
4. Prepare 10 copies of the Fruyer Model graphic organizer for each student

#### ***Introduce the Strategy***

5. Explain to students that they will be learning a new way to think about vocabulary words. Tell them they will use a graphic organizer to look at and think about words in a new way.
6. Ask students if they have used graphic organizers. Discuss various graphic organizers and the reasons graphic organizers are used. Make sure students understand graphic organizers are used to arrange information in a way that helps students understand relationships between vocabulary terms or concepts. It can be an illustration or picture of connecting ideas.
7. Tell students they be learning new vocabulary (or words) for the next unit.
8. Introduce the Fruyer Model. Tell students they will learn the new vocabulary with a graphic organizer called the Fruyer Model. The Fruyer Model is a four-square model that will help students think about a word from four different “angles.”
9. Display the Fruyer Model slide or poster. Point out the four sections on the slide. Read or call on students to read the heading in each section. Ask students what they think will be written in each section.
10. Point to the center. Restate the head, “*Word.*” Tell students they will write the new vocabulary word in that section.
11. Point to the upper left hand corner. Restate the heading, “*Definition.*” Tell students they will write the definition of the word in that section and explain they will need to use a reference tool such as a dictionary, textbook glossary, or an online dictionary.
12. Point to the upper right hand corner. Restate the heading, “*Characteristics.*” Tell student they will list the characteristics, traits, or qualities of the vocabulary word to help them remember the meaning of the vocabulary word.

13. Point to the lower left hand corner. Restate the heading, “*Examples.*” Tell students they will list examples of the vocabulary words and can list synonyms.
14. Point to the lower right hand corner. Restate the heading, “*Non-examples.*” Tell students they will list non-examples of the vocabulary words and can list antonyms.
15. Review the purpose, components, and activities students will do when using the Frayer Model. Students can turn to a partner to describe the components and activities.

### ***Model***

16. Pass out the Frayer Model graphic organizer to students. Tell students you are going to show them how to complete the graphic organizer.
17. Display a list of vocabulary words. *In this exemplar, vocabulary from an English Character Development Unit is used.*
18. Locate an online dictionary such as Cambridge Dictionaries Online (<http://dictionary.cambridge.org/>).
19. Locate online dictionary <http://www.merriam-webster.com> Review the home page for the website.
20. Instruct students to follow along and fill in their Frayer Model handout as you complete the class graphic organizer.
21. The first word on the list is *adversary*. Read the word and type it in the space next to the red magnifying glass. Remind students this is the symbol for search.
22. Point out the features of the website and what information is given to the students. They can click on the speaker and hear the word pronounced correctly.

### ***Demonstrate***

23. Adversary is a noun and an adjective, this page provides the one definition of adversary as a noun; “one that contends with, opposes, or resists: enemy” Write this in the *Definition block*.
24. Model a think aloud for the remaining blocks; *So, I wonder, if the word adversary can be a noun or an adjective is that a characteristic of the word? I think it is, so I’m going to write that down in this block. What else should I write here? Well I know this lesson is about character development, so I think adversary is going to describe a character or a relationship between characters. So, I’m going to add ‘describes characters and relationships’.*
25. *Examples: The website listed ‘examples’ but that is using it in a sentence. Will that help me later? Probably. I’m going to write one of the best sentences down here. “His political*

*adversaries tried to prevent him from winning the nomination.” What else should I put here? Maybe some of the synonyms; enemy, antagonist, foe, hostile, opponent. Can I think of anything else? Maybe an example from a movie or book. In The Hunger Games Katniss’s adversary was President Snow, so I’m going to write Katniss: President Snow.*

26. *Non-Examples: The website also gave some antonyms, I know that antonym means opposite, so then an opposite would be a non-example. I’m going to write ‘amigo’ and ‘friend’ here. Let me think of some non-examples from real life. In Of Mice and Men George was trying to protect Lennie, they are friends, so I’m going to write George: Lennie*

27. Ask students if there are any questions. Address and answer all questions.

### ***Guided Practice***

28. Ask students to work with a partner. This can be done quickly by placing students names on craft sticks and pulling two out at the same time, the two names pulled are now partners.

29. Have students review the steps of the strategy. Once you are secure in the students’ ability and all questions are answered. Assign the next 6 words, *boisterous, demeanor, gullible, jealousy, liaison, and malice*. For the students to do together.

30. Walk around the room, listen in to ensure students are following the steps of the strategy and using the correction procedures accurately. If students aren’t following the routine appropriately or are off task simple guide them back to the expectation.

31. Once you see the pairs are completing the task, call the class back together and go over the six vocabulary words.

### ***Independent Practice: Applying the Strategy***

32. Assign the last three words *odyssey, persuade, stereotype*, for students to complete independently.

33. As students complete the assigned activity you observe individual students and make notes on progress. Correct students as necessary and provide explicit feedback to assist students in understanding the procedures and rationale for this strategy.

### ***Wrap up***

34. Call students back together and go over their answers. Fill in any missing information and encourage students to complete their graphic organizers if there is any missing or incorrect information.

35. Have students explain why they completed these activities. Why is it important to not only learn new vocabulary words but also analyze and take apart the words? Guide the discussion so that students are comfortable with the objective of the day and understand that listing

characteristics, examples, and non-examples of words helps in learning and remembering the words. Definitions are good, but alone, they do not always help you learn and remember.