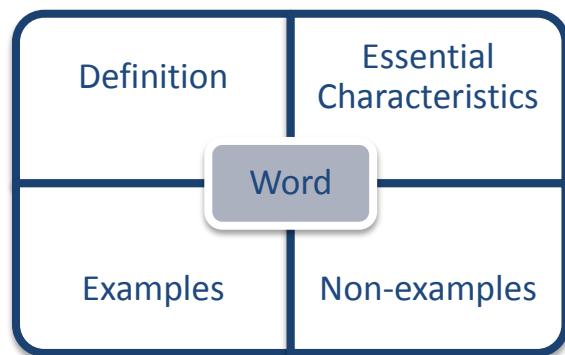


Instructional Strategy: Vocabulary Square/Modified Frayer Model

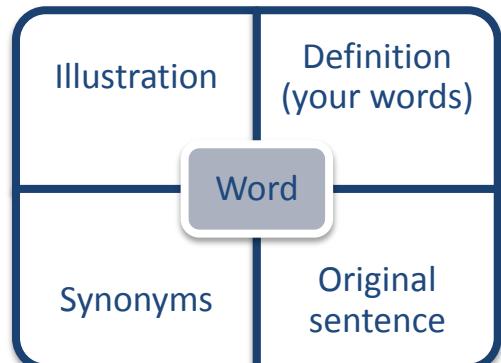
The instructional strategy highlighted with this module focuses on vocabulary development. Vocabulary is especially problematic when teaching physical systems. Many of the terms are specialized words your students may not understand. As we build our students' geographic vocabulary, it is essential that we help our students understand the words well enough to incorporate them into their own academic vocabulary – enough that they begin to feel comfortable using the words in their own writing. The Vocabulary Square/Modified Frayer Model as described below is one way to move our students' understanding of a word from knowledge to application level.

Vocabulary Square/Modified Frayer Model – Developing a strong vocabulary is critical to student success in geography and its specialized vocabulary. Simply copying definitions does not help most students recall those definitions later, and it rarely helps the students move beyond knowledge level of the word to being able to apply the word in their own studies of geography. One of the strategies used in the lessons in this model help students develop their vocabulary skills. The Reading Educator (<http://www.readingeducator.com/strategies/frayer.htm>) has a thorough description of how a Frayer Model is used.

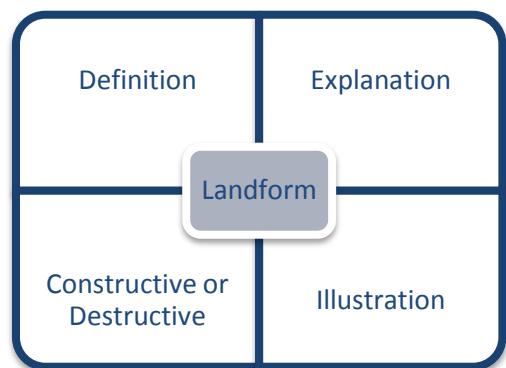
The standard matrix for a Frayer Square:



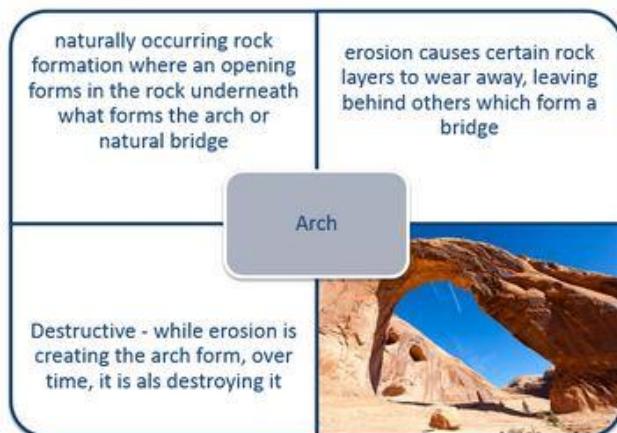
A vocabulary square uses the same matrix, but the categories are a bit different:



Modified Frayer Model (used in the “Lotsa Landforms” lesson plan)



The students will define the landform in the top left hand corner. In the top right hand corner, they will explain how the landform was created. In the bottom left, the students will state whether the processes which created the landform are constructive or destructive and in the bottom right, they will draw or place an illustration of the landform. The name of the landform goes in the center.



This method of vocabulary development is used in a variety of ways within the geography classroom. In a study on regions, the region name goes in the center, with a map, a description, type of region (formal/functional/perceptual or physical/cultural), and major defining characteristics in the surrounding boxes. Below are additional examples:

- City name: map and/or photo, human characteristics, physical characteristics, similar cities or cities within the same region/ connected cities,
- Country name: similar to cities, include global connections
- Concepts: use the standard Frayer Model, but combine definition and characteristics, and include an example, illustration or map