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| **Suggested Time** | **Purpose** |
| 20–30 minutes | To support students in their development of word knowledge, but also to prepare students to bring conceptual understanding of the underlying issues to their reading of prompt and sources  |
| **Tools** | **Procedure** |
| * [Frayer Model handout](https://projecttopeka.com/-/media/Topeka/Prompts/Art/PRAVocabularyActivity.docx)
* [Prompt and Readings](https://projecttopeka.com/Prompts/Is-it-Art)
 | 1. Give students a Frayer Model Student Handout and review the elements of each square. Provide examples or definitions as needed.
2. Assign or have students choose a vocabulary word to use as they complete the model. For this prompt, consider “**graffiti**,” “**art**,” and “**legitimate**,” among other words.
3. After they have completed the model, have students partner to share their thinking.
4. Bring class together and complete a class Frayer model for the chosen word(s), allowing for all students to share their thinking and contribute.
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| **Example Uses** | **Teaching Tip:**  |
| * Student engagement/ pre-reading
 | * Jigsaw: Assign a vocabulary word to a small group; assign each group member a single component of the model; then bring the group together to share and assemble the model.
* Pair students who have the same word to reflect on similarities and differences in their thinking, or pair students with different words so students can use their models to teach each other.
* For students who need more vocabulary support, choose words that are crucial to understanding a reading, but may not necessarily be included in the accompanying vocabulary support. In such cases, provide additional modeling and support to complete the Frayer model.
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