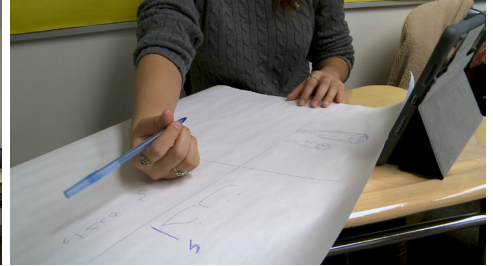


FRAYER SQUARE



Instructions

Step-by-Step Directions

Frayer Square is tool that students can use to gain a deeper understanding of vocabulary and concepts.

1. The teacher models the strategy by talking through the process of completing a Frayer Square.
2. Students work individually or in groups to fill out their Frayer Squares based on the teacher's instructions.
3. Once finished, students work with a partner to share their responses.
4. At the end, students share their work with the class and/or teacher works with students to create a class square.

Materials

- Individual graphic organizers for students
- Large graphic organizer for the teacher to record student responses

Similar Strategies

- Alpha Boxes, Word/Expression/Concept Detective, Word/Expression/Concept Cartoon

Ideas for Scaling Up or Down

1. For novice learners, adjust the squares by asking students to draw or create a symbol that represents the word or concept, give synonyms and/or antonyms, or use the word or concept in an original sentence.
2. For intermediate and advanced students, consider replacing the targeted expression with a concept; or ask students to supply the word, expression, or concept based on the information provided in the squares (definition, adjectives, examples, and non-examples).

Classroom Background Information

Language, Grade, and Proficiency Level

- Arabic 150: Novice High
- Arabic 350: Intermediate Mid

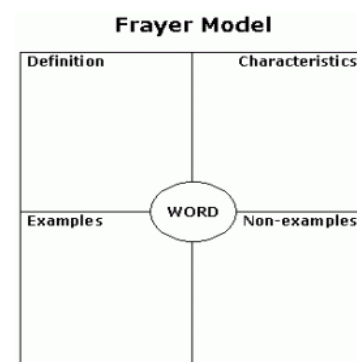
School Background

- *Choate Rosemary Hall* is an independent co-ed private boarding school in Wallingford, Connecticut.
- The Language Department offers 7 languages: Arabic, Chinese, French, Latin, Greek, Italian, and Spanish.
- The Arabic and Middle Eastern Studies Program (AMES) takes an interdisciplinary approach to the study of Arabic by exploring literature, culture, religion and history in addition to language.

Teacher Background

- *Mr. Georges Chahwan* serves as the Head of the Language Department at Choate Rosemary Hall, overseeing the Arabic and Middle Eastern Studies Program (AMES). Georges' belief in the power of languages to expand students' horizons led him to spend over 14 years as an educator in Lebanon, Switzerland, France and the USA.

Blank Frayer Square Example:



Frayer Square

Implementation Guide

Keep the information below in mind as you are implementing this strategy in your classroom.

1) SETTING UP THE ACTIVITY

When setting up Frayer Square, do the following:

- Explain the Can-Do Statements, making clear what students will be able to do with the language as a result of the learning that takes place during the task.
- Give clear directions and model the activity using a think-aloud.
- Invite a student(s) to model for the full class.
- Ensure students have proper content knowledge; and provide reference materials such as sentence starters, word walls, etc.

2) SUPPORTING STUDENT WORK:

In order for students to be able to participate fully in the activity, do the following:

- Give students choice of how to complete the task, for example using chart paper or an iPad and/or working individually or in small groups.
- Ensure all students understand their role and the objective of the activity.
- Rotate through class to provide assistance and guidance as needed.

3) WRAPPING UP THE ACTIVITY:

When closing the Frayer Square, do the following:

- Give students time to present to the full class or in groups, and ask the student audience to think of questions for the students who are presenting.
- Refer back to Can-Do Statements as a summation of the activity.
- In order to maintain a positive classroom culture, thank students for their comments.

FOCUS QUESTIONS

Teacher Role

1. How does Mr. Chahwan work collaboratively with his students?
2. How does Mr. Chahwan focus students on accuracy?
3. How does Mr. Chahwan differentiate the strategy and his expectations to meet the needs of beginner and intermediate students?

Student Work

1. How does Frayer Square help students solidify their understanding of concepts and new vocabulary?
2. How do students work collaboratively to complete the activity, and how does having a partner further their thinking and language use?

Application

1. What are your next steps for implementing this in your classroom?
2. What are some challenges you may encounter, and how can you avoid them?

