

**KATE/STEVE MODEL**  
**Microteaching Phase 1: Planning (Including Sample Lesson Plan)**  
**Learning Segment – Frayer Method (Word Cards)**  
**Explicit Instruction (HLP#16) & Vocabulary Instruction (EBP)**

[OVERVIEW OF VIDEO SERIES](#)

[PLANNING LINK](#)

[Frayer Model Lesson SK/KD Teaching](#)

[Reflective Commentary](#)

[Collaborative Assessment Log](#)

<p><b>Learning Goal:</b> Given a set of key vocabulary (<b>Condition</b>), students will make connections to a word’s meaning (<b>Target Behavior</b>) by reading the word, identifying part of speech, writing a definition, listing synonyms and antonyms, creating a sentence, and drawing an illustration (<b>Criteria</b>) by the end of the week (<b>Maintenance</b>) and complete 10 examples independently with vocabulary unit texts (<b>Generalization</b>).</p>	
<p><b>Standard:</b> CCSS ELA Standard 9-10L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.</p>	
<p><b>Short-Term Objective (CBC)</b></p>	<p><b>Specific Supports</b></p>
<p><b>DAY 1:</b> Given a set of key vocabulary, students will make connections to a word’s meaning by reading the word, identifying the part of speech, writing a definition, listing synonyms and antonyms, creating a sentence, and drawing an illustration.</p>	<p>Explicit instruction (I Do): Teacher will explain and model the process from start to finish. T will incorporate student participation. PowerPoint or Google Slides. Graphic organizers.</p>
<p><b>DAY 2:</b> Given a set of key vocabulary, students will make connections to a word’s meaning by reading the word, identifying the part of speech, writing a definition, listing synonyms and antonyms, creating a sentence, and drawing an illustration.</p>	<p>Guided practice (We do)</p>
<p><b>Day 3:</b> Given a set of key vocabulary, students will make connections to a word’s meaning by reading the word, identifying the part of speech, writing a definition, listing synonyms and antonyms, creating a sentence, and drawing an illustration.</p>	<p>Independent practice (You do). Time to share slides.</p>

Source for Digital Frayer Model: Dazzeo, R., & Rao, K. (2020). Digital Frayer Model: Supporting vocabulary acquisition with technology and UDL. *Teaching Exceptional Children*, 53(1), 34-42.

**Lesson Plan**

<p><b>Lesson objective with measurable criteria</b></p>	<p>Given a set of key vocabulary, students will make connections to a word’s meaning by reading the word, identifying the part of speech, writing a definition, listing synonyms and antonyms, creating a sentence, and drawing an illustration.</p>
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<p><b>Assessment tools and data collection procedures</b> (data collection sheet included)</p>	<p>Baseline: Students</p> <ol style="list-style-type: none"> <li>1. Skip over unknown words when reading</li> <li>2. <b>Incorrectly guess word meanings based on context</b></li> <li>3. Give up on a reading task they perceive as too difficult</li> </ol> <p>Data Collection Sheet (Checklist): Student could . . .</p> <ol style="list-style-type: none"> <li>1. read the word</li> <li>2. identify the part of speech</li> <li>3. write definition</li> <li>4. list synonym</li> <li>5. list antonym</li> <li>6. write a sentence</li> <li>7. draw an illustration/find multimedia image</li> </ol>	
<p><b>What teacher does:</b></p>	<p><b>What student does:</b> engagement <b>Assessment:</b> evidence of learning</p>	<p><b>Contingencies:</b></p>
<p><b>Before:</b> How do you gain student attention, activate background knowledge, pre-teach as needed?</p>		
<ol style="list-style-type: none"> <li>1. Give S a one-page printout of four blank Frayer models</li> <li>2. Give vocabulary words, part of speech, student-friendly definition.</li> </ol>	<p>Students check to make sure they have handouts of model and vocabulary. Success Criteria:</p> <ul style="list-style-type: none"> <li>• Join teacher in explicit instruction day 1</li> </ul>	<p>Materials posted on Canvas/Teams</p>
<p><b>During:</b> How will student self-monitor (e.g., text connections, content clues, graphic organizers)?</p>		
<p>Introduce each word to the class by reading it aloud and breaking it into its syllabic components (<b>Set-tle-ments</b>).</p> <p>Ask the class to read the word together (choral reading). Read aloud student-friendly definitions and discuss the part of speech.</p> <p>Think aloud: Model Frayer model for the first vocabulary word (e.g., “<b>settlement</b>”) and lead class discussion on synonyms (e.g., <b>colony, outpost, and encampment</b>) and antonyms (e.g., <b>homelessness, wanderer, refugee</b>).</p> <p>T – write out student examples.</p> <p>Ask students to use the word in sentence.</p>	<p>S – Read word together [<b>Settlement – (n.) a new place where people begin living, start a business, and build their homes.</b>]</p> <p>S – Discuss part of speech [<b>Noun is a person, place, or thing. Settlement is a noun because it is a place.</b>]</p> <p>S – Discuss synonyms and antonyms [<b>Synonym is a word with a similar meaning. Antonym is a word with an opposite meaning</b>]</p> <p>S – Use word in sentence [<b>Even this beautiful settlement could not hold him. He decided to move again, this time to Texas.</b>]</p> <p>S – Draw illustration: depict the word’s meaning.</p>	<p>Complexity of content-specific words, lack of background knowledge, lack of context to decipher words, challenges with retention of definitions of complex words = lack of engagement</p> <p>S – create sentences that convey word meaning: “The obstinate baby would not eat the mushy peas.”</p>
<p><b>After:</b> How will student remember learning and integrate into existing knowledge?</p>		

Tomorrow we will try more words to practice the Frayer Method together, and the next day, we will see how independent we are.	Students share and save their work.	Screen shots. Provide sentence starters. Grammarly. Peer support. Kahoot.
<b>Communication skill and planned supports</b>	Activate or supply background knowledge; optimize individual choice and autonomy; frequently check for understanding; use graphic organizers; encourage peer collaboration.	
<b>Plans for generalization or self-directed learning</b>	Will check in with the general education teachers in math, science, and social studies to develop opportunities to use the Frayer Model across the curriculum. Students who have learned the process can model the process for the rest of the class as appropriate.	
<b>Resources &amp; Materials modifications/accommodations</b>	Google Slides (or PowerPoint) Frayer Model templates (handout) Key Vocabulary (handout): <i>settlement, slavery, businesswoman</i> . Or: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation. LINK: <a href="#">PLANNING LINK</a>	

**Data Collection Sheet (Checklist):**

Student could...	No attempt made	Attempted with error	Completed correctly
read the word			
identify part of speech			
write definition			
list synonym			
list antonym			
write a sentence			
illustrate			

**Frayer Model Student Work Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Word – (.)	
Synonyms: •	
Antonyms: •	Visual depiction of the word

Word – (.)	
Synonyms: •	
Antonyms: •	Visual depiction of the word

Word – (.)	
Synonyms: •	
Antonyms: •	Visual depiction of the word


Word – (.)	
Synonyms: •	
Antonyms: •	Visual depiction of the word

**Vocabulary Words**  
(word, part of speech, definition)

**Settlement** – (n.) a new place where people begin living, start a business, and build their homes.

**Slavery** – (n.) when one person owns another person as property, and this other is completely dominated by that owner.

**Businesswoman** – (n.) a woman executive who owns, runs, and operates her own trade or company.

Settlement – (n.) a new place where people begin living, start a business, and build their homes.	
<b>Synonyms:</b> <ul style="list-style-type: none"> <li>• colony</li> <li>• establishment</li> <li>• outpost</li> <li>• new neighborhood</li> </ul>	Even this beautiful <u>settlement</u> could not hold him. He decided to move again, this time to Texas.
<b>Antonyms:</b> <ul style="list-style-type: none"> <li>• homelessness</li> <li>• wanderings</li> <li>• refugee</li> <li>• disconnection</li> </ul>	Visual depiction of the word 

Biddy Mason *Black Heroes of the Wild West* by Ruth Pelz (2003).

**BASELINE PROBE: Incorrectly guessed word meanings based on context**

Sometimes it seemed they would never stop traveling. First there had been the long trip to Utah. All day Biddy had walked along behind the wagons, tending the cattle. For months they walked,

getting farther and farther from Mississippi. It was a hard trip, especially for her children. But what could Biddy do? She was born a slave. She was a slave today. Her master told her to walk across the plains and she did it.

They had stayed in Utah only one year. Then word came of a new settlement in southern California. Robert Smith decided to go. Again the wagons were packed. Again they began the long days of walking. Biddy had plenty of time for thinking along the way. What she mostly thought about was freedom. As a child she had never known a black person who wasn't a slave. Oh, she heard about them, about the ones who escaped to the North. But it was so hard to imagine!

Then came the trip west. Things were different here. She had seen families, black families, traveling west with their own wagons! Just think of it! They planned to find their own land, start their own farms, or find work in the towns. Biddy had thought about them for days.

Biddy looked down at her bare feet. They were tired and sore and covered with dust. "These feet walked every mile from Mississippi," she thought. "And they remembered every step. They have walked for Mr. Smith and his family. They have walked after his crops and his wagons and his cattle. But someday these feet are going to walk for me. Someday these feet will walk to freedom. I'm sure of it."

A few days later, the tired travelers arrived at San Bernardino, California. It was a lovely place. It was their new home. There were many reasons to enjoy living in California in 1852. The climate was pleasant. The land was good. The air was fresh and warm. Cities were booming. Everywhere there was a sense of promise and excitement.

The most important thing for Biddy was the promise of freedom. She had heard people talking. The new state of California did not permit slavery, they said. By law, all people here were free. "Soon," she said to herself, "Soon."

Three years passed. Life was pretty good, but Mr. Smith must have loved traveling. Even this beautiful settlement could not hold him. He decided to move again, this time to Texas. The wagons were loaded and made ready to go.

Biddy knew she had to act. As soon as the wagons left San Bernardino, she began looking for an opportunity. She found one. Somehow, she sent word to the sheriff in Los Angeles. He stopped the wagons before they left California.

"I hear you have slaves in your party," said the sheriff. "I suppose you know that's against the law. Is it true?" Biddy came forward. In all her life this was the first time she had ever spoken to a white sheriff. Still her voice was strong. "It is true," she said. "Mr. Smith is taking us to Texas and we don't want to go."

The statement led to the most important slavery trial in southern California. Biddy spoke to the judge, and her words were strong and clear: "I want to stay in California. I want to be free." The judge sided with Biddy. He scolded Mr. Smith for breaking the law. He gave all the slaves their freedom.

Giddy gathered up her children and said, "We are moving once more, but it won't be very far. We are going to Los Angeles, and this time," she said looking at her tired feet, "I'm walking for me."

She started her new life by taking as her name Biddy Mason. She went to work as a nurse and a housekeeper. Before long she had saved enough money to buy a house. Soon she bought other property too. Biddy Mason was a good businesswoman. She became one of the wealthiest blacks in Los Angeles. She shared that wealth with others. She gave land to build schools and hospitals and nursing homes. She supported the education of Black children and helped people in need. Biddy Mason had come a long way from the slave's cabin in Mississippi. She still remembered the walking. And she made sure she helped others along the way. (734 words).