Scaffolding Instruction for All Students:

A Resource Guide for English Language Arts

Grade 3

Scaffolding Instruction for All Students:
A Resource Guide for English Language Arts
Grade 3

Acknowledgements

September 2019

Table of Contents

Introduction

The Next Generation English Language Arts (ELA) and Mathematics Learning Standards intend to foster the 21st century skills needed for college and career readiness and to prepare students to become lifelong learners and thinkers. Learning standards provide the "destination" or expectation of what students should know and be able to do while teachers provide the "map" for getting there through high-quality instruction. **Lessons need to be designed to ensure accessibility to a general education curriculum designed around rigorous learning standards for all students, including students who learn differently (e.g., students with disabilities, English Language Learners (ELLs)/Multilingual Learners(MLLs), and other students who are struggling with the content).** It is vital that teachers utilize a variety of research-based instructional and learning strategies while structuring a student-centered learning environment that addresses individual learning styles, interests, and abilities present among the students in the class. Classrooms should be supportive and nurturing, and factors such as the age, academic development, English and home language proficiency, culture and background knowledge, and disability, should be considered when designing instruction. The principles of Universal Design for Learning should be incorporated into curricula to provide students with learning experiences that allow for multiple means of representation, multiple means of expression, and multiple means of engagement. These learning experiences will reduce learning barriers and foster equal learning opportunities for all students.

The purpose of these guides is to provide teachers with examples of scaffolds and strategies to supplement their instruction of ELA and mathematics curricula. Scaffolds are instructional supports teachers intentionally build into their lesson planning to provide students support that is "just right" and "just in time." Scaffolds do not differentiate lessons in such a way that students are working on or with different ELA texts or mathematical problems. Instead, scaffolds are put in place to allow all students access to grade-level content within a lesson. Scaffolds allow students to develop the knowledge, skills, and language needed to support their own performance in the future and are intended to be gradually removed as students independently master skills.

The scaffolds contained in these guides are grounded in the elements of explicit instruction as outlined by Archer and Hughes (2011). Explicit instruction is a structured, systematic approach to teaching which guides students through the learning process and toward independent mastery through the inclusion of clear statements regarding the purpose and rationale for learning the new skill/content; explanations and demonstrations of the instructional target; and supported practice with embedded, specific feedback.

The scaffolds in these guides can be adapted for use in any curricula and across content areas. While the exemplars were all drawn from the ELA and mathematics EngageNY modules, teachers are encouraged to customize the scaffolds in any lesson they deem appropriate. **All teachers (e.g., general, special education, English as a New Language, and Bilingual Education teachers) can use these scaffolds in any classroom setting to support student learning and to make the general education curriculum more accessible to all students without interfering with the rigor of the grade-level content.**

How to Use This Guide

The provision of scaffolds should be thoughtfully planned as to not isolate or identify any student or group of students as being "different" or requiring additional support. Therefore, in the spirit of inclusive and culturally responsive classrooms, the following is suggested:

- Make scaffolded worksheets or activities available to all students.
- Heterogeneously group students for group activities when appropriate.
- Provide ELLs/MLLs with opportunities to utilize their home language knowledge and skills in the context of the learning environment.
- Make individualized supports or adapted materials available without emphasizing the difference.
- Consistently and thoughtfully use technology to make materials more accessible to all students.

In the ELA guides, the *Table of Contents* is organized to allow teachers to access strategies based on the instructional focus (reading, writing, speaking and listening, and language) and includes a list of scaffolds that can be used to address those needs. In the mathematics guides, the *Table of Contents* is organized around the scaffolds themselves.

Each scaffold includes a description of what the scaffold is, who may benefit, and how it can be implemented in a lesson-specific model (see graphic below). **The *scripts* provided are only for demonstrating what a scaffold *might* look like in action.** Teachers are encouraged to make changes to presentation and language to best support the learning needs of their students. While lessons from the EngageNY modules are used to illustrate how each scaffold can be applied, the main purpose of the exemplars is to show how teachers can incorporate these scaffolds into their lessons as appropriate.

Title of Scaffold **Module: Unit: Lesson:**
Explanation of scaffold: This section provides a deeper explanation of the scaffold itself, including what it is and how it can and should be used. This section is helpful when implementing the scaffold in other lessons.
Teacher actions/instructions: This section provides specific instructions for the teacher regarding successful implementation of the scaffold.
Student actions: This section describes what the students are doing during the scaffolded portion of the lesson.
Student handouts/materials: This section indicates any student-facing materials that must be created to successfully use this scaffold.

Modeling Graphic Organizers

Exemplar from:
[Module 1: Unit 1: Lesson 2](): Work Time B

Explanation of scaffold:
A graphic organizer can be used to help students organize information and ideas and communicate more effectively. However, some students may need additional scaffolding and explicit instruction to use this tool to structure the information they gather while reading a text. The following example shows one way to instruct students on the use of a graphic organizer through the provision of clarification and modeling. The *Gathering Important Details in a Story* section of the *Close Read Recording Form* (see pages 9-11 of the module lesson) used throughout Module 1 is used as an exemplar, but this process can be replicated in any lesson when a graphic organizer is used.

Teacher actions/instructions:
1. Consider altering the graphic organizer so additional language is included in the sections to support understanding (see model on page 3 of this guide).
2. Consider adding visuals when necessary to help students understand the language in the organizer.
3. Model how to fill out the graphic organizer through a think-aloud process.

T (teacher): *We are going to use the Close Read Recording Form to help us gather details about a story we read. We are going to reread the story* Rain School *and fill in the form with the important parts of the story. We are going to listen for several things in this story to fill in each part.*

Display a large version of the *Close Read Recording Form* on chart paper or use a document camera to project your work. Hand out student copies, and direct students to complete their forms as demonstrated.

Box one says, **"Somebody…"** *(character). This is the person or animal the story is about; the characters.*

The next box says, **"in…"** *(setting). The setting is the place a story happens. If we were writing a story about our class, the setting would be our classroom.*

The next box says, **"wanted…"** *(motivation). This is what the character(s) wants or needs to do.*

The next box says, **"but…"** *(problem). This is the reason the character(s) can't get what he or she wants.*

The next box says, **"so…"** *(resolution). This is how the problem is solved; the solution. It's how the story turns out.*

As I read to you, I want you to listen for these things. When I read about a character or setting, what the character wants, a problem, or a solution, I will stop to add information to my Close Read Recording Form. Then you can add the same information to your form.

Read the story again with the class, stopping as appropriate to fill in the form using a think-aloud process. For students who need additional support, you may need to further scaffold this activity by chunking the text according to the sections on the form. As students become more familiar with the process, fade the use of modeling and move toward supporting students through guided practice until they are able to demonstrate independent use of the graphic organizer.

Student actions:
Students fill out their graphic organizers as a class, in small groups, or individually based on the level of scaffolding required.

Student handouts/materials:
Close Read Recording Form (found on the next page)
***Note: Information in red was added to the module lesson form.

NAME: _____

Gathering Important Details in a Story

Somebody … *(character)* person, animal *Who is the story about?*	
in … *(setting)* place, location *Where did it happen?*	
wanted … *(motivation)* needed, had to get *What does the character want to do?*	
but … *(problem)* something that got in the way *Why can't the character get what he/she wants?*	
so … *(resolution)* solution *How was the problem solved?*	

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?

_____

Why do you think this?

_____

_____

Choral Reading

Exemplar from:
Module 1: Unit 3: Lesson 3: Work Time A

Explanation of scaffold:
Choral reading can be used to support students' fluency and comprehension of challenging texts. The following example shows one way to use choral reading to scaffold students' ability to identify the gist and unfamiliar words in a story. Bridging the teacher read-aloud in *Opening A* and the independent student read of *Waiting for the Biblioburro* in *Work Time A* is used as an exemplar, but choral reading can be used in any lesson to change independent reading activities to collaborative group or paired reading.

Teacher actions/instructions:
Discuss choral reading with the students. If this is the first time using choral reading, it may be helpful to provide an example of how students should read together as a class and a humorous nonexample of what it would sound like if the class read at a pace that was too fast. Direct students to follow along using their fingers (or another visual tracking tool), as appropriate, during the choral reading of the text.

Decide whether the class is going to do a choral rereading of the entire text before engaging in close reading activities or focus on one portion, or excerpt, of the text at a time. This decision is dependent on the ability and stamina of the class as readers. If focusing on one excerpt at a time, have the class read each excerpt together, and allow time after the choral reading of each excerpt for students to find the gist and identify unfamiliar words.

Student actions:
Students engage in choral reading, following the text along with their fingers (or another visual tracking tool), as appropriate.

Student handouts/materials:
None

Paragraph Frame

Exemplar from:
Module 1: Unit 1: Lesson 5: Work Time B

Explanation of scaffold:
A paragraph frame can be used to scaffold writing for students who struggle with organizing their ideas and recording their thoughts. The scaffold also supports students who may be writing significantly below grade-level expectations. The paragraph frame on page 8 of this guide connects with and uses the writing task in this module lesson as an exemplar to demonstrate how teachers can adapt an activity in a lesson to better meet the needs of their students. This format can be adapted for use in any lesson to support students when writing paragraphs.

Teacher actions/instructions:
Define *paragraph* and provide a brief explanation of how a paragraph is formed or developed. After this instruction, hand out the paragraph frame to students, and direct them to write a response to the question.

T (teacher): *We have talked about why it is important to build our reading power, and today, we are going to write a paragraph about why we want to build our reading power. A paragraph is a group of sentences that stick to one big idea, or topic. The question is, "What is one reason you want the power of reading?" You can start your answer with words from the question. Start with, "One reason I want the power of reading is_____." This will be the topic of your paragraph. It's what your paragraph will be about.*

Since the prompt says to write a paragraph, there must be more than one sentence. You need to add details, which are specific examples. Details provide the readers of your writing with information so they can understand what you are writing about. You should write at least two details in your paragraph.

Finally, you need to finish your paragraph. The last sentence of your paragraph says almost the same thing as the first sentence and tells the reader the paragraph is over.

Remind students (or elicit from them) that you begin a sentence with a capital letter, have spaces between words, and end a sentence with a period.

I have given you a paragraph frame to help you in writing your paragraph. A paragraph frame is made up of certain words and has space for you to write so you can complete your paragraph. Do the best you can to fill in the blanks. I will use your finished paragraphs to decide what skills you need to work on to become the best writers you can be.

Allow students time to complete the paragraph frame, providing individual support as needed.

Student actions:
Students will write their own paragraphs using the paragraph frame provided.

Student handouts/materials:
Paragraph Frame (found on the next page)

NAME: _____

Directions: Write a paragraph to answer the question: *What is one reason you want the power of reading?*

One reason I want the power of reading is _____

_____

_____.

This will help me to_____

_____

_____. I will be able to _____

_____

_____.

This is why I want the power of reading.

Writing Frame

Exemplar from:
Module 1: Unit 3: Lesson 8: Closing and Assessment

Explanation of scaffold:
A writing frame provides support to students who have difficulty organizing their ideas and recalling teacher directions. In this lesson, students are asked to use a blank index card to write three things they learned about other countries, two questions they have, and the one country they now think has the hardest time accessing books and why. The writing frame on the following pages lists these tasks and provides more space for students to write their responses. Teachers may consider adding sentence starters to this frame for students needing additional support. Although the exit ticket activity in this module lesson is used as an exemplar, writing frames can be used in any lesson to provide support to students without changing the rigor of the content.

Teacher actions/instructions:
Distribute the *3-2-1 Exit Ticket* on the following pages, and direct students to complete it.

Student actions:
Students complete the *3-2-1 Exit Ticket*.

Student handouts/materials:
3-2-1 Exit Ticket (found on the next two pages)

3-2-1 Exit Ticket

Name _____

Date _____

Write three (3) things you learned about other countries.

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

Write two (2) questions that you have.

Question 1: _____

_____

Question 2: _____

_____

Identify the one (1) country you think has the hardest time accessing (getting) books and explain why.

The country that has the hardest time accessing books is _____

because _____

_____

_____.

Guided Practice

Exemplar from:
Module 3A: Unit 3: Lesson 9: Work Time C

Explanation of scaffold:
Guided practice provides students with opportunities to engage in accurate and successful practice of a new skill with teacher support. In the following example, the *Editing Checklist* found on page 13 of this guide has been altered to include additional language to provide students with concrete explanations of the checklist's "ratings." A model for guiding students through the process of using the checklist as needed is also provided. Although the editing activity from the module lesson is used as an exemplar, guided practice is a teaching strategy that can be used to scaffold instruction and altering lesson forms can be used to enable students to better support and assess their own learning during any lesson without changing the rigor of the content.

Teacher actions/instructions:
Distribute the *Editing Checklist* and tell students they are going to begin editing their paragraphs using this checklist. Walk students through the editing process until they can complete it on their own.

T (teacher): *You all have your opinion paragraphs in front of you as well as the editing checklist. Start by rereading your paragraphs to yourselves. This will help get your brains ready to work.* [Pause while students read silently.]

Look at the first line of the editing checklist, and whisper read it with me. The first thing you need to do is look at each sentence to make sure all the characters' names and titles begin with capital letters. Do that now. If you missed one, now is the time to fix it.

Remember, right now you are only checking names and titles. You will check to make sure you used a capital letter at the beginning of each sentence later.

Look at your editing checklist. You need to mark the column that best describes your ability to use capitals for names and titles. If you didn't miss any, then you can mark "Excellent." If you missed one or two, then mark "Almost There." If you made more than two mistakes, then mark "Not Yet." That tells us you need to keep working on capitals so you can remember specific names and titles begin with a capital letter.

Let's look at the next row and whisper read it together. A good writer uses a variety of sentences. Remember what you learned about simple sentences and compound sentences. You want to mix it up to make your writing more interesting. Did you use mostly short, choppy sentences, or did you combine some sentences to make them longer? Look for a place where you have short sentences that you can combine. How can you rewrite them? [Pause while students look for sentences to combine and rewrite compound sentences.] *Read me the original short sentences you wrote, and then read me the new*

combined sentence. The new, combined sentences are much more interesting! Keep looking for other short sentences that can be combined. [If students are not able to find sentences to combine, point out where they could do this.]

T: *Decide where you are on the checklist: Not Yet, Almost There, or Excellent.*

Now make sure all your apostrophes are in the right places. How did you do? [Pause while students check their work.]

The next row says, "I can use resources to check and correct my spelling." What resources do you have to help with your spelling?

S (student): *I used the "word wall" to help me with the character names.*

S: *I used the "spelling demons" list.*

T: *Those are both good resources. You also have dictionaries at the writing center to help you. How well did you use those resources? Rate yourself on the checklist. If you had a lot of misspelled words, it tells me you need to keep working on using your spelling resources.*

If students can complete the rest of the checklist on their own, have them continue working at a table where you can monitor their work. If students do not seem ready to work independently, continue with guided practice, giving more responsibility to students with each target.

Student actions:
Students work with the teacher's guidance, as needed, to edit their opinion paragraphs using the editing checklist.

Student handouts/materials:
Students' opinion paragraphs
Editing Checklist (found on the next page)
***Note: Information in red was added to the module lesson form.**

NAME: _____

Editing Checklist

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.	I made more than two mistakes.	I made one or two mistakes.	All names and titles are capitalized correctly.	
I can use simple and compound sentences in my writing.	I did not always use complete sentences.	I used only simple sentences.	I used complete sentences and at least one simple and one compound sentence.	
I can use apostrophes (where appropriate) in my writing to show belonging.	I made more than two mistakes.	I made one or two mistakes.	I appropriately used apostrophes to show belonging.	
I can use resources to check and correct my spelling.	I did not use resources to check my spelling and made one or more spelling errors.	I used resources to check my spelling but still made one or two spelling errors.	I used resources to check my spelling when needed, and all words are spelled correctly.	
I can use correct beginning and end punctuation in my writing.	I made more than two capitalization and/or punctuation errors.	I made one or two capitalization and/or punctuation errors.	I began all my sentences with capitals and ended all my sentences with correct punctuation.	
I can spell grade-appropriate words correctly.	I made more than two spelling errors.	I made one or two spelling errors.	I spelled all words correctly.	

Sentence Starters

Exemplar from:
Module 1: Unit 1: Lesson 4: Work Time C

Explanation of scaffold:
Sentence starters scaffold expressive language for students who need support participating in content-based conversations with their classmates. Although the *Conversation Sentence Starters* on the following page of this guide connect with the small group discussion in this module lesson, this format can be adapted for use in any lesson to facilitate student discussions about academic content.

Teacher actions/instructions:
Prior to beginning the small group discussion about why they chose their books, distribute the *Conversation Sentence Starters*. Add to, omit, or alter these suggested sentence starters as appropriate to meet the needs of your students. Direct students to use these "starters" as needed to begin their sentences when participating in the discussion with their classmates. Explain that the "starters" will help them remember and stay focused on the topic while speaking.

Student actions:
Students participate in the small group discussion as directed, using the sentence starters as needed.

Student handouts/materials:
Conversation Sentence Starters (found on the next page)

Conversation Sentence Starters

The title of my book is …

I chose this book because …

My book will take power to read because …

Explicit Vocabulary Instruction

Exemplar from:
Module 1: Unit 1: Lesson 1: Opening B

Explanation of scaffold:
Explicit vocabulary instruction supports students who need systematic and explicit instruction to learn vocabulary due to their limited background knowledge. The words *notice* and *wonder* were chosen as exemplars because they are critical for students to understand in order to participate in this module lesson. However, a systematic, explicit vocabulary procedure can be used in any lesson whenever new vocabulary is introduced.

A video example of this procedure, modeled by Anita Archer, can be viewed at http://explicitinstruction.org/video-elementary/elementary-video-4/.

Teacher actions/instructions:
1. Introduce the word.
2. Provide a student-friendly definition.
3. Illustrate with examples.
4. Check students' understanding with examples and nonexamples.

Step 1: Introduce the word.
T (teacher): *We are going to learn two new words. The first word is **notice**. What word?*

S (student): *Notice.*

Step 2: Provide a student-friendly definition.
T: ***Notice** means to pay attention to.*

Step 3: Illustrate with examples.
T: *When you are looking at pictures, you might **notice**, or pay attention to, the people in the pictures.*

*If you walk down the hall and see someone left a backpack on the floor, you **notice** it. You are paying attention to it. If you are walking down the hall, talking to your friend, and you do not see the backpack, you do not **notice** it. You are not paying attention to it.*

Step 4: Check students' understanding with examples and nonexamples.
Intersperse examples and nonexamples. Students who need additional support may need more concrete examples and nonexamples.

T: *When I give an example, tell me if the person **notices**, or pays attention to, by putting your thumbs up for "yes" or thumbs down for "no."*

A person sits down at a table in the cafeteria. She sits in milk because she is not looking. Does she **notice** *the milk before she sits down? Thumbs up or down? Correct, thumbs down. She does not* **notice** *the milk.*

The teacher is looking at the class, and she sees one boy has his head down and looks sad. Does she **notice** *the boy? Thumbs up or down? Yes, thumbs up. She does* **notice** *the boy.*

Follow the same procedure for the word **wonder**:

T: *The second word we are going to learn is* **wonder**. *Say it with me.*

S/T: **Wonder**.

T: *To* **wonder** *means to question something.*

If you see a person crying, you may **wonder** *what she is sad about. You may question why the person is sad. If you see the cover of a book, you may* **wonder** *what the book is going to be about, or you may question what it will be about.*

If the person in my example **wonders**, *put your thumbs up. If not, put your thumbs down.*

A girl is going to have pizza for lunch. She knows that is what she will eat. Does she **wonder** *about what she is going to have for lunch? Thumbs up or down? Correct, thumbs down. She does not* **wonder** *because she already knows what she is going to eat.*

A boy comes home from school, and no one is home. He asks, "Where is everyone?" Does he **wonder**? *Thumbs up or down? Yes, thumbs up. The boy* **wonders** *where everyone is.*

After you look at pictures today and hear quotes, or short pieces, from books, you are going to work together to write down the things or words you **notice** *and questions about the things or words you* **wonder** *about.*

Student actions:
Students need to be familiar with the response method *thumbs up/thumbs down*. Protocols such as this should be introduced early and often as part of the classroom routine.

Student handouts/materials:
None

Frayer Model

Exemplar from:
[Module 2A: Unit 1: Lesson 2](#): Work Time B

Explanation of scaffold:
The Frayer model is a four-square graphic organizer that includes a student-friendly definition, a description of important characteristics, examples, and nonexamples. It can be easily adapted to include pictures or icons for students who need additional support.   The following example demonstrates how to provide explicit instruction for those students who need information broken down into smaller, more manageable chunks as well as modeling and guided practice to effectively use this tool to learn new concepts. The Frayer model should be used with conceptual words that represent larger ideas or are essential to building knowledge. The word *adaptations* was chosen as an exemplar because it is essential for students to understand this word to comprehend the text and identify key details during their participation in this module lesson. However, the Frayer model can be used in any lesson to help students strengthen their conceptual knowledge and develop their understanding of unfamiliar vocabulary.

Teacher actions/instructions:
Select key concepts from the text. These words should be limited in number and essential to reading comprehension.

Instruct students to complete Frayer models as follows:

1. Write the vocabulary word in the middle circle.
2. Define the word, using student-friendly language, in the **Definition** box. Use your own words.
3. Write terms to describe the word in the **Characteristics** box. Again, use your own words.
4. List examples of the definition in the **Examples** box. Draw a picture to help you understand the word if needed.
5. List nonexamples of the definition in the **Nonexamples** box. Again, draw a picture if needed.
6. Test yourself.

For students who require explicit instruction on how to use the Frayer model, the following sample *script* is provided:

Step 1: Write the vocabulary word.
T (teacher): *I asked you to think about the meaning of **adaptations** as you were rereading today. We are going to use a graphic organizer called a Frayer model to help us understand what this word means. It is very important we understand what the words mean when we are reading. This will help us identify key details from a text, so we can successfully comprehend what we are reading.   Understanding vocabulary will make us better readers, and the Frayer model will help us do just that!*

Display a large version of the Frayer model on chart paper or use a document camera to project your work. Hand out student copies, and direct students to complete their Frayer models as demonstrated.

T: *When we use the Frayer model, the first thing we do is write the vocabulary word in the middle circle. Let's write* **adaptations** *in the circle.*

Step 2: Define the word.
T: *You can see there are also four boxes. The first box is labeled* **Definition**. *A definition tells us the meaning of the word. Let's see if we can give a definition for* **adaptations** *from what we've read so far.* [Pause for student response.]

Adaptations *are things about the way an animal looks or the way it acts that helps it to stay alive, to survive. Let's write that in the* **Definition** *box.*

Step 3: Describe the word in terms of its characteristics.
T: *The next box is* **Characteristics**. *This means we want to think of words that describe* **adaptations** *or are important to help us understand what it means. I noticed from our definition that there are two kinds of* **adaptations**: *physical, or how the animal looks, and behavioral, or how the animal acts. So, I'm going to write "physical" and "behavioral" in the* **Characteristics** *box. What else might we want to write here?*

S (student): *It's something they need to live.*

T: *Let's write "needed for survival" in the box.*

Step 4: List examples.
T: *The third box is* **Examples**. *What are some examples of* **adaptations** *you read about in the book? Let's see if we can think of at least one physical and one behavioral.* [Write any reasonable answers in the box.]

Step 5: List nonexamples.
T: *The last box is* **Nonexamples**. *This is a really important box because it shows we really understand what the word means and what it doesn't mean. Think about some of the things we read in the book that were* **not** *adaptations. For example, the text said the bullfrog lived behind the house. That might be an interesting fact, but it's not something physical or behavioral about the bullfrog that helps it stay alive.*

There's one more thing we can do. Sometimes it helps to have pictures of the examples and nonexamples to help us remember which is which. You don't have to draw pictures, but if you think it will help you, you can draw some now.

Step 6: Test yourself.
The study step is critical to student success in using vocabulary strategies such as the Frayer model. Students need to study the terms to internalize them for later use. Students can quiz each other during "down times," or the models/cards can be used as part of a center activity.

Instruct students to study their Frayer models as follows:

1. Cover each box of the Frayer model with a sticky note. Do not cover the word in the middle circle.
2. Say the vocabulary word in the middle, and try to say the definition.
3. If you do not know the definition, uncover the **Characteristics** box, and try to say the definition.
4. If you do not know the definition, uncover the **Examples** box, and try to say the definition.
5. If you do not know the definition, uncover the **Nonexamples** box, and try to say the definition.
6. If you do not know the definition, uncover the **Definition** box.

Repeat steps 1-6 for each Frayer model.

Student actions:
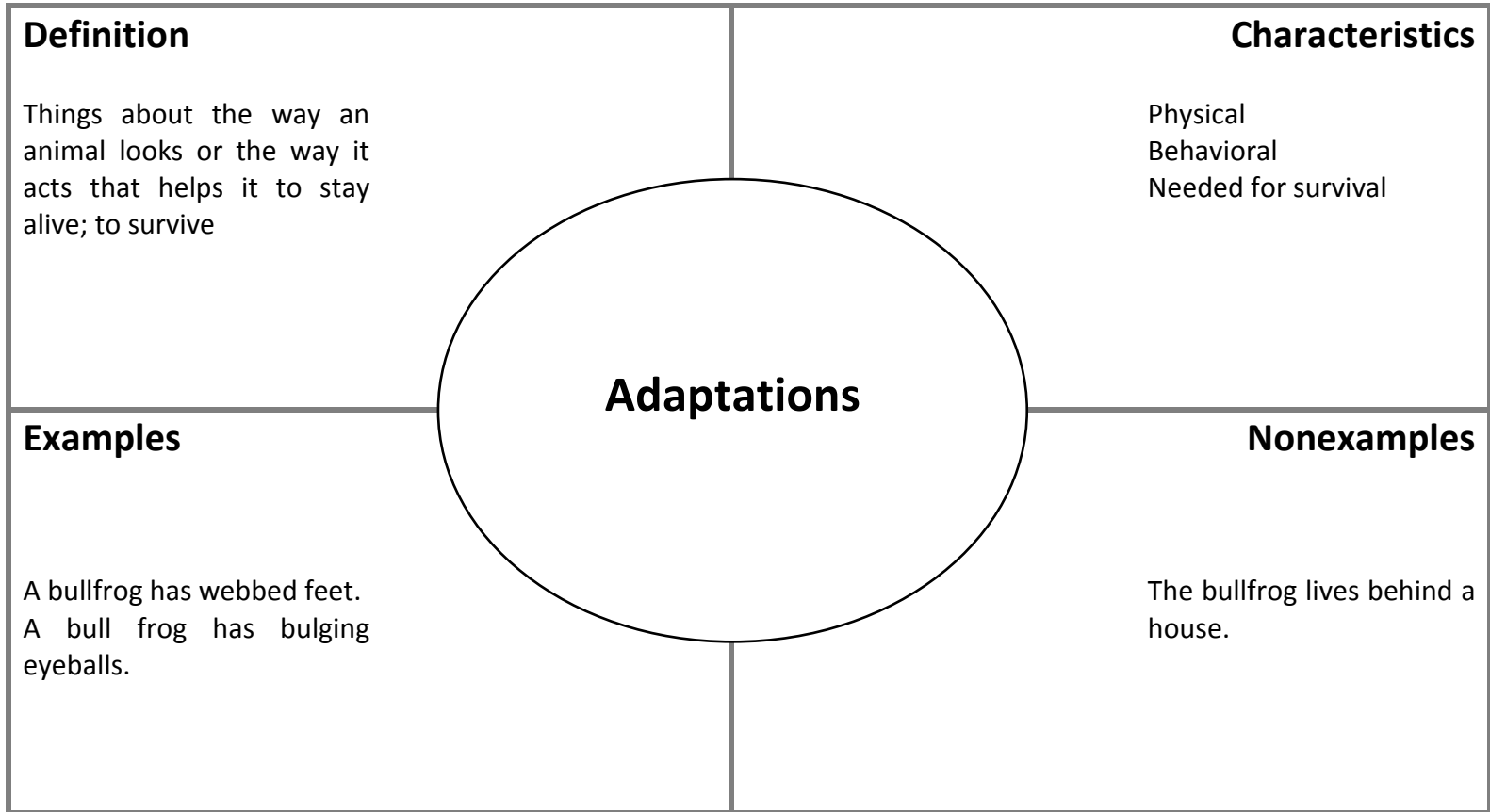Students work either individually or in pairs to make and study Frayer models.

Student handouts/materials:
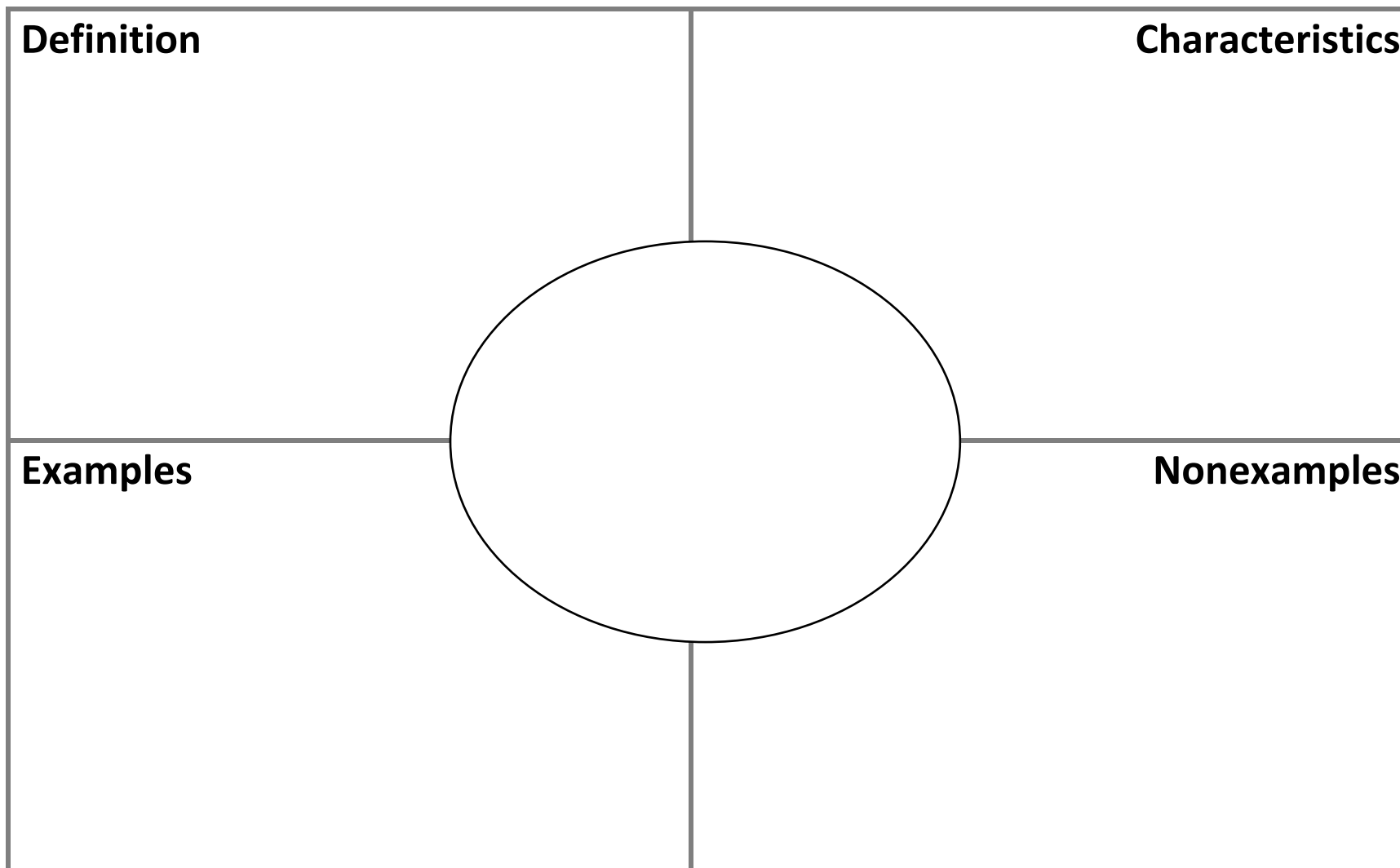*Frayer Model* template (found on page 22)
Sticky notes

NAME: _____

Frayer Model (example)

Definition	Characteristics
Things about the way an animal looks or the way it acts that helps it to stay alive; to survive	Physical Behavioral Needed for survival
Examples	**Nonexamples**
A bullfrog has webbed feet. A bull frog has bulging eyeballs.	The bullfrog lives behind a house.

Adaptations

Frayer Model

Definition	Characteristics
Examples	**Nonexamples**

References

Archer, A. and Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching.* New York, NY: The Guilford Press.