



Framing Vocabulary™ eBook software

The **Framing Vocabulary™** eBook software consists of 34 digital (17 color, 17 black-line) interactive *Vocabulary Frames™*, samples of how teachers have used each of them, instructional guides, as well as the interactive *Framing Vocabulary™ Lesson Planner*.

Because the *Vocabulary Frames™* are digital files, teachers or students can use a keyboard to type information directly into the text boxes on the *Vocabulary Frame™*. Likewise, you can email copies of the *Vocabulary Frames™* to students so they can use them when completing assignments outside of the classroom, and students can submit the completed work electronically.

When you develop a *Vocabulary Frame™* for specific instructional units, you can save your completed (or partially completed) *Vocabulary Frame™* to a folder that contains other related unit information and files. The color versions are ideal for use with White Boards, Promethium Boards, and LCD projectors when displaying a *Vocabulary Frame™* to a class and developing the information on it during a class activity. The black-line versions are more appropriate for printing hard copies to share with your students. Teachers can access the interactive *Framing Vocabulary™ Lesson Planner* to quickly make decisions about which vocabulary to target and plan lessons using the *Framing Vocabulary Instructional Routines*. The eBook includes “Quick-start” guides for specific instructional routines (designed for more seasoned teachers) as well as step-by-step guidelines for novice educators, such as those in preservice teacher-education programs.

Framing Vocabulary™ Instructional Routines

Teacher-assisted

Review Core Vocabulary
Preview New Core Vocabulary
Direct Explanation + Directed Note Taking
Guided Note Taking: Co-constructing Definitions
Guided Note Taking: Pause / Pair / Share
Vocabulary Comparisons
Rank & Share

Peer-assisted

Before & After
Best Guess Encounters
Vocabulary Wiki
Rotated Frames
Defining Research: Jigsaw
Defining Research: Pair – Share

Framing Vocabulary™ eBook provides a wealth of information about teaching vocabulary using *Vocabulary Frames™*, as well as “click-to-access” instructional resources. These include 34 digital (17 color, 17 blackline) *Vocabulary Frames™*, samples of how teachers have used each of them, and an interactive *Framing Vocabulary™ Lesson Planner*.

The **Framing Vocabulary™** eBook software license is for a single-user (teacher). The licensed user may make and distribute copies of *Vocabulary Frames™* to students for whom they are responsible for teaching, but they may not be shared with non-licensed teachers or students not on the licensed teacher’s role. Network (multi-user) licenses are available. The **Framing Vocabulary™ software** is available for immediate download at **www.MakesSenseStrategies.com**.

The **Framing Vocabulary™ hardcopy book** provides the identical information as that provided in the eBook version and is accompanied with blackline masters of each of the 17 *Vocabulary Frames™*.

The **Framing Vocabulary™** eBook program is licensed to the original purchaser of the program and is not transferable. ALL of the *Vocabulary Frames™* are copyrighted by Edwin Ellis (all rights reserved). If you are the original purchaser of the **Framing Vocabulary™** program, you are licensed to share digital or hard copies of the *Frames™* with students for whom you are officially responsible for teaching. **It is illegal to share digital or hardcopies of the Vocabulary Frames™ with anyone else** (e.g., colleagues, teachers, students not on your roll). You may share them with other teachers who are also licensed to use the **Framing Vocabulary™** program.



How to Use *Framing Vocabulary eBook*

To use *Framing Vocabulary™* eBook, your computer must have the following programs already installed:

Microsoft Word™ (not to be confused with Microsoft Works™) and **Adobe Reader™**

Step 1: Double-click on the red Adobe file titled “*Framing Vocabulary eBook*”

Step 2: You will be prompted to type the password provided when you purchased the program.

After entering the password, the first page of the eBook appears (this page also serves as the “Main Menu” from which access instructional resources.

Select one of the menu items.

TIP: Before clicking on items on the Main Menu page, a suggestion would be to quickly scroll through the entire book so that you have a sense of its contents and organization. Then scroll back to the Main Menu.

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Select below or scroll down

Big Ideas about Teaching with Vocabulary Frames
[Click HERE to link](#)


Concise Definitions
[Click on the PICTURES to link to explanations](#) [Click HERE to access interactive Vocabulary Frames](#)

Elaborated Definitions
[Click on the PICTURES to link to explanations](#) [Click HERE to access interactive Vocabulary Frames](#)

Framing Vocabulary Instructional Routines
[Click on the TITLES to link to Quick-Start Guides](#)

<p><u>Teacher-assisted</u></p> <p>Direct Explanation → Directed Notes</p> <p>Guided Note Taking: Co-constructing Definitions</p> <p>Guided Note Taking: Pause / Pair / Share</p> <p>Vocabulary Comparisons</p>	<p><u>Peer-assisted</u></p> <p>Before & After</p> <p>Best Guess Encounters</p> <p>Vocabulary Wiki</p> <p>Rotated Frames</p> <p>Defining Research: Jigsaw</p> <p>Defining Research: Pair - Share</p> <p>Rank & Share</p>
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Vocabulary Lesson Plan
Quick-Start Interactive Lesson Plans: COLOR BLACKLINE


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Selecting “Big Ideas about Teaching with Vocabulary Frames” links you to a section of the eBook that provides a wealth of important information about effective vocabulary instruction and how and when to use the frames.

To return to the Main Menu of the Framing Vocabulary eBook, scroll to the top of the file.

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Big Ideas about Teaching with Vocabulary Frames
[Click HERE to link](#)

Big Ideas about Framing Vocabulary™

BIG IDEA #1
Vocabulary rules!
Student's knowledge of vocabulary is one of the best predictors of reading comprehension, writing fluency and clarity, and ease in learning new content-area subjects like history, science, math, or literature. Thus, on-going systematic instruction in vocabulary is very important!

BIG IDEA #2
How well you teach vocabulary = how much vocabulary students learn, use, and remember.
Although performance on weekly quizzes and unit tests may suggest that students have learned important vocabulary, these data may be misleading. Many students learn vocabulary well enough to retain the knowledge in order to perform on tests, but then quickly forget it as they turn to meeting the expectations of the next quiz... and of course, many other students fail to learn the vocabulary well enough to even score well on these tests. The real measure of vocabulary learning is long-term retention of the knowledge. If students fail to retain the knowledge, all of your efforts to teach vocabulary were for naught *even if students score satisfactorily on quizzes and tests.*

To be blunt, some instructional activities many teachers use (e.g., having students look up and write definitions; having students match terms from a list with definitions from another list) as well as vocabulary learning strategies students use (e.g., using flash cards to memorize definitions) sometimes work well to promote temporary learning, but too often fail to ensure long-term retention. The instructional tools and routines that you use to teach vocabulary make a significant difference. Some are far more powerful than others.

BIG IDEA #3
Vocabulary Frames™ promote elaboration of essential understandings and use of powerful metacognitive learning strategies.
The more students elaborate definitions and use the terms in meaningful contexts, the more likely they will remember them. The more precise their elaborations, the more precise their knowledge of the terms will become. Many of the Vocabulary Frames™ employ prompts that cue specific areas of information that students need to address when elaborating definitions. Likewise, some of the Vocabulary Frames™ prompt students to engage in powerful comprehension-enhancing metacognitive learning strategies such as forming predictions, summarizing, imaging, asking and answering questions, and self-monitoring.

The Vocabulary Frames™ are grouped into two major types:

TYPE 1: Vocabulary Frames™ for terms with CONCISE DEFINITIONS collectively focus on identifying the class, distinctive features, connections, and applications of specific terms as well as connections to related terms (see pages 5-11 for examples of Vocabulary Frames™ for Concise Definitions).

TYPE 2: Vocabulary Frames™ for concepts with ELABORATED DEFINITIONS address broader concepts than terms with precise definitions. While a single sentence might effectively define terms with concise definitions, broader concepts have multiple subtopics or main ideas, each of which often requires multiple sentences to define see pages 12-19 for examples of Vocabulary Frames™ for Elaborated Definitions).

Concise Definitions
to explanations [Click HERE to access interactive Vocabulary Frames](#)







Elaborated Definitions
to explanations [Click HERE to access interactive Vocabulary Frames](#)






Using Vocabulary Instructional Routines
in the TITLES to link to Quick-Start Guides

<ul style="list-style-type: none"> Guided Notes Instructional Definitions 1 / Pair / Share 	<ul style="list-style-type: none"> Peer-assisted Before & After Best Guess Encounters Vocabulary Wiki Rotated Frames Defining Research: Jigsaw Defining Research: Pair - Share Rank & Share
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Vocabulary Lesson Plan
Interactive Lesson Plans: COLOR BLACKLINE

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Clicking on the pictures of the various Concise Definitions Vocabulary Frames or pictures of the various Elaborated Definitions Vocabulary Frames links you to a section of the eBook that provides an example of that frame accompanied by brief explanations of the frame's prompts and a brief set of tips for using it.

To return to the Main Menu of the Framing Vocabulary eBook, scroll to the top of the file.

Predict → Check
Elaborated Definitions Vocabulary Frame

PREDICT the definition
Before the lesson, either independently (or after interviewing peers about what they think the term means), students predict what the definition of the term is

CHECK to see if the definition was correct
Either ... following the lesson, that include information about the term OR following discussions about the meaning of the term, students verify that original prediction was correct or modify the definition so that it is more precise and/or correct

Chapter 4: The Long Walk Home is about...

Robin meets up with two guys that don't let him go with them in their car. He gets in it, but realizes it was a mistake as he escapes when the car slows down to miss a deer.

WORD	PREDICT the definition	CHECK to see if your prediction was correct
Elude	I think it means someone that is crude or crazy.	<input type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input checked="" type="checkbox"/> Did I like the r-e-a-s-o-n ... To baffle or escape being found out or getting caught
Shard	I think it is something sharp	<input type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input checked="" type="checkbox"/> Did I like the r-e-a-s-o-n ... A shard is an on-purpose broken piece or fragment of something so it would be sharp.
Paranoia	When you think everyone is out to get you & you don't trust anyone.	<input checked="" type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input type="checkbox"/> Did I like the r-e-a-s-o-n ...
Brusque	This is a kind of meat that my parents like to eat.	<input type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input checked="" type="checkbox"/> Did I like the r-e-a-s-o-n ... Brusque means you are being very rude or short with people.
Credulity	It means people can believe what you say.	<input type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input checked="" type="checkbox"/> Did I like the r-e-a-s-o-n ... It means that you believe things too easily- kind of like being naive or gullible.
Hybrid	This is a type of car.	<input type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input checked="" type="checkbox"/> Did I like the r-e-a-s-o-n ... Hybrid is a mixture of 2 different things resulting in something with a little bit of both.
Dilemma	I think a dilemma is a tough choice between 2 bad choices.	<input checked="" type="checkbox"/> Did the r-h-t-a-d-e-f-i-n-i-t-i-o-n ... <input type="checkbox"/> Did I like the r-e-a-s-o-n ...

TIPS

- The Predict → Check Vocabulary Frame is an excellent tool for use at the beginning of a lesson to activate background knowledge and then again at the END of the lesson to review and anchor the definitions of terms.
- Be sure to you use think-aloud techniques to model how to form predictions about the definitions of words;

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Big Ideas about Teaching with Vocabulary Frames
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<p>Teacher-assisted</p> <ul style="list-style-type: none"> Direct Explanation → Directed Notes Guided Note Taking: Co-constructing Definitions Guided Note Taking: Pause / Pair / Share Vocabulary Comparisons 	<p>Peer-assisted</p> <ul style="list-style-type: none"> Before & After Best Guess Encounters Vocabulary Wiki Rotated Frames Defining Research: Jigsaw Defining Research: Pair - Share Rank & Share
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Vocabulary Lesson Plan
Interactive Lesson Plans: COLOR BLACKLINE

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Clicking on "HERE" links you to a new menu page that provides access to the color and blackline interactive Concise Definitions Vocabulary Frames as well as samples of how teachers have used them.

1

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CONCISE definitions eBook Menu

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Features * Connections Essential Understandings EU Matrix EU Venn Features * Context

Sample Sample Sample Sample Sample

COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE

Related Words Web Related Words

Sample Sample

COLOR BLACKLINE COLOR BLACKLINE

2

Click on COLOR or BLACKLINE to open the interactive frame



Click here to view a color sample of this frame.

1

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Features * Connections Essential Understandings EU Matrix EU Venn Features * Context
Sample Sample Sample Sample Sample
COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE COLOR BLACKLINE

Related Words Web Related Words
Sample Sample
COLOR BLACKLINE COLOR BLACKLINE

Click here to return to the CONCISE definitions menu

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CONCISE DEFINITIONS: features * connections vocabulary frames smart visual tools
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TOPIC
The Diary of Anne Frank is about...

a young Jewish girl's life in Amsterdam, Holland as she and her family hide from the Nazis during World War II.

TERM	DISTINCTIVE FEATURES	RELATIONSHIPS / APPLICATION / CONNECTIONS TO TOPIC
distraught CLASS emotion	...extremely emotionally upset to point of being disabled or unable to act	Many Jews were so distraught about what the NAZIS were doing to Jews that they couldn't think of ways to save themselves
sullen CLASS behavior	...unpleasant, irritable, sour - some act sullen on purpose as a way to punish people they are mad at or to get what they want	Dussel was acting very sullen - he didn't speak to Ann for two days and avoided her whenever he could.
incorrigible CLASS behavior	...so bad that others think the person will never learn to behave	NAZIS viewed all Jews as incorrigible people who were dirty and dishonest and would never be acceptable as humans
immigrate CLASS action	...move from one country to a new country and settle there permanently	Many Jews tried to immigrate to other countries, but most of the countries would not let them come. They had nowhere to go.



How to Use an Interactive frame...

Step 1: A **Microsoft Word™** document for the interactive frame you selected will open. To type information on the *Vocabulary Frame™*, double-click on any of the textboxes that appear on the frame and begin typing using your keyboard.

NOTE: Since these are **Microsoft Word™** documents, you can change the font types, styles, and color, and use any of the other **Microsoft Word™** features such as spell-check.

Step 2: After you have finished typing information on the *Vocabulary Frame™*, use the “**Save As**” feature from the **FILE** menu bar to rename the document and save it in a new location on your computer.

NOTE: If you forget to use the *Save As* feature after typing on the *Vocabulary Frame™*, the information you added to the frame will be stored onto the original template. When you wish to use this particular *Vocabulary Frame™* again for a new topic and select it, the original version of the frame will appear as will also the information you typed on it the last time you used that frame.

Step 3 After you have re-named and saved your document in a different location in your computer, close the document the same way as you would any **Microsoft Word™** document.

The diagram illustrates the layout of the Vocabulary Frame template. It consists of a large yellow box at the top labeled 'TOPIC' with a text input field and a small 'Is about ...' label. Below this are four identical rows, each containing a pink 'TERM' box and a green 'CLASS' box. A vertical dashed line separates the 'CLASS' boxes into two columns. The right side of the frame is labeled 'RELATIONSHIPS / APPLICATION / CONNECTIONS TO TOPIC'. Arrows point from the text in the 'Step 1' instruction to the 'TOPIC' and 'TERM' boxes.

How to change the text in the headings

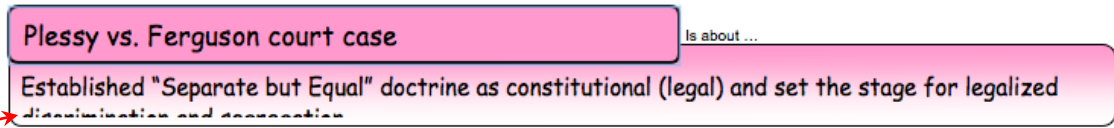
Occasionally, you may wish to change the “Main Idea” headings, so that they address specific topics. To change the text in the heading, simply click on the heading and highlight the words “Main Idea” and then type the alternative text you wish to use.

Be aware, however, that the amount of space you can use to type alternative text is very limited, so your titles must be brief and fit into the existing space. Generally, it is best not to change the font style and size of the headings.

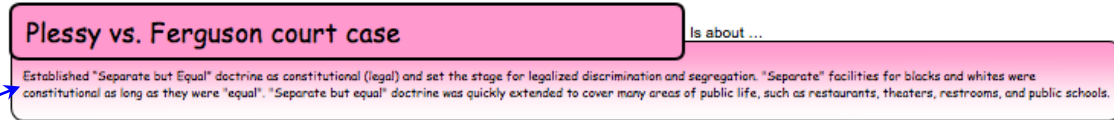


Things to keep in mind when typing information in the textboxes...

The size of the textboxes are not adjustable, and thus only a limited amount of text can be entered into a single textbox (if you attempt to enter too much text, it will disappear below the textbox (see picture)



Some users try to circumvent this problem by changing the font size so that all of the text will appear in the textbox. While some adjustment in font size may remedy this, be careful not to make the font so small that students are unable to read it.



Also note that different font styles in the same size require different amounts of space. For example, the font styles below are all in size 14, but note the differences in the amount of space each require.

Font size 14:
Font size 14
Font size 14

Note the difference in text-box space required when the same message is typed...

Single-space version of the message...
Also note that Microsoft Word Formatting features allow for single-space, double-space, etc., and that any feature other than single-space will use more of the text box.

Double-space version of the same message...
Also note that Microsoft Word Formatting features allow for single-space, double-space, etc., and that any feature other than single-space will use more space in the text box.

Thus, one of the ways to fit more text into a textbox is to experiment with different font styles and font features.

While being unable to fit an unlimited amount of text in a textbox may seem inconvenient and even annoying at times, there are distinct advantages to this feature. For example, when teaching subject-matter (e.g., science or history), it forces you to eliminate verbiage, become very precise and concise about the information you convey, and keep everyone "on-topic".

When students are using the Frames, this feature forces them to critically think about the information they are attempting to convey on the Frames and condense or summarize it down to its core essence. Unnecessary words have to be omitted, and students have to weigh information carefully to decide what to include and what to omit. This is a critical information-processing skill necessary for functioning in today's information-rich environment that is needed in multiple contexts such as taking notes.



If the font is too small, students in the back of the room can't read it!

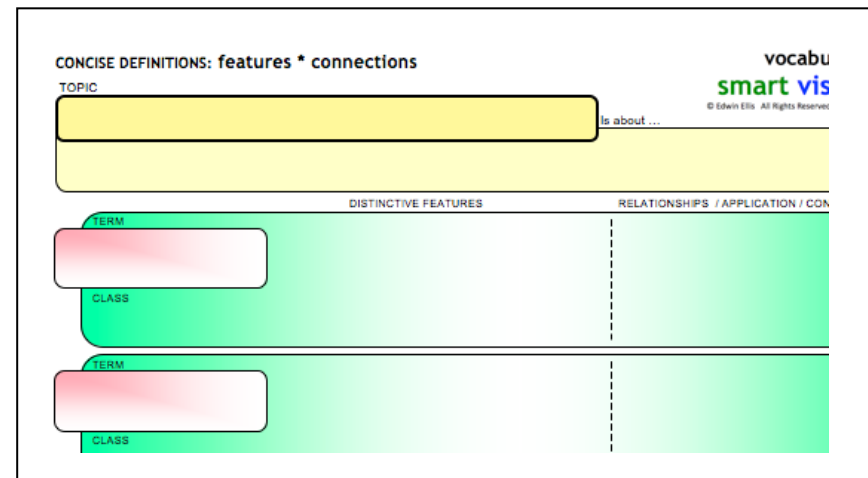
OPTION 1: Have students cram together to get closer to the screen. This strategy, of course, is a recipe for behavior problems, so if you decide to try it, be sure to wear your body armor!

OPTION 2: Project the Frames onto screens only when working with small groups that permit students to get close enough to see the small font without being too close together (this solution works if you are able to provide small-group instruction to subsets of your class, but it is not always feasible when teaching in secondary classrooms).

OPTION 3: Use the "ZOOM" feature of Microsoft Word.
This feature allows users to expand or reduce the size of the document being displayed in the window.

Using ZOOM to enlarge the document allows portions of the document to be easily seen from the back of the classroom, but the entire Frame can often not be seen at once (see figure on the right).

To access the ZOOM feature, select "View" from the menu bar at the top of your screen, and then select "ZOOM". You will be prompted to enter a size you wish the Word document to appear. After selecting the desired size, hit RETURN.





Clicking on the titles of the various Framing Vocabulary Instructional Routines links you to a section of the eBook that provides “Quick-Start” (very brief explanation) of a specific instructional routine. To return to the Main Menu of the Framing Vocabulary eBook, scroll to the top of the file.

QUICK-START GUIDE to INSTRUCTIONAL ROUTINES

Review Definitions of Critical Terms Previously Taught [CLICK HERE for more instructions](#)

- OPTION 1: Write the definition on the board (or project it on a screen) and have students write it. Then, with your class, analyze the definition to determine and then underline the class and critical elements.
- OPTION 2: After defining the definition for students, provide students with choices of examples and non-examples and then verify or correct their choices.

Preview Definitions of New Terms [CLICK HERE for more instructions](#)

Regardless of whether you plan to use Vocabulary Frames™ at some point in your lesson, it is a very effective practice to always introduce new vocabulary and their definitions at the beginning of the lesson. Write the targeted terms on the board. Pronounce each term, have students practice pronouncing it, and then briefly explain the term's meaning using student-friendly language.

Phase 1: Explain the meaning of the term and the Vocabulary Frame™ prompts and then direct note taking on the Direct Explanation + Directed Note Taking [CLICK HERE for more instructions](#)

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Click here to access more detailed, step-by-step instructions for implementing this routine.

Guided Note Taking – Co-constructing Definitions [CLICK HERE for more instructions](#)

Phase 1: New terms are briefly introduced at the beginning of a lesson and briefly defined.

Guided Note Taking – Co-constructing Definitions

WHEN TO APPLY THIS ROUTINE: [CLICK HERE to return to the quick-start guide](#)

HOW TO IMPLEMENT THIS ROUTINE:

Phase 1: New terms are briefly introduced at the beginning of a lesson and briefly defined (see the Preview Definitions of New Terms routine above).

Phase 2: Information about specific new terms is addressed using micro-lessons provided within the context of reading a story.

- Use “Time-outs” to provide micro-lessons (e.g., 30-45 seconds) about the meanings of new terms within the context of the text being read or content area lesson being provided.
- When you encounter one of the new terms during the heart of your lesson (as an in-class reading activity), display the hand signal for and say “Time Out,” and then provide an explanation of the term's meaning.
- Be sure to relate the term's meaning to both the context of the text on the page AND to something familiar to students.
- After completing the micro-lesson, display the hand signal for and say “Time In,” and continue reading or teaching the content-area lesson.
- The micro-lesson should be completed within 30-45 seconds.
- As the new term is subsequently reintroduced within the context of reading the passage or teaching the content-area lesson, make very brief (e.g., 2-5 seconds) references to the previous micro-lesson about the term.

For example, TEACHER: “hazardous” means dangerous.

Phase 3: The teacher provides “Frames™” to the teacher and the class.

- Provide students.
- Review the meaning.
- With students, discuss, and ask questions:
 - Explain, discuss, and ask questions:
 - Ask students to help you decide what they need to see that there is any linked space to it.
 - Provide hints and cues as needed.
 - Discuss as needed to help them identify key words to write in the textboxes.
 - If students are getting frustrated (e.g., focusing on irrelevant information), guide their thinking by making statements/questions like:
 - TEACHER: “What, that is an interesting idea about the word. We need to decide what to note on the frame. There are lots of ideas about the word that are good notes, but we only have room for the ones that are most important, or critical, to remember. Your idea might be one of them we should note, but every idea has to quickly be judged: help me decide: Why do you think it's important? What idea is important about words? ... So now you've provided two different ideas about the word. One is important, the other not quite as important. Let's figure out which we should make a note about.”

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Big Ideas about Teaching with Vocabulary Frames
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Concise Definitions

Click on the PICTURES to link to explanations [Click HERE to access interactive Vocabulary Frames](#)



Elaborated Definitions

Click on the PICTURES to link to explanations [Click HERE to access interactive Vocabulary Frames](#)



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Quick-Start

Vocabulary Lesson Plan

Interactive Lesson Plans: COLOR BLACKLINE



Clicking here links you to a section of the eBook that provides “Quick-Start” information about the Framing Vocabulary Lesson Plan.

To return to the Main Menu of the Framing Vocabulary eBook, scroll to the top of the file.

To indicate which of the Vocabulary Frames™ you plan to use during the lesson, click on the small box and type "X".

Select more than one of the frames if you plan to differentiate instruction based on the developmental needs of students.

Click on spaces to type in DATE & CLASS

Click & type to enter critical pre-requisite vocabulary to review at the beginning of the lesson

Click & type new vocabulary terms that ALL students will know

Click & type alternative, specialized vocabulary that advanced students will learn

Indicate when, during the sequence of the lesson, you plan to use the Vocabulary Frames™

Select the boxes and type "X" to indicate the Instructional Routines you plan to employ at the BEGINNING, DURING, and END of the lesson.

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Click here to access the COLOR or BLACKLINE versions of the interactive lesson plans