

Framing Routine Device Checklist



Teacher: Bonnell Observer DGillam, SIM PDL
Subject: Morphemes- Prefix and Suffix
Date :10/12/21

Directions: Put a checkmark (✓) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Key Topic and Paraphrase

pp. 11 and 18 in the guidebook

- ☒ Topic is key word(s) about critical information students need to understand in a unit (e.g., important concept, idea, event, etc.)
- ☒ The paraphrase captures the essence of the topic
- ☒ The paraphrase is a short explanation or the definition of the topic in student-friendly language.
- ☒ The paraphrase connects the topic to students' prior knowledge

Main ideas

pp. 18-19 in the guidebook

- ☒ Main ideas are clearly related to the topic.
- ☒ Main ideas are essential for understanding this topic and for grasping the significance of the topic (critical information).
- ☒ Relationships between the main ideas and/or between the main ideas and the topic are parallel and coherent (e.g., build upon one another).
- ☒ Main ideas are foundational for information to be learned later in this course, in the next course, or later in life and/or the main ideas are difficult to understand because of their complexity.

Essential Details

pp. 19-20 in the guidebook

Essential details are critical for understanding the main idea.

- ☒ Details are what ALL students should know about the main idea and what will be assessed.
- ☒ Details are not trivial information.
- ☒ Detail boxes contain a few key words (rather than long sentences).

"So What" Statement

p. 20 in the guidebook

- ☒ Draft of a statement that students might make explaining how the current topic is related to the unit of study, how knowledge of the topic can help to solve a "real world" problem, or how the information relates to the students' lives
- ☒ Crystallizes the conclusion or understanding from exploring the topic

Extend understanding

p. 21 in the guidebook

- ☒ The activity the teacher has created will extend students' understanding of the topic [e.g., prioritizing importance, prioritizing with specific criteria, speculating about what might have happened (what if), forecasting, predicting, anticipating or connecting ideas]

Overall

- ☒ Frame focuses on critical content (permeating, foundational, and enduring understandings).
- ☒ Frame makes abstract, complex content more understandable for students.
- ☒ Frame is a useful tool for studying (includes the important information that will be assessed in a unit, course, or state assessment).

Comments:

Overall meets all technical requirements.

Maintain the parallel structure with the Essential details:

- **Compound prefixes and compound suffixes- see blue arrows on Draft**

- Add tricksters with prefixes
- Offer/provide examples with appropriate items- For example- read for tricksters.

The FRAME

Key Topic: Morpheme S is about...

Parts of a word that have meaning

Main Idea	Main Idea
<u>Prefix</u>	<u>Suffix</u>
Essential details	Essential details
<u>at the beginning of a word</u>	<u>end of a word</u>
<u>has a meaning</u>	<u>compound suffixes are two or more suffixes</u>
<u>changes or adds to the meaning of a word</u>	<u>inflectional suffixes change tense, point of view, or #</u>
<u>compound prefixes are two or more prefixes</u>	<u>derivational : meaning changes</u>
So What? (What's important to understand about this?)	
<u>Now I can identify word parts to help me figure out the meaning of words.</u>	

E: How will identifying morphemes help you understand the meaning of words?

KU THE UNIVERSITY OF KANSAS
Center for Research
Learning

Framing Routine Implementation Checklist

Teacher :Amanda Bonnell with Jake
School:

Observer :DGillam,SIM PDL
Subject: Morphemes
Full Session____ or Partial Session ____
Time Start:_____ Time Stop:_____
1st Day _____ Subsequent days _____

Date 10/13/21

Directions: Put a checkmark (✓) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Cue

The teacher...

- ☒ Named the Frame or the Framing Routine
- ☒ Explained how it will help
- ☒ Handed out blank Frames
- ☒ Explained expectations

Do

Step 1: Focus on the topic

The teacher...

- ☒ Named the topic
- ☒ Wrote the topic in Section 1
- ☒ Provided a short explanation of the topic ☒ Wrote the explanation in Section 2 in brief form

Step 2: Reveal main ideas

The teacher...

- ☒ Named or elicited main ideas related to the topic
- ☒ Wrote the main ideas in the boxes in Section 3 in a brief form
- ☒ Explained or elicited the relationship between the main ideas and/or between the main ideas and the topic

Step 3: Analyze details –

The teacher...

- ☒ Elicited details related to each main idea from the students
- ☒ Wrote details related to each main idea in Section 4 as they were contributed

Step 4: Make a “So What” statement

The teacher...

- ☒ Elicited a statement from the students explaining how the current topic is related to the unit of study or how knowledge of the topic can help to solve a “real world” problem OR how the information relates to the students’ lives
- ☒ Wrote the “So What” statement in Section 5

Step 5: Extend understanding

The teacher...

- ☒ Conducted an activity to extend the students’ understanding of the topic

Review

The teacher...

- ☒ Elicits answers to questions related to the information written on the Frame
- ☒ Elicits answers to questions to review the process of making a Frame to help the students learn
- ☒ Elicits answers to questions to review how the students will use the Frame

Overall

The teacher...

- ☒ Involved the large majority of students throughout the activity
- ☒ Ensured that all students were writing on their Frames
- ☒ Kept a lively pace
- ☒ Wrote information on the Frame in a clear and legible way

Comments: Meets the technical requirements.

Given this feedback is focused primarily on the implementation of the FRAME, I have also provided information on the prefix and suffix lessons in the Word Mapping Strategy as they were integrated into the routine .

Time Stamp 5:04 recycle meaning “to reuse the materials” was the response; Prompt the student to identify the prefix re and its meaning. He used the *prefix re* with *use* to define the term recycle. Again, prompt the student to identify the prefix – re and its meaning . re- again or back. Also, have the Prefix List for the student to access.

Time Stamp- 7:15 unremarkable- Stated 2 prefixes : un and re- un means not, re means again- unremarkable- means not remarkable .

Revisit Unremarkable – It has one prefix un and *remark* is the base word and has a suffix *able*. Unremarkable- not of interest; common. If you use the WORD MAPS and your lists this will help you avoid this error. Base words have meanings on their own or can stand alone.