



Frayer Model

Frayer, d., Frederick, W. C.. And Klausmeier, H. J. (1969)

The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyze the concept/word (definition and characteristics) and then synthesize or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.

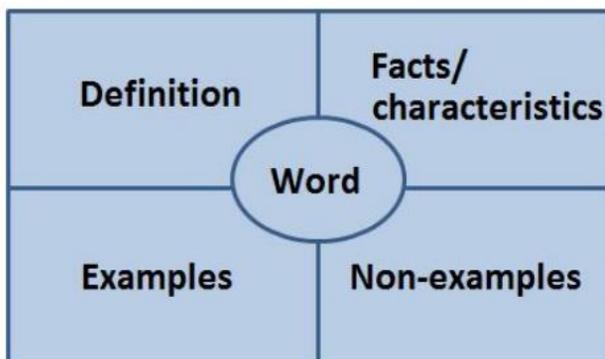
Step 1 Explain the Frayer model chart to the class by using a common word to demonstrate the various components. Model the type and quality of desired answers when giving the examples. Think out loud as you try to come up with examples and non examples, etc. Pictures/symbols can also be used.

Step 2 Then review a pre selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection. Step 2 Choose a key concept word from the topic read and have students help you complete the Frayer chart.

Step 3 Pass out blank copies of the Frayer Model or have students create a chart in their copies.

Step 4 Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

Step 5 The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.



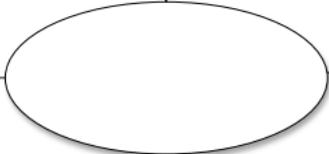
<p>Definition:</p> <p>A short poem of 14 lines with rhymes arranged according to a certain scheme. The poem is divided into a major group of 8 lines (the octave) followed by a minor group of 6 lines (the sestet).</p>	<p>Facts:</p> <p>Three main types of sonnets named after the poets that used them: Shakespearean, Spenserian and Petrarchan.</p> <p>A strict rhyme scheme - Shakespearean sonnet is ABABCDCDEFEFGG.</p> <p>Written in iambic Pentameter, a poetic meter with 10 beats per line</p>
<p>Sonnet</p>	
<p>Examples:</p> <p>How do I love thee? Let me count the ways. I love thee to the depth and breadth and height My soul can reach, when feeling out of sigh For the ends of Being and ideal Grace... <i>Elizabeth Barrett Browning</i></p> <p>Shall I compare thee to a summer's day? Thou art more lovely and more temperate. Rough winds do shake the darling buds of May, And summer's lease hath all too short a date... <i>William Shakespeare</i></p>	<p>Non Examples:</p> <p>Ode to a Grecian Urn by John Keats</p> <p>Mid-Term Break by Seamus Heaney</p> <p>Back in the Playground Blues by Adrian Mitchel</p>

<p>Definition:</p> <p>A change in size, shape or state of matter where the composition of the substance does not change</p>	<p>Facts/Characteristics:</p> <p>New materials are not formed. Same materials are present before and after change.</p>
<p>?</p>	
<p>Examples:</p> <p>Melting ice Cutting hair Dissolving sugar</p> 	<p>Non Examples:</p> <p>Burning wood Baking a cake Baking soda with vinegar (carbon dioxide is produced)</p> 

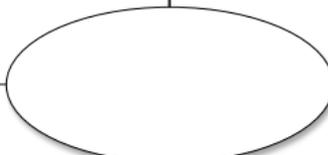
(Source: Using Literacy Strategies in Mathematics and Science Learning in *Adolescent Literacy in Perspective*, 2009)



Definition: (in own words)	Characteristics/Facts:
Examples: (from own life)	Non Examples:



Definition:	Characteristics/Facts:
Examples:	Non Examples:



Definition:		Characteristics/Facts:
Examples:	Image:	Non Examples:



Adapted from: Frayer Model, National Behaviour Service
<https://www.nbss.ie/>

