

Frayer Model

Vocabulary Strategy



Frayer Model

Purpose of the Frayer Model:

The purpose of the Frayer Model (Frayer, 1969; Buehl, 2001) 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 analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.

Explicitly teaching the Frayer Model:

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

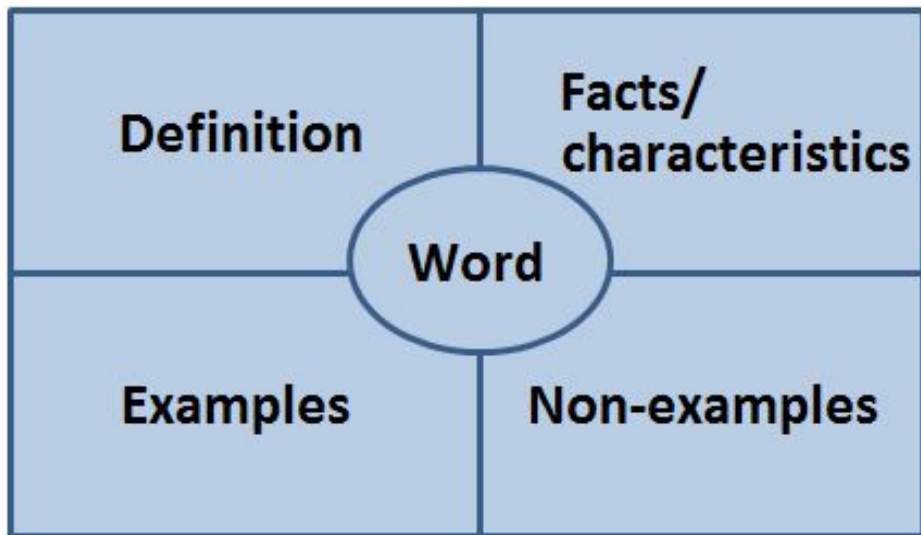
Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

Step 5

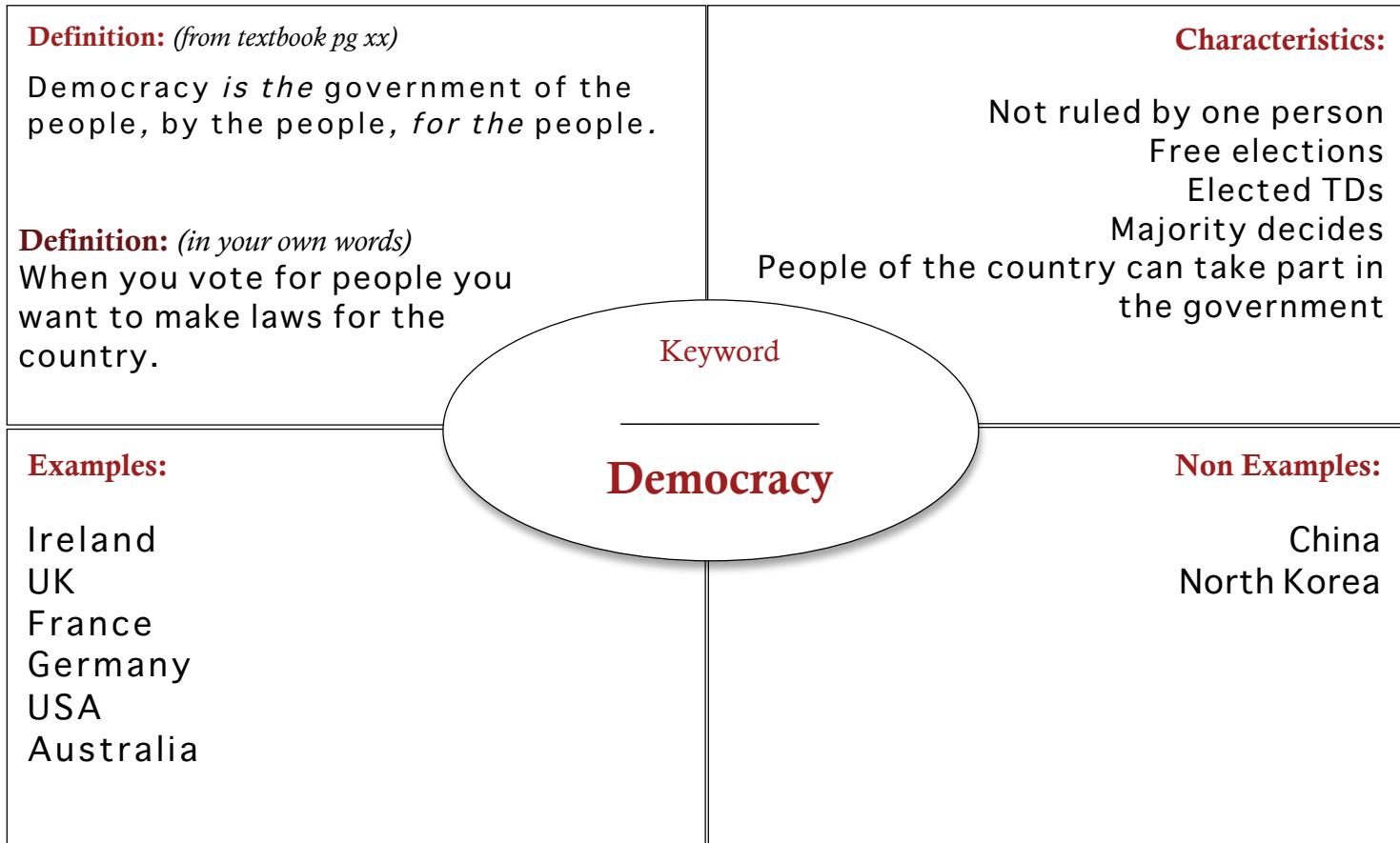
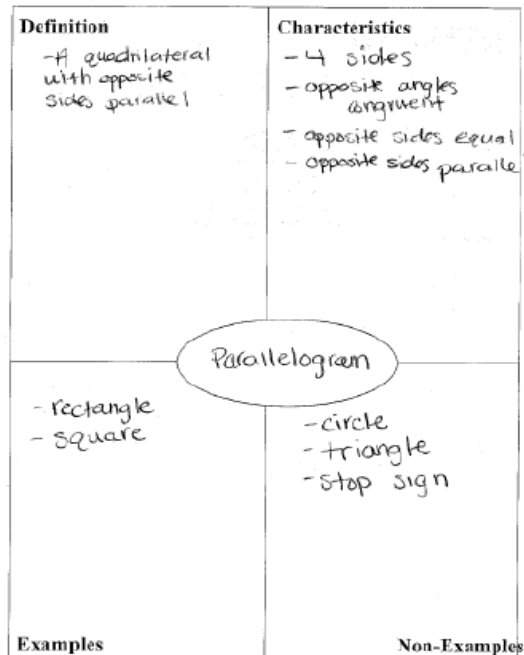
The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.

** a variation is to give students a completed chart minus the keyword and they have to figure out.*



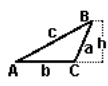
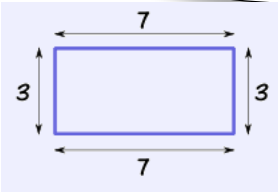
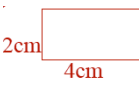

Frayer Model Examples



Frayer Model

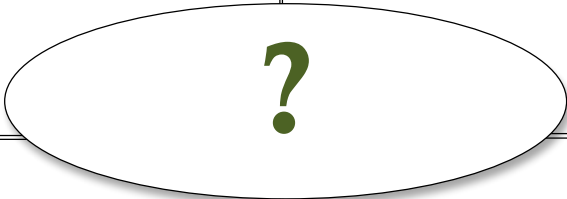




Frayer Model Examples

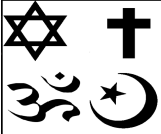
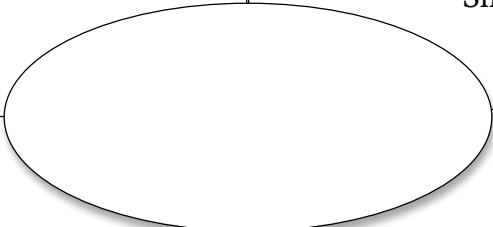

<p>Definition:</p> <ul style="list-style-type: none"> - The perimeter of a shape is the distance around the edge of the object. - The perimeter of a circle is called the circumference. - Common units: cm, m, km, 	<p>Facts/Characteristics:</p> <p>Add only the numbers on the outside of the shape. All the length outside an object added together</p> <p>square = $4a$ </p> <p>rectangle = $2a + 2b$ </p> <p>triangle = $a + b + c$ </p>
<h2>Perimeter</h2>	
<p>Examples:</p> <p>The perimeter of this rectangle is $3+7+3+7 = 20$ Rectangle perimeter = $2(l+b)$</p>  <p>An example of a perimeter is the line where your wall goes on the border of your garden.</p>	<p>Non Examples:</p> <p>Can't find the perimeter because it's not a closed figure.</p>  <p>$2\text{cm} \times 4\text{cm} = 8\text{cm}^2$. This is area, not perimeter. If it was perimeter you would add all of the side lengths together.</p> 

<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. A strict rhyme scheme - Shakespearean sonnet is ABABCDCDEFEFGG. Written in iambic Pentameter, a poetic meter with 10 beats per line</p>
<h2>Sonnet</h2>	
<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>

Frayer Model Examples – Guess the word/concept

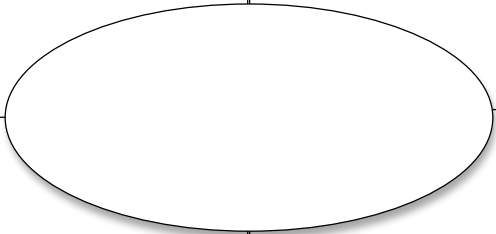
<p>Definition: A change in size, shape or state of matter where the composition of the substance does not change</p>	<p>Facts/Characteristics: New materials are not formed. Same materials are present before and after change.</p>
	
<p>Examples: Melting ice Cutting hair Dissolving sugar</p> 	<p>Non Examples: 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)

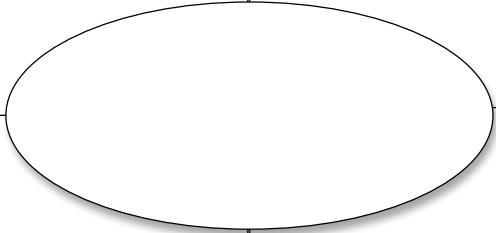
<p>Definition: (in own words) The ideas, beliefs and ways of doing that a group of people who live in a place share.</p>	<p>Characteristics/Facts: Shared ideas. Shared practices/beliefs. Shared beliefs.</p> 
	
<p>Examples: (from own life) What my friends and I wear. Music we listen to.</p> 	<p>Non Examples: Colour of my hair Colour of my eyes.</p>

Frayer Model

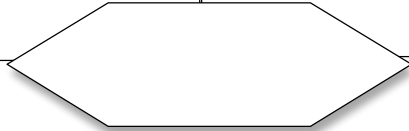
<p>Definition: (in own words)</p>	<p>Characteristics/Facts:</p>
<p>Examples: (from own life)</p>	<p>Non Examples:</p>

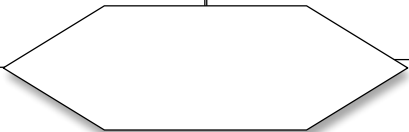


<p>Definition:</p>	<p>Characteristics/Facts:</p>
<p>Examples:</p>	<p>Non Examples:</p>



Frayer Model

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

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

Frayer Model

Definition	Facts
Word/Concept	
Examples	Non-examples

Frayer Model

<p>Definition (in own words)</p>	<p>Characteristics (in words and pictures)</p>
<p>Word/Concept</p>	
<p>Examples</p>	<p>Non-examples</p>

Frayer Model

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

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

Marzano's Six Steps to Effective Vocabulary Instruction

Academic vocabulary is the vocabulary critical to understanding the concepts being taught in class. Marzano (2005) stresses that in all subject areas explicit vocabulary instruction is necessary and outlines a six step process that can help students learn critical subject specific vocabulary.

Step One:

The teacher gives a friendly, informal description, explanation or example of the new vocabulary term.

- Provide students with information about the vocabulary term.
- Create pictures or use video and computer images as a source of information.
- Describe your own mental picture of the word.
- Use current events and other media to connect the term to something familiar.
- Determine prior knowledge and find out what students already know about the term (see NBSS vocabulary rating scale, text features and other before reading strategy resources).
- Have students share what they already know and use this knowledge as a foundation for more learning.

Step Two:

Students give a description, explanation or example of the new term in his/her own words.

- Students record their explanation (see NBSS vocabulary notebooks and activities resources).
- Remind students to not copy and only use their own words.
- Monitor to determine if any confusion still exists and correct misunderstandings with further explanation and example.

Step Three:

Students create a non linguistic representation of the word.

- Provide students with non linguistic methods to record the vocabulary term (see NBSS vocabulary notebooks and activities resources).
- Students can work in pairs or groups to create a non linguistic representation e.g. picture, symbol, cartoon, dramatisation or play pictionary, charades, etc.
- Have students record their visuals and share their ideas.
- Continue to identify and clear up any misunderstandings about the new terms if necessary.

Marzano's Six Steps to Effective Vocabulary Instruction

Step Four:

Students engage in activities to deepen their knowledge of the new word.

- Have students list related words.
- Highlight any prefixes and suffixes that will help them remember the word.
- Identify antonyms and synonyms.
- Discuss similarities and differences of two terms.
- Compare how the vocabulary term is used across subject areas and discuss and note any common confusions.
- Have students record this information.

Step Five:

Students discuss the new word with one another.

- Students think, pair and share their ideas by comparing explanations, describing and explaining drawings and discussing any new information they have learned, etc.
- Students can make revisions to their own work and add to their vocabulary explanation and visual if necessary.
- Continue to identify and clear up any misunderstandings about the new terms if necessary.

Step Six:

Students play games to reinforce and review new vocabulary.

- Develop deep understanding of academic vocabulary terms by engaging students in weekly review activities. For example students can play taboo, dominoes, wordo, pictionary, charades, word sorts, bingo, crosswords, hangman, card games, etc. (Contact the NBSS for powerpoint templates of games).
- Have students create and play their own vocabulary games and activities.
- After activities students can continue to make corrections, additions and changes to their explanation and visual.

(Marzano, R.J. & Pickering, D.J. Building Academic Vocabulary, 2005)

(See other NBSS resources on vocabulary development e.g. *Academic Vocabulary Building Activities, Knowledge Rating Scales, Vocabulary Journal, etc*)



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