

# How to Use a Frayer Model

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

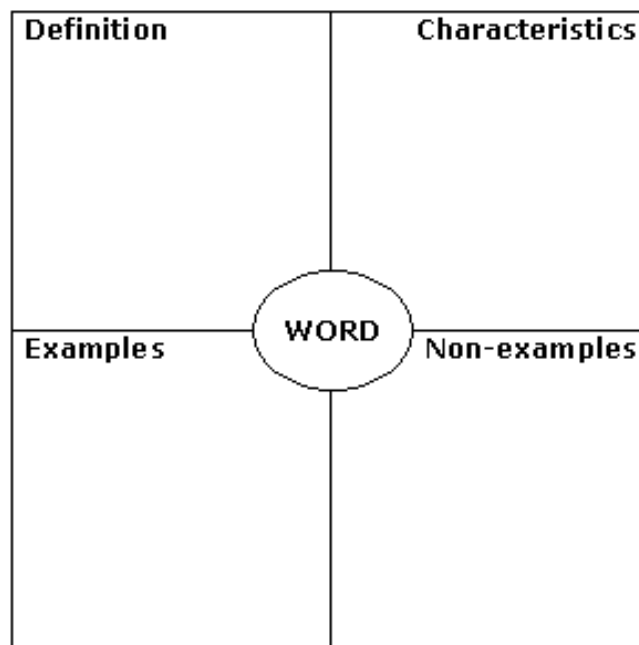
- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

## Steps to the Frayer Model:

1. Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

## Frayer Model




## Learn More:

- Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.
- [Frayer Model - Cross-curricular Approaches](#)
- [Frayer Model in Mathematics](#)


## *Fruyer Model*

DEFINITION	CHARACTERISTICS
Connecting instruction to students' lives to increase motivation, engagement, and learning. Cultural connections incorporate ethnic culture, youth culture, gender culture, pop-culture, orientation culture, etc...	<ul style="list-style-type: none"> <li>• Uses the students' frame of reference</li> <li>• Uses culturally relevant literature</li> <li>• Validates and Affirms</li> <li>• Utilizes historical and contemporary culture</li> <li>• Is geared to capitalize on observed learning practices/strengths</li> </ul>
EXAMPLES/MODELS	NON-EXAMPLES
<div style="border: 1px solid black; border-radius: 50%; width: 30%; margin: 0 auto; padding: 10px; display: inline-block;"> <p style="margin: 0;"><b>Cultural Connections</b></p> </div>	


# *Freyer Model*

DEFINITION	CHARACTERISTICS
<p>The comparing and contrasting of two distinct grammars with a means to identifying their differences and similarities.</p>	<ul style="list-style-type: none"><li>• Dual grammar study</li><li>• Code-switching/translation</li><li>• Uses sentence lifting from writing or speech</li><li>• Uses literature that contains the student's home language</li><li>• Can be linguistic, elicited, contextual, or situational</li></ul>
EXAMPLES/MODELS	NON-EXAMPLES
 <b>Contrastive Analysis</b>	


# *Fruyer Model*

DEFINITION	CHARACTERISTICS
<p>A supportive learning structure that motivates students by having them work in small groups with defined roles and tasks. Students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning when this is done correctly.</p>	<ul style="list-style-type: none"><li>• Group work</li><li>• Interaction</li><li>• Defined roles</li><li>• Variable grouping strategies</li><li>• Utilizes cooperative learning structures, i.e. Think-Pair-Share, etc...</li><li>• Learning occurs more quickly</li></ul>
<b>EXAMPLES/MODELS</b>	<b>NON-EXAMPLES</b>
 <p><b>Cooperative Learning</b></p>	


# *Fruyer Model*

DEFINITION	CHARACTERISTICS
<p>Discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content.</p>	<ul style="list-style-type: none"><li>• Interactive</li><li>• Uses connected turns to build on previous comments</li><li>• Facilitated by the teacher</li><li>• Co-constructed</li><li>• Negotiated and clarified meanings</li><li>• Builds academic vocabulary</li></ul>
EXAMPLES/MODELS	NON-EXAMPLES
 <p><b>Instructional Conversations</b></p>	

# *Fruyer Model*

DEFINITION	CHARACTERISTICS
The teaching of specialized language, vocabulary, patterns, and features that occur with high frequency in academic texts and discourse	<ul style="list-style-type: none"><li>• Uses instructional conversations</li><li>• Teaches language and content</li><li>• Taught across content and domains: listening, speaking, reading, and writing</li><li>• Analytical</li><li>• Studies word parts, suffixes, antonyms, synonyms, etc...</li></ul>
EXAMPLES/MODELS	NON-EXAMPLES
 <p><b>Academic Language Development</b></p>	

# *Fruyer Model*

DEFINITION	CHARACTERISTICS
Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking.	<ul style="list-style-type: none"><li>• Show relationships</li><li>• Organize</li><li>• Facilitate understanding</li><li>• Matched to a cognitive task</li><li>• Synthesize information</li><li>• Clarify thinking</li><li>• Assist with abstract thinking</li></ul>
EXAMPLES/MODELS	NON-EXAMPLES
 <p><b>Adv. Graphic Organizers</b></p>	