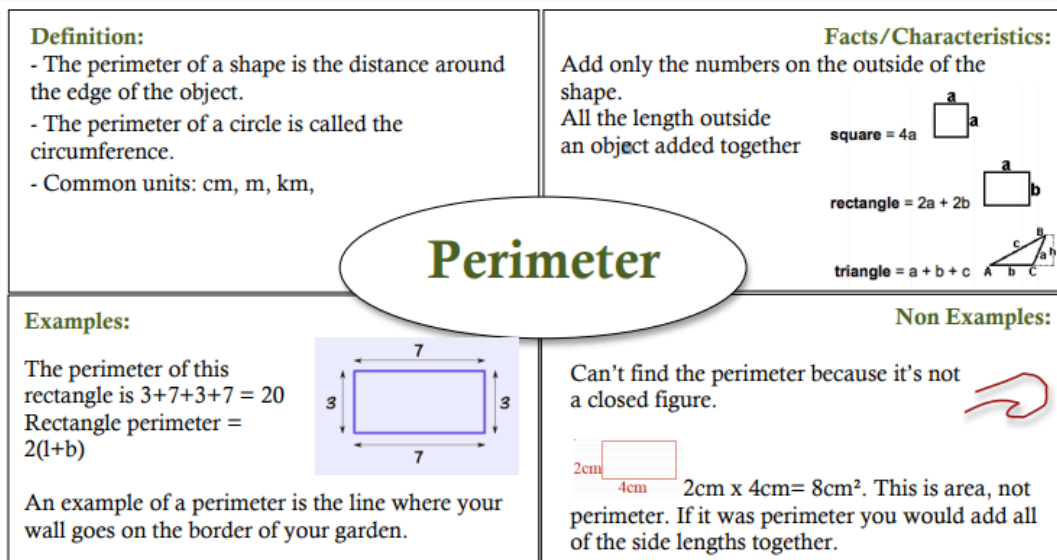***Instructional Strategy - The Frayer Model:*** *this is a writing and organizational tool used to build student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.*

Video Explanation: Center Activity -- The Frayer Model Explained

| Description of strategy: | **The Usage of The Frayer Model is the following:** http://www.theteachertoolkit.com/index.php/tool/frayer-model **(this video shows both elementary and secondary uses of the model)**

1. Pre-select key vocabulary words and make copies of graphic organizer
MANY versions and modifications of the graphic organizers can be found here:
https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocbulary_strategy_handout__copy_3.pdf

2. Provide copies of the Frayer Model graphic organizer to students and explain the process.

Definition:
- 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,

Facts/Characteristics:
Add only the numbers on the outside of the shape.
All the length outside an object added together
square = 4a
rectangle = 2a + 2b
triangle = a + b + c

Perimeter

Examples:
The perimeter of this rectangle is 3+7+3+7 = 20
Rectangle perimeter = 2(l+b)
7, 3, 3, 7
An example of a perimeter is the line where your wall goes on the border of your garden.

Non Examples:
Can't find the perimeter because it's not a closed figure.
2cm, 4cm 2cm x 4cm= 8cm². This is area, not perimeter. If it was perimeter you would add all of the side lengths together.

3. Model the Process
   ● Show the Frayer graphic organizer to the class and explain each of the sections
   ● Use a common vocabulary word to demonstrate the various components of the form
   ● Model the type and quality of desired answers when giving this example

4. Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organizer for this concept. Or, assign each student one word to work on alone |

	5. Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts
	6. Make copies of each Frayer graphic organizer so every student has a copy of all key concepts to use for review. OR display completed Frayer graphic organizers on a "Vocabulary Wall" for student reference
	7. Extend or deepen students' thinking by asking students to:
	• Describe the rationale for examples and non-examples • Asking students to use the Frayer Model as a note taking strategy during reading • Asking students to change the titles of the boxes to include concept development categories
Learning styles targeted:	**Learning Styles targeted**: ● visual/spatial learners benefit from this strategy, as the word is deconstructed visually and there is a spatial option for students to draw or capture the definition of the word visually ● linguistic learners will benefit from this strategy, as its learning a new word by connecting it and building upon prior vocabulary
Sample Modifications: (IEP, 504, or BIP suggestions for mods)	**Vary this typical model by changing the 4 elements to:** • Examples • Non-examples • Questions • Connections to other words or content To scaffold this for some students, front-load some of the content into the graphic organizer before handing it out.
Content uses:	• develop understanding of key concepts and vocabulary • draw on prior knowledge to make connections among concepts • compare attributes and examples • think critically to find relationships between concepts and to develop deeper • understanding of word meanings • make visual connections and personal associations. • review key vocabulary before a test or quiz • create a "vocabulary wall" for quick reference of word meanings
Connections to Restorative Practices and SCARF	● S - STATUS - students' status is reinforced as there are so many pieces of the model that require their own thinking and interpretation. ● C - CERTAINTY - this strategy is high structure, and the graphic organizer is meant to provide concrete certainty about what a concept is and what a concept isn't. ● A - AUTONOMY - students' have a level of control in this strategy as they choose how to convey their thinking about the concepts they are learning; students could also be encouraged to change what goes into some of the boxes. For example, instead of "facts/characteristics" a student could do an "illustration or visual." ● R - RELATEDNESS - this strategy builds in opportunities for personal interpretation and reflection, as well as connection to the content. ● F - FAIRNESS - students will feel a sense of fairness during this because they can determine the order they complete it in, with who, etc.