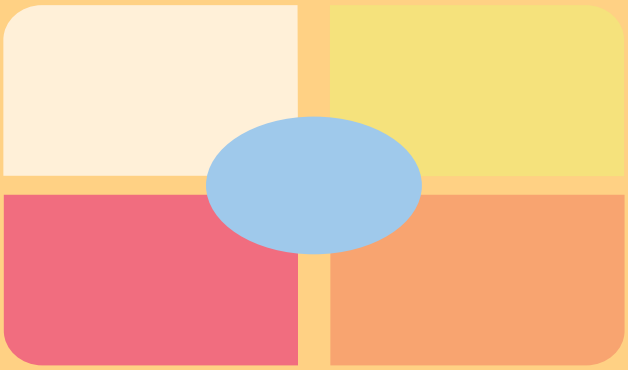
INSTRUCTIONAL STRATEGIES



Frayer Model

This instructional strategy allows participants to graphically organize their prior knowledge about a concept into an operational definition.

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FRAYER MODEL

Summary

This instructional strategy allows participants to organize graphically their prior knowledge about a concept into an operational definition, exploring their personal definitions and what they think are the identifying features, examples, and non-examples of the concept.

Procedure

1. Students separate a page into four quadrants by drawing one horizontal line and one vertical line (essentially drawing a full-page plus sign) with an oval in the center.
2. They label quadrants as follows (beginning from the upper-left quadrant moving clockwise): definition, characteristics, examples, non-examples.
3. Provide students with the concept you want them to think about and have them write this in the center oval of the graphic organizer.
4. Begin by using a familiar concept to explain the Frayer Model diagram and demonstrate how to fill it in.
5. Give students time to fill in the diagram.
6. Once the diagram is complete, let the students share their ideas with a partner or group, modifying their diagrams as they accept new information.
7. Partners/small groups then share out their thoughts or participate in a whole-class discussion (optional).

Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin, SAGE.