

Reading Lesson Plan – Frayer Model

Standard

CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Objectives

- Identify unfamiliar concepts and vocabulary.
- Create a visual reference for concepts and vocabulary.

Strategy

Frayer Model—A graphic organizer that identifies key aspects of a concept

Phase of Reading

Before, During, After

Skill Review

None required

Definitions

Concept—key idea

Essential Characteristics—traits that must always be true for the concept or object

Non-essential Characteristics—traits that are often true but not always

Examples—objects that illustrate general rules

Non-examples—objects that do not fulfill all traits of the concept or object

Lesson Preparation

Choose a concept with which all students should be familiar. It could be a technical term from a previous lesson, but it is often a good choice to use something simple (e.g., toy, dinner) that could generate discussion about the characteristics. Prepare a large version of the Frayer Model template that all students can see, such as PowerPoint slide or chart paper. Select a key text that illustrates the concept under consideration. While the text may contain a definition, it should have a broader discussion of the concept, object or process. Scan the text for information that helps define the targeted term.

If you want students to use a prepared template, copy the template on the last page.

Lesson

Whole Group Instruction

Introduce students to the Frayer Model by building on their prior experience and guiding their thinking. Show the model for the whole class and briefly discuss what goes into each section. Add a simple concept with which all students should have some experience (e.g., toy, dinner) and ask them to jot down notes for what they think each quadrant would contain. For instance, an essential trait of dinner is that it contains food, but there may be differences in when it is served, whether utensils are used, etc.

After a minute or two for thinking, facilitate student responses for items to go into each quadrant. Guide their thinking by asking questions of some entries: Is dinner served at a time other than night in some sections of the country? Does a toy have to be reusable? This phase of the lesson should take no more than 10 minutes.

Show students how they can create their own Frayer templates by drawing on a sheet of paper or through folding. First fold the page like a hot dog (vertically). Next fold the paper like a hamburger (horizontally). The page is now folded in quarters. Fold over the corner that has no loose edges to make a right triangle. Open the sheet. The sections of the Frayer Model will follow the fold lines. Frayer Model templates can also be completed in electronic files if that is how notes are kept.

Guided Practice

Distribute a short reading (one or two paragraphs) about a topic that is generally known, but not part of this lesson (e.g., democracy, photosynthesis). Direct students to read the passage individually and complete a Frayer template. Ask students to collaborate with a shoulder partner to determine what should be in the notes, then ask students to contribute to a whole class model. Challenge students with questions to make sure that they are adding only what has come from the reading.

Application

Identify key concepts for the current unit or project. After reading provided texts or student-identified texts, have students complete Frayer Model templates for each key concept.

Students should keep their on-going Frayer Models in their class notebooks or folders. Periodically, check student work to determine if they are adding to their understanding of the concept by reading or class experiences.

Extensions/Notes:

- Frayer Model checks can also be done as class opening or closing activities or formative assessments.
- Quick formative assessment can be done by showing a completed template without the concept identified and having students identify which concept matches the descriptions.
- Students can use symbols, drawings or formulas instead of words.
- To stimulate thinking or support students, identify some relevant terms and have students place them in the correct section.

For More Information on Strategy

[AdLit, Strategies](#). Retrieved April 18, 2017.

