Vocabulary

Explanation for Application of Reading Strategy

Frayer

The Frayer (Frayer, Frederick, Klausmeier, 1969) model helps students make connections between what they know and what they will be learning. Students learn to examine a concept from several perspectives: how the concept relates to other concepts and information and how to sort out the relevant features of a concept. Students classify more than one example of the concept thereby extending their knowledge of the concept.

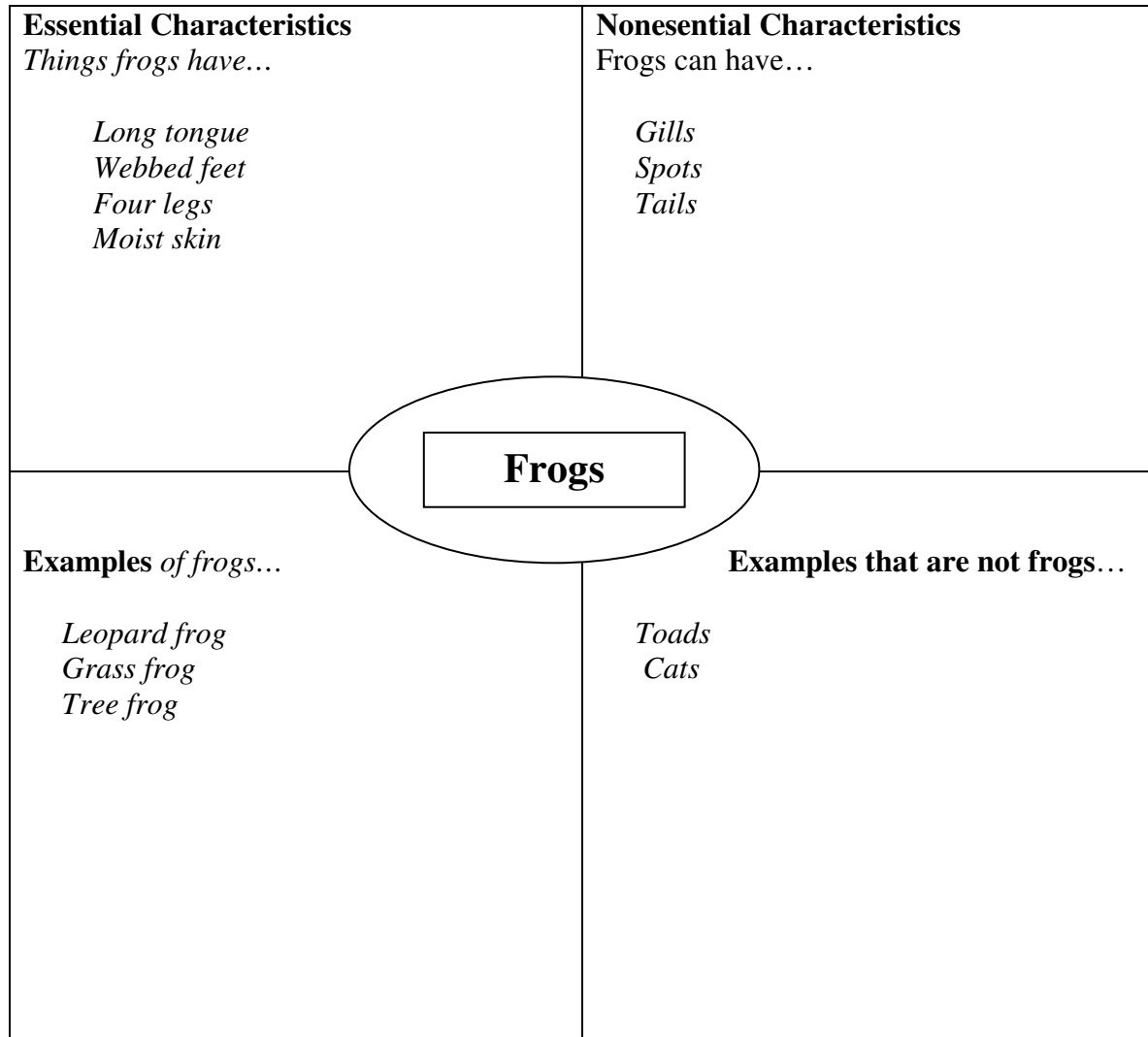|	
Before Reading	The teacher names the concept and students brainstorm examples, non-examples, essential characteristics and nonessential characteristics (as a class or in learning groups).
During Reading	As students read they look for information to use in their Frayer model, especially alert for facts and ideas that fit any of the four categories.
After Reading	Upon completion of the reading, students discuss their Frayer ideas and concepts in a learning group. Class discussion clarifies the concept with respect to each of the four categories.

Frayer

Essential Characteristics	**Nonesential Characteristics**
Things frogs have…	Frogs can have…
Long tongue	*Gills*
Webbed feet	*Spots*
Four legs	*Tails*
Moist skin	

Frogs

Examples *of frogs…*	**Examples that are not frogs**…
Leopard frog	*Toads*
Grass frog	*Cats*
Tree frog	

Frayer

Essential Characteristics	**Nonesential Characteristics**
Examples	**Nonexamples**