THE FRAYER MODEL (VOCABULARY STRATEGY)

The Invention of Hugo Cabret by Brian Selznick (Scholastic Press, 1st Ed, 2007).

CONTEXT: In reality, the Frayer Model instructional routine could be done during any stage of the reading, but it would be most effective to do it earlier in the students’ reading, perhaps before the students begin reading or after they have read the first few chapters.

PURPOSE: The purpose of this strategy is to build students’ vocabulary and thereby increase their reading comprehension. The Frayer model uses a graphic organizer which requires students to both define the new vocabulary as well as apply these definitions by producing examples and non-examples. This strategy both improves students’ ability to think critically as well as helps them to recognize and understand unfamiliar vocabulary. The Frayer Model also “draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples” (Frayer, 1969 http://www.adlit.org/strategies/22369/)

MATERIALS NEEDED:
- A copy of the Frayer Model worksheet (included at the end of this document) for each student (each student will need 10 copies of the worksheet, but for the other 9 copies, they can just draw the model on a sheet of paper, which will save you copies)
- Dictionaries for students to refer to.

TIME ALLOTED: This activity would most likely take one full class period if it was all done in class, and only a portion of the class period if you assigned the worksheet as homework. The assessment portion of this activity would take perhaps 15-25 minutes of a separate class period.

DIRECTIONS:
- Select which vocabulary words you will use. Here is a list of possible words from the novel: automaton (p. 114), calibrate, horology/horologist, armoire (265), agitated (47), reluctantly (51), illumination (53), decrepit (94), apprentice (124), cavernous (142), resentful (165), projectionist (202), dexterity (232), mechanisms, dredge (268), grimace (307), impose (386), brooch (391), anxious (395), debris (130).
  - Remember that it is usually more effective to teach fewer words and do so more thoroughly than attempting to teach many words at once.
- There are many options for how to use the Frayer model (as a whole class, in small groups, individually, etc.), but the strategy presented here uses the Frayer model in small groups. To illustrate how to conduct this strategy will we imagine that the class has 30 students and that you have chosen 10 vocabulary words for them to learn.
- First pass out a copy of the Frayer model worksheet to each student. Then explain to the students how to fill out the Frayer Model worksheet.
- Model for your students how to fill out the Frayer Model. Below is an example for how you would use this worksheet for the word “apprentice.” Go through the model worksheet with the students and explain how each section should be filled out. Answer any student questions.

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• Explain that each student will be assigned two vocabulary words to use with the Frayer Model and which they will then have to teach to a small group.
• Split the class into 6 groups of five students each. Assign each member in the group two different vocabulary words.
• Allow students time to work individually on their Frayer models.
• Once students have finished their worksheets, have them meet together with their group.
• As they meet in groups, each student will take turns teaching their two vocabulary words to their group members while their group members fill out a Frayer model for each new word that they are taught.
• After all of the students have finished teaching their words, briefly review the words together as a class, invite students to share the definitions, characteristics, examples, and non-examples that they chose to use, and clarify any questions that the students may have about the words.

ASSESSMENT: After the students have completed the Frayer Model activity, and have been given at least several days to study, have them complete a quiz in which you provide them both with a word bank of the vocabulary that they have learned as well as with a list of definitions. Ask the students to match each word to one of the definitions that you have provided. Also have the students use each word in a sentence. This activity will allow you to evaluate if the students have comprehended not only the definitions of the words, but how to apply the words as well.

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