Notes

**Getting Ready to Read: Extending Vocabulary – The Frayer Model**

**MATHEMATICS**

**What teachers do**

**What students do**

**Before**

* Preview an activity or unit of study for key vocabulary and concepts.
* Modify the preview list using input from student preview lists.
* Use a graphic organizer to identify relationships among the words found during the preview and to show connections to students’ prior knowledge from previous units, grades and/or student experiences.
* Select concepts that have potentially confusing connections or concepts that have several different characteristics.
* Determine which of the words are critical in

developing deeper understanding of the mathematics in the activity or unit.

* Share a completed Frayer Model for a familiar non- mathematical concept but remove the name of the

concept from the model. (See Student/Teacher Resource, *The Frayer Model – Samples.)*

* Create large Frayer Models on chart paper.
* Preview an activity or unit of study to create a list of unfamiliar vocabulary and concepts.
* Determine the concept name.
* Ask questions to clarify understanding of the attributes of a Frayer Model.

**During**

* Brainstorm as a whole class to create a list of words/phrases that connect to the concept.
* Form small groups and distribute one chart paper Frayer Model to each group.
* Direct students to place words and phrases from the brainstormed list into appropriate sections of the Frayer Model i.e. essential characteristics, non- essential characteristics, examples.
* Direct students to add more words/phrases as well as non-examples.
* Circulate and pose questions to refine understanding of the term.
* Ask a reporter from each group to present the group’s Frayer Model. Post the models around the room.
* Contribute to brainstorming.
* List essential characteristics that apply to all examples.
* List non-essential characteristics that apply to subsets of the term/concept
* Suggest additional words and phrases and non-examples that refine understanding of the term.
* Ask questions to clarify understanding
* Actively listen and reflect on learning.

**After**

* Discuss how understanding of a concept is refined by thinking about non-examples.
* Consider assigning individual completion of a Frayer

Model or a collective classroom model for display on a wall or on the back of a word wall card.

* Later in the lesson or unit of study, use a different colour pen to add new knowledge to the Frayer

Model.

* Reflect on the presentations, discussions and posted Frayer Model and decide if a personal copy is needed.