

Scaffolding the Frayer Model

- Provide additional examples and nonexamples of concepts, as needed, to support student understanding.
- Always make sure that students have encountered the word and built some conceptual knowledge about it before using the Frayer Model.
- Frequently remind students about characteristics of appropriate examples and nonexamples.
- Try using pictures or manipulatives for examples/nonexamples.
- Return to *I Do*/corrective feedback whenever it is clear that students do not understand the word/concept well enough.

Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.