Frayer Model

The Frayer Model was first developed by Dorothy Frayer and her colleagues at the University of Wisconsin. Buell (2001) suggests that the Frayer Model graphically organizes prior knowledge about a concept or mathematical term into an operational definition, characteristics, examples, and non-examples.

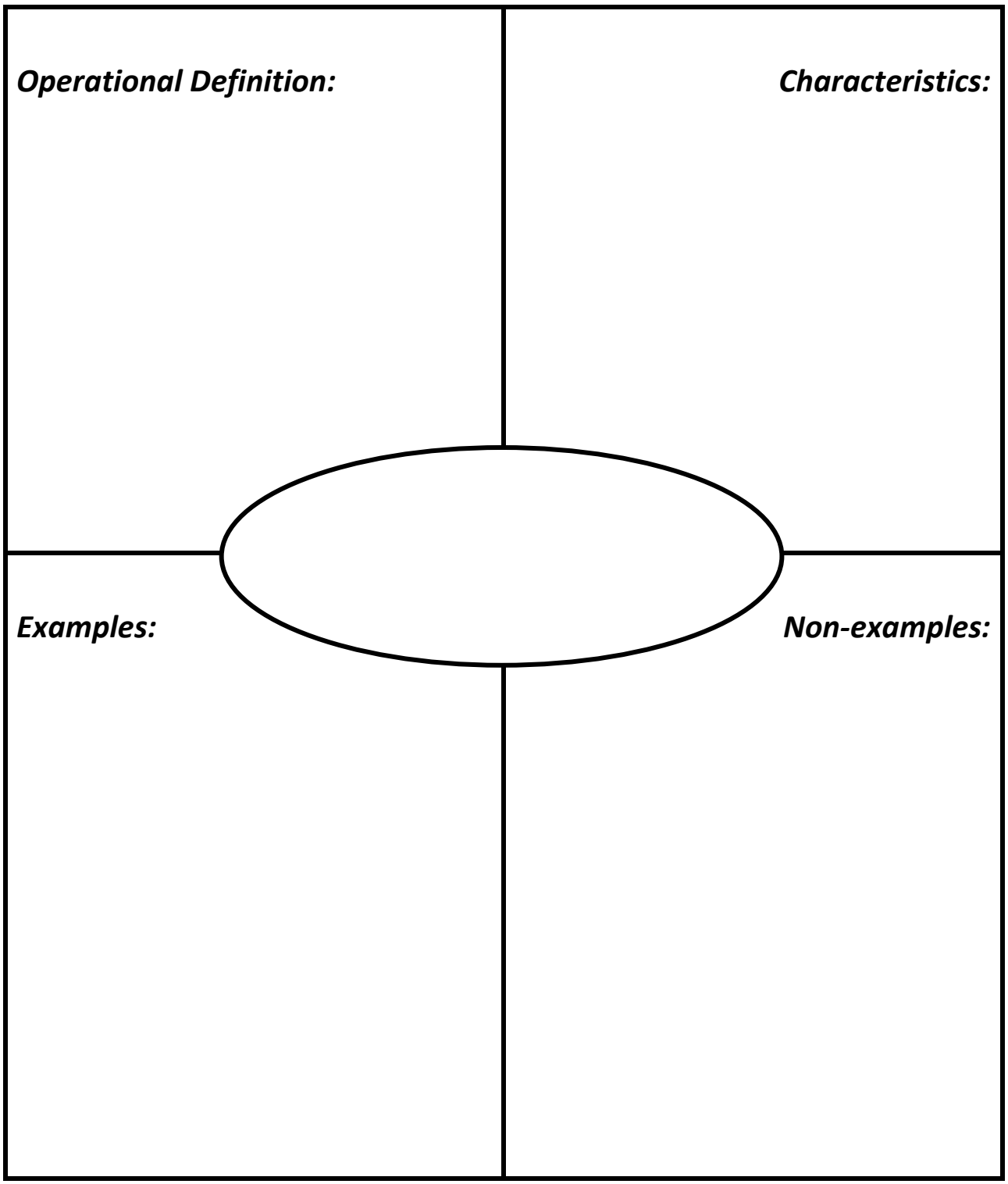
The Frayer Model helps activate students' prior knowledge about a concept or word. It provides students with the opportunity to clarify a concept or term and communicate their understanding by providing an operational definition, describe characteristics or properties of the word, and list examples and non-examples from their own prior knowledge of the concept or familiarity with the term. This strategy can be used to help solidify conceptual understanding after students have had an opportunity to learn about the concept or use the term in context.

While Frayer Models have typically been used to introduce new terminology, Keeley (2011) suggests they can be used to determine students' prior knowledge about a concept or term before planning a lesson. As students engage in learning activities and class discussions, they can clarify and deepen their understanding of the concept or term. They can revisit their original Frayer Model and make refinements to the operational definition, characteristics, examples and non-examples.

Adapted from:

- Keeley, Page and Tobey, Cheryl Rose. (2011). Mathematics formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA. Corwin.

Frayer Model Template



Source From: "A Schema for Testing the Level of Concept Mastery" by D. A. Frayer, W. C. Frederick, & H. G. Klausmeier, Technical Report No. 16. Copyright 1969 by the University of Wisconsin.