Figure 3.3: Process for Applying the Frayer Model

Day 1: Activity in Which Students Decide on Their Own Words (The students should complete this independently, after the instructor explains or models how to complete this activity.)

1. Students read targets from the unit of study and model thinking through the targets to focus their understanding of the purpose of the learning.

2. The teacher models using the Frayer model graphic organizer by skimming for and reading through the section on a specific term. As part of this modeling, students should do the following.

   - Read the definition. This information can come from the sources provided for them, the internet, class discussion, and so on.

   - Reflect on their understanding of the term if they understand how it is defined in the text. If one or more students do not understand, have them consider how they might identify other sources to clarify the meaning.

   - Based on the definition, on the Frayer model, fill in a description of what the term is *not*.

   - Skim the reading again, and select characteristics that apply to the selected term.

   - Draw an example using the visuals in the text.

3. The teacher assigns homework based on what he or she feels is the next step in understanding the concepts.

Day 2: Optional Short Postreading Activities to Check Understanding and Address Targets

1. The teacher has students compare graphic organizers for accuracy. (Students can use their specific graphic organizers from completing the activity in class the previous day or from completing it as homework.)

2. Students rank their Frayer model terms by specific criteria. For example, for covalent bonds, they might rank them by the strength of the bond. (This is a collaborative activity with classmates, but the instructor should model it.)

3. The teacher has students compare and contrast various combinations of the terms in their graphic organizer. (This is a collaborative activity with classmates, but the instructor should model it.)