Frayer Model


The Frayer Model was developed to analyze and assess attainment of concepts. It was developed by Frayer, Frederick, and Klausmeier in 1969. The strategy uses a graphic organizer divided into four components for recording information related to the concept.

1. Define the new concept giving its necessary attributes. When possible, it is also helpful to show a picture illustrating the concept.

2. Distinguish between the new concept and similar but different concepts with which it might be mistaken. In doing so, it may be appropriate to identify some accidental attributes that might falsely be considered to be necessary attributes of the new concept.

3. Give examples of the concept and explain why they are examples.

4. Give nonexamples of the concept.

5. Present students with examples and nonexamples and ask them to distinguish between the two.

When to Use the Strategy (Billmeyer):

- This strategy enhances learning of vocabulary words in all content areas. Teachers identify the critical words students need to know in order to understand a concept. Teachers from all content areas find this strategy very beneficial. For example, critical words for the concept of photosynthesis: chlorophyll, cells, chemical energy, and oxygen.

- When students prepare for a vocabulary test, they can organize all of the words into categories and create the Frayer Model diagrams for each category.