Frayer Graphic Organizer

Vocabulary strategy to visually organize and analyze academic content language across all subject areas

Directions:
Strategy can be used independently in all curricular areas (Language Arts, Science, Social Studies, and Math) and at all grade levels or as an extension to Student Lexicon.

- Definition: The student-developed definition is entered in the upper right hand corner. This can be done as a whole class or small group exercise where the students volunteer what they think a word means and the teacher enters their suggestions into the organizer which is projected onto the whiteboard. The students then edit as a group, with the teacher deleting or changing as instructed. When the teacher does the initial typing, it goes much faster and encourages contributions from all students.

  When used in conjunction with the Student Lexicon, the class definition has already been developed.

  Optional: The students can also enter the definition as written in the text. This will accustom them to using the "formal definitions." The student-developed "comprehensible" definition must always come first!

  Variation: This quadrant can also be called "Essential Characteristics" and students would list the attributes essential to a complete definition. In this case, the upper right quadrant would be changed to "Nonessential Characteristics."

  Once the definition is entered, the teacher can save and/or print out the organizer for the students to complete electronically or on paper.

- Facts/Characteristics: Students list facts, characteristics, or attributes
  Variation: "Nonessential Characteristics" (see above)
- Examples: Students can illustrate it or write a sentence using the word
- Nonexamples: This quadrant can be used in different ways. For language arts, "Antonyms/Synonyms" may be helpful in building more vocabulary. For math, "Non-examples" is more useful because it helps students distinguish important differences.

Math Vocabulary

Definition in your own words	Facts/characteristics
number sentence that states 2 sides are equal	= equal sign $1+3+2$ ___ $3+3$ 6 △ 6

Equation

Examples	Nonexamples
$2+3=5$ $5=3+2$ $2+3=4+1$	$2+9=20$ $2+9$

Essential Characteristics	Nonessential Characteristics
• 14 lines • meter • rhyme scheme • thought division between octave (first 8 lines) and sestet (last 6 lines)	- Shakespearian or Petrarchan (Italian) - iambic pentameter or hexameter - abba, abba, cde, cde or abba, abba, cdc, dcd or abab, cdcd, efef, gg } varying rhyme schemes - heroic couplets - can be part of a sonnet sequence

Sonnet

Examples	Nonexamples
"Shall I Compare Thee To A Summer's Day" —Shakespeare (sonnet XVIII) Astrophil & Stella Series — Philip Sidney "Much have I travell'd on the realms of gold" — John Keats (On First Looking into Chapman's Homer) "it is at moments after i have dreamed" — e.e. cummings	"i like my body best when it is with your body" —e.e. cummings "Ode to a Grecian Urn" —John Keats "The Raven" — Edgar Allan Poe "The Road Not Taken" —Robert Frost

(Fraver, Frederick & Klausmeier, 1969)