

# Stratograms



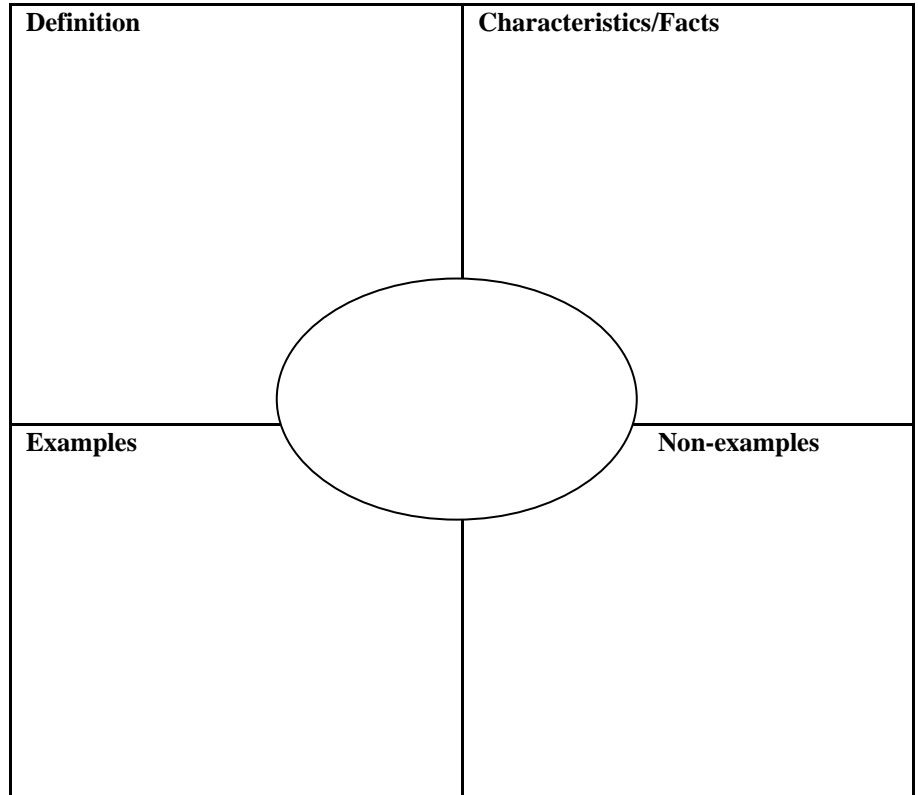
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## *Instructional Strategies for Engaging All Learners*

The Frayer Model is a graphic organizer used for vocabulary or concept building by define the term or concept and then apply this information by generating a description of the essential characteristics, providing examples of the idea and giving non-examples of the idea. This strategy stresses a larger context for the understanding of the words or concepts than just what they are to read. It promotes critical thinking by requiring the students to analyze the word or concept with definition and characteristic. The student then synthesizes and applies the information by providing examples and non-examples.

This graphic organizer was designed by Dorothy Frayer and her colleagues at the University of Wisconsin to provide for a thorough understanding of new words. Students are asked to provide a definition of the word, facts or characteristics of the word, examples, and non-examples. This graphic organizer will lead students to a deeper understanding of a word and its relationship to their own lives.



### ***How it works:***

- Step 1: Teacher explains each component of the Frayer graphic organizer to the class. Demonstrate how to fill out the organizer by using a common word and filling in each component, modeling the quality and kind of thinking that is needed for the answers that the students will need to provide during independent work.
- Step 2: Select a list of key concepts or vocabulary words from a reading assignment. Provide the list to students and review the list with the students before students read.
- Step 3: Assign concepts to students. If using paired reading or jigsaw, assign each team a word or concept. Have students read the passage carefully to define the term or concept. Have each group complete the four squares of the graphic organizer.
- Step 4: Bring class together to share their conclusions of the whole list of concepts or terms.

### ***Or***

- Step 1: Review list of vocabulary words or concepts with class before reading passage, chapter, article, etc..
- Step 2: Have students read assigned reading and then fill out the graphic organizer.
- Step 3: Have students share results

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This strategy moves the students from analyzing terms to synthesizing and applying terms.

