**Major Concept Teaching / Adapted Frayer Model**

(Kate Kinsella, San Francisco State University, 4/06)

The Frayer Model, adapted significantly by Dr. Kate Kinsella, provides a dynamic format for deepening student understandings of critical and challenging lesson concepts and involves the following steps:

1. Distribute the graphic organizer or have students copy the template off the board. Introduce the focal lesson concept by 1) naming it (e.g., a stereotype-noun; a natural resource-noun); 2) asking students to repeat the term; 3) clarifying any related words in the word family (e.g., to stereotype-verb; stereotypical-adjective).

2. Offer a complete statement using the term that offers rich context for students to begin to understand the concept and an opportunity to tap into their personal thesaurus. Ask students to come up with another word in their personal thesaurus that could be substituted for the new term/concept as it is used in the model statement. (In my neighborhood, there is a common stereotype that all homeless people are alcoholics.) Elicit students’ synonyms for the word *stereotype* and coach them in writing down the most relevant contributions.

3. Briefly explain the new concept, providing an accessible definition accompanied by the specific attributes (e.g., the attributes for the concept *natural resources* could be: things found in nature/not man made useful to humans).

4. Provide each student with a concept map graphic organizer as you fill in the map on the overhead projector/board/LCD

5. Record examples of the new concept on the map (e.g., *trees, oil*) taking care to directly link each example to the list of critical attributes.

6. Elicit additional examples of the concept, ensuring that students justify their examples using the critical distinguishing attributes (e.g.,” \_\_\_ is an example of \_\_\_ because it is 3a thing found in nature and not man made useful to humans”)

7. Provide non-examples (which do not exhibit all of the attributes, e.g., *gasoline*) and guide students in recognizing that these examples do not meet all of the specified criteria.

8. Provide additional examples non-examples and coach students through evaluating them until they are fairly proficient with the new concept.

9. Provide a sentence starter for students to complete utilizing the new term and incorporating a particularly memorable example from the instructional process.

(A common stereotype about adolescents is that they are all…)