



The Frayer model

Student edition



Purpose for reading: To analyze words and concepts in context

PAGE 1

Introduction: This lesson will teach you a strategy for tackling a new concept and analyzing how it relates to what you already know. This lesson will help you:

- ▶ Recognize what you know and don't know about a topic.
- ▶ Build background information about a topic.
- ▶ Analyze a concept discussed in a text.
- ▶ Organize related ideas into four distinct categories.
- ▶ Compare and contrast ideas to determine essential versus non-essential information.

1. **As individuals**, read the USA TODAY article entitled, “Insurer tattles on kids who speed.”

Even the most skilled readers encounter words and concepts they don't know. When you see an unfamiliar word or idea, you can try to find clues in the text that will help you understand it.

2. **In pairs**, skim the article a second time, underlining or highlighting important facts about “Teensurance.”
3. Now you are going to practice using the Frayer model — a graphic organizer that will help you understand new words or concepts. First, turn to Page 3 of this lesson and listen as your teacher explains the terms “essential,” “non-essential” and “non-examples.” Then, as a class, use information from the article to complete the Frayer model on Teensurance.

Skilled readers use many different strategies to figure out unfamiliar words or ideas. Now, you will practice using the Frayer model as a strategy to analyze a concept in a text.

4. **In groups of four**, choose another article about a new service or technology from today's USA TODAY. The article must focus on a subject that is challenging or unfamiliar to you as a group. Read the article silently.
5. On a piece of chart paper, create a Frayer model. Write the name of the technology or service in the center of the page. Write “essential characteristics” in the top left-hand corner, “non-essential characteristics” in the top right-hand corner, “examples” in the bottom left-hand corner and “non-examples” in the bottom right-hand corner.



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- 6. Read the article aloud and determine sentence-by-sentence the essential and non-essential characteristics of the technology or service. Write them down on your Frayer model.
- 7. When you are finished reading the article, add any essential or non-essential characteristics of the technology or service that you or your group members already know.
- 8. Decide what some examples and non-examples of the technology or service are. Write those down on your Frayer model.
- 9. Tape your chart to the wall. As a group, go clockwise around the room from chart to chart. Spend a minute or two discussing each chart with your group to determine what you understand and what you can contribute. Add any missing information to the other groups' charts. Be prepared to explain your additions.
- 10. Choose a designated spokesperson who will present your group findings to the class. If other students have trouble understanding your technology or service after your presentation, they can ask questions which anyone in the group can answer. Remember, you are the "experts" on this topic or concept and will be expected to help other students understand it.
- 11. As a class, discuss how you could use the Frayer model in your other content classes.
- 12. **Extension:** For homework, write a Frayer model analysis on your own. Choose a word or concept you are currently studying in another class or have studied previously. Explain it using the four categories you learned today.



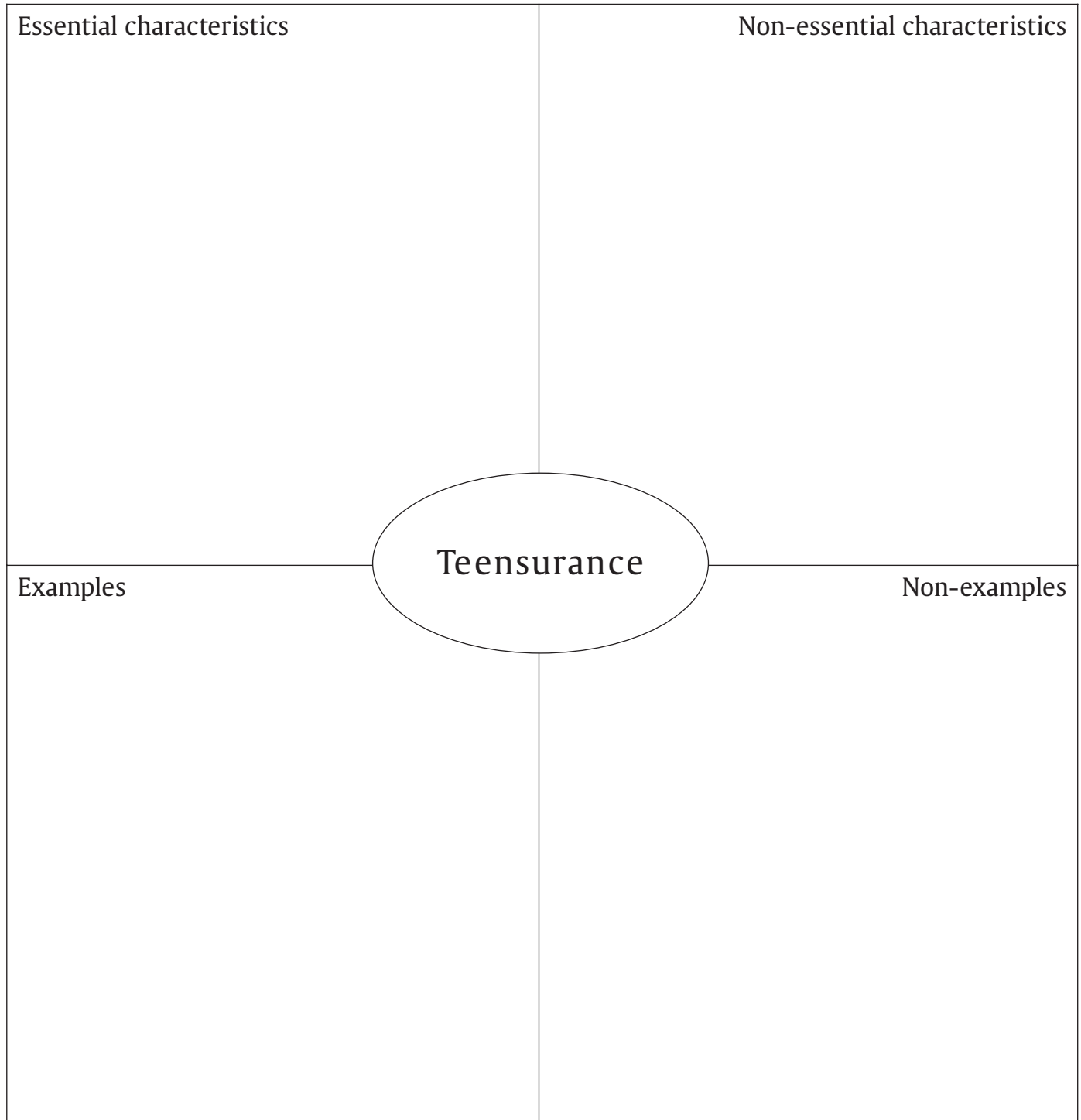
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PAGE 3



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Time Requirement:
55 minutes

Frederick Frayer asserts that students learn concepts more deeply when they are studied in relation to one another as opposed to in isolation. This lesson shows students how to use the Frayer model to study unfamiliar topics and concepts. Students will also use textual evidence to support their findings.

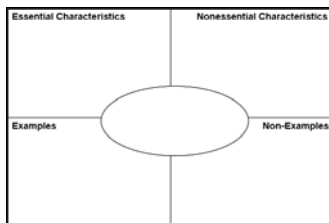
Standards:

- ▶ Analyzing words/texts (vocabulary building)
- ▶ Identifying details/facts
- ▶ Identifying main idea/essential message
- ▶ Recognizing and/or drawing comparisons
- ▶ Recognizing and/or drawing contrasts
- ▶ Analyzing and/or evaluating information
- ▶ Synthesizing information from a single text

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1. Read: Have students read the article, “Insurer tattles on kids who speed” to themselves. Allow 5 minutes.

2. Analyze: Ask students to pair up with the person next to them for this part. Have them skim the article looking for important facts about Teensurance. Allow 5 minutes.



3. Direct instruction: Put the Frayer model on a flipchart, white board or an overhead. Ensure students know what “essential” and “non-essential” mean, and why they must know these terms in order to analyze a word using this model.



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Model: Think aloud as to how you would figure out what is essential and non-essential information in the Teensurance article and how it connects to what you already know about auto insurance.

Elicit: Try to get students to help you choose at least two essential characteristics (i.e. it's a type of auto insurance, it's for teen drivers), two non-essential

characteristics (it costs \$25 a month and is available in 44 states), two examples of it or its features (roadside assistance, global positioning system) and two non-examples of it that may share some similar characteristics (home insurance, driver education). Allow 10 minutes.

4. Cooperative Learning: Place students into groups of four. You may

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Time Requirement:

55 minutes

want to try homogeneous grouping by ability. Stronger students may push each other to choose a more difficult concept and think more deeply about it. You will be able to more directly support students that need additional help.

Distribute: Give each group a USA TODAY newspaper. Explain that they want to choose an article about a technology or service they may not know a lot about.

5. Frayer model: Ask students to create a Frayer model on chart paper. Their topic should be written in the center of the page.


6-8. Monitor: Circulate. Ensure that each group has chosen a technology or service that they can discover more about in the article.

Assess: As you walk around, listen for key words such as “essential,” “non-essential” and “non-examples.” Keep anecdotal records about each student.

Encourage: When talking to groups, encourage conversation about what makes something an essential rather than a non-essential characteristic of a topic. Try to have students defend their choices with textual evidence. Allow 15 minutes.


9. Verify: Ensure that all groups are discussing and thinking about what they can add to each other’s Frayer model flipcharts. Tell them to spend about a minute or two studying each chart. Ring a bell or otherwise indicate when students should move on to the next model. Allow 7 minutes.

10. Teach back: After students “teach” their peers about their technology or service, give them quick oral feedback on their informal presentations. Ask



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them to make a connection to what they already know. Gently correct any misinterpretations. Allow 8 minutes.

11. Reflect: As a class, list the positives and negatives of the Frayer model.

Discuss how it would be useful in content-area classes. Allow 5 minutes.

12. Extension: For homework, have students do their own Frayer model analysis using another content-area concept.

Strategy adapted from: Buehl, D. (2001), *Classroom Strategies for Interactive Learning*, International Reading Association.



As seen in



June 5, 2007

Insurer tattles on kids who speed

'Teensurance' lets parents keep tabs on young drivers

By Robert Davis
USA TODAY

Safeco Insurance unveils a teen driving package today that notifies parents when their young driver speeds, breaks curfew or drives outside of an agreed-upon area.

Parents can also use the Internet and global-positioning satellites to find their car at any moment.

"Teensurance," available in all 44 states where Safeco provides auto insurance, is the first time that a major national insurance company has combined multiple safety programs in a single package designed to prevent teen deaths. The Seattle-based company has 4.3 million customers, according to its website.

About 19 teens die from crashes every day, according to federal data. Dave Snyder, vice president of the American Insurance Association, a trade group, called the Safeco program a major step toward reducing those numbers. "This has potential to get at one of our greatest public-health issues: death and injury among young people from vehicle crashes," he says.

Jim Havens, Safeco's vice president of consumer solutions, says parents and teens who used the \$25-a-month package in a trial run found that it

helped new drivers earn trust fast.

"It flips the conversation completely around, from the parent saying 'no' to the parent being in the know," Havens says.



USA TODAY

Teensurance includes an online survey that helps parents identify a teen driver's weak spots and provides a contract to help parents set limits on driving time and range.

None of the driving information collected by an independent firm in California will be seen by Safeco, the company says, even if an accident leads to a claim. But the insurer will measure aggregate program data to determine if Teensurance drivers have fewer crashes than young drivers who are not in the program. Such a benefit might lower rates for Teensurance drivers, Safeco says.

Teensurance includes roadside assistance and allows parents to unlock a car remotely if keys get locked inside, a common mistake made by inexperienced drivers.

Carolyn Gorman, vice president of the Insurance Information Institute, says, "You can say, 'I hope you are driving under the speed limit,' and your child will say, 'I am, I am,' and you just have to shake your head and cross your fingers and go along with the game. If you have this kind of specificity, you are actually being an effective parent, rather than an enabler."

Safety researchers say the most dangerous time for teens is the first few months that they drive alone.

"The longer you can have that protecting influence of the parents, the better," says Anne McCartt, senior vice president for research at the Insurance Institute for Highway Safety. "It's hard to think of other ways that can be as effective as things inside the vehicle."

Mary Hanke, a single mother from Sammamish, Wash., enrolled in Teensurance when her daughter, Christina, 17, was ready to drive. "If my daughter speeds, I get a phone call," she says. "I can check at any time on the Internet where she is. She is a good kid, and I want to keep her that way."