

### ...Frayer Model...



#### Vocabulary Strategy

\_\_\_\_\_  
*Name (First-Last)*

\_\_\_\_\_  
*Teacher's Name*

\_\_\_\_\_ *Class*      \_\_\_\_\_ *Grade . Period*

\_\_\_\_\_  
*Date (Day# Month Year#)*

**Strategy Tips**

*This vocabulary strategy will help you to think of critical concepts in multiple ways- through words, visualization, use, and antonyms.*

**Standard Connection**

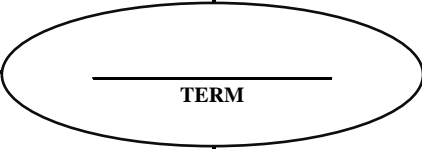
Connected Text: \_\_\_\_\_

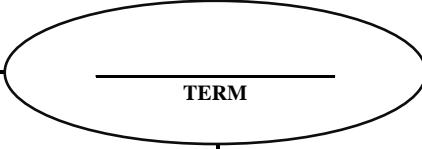
|                   |                            |                   |                            |
|-------------------|----------------------------|-------------------|----------------------------|
| <b>Definition</b> | <b>Sentence using Term</b> | <b>Definition</b> | <b>Sentence using Term</b> |
|                   |                            |                   |                            |
| <b>Sketch</b>     | <b>What It's Not</b>       | <b>Sketch</b>     | <b>What It's Not</b>       |

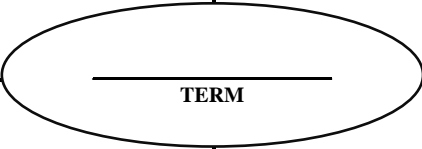
\* Continue to outline this strategy on your own notebook paper if needed. \*  
www.thinkingextreme.com

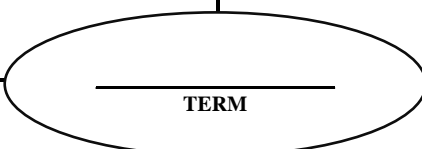
*...Frayer Model Continued...*

**Vocabulary Strategy**

|   |                            |
|---|----------------------------|
| <b>Definition</b>   | <b>Sentence using Term</b> |
|  |                            |
| <b>Sketch</b>   | <b>What It's Not</b>       |

|  |                            |
|--|----------------------------|
| <b>Definition</b>  | <b>Sentence using Term</b> |
|  |                            |
| <b>Sketch</b>  | <b>What It's Not</b>       |

|   |                            |
|---|----------------------------|
| <b>Definition</b>   | <b>Sentence using Term</b> |
|  |                            |
| <b>Sketch</b>   | <b>What It's Not</b>       |

|  |                            |
|--|----------------------------|
| <b>Definition</b>  | <b>Sentence using Term</b> |
|  |                            |
| <b>Sketch</b>  | <b>What It's Not</b>       |