Scaffolding the Frayer Model

- Provide additional examples and nonexamples of concepts, as needed, to support student understanding.

- Always make sure that students have encountered the word and built some conceptual knowledge about it before using the Frayer Model.

- Frequently remind students about characteristics of appropriate examples and nonexamples.

- Try using pictures or manipulatives for examples/nonexamples.

- Return to *I Do*/corrective feedback whenever it is clear that students do not understand the word/concept well enough.