

The Frayer Model

Define the concept. Test the examples. Explain the near misses.

Science: Physical change

Build the concept of physical change. Classify melting ice, cutting paper, burning paper and rusting iron.

DEFINITION

A change in form or state that does not form a new substance.

CHARACTERISTICS

The substance remains the same; shape or state may change.

EXAMPLES

Melting ice; cutting paper; crushing chalk.

NON-EXAMPLES

Burning paper; rusting iron.

TEACH THE ROUTINE

Model one example and one near miss. Ask pairs to justify the classification. Learners then complete a new organiser or revise one box independently.

LANGUAGE SUPPORT

Use a picture, a small word bank or partner rehearsal where useful. Ask for connected explanations when learners are ready. Retain the criterion, then reduce the wording support.

CHECK THE LEARNING

Name whether a new substance is formed. Use a defensible example and non-example. Do not assume every physical change is easily reversible.

INDEPENDENT TRANSFER

Give a fresh case and ask whether it belongs, using the defining criterion. Accept other defensible examples and definitions that fit the task.

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Humanities: Primary source

For this task, compare a diary written during an event, a photograph taken at the event and a later historian's interpretation.

DEFINITION

For this task: a record produced during the event or period, used as evidence about that context.

CHARACTERISTICS

Its origin, purpose and perspective affect what it can tell us.

EXAMPLES

A diary written during the event; a photograph taken at the event.

NON-EXAMPLES

A later historian's interpretation of those records.

TEACH THE ROUTINE

Model one example and one near miss. Ask pairs to justify the classification. Learners then complete a new organiser or revise one box independently.

LANGUAGE SUPPORT

Use a picture, a small word bank or partner rehearsal where useful. Ask for connected explanations when learners are ready. Retain the criterion, then reduce the wording support.

CHECK THE LEARNING

Relate the classification to the question being studied. Distinguish origin from reliability. Remember that a primary source can be partial or biased.

INDEPENDENT TRANSFER

Give a fresh case and ask whether it belongs, using the defining criterion. Accept other defensible examples and definitions that fit the task.

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English: Metaphor

Compare “the classroom was a zoo”, “the classroom was like a zoo” and “the classroom was noisy”.

DEFINITION

A figurative comparison that presents one thing as another.

CHARACTERISTICS

It invites a connection between two things to create a possible meaning or effect.

EXAMPLES

“The classroom was a zoo” presents the room as a zoo.

NON-EXAMPLES

“The classroom was like a zoo” is a simile; “the classroom was noisy” is literal.

TEACH THE ROUTINE

Model one example and one near miss. Ask pairs to justify the classification. Learners then complete a new organiser or revise one box independently.

LANGUAGE SUPPORT

Use a picture, a small word bank or partner rehearsal where useful. Ask for connected explanations when learners are ready. Retain the criterion, then reduce the wording support.

CHECK THE LEARNING

Identify the specific language choice. Distinguish the metaphor from the simile in these examples. Explain a plausible effect in context.

INDEPENDENT TRANSFER

Give a fresh case and ask whether it belongs, using the defining criterion. Accept other defensible examples and definitions that fit the task.

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Maths: Prime number

Classify 1, 2, 3, 9, 11 and 12 using their positive factors.

DEFINITION

A whole number greater than 1 with exactly two positive factors.

CHARACTERISTICS

Its only positive factors are 1 and itself. 2 is the only even prime.

EXAMPLES

2, 3 and 11.

NON-EXAMPLES

1 has only one positive factor; 9 and 12 have more than two.

TEACH THE ROUTINE

Model one example and one near miss. Ask pairs to justify the classification. Learners then complete a new organiser or revise one box independently.

LANGUAGE SUPPORT

Use a picture, a small word bank or partner rehearsal where useful. Ask for connected explanations when learners are ready. Retain the criterion, then reduce the wording support.

CHECK THE LEARNING

Use the number of positive factors as the criterion. Explain why 1 is not prime. Recognise 2 as a prime number.

INDEPENDENT TRANSFER

Give a fresh case and ask whether it belongs, using the defining criterion. Accept other defensible examples and definitions that fit the task.