

Concept Cards

Purpose:

Concept cards are not flash cards. Concept cards contain much more than definitional knowledge. The cards contain a multitude of characteristics, and most importantly contextual knowledge. Contextual knowledge is meaning gained from the context, whether it be from a picture or graph, an example, an explanatory paragraph, or students' prior knowledge about the word. Furthermore, concept cards require the students to apply, construct, and draw their own opinion about vocabulary terms and concepts.

Procedure:

1. Students are administered a select list of the key concepts of the unit and/or chapter.
2. Students write the target word / concept on the front of the card.
3. On the back of the concept card, students write the correct professional definition of the targeted vocabulary word or concept, its characteristics and/or features, key words within the word or concept's definition, the student's own sentence using the word or concept, as well as a visual, descriptive image of it.

Materials:

1. Writing utensil
2. Index cards
3. Textbook
4. Key concepts and vocabulary

Resources:

Nist, S. L., & Simpson, M. L. (2001). *Developing vocabulary concepts for college thinking*. Needham Heights, MA: Allyn and Bacon.

Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.

Concept Card Layout Model

TARGET WORD

[FRONT OF THE CARD]

1. Professional Definition

2. Word's Characteristics and/or Features

3. Key Words Within the Definition

4. Student's Own Sentence Using The Word

5. Visual Descriptive Picture