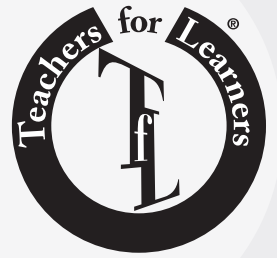


Teachers for Learners

Smart Instruction begins with Smart Tools



Concept Construxions® Educator Testimonials

The following testimonials were submitted by implementing teachers in praise of Concept Construxions:

I have been teaching middle school science for 9 years, and Concept Construxions is one of the most powerful tools I have ever used in the classroom. It allows you to tell in a moment just how well students have understood the concepts you have taught. You can quickly identify areas of strength and weakness, including any misconceptions that your pupils may have.

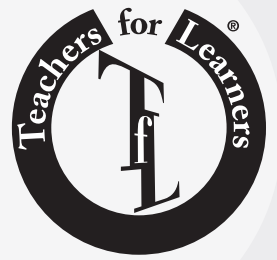
As I work through a topic I add key words to the Construxion Site. Sometimes I ask my students which words they would like to see up on the wall. This allows them to take ownership of the activity, as well as allowing me to see if they are recognizing the important ideas. The words remain in a random order whilst students process them. Once we have completed the topic (or part of it) I give the students sets of words and ask them to make concept maps. I ask them to explain their arrangement, and this is where the magic begins. Students have to really think about the words, and what they mean, in order to form and explain their word arrangement. As you work with them you can quickly identify major misconceptions. For example, I recently used this activity to review Newton's 1st and 2nd Laws. It quickly became clear to me that the students were confusing the link between friction and inertia. I was then able to return to these concepts, and clarify the relationship between them for my class.

If we remember that words are simply labels for concepts, then the value of Concept Construxions is made very clear. By giving our students a deep clear understanding of how to use these words correctly we are arming them with a very valuable skill.

— 8th Grade Science Teacher, New York City

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I enjoyed being given relevant examples that I can use in my classrooms on topics that I actually cover.

— High School Science Teacher

This was my favorite workshop [of the conference]. Before I attended, I wanted to use a word wall and concept maps. After this workshop, the question for me is not if I'll implement the Concept Construxion system but how. I'm excited about the prospect of using this system.

— Middle School Math Teacher

For ESL students, adding to their own personal word banks, made using Concept Construxions a useful tool for language development.

— ESL Specialist

When watching a movie I gave students key words that were introduced or mentioned in the movie and students had to place cards on the board, and after the movie, the class placed them in contextual order.

— Reading Specialist

I love the use of different colors...I also like that the cards can be written on with dry erase and that they can be used with velcro or magnetic tape. Love the symbols too.

— Social Studies Teacher

Our Inquiry Team work is on Vocabulary and the importance of instructing our students to get a better handle. It gives them a fighting chance when it comes to these state exams that they face. Thanks!

— Assistant Principal

I needed a last minute review activity and I randomly passed out cards from the unit, asked kids to silently group themselves according to topic. Then I gave them 3 minutes to come up with a concept map and the groups took turns explaining their map to the class. What I discovered is that they went into much more detail than I anticipated and other students were quick to add information groups omitted.

— High School Science Teacher

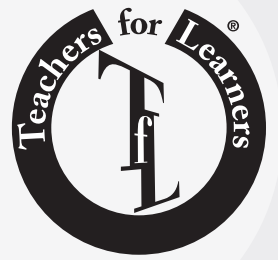
Thank you so much for the gift of vocabulary! I just set up a Converse and Convey Panel in my classroom. The Concept Cards are bright and can be easily seen. I'm in the process of organizing the cards. I love their durability, too. Some of my students just arranged the Concept Cards for the Cell. They think that they are great! They helped sort some of the cards and learned some new vocabulary words in the process!

— Middle School Science Teacher



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I was lucky enough to discover Concept Construxions during my second year of teaching. The school I worked for was an alternative school that was largely self-paced. What made it so challenging was the wide range of abilities my students possessed. In one class, I had an 11th grader reading on a 3rd-grade level. Sitting next to him was a senior that was accepted to Cal-Tech later that year. I had to think of something that would support basic vocabulary acquisition, yet also challenge my higher-level thinkers.

Concept Construxions helped solve this problem in many ways. During group work, a student that could only remember definitions would write these definitions on the back of each card with a dry-erase marker, while another student might begin grouping them by concept. Though there were many ways to group these words, the shape and color-coding allowed these students to participate with confidence. Then, students that were up to the challenge could place these concept groups on a magnetic white board and build a concept map with arrows and notes. There was a specific role for each member of the group because the Concept Cards offer built-in scaffolding through the coding system.

However, the Concept Cards also lend themselves to quick warm-up activities that require minimal prep. Using the suggested lesson plans that accompany the card sets, I arranged 9 word cards on the magnetic white board, in 3 rows of 3. Then, students were required to construct sentences using any 3 words that were in a straight line. This encouraged them to think about the connections between words in a specific unit.

In addition, by placing words from past units on the Construxion Site, students are continually reminded how to integrate all the words they used throughout the year. In the past, students would ask questions like, "Remember that thing that is causing that thing to happen on earth?" Now they have a visual reminder and can use the words Greenhouse Effect, and Global Warming. In that sense, Concept Construxions has also aided our classroom discussions, and help students ask for clarification in a constructive way.

— High School Special Educator, VA