



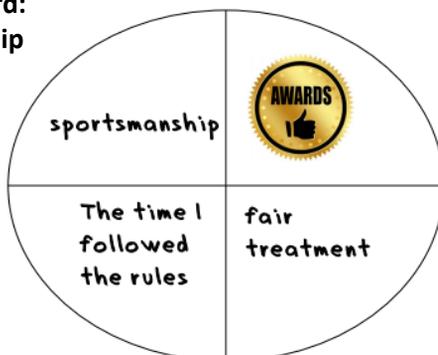
# Concept Wheels

Haag, K. (2017, March 9)

1. Draw a concept wheel --- (big circle) --- on the board.
2. Introduce a concept word. For example, suppose the word introduced is “sportsmanship.”
3. Ask the students to explain what words come to mind when they think of the concept word and why. (Ex: (Student 1) I read in the paper that a high school basketball player was given an award for good sportsmanship. (Student 2) My mother told me to be a good sport at soccer the other day. (Student 3) At scouts we have a merit badge and being a good sport means being able to do what the ref says whether you agree or not. (And so on...))
4. The teacher records and summarizes all the ideas as definitions on chart paper or white board. (award, something good, following rules...)
5. Direct the students to turn to the definition in a glossary, dictionary, or online dictionary together. The teacher has looked this word up ahead of time, tells students the page to turn to, and controls reading the dictionary or glossary. (This is not a dictionary lesson, which should be taught at another time.) The students listen to the teacher read the definition aloud. The students compare their lists to the definition.
6. The students write the concept word in one-fourth of the circle. Then each child selects 3 words from the class-generated list that helps the individual remember the meaning of the word. In this way, synonyms, symbols, and definitions are correct. They record each synonym or phrase in the other fourths of the circle.

Example of a Concept Wheel on “sportsmanship” a child may write in his writer’s notebook:

**Concept Word:**  
**sportsmanship**



Multiple representations =  
deeper, more elaborate  
understandings and fresh  
insights

By age 4, children who are  
exposed to symbols do not  
confuse writing, numbers,  
and drawings.