Building Genetics Vocabulary

Summary

This activity gives students practice using genetics vocabulary words by matching them to definitions, pictures and examples. The students will create their own definitions, pictures and examples for other words.

Time Frame

1 class periods of 70 minutes each

Group Size

Small Groups

Materials

10 sets of word cards (attached)
biology text
computers with Internet access (one per 2-3 students) The computers are *optional*; this could also be done with paper and pencil.

Background for Teachers

This activity can be done at any time. It could be an introductory or summary activity. It could be recreated in any unit for the given words. Note that the new science core contains vocabulary words listed at the end of each standard. These words would be excellent ones to use. This activity could be used as a review for CRT tests. Each student group could take the vocabulary from a standard in the core and as students share their work, a review of the entire year's vocabulary could be accomplished.

Instructional Procedures

Run off the words, definitions, pictures and examples printed below. If each is printed on a different color of paper, it will be easier for students. If desired, they can be laminated.
Instruct students to match the word with its definition, picture and example or characteristic and raise their hands when finished.
Select students to present their results to the class to check for accuracy.
Assign students to groups at the computers.
Explain to students that they will be creating cards for additional words in the unit. (they can pick words that they think are difficult or you can assign them) They can use their books to locate words but make sure they are not using obscure words that are unnecessary for their level. You may want them to list their words on the board so words are not repeated.
Students will need to use a word processing program on the computer and use "text boxes" for the cards or use construction paper, markers and rulers to make the boxes.
Pictures can be searched for using this web site: http://www.webplaces.com/search/index.htm
Pictures can be inserted into text boxes.
Give students time to work on the assignment and print off finished word "sets". They should cut out the cards and keep them together.
Each group should do at least 3 word sets. When they are finished, they should trade them with another group.
The groups should rate each others word sets with the rubric found under the Assessment Plan.

Assessment Plan

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

Utah LessonPlans