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## Vocabulary Review across the Sciences

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**Project, Strategy, Method or Activity:** DIIMSA® Extreme Vocabulary

**Synopsis:** I use *Extreme Vocabulary* primarily to help review for the finals. However, I've used it throughout the semester as a change of pace for the students. I use 18 words in three rounds, I have 6 back up words for a fourth round if time permits. In the fourth round, I allow the students to exchange all or some of their words to “try their luck” with different words. The first round is the practice round. I typically have 6 groups with 4 students in each group. The students pick 4 words out of a bag. They are not allowed to see the words before they pull them out of the bag. I allow them about 5 minutes to discuss the words among themselves to make sure they know the meaning and have an understanding of the words. The vocabulary used covers both Biology A and Biology B, which include words such as *volume*, *genotype*, *ecosystem*, and *atmosphere*.

**Teacher Observations:** I observed how engaged my students became when it was time to play the game. After seeing *Extreme Vocabulary*, my students ask for it all the time. My response to them is “that means you will have to **know** your vocabulary”. The typical come back from the students is “okay, I don't mind if I get to do this again”. I've often asked students what they think of this experience and having the need to understand the vocabulary. They find it frustrating at first, but soon realize the importance of learning their vocabulary. Since they don't always know when I will whip out *Extreme Vocabulary*, the eagerness to learn their vocabulary is more prevalent, just in case.