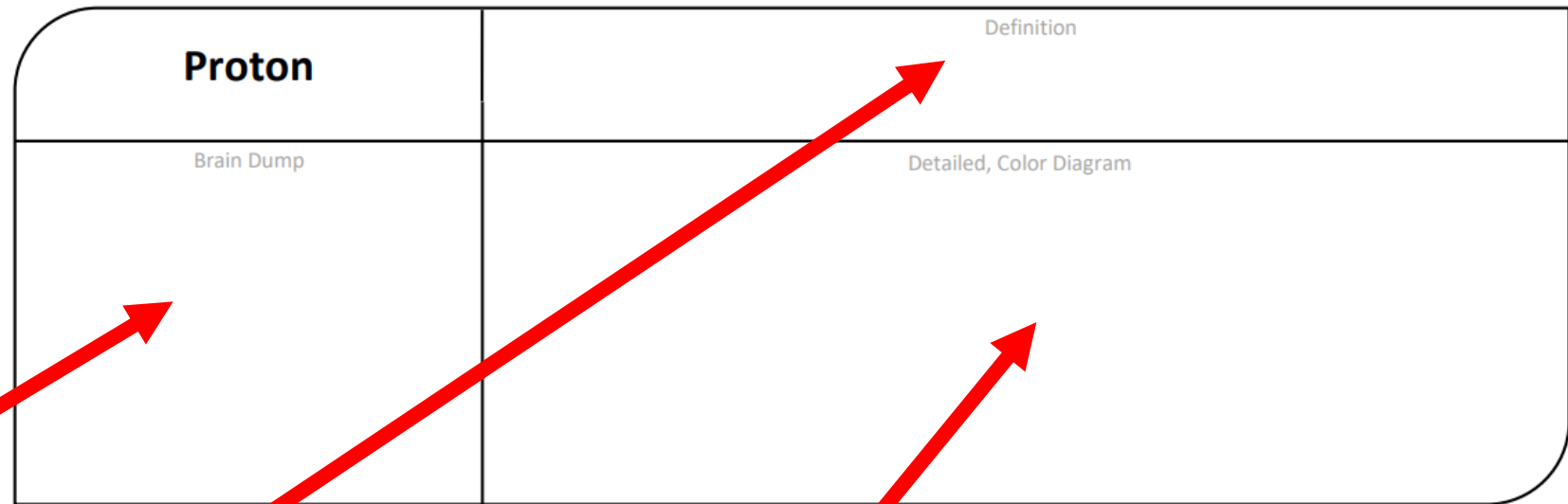


How to do Mr. Kapa's
vocabulary correctly...

Why is vocabulary important?

- Biology is a foreign language, and to understand biology, you have to be able to speak “biology”
- In order to learn any language you have to understand the vocabulary first.
- I have broken the vocabulary into 4 sections: the word, brain dump, definition and a diagram

Doing it in order...



- Step 1: Brain Dump
- Step 2: Find a definition
- Step 3: Create the best diagram to represent the word

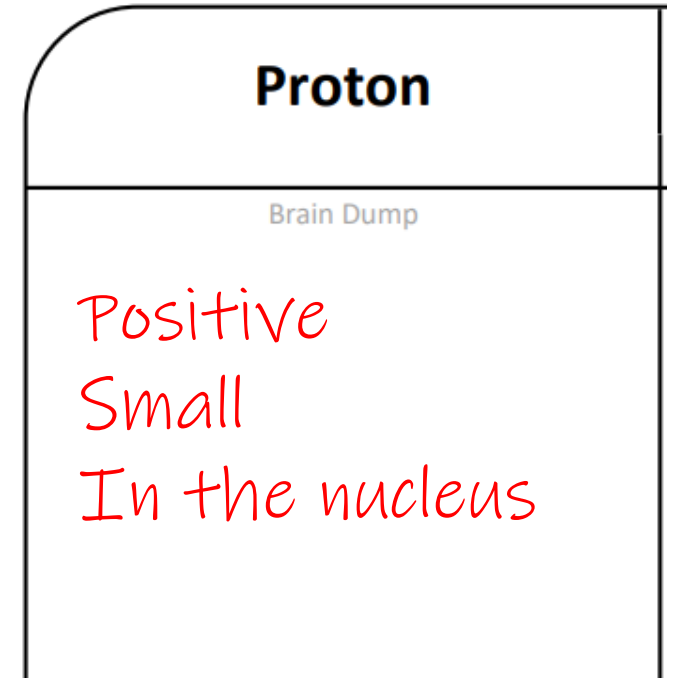
Brain Dump

- The purpose of the Brain Dump is to connect what you already know to the word.
- There are no right or wrong answers here.
- The idea is to start making connections to what is already in your head, and what will be coming up in class discussions.

The diagram shows a rectangular box with a rounded top-left corner. The box is divided into two horizontal sections by a single line. The top section is labeled "Proton" in bold black text. The bottom section is labeled "Brain Dump" in a smaller, grey font. The rest of the box is empty, intended for handwritten notes.

Brain Dump

- For example, a student might write...



- These are the ideas/things that **pop into their head** when they see/hear the word “Proton”

Definition



- The definition can be found many different ways.
- It is ok to use Google to define the word, but make sure you're using the correct definition.
- It usually helps to narrow the search by adding the word "Science" in the search.

Instead of this



Do this



Definition

Definition

A subatomic particle in an atom's nucleus that has a positive charge

- Another great place to find the definition is in the notes from the KapaBio site.
- As an example, the student might write this...
- It doesn't matter where the definition came from, as long as it makes sense in relation to the unit notes on the KapaBio site.

Diagram

- The diagram is the most important part of the vocabulary.
- This should be done last, even after the class discussions.
- During class discussions, we will talk about the words. Students should create a diagram that makes sense to them **after** they have heard all of the descriptions.

Detailed, Color Diagram



Diagram

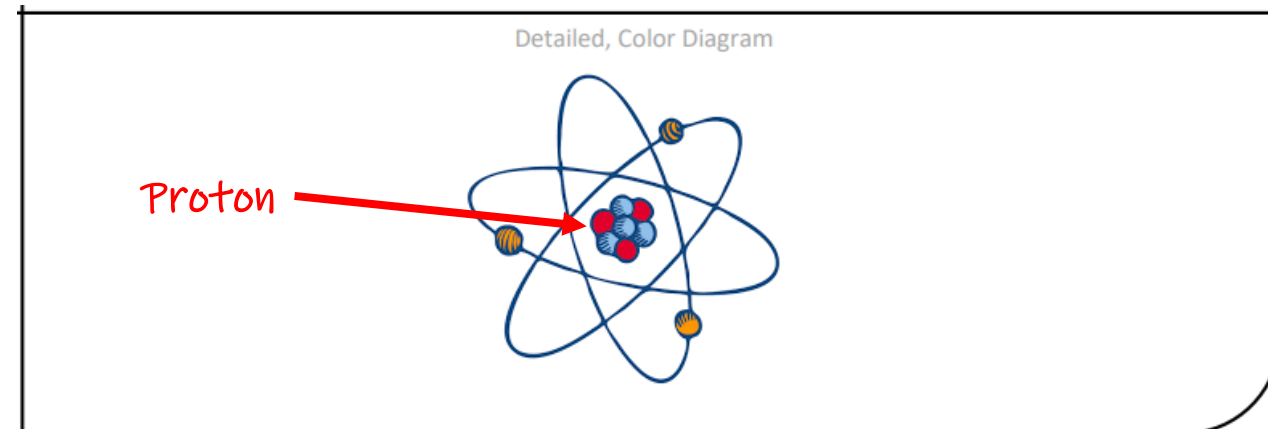
- Students... **DO NOT** JUST GOOGLE THE WORD AND COPY THE FIRST IMAGE YOU SEE!
- After we finish the discussion in class, Mr. Kapa will let you know the vocabulary will be due next class session.
- You have 48 hours to diagram!

Detailed, Color Diagram



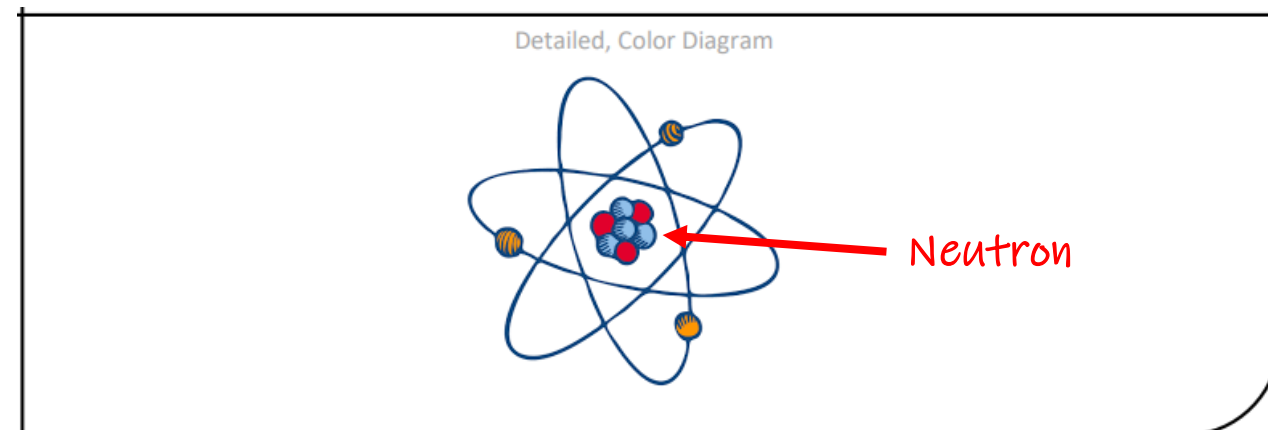
Diagram

- It is ok to use the same diagram for many words, and just point out the important parts.
- For example, a student might draw this for “Proton”



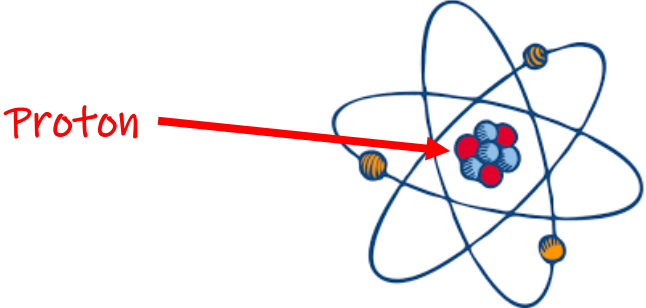
Diagram

- The student might use the same drawing for the next word “Neutron” but label a different part of the image.
- When students can start making connections between complex concepts they will remember the vocabulary words better.



Remember the order...

1. Do a brain dump of the vocabulary word, before you look up the definition.
2. Find a good definition.
3. Create a diagram that represents what you learned in the notes.

<p>Proton</p>	<p>Definition</p> <p><i>A subatomic particle in an atom's nucleus that has a positive charge</i></p>
<p>Brain Dump</p> <p><i>Positive Small In the nucleus</i></p>	<p>Detailed, Color Diagram</p> 

Have fun when doing your vocabulary, you'll learn more from it that way!

