

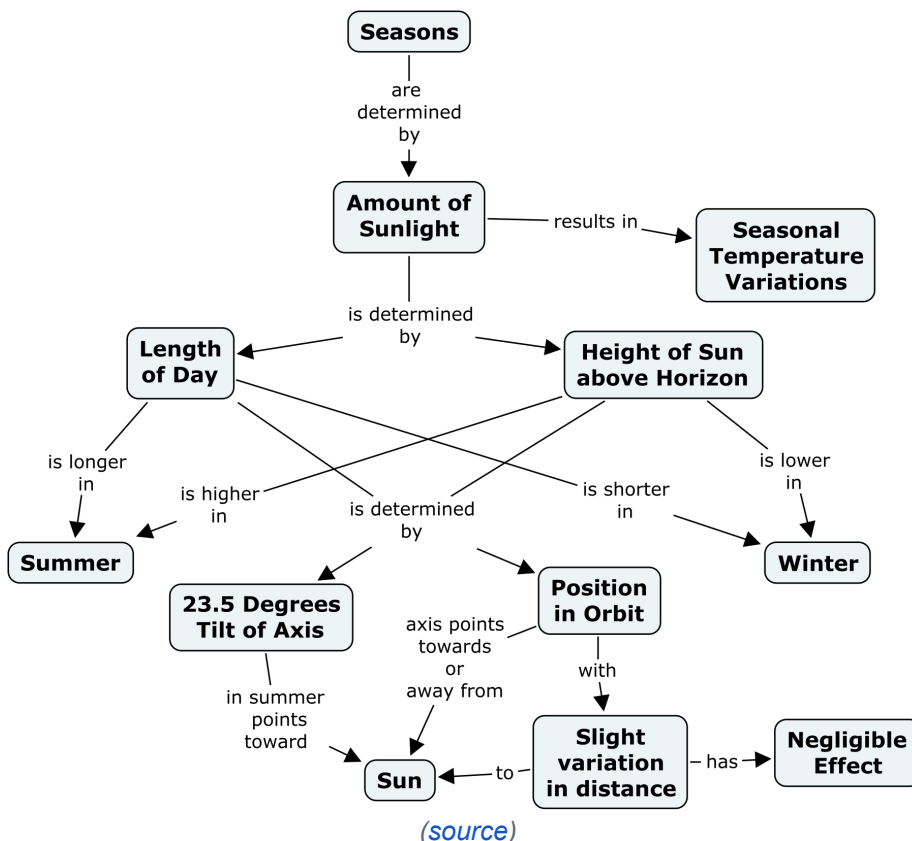
Unit 1 Review - Vocabulary Categorization and Concept Mapping

Overview

This activity is designed to have students build knowledge of the relationship between vocabulary words while reinforcing understanding of connections in key concepts.

Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts. (from Novack and Cañas)

Example of a Concept Map:



First, students create categories that can be used to organize all of the vocabulary words. Next, they create a concept map detailing the connections between vocabulary words. Finally, students conduct a gallery walk of their creations and uncover connections they might not have previously noticed.

Note that while this activity is implemented here specifically for unit 1, it could be done with any vocabulary or concept list.

Objectives

Students will be able to

- Determine self generated categories in order to sort and group vocabulary words.
- Make meaningful connections between vocabulary words.
- Have a working definition for each vocabulary word.

Activity Summary

- Warm Up - review vocabulary
- Grouping and Categorizing vocabulary words
- Concept Mapping
- Gallery Walk

Materials and Prep

- [Forum](#)
- Presentation materials (such as chart paper and markers)

Resources

Student Documents

- [Unit 1 Vocabulary list - WITH DEFINITIONS](#)
- [Unit 1 Vocabulary list - WITHOUT DEFINITIONS](#)

Teaching Guide

Warm Up - 15 min

Activity: Grouping and Categorizing

For this activity, students will need to be organized in groups of 2 - 4.

Distribute: Pass out one copy of the [Unit 1 Vocabulary list - WITHOUT DEFINITIONS](#) per group. (note that this handout prints four copies per page).

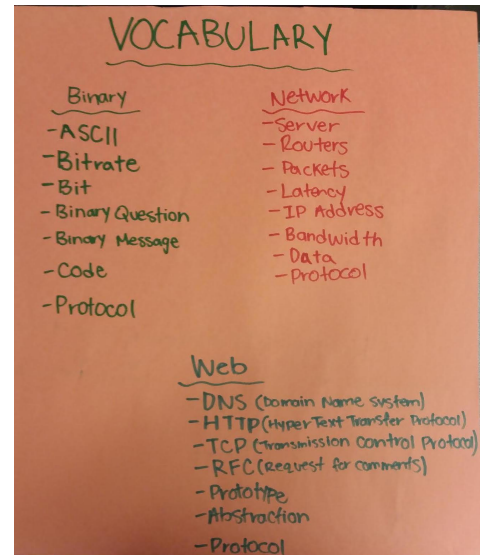
Once each group has a copy of the vocabulary list, give them time to reacquaint themselves with the words — this is particularly important if time has past since students completed the unit.

Prompt: You're going to be working with your partner(s) to develop high level categories that can be used to group together similar vocabulary words. You can create any categories you'd like, but should be able to explain how the words fit together.

Teaching Tip

If students seem to need more structured group discussion to revisit the vocabulary words, you might consider the following:

- Read each word aloud for students to match pronunciation to print.
- Remind students whereof places they can find additional information about the vocabulary (introduction page in Code Studio, other texts used, etc.)



Example of student artifact

Develop categories: In groups, students discuss the words and decided on how to categorize words into logical groups. Be on the lookout for any misconceptions or misunderstandings while students are in this discussion phase.

- Once students have agreed on categories with their partner(s), have them create a chart or poster that presents their categories along with the associated vocabulary words.

Optional Share out: Move through the room using the share out strategy of your choice, allowing groups to present their categories and the associated vocabulary classification. Be sure to give space for students to discuss any interesting differences in their classification.

Activity: Concept Mapping - 30 min

Prompt: Now that you've become reacquainted with unit 1 vocabulary, work with your partner(s) to create a concept map that link all the words in the unit 1 vocabulary set. A concept map is a graphical tool for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts. (Novack and Cañas)

Develop: working in pairs, have students develop their concept map.

- Students should start by writing words that have clear connections near each other, drawing lines between to indicate connections, and labeling those lines to explain the relationship between concepts.
- As students work, they should add their own definitions of the vocabulary words.

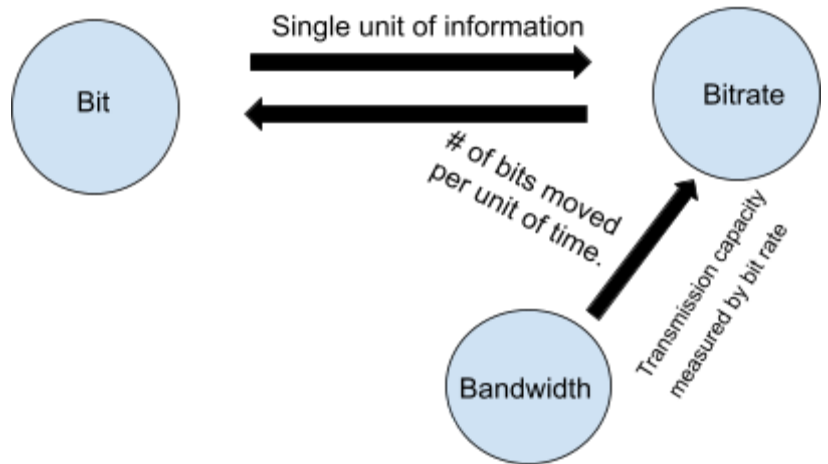
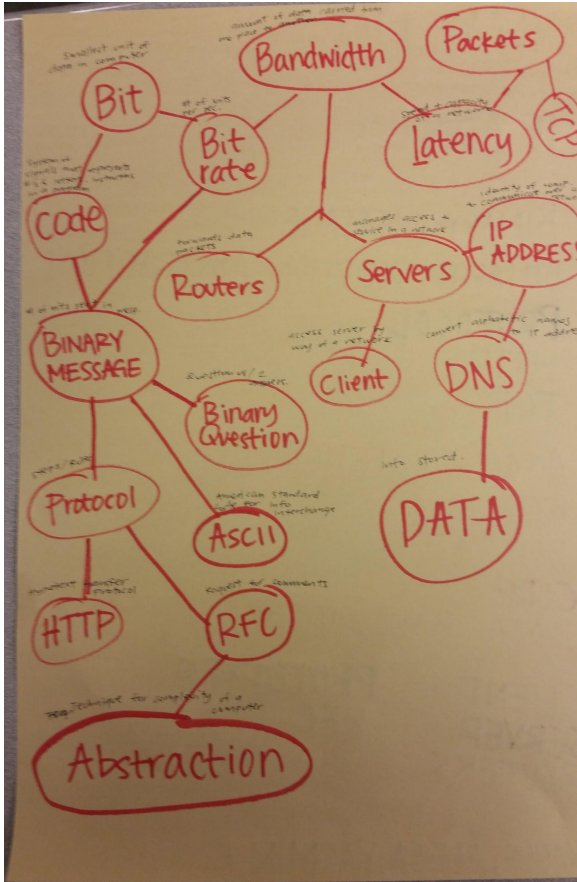
Distribute: Midway through the activity, distribute one copy of the [Unit 1 Vocabulary list - WITH DEFINITIONS](#) to each group. Encourage students to adjust the concept map as needed if their definition was not accurate. Note that students don't need to use the exact definitions listed, but should use the document as a reference to check their own understanding.

Teaching Tip

If students need help getting started on their concept map, have them go back to the categories developed in the previous activity, and consider the connections between words in the same category.

Once students have created their concept maps, have them prepare to present.

Examples of student artifacts:



Wrap Up - 15 min

Gallery Walk of Concept Maps and Category Lists

Present: Have students post their concept maps and category lists around the room so they can easily be viewed by other groups in the Gallery Walk. Moving around the room with their group, have students review the posters, noting the similarities and differences.

- Encourage groups to take pictures of interesting maps.
- Have students provide feedback by sticking post-it-notes on posters that include clarifying questions, suggestions, or feedback