

## ACTIVITY 4: VOCABULARY'S CODE

In this activity, students will develop their vocabulary with respect to the topic of this lesson using the CODE approach.

Vocabulary's CODE is a strategic approach to direct vocabulary instruction that helps students master crucial concepts and retain new vocabulary terms. Students work their way from initial exposure to in-depth understanding through a series of progressive learning activities that help students "crack" Vocabulary's CODE, which entails connecting, organizing, deep processing, and exercising with the vocabulary terms they are learning.

When teaching vocabulary through the CODE approach, the teacher will engage students in several protocols—one under each of the four stages of the CODE approach—to help students when they are in the process of:

- **Connecting** with new words
- **Organizing** new words into meaningful categories
- **Deep-processing** the most important concepts and terms
- **Exercising** understanding of new words through strategic review and practice

For this activity, a protocol for each aspect of CODE is provided that you can do with students, though you may have other ways that you'd like to achieve each stage of CODE and you can certainly do those just the same.

Before beginning, introduce the vocabulary list of words to students that they are going to be working with. This list will include the terms: **taxon, taxonomy, domain, kingdom, phylum, class, order, family, genus, species, index, biodiversity, ichthyology, category, classification, binomial, phylogenetic, and nomenclature.** Have students write the entire list once in their notebooks, leaving space to fill in a definition for each term as they learn them.

*Teaching Tip: demonstrate an example of each of the four protocols for CODE before having students try them independently with their partners or group.*

### VOCABULARY'S CODE

**C**onnecting  
**O**rganizing  
**D**eep processing  
**E**xercising

Have students look up a definition (or come up with one) for each of the vocabulary terms. Have a different student share their definition for each term and invite the class to add on or suggest edits to the definition until the class agrees on a working definition of each term.

First, engage students in a **connecting** protocol like **Associations**. In this protocol, students generate words, pictures, feelings, or physical reactions, or whatever else comes to mind when they hear the new vocabulary term. Have a few students share their associations.

Next, engage students in an **organizing** protocol like **Group and Label**. In this protocol, partners examine a list of vocabulary words and place them into groups based on common characteristics. For each group, students devise a label that describes what all the grouped words have in common or how they are related to one another. Have a few students share their groupings and labels.

Then, engage students in a **deep-processing** protocol like **Metaphors and Similes**. In this protocol students use words deeply by exploring their relationships to other words and concepts. The teacher can generate the metaphors and similes and ask students to explain them or task small groups or partners with coming up with their own.

Last, engage students in an **exercising** protocol like **Use It Or Lose It**. In this protocol, students write a short story that correctly uses as many of the vocabulary terms as possible. A rubric for this writing assignment could be that the percentage of the words used from the list translates to their grade on this short story.