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<p>— Word Walls: Collection of words posted on the wall for students to use in their reading and writing</p>	<p>— Prioritizing Vocabulary: Teacher or students determine which words are essential, important, and good to know.</p>	<p>— Visualizing Vocabulary: Creating visual images, sketches, or icons with brief explanations to demonstrate understanding.</p>	<p>— Vocabulary Games: Using Bingo, Jeopardy, word baseball, etc., to review vocabulary in a competitive and fun manner.</p>
<p>— Power Decoding: Teaching students attack skills for new words: prefixes, suffixes, roots, context clues, substitutions.</p>	<p>— Key Vocabulary Organizer: A concept definitions map that establishes the larger categories that key concepts fit into, critical attributes, examples, and related concepts.</p>	<p>— Multisensory Processing: A technique that encourages students to explore important words using words, feelings, sensory information, and visualization.</p>	<p>— Write to Learn: Students are asked to use a specific number of new words in their writing assignments.</p>
<p>— Word Spiders: Teacher introduces eight words that are associated with a mystery, one word for each leg of the spider organizer. Students try to guess the mystery word.</p>	<p>— Categorizing: Teacher or students place a list of words into specific categories.</p>	<p>— Storytelling: Students analyze a selection of stories, then use basic story elements to define important concepts.</p>	<p>— Team Games Tournament: Students are divided up into heterogeneous study groups to review words, then compete in homogenous groups to earn points for their team.</p>
<p>— Associations: Students generate words, pictures, feelings, physical reactions to words. There is no right or wrong, just what comes to mind.</p>	<p>— Concept Maps: A technique used to create visual representations of hierarchical relationships between a central concept, supporting ideas, and important details.</p>	<p>— Metaphors: Students learn words deeply by exploring their relationships to other words/concepts (e.g., How is democracy like baseball?).</p>	<p>— Vocabulary Carousel: Teacher sets up 5 or 6 stations. Students work in small groups at all stations. Stations include a variety of vocabulary activities.</p>
<p>— See It, Say It, Show It, Store It: Students look at the word, pronounce it slowly, record its meaning, draw a picture with a brief explanation and store the word in their Vocabulary Journals.</p>	<p>— Fist List: Teacher provides a category in the “palm” of a hand organizer; students generate 5 words that fit the category, one for each finger of the hand organizer.</p>	<p>— Defining Characteristics: Students build multi-layered definitions by focusing on essential characteristics: What is it? What is it used for? Why is it valued? What kind is it? Where does it come from? What does it look, feel, sound, smell like? etc.</p>	<p>— Effective Practice: Teacher instructs students in the principles of effective practice, including how to mass and distribute review sessions, use words often, and make stronger connections.</p>
<p>— Glossary: Students keep a glossary of new words, defining terms in their own words, and include icons or pictures.</p>	<p>— Word Banks: Students examine a list of words and place them into the appropriate slots in a visual organizer.</p>	<p>— Etymologies: Students investigate word histories, analyzing how original meaning is intact and how it has changed.</p>	<p>— Three’s a Crowd: Students decide which word of three doesn’t belong and explain why.</p>