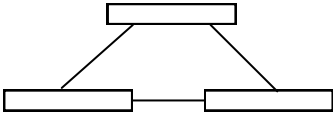


C	O	D	E
<p>— Concept Attainment: The teacher presents yes and no examples of a concept in order to help the students determine its critical attributes. Students use the critical attributes to distinguish among examples and generate their own examples. Excellent for rich concepts with clear attributes, like tragic hero.</p>	<p>— Group and Label: Students examine a list of vocabulary words and place them into groups based on common characteristics. For each group that students create, they devise a label that describes what all the grouped words have in common.</p>	<p>— Cinquains: A five-line poem used to define a term:</p> <ul style="list-style-type: none"> • noun: coal • two adjectives: black and shiny • three action verbs: smoulder, burn, pollute • four word sentence or phrase: a source of energy limited • ending word: limited 	<p>— Peer Practice: A reciprocal learning strategy in which students work as peer partners. One student serves as a coach, the other as a player. While the player works to define key terms from the unit, the coach provides assistance, feedback, and praise. Students then reverse roles.</p>
<p>— Exploring Multiple Meanings: Students explore and use words that have the same sound but different meanings (homophones)</p>	<p>— A Three-Way Tie: Students select three words from a unit’s vocabulary and arrange them in a triangle. They then connect the words with lines and explain the relationship between each word by writing along the lines.</p> 	<p>— Compare and Contrast: Students set two rich concepts against one another and describe each separately. They then use their descriptions to draw out the deep similarities and differences between the two concepts. Finally, students must decide if the two concepts are more similar or more different, and explain why.</p>	<p>— Three’s A Crowd: Students decide which word of three doesn’t belong and explain why.</p>
<p>— Word Catcher: Students are asked to “catch” a new word each day.</p>	<p>— A Diagram to Die For: Students are asked to create a diagram that shows the relationship among the words on a Word Wall.</p>	<p>— Crazy Connections: The student picks a word out of one hat, then a household, classroom, or odd object out of another. The student’s job is to generate as many similarities as possible.</p>	<p>— Para-Writing: Students write a paragraph or short piece using between five and fifteen vocabulary words. Each word must be embedded meaningfully into the text, or it doesn’t count.</p>

— **Vocabulary Notebook:** A notebook in which students collect important words while reading. In their notebooks, students record their initial “educated” definitions. They then look up the word and select the dictionary definition that best fits the word as it is used in the text. Students compare their initial definitions with the actual definition, and describe briefly what differences they note between them. Finally, students create a visual icon to help them process and remember the word’s meaning. The notebook also serves as a great tool for review.

Because this strategy includes all four phases of CODE, it gets its own box stretching across all four columns.