

Differentiated Vocabulary Instruction

NCEA

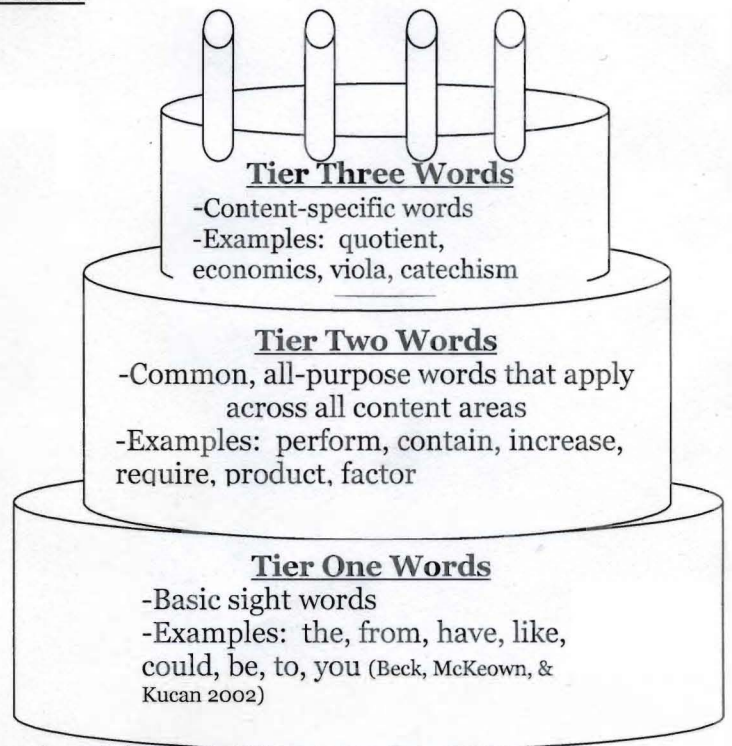
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Vocabulary instruction should be...

- Explicit
- Intentional
- Meaningful
- Useful

Where do I begin?

- Assess what students already know
- Create a vocabulary plan
 - What do they already know?
 - What do they NEED to know?
- Choose the words to teach
 - Choose words that are meaningful and useful
 - Don't only choose unique or unusual words: choose words they can use again and again in different contexts



When choosing words, ask yourself these questions:

1. Is this word crucial for understanding the text?
2. Does the word represent a concept that students definitely need to learn?
3. Can working with this word be useful in furthering context clues, structure analysis, or dictionary skills?
4. Is this word useful outside of this reading selection?
5. Are student able to use their context or structural analysis skills to discover this word's meaning on their own? (Graves, 2006)

DON'T overkill on vocabulary activities, but attached are some samples that are generic so they can be used for all abilities in your classroom when you differentiate. Examples include...

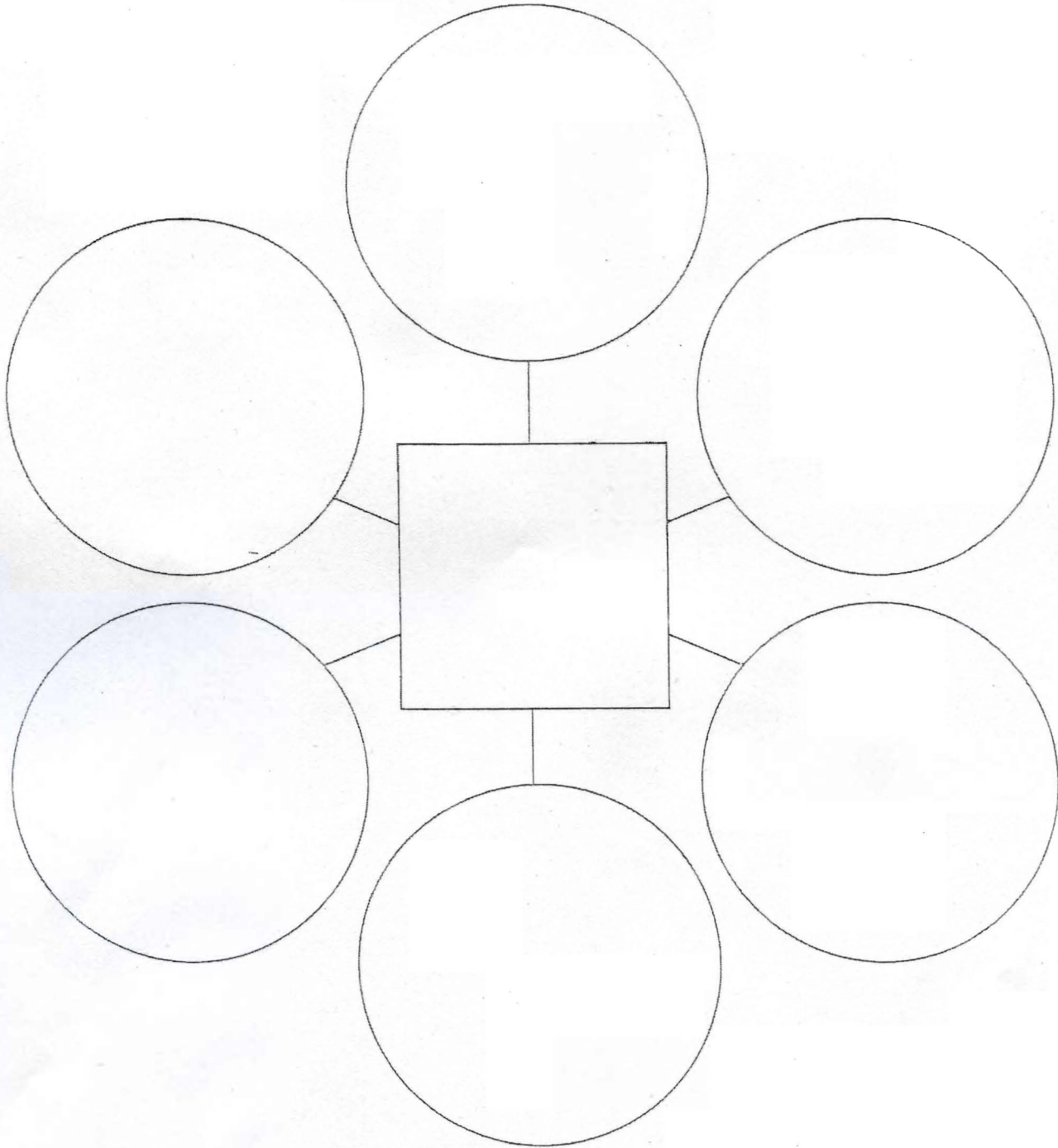
- Semantic maps/word webs
- Semantic feature analysis
- Two-column journal
- Four square
- Games like Taboo and Catch Phrase using words of your choice or students' choice

The dictionary should be a last resort. Don't overuse it. Never use it as a punishment.

References

- Beck, I. L., McKeown, M. G. , & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
- Graves, M.F. (2006) *The vocabulary book*. New York: Teachers College Press.

Name _____ Date _____



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Name _____ Date _____

Four Square Vocabulary Chart

WORD	Picture
What is it like?	What is it NOT like?

Name _____ Date _____

Student Vocabulary Knowledge Rating Chart

How much do I know about these words?

Word	I can define it or I can use it in a sentence	I have heard it or I have seen it	I don't know it