

Academic Vocabulary Differentiation Strategy Bank

Need: Student Vocabulary Is Not Growing Over Time

Teacher Action: Create multiple opportunities for the student to make new words part of his/her working vocabulary

Strategies:

- * Create listening centers with audio books
- * Incorporate read alouds in the classroom that facilitate the use of a particular vocabulary
- * Play Balderdash
- * Post curriculum-centered word wall (math words, vibrant verbs)
- * Provide multiple opportunities to use the word correctly in context

Teacher Action: Give plenty of opportunities for free-choice reading

Strategies:

- * Conduct book chats (Steven Layne)
- * Have appropriate level reading material on hand
- * Incorporate The Daily Five (Gail Boushey and Joan Moser)
- * Post a sign that states what the teacher is currently reading
- * Provide a variety of reading materials (magazines, newspapers, comic books)
- * Student makes personal shopping list for books (Stephen Layne)

Teacher Action: Model appropriate vocabulary usage in his/her own speech

Strategies:

Provide incentive by rewarding students when they are caught using vocabulary word/s correctly in context (i.e., Caught Ya tickets)

Teacher Action: Support vocabulary development through the use of visuals (i.e., webs, organizers, word walls) during instruction.

Strategies:

- * Display a word and have student illustrate what the word means
- * Use word journal (write the word, write definition and a sentence in their own words, and draw a picture)

Teacher Action: Teach use of thesaurus, hard copy and on line

Strategies:

- * List multiple words that have similar meanings (i.e., Kagan strategies such as Round Robin, Round Table)
- * Use Kidspiration/Inspiration to utilize the thesaurus
- * Use visual thesaurus.com or webster.com (see integration specialist)

Need: Student doesn't use academic vocabulary as a part of every day speech

Teacher Action: Create multiple opportunities for the student to make new words part of his/her working vocabulary

Strategies:

- * Use iPod to record their own writing, then listen
- * Use of personal word wall/ vocabulary journal

Teacher Action:: Help student build upon prior knowledge and make real world connections to the language through repetition of words in a meaningful context

Strategies:

- * Design a jingle to use with the words taught (i.e., exit idea, line up)
- * Develop a reward system for words used in the classroom

Teacher Action: Help student develop a "working glossary" for each subject area to support comprehension of "discipline-based" vocabulary

Strategies:

- * Create personal word wall/ vocabulary journal
- * Supply word banks for their writing

Teacher Action: Support vocabulary development through the use of visuals (i.e., webs, organizers, word walls) during instruction

Strategies:

- * Create illustrations
- * Post curriculum-centered word wall (e.g., math words, vibrant verbs)
- * Use word jars (Donovan's Word Jar by Degross & Hanna)

Teacher Action: Teach explicit strategies to help student integrate Concept/word into natural language use (definitions, associations)

Strategies:

- * Incorporate word of the day from planners into daily instruction
- instruction
- * Provide incentive by rewarding the student when they are caught using vocabulary word/s correctly in context. (i.e., Caught Ya tickets,)
- * Use exit slips
- * Use teacher selected vocabulary words (i.e., journal entry, word wall, sentence)
- * Use word jars (Donovan's Word Jar by Degross & Hanna)
- * Use word of the day

Teacher Action: Teach words from text that are read aloud to young children; rather than books read by children

Strategies:

- * Display pre-selected vocabulary when using books on tape
- * Have other staff members use the words in context around the students.
- * Incorporate read alouds
- * Mark the vocabulary in the book on tape as they listen to the story (i.e., sticky notes, flags)
- * Read across the curriculum

Need: Student is bored or disengaged during vocabulary instruction.

Teacher Action: Help student build upon prior knowledge and make real world connections to the language through repetition of words in a meaningful context.

Strategies:

- * Bring in realia whenever possible
- * Choose guided reader that corresponds
- * Give the group 90 seconds to brainstorm as many words as possible associated with the word. When time is up, the recorder for each group reads the words aloud.
- * Have student draw, write, or act out a personal experience related to the word
- * Incorporate teacher support of vocabulary across all disciplines
- * Present the target word in a complete sentence, followed by a question that requires using the meaning to make a more extended inference
- * Use analogies
- * Use interest inventory to find out student's prior knowledge
- * Utilize etymology activities

Teacher Action: Limit number of words studied and give more time to study in depth

Strategies:

- * Individualize word list
- * Narrow down key concept words (use Key Vocabulary Concepts from C&A Guide)
- * Use tier two words (Isabelle Beck)

Teacher Action: Model correct and incorrect usage

Strategies:

- * Model incorrect usage of the selected word to have students recognize that changes the meaning of the topic (i.e., Truth or Lie, right or wrong)
- * Model use of target vocabulary in conversation with students
- * Use word labels consistently throughout the building

Teacher Action: Provide explicit strategies to help student integrate concept/word into natural language use (definition, associations)

Strategies:

- * Provide instruction on the meaning of prefixes and suffixes
- * Reward the student for using the vocabulary word in correct context
- * Use learned vocabulary to write a story in journal about a personal event
- * Use selected vocabulary to make a prediction about a story, lesson, activity, etc.

Teacher Action: Provide student with an increased sense of word play – curiosity/interest in the sounds, meanings, derivations of words

Strategies:

- * Allow students to use multimedia tools to explore vocabulary meaning
- * Collect words from a variety of sources (i.e., newspaper, advertising)
- * Complete Mad Libs
- * Justify word pairs in creative ways (i.e., synonyms, antonyms, category, cause-effect, analogy)
- * Provide games (i.e., Scrabble, Pictionary, Upwords, Apples to Apples, Scategories)
- * Share books that emphasize word play (i.e., jokes, puns, word history)
- * Use graffiti word walls - area that students can display their discovered words (i.e., black paper using colored chalk)
- * Wear a key word or vocabulary word around neck or pinned to a shirt and reveal meaning when appropriate (i.e., use plastic name badge)

Teacher Action: Select vocabulary to study so that they have ownership of their learning

Strategies:

- * Choose a word from a teacher generated list to teach to others
- * Create a personal dictionary
- * Use graffiti word walls - area that students can display their discovered words (i.e. black paper using colored chalk)

Teacher Action: Support vocabulary development through the use of visuals (i.e., webs, organizers, word walls) during instruction.

Strategies:

- * Create word journal (write the word, write definition and a sentence in their own words, and draw a picture)
- * Integrate technology
- * Play games (i.e., Pictionary, charades, vocabulary quizmo)
- * Post target words
- * Read" the illustration and brainstorm related vocabulary
- * Use concept ladder (Janet Allen)
- * Use graffiti word walls - area that students can display their discovered words (i.e. black paper using colored

chalk)

- * Use graphic organizers
 - * Use highlight tape to draw attention to new vocabulary
 - * Use portable word walls (i.e., manila file folder which they can take to other classes, poster board)
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Need: Student skips words he/she doesn't know and continues reading anyway.

Teacher Action: Build knowledge of word families, multiple meaning, and ways to extend definitions to applications

Strategies:

- * Create illustrations
- * Create word origin or prefix family posters
- * Make a book with multiple meaning words
- * Play charades
- * Play rhyming games
- * Utilize word sorts

Teacher Action: Conduct a range of assessments to determine success of vocabulary instruction

Strategies:

- * Illustrate picture or write sentence
- * Read into an iPod and play it back with text in front of them
- * Use resources like Words Words Words (Janet Allen) and Bringing Words to Life (Beck)

Teacher Action: Help student build upon prior knowledge and make real world connections to the language through repetition of words in a meaningful context

Strategies:

- * Bring in realia whenever possible
- * Complete interest inventory to identify vocabulary background
- * Use graphic organizers
- * Use Kagan structures

Teacher Action: Help student develop a "working glossary" for each subject area to support comprehension of "discipline-based" vocabulary

Strategies:

- * Create a vocabulary log.
- * Use word journal (write the word, write definition and a sentence in their own words, and draw a picture)
- * Use word storm strategy (Janet Allen)

Teacher Action: Preteach the words that are critical to understanding the text, enabling student to be more willing to and successful in reading complex literature.

Strategies:

- * Provide a wide variety of texts including different genres and reading levels
- * Use concept ladder (Janet Allen)
- * Use predictograms including vocabulary
- * Use resources like Words Words Words (Janet Allen) and Bringing Words to Life (Beck)
- * Use selected vocabulary to make a prediction (i.e., story, lesson or activity)

Teacher Action: Provide explicit strategies to help student integrate concept/word into natural language use (i.e., definitions, associations)

Strategies:

- * Incorporate Word of the Day, using that word throughout the day in oral language
- * Use word wall

Teacher Action: Provide student with multiple encounters with words (i.e., independent reading time, opportunities to hear language, word games)

Strategies:

- * Allow student to use multimedia tools to explore vocabulary meaning
- * Collect words from a variety of sources (i.e., newspaper, magazine, thesaurus)
- * Conduct read alouds (all levels across the curriculum)
- * Play word games (i.e., Scrabble, Pictionary, Upwords, Apples to Apples, Scategories)
- * Provide a wide variety of books for independent reading
- * Provide books on tape
- * Use selected vocabulary to make a prediction (i.e., story, lesson or activity)
- * Visit websites (see your integration specialist)

Teacher Action: Support vocabulary development through the use of visuals (i.e., webs, organizers, word walls) during instruction

Strategies:

- * Play games using the word wall
- * Play Pictionary using vocabulary words
- * Use personal word wall
- * Use word journal (write the word, write definition and a sentence in their own words, and draw a picture)
- * Use word storm strategy (Janet Allen)

Teacher Action: Teach explicit strategies to help student integrate concept/word into natural language use (i.e., definitions, associations).

Strategies:

- * Have student read into an iPod and play it back with text in front of them
- * Mark the skipped word (i.e., circle, use highlight tape or highlighter)
- * Use positive praise when you hear a student use a word in a different context
- * Use speech functions built into software to have the selected word read aloud

Teacher Action: Teach power of context to promote increased student vocabulary

Strategies:

- * Complete Mad Libs
- * Predict meaning based on context
- * Teach meaning first then the word
- * Use "guess the covered word" strategy
- * Use cloze activities
- * Use mix and match strategy (Kagan)

Source: Differentiation Strategy Bank: A Tool For Meeting Students' Learning Needs

<http://204.234.22.9:80/fmi/iwp/cgi?-db=Differentiation&-loadframes>