

"Instructional Support Weekly"

Topic: Differentiating Instruction when Learning New Words

Students learn vocabulary most effectively when...

1. New words are repeated, reviewed, revisited.
2. New words are presented in meaningful contexts.
3. New words are modeled enthusiastically.
4. New words are used in various forms.
5. New words are connected to word families.
6. Students have opportunities to practice new words.

How can we differentiate the learning of new words?

- Create a "hot list" of 50 words that you put on a bulletin board in the classroom. Use words from all subjects. Get some from your grade partners if applicable. Reward students for using these words correctly and naturally when speaking or writing.
- Personalizing: ask student to write a brief statement about their own lives, incorporating the new words.
- Visuals: have students draw pictures representing the word.
- Context: give the word in a sentence and have students define it through context clues instead of dictionary definitions.

Have a great week!

From the Instructional Support Team at STM

REFERENCE:

Benjamin, Amy (2002). *Differentiated Instruction: A guide for middle and high school teachers*. Larchmont, NY.