

During Reading – Analyze



Triple Entry Vocabulary Journal

- What?** The triple entry vocabulary journal is a note-taking strategy for learning new vocabulary that uses a three-column format for definitions, examples, and a visual cue.
- Why?** Research indicates that new vocabulary learning requires integration, repetition, and meaningful use (Allen, 1999). The journal provides students with a structure to record new vocabulary as it is reinforced throughout a lesson or unit. Students also practice the skill of determining importance in this activity.
- How?** While reading, students note unfamiliar words from the text. Students then work in teams to review all of their individual lists and determine which words may be essential to understanding the focus of the unit. The teams report out and defend their word selections to the whole group. Words are recorded on the board or chart paper. The teacher modifies the lists by deleting less important words or adding important words that were missed and explains the rationale for the deletion and additions. The resulting list now becomes part of the students' vocabulary journals.

Model the process of completing the journal entries. Explain how to write working definitions based on prior knowledge and use of a dictionary or glossary. Show students how to reference the word's use in the text to create their own example for the second column. In the visual cue column, demonstrate how to work with both concrete and abstract concepts.

For guided practice, have students work in pairs and monitor their progress.

Students should then work in the journals independently.

