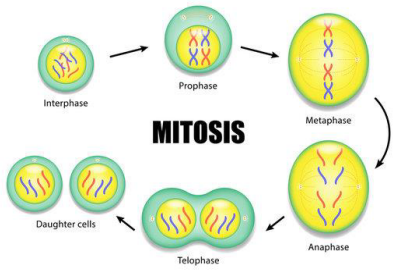


Instructional Material: Triple-Entry Vocabulary Journal

- Introduce the Triple-Entry Vocabulary Journal by giving students **a template** with the page split into three columns labeled Word in Context, Definition in My Own Words, and Picture/Memory Aid/Phrase.
 - Model how to create the Triple-Entry Vocabulary Journal by drawing three columns on the board and label as in the template distributed to students.
 - Ex: Look at the page in the chapter where mitosis is introduced. In the first column, jot down the page number and the sentence that has the term mitosis.
 - Read any surrounding sentences, picture captions, or diagram explanations to further understand the meaning of the word.
 - Explain what clues you see in the text explanation that help you write a definition of the term in your own words. Stress that “in my own words” means in words that I can understand; but, these words must always be precise and accurate.
 - Jot a phrase that helps you connect with the meaning of the word. Draw a picture that helps you recall the definition. Note any key information about the word that would be necessary in recalling or understanding the word accurately.
 - Ex: Analogous example, key differences in terms, draw a picture/diagram etc.

Sample of a Triple-Entry Vocabulary Journal Template:

Word in Context	Definition in My Own Words	Picture, Memory Aid, Phrase
Mitosis is the process in which a cell duplicates its chromosomes to generate two identical cells. interphase prophase metaphase anaphase telophase cytokinesis	Mitosis happens when a cell divides perfectly to form two new cells that are exactly alike.	Connection: I think of bread dough rising, and one ball becomes two when I divide the ball of dough into two balls. Graphic/Pic: 

- After providing the template, stress to the students the importance of understanding the vocabulary associated with any topic of discussion to attain a comprehensive and more complete understanding, and avoid confusion. Provide guided practice to better understand how to use the Triple-Entry Vocabulary Journal strategy effectively by completing an entry for a new

word that is important for the content of the lesson, i.e. a vocabulary word that is necessary to know.

Ex: Ask students to write interphase in their triple-entry vocab journal and fill in the other columns together as a class.

- Remind students to begin by locating the text explanation and recording it in the left column under “word in context”.
- Stress that writing a definition in one’s own words means it must be paraphrased while still retaining the same meaning/understanding as the text definition.

3. In order to enhance student interaction with the word/content and their peers, for further absorption of the content:

- Have students Turn and Talk about how they would define the word before asking for suggestions for their entry.
- Encourage students to create their own memory aids and share them in small groups or with the whole class.
- Invite two students to add the two words, definitions, connection phrases, and pictures to the Triple-Entry Vocabulary Journal on the board. Having additional examples will help students when they begin to work in pairs or independently to complete entries for future words that will be added to the journal.

4. During Learning: Students will discuss and synthesize ‘textbook’ definitions using visualization and personal connections to deepen their understanding of how to define and retain new vocabulary.

- Teacher facilitation: Tell students to continue to use the Triple-Entry Vocabulary Journal as the class goes through the information being taught. Stop and have students add the terms that are most pertinent to the knowledge being presented, but inform them to add whatever words might be necessary for their own/individual learning. As this becomes routine or habitual for the students, the teacher can pass on the responsibility, of entering words into the journal, to the student.

Advantages

- Students actively engage with the material – this technique opens multiple interactions between students and the topic/text.
- Students more easily make connections between the current material and previous material or discussions.
- Students are more motivated to find connections between the readings and their own lives. Knowledge is made personally relevant.
- Students create a pool of vocabulary that they can “loop” back through, and circle recurring or add connections that later strike them, especially interesting ideas and connections they generated by continuous interaction with the vocabulary.

Triple-Entry Journal Template