

Interactive Journals

Wisconsin State Standards Strand

Language

- Vocabulary Acquisition and use

Grade Level

K-5

Purpose

Use with students to support acquisition of new vocabulary words: explicitly teach the meaning of new words through keyword visuals

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

INTERACTIVE JOURNALS provides students with a space to record their thinking about vocabulary words. There are a variety of formats for interactive journals, some with more structure than others. Educators should choose the journal format that is most appropriate for the needs of their classroom and should check students' interactive journals and provide feedback to students regularly. Each time students engage with a vocabulary word, they should revisit their interactive journals, modifying their entries with their new understanding. Interactive journals can be used to track vocabulary words from whole group instruction, reading groups, or independent reading.

IMPLEMENTATION OF THE STRATEGY

- Identify the journal format that is most appropriate for the task and the classroom.
- Once you decide on the interactive journal format, establish expectations:
 1. When will students use the interactive journals?
 2. What does a complete journal entry look like?
 3. When will you view the journals and provide students feedback?
- Establish the purpose of the interactive journal.
- Model how to select vocabulary words to include in the journal; scaffold as needed.
- Model how to complete a journal entry for a word; scaffold as needed.

RESEARCH

Beck, I., McKeown, M. G., & Kucan, I. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Graves, M. (2008). *Instruction on individual words: One size does not fit all*. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 56–79). Newark, DE: International Reading Association.

Marzano, R. & Pickering, D. (2005). *Building academic vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development.

Interactive Journals

Knowledge Rating Scale

| Word | Know It Well | Have Heard/ Seen It | No Clue |
|-----------|--------------|---------------------|---------|
| embryo | | | ✓ |
| nymph | | | ✓ |
| larva | | ✓ | |
| pupa | ✓ | | |
| amphibian | | ✓ | |
| gills | ✓ | | |
| tadpole | ✓ | | |
| mammal | ✓ | | |
| Instinct | | ✓ | |

Source: Academic Vocab In Science p.80

Word Associations

Vocabulary List

- effect
- reinforce
- friction
- magnitude

| Word Association Question | Vocabulary Word |
|--|-----------------|
| Which word goes with <u>outcome</u> ? | effect |
| Which word goes with <u>resistance</u> ? | friction |
| Which word goes with <u>size</u> ? | magnitude |

Source: Academic Vocab in Science p.114

| | | |
|--------------------------------------|---|--|
| Synonyms: dead, non-living | Word:  | Other Forms of Word: <ul style="list-style-type: none"> • extinction • extinguished • extinguisher |
| Antonyms: alive, living | Picture:  <p style="text-align: center;">Saber-toothed cat</p> | Original Sentence: Endangered animals may become <u>extinct</u> if we do not work to protect them. |

Source: Academic Vocabulary in Science p.112

Vocabulary Diagram

Vocabulary Journal

A blindman at my Church plays the drums!



Sound (n)

When a drummer plays a snare drum, the drumhead vibrates and creates sound waves.

Source: Academic Vocabulary in Science p.186

A ^{gree} D ^{isagree} Statements

| Statement | How Can You Find Out? |
|---|---|
| 1. All magnets have 2 poles. <input checked="" type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> it depends on <input type="checkbox"/> not sure My thoughts: I've seen them with two ends. | I can read a book on magnets or google it. |
| 2. All metals are attracted to magnets. <input type="checkbox"/> agree <input type="checkbox"/> disagree <input checked="" type="checkbox"/> it depends on <input type="checkbox"/> not sure My thoughts: I can't pick up money; it's metal. | I can test a whole bunch of metals and see which ones are attracted. |
| 3. Larger magnets are stronger than smaller magnets. <input checked="" type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> it depends on <input type="checkbox"/> not sure My thoughts: Bigger things are always stronger. | I can test the magnets in the magnet center. I can also do research on the computer. |
| 4. Magnetism can pass through metals. <input type="checkbox"/> agree <input checked="" type="checkbox"/> disagree <input type="checkbox"/> it depends on <input type="checkbox"/> not sure My thoughts: I don't know what this is asking. | I can look up "magnetism" and ask my teacher another way to say this. |

Source: Science Formative Assessments p.49

My new word: _____ ☹️ 😐 😊

Describe the word: _____

| | |
|-----------------------|---------|
| A picture of the word | Revised |
|-----------------------|---------|

Term _____ | My Understanding 1 2 3 4

Describe _____

Draw _____

| Word appeared in:
 | ___ Study Guide
 | ___ Notes
 | ___ Video Guide
 | ___ Worksheet

Marzano, R. and Pickering, D. (2005). *Building academic vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development.