

Vocabulary Building Activity: Jumpstart Journal

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Standards and Benchmarks (see page 3)

Activity Description

In this short, informal writing activity, students share what they know about a topic, a concept, and/or vocabulary to activate students' prior knowledge and/or to prepare students for upcoming learning activities. Each student has their own spiral-bound notebook that will be referred to as their "Jumpstart Journal." The journals will be used for warm-up activities and can be used as a "Do Now" (i.e., bell work) at the beginning of class. Teachers can also use Jumpstart Journals as a formative assessment for before, during, or after a lesson and can pair them with other vocabulary strategies, such as a Semantic Map.

Grade Level

K-12

Objectives

Objectives are determined by the question/prompt given to students for their Jumpstart Journal entry. Teachers should select one that most closely corresponds with what students are being asked to do and insert appropriate lesson vocabulary, concepts, or topic into the objective.

Students will be able to

- define vocabulary words,
 - provide examples of lesson concept or topic,
 - describe a lesson concept or topic,
 - explain or summarize learning about lesson concept or topic, and
 - illustrate or show a lesson concept.
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Time Required

15 minutes

Materials

- Method to display Jumpstart Journal question, such as a dry erase board, a document camera, or an interactive whiteboard
 - Spiral-bound notebook ("Jumpstart Journal") and a pencil, one of each for each student
 - Timer
 - Glue (for K-2 students)
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Preparation

- Write a question that relates to the lesson students will be learning (the Jumpstart Journal question).
 - Display the Jumpstart Journal question.
 - For K-2 students, make a copy of the Jumpstart Journal question for each student.
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Procedure

1. Ensure each student has their Jumpstart Journal and a pencil.
 2. Instruct students to read the Jumpstart Journal question to themselves and copy the question into their Jumpstart Journal.
 - For grades K-2, distribute a copy of the Jumpstart Journal question to each student and instruct them to glue the question into their journal.
 - For grades K-2, read aloud the Jumpstart Journal question and tell students to follow along.
 3. Set the timer and ask students to respond to the question in their Jumpstart Journal until the timer goes off. Exact time limits may vary depending on the prompt and the students:
 - For elementary grades, allow students 3-5 minutes.
 - For middle and high school, allow students 5-10 minutes.
 4. Invite students to share their responses with a partner or in small groups.
 5. After everyone has shared their response, instruct students to revise or add to their initial written response.
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As a Formative Assessment

- Jumpstart Journals can give teachers information about students' current understanding of a topic, concept, or vocabulary word. Teachers can write questions to assess students' learning before a lesson (pre-assessment), during a lesson, or after a lesson (post-assessment). Students' responses can assist teachers in addressing confusion or misunderstandings as well as what students have learned.

Reference

DePaul Teaching Commons. "[Activities for Metacognition](#)." DePaul University, Center for Teaching and Learning.

Standards and Benchmarks

Elementary

CCSS.ELA-LITERACY.SL.5.1.A, CCSS.ELA-LITERACY.SL.4.1.A and CCSS.ELA-LITERACY.SL.3.1.A

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.D

- Explain their own ideas and understanding in light of the discussion.

Middle School

CCSS.ELA-LITERACY.SL.8.1.A and CCSS.ELA-LITERACY.SL.7.1.A

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.A

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

High School

CCSS.ELA-LITERACY.SL.11-12.1.A and CCSS.ELA-LITERACY.SL.9-10.1.A

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.