Three-Day Vocabulary Routine

Purpose

This three-day vocabulary routine focuses on building learners' Tier 2 academic vocabulary using simple activities that are easy to reuse with new words. The emphasis is not on the quantity of words learned, but rather on learning a few words well. Learners make personal connections with the words and are encouraged to use the words both in class and outside of class, thus making the words a part of their working vocabulary.

Goal

- Learners use Tier 2 academic vocabulary correctly in appropriate contexts.

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Language Anchor 6**: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
- **ELP Standard 8**: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Materials

- Materials will vary depending on learning context and instructor preference. (See Example section.)

Procedure

Note: Examples of the following activities are shown in the "Example" section.

Day 1: Introduction

1. **Formative Assessment**: Learners assess their knowledge of three Tier 2 vocabulary words using a Knowledge Rating Chart. The learners should keep the Knowledge Rating Chart, as it will be revisited on Day 3.
2. **Direct Instruction**: The instructor introduces a new vocabulary word, including part of speech, definition, synonyms and antonyms, an image representing the word, and an example sentence. Learners write down the word and definition in their notebooks.
3. **Formative Assessment**: Learners answer an open-ended question using the word. Learners write their answers in their notebooks and then share them with the class.
4. Repeat Steps 2 and 4 for the two remaining words.
5. **Formative Assessment**: Learners answer "Yes, No, Why?" questions that include the new words. This activity can be completed orally, ensuring that all learners have an opportunity to respond to at least one question.
6. **Homework**: Learners are asked to look and listen for the new words outside of class. They are also encouraged to try to use the new words in conversation outside of class.

Day 2: Practice

1. **Review**: The instructor reviews the three words introduced during the previous class and asks the learners to share about seeing, hearing, or using the words.
2. **Formative Assessment**: Learners complete fill-in-the-blank sentences using the words.
3. **Formative Assessment**: Learners complete additional fill-in-the-blank sentences using different forms of the words (aka word families).
4. **Homework**: Learners are again asked to look and listen for the new words outside of class. They are also encouraged to try to use the new words in conversation outside of class.

Day 3: Assessment and Reflection

1. **Review**: The instructor reviews the three words introduced during the previous class and asks the learners to share about seeing, hearing, or using the words.
2. **Summative Assessment**: "Read and Respond": Learners read a short text independently, which does not include the three vocabulary words. They then respond to questions about the text which contain the vocabulary words. Learners write their answers. The instructor can collect the responses to assess the learners or ask them to share their responses aloud.
3. **Reflection**: Learners revisit the Knowledge Rating Chart and reassess their knowledge of the words. The instructor should highlight increases in the learners' knowledge of the words.

Tips for Getting Started with This Routine

- Tier 2 vocabulary words are words that are used in a variety of academic contexts. There are many sources for identifying Tier 2 vocabulary. One useful resource is the Academic Word List.
- The activities described in this routine can be used with different materials, including Microsoft PowerPoint or Google Slides, Google Docs, Padlet, and paper/pencil handouts. The instructor should choose the materials that best suit their class context and learner needs.
- If learners need additional practice with words, instructors add additional practice activities beyond the three days specified in the procedure.
- Instructors should be deliberate about continuing to use the new vocabulary words in class beyond the three days of specific instruction. Learners should also be encouraged to continue to use the new words, and it should be highlighted and celebrated when the words are used.
- The "Read and Respond" activity requires the most planning from the instructor. AI tools can assist in creating short texts at the appropriate instructional level about topics that are relevant to the learners' goals. The key is to ensure that there is information in the text that can serve as an answer to a question that includes a vocabulary word. See the example below.
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.

Example

Day 1

Knowledge Rating Chart

Vocabulary	1 – I don't know this word.	2 – I have heard the word, but I am unsure what it means.	3 – I think I know what this word means.	4 – I know this word well and can explain its meaning.
Immerse	X			
Objective			X	
Ambiguous	X			

Direct Instruction/Open-Ended Question

Immerse



Part of Speech: verb
Definition: To involve oneself deeply in a particular activity or interest.
Synonyms: absorb, engage **Antonyms:** ignore, neglect
Example: He was so immersed in the TV show he was watching that before he knew it, it was midnight.
Question: What kinds of activities do you immerse yourself in?

Yes / No / Why

For each question, answer Yes or No, then explain why.

1. Is it good for people to be completely immersed in their hobbies?
2. When making decisions for your family, can you be completely objective?
3. Can something be both true and ambiguous?

Day 2

Fill-in-the-Blank Sentences

My son asked me to play Monopoly, but I don't have time to _____ myself in that game right now.

Anytime I discuss anything happening in the news with my brother, he's always sharing his opinions. I wish he'd be more _____.

I've noticed that when politicians are asked questions, they never give direct answers. Instead, they always seem to provide very _____ responses.

immerse	objective	ambiguous

Fill-in-the-Blank Sentences – Word Families

People's feelings often get in the way of them looking at issues with _____.

To ensure there was no _____ about what the agenda was for the day, she printed out a list of all the activities and the times they would occur.

He had always been interested in ancient Egyptian history, but his trip to Egypt to visit the pyramids was his first truly _____ experience.

immerse	objective	ambiguous

Day 3

Read and Respond

Vocabulary Lesson - Read and Respond

Text: ATOS 9.47 – CCRS D

When it comes to the 2nd Amendment of the U.S. Constitution, the right to bear arms, politicians take different approaches. Some are very vocal about their support of this right, while others are equally outspoken against it. There are also many who don't give clear answers when asked about this right. They may be concerned with upsetting their constituents by taking a strong stand one way or the other. These politicians often shy away from any discussion or debate about gun rights. Rather than being afraid of addressing the issue, or allowing personal bias to cloud their judgment, politicians should look at the facts about gun violence and gun ownership and make policy decisions based on these facts. This will lead to a safer community for everyone.

1. According to the text, why might some politicians be ambiguous about their stance on the 2nd Amendment?

2. What sentence in the text shows that some politicians don't like to immerse themselves in the conversations about the 2nd Amendment?

3. According to the author, what outcome will occur if politicians approach the issue of the 2nd Amendment objectively?