List – Group – Label

Purpose: To access students' prior knowledge.
                  To improve students' vocabulary and categorization skills.
                  To organize students' verbal concepts.
                  To aid students in remembering and reinforcing new vocabulary.

Rationale: Categorizing words can help students organize new concepts and experiences in
                  relation to previously learned concepts.

Procedures:

Listing   The teacher begins by selecting a one- or two-word topic to serve as a stimulus for listing words. Topics should be drawn from the materials the students are reading, units of study, or any topic the students have some prior knowledge about. Students are asked to brainstorm words or phrases related to the topic. Responses are recorded on a chalkboard or an overhead transparency. Depending on the topic, keep the list manageable by limiting the list to approximately 25 words.

Grouping/Labeling   The teacher should read the list orally, pointing to each word as it is pronounced. The students are instructed to make smaller lists or groups using the large class list. Students might work individually, with partner, or small groups to make the smaller lists. These smaller lists should consist of at least three words that have something in common with one another. Words from the large list may be used in more than one smaller group, as the groupings are different. Students are also told they must give their group of words a label or title that indicates the shared relationship they possess.

Follow-up   Using another part of the blackboard, the teacher solicits and records the categories of words and their labels from the students, one group at a time. After a category is recorded, the student offering the group must state verbally why the words have been categorized in the particular way stated. In this way, all students can see category possibilities that may not have occurred to them.

Volcano			
lava	Mt.St.Helens	eruption	*lava, ash, rocks, dust, smoke = things emitted from a volcano*
explosion	ash	rocks	*Mt. St. Helens, Krakatoa, Pompeii = famous volcanoes*
destruction	magma	Pompeii	
fire	earthquake	death	*explosion, destruction, death, earthquake = results of an eruption*
dust	smoke	heat	
Krakatoa	cinders	molten	*lava, fire, cinders, molten, magma = hot volcanic parts*

Tiemey, R. J., Readence, J. E. & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.