List, Group, Label

Students sort vocabulary words into conceptual groups to reinforce learning and encourage critical thinking.

Suggested Time: 15-20 Minutes

Student Tasks:

- Review a Vocabulary List
- Categorize and Label Vocabulary Groups
- Re-Categorize and Re-Label Groups as Learning Progresses

Online ThinkCERCA Modules:

- ThinkCERCA provides vocabulary with each reading module as well as vocabulary support in student guides.

Rationale/Research Base

This strategy helps students organize their understanding of specific vocabulary and concepts as well as actively engages students in learning new vocabulary through critical thinking.

Optimal Application Notes:

Use vocabulary terms found in class readings or related to an overarching class unit.

Before:

- Select vocabulary terms found in readings that are key to comprehension of the text, or that recur throughout the unit.
- Prepare student-friendly definitions.
- Prepare sample categories in advance for modeling, if needed.
- See the sample completed activity for The Odyssey, p. 3, for inspiration or to use as an example for class.

During:

- Frame for students: They are completing a sorting activity with vocabulary words. The goal is to sort words into groups or categories. There are no right or wrong answers/categories.
- After the teacher models, students sort vocabulary words individually or collaboratively.
- Circulate and monitor student work, prompting and praising when appropriate; facilitating and guiding group discussion.

After:

- Lead whole group reflection and discussion around different labels, categories, and reasoning by showcasing student work or allowing individuals or groups to share.
- Summarize the main conceptual groups and labels as a class. Emphasize the importance of organizing vocabulary to enhance comprehension.

Scaffolds & Supports:

- Allow students to use tools such as an online translator or dictionary.
- Provide opportunities to incorporate students' first language within vocabulary instruction by allowing them to use translated terms in context.
- Provide a list of applicable category labels for students to use or discard as needed.
- Pair vocabulary words with visual cues.

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Topic/Text/Unit:

Instructions: In this activity, you will be brainstorming a list of key terms from our unit, sorting the terms into categories, and then labeling each category. As we continue the unit, we will return to our lists and expand and reconsider our groups and labels as needed.

List all the words you can think of that relate to the topic/text.

Group the words into different categories:

Label the categories:

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Topic: *The Telemachy*

Instructions: In this activity, you will be brainstorming a list of key terms from *The Telemachy* and adding them to the key terms for the reading. You will then sort each into categories, and label each category. As we continue to read *The Odyssey*, we will return to our lists and expand and reconsider our groups and labels as needed.

List all the words you can think of that relate to the text.

Penelope	Argives	Olympos	distaff
suitors	Troy	Kronos	rapacity
Athene	Laertesi	insolent	Zeus
Telemachus	journey	reproach	haughty
family	expectations	Ithaka	Kalypso
war	home	loom	

Group the words into different categories:

Penelope	suitors	Zeus	Argives	family
loom	haughty	Olympos	Troy	journey
distaff	insolent	Kronos	war	expectations
Laertes	rapacity	Athene		Ithaka
family	reproach			home
Telemachus				

Label the categories:

Despair and Helplessness	Villains, Taking Advantage	Gods and Goddesses	Ancient Greek Politics	Odysseus's Homecoming