## TEACHER INSTRUCTIONS

## LIST, GROUP, LABEL

- Choose an article from The New York Times that you would like to evaluate with your class.
- Before class, type a separate list of twenty words or short phrases from the article that represent an interesting mix of concepts that don't completely "give away" the content of the article but hint at it. (Choose a mix of "easy words" everyone will know, harder vocabulary appropriate to the subject, and a mix of parts of speech including verbs, adjectives, and both proper and common nouns.)
- Make as many copies of the words as you estimate there will be small groups of 4–5 students in your classroom. Cut the sets of words up into individual words and put a set of each into an envelope for each small group. As students enter the classroom, arrange them in small groups and hand each group an envelope of words and a handful of blank sticky notes. Inform students that these envelopes of words will be used in a "List, Group, Label" game shortly.
- Explain to students that the envelopes contain words and names from a New York Times article that they will have to sort into categories. Each group will determine and name these categories themselves, and each category should have at least one word in it, though the same word can appear in multiple categories. Instruct groups to take the words out of the envelopes when you say "go" and to begin discussing the words' meanings and relationships (with the aid of a dictionary if possible). Once groups have decided how they will categorize their words, they should use the sticky notes or the "List, Group, Label" sheet to record the names of the categories they have created.
- Invite students to walk around the classroom to observe how the other groups grouped and labeled the same set of words and names. What commonalities or patterns do they see? What differences? Based on this exercise, what do they expect the article that contains these words to be about?
- Have students read the article. As students read, you may notice that they are much more aware of the words from the exercise, their meanings and their relationships to the content of the piece.

