

Vocabulary Strategy

List-Group-Label.

Running Out of Time, Margaret Peterson Haddix,
New York, NY, Aladdin Paperbacks, 1999.

Statement of Purpose. The List-Group-Label strategy helps students organize their thought processes and make sense of terms and words that they have recently learned. It helps to categorize things to keep them straight. Specifically, this vocabulary strategy is beneficial for *Running Out of Time* because the characters are dealing with two different time periods, and the ideas can get confusing.

Context. This strategy should be done as an informal post-assessment. It will help the students **review** terms from the book and other things that they know about 1840 and 1996, but it also serves as a check for understanding for the teacher. Because this helps students review, it starts their study process to get them ready for the final assessment for the novel.

DIRECTIONS.

Materials: an empty white board and giant post-it notes (enough for each student to have two)

Time needed: 20 minutes.

1. Divide the whiteboard in half.
2. Label one side, "1996," and one side, "1840"
3. Give each student two post-it notes. Instruct them to write one term, word, or phrase on each card that pertains to the categories on the board. One for 1996, and one for 1840. The terms can pertain to the book, or simply to background knowledge of each era. Allow 2-3 minutes for this task to be completed.
4. Have students place their post-its on the board under the correct division.
5. Instruct students to take notes from the board- to write down key ideas and groupings that the class comes up with (this instruction, of course, will have followed a lesson on note-taking earlier in the year).
6. Starting with 1840, have the students group the words on the board into smaller categories. Students will have to discuss which divisions they agree with and come to some sort of satisfied consensus.
7. Move on to 1996, and do the same thing.
8. When the post-its are in smaller categories, have the class help you label them. All the words/terms/phrases in the category have to fit under the label. At this point, the terms can still be moved around to fit in the categories.
9. Finish when all the categories are labeled and the class is satisfied with the result.
10. Make sure that students have maintained their notes and divided the words they had written down from the board into categories that the class had agreed upon. They will want to know and remember the terms later, when they are studying.

After the Strategy. Because this was meant to be a review of ideas and the historical context of the novel, students can use this strategy as a type of study session. They can use the notes that they took to study with, and the strategy helps them get the juices flowing to remember ideas and concepts in the novel.

Assessment. The groups and labels that the class comes up with is part of the assessment. The teacher will recognize if the class understands ideas depending on the way they have grouped things. The notes that each student takes will also be a form of assessment for success of the strategy. They will make it easier for the teacher to tell if individual students were understanding the concepts taught in the novel.

Summary and Segue. Because this lesson serves as a review and post-assessment, it leads into the final assessment and ending of the unit.

Sample words to be placed in each group:

1840

Clifton
Andrew Jackson
Westward Expansion
Manifest Destiny
Indian Removal Act
Utopian Society
One-Room schoolhouse
Age of Reform
Nullification
Abolition
National Bank
Blacksmith
Midwife
Mr. Smythe
Dresses and boots

1996

Healthcare
Mr. Neeley
Press Conference
cars
buses
pay phones
hospitals
television
tourists
Indianapolis

T-shirts