List-Group-Label Vocabulary Strategy
The Secret Life of Bees – Sue Monk Kidd
Teacher's Guide

Purpose:
This strategy was developed by Hilda Taba (1967). It helps students see what they know about a particular subject and categorize the information. It helps students as they attempt to organize their thought process. This strategy can be used as both a pre- and post-assessment technique.

Directions:
Step 1 - Give each student two pieces of 4” x 6” paper (large sticky notes work really well) and a felt tip marker.

Step 2 - Listing. Explain the activity to the students. Tell them that you are going to put a word up on the board. Ask them to write down two things that come to mind that are connected with that word and write one on each sheet of paper. Ask them to write the word big enough that they can read it from the board. Once they have the words written down, they can walk up to the board and tape/stick their paper around the word.

Once a word has been written once, it cannot be used again. If a student's word has already been taken, the student must come up with another word. Have extra sheets of paper on hand in case the students need to rewrite a word.

Step 3 - Place the topic or key word on the board or overhead (depending on grade level “bees” or “Civil Right's Act” would be great ideas that would help get students thinking about the themes in The Secret Life of Bees. “Bees” could be used as a pre-writing strategy and a chance to introduce this activity to the students. “Civil Right's Act” could be used after reading to page 21 of The Secret Life of Bees which leaves the students at a point where they have read about the signing of the Civil Right's Act but have not gotten an extensive impression of the impact from the text.

Step 4 - Grouping. Ask the students to tell you which papers would go together. Move the papers into separate sections of the board. There may be words that will need an explanation from the student who wrote it. Let students disagree if they think that the categories should be changed. If they can't agree on where to put a work, leave it halfway between the most closely related categories.

Step 5 - Labeling. Ask the students to generate labels for the various categories that they have created. If possible leave this on the board as the students begin to read The Secret Life of Bees. It will help the students with understanding the underlying metaphor created with the bees.

Assessment:
This strategy encourages the students to come up with their own ideas and support them. It allows for learning in bringing out different perspectives. List-Group-Label offers pre-and post-assessment on vocabulary, categorization, and organizational thinking development

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