**Vocabulary Strategy: LGL**

**List-Group-Label**

*Uglies* by Scott Westerfeld  
2005: Simon Pulse

**Purpose**

Developed by Hilda Taba (1967) to help students work with new terminology and technical vocabulary, the LGL strategy was originally designed to be used in content areas, but is useful at all grade levels for teaching vocabulary and categorization skills. It also helps students as they attempt to organize their thought processes. This strategy is useful as both a pre- and post-assessment technique. For *Uglies*, it would work well as a post-reading activity to see what students think about a topic now that they have finished reading the novel.

**Context**

There are many important and interesting issues in the novel. Students may recognize these issues but not have a sufficient vocabulary to be able to talk about them coherently. There is also an interesting metamorphosis of language within the novel itself. Words such as "littlies," "bubbly," and "Rusties" show the development of language through time and cultures. A discussion of slang and how language is changing in our own day will engage students’ interest and awareness of the nuances of language.

**Directions**

**Step 1:** Bring to class multicolored sticky notes. Write the topic word on the board (i.e. freedom, friendship, beauty, courage). Ask students to look at the topic word and think about all the terms that they know that relate to the word. Provide students with some time to think about their responses (about 2 minutes).

**Step 2:** Have each student choose two sticky notes. Tell them to write their word on each of the notes and stick them on the board. If their word is already taken, remind them that they must come up with a new one.

**Step 3:** Categorize the vocabulary words. When the students have each put two words on the board, have them direct the teacher to move the words into categories. The teacher places the words together on the board at the students’ requests. Discuss the possible reasons for placing words or terms in particular groups. Many terms may fit into several categories or groups.

**Step 4:** Label all the categories. To refine the categorization skills of students, assign labels as a class to the various categories that have been developed.

**Segue**

After completing the strategy, ask students why they chose the categories they did. Why did they put certain words in those categories? Have them turn to a partner and discuss one word group they are interested in. Tell students that they are going to write one paragraph about one of the groups and how it applies and informs the novel *Uglies*. This paragraph can help to start a final paper for the end of this novel unit.

**Assessment**

Students will be assessed on their level of participation during activity and discussion. They will also be assessed on the quality of their paragraph about the word groups.
LGL: List, Group, Label

1. Turn to your partner and discuss one of the word groups on the board that interests you. How does this apply to the novel?
2. So what? Write one complete paragraph about a grouping from the board and how it affects how you think about the novel in the space provided:
Reflection

As a class, we will probably have had many lessons talking about issues in the novel, since this activity is a post-reading one. This particular strategy is different, however, because of its explicit focus on words and what they mean. In Professor Grierson’s class, we learned about many different vocabulary strategies. Some work really well for novels that have difficult words that students need to learn in order to understand what they are reading.

My novel, Uglies, does not have an abundance of vocabulary words that students will be unfamiliar with. This is why I chose the list-group-label strategy for my novel. Rather than learning new words, students will talk with their peers to find different ways to talk about issues within Uglies. They will share their knowledge with others; this way everyone learns something new.

This is a great activity to get students to work with words while thinking abstractly about the novel. Having a larger vocabulary allows students to talk intelligently about the novel. It will also allow them to write more intelligently. Without a broad knowledge of many words, students cannot write as precisely and confidently as they should be able to.

Many students do not have homes where their parents talk to them using academic words. Sometimes parents do not engage in conversations with their children, limiting their oral interaction to commands or reprimands. When students talk to their friends, their vocabulary is usually kept to simple and shallow forms of speech. It is important to have vocabulary instruction in the classroom or students will never learn how to speak complexly or even what many words mean.

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