

Strategy 7: Making Predictions Implementation Guide

Overview

One of the most important strategies students can use when approaching a new reading assignment is making predictions. The List-Group-Label method, a strategy to activate what students know about a topic, builds and expands on what students know, and helps them organize that knowledge before beginning reading. This strategy can also be used as a diagnostic instrument to find out what students know about a subject before they read and as an organizational tool to facilitate higher-level thinking through making predictions. Because the strategy involves the categorization and labeling of words, List-Group-Label also makes an excellent preceding strategy for a vocabulary development lesson.

The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 7 before students begin their work.

- Step 1: Make a Word List.** Have students look at the image of the map of Vietnam and list as many words as possible related to the topic. These words may be associations they come up with from memory if the topic is very familiar. If you conduct the discussion with the entire class, write the word lists in columns on the board or on an overhead transparency. If the discussion occurs within a small group, a student can record the words on the activity guide.
- Step 2: Look for Word Associations.** Students group items by indicating which words belong together. It is important that one student indicate which words go together in a group. Either you or the students then mark the words with an X or O or some other symbol. If another student wants to add to the group, it is important that the first student be consulted because he or she may be thinking of a different category. Students can use words more than once. For this activity, have students use the symbols on the activity guide.
- Step 3: Label Word Groups.** The student who came up with the original group should now go back and label each group. These labels actually represent concepts, and the words are then examples of these concepts.
- Step 4: Make a Concept Map.** Individually or in small groups, have students use the words listed to create concept maps.
- Step 5: Read the Text.** Have students read the passage on women in Vietnam.
- Step 6: Revisit the Concept Map.** Before reading, students should go back and take another look at the map, adding information from the reading. During reading, students may note whether or not the map they created

was consistent with the ideas presented in the text. After reading, students elaborate on their maps using the ideas in the text. This expanded map actually represents the connection of what they knew before reading and what they learned about the topic.

Discussion

Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe why they organized the words and labels as they did and how the new information fit into their initial organization.

Answers to the Student Activity Guide

Part A:

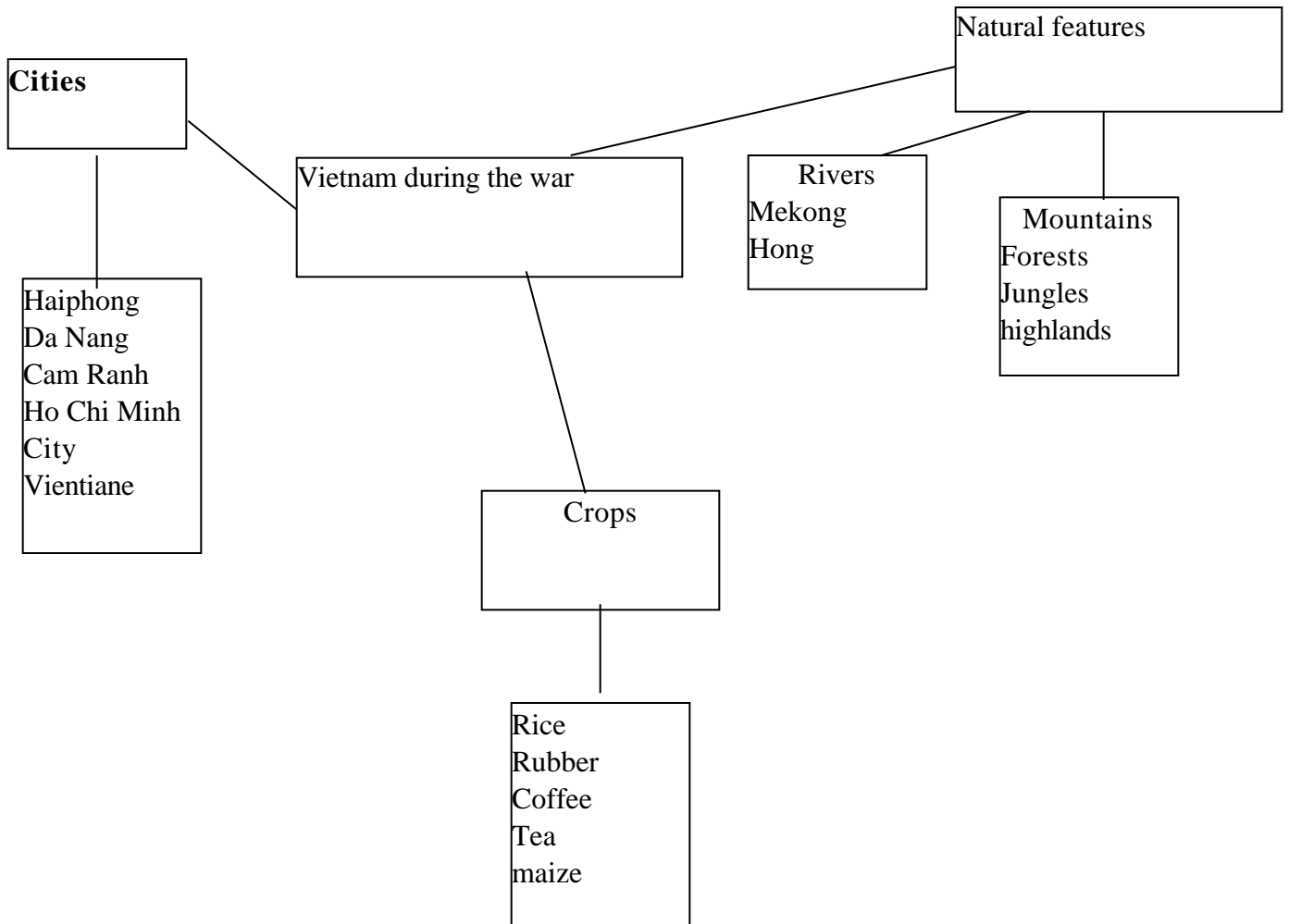
1. After studying the map, students may produce a list that looks similar to this one:

north	Mekong River	Gulf of Tonkin
Hong River	South China Sea	rubber
Mountains	Haiphong	coffee
rice	Central Highlands	Ho Chi Minh trail
tea	Bangkok	maize
south	Laos	forests
Cambodia	Vientiane	jungle
Thailand	Ho Chi Minh City	Phnom Penh
China	Saigon	Da Nang

2. See the concept map for some possible word groups.

3. Students will most likely label the words as cities, rivers, surrounding countries, crops, bodies of water, and so forth.

4. The concept map students produce may look similar to the one below:



5. After previewing the text, students may add the following words to their concept map:

bombing
recreation
attacks
death

Part B:

Answers will vary, but students should compare their initial and revised lists with what they read.

Name: _____ DATE: _____ Class: _____

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
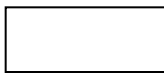
Part A: Answer the following questions BEFORE you read the text.

1. Look at the map of Vietnam During the War. List below all the things you see in the map.

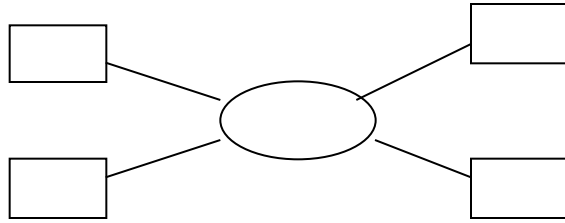
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Review the words in your list. Now group the words that you think go together by placing a check mark () next to words you think go together, an oval () next to other words you think may go together, a square () next to other words you think go together, and a rectangle () next to other words that you think go together. You may use words in more than one group and you may have more than four groups by making up more symbols.

3. Now label your groups. Using the marks below, write a label that you think describes all the words in the groups.

_____		_____
		_____
_____	_____	_____

4. Now display the words and labels in a concept map. Your concept map may look like this one. You may wish to modify this map to display your information more accurately.



Concept Map:

5. Now preview the text and add words and groups to your concept map.

Part B: Read the text on women in Vietnam and complete the activity that follows.

Women in Vietnam

The first three weeks it was kind of rough. I didn't really know anyone and the girls in the WAC company just weren't too friendly. But then one night I was laying in my bed and all of a sudden my bed started moving—it's like, three in the morning—and I jump and say, "What's going on?" And my roommate says, "The B-52's are bombing about fifteen miles from here." You know my bed was going from here . . . and then it would come back over here . . .

So anyway . . . I was assigned . . . to a unit called USAEV, which is United States Army Engineers, Vietnam. It consisted of fifteen officers and one enlisted personnel, which was me. There was another unit in our outfit that also had a female E-6. Her name was Jackie. With a total of thirty men in that command, we were the only women, and both of us were black.

The mission we had was top secret. What we did, I can only say we handled the power and the bridges throughout Vietnam. The section I had with the fifteen officers did something different than Jackie's did. Which, you know, we couldn't talk about what we did because of the defense. I had a clearance that said whatever went on, it was for me to know and nobody else. . . .

When things weren't hot [when there were no bombing raids] at night, we could party. We had everything we needed right there in Long Binh, which was big, was really like a city. We'd get movies in from the States before the people here would see them—we had first crack. So there was like a big patio with a big screen that they had painted white, and it was our movie screen. . .

We also had our own female softball team. We used to play the nurses and beat them and oh, they'd get mad at us for days, they really would. They were the same age as we were, you know, but they acted a lot older. I don't know if it's because, you know, the job they had. I do know I could not have been an Army nurse over there.

One thing that happened over there that really hurt me, was my general, his aide, and—there must have been at least six generals and their aids—they were shot down over Pleiku. They were aboard this UH1, which was, at that time, the largest helicopter the Army had. Well, they were coming back from checking the bridges and power and it was just dark and they were shot down. Killed, every last one of them. I tell you, I don't know, that got off with me so bad. I cried a lot, I really did, because by that being such a small command, the general personally would come in and talk to me, you know. So I knew him quite well. . . .

From: "Pinkie Houses" (retitled "Women in Vietnam") from *In the Combat Zone: An Oral History of American Women in Vietnam, 1966–1975* by Kathryn Marshall. Copyright 1987 by Kathryn Marshall. Reprinted by permission of Little Brown and Company. Electronic format by permission of **Melanie Jackson Agency, LLC**.

Look back at the word groups and concept map you constructed before reading. Add any new ideas on your map that you learned from your reading.

[add Vietnam Map here]