

## Collapsing List Game

### Directions:

Determine the lists you will use and the difficulty level. You may type over the sample lists provided on pages 2-4 to create a game appropriate for your grade level/content area. Copy each level on colored paper as indicated below.

Red = Level 1

Yellow = Level 2

Green = Level 3

### Rules:

- Team with the youngest member guesses first.
- Guessing team tells the reading team the color card they want to play.
- Reading team reads clues aloud.
- If guessing team does not provide the exact answer, then half points for the color are scored. If the answer is incorrect, then no points are scored.
- First team to earn 20 points wins.

## Level 1

Twitter, Facebook, Instagram: <i>social media</i>	peacock, royal, indigo, navy: <i>shades of blue</i>	Astros, Cowboys, Rockets, Texans, Rangers, Dynamo: <i>Texas sports teams</i>
rain, snow, sleet, hail: <i>precipitation</i>	pen, pencil, marker, crayon: <i>writing utensils</i>	sleeping bag, tent, flashlight, cooler: <i>camping supplies</i>
Venus, Jupiter, Mars, Neptune <i>planets</i>	daisy, rose, carnation, mum: <i>flowers</i>	Swiss, Cheddar, Mozzarella, Parmesan: <i>cheese</i>
PlayStation, Xbox, Nintendo DS, Wii: <i>video game systems</i>	dog, goldfish, cat, hamster: <i>pets</i>	sapphires, rubies, diamonds, emeralds: <i>gems</i>

## Level 2

Thomas Edison, Alexander Graham Bell, George Washington Carver, Benjamin Franklin: <i>inventors</i>	wind, solar, hydroelectric, geothermal, biofuel: <i>alternative energy sources</i>	multiplication, division, addition, subtraction: <i>operations</i>
Asia, Australia, South America, Europe: <i>continents</i>	free verse, rhyme, haiku, acrostic: <i>poetry</i>	Denver, Oklahoma City, Baton Rouge, Austin: <i>state capitals</i>
rotation, reflection, translation: <i>transformation</i>	typhoon, hurricane, tornado, blizzard: <i>storms</i>	mechanical, sound, thermal, light: <i>energy types</i>
hill, valley, canyon, mountain, island: <i>landforms</i>	Legislative, Executive, Judicial: <i>branches of U.S. government</i>	plants, sunlight, carbon dioxide, water, oxygen: <i>photosynthesis</i>

## Level 3

<p>Gestapo, fascism, Hitler, concentrations camps :</p> <p><i>Holocaust or WWII</i></p>	<p>Allusion, foreshadowing, assonance, simile:</p> <p><i>literary devices</i></p>	<p>Rhyolite, pumice, granite, andesite:</p> <p><i>igneous rocks</i></p>
<p>nucleolus, chromatin, nuclear envelope, nuclear pores:</p> <p><i>parts of the nucleus</i></p>	<p>Boston Massacre, Intolerable Acts, Boston Tea Party, Stamp Act of 1765:</p> <p><i>events leading to Paul Revere's ride</i></p>	<p>autocracy, dictatorship, monarchy, democracy:</p> <p><i>forms of government</i></p>
<p>Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman:</p> <p><i>authors of the Declaration of Independence</i></p>	<p>flatworms, roundworms, annelids, sponges, arthropods:</p> <p><i>invertebrates</i></p>	<p>hydrogen, oxygen, carbon dioxide, helium:</p> <p><i>gases</i></p>
<p>Ursa Major, Ursa Minor, Orion, Cassiopeia:</p> <p><i>constellations</i></p>	<p>Ophelia, Claudius, Horatio, Polonius:</p> <p><i>characters of Hamlet</i></p>	<p>Scandium, Mercury, Sulfur, Radium:</p> <p><i>Chemical Elements</i></p>

### *More Difficult Lists*

Students are often faced with lists of items that are not so clearly defined. To help students collapse these lists, I started by adding some items to previous lists so that students needed to expand their categories. For example, if I add *paperclips* to the writing utensil list, it can't be called *writing utensils* anymore. It needs a broader title, such as *office supplies*.

Readers do not just need to collapse lists of objects. Collapsing a list of events is important as well. When my students were reading biographies, we used a short selection about the early career of journalist Nellie Bly as a shared reading. Students had to answer the question, "Do you admire Nellie Bly? Why or why not?"

I was disappointed by how many of the students' responses focused on tiny details—Nellie Bly went into the insane asylum, she was fired from a factory for getting a drink of water. Although these details were valid, the students did not put them together to make a general statement.

The events in a biography, I realized, are just another kind of list for readers to collapse. I made a list of several of Nellie's accomplishments and asked students to write a sentence to collapse the list.

Nellie Bly went into an insane asylum to expose how patients were treated.

Nellie Bly worked in factories to write about the poor working conditions.

Nellie Bly exposed crooked landlords and the terrible condition of the tenements.

Collapsing this list was serious brainwork for my students. Eventually, a few students came up with a sentence like this: "Nellie Bly *made a difference* by writing about problems." The students had looked at each event and created a general statement about Nellie's accomplishments.

To practice the skill further, students listed three to five accomplishments or events from the individual biographies that they were reading and then traded papers with other students. The task was to collapse the list and write a general statement about their partner's historical figure. This wasn't easy. Because students generated the lists, sometimes they were difficult to collapse. However, the conversations that followed proved to be worth the effort.