

Strategy 22

Quotation Mingle

Time:
20 minutes
Grouping
Sequence:
Rolling pairs,
small groups,
whole class

Have you done any mingling lately? You know—that social process where you wander around a gathering and spend a few moments with lots of different people? Mingling is exactly what we are usually trying to *prevent* in our classrooms, right? But for the following lesson, it's definitely legalized and lionized. Mingling rocks.

We're always trying to get kids engaged in a text—even before they read it. We want them predicting and hypothesizing, posing questions, and drawing inferences before they even open the book. Our buddy Jeff Wilhelm (2001) calls this “front-loading,” or investing class time and activities in advance of reading to guarantee better comprehension later.

This strategy, also known as “Tea Party” (Beers 2006) is the most sociable form of front-loading we know. Mingling activities like this one get kids out of their seats, working purposefully and briskly with a succession of classmates. In this one, we expect kids to connect with eight to ten other kids in seven minutes. It's like a cocktail party without the cocktails.

MATERIALS NEEDED

Copy of article for each student, sentence cards or strips as described in Step 1.

Steps and
Teaching
Language

STEP 1 Prepare the materials Extract about eight interesting sentences from an engaging article and copy them onto index cards or paper strips. We have chosen some sentences from an article about the growing driving risks being taken by teenage girls (see page 136). You'll need one card or strip for each student in your class, so four copies each of eight sentences (counting on our fingers here) should yield thirty-two mini-texts. Yeah, a bit of prep, but these can be used for future classes.

STEP 2 Describe the activity

Today we are going to read a really interesting article, but for once I'm not going to tell you the topic beforehand. You'll have to guess. I've taken eight sentences from the article and copied them for you on these cards. We're going to have a “quotation mingle,” where we take our cards and walk around the room and compare our quotes to ones other people have, one at a time.

you know what mingling is, don't you? Like when people arrive at a party or a wedding and everyone kind of walks around saying hi, making a little small talk with everyone, spending a minute or two with each person? Get it? So we're going to mingle and have some small talk about our sentences from the mystery article.

Your job is to figure out what this article is about by reading the sentence you have, and then hearing seven other sentences and talking with the people who have them. OK? With each person you talk to, discuss what the whole article might be about. The more people you talk to, the more quotes you'll see—plus your partners can tell you about other quotes they've seen. So as our quotation mingle goes on, you should be better and better able to figure out what the whole article is about.

When you need a partner, wave your card in the air, like this. When you find a partner, take turns reading your quotations aloud—then talk. Try to see ten people. There are only eight different quotations out there, so you may see some quotes twice. Ready? Let's mingle!

STEP 3 Monitor and coach Let kids mingle for six to eight minutes. Be in the crowd, urging kids to switch partners to keep it brisk and lively. Be a partner to lost or hiding kids.

STEP 4 Call time Have everyone freeze in place. Ask each pair to join up with another pair to form a group of four. Attach any stragglers, one at a time, making a couple of groups of five if needed

Now, in your groups of four, talk about what you think this mystery article will be about. Between the four of you, chances are you have heard all eight sentences, though you have only four on your own cards, right? Be sure and tell what you think will be the main points of the article. Go!

STEP 5 Monitor Allow three minutes of work time as kids discuss, still standing up. Circulate, confer, and look for interesting ideas or quotes you can call on later. When time is almost up, warn kids: *OK, we're going to get back together in one minute. Before we do, each group must come up with what you think will be the title or headline of this article, word for word. Figure out a good title and each of you write it down.* Allow two more minutes for this.

STEP 6 Share with the whole class Reconvene the class and invite discussion about the main predictions kids made while mingling. Then, ask each group to slowly and clearly read aloud its proposed title for the article. Both you and the other students can comment on titles, noting their overlaps and differences.

STEP 7 Read the article Now (at last!) it's time to reveal the text and let kids read it. Have students use text coding (especially the ✓ and X, as seen on page 47) to flag the spots where their predictions are confirmed or contradicted. Then, regather in small groups or as a class to talk, first about the content of the article, and then about how the predicting process worked.

OTATION MINGLE is
in Text Set 2

os and Variations

- **WHEN KIDS FINALLY READ** What the quotation mingle accomplishes, in a sense, is getting kids primed to “read with a question in mind” (see Strategy 2). Expect to see some pretty active reading as kids gradually come to those familiar sentences in the text. You may even hear out-loud exclamations (“I knew it!”) as kids find their predictions confirmed or contradicted. This is a great example of the payoff of front-loading and sociable interaction.
- **MAKE YOUR OWN** The key to creating your own quotation mingles is to pick a mix of sentences that give good clues and context, but also ones that create more curiosity, or present puzzles or contradictions. Go for a range of sentence types: descriptions, quotations, statistics, and so on. Given a full set of six or eight sentences, a reasonable person should be able to reconstruct—oops, preconstruct—the gist of the piece. For another example, using a Civil War historical novel, see page 162.
- **KEEP 'EM MOVING** One predictable and rather pleasant danger of mingling is that pairs get so absorbed in their conversations that they don't want to move on, thus clogging up the mingle. For this activity, the *quantity* of different contacts matters a lot, so that's why you need to be in the crowd, breaking things up and moving people around.

Quotations for Mingle

Today, young men pay between 20 percent and 30 percent more than young women.

"Texting is so insane," she said.

Molly Sutton finds it challenging to ignore a text message when she's driving.

Teenage girls admit to speeding, texting and acting aggressively behind the wheel more often than their male counterparts.

"Where do I start?"
said Quinn's passenger, Matt Parilli, 17, cataloguing his friend's driving shortcomings.

"Most of them will tell you their parents do it."

But if the trend continues, that could result in higher insurance rates down the road.

"She's crying in the car because there's snow on the ground, or she's in a rush to get to school."

Chicago Tribune

Driving Risk Gap Between Teen Girls, Boys Narrows

February 17, 2010

By Julie Wernau

Tribune Newspapers

Molly Sutton finds it challenging to ignore a text message when she's driving. The 18-year-old high school senior said it's hard to wait until the next stoplight.

"I know it's not safe because there's proof with all the crashes and everything, but it's one of those things you don't think much of or you think you still have some control over," she said.

Her friend Claire Quinn, 18, finds it annoying when someone in front of her drives slowly, but she doesn't think she's a risky driver.

"Where do I start?" said Quinn's passenger, Matt Parilli, 17, cataloguing his friend's driving shortcomings. "She's crying in the car because there's snow on the ground, or she's in a rush to get to school."

Since the dawn of the automobile, teenage boys have been pegged as the more aggressive and risky drivers, with inflated insurance bills to prove it. But the gap in driving risks appears to be

closing, according to insurance industry officials and a new report from a major insurer.

"I know it's not safe because there's proof with all the crashes and everything, but it's one of those things you don't think much of or you think you still have some control over."

The Allstate Foundation, part of insurance giant Allstate Corp., says in a newly released "State of Teen Driving Report" that teenage girls admit to speeding, texting and acting aggressively behind the wheel more often than their male counterparts.

The trend hasn't translated into females becoming as big a risk behind the wheel as males, according to insurers. But if the trend continues, that could result in higher insurance rates down the road.

"Experience still shows female drivers are safer than boys at this age,"

ate spokesman Raleigh Floyd said. "If those figures change, our rating is going to change."

"We've seen the difference between young men and young women getting smaller," DeFalco said. "There is still a gap, but it's getting smaller all the time." According to the Allstate study, one out of four teen girls reported frequently talking and writing texts and e-mails while driving, compared with 15 percent of boys.

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"They're bored while driving, so they try to find other things to do," said Cathy Clausen, co-owner of A-Adams School of Driving. "Most of them will tell you their parents do it."

Clausen said instructors preach to their teen drivers about the dangers of using a cell phone or texting while driving. "Texting is so insane," she said. "I don't believe people would think for a second they could handle that."

According to the National Association of Insurance Commissioners, gender-based insurance rates are a tradition in the insurance world. Higher insur-

ance rates for young male drivers related to the fact that they drove more frequently and, therefore, had a greater risk of getting into a crash than young female drivers, a spokesman said.

"I think probably the biggest culprit is driver distraction," said Belden, adding that texting is a standout factor. "It's a trend with everybody, but teens tend to text more. Between DVD players and video game systems and things that people are putting into vehicles, there are lots of distractions, for teens in particular who are less experienced in driving."

Kristen Marzano, 17, has had her license for about five months and acknowledged that sometimes she puts on her makeup or fixes her hair in the car—or tries to fiddle with the adaptor for her MP3 player. "It's mostly I wait until the last minute to do everything," she said. "If I'm going to drive, I'm running out the door, dropping things. I guess it's just being disorganized."

In the Allstate study, 16 percent of teen girls admitted to aggressive behavior behind the wheel compared with 13 percent of teen boys, but Marzano disagreed.

"I have an older brother; he just turned 20. Driving with him before I got my license, he seemed to be more angry whenever someone cut him off or took his parking spot," she said. "He got pretty flustered."