

Quotation Mingle

Use this front-loading strategy to get students engaged in a text—even before they read it. Quotation Mingle involves having students predict and hypothesize, pose questions and draw inferences before they even open the book. This strategy allows students to get out of their seats and mingle while working purposefully and briskly with a succession of classmates.

Steps and Teaching Language Used:

Step 1: **Prepare the materials** Extract about eight interesting sentences from an engaging article and copy them onto index cards or paper strips. Pick a good mix of sentences that give good clues and context, but also ones that create more curiosity, or present puzzles or contradictions. You'll need one card or strip for each student in your class.

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."* (Describe what mingling involves) *"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 the 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."* (Explain a process for finding a new partner)

Step 3: **Monitor and coach** Let kids mingle for six - 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 (or 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. 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 it's time to reveal the text and let kids read it. You can have students use text coding 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.

Source: Daniels, H., & Steineke, N. (2011). *Texts and lessons for content-area reading, with more than 75 articles from the New York Times, Rolling Stone, the Washington Post, Car and Driver, Chicago Tribune, and many others*. Portsmouth: NH: Heinemann Educational Books.