

Rumors

GRADES 3-12

ELA	
AREA OF FOCUS	I Interdependence of Oral Language, Disciplinary Writing, and Text Engagement
GUIDELINE	1 Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening).
SPECIFICATIONS	1a Units include pair or group conversation activities which help students hear and imitate more fluent others as they develop their abilities to develop and challenge ideas using evidence-based reasoning, allowing them to engage with ideas and ELA practices (infer meaning from texts, make arguments, support claims with text evidence, organize ideas, etc.) before writing extensively about them.

Description of resource and intended audience:

The purpose of the "Rumors" activity is to have students exchange ideas to find similarities and differences in their thoughts and knowledge of a specific content/subject area. Classroom instructors should use this tool:

- At the beginning of a lesson to activate prior knowledge
- At the beginning of class to activate what was learned in the prior lesson
- In the middle of a lesson to synthesize new information (key point, theme, prediction) or explain thinking
- At the end of a lesson as a wrap up

Materials needed: Mentor text, Post-it Notes or small pieces of paper, and classroom space

Scaffolds as needed: Sentence frames for written and oral discourse, word bank, peer support, bilingual dictionary

Approximate time needed: 10 minutes

Instructions:

Routine Sequence:

1. Ask learners to jot down their name and an idea, experience, or knowledge they have about the topic of conversation or idea being introduced on a post-it-note or small piece of paper.
2. Invite learners to join you in an open space with their completed post-it note.
3. Check for background knowledge and pre-teach the meaning of the term "rumors" if needed.



4. Tell learners that they are going to spread rumors about the specific topic under discussion by going up to someone, reading a post-it-note, listening to their partner's post-it-note, and then exchanging rumors (trading post-its so they no longer have their own).
5. Then each person goes up to another person and does the same thing again, Listen, Say, Exchange, or, Listen-Exchange. Learners can use the name written on the post-it-note when they tell a rumor – “I heard from Debbie that....”

Reflect:

1. Stop the rumors. Ask one participant to read the rumor that they ended up with out loud. Post the rumor on a white board or chart paper and then ask others to post their rumor next to the first one if it connects to it. Ask learners to read their rumor out loud as they post them to the group and explain the connection.
2. Encourage learners to give the group of rumors a name based on the connections.
3. Continue adding groups until all rumors are collected and posted.
4. Discuss what our rumors may tell us about our learning, questions, and ourselves.

Adapted from:

Bondie, R. (2016). Group Learning Routine: Rumors, All Learners Learning Every Day. Retrieved from: <http://www.alled.org/group-learning/gather-responses/rumors/>. Used with Permission of Author Rhonda Bondie