



JIGSAW

DESCRIPTION

In this activity students are divided into groups. Each group has a different focus related to a common theme or topic. Students are then regrouped so that one member from each of the original groups is able to teach the other students what they learned. The purpose of this activity is for students to teach and learn from each other. This activity can be used for any grade level and content area. It works best when used to look at content broadly, such as when introducing or reviewing a unit.

LEARNING STRATEGIES Determining Importance, Synthesizing

LESSON PLAN STAGE Investigation, Reflection, Synthesis

SKILLS Making Meaning

PREPARATION

- Plan each group's focus related to the topic or theme. The key is for each group to be doing something different, yet something that relates to the other groups.
- When using text this activity works best if each group examines a separate text rather than taking one text and breaking it into sections. A text broken down into pieces can be hard to understand particularly if there is sequential information. This could lead to student confusion.
- Make grouping assignments for the first and second rounds of groups.
- Have explicit written instructions for each group.
- Create a graphic organizer students can use to organize information when they are being taught in the second group.

ACTIVITY STEPS

TEACHING TIPS

1	Introduce Jigsaw.	Explain to students the purpose of the Jigsaw and the mechanics of how they will move between groups.
2	Model Jigsaw activities.	In the first round of grouping, each group will be doing a different activity. Model what each group will be doing.
3	Break students into groups.	The teacher can pre-arrange the grouping assignments. If making on-the-spot grouping, colored index cards with letters or numbers written them are useful. Students could also count off. For example, the 1's can group together for the first group, and then numbers 1-5 can group together for the second group.



ACTIVITY STEPS

TEACHING TIPS

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| 4 | Conduct first round of grouping. | Each group will be working on a different activity. In a science unit about mammals one group might be reading about squirrels while another group is reading about elephants. In math, each group could have a different word problem to solve. |
| 5 | Conduct second round of grouping. | After the first grouping has completed its work, students will move to their second group. Students will rotate teaching their new group members what they learned in their first group. |
| 6 | Reflect on content. | Reflection can be independent or as a group. It is an opportunity for students to think about what they learned from each other. In ELA this might be identifying common themes across the texts. In math, it could be what they learned about solving word problems. |