

Jigsaw

Focus: Engaging with Complex Text

Description	Timing	
<p>The objective of Jigsaw is to develop students' content knowledge, often based on reading a chunk of text and by becoming an expert on that chunk and then sharing that expertise with peers. Jigsaw provides students with close reading opportunities, negotiation and consensus-building opportunities within small groups, and speaking practice when sharing their expertise on a topic.</p>	Ongoing	
	Language Domains	
	Listening ✓	Speaking ✓
	Reading ✓	Writing
Procedure	Classroom Materials	
<p><u>Before strategy</u></p> <ol style="list-style-type: none"> 1. Introduce and model how Jigsaw works 2. Form heterogeneous "home groups" of 4-6 3. Identify 4-6 sections of a text and some guiding questions and/or graphic organizer 4. Assign each section to a different member of "home group" <p><u>During strategy:</u></p> <ol style="list-style-type: none"> 1. Create "expert groups" that consist of students across "home groups" who will read the same selection. 2. Give all students a framework for managing their time on the various parts of the jigsaw task such as guiding questions or a graphic organizer. 3. Provide key questions to help the "expert groups" gather information in their particular area. 4. Provide materials and resources necessary for all students to learn about their topics and become "experts." 5. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned. 6. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report. 7. Remind students that "home group" members are responsible to learn all content from one another. <p><u>After Strategy</u></p> <ol style="list-style-type: none"> 1. Students return to "home group" and each member of home group shares information about his/her area of expertise 2. Students complete a graphic organizer to record information about all areas of text 	<ul style="list-style-type: none"> • Graphic organizers • Chart paper 	

Scaffolds		
Substantial	→ Moderate	→ Light
<i>All light and moderate scaffolds plus...</i> <ul style="list-style-type: none"> Read all sections whole class first to get gist Provide separate guiding questions for each expert group 	<i>All light scaffolds plus...</i> <ul style="list-style-type: none"> Fill in some parts of graphic organizers Use sentence frames in graphic organizers Word bank on graphic organizers 	<ul style="list-style-type: none"> Pre-teach vocabulary in texts Build background knowledge of content beforehand Create graphic organizers

Keys to Success
<ul style="list-style-type: none"> Model and practice before releasing students Ensure students have some knowledge of content beforehand Assign roles within groups such as task manager, recorder, timekeeper Circulate and assist students to stay on task

ELD Standards
<p>Interacting in Meaningful Ways</p> <p>A. <u>Collaborative</u>:</p> <ol style="list-style-type: none"> Exchanging information and ideas via oral communication and conversations <p>B. <u>Interpretive</u>:</p> <ol style="list-style-type: none"> Reading closely and explaining interpretations and ideas from reading <p>C. <u>Productive</u>:</p> <ol style="list-style-type: none"> Selecting and applying varied and precise vocabulary and other language resources

Learn More
<ul style="list-style-type: none"> See this link for more information