

Strategy: Jigsaw
Reading Dimension(s): Comprehension, Responding/Retelling
Objective/Essential Question: Can the student independently tell about what was read?
SOL(s): K.8, 1.11, 2.8, 3.5, 4.5, 5.6
Prerequisite Skills: <ol style="list-style-type: none"> <li>1. Ability to work in a group.</li> <li>2. Ability and confidence to speak in front of a group.</li> </ol>
Materials: reading passage
Procedure: <ol style="list-style-type: none"> <li>1. Divide the class into three groups. Also divide the reading material into three sections, and assign one to each group.</li> <li>2. Pair students to read the assigned section, strategically placing poor readers with able readers. Allow a specific amount of time for reading (about two to four minutes).</li> <li>3. After the allotted time, all students who read the same section come together to discuss the information. Within a specified amount of time (about five to seven minutes), they summarize what they read, clarify words and concepts they did not understand, and ask questions of each other about the content. The students need to know this information well, so they can teach it to others. Before dismissing these groups, have all three groups count off: 1-2-3.</li> <li>4. Regroup the class into "1"s, "2"s and "3"s. Now each group contains students who have read the first, second, and third parts of the passage. Beginning with the first part, the students who read that section share the information they learned with the rest of the group. All of the "1"s should have a chance to give input. Students may ask questions to clarify information presented. The "2"s and "3"s repeat the same process. Allow about seven to ten minutes for the students to teach each other the information.</li> <li>5. Bring the class together to process and bring closure to the activity.</li> </ol>
Reference(s): <p>Parrott, P. (1999). Jigsaw reading activity. Retrieved June 6, 2001 from The University of Kansas Center for Research on Learning Web site:  <a href="http://www.ku-crl.org/archives/1999/0599spot/pat.html">http://www.ku-crl.org/archives/1999/0599spot/pat.html</a>.</p>