

## JIGSAW

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a "home groups" of three to five, and an "expert group" consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

### Purpose

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would normally get in a whole-class situation with the teacher as leader.

### Payoff

Students will:

- Increase their comprehension and have a compelling reason for communication.
- Receive support and clarification from other students.
- Share responsibility for each other's learning as they use critical thinking and social skills to accomplish the learning task.
- Gain self-confidence through their contributions to the group effort.

### Tips and Resources

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts on the material.
- As students enter the classroom, hand out cards with the expert group numbers or symbols on them, in order to manage the logistics of breaking off into expert groups. The various readings can also be coded in this manner for easy distribution.
- Provide a question sheet or chart to help the expert groups gather information in their particular area.
- Prepare a summary chart to guide students in organizing the experts' information into a cohesive and meaningful whole.
- As another option, have the expert groups make presentations to the entire class on their section of the reading material. During the presentations, each student takes cumulative notes or fills in an

information organizer, resulting in a complete picture of the reading when all of the presentations have been done.

Beyond Monet, pp. 158-159.

Reading, Writing, and Learning in ESL, pp. 337-338.

Teaching Reading in Social Studies, Science, and Math, pp. 264-266.

Further Support

- Give students a framework for managing their time on the various parts of the jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone's understanding and ensuring that everyone's voice is heard.

What Teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> <li>• Choose an entire textbook chapter or article and divide it into smaller segments, or pick a series of reading on the same topic.</li> <li>• Assign each student to a "home group" of three to five students.</li> <li>• Assign each student to an "expert group," with a focus on a particular segment of the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet briefly in the home groups before breaking off into the expert groups.</li> </ul>
<p>During</p> <ul style="list-style-type: none"> <li>• Establish guidelines for the information that students should include in their summaries (e.g., for a series of readings on chemical compounds, identify the following: the types of compounds, how they are formed, what reactions are caused, etc.)</li> <li>• Have expert groups meet to read a selection or work on a task, review and discuss what</li> </ul>	<ul style="list-style-type: none"> <li>• Work together to make sure that all group members become "experts" on their</li> </ul>

<p>was read, and determine essential concepts and information, using a question sheet or graphic organizer to guide them.</p> <ul style="list-style-type: none"> <li>• Remind students that the experts will have to consider how they will teach the material to the home group members.</li> <li>• Convene home groups so that each student can share his or her expertise with all members of the home group.</li> </ul>	<p>particular part of the reading task, and help each other to decide how to report the learning to the home group (e.g., as a series of a questions and answers; in chart or template form; or some other way.)</p> <ul style="list-style-type: none"> <li>• Use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the entire task.</li> <li>• When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points.</li> <li>• If appropriate, fill out a graphic organizer in the home group to gather all the information presented by each expert.</li> </ul>
<p>After</p> <ul style="list-style-type: none"> <li>• If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to present to the entire class.</li> <li>• Have students reflect on the communication they used to help all group members understand the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the teacher to clarify any information or ideas that are still unclear or confusing.</li> <li>• Discuss what communication helped them to understand the material explained by others.</li> </ul>