Jigsaw

1. Divide up the students into teams of three to five members.
2. Appoint one person from each group as the leader.
3. Divide the lesson into segments to match the number of people in each group.
4. Assign one member of each group to learn each lesson segment.
5. Give students time to work on step 4 in “Like-Content Pairs” to master the material.
6. Gather students into “Expert groups” all “Like-Content Pairs” join together. Give them time to discuss their findings of step 4.
7. Bring the students back into their main groups.
8. Have each student present his or her findings to the main group.
9. Move from group to group as a facilitator wherever needed.
10. Quiz or otherwise test the material covered to determine retention (Aronson, 2007).

RECOMMENDATIONS

1. Teacher identifies a range of materials related to the topics addressed in the lessons. Consider the students who will be involved in this exercise, and, if necessary, try to identify selections of varying text difficulty and sophistication.

2. Teacher divides students into four to six Jigsaw groups. The group size should be dependent upon the number of selections to be assigned. The teacher divides the lesson into four to six segments. Each group member receives the task of reading one of the targeted selections. Depending on the nature of the group, the teacher may allocate the specific readings to each person, or the group itself may decide who will tackle which selection.

3. Students read the selections with their “Like-Content Partner.” If the materials are photocopied, encourage students to underline important information they will need to share with their group. "Sticky notes" are an option for materials that cannot be written upon. Students may also jot down notes, or follow a graphic note-taking outline provided by the teacher as a means for extracting important concepts from their passage. Students may or may not only have access and knowledge of the text related to their specific reading or assignment.

4. All of the students meet in their "Expert Group" (all the students Like Content Pairs) and discuss the concepts, highlights, and other information they feel is most important. This group also might also create a summary of key points, a concept map, a graphic outline, or highlighted notes which will be shared with other groups.

5. Members of the “Expert Group” leave and meet with their original Jigsaw group. “Each member of the group has key information that no one else in the group has. The Jigsaw groups teach each other what the Expert Group felt to be the most important and relevant information. This is where the jigsaw starts to come together. Students are encouraged to "test" one another and ask questions for further clarification.

6. The final piece involves a return for a class discussion about the topic(s) covered. At this time the teacher helps the class reach a complete understanding of all the material covered in the Jigsaw activity.