



Jigsaw Reading

Students of any level can become overwhelmed when they are presented with large amounts of text. Jigsaw reading is an organization technique that breaks up longer texts into smaller chunks of text (one-two paragraphs) that students work together in groups to become experts on. Each student then moves into a new group, in which every member has become an expert on a different part of the text. The students then take turns teaching their new group about their portion of the text. This technique emphasizes cooperative learning by giving students the opportunity to help each other build comprehension.

Objective: To develop reading skills and communication skills and build cooperative learning strategies.

Materials:

- An appropriate reading text divided into 3-4 sections
- Copies of comprehension questions for the text with the different sections clearly marked

Description:

1. Tell the students the topic that they will be reading about and encourage them to make predictions about what they will read.
2. Pre-teaches critical vocabulary that the students will need before they begin to read the text.
3. Divide the students into different groups, one for each section of the text.
4. Explain that each group will be responsible for reading one section of the text and answering the reading comprehension questions that pertain to their assigned section.
5. Give the students time to work in their groups to read and discuss their section of the text, and answer the reading comprehension questions.
6. When all of the groups have completed the questions, divide the class into new groups. There is one student from each of the original groups in the newly formed groups. Each group represents the entire version of the reading text.
7. Each member of the group shares the answers to the section of the comprehension questions that their original group was responsible for. Students should not read the text out loud; instead they discuss the questions and answers.
8. At the end of the activity, all of the students will have learned the answers to all of the comprehension questions from the other students in their group.

Suggestions: Jigsaw readings also work well in multi-level classes, since Students can work with a section of the text that is matched to their reading level. If you have a multi-level class, you may want to choose a text that has both short and long sections. As you write the comprehension questions, you can create more basic comprehension questions for the shorter sections, and more in-depth comprehension questions for the longer sections. Then group students with same ability levels together for steps 3-5, and give groups with lower ability levels the shorter sections, and groups with higher ability levels the longer sections.