

Jigsaw Instructions

In the process of completing an “official” jigsaw students first learn part of the material on their own. Then the students review and revise that information with a group of other students who learned the same material. Finally the students move into groups with students who learned all of the various parts of the material. In this final activity, the students take turns teaching each other the different parts of the lesson until every member of the new group has all the “pieces of the puzzle”. Every jigsaw activity in this curriculum guide is an edited version leaving out the first step of the activity for the sake of time constraints. Feel free to add it into your classroom experience if you have the time. These step-by-step instructions include instructions for the full activity as well as edited instructions for a briefer activity.

Helpful Hint

Rather than having to always have a deck of cards handy, and organized into even sets of values and suits – documents can be numbered or marked with identifying stickers. For Example, if you have a class of 35 students and 5 documents to be read. You will have need 7 groups and 7 different kinds of stickers. Document A will either be numbered from 1-7 or be stickered with hearts, stars, dogs, frogs, etc. Then your first groups are organized by document title, second groups are organized by number or sticker. For example “Everyone with a frog sticker take your paper and a pen and move to that corner.” It is always possible to manipulate your groupings so that to avoid classroom management problems by carefully controlling the distribution of the documents.

Full Jigsaw

Hand each student a standard playing card (or marked document – see helpful hints below) as they enter the room.

Every student with “hearts” will read document A, “clubs” will read document B, “diamonds” will read document C, and “spades” will read document D.

The students will either take notes or answer questions on their document depending on their grade level.

All students with the same document (or card suit) will then be grouped together and discuss the information in order to make sure they all understood the document and agree on the most important points.

Students will then be sent to groups consisting of their card value – Ace, King, Queen, Jack, etc. Ace of Hearts will teach all the other Aces about his/her document. When all the Aces have shared with their group the group members will have the information from all 4 documents even though they have only read one part of the material. (Another benefit to this activity is that you print only one part of the information for each student, and the materials can be used several times.)

The students can record the information learned from the final part of the activity in notes or answers to questions (some lessons have a worksheet designed for this purpose).

Edited Jigsaw

Hand each student a standard playing card as they enter the room.

Every student with “hearts” will read document A, “clubs” will read document B, “diamonds” will read document C, and “spades” will read document D.

The students will either take notes or answer questions on their document depending on their grade level.

Students will then be sent to groups consisting of their card value – Ace, King, Queen, Jack, etc.

Ace of Hearts will teach all the other Aces about his/her document. When all the Aces have shared with their group the group members will have the information from all 4 documents even though they have only read one part of the material. (Another benefit to this activity is that you print only one part of the information for each student, and the materials can be used several times.)

The student can record the information learned from the final part of the activity in notes or answers to questions (some lessons have a worksheet designed for this purpose).

