

## Sample Jigsaw Reading Activity

This activity can be used at any proficiency level as a cooperative learning activity during reading comprehension instruction. This sample has been designed for a class of nine English language learners.

**Step 1:** Select a grade appropriate text that has the same number of paragraphs as members of each group. For nine students, you can have three groups of three students—and select a text that is three paragraphs long.

**Step 2:** Prepare a graphic organizer, such as a chart, that includes all three paragraphs and would be appropriate for the content. For example, the following chart could be used for main idea and details:

	Paragraph A	Paragraph B	Paragraph C
Main Idea			
Details			

**Step 3:** Make three copies of the selected reading. Label the first paragraph A, the second paragraph B, and the third paragraph C. Then cut the text so each complete text has three pieces. There should be nine separate paragraph strips total.

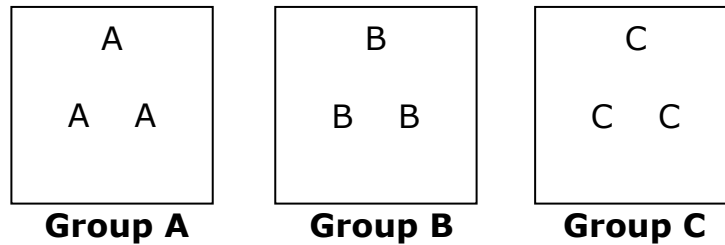
**Step 4:** Put the students into groups, and distribute copies of the graphic organizer and the reading strips.

**Step 5:** Group students with the same letter text together so they can preview and read the text together. That is, put students with paragraph A together, students paragraph B together, and students with paragraph C together.

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For this class of nine students, your groups will look like this:



**Step 6:** As a class, remind students of pre-reading strategies. Have them look for text features, text structures, and use other pre-reading strategies to access background knowledge and prepare them to read the text. You may want to ask the following questions:

- How is the reading organized?
- What does the organization tell you about the reading's purpose?
- What do you already know about this reading's topic?

**Step 7:** Have students read the text together in their groups. You may want to provide them with questions to guide their reading, such as:

- What is the main idea of the paragraph?
- What details can you find to support the idea?

**Step 8:** Have students fill in the main idea and details in the column of their chart that corresponds to their paragraph (i.e., students with paragraph A fill in column A, etc.).

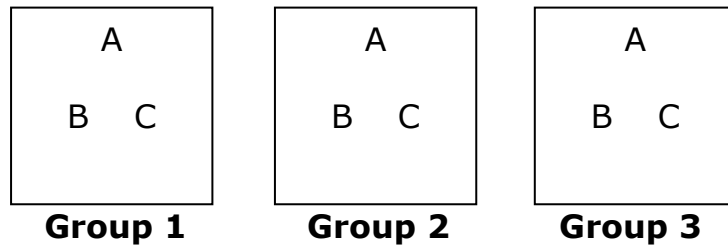
Groups should come to a consensus as to the main idea and details of their paragraph. Make sure you allow enough wait time to allow groups who do not agree on their answer to come to an agreement. (Remember that conflict resolution is an important part of cooperative learning.)

**Step 9:** Next, regroup the class into three new groups so that each new group has a student who has read each paragraph. So, Group 1 should have an A, B, and a C, and so forth.

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Your new groupings will look like this:



**Step 10:** Have students elicit information from each other and share the main idea and details from each of the paragraphs. Depending on the proficiency level and academic experience of your students, it may be necessary to remind (and in some cases reteach) students how to ask for and receive information in English.

**Step 11:** Have students fill out the table as each group member shares the main ideas and details of their paragraph.

**Step 12:** Once groups have completed their tables, come back together as a class to recap and share information.

**Step 13:** You can also have the class complete extension activities as well, such as:

- Group writing to continue the text.
- Independent internet searches to research the topic.
- Drawings or sketches to illustrate the main ideas.