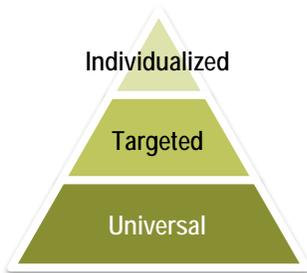


Jigsaw



Jigsaw is a cooperative learning strategy that creates opportunities for students to learn from each other in small groups. Students are assigned to a “home group” and then disperse to become an expert in one aspect of the assigned topic before returning to their “home group” to teach the material to their “home group” members.



A teacher’s understanding of their students’ learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Provides authentic and engaging learning opportunities.
- Builds background knowledge and comprehension by teaching other students.
- Facilitates interaction among students and promotes cooperation and shared responsibility.
- Improves listening and communication skills.

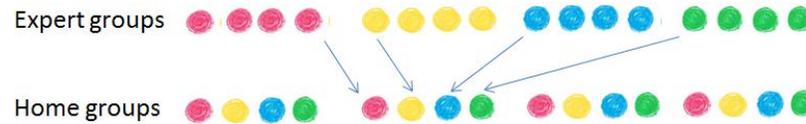
How this strategy could be used in an inclusive learning environment

1. Decide on a topic to be studied and break the topic down into three to five subtopics. Provide supporting information for students to review in each of the subtopic areas.
2. Assign each student to a “home group” of three to five students and assign each student a subtopic expert group.
3. Provide key questions or a graphic organizer to help the expert groups organize information from their subtopic.
4. Have students move to their temporary “expert groups” to learn about their area of the topic.
5. While in their “expert groups” have students make note of important information they learn. During this step teachers can move around the room and ensure groups are on task, all group members are heard, and to check for understanding. Support the comprehension of students in



the “expert group” by asking questions and rephrasing information until there is a clear understanding of the subtopic.

6. After learning about their subtopic, have students share with others in the “expert group” to determine what information is relevant and to rehearse how they will share it with their “home groups.”



7. Students return to their “home group” and each member presents and shares his or her subtopic with other home group members. Consider having students use a graphic organizer to collect information presented by each subtopic expert.
8. Have all students complete a quiz on the topic to check for understanding.

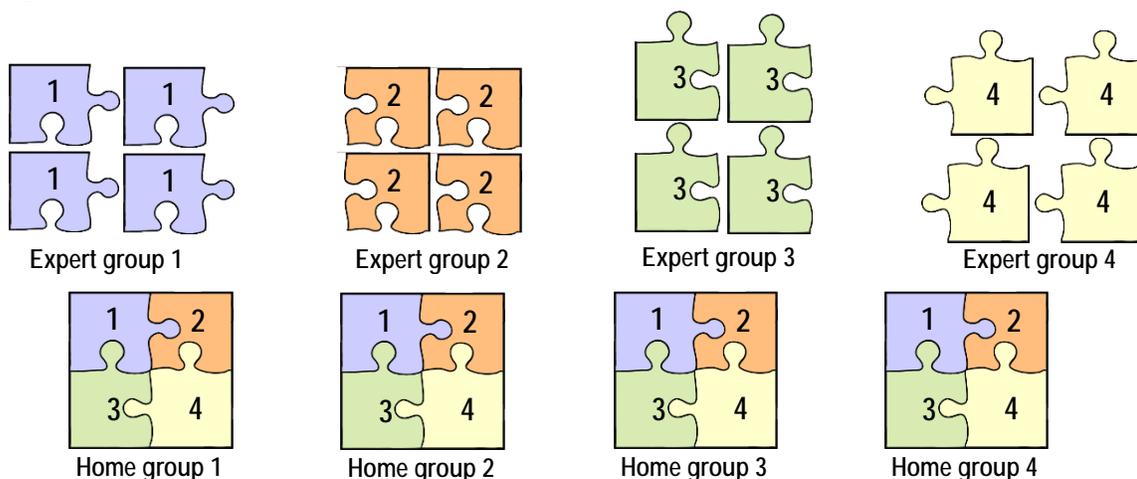
Example

Properties of Rocks (Grade 3 Science – Rocks and Minerals)

1. In their home group, students examine samples of different types of labelled igneous and sedimentary rocks. Each student chooses one labelled rock and the accompanying reading material, and forms a new group with students with the same type of rock.
2. Each new expert group reads and discusses the information provided about their particular type of rock, learning as much as they can about where it comes from and how it is made.
3. Each expert group then examines their rocks and fills out a list of properties of their particular type of rock. For example:
 - *colour*
 - *lustre or “shininess”*; e.g., *shiny, dull, glassy, metallic, earthy*
 - *texture*; e.g., *rough, smooth, uneven*
 - *hardness, based on scratch tests with available materials*
 - *presence of carbonates and crystal shape for minerals or overall pattern of rocks.*



4. Returning back to his or her home group, each student takes turns teaching the other members about his or her particular type of rock. Students in the home group fill out a chart indicating the properties.



Tips for individualized supports

- Ensure students have had the opportunity to work in small groups before introducing the jigsaw strategy.
- Provide alternative reading passages about the same topic at various reading levels.
- Group students strategically, ensuring a range of abilities and strengths.
- Have expert groups consist of two students rather than have students go out on their own.
- Have students use visuals to cue discussions and represent a subtopic.
- Prepare outlines or visual study guides of what each subtopic should cover.
- Use a student's augmentative and alternative communication (AAC) device to report back to home groups.
- Ensure that reading the text or article is accessible; provide text-to-speech options, and have the information available digitally.

