

### **Classroom Close-up: Using Jigsaw in Math**

I divided my students into home groups of four and gave each home group four different kinds of multi-step word problems. Group members divided up the problems and formed expert groups with those who had the same problem. Each expert group worked together and grappled with their problem. Once they had discussed how to solve the problem and worked through it together, they had to figure out the best way to teach it to their home groups. Some used manipulatives, while others used small white boards. Students returned to their home groups and took turns teaching their group members how to think through and solve their problem.

What struck me most as a teacher, was how serious the whole process was to the students. They felt responsible for deeply understanding how to solve the problem so that they could clearly explain the process to their group members. I really saw them take ownership of the learning.

-I.S., South Carolina

### **Classroom Close-up: Using Jigsaw in Social Studies**

The challenge of teaching history is that there is so much to teach and not enough time to get it all in. Using the Jigsaw strategy has provided a way to go deeper with a large amount of content. I put my students in groups of three and gave each group three different articles from three different perspectives about World War II. Each student would get together with others who had the same article. They would then read and annotate the article together. I then asked them to create interview questions to ask someone who had a different article to try to get that perspective about the war. Students would then return to their original group of three and take turns interviewing each other to get all three perspectives of the war. Once they had all three perspectives, students used this information to write a compare/contrast essay. Using the Jigsaw strategy instead of just having students do everything individually allowed us to get more done and go deeper in our thinking.

-R.K., Hawaii

### **Classroom Close-up: Using Jigsaw in Art**

When teaching the elements of art to my students, I like to show them examples of each element in a variety of works of art. Recently, as I was analyzing a painting for use of line, I looked at my students and noticed glazed expressions and realized the only one really listening was me! I decided that I had to turn the thinking, talking and working over to the students and the Jigsaw strategy would be ideal. I put my students into groups of five and gave each group five PowerPoint slides, each with a piece of art that incorporated the use of line. Group members each took responsibility for one of the works of art. They “jigsawed out” to form new groups with others who had the same piece. Using the notes we had taken the previous day, they discussed how the artist used line. I walked around and listened in to conversations, clarifying understanding where needed. Students then “jigsawed back” to their original group of five and took turns using the work of art to explain how that artist used the element of line. Once each group member had shared, the group discussed which artist used line most effectively and why. These students’ ability to talk, and even argue, about line was so far above anything I had seen in past years that I did the same thing with the other elements of art.

-O.S., South Carolina

### **Classroom Close-up: Using Jigsaw with Vocabulary**

I hate teaching vocabulary and find it a challenge to make it rigorous or engaging. After I learned more about the Jigsaw strategy, I decided to try it with vocabulary. I gave five vocabulary words to each group of five. Each student took a word and then paired up with another student who had the same word. They used various resources to determine the meaning of the word and then had to come up with a “4<sup>th</sup> grade friendly” definition, a symbol or image to represent the word, and a body movement that represents the word. They returned to their original groups and taught their group members the symbol and movement and explained how they represented the word meaning. Afterward all five had shared, students individually completed charts with the word, its meaning, and symbol. I was amazed at what they remembered about the word based on what their group members had shared. I would later hear them referring to the term as “so-and-so’s word”, connecting the term with the person who had taught it and the symbol and movement they shared.

-B.V., Texas