Lesson#: _____

Unit Topic/Essential Question:

Aim/Guiding Question:

Objectives
Students will be able to:

New Terms:

Materials/Preparations:

The Jigsaw Lesson

In the Jigsaw Cooperative Learning lesson, **different reading materials** are distributed to members of a group. For example, if the class is studying organelles of a cell, one member of the group would get a reading assignment on mitochondria, another on ribosomes, another on Golgi apparatus, and so on. Each reader now becomes an "expert" on that specific topic. All students must rely on the team "experts" to get all the information they need to understand cell organelles.

Another variation of the Jigsaw II is having all of the "experts" read their material and then meet with the same topic area "experts" from the other groups to discuss and share their understanding of the material. The "experts" then return to their original groups to teach the other group members about their topics. This version requires a higher level of cooperation since the "experts" must work in and outside of their groups.

General procedure for a Jigsaw II activity:

1. Divide content area reading material into chunks or topics (4-5)
2. Divide students into groups with the same number of members as topics
3. Groups disband temporarily to form "expert" groups of all students with the same topic
4. Each "expert" group discusses the information and decides how to present it to their "home" groups
5. Return to home group and take turns teaching each other

Each group member is responsible for learning all the material.

Prediction Guide

Directions: Read each of the following statements. Place a T or F at the end of each statement in the True/False column. After you read the text selection, article, or watch the video, decide whether the author agrees with the statement. Use the Author's column to make changes so that they agree with the textbook (article, or video).

Statements	True/False	Author **Text/Video**

Statements	True/False	Author **Text/Video**

Writing informally in the Science Classroom

1. **Freewriting:**
   Prepares the student for the learning that will begin by focusing on the topic
   Activitates prior understanding/associations

2. **Reflective writing:**
   To initiate or conclude a learning segment or class discussion
   To focus thinking/confusion at a mid-point

3. **Process writing:**
   To make predictions
   To explain an understanding
   To think about an issue

4. **Explaining errors:**
   A form of process that helps students and teachers recognize where learning went wrong

5. **Listing questions:**
   A form of process used for homework, at the end of class
   Helps students and teachers recognize doubts, confusion

6. **Summarizing:**
   Brings closure to what is taught or read

7. **Defining:**
   Puts understanding in ones own words

8. **Creating problems:**
   Makes a case for applied learning

9. **Journals/Double Entry journals:**
   Reporting what is read and responding
   Incorporates freewriting, questioning, summarizing, and process writing

Writing informally in the Science Classroom

10. **Freewriting:**
    Prepares the student for the learning that will begin by focusing on the topic
    Activates prior understanding/associations

11. **Reflective writing:**
    To initiate or conclude a learning segment or class discussion
    To focus thinking/confusion at a mid-point

12. **Process writing:**
    To make predictions
    To explain an understanding
    To think about an issue

13. **Explaining errors:**
    A form of process that helps students and teachers recognize where learning went wrong

14. **Listing questions:**
    A form of process used for homework, at the end of class
    Helps students and teachers recognize doubts, confusion

15. **Summarizing:**
    Brings closure to what is taught or read

16. **Defining:**
    Puts understanding in ones own words

17. **Creating problems:**
    Makes a case for applied learning

18. **Journals/Double Entry journals:**
    Reporting what is read and responding
    Incorporates freewriting, questioning, summarizing, and process writing