

Student Sheet

Name: _____ Period: _____

Title: Jigsaw Reading and Research

Purpose: To research and become an expert on a topic. Then, using the information you have gathered, you will create a mini-lesson to teach your classmates.

My Group Members: _____

Our Topic: _____

Length of Lesson: _____ minutes.

Procedures:

Please fill out the information in the spaces given to help you organize your research and plan your lesson. Where applicable, explain how you will implement the element of lesson design. Attach extra paper if needed.

1. Define your Topic: (In two or three sentences explain what you think yourself and your classmates should know about this topic. Do this in your own words.)

2. Lesson Content: (During your research identify 3 main ideas you believe are most important to help your classmates understand your topic. Include any vocabulary you think might be important.)

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3. Attention Grabber and Topic Introduction: (An attention grabber is an effective and interesting way to begin any lesson. It should create interest and lead directly into your topic. Attention grabbers are short and to the point. Examples include object lessons or pictures.)

4. Topic Presentation: (You will need to decide how you will present the main body of your lesson, including the main ideas. Keep in mind the attention spans of your classmates and the time limits of your lesson. The following is a list of ideas, you may choose to use one or several of them in your lesson: brainstorming, audiovisual material, buzz sessions (small group or partner discussions), case studies, comparisons (metaphors and similes), demonstrations, dioramas, dramatizations, drawing activities, readers theaters, matching games, guessing games, maps, memorization, music, pictures, stories etc. Remember it doesn't have to be fancy just effective.)

5. Application/Retention: (One of the most important parts of a lesson is that your audience leaves and is able to know why they should care about your topic or how to apply it to their lives. In your lesson you want to include techniques to help facilitate this. A good way to do this is to write specific application or thought questions relevant to your topic. Explain why you care about it (You may have to really think!!!). You might also write a poem or song to help.)

6. Check for Understanding: (You can teach all you want but if you don't pay attention to your learners it makes no difference. If the class looks bored be sure to involve them. Ask questions, provide handouts or fill in the blanks to make sure you know your audience is actually grasping what you are presenting. At the end of the presentation all students should be able to define your topic.)

Notes on Other Presentations:

Grading Rubric:

	Superior (15 pts)	Excellent (13 pts)	Good (11 pts)	Fair (8 pts)	Poor (5 pts)
Content	Content is complete in all details. Shows in depth research about the topic. Includes the most recent information.	Content is complete and includes most details. Shows good research. Contains some recent information.	Content is complete and well organized. Used only information from text or other sources provided by the teacher.	Content is mostly complete but not well organized. Used only information from text or other sources provided by the teacher.	Content is not complete. Most information is copied out of text and that is the only source used.
Cooperation	Each student in the group chose a role within the group rather than waiting to be assigned. Each person in the group gave encouragement and had good attitudes.	Each student in the group chose a role within the group. Students were generally supportive of other group members.	Students did the role they were assigned with out complaining. Generally supportive of other group members.	Students accepted the role they were assigned but had poor attitudes and did work reluctantly with their group	Students argued and reluctantly accepted their assigned role. Had very negative attitudes.
Presentation	The group presented their information clearly and precisely. They included all elements of lesson design completely and creatively. Lesson filled appropriate time.	The group presented their information clearly and precisely. All elements of lesson design were included. Lesson may have been 1-2 minutes long or short.	The group presented their information clearly and precisely. Some aspects of lesson design were missing. Lesson was 3-5 minutes short or long.	One spokesperson presented. Lesson was incomplete or disjointed. The information had to be supplemented by the teacher. No assessment was done. Little lesson design evident.	One spokesperson only partially covered the topic, or the group presented but was mostly incomplete, short, disjointed, and the teacher had to supplement the information. No lesson design evident
Respect	During each presentation, students are attentive and take notes. They ask questions and participate in the assessment.	During each presentation, students are attentive and take notes. They participate in the assessment.	During each presentation, students are attentive and take notes.	During each presentation students are attentive, and may or may not take notes but talk to others.	During each presentation students are not attentive, and are distracting to others.