Second Grade Jigsaw Lesson Plan

Jillian Young & Heather Hilgendorf

**CONTENT:** To read Scarcity from the students Reading Street books pg. 254. The lesson dealt with the Jigsaw model which is a learning strategy which provides students with specific roles or sections of a topic that they further teach to their classmates. They are unfamiliar with the topic until they read the story. We had them teach the rest of their classmates about Scarcity.

**TIME:** 45 min block

**ALCOS :** RL.AS.1, RL. 2.1, RL.AS.2

I can ask and answer questions about important details in a text.

**OBJECTIVES**: The students will be able to analyze the story on Scarcity to distinguish important information to teach to their fellow classmates. They will be able to comprehend and restate their findings on their handout to outline their conclusions. They will be able to work cooperatively in groups and be able to discuss their answers with one another.

**MATERIALS:** Rings (black/orange and a different style). Reading street textbook, handout

**HOOK:** Pass out rings and purposely leave out five students. Discuss what happened and why those students don’t have rings.

**PROCEDURE:**

*Teacher-* Inform students of the learning objective; to become teachers for today’s lesson. Divide students into assigned groups and pass out study guides. Explain that the page numbers needed for the information for the subsections are provided on the handout.

*Student*-Work together to gather information from the text

*Teacher*-Facilitate group work after 7 minutes. Guide students into next grouping and explain the next task of teaching each other about their findings of their subsection.

*Student*-Work together to fill in each other’s remaining sections of the worksheet.

*Teacher*: Facilitate group work. After 7 minutes guide students into original groups.

*Student*- Share their findings with the whole class.

*Teacher*- Fill in missing information for each section of the worksheet with whole group discussion.

**ACCOMODATIONS:** Included page numbers within each required text. Students would be able to find the required information on the provided pages. Made the overall questions on the handout for each group in bold so the students knew exactly what they needed to find. Also included questions and answers that were fill in the blank. Each section was divided by a box to visually see the difference for each group. Make sure to include Chandler with Laniya as they work the best together and he is able to learn off of her.

**REVIEW/CLOSURE:**

*Teacher*-Bring up students who didn’t receive a ring at the beginning of class and talk about the choices they face in this situation.

*Student*- Has to make a choice between paying a tiger paw for a different ring or receiving a different color of the same ring for free.

*Teacher*-Allows students to make a choice and return to seats.

**ASSESSMENT:** Observe how students work with others, do they talk, help others, have the correct information or take control. When called upon or asked ensure and listen to make sure students explain and understand the content on scarcity. Observe what information they gather from their book. How do they present their notes on the provided outline? Have the worksheets handed in for assessment.