

- Finally, students go back to their triads. Each “expert” teaches his or her section to the group starting with A.

Model

- The first time you use Jigsaw, it is best to model the process with the students. Pick three students and have them sit in a triad. With the rest of the class watching, guide these students through the process of choosing the section. Any decision-making model can be used; for example, rock-paper-scissors or number closest.
- Next, the students walk over to their Expert Groups. For this demonstration, there will not be any other students at this location, but it shows that the students will be relocating.
- It’s imperative that you model the thinking that you want the students to demonstrate while in the Expert Group. Distribute the Expert Guideline Sheet and ask students to read the questions and statements silently. Tell them to use the sheet as a guideline for their Expert Group discussion.
- Bring the three experts back to the triad and let them do their stuff! This is where each expert teaches the content of the section he or she read.

Guide

- Now it is time to get all the students involved. Assign them to their triads and have them move to their work places.
- Ask each triad to decide who will read Section A, Section B, and Section C.
- Provide time for the students to read silently. Encourage students to take notes and/or highlight as they read.
- Designate three areas in the room for each expert group to meet, and ask all the A’s to move to their area, the B’s to their area, and the C’s to their area.
- Hand out the Expert Guideline Sheet to each group and remind them that the purpose of this group is to become an expert on their section and plan a short and effective presentation for their triads. This should take five to fifteen minutes, depending on the length and difficulty of the text. Display the Expert Guideline Sheet on the SMART Board.
- At this point, your role is to walk around the room, listen closely to the discussions, and guide as needed. Be careful not to dominate the discussions. Allow the students to work through any issues as independently as possible. Only if the discussions regress or go off-task should you intervene.
- Once all of the experts have completed the discussion of their sections, give a signal for everyone to move to their triad groups. Each student teaches his or her section to the rest of the group. It is the other students’ responsibility to ask clarifying questions and take notes on the material. All students are responsible for knowing all sections of the reading.

Practice

Use Jigsaw at intervals throughout the school year. You can expect your students to gain confidence and skill in asking clarifying questions, understanding the important information in the text, and learning the content of the lesson.

Applications and Examples

Jigsaw works well with math assignments.

- The teacher divides the math assignment into thirds. Each student in the group does one-third for homework.
- The next day, Expert Groups meet to compare answers and come to consensus.
- The students then meet in triads and work through a few problems from each group to be handed in to the teacher.
- Meanwhile, the teacher is circulating and recording homework from individuals.

Reciprocal Questioning



Use This Strategy
During Reading



SMART Board
Friendly

Reciprocal Questioning trains students to pick main ideas, engage in metacognitive thought, and think critically while reading. Initially, it is a verbal exchange between the teacher and the students. Eventually, the students work independently in pairs following the same questioning pattern. For the students to become independent, use Reciprocal Questioning often. This strategy requires the teacher to have strong questioning skills.

Pink: Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select a well-structured text for the lesson. Read it carefully. Preparing possible questions before the lesson is a necessity. Copy the first few paragraphs to the SMART Board/overhead.
- Imagine how the questioning will go in your classroom and think about what questions the students might ask.
- Write the questions down and use them as a springboard during the lesson.

Explain

- Tell the students that today they are going to practice asking questions while they read.
- Say that you will read the first paragraph (depending on the reading) and ask them to ask a question about it and you will answer.
- Then it will be your turn to ask a question which they will answer.

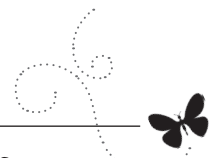
Model

- Read the first paragraph of the article orally as the students follow along on the SMART Board/overhead. I use the screen shade here and pull it down line by line to better focus the students.

You need to consistently model the questioning and thinking. Each time you assign reciprocal reading, display some of the text on the SMART Board/overhead. Now you get to do some amazing modeling for your students. Read the first paragraph to the class pausing in the reading to Think Aloud (page 3). It is imperative that you model. This is the meat of the strategy. The more you model, the higher quality thinking the students develop. As you pause and Think Aloud, write the questions that come to mind on the SMART Board/overhead near the text that inspired the question(s).

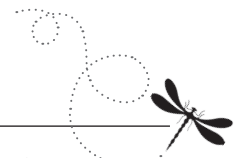
Move to the next paragraph displayed on the SMART board/overhead and again model via model via quality Think Aloud questions, remembering to model three or four for the paragraph if time allows. Don't go over 10 minutes, as the students might get antsy.

Finally, the students can continue in their pairs reading through the material. As the



Mary Says,

"Always model more than one question for each paragraph. You do not want the students to think that there is a 'right question' that you are looking for."



Jane Says,

"I write all my possible questions in the margin of the text to help me focus the questions and discussion. It is well worth the time to master Reciprocal Questioning as it truly trains the kids to think."

students are reading or after they are done, ask the groups to record any questions that could not be answered in the text. These will be added to the Notebook pages to be used as references as the unit progresses.

- Share a few questions about the reading that popped into your mind while reading, and why you might have come up with them. It might sound like this: “So, as I am reading this paragraph a few questions pop in my mind. I know sea turtles are endangered, but I don’t know why, so my question is, Why are sea turtles endangered? Another question that comes to mind is, Where do sea turtles live?”

- Use these questions as a guideline to Think Aloud:

Did you use your background knowledge?

Did you know it from another text or reading?

Was it answered in the text?

Did I combine what I read in the text with something I already know?

- A Think Aloud might sound like: The answer is _____. I know this because I just read an article in the newspaper last week about _____.

- In the beginning, you will need to coach the students to clarify. Use questions such as:

Why do you think that?

Can you elaborate?

Tell me more.

Can you give me an example?

Explain how _____.

Why is _____ happening?

What if _____?

What conclusions can I draw about _____?

What is the best _____ and why?

How does _____ affect _____?

How does _____ relate to what I’ve learned before?

What is the difference between _____ and _____?

How are _____ and _____ similar?

What are the strengths and weaknesses of _____?

What is another way to look at _____?

What is a new example of _____?

What are the implications of _____?

Why is _____ important?

How does _____ apply to everyday life?

- Continue this process, moving through the article and remembering to keep it short. The students are often ready to work with partners on the first try.

Guide

- It takes much practice for the students to master Reciprocal Questioning. The skills of picking main ideas, engaging in metacognitive thinking, and thinking critically cannot be mastered in a short time. Many exposures and experiences are needed.

Your role is to model great thinking for two or so paragraphs and then let the students at it. While the students are reading in pairs, you walk around the room, listening with keen teacher ears, encouraging powerful discussion among your students. Be careful to guide and not control.

Some questions cannot be answered in the paragraph, and need to be saved. Here, have the students save the questions on a new Notebook page or poster. The questions can be referred to at the beginning of each lesson to remind the students that the class is still wondering about the idea and connection. The teacher might say something like, “ Class, yesterday as we read the article on leatherback turtles in Costa Rica, we asked some questions that could not be answered in the article. Here they are again.”

- Tell the students to read the first paragraph and have one student ask a question. The other student answers the question to the best of his or her ability. Remind the students to clarify their answers. Have the students jot down the questions.
- After the first paragraph, pull the class back together and tell students to share their questions. At this point, you are assessing the quality of the questions to know if the students are ready to continue in pairs. If they are, allow them to continue for two more paragraphs. If they aren't asking good questions, continue as a class and model.
- If the students are somewhat successful, let them continue for three or four paragraphs and have the students silently read the rest of the article.

Practice

As the students get closer to mastery, allow the pairs to work through an article or text on their own.

Applications and Examples

- Make a chart of the clarifying questions above. Post it in your room to encourage student questioning.
- To assist with differentiation, assign reading partners. Create three (3) sets of partners with similar reading levels (A List, B List , C List), for example,

A List - Jane & Bob **B List** - Jane & Jenny **C List** - Jane & Joey

This way the students change partners, but still work with someone on a similar reading level.

- You will run across the strategy Reciprocal Teaching. It is very similar to Reciprocal Questioning in that all the steps and modeling stay the same. The difference comes with the dialogue between the teacher and the students. In addition to questioning, the teacher guides the students to summarize, clarify, and predict.
- Have the students master Reciprocal Questioning before you introduce Reciprocal Teaching.
- To get text in Notebook software, you simply need an electronic version of the text that the students are reading. Finding a website on the topic is the simplest way to get electronic text. Always remember to cite your website on the Notebook page. This can be done very simply by copying the website address in the web address bar and pasting onto your Notebook page. This creates an active link on the Notebook page.