

Reader's theater jigsaw method lesson plan info

RATIONALE & PREP

This process uses a modified Jigsaw strategy to divide the tasks and labor. The Jigsaw method usually entails several students working in a group and each takes one part of the puzzle or task to complete. When the students finish and they each contribute their part of the jigsaw so all the pieces come together.

The key to the jigsaw is when students bring the pieces together. By teaching other groups, the students in one group must truly understand what it is he or she is teaching. The jigsaw is considered a sophisticated strategy and this modified version for reader's theater can be part of the scaffolding process.

Choose scripts seem best suited to your curriculum and class. Consider which order (chronological, etc.) they will be presented in.

DO

Introduce the topic and any vocabulary words.

Divide students into groups and assign each group a script. Students should read it over silently, then aloud in their groups with each taking a part, then decide who should take which role when they present their case to the teacher. This is your first checkpoint of their progress.

OPTION: Teacher assigns roles based on readiness, interest or reading levels. If you choose this option, skip or modify the checkpoint.

Students may need 3-5 read throughs to become comfortable with the reading and to devise 3-5 questions (with answers) and 1-2 writing or discussion prompts for the rest of the class. Suggest students choose one easy question and one "you really had to be paying attention" question.

Monitor their progress. You may wish to have them submit questions and prompts for your approval before using them as an additional checkpoint. Encourage students to get in character when they read.

OPTION: Props and costumes. These can be elaborate, homework or most likely simple and symbolic. Having students create a costume or come up with a symbolic prop provides you with a checkpoint as well as providing an opportunity for students to engage higher level thinking skills to use what is readily available to symbolize an abstract trait or represent an object.

After students present their portion of the script, they should ask 3-5 questions to the audience, discuss if needed the correct answers, and then give the audience a choice of prompts to respond to. These may be writing or discussion prompts.

You may wish to use a rubric for grading purposes. Some suggested categories and wordings are in a separate WORD document so you may edit as you wish.

After all groups have presented, ask students to summarize (the most important thing prompt works well here. See link if you are not familiar with Margaret Wise's book:

http://www.writingfix.com/Picture_Book_Prompts/ImportantBook1.htm)