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| **Implementing Jigsaw Reading** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Preparation duration:** | 15-30 minutes | | **Level:** | Levels 3-7 | | **Activity duration:** | 30 minutes- 1 hour depending on text(s) | | **Additional guidance:** | An ideal group size is between 3-5 students.  Jigsaw Reading- Support Sheet has useful information to help you frame your questions for the setting and reviewing stages of this activity. | | **Outcomes:**   * Familiarise students with a specific text or selection of texts * Develop students’ group working skills * Implement techniques to improve students’ reading skills * Provide students with experience of peer reviewing | | | **Pre-task preparation:**   * Select an article or a selection of short texts (select these from the module reading list if possible) * Calculate group numbers according to the article or the text(s) * Ensure the room layout is suitable for group work * Prepare some pre-reading gist questions to set the activity | |   **Steps to implement the activity:**   1. Divide students into groups according to the text(s) 2. Handout the text(s) so each group is reading the same part of the article or short text 3. Set two gist questions before asking students to read the texts 4. Generate a short discussion and tell students they’ll discuss the texts in more detail at the end of the task 5. Ask students to select a representative to feedback to the other groups 6. Set students allocated time to read their text in groups (depending on the text this can be from 15 to 30 minutes) 7. Ask students to read their part of the texts- ensure students have a focus to direct their reading accordingly 8. Return as an open group and ask each group to feedback their findings to the other groups- you can ask students to also write their main points in bullet form and upload to a forum on the Moodle page or on a Padlet page   **Extension activities:**   * Ask students to write a short paragraph to summarise their reading * Use the reading to generate a debate if appropriate |