

## Lesson Plan for Jigsaw Activity

### Lesson Focus:

*What is the focus of the lesson? How will I teach it?*

The focus of the lesson is the jigsaw cooperative learning strategy, using visual arts as the cross-curricular connection. Brainstorm effective group work skills and develop an anchor chart. The students will participate in each stage of the jigsaw.

### Rationale:

*Why am I teaching this lesson?*

The students have a lot of experience using some cooperative learning strategies and working in groups. An analysis of observation and previous assessment data has shown that the students are now ready to attempt to use a more complex strategy: jigsaw.

### Assessment:

*How will I know when my students are successful?*

- Students demonstrate qualities of effective group work during the jigsaw activity.
- Students gather, analyse, and share appropriate information on paintings by Canadian artists.
- Students complete one large-scale fact sheet per group.

### Prior Knowledge:

*What prior knowledge do my students need in order to be successful with this lesson's focus?*

The students will need to:

- recall the qualities of effective group work;
- identify the elements of design (colour, line, shape, form, space, texture) and the emotional quality of lines in artwork; and
- know how to work cooperatively in groups.

### Curriculum Expectations:

*Which expectations will I address?*

The Arts: Visual Arts – Grade 4.

Students will:

- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when responding to works of art;
- identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease);
- state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colours, and shapes create patterns that convey a sense of harmony and formality).

Language: Oral and Visual Communication – Grade 4.

Students will:

- use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);
- present information to their peers in a focused and organized form on a topic of mutual interest;
- listen to others and stay on topic in group discussion.

**Materials/Preparation for Teaching:**

*What do I need to know, have, and be able to do before I can begin the lesson?*

- Large-scale T-Chart of what effective group work looks like and sounds like
- Large-scale puzzle pieces to illustrate movement from home to expert and back to home group during the jigsaw
- Table tents with expert group numbers
- Colour-coded student fact sheets (one per student)
- Chart paper, markers
- Research materials and samples of artwork by Canadian artists studied in class
- One large-scale fact sheet per group
- Anecdotal record sheet

**Differentiated Instruction:**

*How can I ensure that I am meeting the needs of all my students?*

- Partner ELL students with competent readers in home and expert groups.
- Have a competent reader–writer scribe for students who require extra support.
- Have a variety of research resources available to meet the varied needs of the students.

**Instruction:**

*The main focus of this lesson is the 3 steps of the jigsaw strategy. The teacher can also record observations about the students' knowledge as they research their artist.*

**Before:**

1. Place students in home groupings.
2. Have students brainstorm with their elbow partner about what good group work looks like and sounds like.
3. Record student responses on a T-Chart.

**During:**

1. Explain to the students that they are going to participate in a jigsaw activity. They will move from home groups to expert groups. Each expert group will research a specific Canadian artist, recording their findings on their fact sheets. They will then return to their home group and share their information. In the end, each home group will have information about all the artists. Manipulate the large magnetic puzzle pieces on the board to demonstrate the group movement from home group to expert group and back again to home group.
2. Explain that each home group is identified by a colour, and each expert group by a number.
3. Give each student a fact sheet that matches the colour of his or her home group.
4. Have the students look at the puzzle piece on the fact sheet and note the number inside it. The number identifies their expert group.
5. When everyone understands the instructions and the assignment, have the students move to their numbered expert groups and fill out their fact sheets, using the research material at the expert group table. Remind them to use the T-Chart as an anchor chart for reference.
6. Circulate, making anecdotal observations on group skills and knowledge of content.
7. Ask students to return to their home groups.
8. Have each student report to the home group on his or her artist and record the information on a large fact chart.

The completed fact chart will then contain information on all the artists studied by the group members.

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**After:**

1. Have groups share their learning with the class.
2. Have the students discuss their group skills and reflect on their learning.

**Reflection:**

*Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?*

- Did the students understand the jigsaw structure?
- The jigsaw strategy is a complicated one. Were my instructions clear enough?
- Did they use the group skills from the T-Chart?
- Are they working effectively together?
- Do any students need more instruction in the jigsaw strategy?
- Did they learn what I wanted them to learn about the artists?
- What do I need to teach next?