



Subject: Science

Grade Level: Elementary School

DI Strategy: Experts Jigsaw

### **How can I modify this strategy exemplar to fit in my classroom?**

#### Frogs Expert Jigsaw Lesson

Students learn about tadpoles and frogs in our science curriculum.

I began the unit by having students write down what they knew about frogs as an exit slip at the end of the day. Students turned in their exit slips and then I reviewed the post-its to see what kind of background knowledge students had about frogs. This information was used to place students in expert groups. Students with more background knowledge were given harder topics and students with less background knowledge were given easier topics.

The next day I started off class by having them watch a short informational video about tadpoles and frogs. After the video, students were assigned expert groups:

1. Frog Habitats
2. Frog Diet
3. Life Cycle of a Frog
4. Frog Types

(these topics are ordered from least difficult to most difficult)

Students were placed in expert groups of 4. Within the expert groups, students were given a partner to work with. Each set of partners was given books/articles about the specific topic they had been assigned. The reading material was leveled based on each individual student's reading level. Students were given graphic organizers to write in facts as they read. Each student was responsible for filling out his/her own graphic organizer.

After the expert groups were finished, the jigsaw groups met and shared the information they had learned with each other using their graphic organizers. Experts of each topic asked their group mates one follow up question after they had completed sharing their graphic organizers. After sharing about their "expert" topics, each jigsaw group created a poster about frogs using the information they had all learned about each topic. Students were shown examples of completed posters to see what the expectation was. After the posters were completed, each group shared their poster.