



Subject: Biology

Grade Level: High School

DI Strategy: Expert Partner Jigsaw

Biology Keystone Review Expert Partner Jigsaw Lesson

This activity was a review lesson that my students completed prior to the Biology Keystone. I wanted to focus just on the topics covered in Module 1 of the Keystone eligible content. When students entered class, they were given a colored piece of paper with a Biology Keystone Anchor (similar to a content standard) on it. The anchors each ask the students to describe content or answer a question related to the content. The three topics covered in this first module were: Homeostasis and Transport, Bioenergetics, and Biochemistry. Students were given specific anchors based on their area of greatest need. Prior to this review activity, students had completed a formative assessment that allowed me to determine which of the three topics they needed the most help with.

Once all students had their anchor sheet, I asked them to answer/respond to the anchor on the back of their worksheets. They were allowed to use their notes, flashcards, or classroom posters to help them create their responses. When students were ready, I broke them up into their “expert” groups. These groups consisted of all of the students who had the same colored paper (i.e. all of the students who had an anchor from the biochemistry topic). Each “expert” group was given a graphic organizer for their topic (Homeostasis and Transport, Bioenergetics, or Biochemistry). The students in the “expert” group worked together to complete the graphic organizer which was made up of each of their anchors. Students used the responses they had created to help complete the graphic organizer.

Once all three graphic organizers were completed, the students then moved into their “base” groups. Each “base” group consisted of one member from each “expert” group (1 person from the Homeostasis and Transport group, 1 person from the Bioenergetics group, and 1 person from the Biochemistry group). Now each “expert” acted as the teacher to help the other group members complete the other graphic organizers. Each student took a turn acting as “expert” until each student had all three graphic organizers completed.