

Jig-Saw Reteaching

Cool Tools

In this procedure, each student has a turn at being the peer-teacher for the rest of the group or for his/her partner. Using the graphic organizer as a guide, the student reteaches others the information depicted on the graphic. Each member in the group is assigned a specific different idea depicted on the graphic that must be explained to the group. After each idea on the graphic has been explained, the group members add information or clarifies and then proceeds to the next idea to be explained by a different group member.

Jig-Saw Reteaching is best used immediately after the pertinent information on the graphic organizer has been taught. The procedure can be applied after all of the information on the graphic organizer has been taught, or it can be applied following instruction in one of the main-ideas and set of supporting details. The procedure is also an excellent way to review at the end of a chapter or unit.

Teaching Tips

Step 1: Teach the pertinent content on the graphic organizer.

Step 2: Assign each member of a group one of the ideas depicted on the graphic to reteach to their group (can be a main idea or supporting detail).

Caution! Avoid allowing students to self-select which ideas they will reteach because they almost always select those that are easiest to explain or the ones they know the most about. Thus, it is a good idea to assign ideas to students.

Step 3: Provide think time (e.g., 2 minutes) at the beginning of the activity.

Cue students to mark on their graphic organizer or write key words on a separate paper that they want to mention during the reteaching of their idea. This should be quiet time when students are thinking, so you may want to require silence during this get-ready time.

Step 4: Have each student re-teach his/her assigned idea; following the individual student's reteaching, cue other students in the group to add information they can recall about the idea or express any connections to other ideas they can make.

Caution! When teaching the information on the graphic organizer, you may find that some students will just read the notation on the graphic to their group (as opposed to explaining the information). When you first begin implementing this procedure, encourage students to use their graphic as a guide to help them remember what points to explain instead of reading each idea box to their peers.

To accommodate the needs of less capable learners, it is a good idea to inform them well ahead of time (e.g., at the beginning of class) which idea they will be expected to reteach during the activity. For example, you might say something like:

Sam, at the end of the lesson today, we'll be using Jig-Saw Reteaching. That's when each student will have an idea from the graphic organizer and teach it to their group. One of the things I'll be teaching today in class is the "abuses of child labor." See, it's here on the graphic organizer (pointing). That will be the idea you will have to reteach during the jig-saw activity we'll do after my teaching. When I'm talking about these abuses, keep in mind that you will be reteaching it and be thinking about what you will say.

Many students with learning difficulties are very intelligent and can generate substantive responses, but they require more time to process information. This advance notice can be a powerful accommodation because it provides students with the time they need, while also maintaining high expectations and avoiding watering-down (or dumbing-down) the curriculum.