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| Pedagogical skill: Training teachers to teach and use different reading strategies with various age groups.  | Topic: Teaching teachers how to utilize Jigsaw Reading and the Inquiry Chart in the EFL classroom at the pre-basic, basic, and independent levels. |
| Curricular Thread 3: Training teachers in reading for comprehension, teaching vocabulary, and managing the classroom setting while engaging in different reading strategies.

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 | Sub thread: Learning about specific reading strategies to help language learners to develop reading comprehension by understanding the details or the gist of short written texts.  |

**Strategy 1: Jigsaw Reading**

First and foremost, the jigsaw reading helps students create learning in a meaningful way by being accountable of their own learning as well as by learning from their peers. This strategy enables each student of a "home" group to specialize in one part of a reading text. Students then meet with members from other “home” groups and form “expert” groups. In the expert groups, students are assigned the same part of the text to read and analyze it. After “mastering” the assigned part, students return to their "home" groups and share with their group members the most important information / ideas or the things they have learned. In this way, as Reading Rockets (2014) stated “each student in the home group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle." This means that when students go back to their home groups, they need to create together a clear picture of the entire reading text under examination. By taking part in this strategy, students are able to build reading comprehension, work cooperatively, and increase their listening, communicating, and problem solving skills, too.

**A. Sample activity: Pre-Basic User**

**Objectives:**

1. Increases reading comprehension through learning and understanding new words and main ideas in a collaborative and interactive manner
2. Promotes accountability in the classroom, as students need to be responsible about assigned tasks to reach a common goal
3. Improves listening, communication, problem-solving skills, and interpersonal skills

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate time: 50 min |
| 1 | Explain that trainees will be participating in a demo class where they will be playing the roles of young learners.  | 2 min |
| 2 | Trainees will be assigned to a “home” group of 3 to 5 students who have differentiated reading abilities. | 4 min |
| 3 | Once students are in groups, new, unfamiliar vocabulary words from the reading text will be previewed  | 4 min |
| 4 | Each group of trainees will then be given a different reading section about birthdays (A,B, C, D). There will be a group 1 reading only section A, group 2 only section B, and so on.  |  5 min |
| 5 | Each assigned reading section or part will be analyzed in different “expert groups” to gain good understanding. | 5 min |
| 6 | After that, home groups will be rejoined, so peers can share each section with others. Trainees will be asked to draw pictures to help remember important information from the story. | 5 min  |
| 7 | In their home groups, trainees will complete a vocabulary worksheet and will also match pictures with key vocabulary words from the reading. | 10 min |
| 8 | Trainees will create a poster with the most important information gathered during groupwork. The poster will include illustrations and key words / phrases.  | 15 min |

**Differentiation & Accommodation**

*Class Size*. The class size may range from 30 to 40 students, as public school have large classrooms. It is important to keep in mind that groups need to be formed on the basis of heterogeneous grouping, so cooperative learning can be maximized.

*Availability of Materials*. The implementation of the jigsaw reading strategy does not require the use of a lot of teaching materials. However, it will be a good idea to have the following things at your disposal: chairs, tables, concept map example, copies of book, copies of reading materials, poster paper or paper chart, whiteboard, whiteboard markers, colored pens/pencils, pencils, erasers, and rulers.

*Technology.* If technological devices and equipment are not available in the classroom, you can implement the jigsaw reading strategy without any difficulty.

*Classroom spac*e. A spacious classroom will be ideal for the implementation of this strategy, as the teacher needs to walk around, monitoring students’ work and providing assistance.

**B. Sample Activity: Basic User**

**Objectives:**

1. Encourages cooperative learning among students.
2. Integrates the four major language skills
3. Promotes student accountability and autonomy
4. Improves listening, communication, problem-solving skills, and interpersonal skills.

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate time: 50 min |
| 1 | The jigsaw strategy will be introduced to the trainees by using a Seed Discussion Organizer. In addition to it, a short excerpt from the following video will be employed during this introductory phase: https://www.youtube.com/watch?v=mtm5\_w6JthA (same step as step # 1 for the previous level) |  8 min |
| 2 | Trainees will be told that they will be participating in a demo class where they will play the roles of young English learners, and trainees will then get familiar with the main ideas behind home groups and expert groups.  |  5 min |
| 3 | In order to resemble an actual lesson based on jigsaw reading, the trainees will first be assigned to home groups and then to expert groups. |  4 min |
| 4 | Each expert group will be given a different section (A, B, and C) of a reading text about the topic of football. This means that expert group 1 will read only part A, expert group 2 will read only part B, and so on. The selected reading is connected with one of the topics of the English student book level A 1.1 (6th & 7th EGB). |  4 min |
| 5 | Provide the trainees with an explanation on how to give directions to begin the reading process based on the relational behind jigsaw. | 5 min |
| 6 | Explain that each expert group will read and analyze one specific section or part and then discuss the main ideas and essential details of their assigned part of the reading. Trainees will be encouraged to make notes.  | 10 min |
| 7 | Trainees will then go back to their home groups to explain the most important information about each assigned section. | 5 min |
| 8 | After trainees will be reminded that each "home group" member is responsible to learn all content from the different parts of the reading text from one another. Lastly, each home group will be asked to prepare a summary by using different means, such as a graphic organizer, which outlines the learnings from each part of the reading.  | 10 min |

**Differentiation & Accommodation**

a. Class Size. The class size for this activity may range from 30 to 40 students, as public school has large classrooms. It is important to keep in mind that groups need to be formed on the basis of heterogeneous grouping; so cooperative learning can be maximized.

b. Availability of Materials. The implementation of the jigsaw reading strategy does not require the use of a lot of teaching materials. However, it will be a good idea to have the following things at your disposal: chairs, tables, concept map example, copies of book, copies of reading materials, poster paper or paper chart, whiteboard, whiteboard markers, colored pens/pencils, pencils, erasers, and rulers.

c. Technology. Technology may make the implementation of the jigsaw strategy more interactive, but it is not necessary to use it. Technology can be replaced by posters or printed visuals related to the reading text.

d. Classroom space. A spacious classroom will be ideal for the implementation of this strategy, as during the activity the teacher will need to walk around, monitoring students’ work and providing assistance. In addition to that, students will also need to move around when joining home groups and expert groups. Moreover, space for students will be needed so that they can sit together and move from group to group, discuss and work together.

**C. Sample Activity: Independent User**

**Objectives:**

1. Builds reading comprehension by working cooperatively and collaboratively in a safe learning environment
2. Encourages cooperative learning among students
3. Promotes student accountability and autonomy
4. Improves listening, communication, problem-solving skills, and interpersonal skills

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate time: 50 min |
| 1 | The jigsaw strategy will be introduced to the trainees by using a KLW chart. In this way, trainees will be able to provide their prior knowledge about jigsaw, as well as they will be given the opportunity to include in the chart what they want to know and what they have learned about the strategy at hand. | 8 min |
| 2 | Trainees will be told that they will be participating in a demo class where they will play the roles of high schoolers, and trainees will then get familiar with the main ideas behind home groups and expert groups by means of a mini-lecture supported by a tech-based presentation.  | 5 min |
| 3 | Trainees will be reminded that the formation of groups need to be based on heterogeneous grouping, and trainees will be told about the importance of monitoring students’ work as they embark on the task of completing jigsaw reading. | 4 min  |
| 4 | In order to resemble an actual lesson based on jigsaw reading, the trainees will first be assigned to home groups and then to expert groups. Therefore, it means trainees will be first organized into home groups, and then they will be assigned to different expert groups. It will be pointed out that students, in each expert group, need to gain a solid understanding so that they can then share such understanding with their home group members.  | 5 min |
| 5 | Explain that each expert group will be given a different section (A, B, and C) of a reading text about the topic of the environment. The selection of the reading is connected with Unit 3 (Environmentally Friendly) from English student book Level B1. Reading available at https://www.englishclub.com/reading/environment/pollution.htm | 5 min |
| 6 | Each expert group will look at one specific section/part of the reading and then discuss the main ideas and essential details of their assigned part of the reading. In this way, trainees will gain a solid understanding of the assigned reading section by analyzing and sharing the content of one specific part with their expert group members.  | 6 min |
| 7 | Trainees will be encouraged to come up with a short list of ideas they plan to take back with them to their home groups. Students will then go back to their home groups and share their expertise with one another.  | 5 min  |
| 8 | After trainees explain their assigned section to their home group members, each home group will then prepare a collage, outlining the most important information from each section / part of the reading text at hand.  | 12 min |

**Differentiation & Accommodation**

a. Class Size. This activity can be implemented into a large class size. It is important to keep in mind that groups need to be formed on the basis of heterogeneous grouping, so cooperative learning can be maximized.

b. Availability of Materials. The implementation of the jigsaw reading strategy does not require the use of a lot of teaching materials. However, it will be a good idea to have the following things at your disposal: chairs, tables, concept map example, copies of book, copies of reading materials, poster paper or paper chart, whiteboard, whiteboard markers, colored pens/pencils, pencils, erasers, and rulers.

c. Technology. If technological devices and equipment are not available in the classroom, you can implement the jigsaw reading strategy without any difficulty. The lack of technology in the classroom may be replaced by using chart papers or posters and markers.

d. Classroom space. A spacious classroom will be ideal for the implementation of this strategy, as the teacher needs to walk around, monitoring students’ work and providing assistance. Students will also need to move around when forming groups, so seating arrangement and classroom space should be given close attention.

e. More tips to take into account. - The teachers’ role is to guide students through finding information and relating it to groups. The teacher is available to answer any questions, but the students are working autonomously, while the teacher aids in the learning process.

- Detailed and careful planning will have a key role when attempting to implement a lesson based upon jigsaw reading. In addition to it, monitoring the work of groups should be done by asking questions and rephrasing information so that all group members can understand the main points of each part of the reading text.

**-** In a real class situation, the length of time to complete this lesson plan effectively will be of two class sessions in a row. Detailed and careful planning will have a key role when attempting to implement a lesson based upon jigsaw reading.

- Additionally, teachers will be reminded that the jigsaw strategy can be used in several different ways in order to boost student learning, accountability, and cooperation. For instance, students may be assigned each group member a different task related to a specific reading passage; these tasks might include vocabulary, style and language, note-taking, time managing, and leading the group.

- This lesson plan when taught in the classroom with students could be completed over 3-5 45-minute class periods. This depends on the level of your class and the needs of your students.

**Strategy 2: The Inquiry Chart (I-chart)**

The Inquiry Chart (I-chart) is a strategy that can be used at different educational levels in order to help learners / students get the most of the reading experience by consulting different sources of written texts. Most importantly, this strategy enables students to gather information about the same topic by reading several, different sources. It is imperative for teachers to design the I-chart around several questions about one single topic. Then students are asked to read several sources on the topic, and they need to record their answers to the posed questions in the I-chart. At the end, depending on students’ proficiency level of target language, they may generate a summary or come up with a couple of sentences that outline the most important information for each posed inquiry. It means that different answers can be explored as a whole class.

**A. Sample Activity: Pre - Basic User**

**Objectives:**

a. Strengthens reading skills by exposing learners to different sources of reading texts

b. Builds upon prior knowledge or thoughts about a targeted topic

c. Fosters critical thinking and reading comprehension

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate Time: 50 min |
| 1 | Activate trainees’ prior knowledge about the selected (broad) topic by using the *questioning* strategy  | 6 min |
| 2 | Provide each trainee with a blank I-chart (version A)  |  2 min  |
| 3 | Let the trainees know about the pre-selected topic that will be used for the activity, and they will need to write the topic in the space provided | 3 min |
| 4 | Collaboratively (in small groups), have trainees create questions about the selected topic; the generated questions are to be placed at the top of each individual column | 10 min |
| 5 | Provide the trainees with the reading materials or reading texts they will need to complete the activity  | 3 min |
| 6 | Allow the trainees to answer the posed questions by consulting the selected text sources; here trainees will have the chance to read and reread each source as many times as possible  | 10 min  |
| 7 | Tell the trainees that the rows, in the chart, are for documenting the key ideas about each posed question of the selected topic  | 3 min |
| 8 | Give the trainees the opportunity to make a drawing that represents the most important idea regarding each posed question | 10 min |
| 9 | Encourage trainees to share and explain briefly the key ideas behind each drawing to their groups  | 8 min |

**B. Sample Activity: Basic User**

**Objectives:**

a. Promotes critical thinking and reading comprehension

b. Helps younger language learners to generate meaningful questions about a topic and learn to organize their ideas / thoughts

c. Fosters the development of scanning and skimming reading strategies

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate Time: 50 min |
| 1 | Activate trainees’ prior knowledge about the selected topic by using the *Sticky-Note Storm* technique  |  2 min |
| 2 | Elaborate a chart with rows and columns along with trainees (chart version B)  |  |
| 3 | Provide trainees with a list of topics to choose from as a whole class; the selected topic will be examined during the activity |  4 min |
| 4 | Individually, have trainees create questions about the selected topic; the generated questions are to be written within the self-elaborated chart |  5 min |
| 5 | Provide trainees with reading texts they will need to complete the activity and have them choose additional text sources on their own as well |  4 min |
| 6 | Allow the trainees to answer the posed questions by consulting the different selected text sources; here trainees will have the chance to read and reread each text source as many times as they need  |  |
| 7 | Tell the trainees that in the chart they need to document the key ideas that help them answer the posed questions  | 5 min |
| 8 | Give the trainees the opportunity to come up with one simple statement that outlines the most important information about each posed question. | 10 min |
| 9 | Encourage trainees to report orally their “summary sentences” about each question to their groups  | 5 min |

**C. Sample Activity: Independent User**

**Objectives**:

a. Promotes autonomous learning ad critical thinking through intensive reading

a. Facilitates the development of reading comprehension in a collaborative manner

c. Assesses learners’ reading comprehension authentically within a safe learning environment

**Demonstration of Selected Activities**

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| **N.**  | **STEPS** | Approximate Time: 50 min |
| 1 | Activate trainees’ prior knowledge about the selected topic by using the *think-pair-share t*echnique  |  4 min |
| 2 | Have trainees elaborate a chart with rows and columns for the activity (Chart version C)  |  5 min |
| 3 | Trainees choose or decide as a whole class about a topic, which will be examined during the activity |  2 min |
| 4 | In small groups, trainees generate a questionnaire about the selected topic. |  5 min |
| 5 | Trainees need to choose some questions from the generated questionnaire; the selected questions need to be included in the self-elaborated chart  | 3 min |
| 6 | Under the instructor’s guidance, trainees need to select the text sources to find the needed answers to the posed questions in the previous step.  |  4 min |
| 7 | As the trainees embark on the task of reading the different text sources, they can generate more questions to explore key areas of the targeted topic | 4 min |
| 8 | Allow the trainees to answer the initial and additional questions by consulting the selected text sources and locating more sources as needed  | 6 min |
| 9 | Tell the trainees that in the chart they need to record the best answer for each posed question  | 4 min |
| 10 | Give the trainees the opportunity to come up with a brief summary for each question based on the information gathered and included in the chart  | 8 min |
| 11 | Encourage trainees to share the most relevant information out of the reading activity by creating a brochure, which may include the key ideas from the summaries in the previous step and visuals as well  | 10 min |

**Differentiation & Accommodation**

The class size for this activity may range from 30 to 40 young learners of English. Most of the time, this reading strategy requires independent work; however, it is important to keep in mind that when groups need to be created for the sharing phase, they should be formed based on heterogeneous grouping. In this way, cooperative learning can be maximized.

As regards the use of printed reading materials or reading texts from textbooks and non-authentic reading sources in English will be needed to carry out this activity successfully. In addition, it will be a good idea to provide students with the following items, so that they can highlight or underline information that can then be used to answer the questions within the chart: colored pencils, crayons, markers, and/or highlighters. Also, chart papers and construction papers should be provided to the students.

This activity does not necessarily entail ICT tools to implement this activity. If students have access to electronic devices, they could read the electronic, online versions of the different text sources. This will prevent a lot of printing on the teachers’ part.

To maximize learning, the average class size can be used to implement this activity, since a lot of space is not needed for students to walk around and work on it. However, a larger classroom rather than a smaller classroom will be more ideal.

Other factors that teachers should be sure is that the posed or created questions within the I-Chart are kept simple for younger students, whereas questions that require more higher-order thinking can be suitable for advanced learners. Additionally, more rows could be added to the I-chart; for instance, a row called *summary*. In such column, students could summarize the most important information with regard to each posed question.