

## Haiku: jigsaw puzzle

**Book:** *A hundred poems*

**Time:** 10-15 minutes.

**Category:** reading comprehension skills in English as a foreign language.

**Skills:** cognitive abilities, such as predicting and skimming skills in reading; inductive and inference-driven reasoning.

**Target group:** learners of any age with basic knowledge of English as a foreign language.

**Learning activity:** jigsaw puzzle of a haiku poems.

**Learning objectives:** to comprehend the global meaning of a haiku poem by rebuilding its text.

To understand the cohesive and coherent devices, which constitute a text.  
Development of learners' social skills through cooperative learning.

### Steps

1. Rewrite the text of the haiku poem and put its various parts in a casual order before the lesson.

Do not separate each word but small groups of words - preposition plus word, for instance. Print the worksheets out.

2. Divide the class into small groups of three or four learners. Try to create groups as heterogeneous as possible. Heterogeneity guarantees that all members of each group can contribute to accomplish the task.

3. Explain to learners the activity steps to take. Tell, display or write the steps. Make sure everyone understands.

4. Give each group the worksheets and give them some time to rebuild the text. Move around the classroom but do not interfere during the activities. Give advice only if they ask.

5. Display the solutions with a projector, tell or write on the board.

There is no evaluation in this activity in order not to create affective filters in learners.



## **Variations**

1. Use this activity as evaluation tests. Give the worksheets to each learner and let them complete the activities individually.

2. If the English proficiency is higher, blot out some words of the haiku poem, besides scrambling the words of the text in a casual order.

Give the learners several options regarding the word to add or let them write their own ones.

3. Let learners cut out and stick the words of the haiku poem onto a paper or poster.

4. Cut out the words of the haiku poem and hide them in different places in the classroom.

Let learners find all the words and then rebuild the text. They can stick the words on a poster.

## **Tips**

1. Jigsaw activities can be used for any chapter of any Easy to Read book.

2. If you use these activities as tests for evaluation: self-assessment is fundamental.

Before giving feedback, ask learners for their opinions about the activities by making simple verbal or written questions.

Let them reflect on the difficulties encountered, the strategies implemented and what they can do better. When evaluating, take into consideration their path to reach the goal, not only the final results.

3. If you know the learners' characteristics well, assign a subtask for each member of the group in cooperative learning activities.

The subtask needs to be easily attainable for the learner. Thus every group will be able to work efficiently and accomplish the task.

4. In reading comprehension activities as these ones, there is not one right solution, but sensible and senseless keys.

Even though learners do not give the answer you are expecting, take into consideration their reasoning and how they have come up with that solution.

