

## **Cooperative learning: jigsaw and matching**

**Book:** *Philip on the ship*

**Time:** 15 minutes for the first activity; 8–10 minutes for the second one.

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

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

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

**Learning activities:** jigsaw and matching activities through cooperative learning.

**Learning objectives:** to comprehend the global meaning of the second chapter of the book by reconstructing the text in the correct order and by associating a title to each paragraph of the chapter.

To understand cohesive and coherent devices, which create cohesion and coherence in the text.

Development of social skills through cooperative learning.

### **Steps**

1. Rewrite the text of the second chapter of the book and put the paragraphs in a casual order before the lesson. Print the worksheets out.

2. Assign a title to each paragraph on a different sheet of paper before the lesson and print it out for all learners.

Choose simple words, which clearly convey the message.

3. Divide the class into groups of three or four learners. Create groups as heterogeneous as possible. Heterogeneity guarantees that all members in each group can help each another to accomplish the task.

4. Explain the steps to take. Tell, display or write the rules on the board. Make sure everyone understands.

5. Hand out the worksheets and tell learners to put the paragraphs in the correct order. When all groups have finished the first task, give each group the worksheet with the titles you have assigned. Tell them to choose a title for each paragraph. Move around the classroom, but do not interfere during the activities. Give advice only if they ask.

6. Display the solutions with a projector; write on the board or tell.



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

## **Variations**

1. Use these activities as evaluation tests. Give worksheets to each learner and let them complete the activities individually.
2. If the English proficiency is higher, carry out the same activity with more chapters together to increase difficulty.
3. Let learners write a paragraph by themselves and let them add it whenever they think it is appropriate within the chapter.
4. Blot out the first or the last paragraph of the chapter and ask learners to write their own version or rewrite the story.
5. Continue to write the story after the last chapter and then compare their version with the original one.
6. Let learners cut out and stick on a different sheet of paper or poster the paragraphs and the titles.

## **Tips**

1. Jigsaw and matching 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 opinion about the activities by making simple verbal or written questions.

Let learners reflect on the difficulties encountered, the strategies implemented and what they can do better. When evaluating, take into consideration the path they have walked so far, 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 one, there is no right solution, but sensible and senseless keys.

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

