



# Jigsaw Activity for any Content Reading

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**Subject areas** | ELA, Social Studies/History, Science or Technical Subjects

**Grade levels** | 6-10

**Time** | Adaptable to fit into several 50-minutes class periods, a longer class block (if available), or divided into at-home and in-class work.

**Lesson objective** | To develop a list of key content-area terms related to a particular topic.

## Common Core Standards

Anchor Reading standard

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Social Studies Standard

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science

[CCSS.ELA-LITERACY.RST.6-8.4](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

**Overview** | This is a traditional [jigsaw](#) activity using Read Ahead AI. Students will **work in groups** to use Read Ahead AI to **create a presentation** using a reading related to their content course topic. They will then **export their wordlists** and meet up with other students who have done the same with different readings. By compiling wordlists into a master list of ten key terms related to the content area, students will have to **negotiate the importance of different terms** and **understand their meanings in context**.

**Preparation** | Both students and teacher should be familiar with [creating a Read Ahead AI presentation](#) using the Smart Skimmer. Students should also know how to modify the Smart Skimmer's [word choices](#) and export a wordlist in Read Ahead AI.

The teacher can find five digital content-area readings and provide links to students, or the students can find the readings themselves as part of the lesson.

## Lesson Step by Step

This is a traditional jigsaw activity. Your aim in **creating the groups** is to be able to form the same number of groups as the number of students in the group. For example, 5 groups of 5. The numbers don't have to be perfect, but try to get close (4 groups of 5, 3 groups of 4, etc.).

1. Divide students into groups. Give each student a number and ask the students with that number to sit together or choose the same breakout room. Remind students to make a note of their group number.
2. Students use a search engine to find online readings related to the class topic, or the teacher assigns each group a reading and provides a link. Pre-skimmed readings are also available in the Read Ahead AI [free library](#).
3. Students [create Read Ahead AI presentations](#) for their reading using the Smart Skimmer or choose pre-skimmed readings from the free library.
4. Students use the Read Ahead AI player to read the presentations they created or chose from the free library. Time spent reading the presentations will be recorded in their [reading log](#).
5. Students use the [Create Presentation](#) tool to edit the emphasis words chosen by the Smart Skimmer in their presentation, making sure important key terms are selected. They will use what they have learned in class so far to make these decisions.
6. Students [export the wordlist](#) and save a digital file, print, or copy the list into their notebooks. Each student in the group should have a copy.
7. Students will now **change groups** in traditional jigsaw fashion. The new groups should have one person with each number in the group (i.e., the new groups contain one student each from groups 1, 2, 3, 4, and 5).
8. In the new groups, students **compare wordlists**. They should think about the topic and examine the lists, then make choices about which terms should be compiled into a master list. The group agrees upon and writes (or types) out a master list. Aim for a list of about 10 key terms. These will be the 10 most important terms related to the topic.
9. Referencing their original readings, students work together to develop working definitions for each key term on the master list.
10. Each group presents their master list and working definitions to the whole class.  
Note: This could/should get repetitive. This is a good thing! Students can comment on other groups' working definitions and hear definitions repeated over and over.)

## Extensions/Adaptations

- A. As a full class, students work together to compile a glossary of key terms related to that subject.
- B. All presentations are linked in a digital forum for students to read at home using Read Ahead AI.
- C. To use this as a formative assessment activity, ask students to turn in their wordlists for your review at step 6.
- D. To cut back on class time, assign steps 1-6 as homework