JIGSAW PROTOCOL

Jigsaw Instructions

Form 'jigsaw' groups of 5

Select a group leader

Each group member will be working on **one** of the tasks from the table below.

1	Describe the text type and summarise the contention or point of view presented in each text.
2	Suggest how the text was trying to influence the reader. Was the text trying to influence the reader to think, feel or act in a particular way?
3	List any language features the author has used to present their point of view. For example: - evaluative language - modal verbs - emotive language - images - simile or metaphor - rhetorical questions
4	Highlight the topic sentences and/or key ideas in the text. Summarise evidence used to support the topic sentences and key ideas.
5	(a) List the use of nouns and abstract nouns, for example, sharks, magnificent creatures, they, species, animals (b) List the conjunctions used in the texts to connect and extend ideas, for example, and, therefore, despite
Optional	Comment on how the ideas are organised in the text. For example: - Poster – headings, sub headings, graphics and fast facts - Written text – heading, paragraphs, topic sentences - Video – sound, images, voice, tone

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Jigsaw Instructions (continued)

Assign each student a number and the correlating task.

Form expert groups, with all students working on the same task joining together.

Allow time for each 'expert group' to engage with the task.

Bring students back to together to share their learning.

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