

# Non-Fiction Genre Jigsaw Project

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Unit: [Once Upon A Genre](#)

Course: 7th Grade English/Language Arts

Subjects: English / Language Arts, identify solution, English / Language Arts, Listening and Speaking, Group Communication and Discussion

Grade Level: Sixth grade

Objective: students will be able to identify, explain and analyze nonfiction genre.

Length: 120 minutes

State Standard: (7.IT-E.3) Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.

Assigned Files: [Nonfiction Genre Jigsaw Activity](#)

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## Nonfiction Genre Jigsaw Project

In this activity, students will become experts on a nonfiction genre. Then, they will share their expertise with other students. Suitable for 6-8<sup>th</sup> graders, this activity is a great introduction to a nonfiction unit. It should take between 2-3 days.

**Day 1:** Students work in their expert groups to learn about their genre. (This may need to be 2 days, depending on your time)

**Day 2:** Students meet in their base groups. Experts in each genre will share an example of the genre and information about the genre. You will need to walk around and observe each group to make sure that the experts are able to do this. If you haven't tried Jigsaw before, some pre-teaching about how to convey information to a group will help.

**Day 3:** Students work individually or in pairs to take a quiz on the information. (Note: This is a very low-level quiz. In your classroom, you will probably want to follow up with higher level thinking activities related to the genres.) Students also complete a reflection form to reflect on the experience.

Pages	Title	Explanation
3	Before you begin...	Some helpful hints
4	Jigsaw Planning Page	Use this page to cr
5	Nonfiction Genre Jigsaw Directions	This page gives co
6	Expert Sheet	Students will use th
7	Teaching Tips	Students may not b
8	Jigsaw Sheet	them to think about some important tips
9-13	Expert Cards	On Day 2, students share their informa
14	Jigsaw Reflection	Copy the cards ont This reflection help
15-16	Nonfiction Genres Quiz	jigsaw process If students are new responsibility to lea do this quiz individu material. It's also h the quiz.

## Before you begin:

- Ø Create your base groups and your expert groups
- Ø I use large zip top bags to collect materials for each expert group.
- Ø In each bag, place the following items:
  - o Copy of the Expert Card for that genre (it's helpful to copy this onto cardstock)

- o Examples of texts from that genre. Gather at least one example per group member, as they will share this example with their base groups. You can use real books as examples, but photocopied items work well too. When I did this, I found that autobiographies were the hardest to find, but I finally tracked them down by searching online for some short autobiographical articles. Although this step is probably the most time-consuming, it's also one of the most important, as these real examples will help students to see what the genres look like in real life.
- o Copy of the Teaching Tips page for each group
- Ø Copy the Nonfiction Genre Jigsaw Directions page for each student. This page explains the activity and tells students what they need to do for each session.
- Ø Copy Expert Sheets and Jigsaw Sheets for each student. Although it is tempting to make a packet that includes everything, I have found that it is better to give students only what they will need for a particular day. Also, if you have access to different colors of paper, it's helpful to put these charts on different colors so they can easily be distinguished.

## Jigsaw Planning Page

Use this page to create your expert and your base groups. On the first day, students will meet in their expert groups (the genre names). On the second day, students will meet in their base groups (numbers).

If your class size is not a multiple of 5, don't fear! I have found that it works better

to make a smaller base group (3 or 4) than a larger one. In this case, you may need to recruit one or two students from another expert group to reprise their presentation for this other base group. Most students are very agreeable to this.

	Biography	How-to	Autobiography
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			

\*It's been my experience that this genre is the most difficult for students to understand. Be sure to include 2 or 3 very capable students in this group to facilitate the process.

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