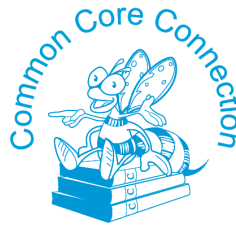


# Lesson Plan



**Note:** This lesson plan can be used with any *Natural Inquirer* monograph or article.

## Time Needed:

1 class period

## Materials (for each student or group of students):

- *Natural Inquirer* monograph or article
- Jigsaw Graphic Organizer
- Writing utensil
- Blank paper

This lesson plan makes students responsible for reporting back on one specific portion of the text and collectively creating a summary of the article.

## Methods:

### Prep

Familiarize yourself with a *Natural Inquirer* monograph or article. Alternatively, choose multiple monographs or articles so each group can work on a different topic. Make copies of the Jigsaw Graphic Organizer.

### Day One

Provide students with the chosen *Natural Inquirer* monograph or article, as well as copies of the Jigsaw Graphic Organizer.

Explain that each *Natural Inquirer* article follows the same format that has six main sections, including: Thinking About Science, Thinking About the Environment, Introduction, Methods, Findings, and Discussion. Each section provides important information for understanding the article.

Divide students into six groups. After you have assigned the groups, write the numbers 1 through 6 on folded sheets of paper and place them in a can.

**Note:** If you have a small group of students, divide them into groups of four and focus on the Introduction, Methods, Findings, and Discussion.

Complete the “Thinking About Science” and “Thinking About the Environment” sections as a small-group activity or whole-group activity.

Go to each group and have each student in the group draw a number from the can. If the student draws a 1, then that student is responsible for reading the “Thinking About Science” section and completing the graphic organizer for that section. After everyone in each group has been assigned a section to read, give the students 5 to 10 minutes to read and complete the graphic organizer.

After the time is up, have students share about the part they read, sharing in order from 1 through 6. Using information from each of the members, the group should write a paragraph summarizing the article. Have all groups share their paragraphs with the class.

After each paragraph is shared, ask students to review the questions they had at the end of their section. Were their questions answered by the information fellow students shared? Do students have any outstanding questions? If so, ask students to share those questions to see if the class can answer them.

Hold a class discussion about how the article is relevant to their lives. How is the information useful?

# Jigsaw Graphic Organizer

Fill out this graphic organizer to the best of your ability using only the information you read in the section you were assigned.

**The Name of the Section:**

**The Main Idea of the Section:**

**Three Supporting Details for the Main Idea:**

**What questions do you have after reading this section?**