

Lesson 6: Jigsaw Summary Job Fair (1-2 class periods)

Text: Any “job” texts in Maritime Marvels (e.g., HVAC Technicians, Software Engineers)	
Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.3.2, TEKS Strand 2.G, VA SOL.6)	
Objectives:	Materials:
<ul style="list-style-type: none"> • Read and explore a nonfiction text. • Summarize the key points of a nonfiction text. 	Paper
Assessments of Learning:	
<ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Class discussion responses and reflection questions provide more informal assessment opportunities. • Summaries and presentations can be used as formative assessments. Below is a suggested presentation rubric. 	

Lesson Procedures

Introduction: (5 minutes)	<p>Hook: Explaining information is an important skill at school and in the real world. Sometimes, we need to quickly explain a complex topic. For example, think about how complex you are. At some point, you will need to describe yourself to a hiring manager to get a job. What are some key topics you will want to mention to get a job?</p> <p>Allow a partner discussion. Then, introduce the main topic with the whole class: jobs.</p>
Reading Practice: (20-25 minutes)	<p>Group Reading: Allow students to choose one job-related text from a set of Maritime Marvels chapters. Students who chose the same text will work together in small groups (2-4) to read the text. They may take notes while reading by underlining important details about the profession.</p> <p>Group Discussion: After reading, groups discuss the reading for comprehension. They should work together until each member can verbalize the reading’s basic ideas.</p> <p>Summary-Writing: Students should write a summary of their reading that shares the most essential details about</p>

	<p>the job. The summary should take only 1-2 minutes to read out loud, and should answer these questions:</p> <ol style="list-style-type: none"> 1. What is the job title? 2. What do people do in this job? 3. What skills or training help people in this job?
<p>Supporting Main Idea: (15-20 minutes)</p>	<p>Jigsaw Job Fair: Students explain the job they read about to other students and answer questions about the profession. Students will participate in a “jigsaw” switch to form new groups. Each new group should have members who did not work together previously. Each student in the new group will read their summary to the other new group members, as a “job fair” for each other.</p> <p>Revise Summary: As each summary is read, students can ask clarifying questions (e.g., “Why is that skill important?”). Students can revise their summaries using this feedback.</p> <p>Class Discussion Questions:</p> <ol style="list-style-type: none"> 1. What was hardest about writing short summaries? 2. When you heard other people’s summaries, what things helped you understand their job?
<p>Closing: (5 minutes)</p>	<p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. How can a short summary help someone focus on the most important parts of a topic like these jobs? 2. Did anyone ask a question that made the job easier to understand for the group? 3. What is hard about writing a short summary?

Educator Note!

It may be helpful to assign numbers to groups or have a pre-assigned second group so that students do not get confused when switching.

Accommodations & Modifications:

- Entire groups present their summary to the class.
- Students could write the summaries before class and have a gallery walk during class.

Extensions:

- Write the shortest possible summary of your text with all key details.
- Research a job of your choice with a new text, then write a summary of the key features in that text. Share your summary with a friend.

Presentation Rubric

Name: _____

Total: _____ out of 10

Summary

4/10 points

Summary includes irrelevant details or does not accurately answer guiding questions. 1	Summary includes 1-2 errors or unnecessary details. 2.5	Summary is concise and accurately answers the guiding questions. 4
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Speech

2/10 points

Speech is unintelligible. 1	Speech is occasionally too quiet or lacks fluency. 1.5	Speech is fluent and audible. 2
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Listening

2/10 points

Presenter frequently interrupts or ignores other speakers. 1	Presenter interrupts or ignores other speakers 1-2 times. 1.5	Presenter actively listens to and does not interrupt other speakers. 2
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Revision

2/10 points

Presenter does not respond to peer questions. 1	Presenter responds to peer questions but does not revise summary. 1.5	Presenter revises summary in response to peer questions. 2
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