

## **LESSON: Searching for Meaning through Jigsaw Discussions**

**GRADE: 2**

### **OBJECTIVES:**

#### **21<sup>st</sup> Century Skills**

##### **Civic Literacy-**

**SS.K-2.PSCL.1 Understand the basic concepts of government and democracy and that the Constitution defines rights and responsibilities of citizens.**

- Understand rights and responsibilities.

##### **Science**

##### **Life Science**

**S.K-2.LS.4 Understand and apply knowledge of ways to help take care of the environment.** Humans depend on their natural and constructed environments.

- Humans change environments in ways that can be either beneficial or detrimental to themselves or other organisms.

### **MATERIALS & RESOURCES:**

- Books:
- *Just a Dream*, Van Allsburg, C.
- *The Lorax*, Seuss, T.
- *Home*, Baker, J.
- *Whale in the Sky*, Siberell
- *Rabbit Island*, Muller, J.
- Definition of environment on board or flip chart

### **PRESENTATION:**

Introduce the definition of “Environment – the area in which we exist or live” to students. Show students the books they will be reading. Explain that each book has a message for us about nature and our environment.

## **DIRECTIONS:**

1. Divide the class into 5 groups, assigning one book to each.
2. Give groups some time to read the books.
3. Explain that we'll be playing a game called "jigsaw" to share what we've learned from our book with the other groups.
4. Have one student from each group move to a new group, (i.e. one from group 1 goes to group 2; one from group 2 goes to group 3, etc.)
5. Once the switch is complete, the "new one" in each group shares what his or her group read.
6. Allow time for the groups to discuss what the message was about nature and the environment. Include discussion about rights and responsibilities related to the environment.
7. Continue rotating until each group has heard about all 5 books.
8. As a follow-up, teacher can write a few ideas from students on what they've learned next to the name of each book.

## **TIME:**

**60-80 min**

## **PROCESSING THROUGH THE SIX PILLARS:**

### **WHAT:**

- Environment is defined as an area in which we exist or live. How would you describe your school environment?

### **SO WHAT:**

- Do we have rules at school, which help make the environment a better place?
- Do we have rules in nature, which make our outdoor environment a better place?
- Who makes the rules?
- Who follows the rules?

### **NOW WHAT:**

- What could happen to our environment if someone does not follow the rules?
- Can you think of ways in which our City government keeps the community clean and beautiful?