## Workshop Model as a Time-Based Structure

A Way to Help Students Maximize their Minutes of "Playing Time" Everyday

**Mini-lesson:** Teacher shows students both what and HOW to do the work during work time.

Guiding question to help teachers plan: What do students need from the teacher to work with more depth and more stamina than they would alone?

Opening: Used to review the learning goal for the day and build the "need to know" for the lesson.

Guiding questions to help teachers plan: What will help students connect one day to the next? How will the teacher share specifics of what and why students are learning today?

Debrief: Should include both a share out and a synthesis of learning

Guiding questions to help teachers plan: What did students accomplish? How did students get smarter? What do students need next?

## Work Time:

Students: read, write, and/or talk to get smarter about content and the learning goal.

Teacher: **confers** with individuals and small groups to get smarter about his/her students.

Guiding questions to help teachers plan: What will students DO tomorrow? What will they read, write, and talk about to get smarter? What concrete evidence of "getting smarter" will they produce?

Catch: A quick, whole class "time out" from worktime to model or share a strategy that will help them re-engage in work.

- Planned in advance: to scaffold multiple tasks or texts in a lesson in support of the learning goal.
- Unplanned: used to clarify confusion, misconceptions, or share thinking the teacher noticed as she confers with students

Guiding questions to help teachers plan: What do students need to KEEP working? What will help them build their stamina and work smarter to gain knowledge, improve their skills and deepen their understanding?

## More Work Time (Release):

Students: read, write, and/or talk to make meaning of content and get smarter

Teacher: confers to learn students, and both individualize and differentiate instruction.

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