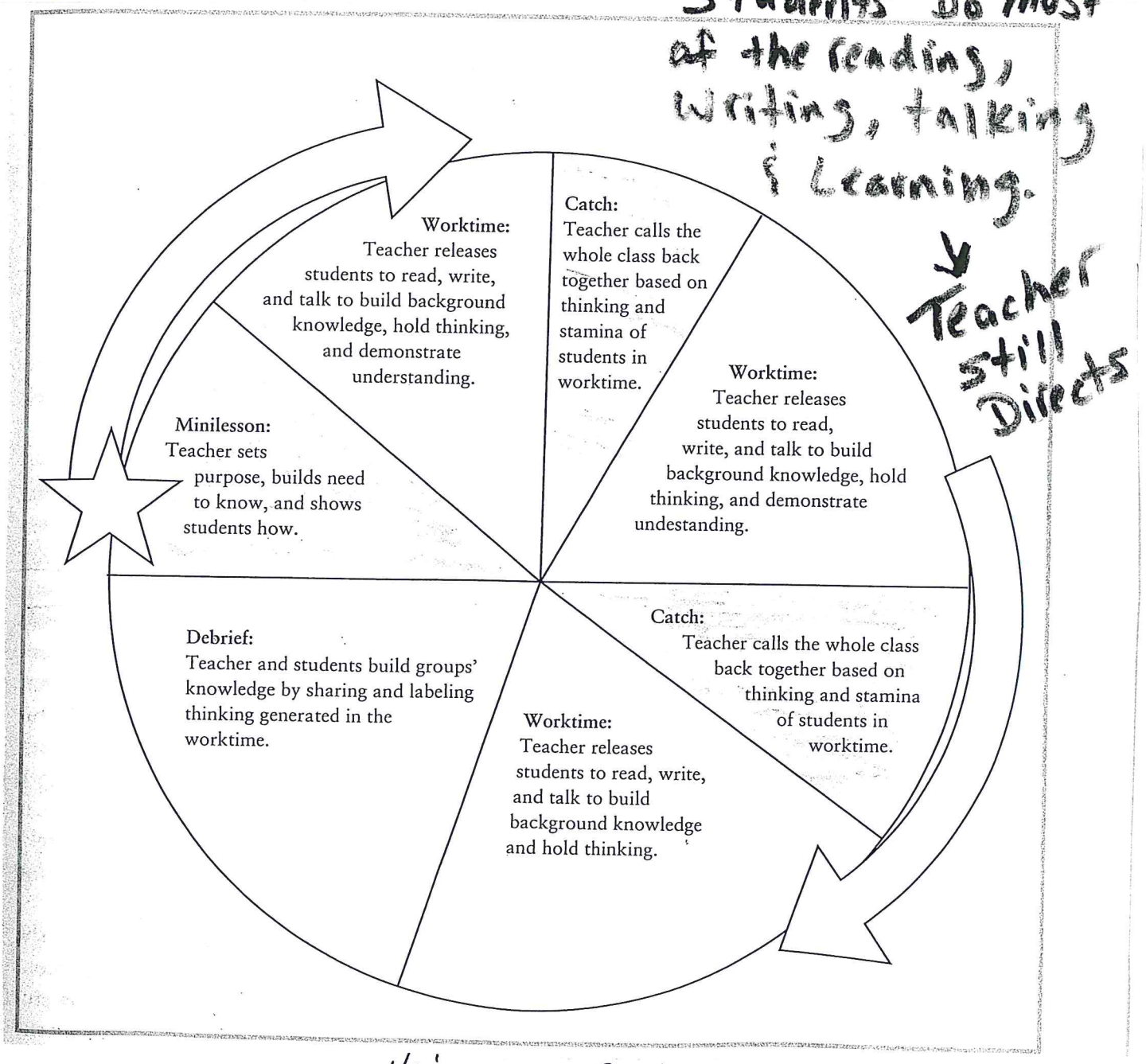
From: That Workshop Book - Samantha Bennett

Figure 1.3 Workshop as a Cycle of Catch and Release

Students Do most of the reading, writing, talking & learning.

Teacher still Directs



Heinemann Publishing

From: That Workshop Book
Samantha Bennett

Figure 1.1 Teaching as a Cycle

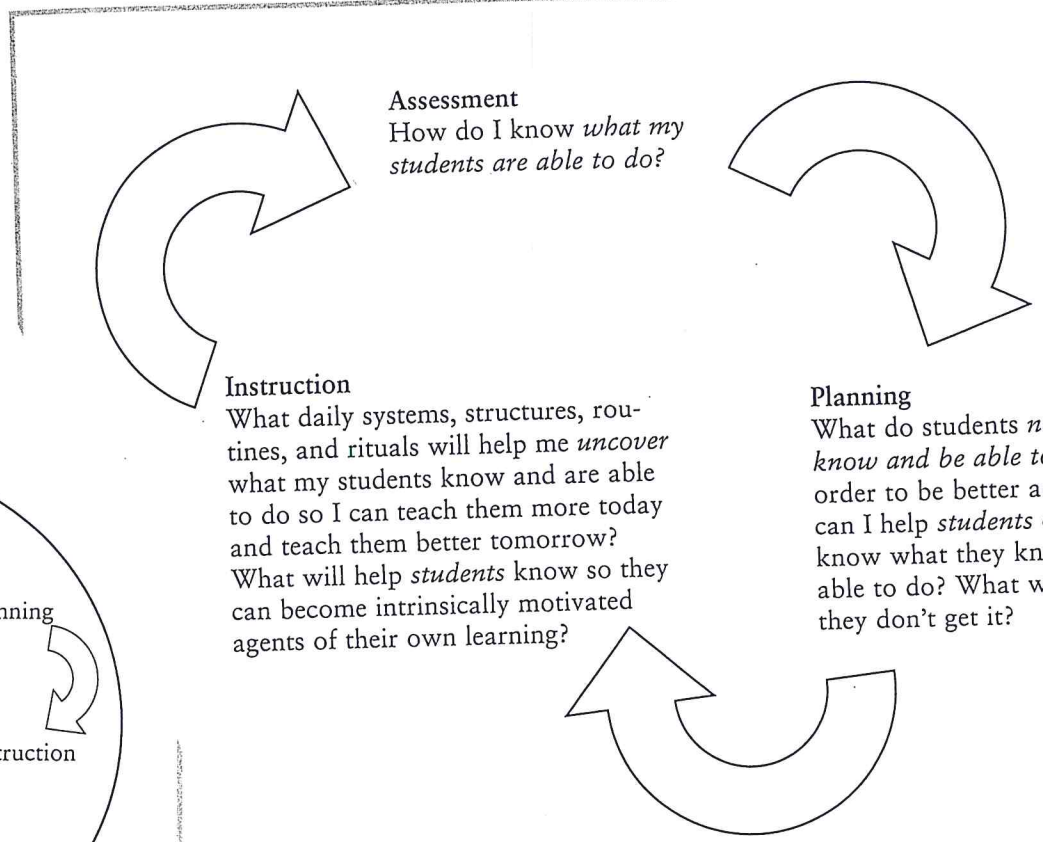
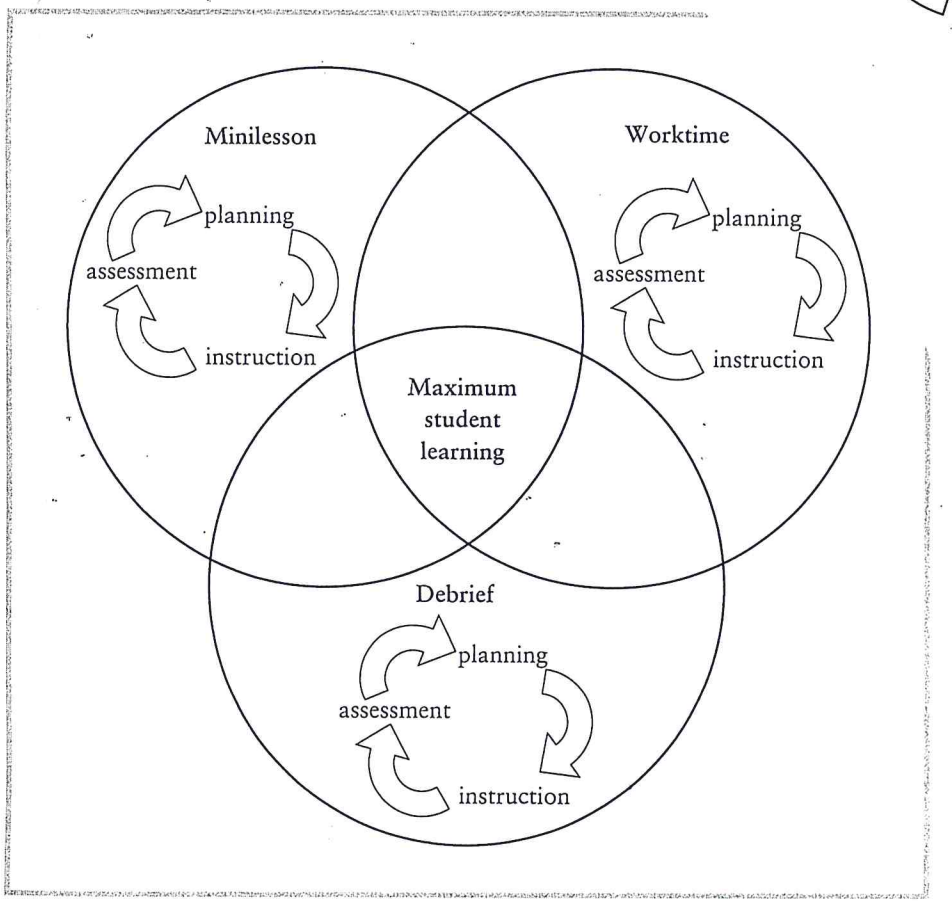
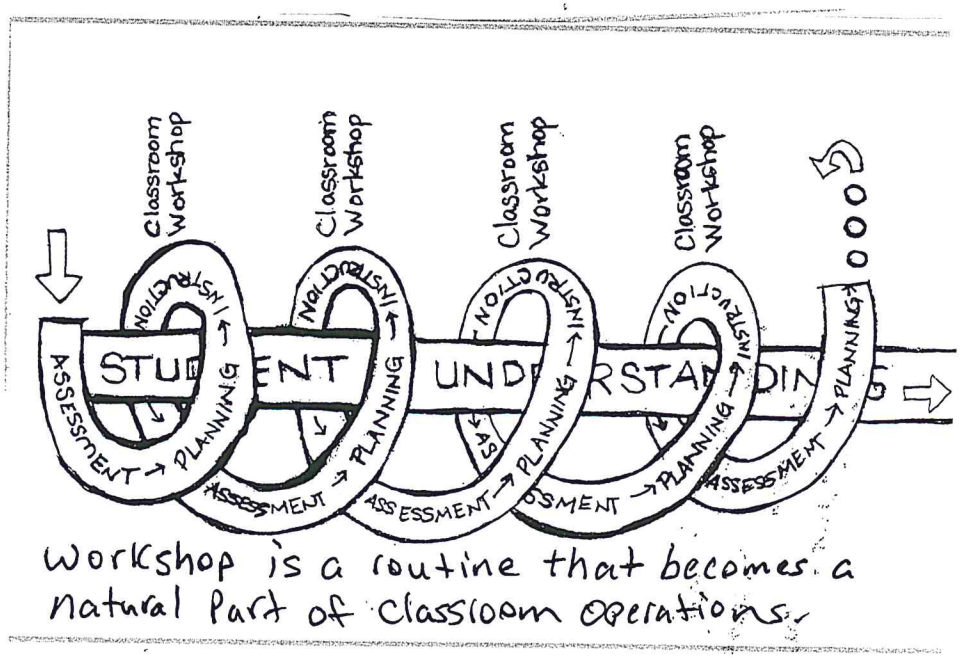


Figure 1.5 Workshop as a System



One of the misconceptions of workshop is that teachers have only fifteen minutes in the minilesson to teach. Teachers don't teach just in the minilesson part of a workshop. As teaching consists of ass[illegible]ning, and instruction, teachers teach the whole way thro[illegible] shop:



WHO DOES WHAT WHEN IN A MINDS-ON MATH WORKSHOP?

	Teacher	Student
Opening	◆ Welcomes learners ◆ Sets purpose ◆ Challenges students to start thinking	◆ Settles into class ◆ Starts thinking by solving a problem or responding to a prompt
Minilesson	◆ Activates background knowledge ◆ Models thinking ◆ Demonstrates use of tools ◆ Models math content ◆ Sets expectations for work time	◆ Listens, watches, takes notes ◆ Asks clarifying questions ◆ Practices thinking alongside teacher
Work Time	◆ Confers with students ◆ Supports small groups as needed ◆ Assesses students' understanding	◆ Applies learning from minilesson to math learning experience ◆ Engages in mathematical problem solving ◆ Collaborates with peers in ways that promote thinking and understanding ◆ Documents thinking
Sharing and Reflection	◆ Facilitates students' sharing ◆ Connects students' learning to larger purpose of the lesson ◆ Acknowledges students' progress and effort ◆ Describes next steps in the learning sequence	◆ Shares thinking ◆ Asks questions ◆ Synthesizes ◆ Monitors how thinking has grown or changed

Minds on Mathematics

Wendy Hoffer

	Typical Approximation	Minds-on Math Workshop
Opening	Students do a problem designed to get them seated and quiet while teacher takes attendance.	Learners work on a problem designed to draw out their prior knowledge related to the day's learning goal(s).
Minilesson	Teacher gives instructions and shows students how to do their work.	Teacher states the purpose for their work, models thinking, welcomes multiple strategies.
Work Time	Students work on problem sets while teacher helps.	Students engage with challenging tasks while teacher confers.
Reflection	Teacher verifies that students "get it."	Students discuss what they understand about the concept and how their thinking as mathematicians has changed.

Workshop = Deeper Engagement

From: Science as Thinking

Wendy Hoffer

	What does the teacher do?	What do the students do?
Before		
Purpose	Clearly explains the big idea and the learning goal of the work.	Understand what they are supposed to be learning, and how this topic relates to the broader field of science.
Engage	Piques student interest and investment in the topic.	Understand why the topic is meaningful to them; activate their own background knowledge.
Scaffold	Breaks task down into manageable steps, provides instruction around each step, and assesses students' progress before encouraging them to embark on the next segment of the project.	Understand the steps required to complete the project; recognize what the teacher expects at each stage before allowing students to move on.
Model	Demonstrates the thinking involved in completing the task at hand successfully.	Observe and hear how the teacher thought through a related task.
During		
Confer	Uses work time to connect instructionally with as many students as possible.	Work independently; enjoy opportunities to talk one-on-one or in small groups with teacher to share what they understand and receive assistance in areas of confusion.
After		
Reflect	Asks students to be metacognitive about the meaning of the work they are doing in class.	Have frequent opportunities to stop and think about their new learning, and to put it into the context of their background knowledge and lives.
Assess	Creates opportunities throughout as well as at the conclusion of the project for students to give and receive feedback.	Receive specific feedback from peers and teacher about their thinking and products.

FIG. 3.4 *Workshop Overview*