

The Workshop Model as a Time-Based Structure

A Way to Help Students Maximize Their Minutes of "Playing Time" Every Day

Lesson starts at the ★

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 or her students.

Guiding questions for planning:
*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 work time 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 for planning: *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 about students, to both individualize and differentiate instruction

Mini-lesson: teacher shows students both WHAT and HOW to do the work during work time.

Guiding question for planning: *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 for planning: *What will help students connect one day to the next? How will the teacher share specifics of what and why students are learning today?*

Debriefing: should include both a **share-out** and a **synthesis of learning**.

Guiding questions for planning: *What did students accomplish? How did students get smarter? What do students need next?*