Utilizing the Workshop Model in 109

Board of Education Meeting
September 16, 2019
Workshop Model

“An approach to instruction that recognizes that “one size fits all” does not match the realities of the classroom.”

-Lucy Calkins
District K-5 Instructional Models

**Reader’s and Writer’s Workshop**

1. **Mini-Lesson**
   - 10-15 minutes

2. **Applying the Skill**
   - 20-35 minutes

3. **Share**
   - 5-10 minutes

- Teacher models, think aloud, or demonstrates specific literacy skill or concept.
- Independent reading and writing - literacy partnerships - skill/strategy groups - book clubs - conferencing - writing about reading - guided reading

**Math Workshop Model**

1. **Launch/Investigation/Dig-in**
   - 5 minutes

2. **Mini-Lesson**
   - 10-15 minutes

3. **Guided Math**
4. **Stations/Centers**

5. **Daily Closing**
   - 5-10 minutes

- Students share how they applied the skill or concept. Teacher provides specific feedback.
5 Best Practices of Workshop Model

1. Establishes the WHY
2. Creates an environment where students can connect and contribute
3. Creates an environment where it’s safe to learn, take risks and make mistakes
4. Keeps students engaged with small, focused chunks of instruction
5. Empowers students to practice, change their behaviors and build new habits for learning
Benefits of the Workshop Model

1. Simple and predictable structure
2. Students learn new content, practice strategies and reflect on learning through verbal and written sharing
3. Common point of instruction
4. Flexibility for instruction & easily tailored to each student’s learning needs
5. Structured to allow for immediate feedback while students are in the midst of their learning
6. Allows time for the teacher to observe, listen, assess and teach each student
What does this look like in a K-5 classroom in 109?
Mini Lesson

✗ Students gather with the teacher
✗ Teacher establishes the “why”
✗ Focused, targeted instruction and modeling of a skill/strategy
✗ Explicit instruction is relevant and connects to what the students will practice during the rest of the session
Application

✗ Students transition to independent practice, small group instruction or skill/strategy groups

✗ Teacher provides specific feedback through conferring with individual students, instructing small groups, observing, or collecting data
Share/Closing

Teacher brings students together to bring closure to the session

Reflection for learning
Thanks!

Any questions?