Teaching Through the Workshop Model

bit.ly/teachingthroughworkshopmodel

Monday, August 6, 1:00-4:00
Housekeeping

- Take bathroom breaks as needed. We’ll take a 10 minute break at about the half way point.
- Sign in on the sheet. This will be used for registration in True North Logic if you are a GCS employee.
- Others will receive an email with details about how to get CEU’s.
Today’s Goals:
1. Explore the *WHY* of the workshop approach
2. Understand how reading and writing workshop fit into balanced literacy
3. Unpack the components of mini lessons
4. Begin to understand the components of workshop *AFTER* the minilesson
Turn and talk with a partner about a time you learned a new skill or took on a new hobby.

If you felt successful at learning, what were the elements that contributed to your success?

If your success was limited, why do you think that was?
• How is this parent supporting his child’s learning?
• How are you reminded of your teaching during reading and writing instruction?
• Does this child’s enthusiasm for learning to bike resonate with your students’ approach to growing as readers and writers? If so, how? If not, why?
What is the “workshop” approach to teaching?

“Workshop is a teaching structure that pushes students to be creative and responsible for their own learning. The Workshop Model asks students to take charge of their own learning, becoming active and engaged in their work and development of understanding. Using workshop allows teachers to be actively engaged with students individually or with small groups, facilitating and assisting in that understanding, while also providing individualized support. Students who are engaged in workshop model are actively learning the material and concepts they need to master throughout the year.”

Rachel Lynette
Activity:

- What are the components of balanced literacy instruction?
- Sort into three groups:
  - Within reading workshop
  - Within writing workshop
  - Supports reading/ writing workshop
The Components of Balanced Literacy

- Read Aloud
- Writing Workshop
- Interactive Writing
- Shared/Close Reading
- Word Study

Reading Workshop
Elements of literacy instruction that take place within reading and writing workshop:

- Minilesson
- Independent/partner reading/writing with a purpose, accountability, response
  - Small group work (interventions, guided reading, strategy groups, book clubs, partnerships)
  - Midworkshop interruption
  - Conferring (progress monitoring)
- Share out
Predictable structure of minilessons:

1. Connection (*Remember when we…*)
2. Teach (*Today I want to teach you…*)
3. Active Engagement (*I want you to turn and tell (or show) your partner how you…*)
4. Link (*Today and every day, remember that readers/ writers…*)
5. Midworkshop Interruption (*Readers/ Writers, be sure that you are…*) *happens part way through IR*
6. Share *happens after IR*
Based on Vygotsky’s Work

1. I Do. You Watch. (Modeling)
2. I Do. You Help. (Guided Practice)
4. You Do. I Watch. (Strategy Application)

- The Reading Workshop is built around this research base.

- Note: This is not a linear model. It ebbs and flows.
Activity

Watch and reflect on 2nd and 4th Grade Reading Minilessons

https://vimeo.com/85966628

https://vimeo.com/55966243
Activity

- Look over Session 5: Envisionment, from Grade 4, Unit 1: Interpreting Characters: The Heart of the Story.
- Highlight each element (connection, teach, etc.) Would you use this exact language or modify it?
- Note what students’ “assignment” is during independent reading and how you’d hold them accountable for completing it.
- Note how you’d structure the response/ task during independent reading to support your range of learners.
- Think about what classroom structures/ routines/ techniques might need to be taught to maximize student success.
Types of minilessons:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and strategies</td>
<td>Habits/ Procedures</td>
</tr>
<tr>
<td>Genre</td>
<td>Writing process</td>
</tr>
<tr>
<td>Habits/ Procedures</td>
<td>Author’s craft</td>
</tr>
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<td></td>
<td>Conventions</td>
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</tbody>
</table>
Activity:

With a partner, sort the minilesson topics into the three or four types of minilessons.
What is a teacher’s role after the minilesson?

- Quickly work the room
- Small group/ one on one teaching
  - Interventions, guided reading/ writing, strategy groups, book clubs
  - Conferring/ progress monitoring

Midworkshop interruption FIX THIS BULLET
- More small group/ one on one teaching
- After workshop- facilitate the share
Touching on conferring:

Predictable structure:

1. Research (if during PM’ing, the task is your research)
   a. What are you working on today?
   b. How’s it going?
2. Compliment
   a. You are working so hard to...
   b. Look at how you...
   c. I love how I see you..
3. Teach
   a. Let me show you how writers/ readers...
   b. Let’s take a bit of a challenge here...
   c. When we read/ write this kind of book we...
4. Link
   a. So today and every day when you are... I want you to remember to...
How do I know what to work on with students?

- Grade level standards/clarification
- Mclass “Now What?”
- I Ready “Tools for Instruction”
- Jennifer Serravallo “Reading Strategies Book”
  “Writing Strategies Book”
- Scholastic Guided Reading Program “Red Book”
In closing:

“Good teaching pays off. When you provide students with constant opportunities to read and to write, and when you actively teach into their best efforts, their literacy development will astonish you, their parents, the administration-and best of all, the students themselves.”

-Lucy Calkins
THANK YOU!