The Workshop Model

This framework outlines the components of a workshop model that can be used in any content. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. The warm-up (not technically part of a workshop model) has been added to facilitate transitions from bell to bell and set the tone for learning.

<table>
<thead>
<tr>
<th>Warm-up (5 minutes)</th>
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<tr>
<td>The teacher posts a brief assignment that may be done independently. This may be a brief reading, writing, editing, or problem solving activity to ready them for learning.</td>
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<thead>
<tr>
<th>Mini-Lesson (10-15 minutes)</th>
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<tbody>
<tr>
<td>The teacher provides whole class direct and explicit instruction in one of the following ways:</td>
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<tr>
<td>- conduct a shared reading demonstrating a reading strategy</td>
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<tr>
<td>- read and think aloud for a specific purpose</td>
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<tr>
<td>- teach a key concept</td>
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<tr>
<td>- demonstrate a writing strategy</td>
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<tr>
<td>- direct students in a hands-activity</td>
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<tr>
<td>Teacher outlines the work to be done including</td>
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<tr>
<td>- the expectations as to how to apply the content learned in the mini-lesson to the work</td>
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<tr>
<td>- the expectation of completed work</td>
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<tr>
<th>Independent Work Time (30-40 minutes)</th>
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<tr>
<td>Students work independently, in pairs, or small groups. The teacher circulates for 2 or 3 minutes to ensure all students are on task, and then</td>
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<tr>
<td>- confers with individuals for a few minutes, taking anecdotal notes</td>
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<td>- work with a small group in direct instruction</td>
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<th>Share Session (5 minutes)</th>
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<tr>
<td>The teacher reconvenes class to</td>
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<tr>
<td>- focus on the work of one or two students that use what was taught in the mini-lesson</td>
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<tr>
<td>- recap key learning of the day (1 minute)</td>
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<td>- check for understanding (with short reflective writing or exit slips)</td>
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<td>- give homework assignment</td>
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