



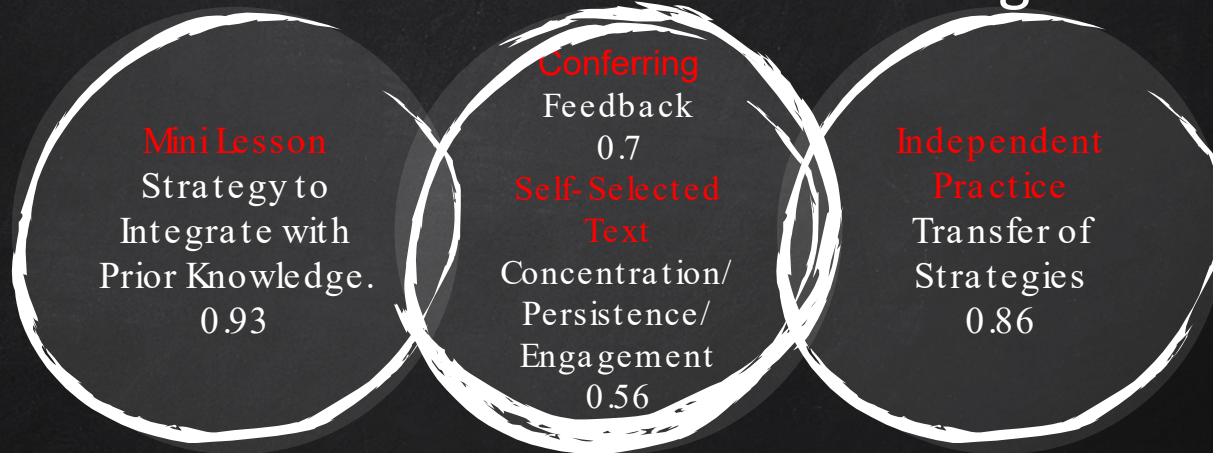
~~Workshop~~





# Componets Are Researched Proven

## John Hattie – Visible Learning





## Why Workshop?

- X Immerses students in Authentic Reading/Writing/Math Experiences
- X Replicates The Experiences of “REAL” Readers/Writers/Mathematicians
- X Differentiates Instruction
- X Creates Opportunities For Regular Responses To Literature
- X Gives Students The Opportunity To Learn And Reflect About Their Thinking Process
- X Helps Students Understand The Reasons They Read Are Similar To The Reasons Adults Read
  - Pleasure And Entertainment
  - Learning
  - Research
  - Keep Up On Current Events
  - For Their Job



# Rules of Workshop

## Reading Workshop **Is** .....

- X Driven by **STANDARDS** and the **NEEDS** of individual learners
- X Focused on **THE Student**
- X **DIFFERENTIATES** instruction (Level, Interest, and Flexible)
- X Driven by **MULTIPLE** student assessments
- X Students reading “**JUST RIGHT**” books **INDEPENDENTLY**

## Reading Workshop is **NOT** .....

- X Driven by what the **TEACHER'S MANUAL SAYS**
- X Focused on **The READING/STORY**
- X **ONE SIZE** fits all
- X Driven by **WEEKLY TESTS**
- X All students reading the **SAME STORY** at the same time

# Overview of a Day's Reading or Writing Workshop

WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
<b>MINILESSON</b>	<b>Less than 10 min.</b>	The teacher gathers students in the meeting area next to their partners	Whole-group instruction <ul style="list-style-type: none"><li>• Connection</li><li>• Name the teaching point</li><li>• Teaching</li><li>• Active Engagement (guided practice)</li><li>• Link to the work students will do</li></ul>	Listening, then actively engaged in applying new learning
<b>INDEPENDENT READING AND WRITING</b> <b>CONFERRING AND SMALL-GROUP WORK</b>	<b>35–45 min.</b>	Students find comfortable spots to read or write	One-on-one and small-group teaching <ul style="list-style-type: none"><li>• Circulate</li><li>• Observe</li><li>• Question</li><li>• Listen</li><li>• Coach</li><li>• Demonstrate</li><li>• Reinforce the minilesson</li><li>• Encourage</li></ul>	Practicing strategies learned throughout the unit, working independently or with partners
<b>MID-WORKSHOP TEACHING</b>	<b>3–5 min.</b> (during Independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
<b>SHARE</b>	<b>3–5 min.</b>	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

# Components of RW

## Mini Lesson

- X Driven by standards and the needs of individual learners
- X Teaching point
- X Model – I DO
- X Guided Practice – WE DO
- X Use mentor text

## Independent Reading

- X You DO – Practice the strategy
- X Conferring one-on-one or small group
- X Self-selected text that are “Just Right”
- X Increasing reading stamina
- X Writing about reading
- X Book swop

## Sharing

- X Bring closure to the lesson
- X Highlight specific conferences
- X Students share out strategy usage with partners
- X Quick assessment of students

[https://learn.teachingchannel.com/video/reading - workshop - overview](https://learn.teachingchannel.com/video/reading-workshop-overview)  
5<sup>th</sup> grade Teacher

<https://youtu.be/eO4aNmOQWsY>

Mini Lesson – All Grades

<https://youtu.be/ck6Kr2GVgH4>

Ind Conferencing – All Grades

<https://youtu.be/QJTvRVarJWI>

Group Conferencing – All Grades



# Talking It Through



What Feels Right About Workshop?



What Do You Wonder About?



# Mini Lesson

Whole class, explicit, short and to the point

Student application of teaching point immediately follows mini lesson

Seating on the floor for more focused, attentive learning

Based on the needs of students and standards

Could be:

- - Cognitive or Meta-Cognitive based (visualizing, connecting, inferring)
- - Text structure based (NF text structure – Cause & Effect, descriptive, chronological order, problem and solution, compare and contrast)
- - Resources or material based ( How to chose just right books)
- - Climate or management based ( How to ..... Procedures)

## Format Of The Mini-Lesson

- X Connection
- X Teaching Point
- X Demonstration
- X Active Engagement
- X Link

## Resources for Mini-Lesson

- X District resources
  - Curriculum Calendars
  - Grade Level Curriculum

# Independent Reading



# Meaningful Reading Time

Reading procedures  
solidly in place (what  
if they  
aren't....Impact on  
time)

Reading time  
is.....Reading Time  
– Not the time to use  
the bathroom

**NO FAKE  
READING!!!!**

Model the task

Students apply and  
synthesize what they  
learn.

Individually first, then  
later in partnerships

# Student Notebooks Purpose



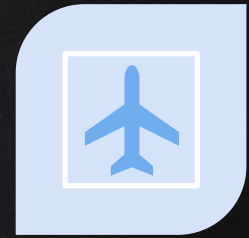
KEEP TRACK OF  
THINKING



RESOURCES FOR  
STUDENTS



USEFUL DURING  
ASSESSMENT



SEE THE JOURNEY OF  
THE READER FROM  
BEGINNING OF THE  
YEAR UNTIL THE END

## Conferring

- X Must happen daily in order to truly differentiate
- X Keep record of what you teach each day with each child
- X Will drive whole class instruction
- X Read the conference notes carefully
  1. What patterns do you see emerging from this particular class?
  2. What are some things you would teach in a mini-lesson based on your conferring notes?



## Talk It Through



What questions do you have about notebooks and conferencing?



Is there anything you want to share about notebooks or conferencing?



# Sharing

## Types of Sharing

- X Whole Class
- X Small Group
- X Partner
- X Verbal or Written

\*This is an opportunity for you to confirm, teach or reteach\*



# Environment





## Management



Procedures, Procedures,  
Procedures!!!!!!!!!!

## Management Ideas

- \*Consistency
- \*Carpet Time/Transitions
- \*Book Storage/Book Nooks
- \*Classroom Library/Check-out System
- \*Book Logs (When/If needed)
- \*Independent Reading Time
- \*Assessment/Accountability



## Classroom Library



Support Instruction

Increased interaction  
with books

Help students learn  
about and care for  
books

Provide a central  
location for  
classroom resources

Provide opportunities  
for independent  
reading/learning  
extensions

A place to talk and  
interact with books

# Managing your classroom library

Organization is the KEY!

Start Small

Check-out/Check-in System

## Book Shopping

- Where Can I Go To Level My Books?
- <https://bookwizard.scholastic.com/>

# Examples of Classroom Libraries





## Talk It through

- X Do you have any questions or anything to share about classroom libraries?