



Math Workshop Model

Number Study (10-12 mins.) Time to explore and practice how numbers work	
Content Lesson (45-60 min) Whole group differentiated lesson on addressing grade level standards through problem solving <ul style="list-style-type: none"> • Introduction • Exploration • Summarization 	
Small-Group Support (30 min) <ul style="list-style-type: none"> • Students grouped by need for a given strategy • Reinforce/reiterate content lesson • Intervention (e.g. Do The Math) 	Workstations (20-30 min) Independent, partner/small group activities (choice, just-right levels, routines and extensions) <ul style="list-style-type: none"> • Problem solving and/or Math Writing • Activities/Games/Exploration • Technology Integration • Practice
Conferencing (Teacher talk one-on-one with students) Student interview to identify conceptual understanding and misconceptions	
	
High Teacher Support	Low Teacher Support

Benefits of Math Workshop The Math Workshop supports teachers' efforts to reach all learners. Use of this model and its various components helps teachers:

- Redesign the classroom environment
 - To foster the independent use of manipulatives
 - To create a math-rich environment
 - To create a classroom that helps all students succeed
- Schedule and Pace Lessons that
 - Allocate time for learning
 - Provide opportunities to practice math skills outside of the daily lesson
 - Meet students where they are
 - Integrate math into the daily life of the classroom
- Use curriculum for effective planning, which depends on
 - Knowing the math to be taught
 - Knowing the math curriculum
 - Knowing the students and their needs
- Manage the classroom processes as well as correct answers
- Problems for which more than one answer is possible
- Inquisitive responses
- Tolerance for mistakes

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.

Warm-up (5 minutes)

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.

Mini-Lesson (10-15 minutes)

The teacher provides whole class direct and explicit instruction in one of the following ways:

- conduct a shared reading demonstrating a reading strategy
- read and think aloud for a specific purpose
- teach a key concept
- demonstrate a writing strategy
- direct students in a hands-activity

Teacher outlines the work to be done including

- the expectations as to how to apply the content learned in the mini-lesson to the work
- the expectation of completed work

Independent Work Time (30-40 minutes)

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

- confers with individuals for a few minutes, taking anecdotal notes
- work with a small group in direct instruction

Share Session (5 minutes)

The teacher reconvenes class to

- focus on the work of one or two students that use what was taught in the mini-lesson
- recap key learning of the day (1 minute)
- check for understanding (with short reflective writing or exit slips)
- give homework assignment