Workshop, Grades 2-3

Classroom Management

Resources

Make sure that students are aware of the resources available in the classroom and that they know how to use them. Sign-up sheets can be very helpful for everything from high-demand books or software to teacher-conferencing time. Students should also be encouraged to seek out other school resources such as the library and even other teachers who may have extensive knowledge about an area of interest.

Have students take sufficient time to assess their needs before beginning research. Careful preplanning can help research progress smoothly. Encourage students to reevaluate their needs—both intellectual and physical—so they don't waste time looking for things they already have or ignoring needs they haven't noticed.

Note that Mrs. Bunting:

- Refers to the Concept/Question Board as a source of information.

- Uses the *Inquiry Journal* as an important resource.

- Makes sure the students have computer time and library time in order to do their research.

- Uses Workshop time for students to work together.

Classrooms using **SRA Imagine It!** can also use eInquiry, part of eSuite, to aid them as they complete the *Inquiry* process.

Scheduling

Students may need to be taught about deadlines and schedules so that they understand what is expected of them while they proceed with their investigation. Most students will benefit from a class planning calendar that highlights important deadlines for accomplishing each step in the inquiry/exploration cycle. Individuals and groups may also want to have their own planning calendars with specific information about tasks and resources.

Mrs. Bunting:

- Presents the class with a large-scale calendar that will remain in place throughout the project.

- Has noted dates on which she will work with each group and those on which the students will present their findings.

- Encourages her students to add their own important dates to their group calendars.

Interim presentations

Interim presentations of material are every bit as important, if not more so, than final presentations. It is during interim presentations that students have an opportunity to rethink and reevaluate their work and either carry on with their original course or refocus when appropriate.

At each step in the project, Mrs. Bunting has the students present their findings, questions, conjectures, and understandings to the group in order to keep everyone informed and to get helpful feedback for the students. In addition, students will give at least one interim presentation before giving their final presentations.

Workshop

After research groups have been formed, explain that they will be able to meet during Workshop to discuss prior knowledge, formulate questions and conjectures, collect information, and follow through with the inquiry/exploration cycle. If necessary, post some basic rules about Workshop, such as:

- Work quietly; don't disturb other groups.

- Respect all ideas during discussions.

- Don't interrupt during discussions and presentations.

- Share resources.

Collaborative learning

Have a discussion at the beginning of the school year about participation and cooperation while working in groups. Make sure your students understand that they will be responsible for a part of the work. Tell students that you will be monitoring them to make sure everyone is doing his or her part. Emphasize that everyone will learn more than they would if they worked separately. Encourage them to come to you immediately if problems arise between group members.

Students should understand that they are supposed to work on their own as much as possible, but that you are there to help and support them as they work. Mrs. Bunting's class contains a range of abilities, yet every student participates. Collaborative groups are important to support the needs of diverse learners and encourage learners with different abilities and skills to work together.