


ANTICIPATED WORKSHOP
CONTENT

Word Clouds

Students create a visual depiction of a set of words or terms grouped by color, font size/weight, importance, or frequency of use. Teachers may also use a pre-created word cloud as an anticipatory activity to guide students and/or assess prior knowledge.

Common word cloud generators include [ToCloud](#), [TagCrowd](#) or [WordLe](#)

Structure: Small Group

 Time: 15-20 min.




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ANTICIPATED WORKSHOP
CONTENT

**Interactive Whiteboard
Lessons**

Smart Boards and Promethain Boards allow students to interact with content directly. This instructional method may be used as whole group instruction followed by table-group and individual practice opportunities. Basic whiteboards may be equally beneficial for scaffolded lessons.


Structure: Whole Group
 Time: 20-30 min.



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ANTICIPATED WORKSHOP
CONTENT

Vocabulary Activities

Examples include word maps, Frayer models, interactive word walls, anchor charts, TPR, vocabulary foldables, mnemonics, acrostics, flip books, word sorts, graffiti walls, vocab cartoons, task cards, vocabulary squares, learning maps etc.

Structure: Small Group


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ANTICIPATED WORKSHOP
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Article Reviews

Teachers may jigsaw longer articles. You may differentiate by using level readers or assigning different articles by skill level and allowing students to pair/share to discuss content similarities and differences. Teacher may require students to submit notes or follow article with a brief assessment of student understanding.

Structure: Small Group


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ANTICIPATED WORKSHOP


CONTENT

Graphic Organizers

Graphic organizers allow students to visually represent relationships between concepts and vocabulary. Examples include Venn diagrams, timelines, planning charts, classification charts, t-charts, main idea webs, etc.

During PBL units, graphic organizers may be used as small group activities to follow whole group instruction, or as a reflection process following another activity.

Structure: Small Group

 Time: 10-15 min.

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ANTICIPATED WORKSHOP

CONTENT

Gallery Walks

Students may post and observe deliverables created as part of their PBL product or post ideas generated from a lecture, article, or other learning format. Students may take notes during walk or use post-its to comment and ask questions.

Structure: Whole Group

 Time: 5-10min.


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ANTICIPATED WORKSHOP

CONTENT

Cloze Activities

Provide students a content-aligned passage. The first and last sentences of the passage are left in tact. Select vocabulary is deleted and replaced by 'blank' lines.. Students, working individually, or in groups, are asked to predict or infer the words that should fill the blanks. The strategy offers great opportunities for discussions about content and language.

Structure: Small Group

 Time: 10-15 min.


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ANTICIPATED WORKSHOP

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Six Thinking Hats

Provide hats (or pictures of them) in six colors. Students follow color specification to analyze content. Blue Managing Hat– What is the subject and learning goal? White Information Hat- State the facts and other information provided Red Emotions Hat– State how you feel about the topic. Black Discernment Hat– State any reasons of doubt or concern Yellow optimistic Hat– Describe the positive benefits of topic Green Creativity Hat– Describe further questions and investigation opportunities . Post student responses to web-based collaboration tool.

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ANTICIPATED WORKSHOP

CONTENT

Comic Strips

Provide students with frame templates. They will use frames to depict sequenced content or create narrative stories that depict learned concepts. Integrate technology using web 2.0 tools like Bitstrips and pixton.

Structure: Small Group

 Time: 15-20 min.


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Thinking Maps & Concept Maps

Guide students to use thinking and concept maps to learn and retain information. Examples include circle maps, flow maps, bubble maps, double-bubble maps, tree maps, brace maps, multi-flow maps, and bridge maps. Integrate technology using online mapping programs like lucidchart, smartdraw, bubble.us and others.

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ANTICIPATED WORKSHOP

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Resource Modules

Students complete learning modules provided by prepackaged learning units, textbooks resources, online programs. Commonly used resources are I-Station, Study Island, Engineering is Elementary, and Texas Treasures.

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Classification Activities

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Structure: Whole Group

 Time: 10-15 min.

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Computer Simulations

Students use interactive online simulations like Explore Learning Gizmos, PhET simulations etc.

Structure: Small Group


 Time: 15-30 min.



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**ANTICIPATED WORKSHOP
CONTENT**




Structure: Small Group or Whole Group

 Time: 10-30 min.

**ANTICIPATED WORKSHOP
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**ANTICIPATED WORKSHOP
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Structure: Small Group or Whole Group

 Time: 10-30 min.


ANTICIPATED WORKSHOP

CONTENT

Games & Multiple Response Systems

Academic games allow students to practice skills and self-reflect on knowledge mastery in a non-threatening environment. In small groups, students may participate as individual players or as a team against the computer system. Remember to follow up with critical thinking question prompts.

Structure: Small Group

 Time: 15-20 min.




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ANTICIPATED WORKSHOP
CONTENT

**DRTA– Directed Reading
Thinking Activities**

In this comprehension strategy, the teacher guides students through questioning and making predictions about a text. After reading, students confirm or refute their predictions.

Structure: Small Group
Time: 15-30 min.



ANTICIPATED WORKSHOP
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Time: 15-30 min.



ANTICIPATED WORKSHOP
CONTENT

**DRTA– Directed Reading
Thinking Activities**

In this comprehension strategy, the teacher guides students through questioning and making predictions about a text. After reading, students confirm or refute their predictions.

Structure: Small Group
Time: 15-30 min.



ANTICIPATED WORKSHOP
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In this comprehension strategy, the teacher guides students through questioning and making predictions about a text. After reading, students confirm or refute their predictions.

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ANTICIPATED WORKSHOP

CONTENT

Experimental Inquiry Lessons

Students follow a specific process to apply their prior knowledge to a new situation. (1) Observe something and describe it. (2) Apply theories or rules to explain observation. (3) Based on the explanation, make a prediction. (4) Set up an experiment to test the prediction. (5) Explain results and compare to earlier explanation.

Structure: Whole Group or Small Group

 Time: 20-30 min.


ANTICIPATED WORKSHOP

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ANTICIPATED WORKSHOP
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Experiments/Labs

During PBL units, students use data from lab experiments to justify or promote their product. Integrate technology by posting each groups results on data collection apps like Canvas (gocanvas.com).

Structure: Whole Group


 Time: 30-45 min.

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ANTICIPATED WORKSHOP

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GUEST SPEAKERS

Authentic audiences and experiences are the key to successful PBL units. Teachers schedule professionals to speak on work experience and current trends and problems in their career fields. Students are encouraged to reflect on their Know/Need-to-Know charts to drive purposeful questioning with guests.

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ANTICIPATED WORKSHOP
CONTENT

STUDENT PANELS

Selected students serve as experts on a content-related topic, providing information and answering questions for the remaining class audience. Panels can be composed of students in the same PBL group, or a representative of each group.

* Also called fishbowl discussions.

Structure: Whole Group

 Time: 15-20 min.


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ANTICIPATED WORKSHOP
CONTENT

REAL-WORLD SIMULATIONS

Software and games like Evoke and SIMS allow students to manipulate environments and discuss effects of real-world and real-time dynamics.

Structure: Small Group or Whole Group
⌚ Time: 15-20 min.



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CONTENT

QUICK WRITES


Quick Writes may be used as assessments or learning workshops. As workshops, the teacher provides the prompts prior to the learning activity as an anticipatory strategy. Students then complete the writing activity with or without notes.

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 Time: 10-15 min.

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MAPS AND CHARTS

Most likely, your PBL product will require some mapping or data analysis. The teacher may also need to designate time for students to practice these skills in a scaffolded learning session.

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 Time: 20-30 min.

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EMERGING WORKSHOP
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Emerging Workshops are created as needed by the teacher in response to misconceptions and formative assessment data. Always remember that an emerging group may require scheduling changes to your PBL timeline as they interrupt group planning or small group content instruction.


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 Time: 15-20 min.

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EXPERT WORKSHOP

PRESENTATION PREPARATION

21ST CENTURY SKILL-BUILDING

The learning environment during PBL units inherently develop of 21st century skills, but it is equally important that the 4 C's are taught explicitly in some classrooms. The teacher may need to provide examples of communication, collaboration (vs. cooperation), creativity, and critical thinking.

Structure: Small Group

 Time: 15-20 min.


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PRESENTATION PREPARATION

WEB 2.0 PRESENTATION FORMATS

PBL assignments should prepare students to make thinking visible by integrating technology into their final presentations. Teacher (or other school personnel, volunteers, etc.) may provide tutorials on using specified web 2.0 tools. Some common presentation tools include Timetoast, moviemaker, animoto, audacity, bibme, google-docs, kerpoof, museum box, photopeach, prezi, tagxedo, and storyjumper.

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CRITICAL FRIENDS

Critical Friends is a process by which students get feedback in the form of I likes and I wonders. This is a crucial step in project planning as many of the problems that arise during implementation of projects could be seen during this time. Student groups may be paired so that they alternate presenting their PBL product and providing feedback to class peers.


Structure: Whole Group

 Time: 20-30 min.

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 Time: 20-30 min.

LAUNCH



The PBL launch is equivalent to the 'hook' or engagement activity of a traditional lesson. A field trip, video, guest speaker etc. is followed by a know/need –to-know charting process. Students are then grouped and tasked with signing group contracts and identifying student roles for the duration on the PBL unit.

Structure: Whole Group


 Time: 45 min.

LAUNCH



The PBL launch is equivalent to the 'hook' or engagement activity of a traditional lesson. A field trip, video, guest speaker etc. is followed by a know/need –to-know charting process. Students are then grouped and tasked with signing group contracts and identifying student roles for the duration on the PBL unit.

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PBL PRESENTATIONS

Students present culminating products which may include:

Narratives	Exhibitions	PSA's
Letters	Webs sites	Scrapbooks
Proposals	Graphic presentations	Diagrams
Essays	Flow charts	Reenactment
Editorials	Videos	Paintings
Reports	Slide Shows	Oral history
Plays	Collages	Newscasts
Songs		Data Displays

Structure: Whole Group


 Time: 45 min. (3-6 min. per group)

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CELEBRATION & REFLECTION

A strong PBL should end with a celebration for student efforts. Guests should include community members and professionals who were instrumental in the PBL process and could share student work and solutions to authentic world problems. This event should also include a reflection session in which students may share lessons and thoughts from the PBL experience.


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EXPERT WORKSHOP
PRESENTATION PREPARATION

**INTERDISCIPLINARY
CONTENT SESSION**

Often students need direct instruction in another core area to complete their PBL product. Teachers may host this expert group themselves, or invite other teachers, administrators, community members, etc. to provide interdisciplinary instruction for experts to share with their PBL team members.

Structure: Small Group
Time: 10-20min.



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Career professionals may appear in person or via webcam/facetime/skype etc. to provide expert advice, answer student questions, and critique group progress.

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FORMATIVE ASSESSMENT

LEARNING LOGS

Teachers may assign a variety of writing formats including the journaling, quick writes, minute-response, and index card summaries, and CLOZE paragraphs. Keep in mind, students may also respond using web 2.0 tools for class reflection and collaboration.

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FORMATIVE ASSESSMENT

STUDENT REFLECTION

These activities allow the student to identify their level of comprehension and guide emerging workshops during PBL units. Examples include:

- 4 corners
- Laundry Day
- 3-2-1 reflections
- Triangle Reflections
- Muddiest point

Structure: Whole Group

 Time: 5-10 min.


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Audience response assessments allow 100% student engagement and participation and provides immediate data collection. Examples include clickers and Navigator systems.. Free online survey sites like poll-it, survey monkey, and kahoot can be used to accomplish similar tasks.

If technology is limited, white boards and response cards can be equally effective.



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CONCEPT MAPS

Students make thinking visible by showing connections between concepts and processes. Teachers may require students to complete maps using either linguistic or non-linguistic representations..


Structure: Small Group or whole group.

 Time: 15-25 min.

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PERFORMANCE TASKS/ PBA

Students complete a goal-directed assessment activity or assignment that is graded by a teacher or other evaluator using a pre-viewed rubric.


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CHOICE BOARDS

Students select one or several tasks from a matrix of nine possible activities/questions. 'Think-tac-toe' is a variation in which must address three tasks 'In a row.'


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QUIZ

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Structure: Whole Group or Small Group


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ENTRANCE/EXIT TICKET

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PBL WORKSHOPS- DECK KEY I

REQUIRED CARD

- Launch . This card is always the first day of your PBL.

OPTION CARDS

- Content Workshops- Select as many as needed for the length of your PBL. Remember, all small group content cards are automatically paired with PBL group work.

OPTION CARDS

- Expert Workshops– Select and plan these workshops to provide necessary knowledge & skills beyond content standards. Plan a minimum of two expert workshops.

OPTION CARDS

- Assessments– Select and intersperse these cards among the content cards for frequent formative assessment. Plan a minimum of four assessments.

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PBL WORKSHOPS— DECK KEY II

- **OPTION CARDS**
Emerging Workshops— Add these as needed PBL unit to address tiered instructions and clarify misconceptions.
- **REQUIRED CARD**
Critical friends. This presentation practice is usually one-2 days before final presentations.
- **REQUIRED CARD**
PBL Presentations. Occurs on final day of PBL unit.
- **REQUIRED CARD**
PBL Celebration. May be included in presentation day, or an individual reception for students to share PBL products with community, parents, public, etc.

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