

Workshop Roadmap!

By Love, Teach

This document is to show you a sample week for me in workshop mode, not a resource for teaching poetry 😊 However, to give you an idea of how the workshop method naturally allows for differentiation, I included a brief description of each assignment. The menu and foldable I refer to here can easily be adapted to any unit in any subject area!

Week at a Glance

Monday:

- Journal response for prompt: What is your relationship with poetry? How do you feel about reading it? Writing it? What do you know about poetry? Ask for volunteers to share.
- As a class, read and discuss Billy Collins' "Intro to Poetry." Brief discussion about reading for pleasure vs. reading for understanding. Is it possible to do both at the same time?
- Watch YouTube videos of various styles of poetry: humorous, slam poetry, haiku, etc.

Tuesday:

- Hand out pre-assessment of poetry terms and give students 10 mins to complete (not for grade).
- Review TPCASTT strategy (learned with previous year's teacher) and have students TPCASTT poem together. Ask them to TPCASTT a short poem with group, then another independently.
- Students rate their own TPCASTT ability: Not There Yet, I'm Getting There, I've Mostly Got It, or I'm an Expert! Students turn in rating sheet to teacher for consideration/planning purposes.

Wednesday:

- In beginning of class, go over Workshop Assignments with class (see table on p. 2 of this document). **Leave this table projected on board for duration of workshop.**

Wednesday through Friday:

- Check in with each student every day to check progress on material. Intervene as necessary if you notice students aren't progressing as they should
- Check locations for classwork to see who has turned in what

Workshop assignments, explained:

| Workshop Assignments | | |
|---|--------------------------------------|--|
| Assignment | When It's Due | Where it Goes |
| Your workshop plan | You need my initials by 10:45 today! | In planner |
| Poetry Terms Foldable (I will tell you which set of terms to use) | Friday by end of class | In Class Tray A |
| TPCASTT assignment | Friday by end of class | In Class Tray B make sure it's stapled!) |
| YouTube Poetry Assignment | Friday by end of class | In Class Tray C |
| Self-Evaluation | Friday by end of class | In Class Tray D |

Poetry Terms Foldable- Students are given a list of poetry terms, definitions, and examples. On their foldable, they need to list each term, its definition in their own words, a different example than what is on their terms sheet, and then a picture. Students who passed the pre-assessment with a 95 or higher will use a list of advanced terms, and students who made below a 95 will use a more grade-level appropriate list. Both products (the foldable) are the same.

TPCASTT assignment- Students need to TPCASTT poems from a set list I've compiled for a total of twelve points. Very advanced, difficult poems are worth six points, semi-advanced poems are worth four points, grade-level poems are worth three points. The combination doesn't matter; just needs to add up to twelve. (Thus, students can select to analyze poems based on interest AND to match their ability level.) If the student wants to analyze a poem not listed, it must be approved and assigned a value by me.

YouTube Poetry Assignment- Student picks 3 YouTube poems from a list to watch and journal responses to (not analyze, necessarily).

Self Evaluation- All students fill out evaluation of what they've learned this week, how much they were challenged, what they still don't know and would like to know, what was interesting, what he/she wishes we could do differently, etc.