**Harborside Academy**

**Workshop 1.0 with 2.0 Reading Workshop**

Teacher: Sarah Henkel Grade: 11th and 12th Grade

Course: Photograph 1 Learning Experience: The Yellow Wallpaper Photograph

**Workshop 2.0**

|  |  |
| --- | --- |
| **Learning Targets:** | * I can chunk and gist *The Yellow Wallpaper* to determine the main idea and a summary of the short story.
* I can identify unknown vocabulary and research the meaning to aid in my comprehension of a story.
* I can read complex text to determine explicit meaning and logical inference,
* I can make connections between emotions present in the story and the main idea.
* I can cite specific examples of descriptions that connect to the emotions.
* I can cite evidence from the text to support my answers to text dependent questions.
 |
| **Day 1:** | *Engage:*· Students will view images from past years inspired by “The Yellow Wallpaper”· Students will be read aloud the first section from “The Yellow Wallpaper” for cadence*Grapple:*· Teacher will model marking for vocabulary· Students will read the long version of “The Yellow Wallpaper”, identifying and listing unknown vocabulary as they go.· Students will pair up/move into small groups to divide and conquer unknown vocabulary, using a dictionary to assist, and will write down vocabulary to reference.· Students will re-read the “The Yellow Wallpaper” while chunking and gisting.o Complete as homework if needed. |
| **Day 2:** | *Discuss:*· Students will pair up/move into the same small groups and discuss their findings, coming to a consensus on the main idea and the gist.· Students will pose any questions/concerns about text.*Focus:*· Teacher will address questions and concerns and be responsive to student needs.· Students will be read aloud the end of “The Yellow Wallpaper” for cadence and to provide emphasis.· Students will re-read text for the main idea and summary of the text.*Apply:*· Students will re-read the text to answer text dependent questions.· See “The Yellow Wallpaper” Workshop 1.0 lesson for application. |
| **Day 3-8:** | *Synthesize:*· See “The Yellow Wallpaper” Workshop 1.0 lesson for application |
| **Differentiation**  | *Smaller selections of text could be provided, dependent on student needs and abilities, the read for flow could be a read aloud and/or vocab can be identified and a vocabulary resource sheet provided* |

**Workshop 1.0**

|  |  |
| --- | --- |
| **Learning Targets:**(Content, Literacy, Character, and/or Craftsmanship)(Knowledge, Reasoning, Skill)* I can evaluate my emotional reaction to *The Yellow Wallpaper* and I can plan a photograph that connects to that reaction.
* I can create an original photograph inspired by *The Yellow Wallpaper* (a figurative interpretation not a literal interpretation.)
* I can communicate an emotion/feeling/ideation/reaction to my viewer through a photograph*.*
* I can intentionally use Photoshop as a post-production tool in my photography; use at least 3 layers in my photograph and save the complete photograph as a .psd and .jpg.
* I can create a high quality work of digital art that is a reaction to *The Yellow Wallpaper.*
* I can create a visually interesting composition in my photography.
* I can provide constructive criticism to my peer on their ability to communicate visually.
* I can use constructive criticism to improve the quality of my visual communication.
 | **Comprehension Strategies:*** Making Connection
* Determining Importance
* Questioning
* Visualizing
* Inferring
* Synthesizing
* Fix-u[p strategies

**Six-traits:*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions
* Importance

**Discussion Protocols:**Final WordFour AsText RenderingBoxingConcentric CirclesSocratic SeminarScored Discussion**Other Strategies:**Think/Ink, Pair Share Cross-class teaching  SimulationsGamesRhyme, rhythm, and music Journaling Carousel Spirit Read Chalk Talk Visuals/Graphics Peer teaching Jigsaw  Paired readingGallery WalkLabs Brainstorming Role playInterviewingVenn DiagramWeb/Mapping Pie Chart Sequence Chart Notice/Wonder Chart T-ChartGistTime lineInteractive Word WallTableauTea PartyWorld CaféConversation CaféWritten Conversation |
| **Hook/Connections (Prior knowledge - current experience)*** Teacher will show works of art inspired by *The Yellow Wallpaper.*
 |
| **New Learning – (Teach, gather or give new information, model)*** Students will participate in a Reading Workshop 2.0 on *The Yellow Wallpaper.*
* Teacher will demonstrate how to layer multiple images in Adobe Photoshop.
* Teacher will show examples of figurative vs. literal interpretation of this story.
 |
| **Guided Practice – (Actively involve group in an exercise that requires them to use/apply the new learning and allows you to assess *for* learning and re-teach if necessary)*** Students will record their emotional and visual reactions to the story and plan out a photograph as a reaction to the story.

**Independent/Partner Group Work –*** Students will create a photograph in that is a figurative interpretation/reaction to *The Yellow Wallpaper.* This image should be comprised of at least 3 images that are layered together using Adobe Photoshop. It should be of high quality and clearly communicate their emotional reaction to the image.
* Students will peer review, focusing on communication of an emotion, prior to turning in. Students will be given time to revise their image before submitting.
 |