**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**

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| **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**

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| **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 Word  Four As  Text Rendering  Boxing  Concentric Circles  Socratic Seminar  Scored Discussion  **Other Strategies:**  Think/Ink, Pair Share  Cross-class teaching  Simulations  Games  Rhyme, rhythm, and music  Journaling  Carousel  Spirit Read  Chalk Talk  Visuals/Graphics  Peer teaching  Jigsaw  Paired reading  Gallery Walk  Labs  Brainstorming  Role play  Interviewing  Venn Diagram  Web/Mapping  Pie Chart  Sequence Chart  Notice/Wonder Chart  T-Chart  Gist  Time line  Interactive Word Wall  Tableau  Tea Party  World Café  Conversation Café  Written 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. |