

Brockton High School

Reading Visuals Literacy Workshop

Opener -

- Look at the Ferguson data graphs comparing BHS to another school.
- Think about how you would instruct your students to read the two graphs.
- Share your responses with the colleagues at your table.

The targeted literacy objectives for this workshop are **READING**: to gather information and to understand a concept and construct meaning of a visual. **REASONING**: to interpret and explain a table, chart or graph and to identify or explain a pattern and to make a prediction.

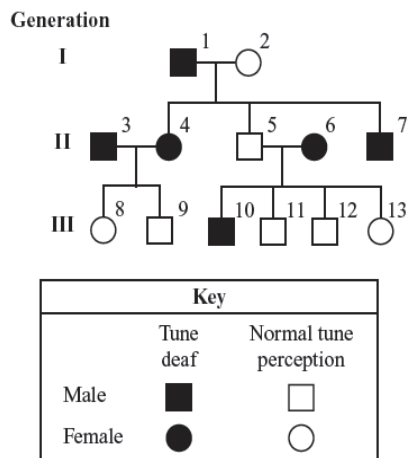
Our agenda is -

1. Opener – Think and Pair
2. PowerPoint presentation – Reading visuals.
3. Group work - Practice the Reading Visuals 5 steps
4. Discussion and feedback
5. Closer – Think, Plan, Share

Steps to Follow When Reading Visuals

1. Identify the type of visual.
2. Determine the topic of the visual.
3. Examine the given information from the visual (including all introductory text).
4. Develop predictions, deductions, inferences or conclusions about the visual.
5. Analyze the questions and determine the information needed from the visuals

45 People who are tune deaf are unable to follow a rhythm. Scientists have evidence that tune deafness can be genetic. The pedigree below traces the inheritance of tune deafness in a family. Individuals in the pedigree are numbered.



Scientists have analyzed the inheritance patterns for tune deafness and have concluded that tune deafness is caused by an autosomal dominant allele, T.

- a. Provide evidence from the pedigree that conclusively shows that the tune deafness allele is autosomal dominant, not autosomal recessive. Explain your reasoning.
- b. Identify the genotypes of individuals 5 and 6, and then draw the Punnett square for the cross of these two individuals.
- c. Compare the expected percentage of each phenotype of the offspring from the cross in part (b) with the actual percentage of each phenotype observed in the children of individuals 5 and 6.

Closer -

1. Identify a visual or type of visual you will use to teach students the Reading Visuals Steps, and
2. Describe how the steps for reading visuals will help your students improve their reading and reasoning skills.