

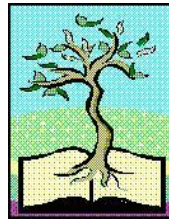


January's Literacy Goal:

Improve
&
Increase
Vocabulary
Usage

LET'S TALK LITERACY!

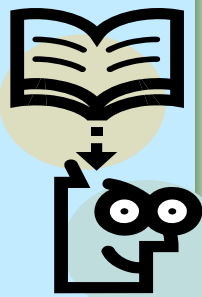
January, 2009



Volume 1, Issue 4

EDUCATIONAL INSIGHTS...

- > Use more sophisticated vocabulary during your daily lectures and define as needed.
- > The more students hear sophisticated language in "natural" conversation, the better the chance of their learning to use it themselves.
- > Review Regents and other exam language prior to the tests to help students fully understand what's being asked.



LITER-ART-CY!



If you haven't made a trip down the art wing of Brentwood High School recently... you don't know what you're missing! Sure, you can witness a sampling of our *students'* work in display cases and on walls around school, but it isn't until you travel down the corridor—where it all happens—that you truly witness what talent we have in the classroom, and that's just the *teachers'!*

Ms. Marinelli's former Advanced Fashion art students completed an art/literacy project that is displayed on a wall in the art wing. Students were instructed to write a poem or other short statement about an aboriginal art exhibit they viewed. After writing the statement, students had to express their feelings visually on a mural board. The display includes each student's statement with the corresponding mural. It's beautiful.

Ms. Alexander's advertising students are the ones responsible for creating some of the amazing READ posters of our colleagues reading a book, on display in cases and on classroom doors around the building. In addition, she is doing

a sculpture project with her 3D class where the students have to *visually* tell a story. The conclusion of the project will include a 2-3 sentence statement describing the project's story.

Also on display are some word-art pictures from **Ms. Grossi's** photography class project where they were asked to choose an inspirational word and represent the letters of that word through photos:



Another creative way an art teacher brought words into her classroom is with **Ms. Franz's** assignment. Her students used both words and entire articles ripped out of the *Newsday* newspaper to inspire their drawings. The torn out words and articles were finally collaged into the students' projects for a beautiful illustration of literacy in art.

In **Mr. Block's** cartooning class students are currently working on graphic illustrations based on ancient Greek fables. Mr. Block provided word banks with definitions and explanations of words used in the fables that were not familiar to the students.

Beyond words *in* art, the teachers are also providing instruction on how to read words *on* art. **Ms. Marcolla** teaches a lesson on how to "read" a picture credit—the label for a work of art that tells the viewer important information.

Ms. Gomez infuses literacy in all the units and projects she does with her Studio Art classes. Her students read about the artist, culture and history related to the subject, and critiques of the artist/artwork. For writing, they complete self-assessments and answer questions. Ms. Gomez's "The Five Senses" assignment had students looking at a still-life and completing graphic organizers, learning art vocabulary and ultimately writing a Cinquain poem based on the piece they studied. Her students' finished drawings and poems are on display in rooms 1606 and 2502.

Literacy instruction—GREAT literacy instruction—can be done with many subjects. If you have a great lesson you'd like to share, email me: porechov@bufsd.org and I'll be happy to include it in a future edition of "Let's Talk Literacy!"





THE PRACTICE: Vocabulary Development

This site provides an overview of vocabulary development in content areas. It includes links to other sites.

knowledgeloom.org/practice_basedoc.jsp?

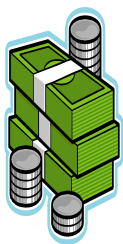


Books are the quietest and most constant

of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.

—Charles W. Eliot,

The Durable Satisfactions of Life



"I used to think I was poor. Then they told me I wasn't poor, I was needy. Then they told me it

*was self-defeating to think of myself as needy. I was **deprived**. (Oh, not deprived but rather **underprivileged**.) Then they told me that underprivileged was overused. I was **disadvantaged**. I still don't have a dime. But I have a great **vocabulary**."*

~Jules Feiffer quotes

LINKS TO LITERACY: WEBSITES RELATING TO ADOLESCENT LITERACY ACROSS THE CONTENT AREAS

<http://www.carnegie.org/literacy/> has research-based Reading and Writing literacy strategies for improving adolescent literacy.

<http://adlit.org/> is a site containing information all about adolescent literacy. The site is funded by the Carnegie Corporation of New York.

<http://www.teachervision.fen.com/> Here you will find lesson plans, printables, slide-shows and more... all to support literacy in your classroom!

<http://www.literacymatters.org/site.htm>: The goal of this website is to improve the

literacy development of secondary students struggling to succeed. Teachers can find useful information, valuable resources and even opportunities for professional development.

<http://www.justreadnow.com/> This is an excellent site that contains effective strategies that will engage students and encourage them to become active participants in the reading process. The site is user-friendly and offers **all content-area teachers** effective reading strategies, sample lesson plans implementing the strategies, video demo's and other tools for integrating read-

ing strategies as well as specific content area suggestions.

<http://www.colorincolorado.org/educators/teachng/midhigh>: This site is filled with useful information, strategies, activities, and resources for **all** teachers of ELLs. Although many of the activities have been designed for children in PreK-3, most can be adapted for children in high school.

Have you been site-seeing? Want to share? Let me know! Send your findings to porechov@bufsd.org

LEARN WHILE YOU EARN!



This month, Mr. Ingram, along with the high school's branch of

TFCU will be hosting a "**Silver Dollar Pancake Breakfast**" for students in the AIDP/Homeless/Unaccompanied students program here at the high school. TFCU will conduct a presenta-

tion about the "basics of banking" for our students which will provide them with some *financial* literacy. Following TFCU's presentation, students will be offered a breakfast of "silver dollar" pancakes to celebrate the addition of the new automated coin machine now available for use in BHS's TFCU

branch. In addition, the students will receive a certificate valued at \$5.00 for use towards opening up an account with the bank. TFCU and BHS's Career Education Office continue to help students "**Learn while they earn!**"

