



Literacy at Hartford Public High School
September 29, 2003
Volume 1 Number 4

Thoughts for the Day

Do your students know the rules of your classroom?

Do your students know how they will be graded?

What do your students know about you as a person?

What have you done so far this year to affect students' lives?

What task in your classroom do you need a procedure for?

Do you spend more time disciplining your students or managing your classroom?

Which literacy strategies have you had success with so far this year?

What benefit do you notice from using bell work to begin the class?

What are your thoughts about type one writing assignments?

How do you handle the bookkeeping for these writing assignments?

How much type two writing have you done in your classes?

What do you need help with to use both types of writing on a regular basis?

How do you relate your writing activities and test-taking to the CAPT?

How have you used word walls in your classroom?

Word Walls

adapted from Doug Buehl

One use of the word wall is to invite your students to select words from their reading to be added to the word wall. These words, taken from their assigned reading, can serve as a basis for discussion by the class and modeling by the teacher.

Word walls can become the center of vocabulary review activities. Teachers can encourage their students to use words from the word wall in their writing, perhaps for extra credit for each word that is included in a piece of assigned writing. In addition, word-play games that center on word wall terms are another means of periodically reinforcing student vocabulary growth. Such games might include Bingo and Concentration, as well as the more traditional spelling bee.

Writing to Learn Activities

Focused Timed Writing: Students write for 5 to 10 minutes in class on a topic that will help them focus on the subject to be discussed that day. Topics for such timed writings can include a question to answer on the assigned reading or the previous day's material, a term to define from the reading, an issue to respond to, or a concept to explain.

Double-entry Journals: Students keep notes and quotes from reading and lectures on one half of a folded page of their notebooks; on the other half of the folded page, they respond to, question, or analyze the material that they've included. These responses can easily serve as the basis for class discussion the following day.