



Literacy at Hartford Public High School

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Taking Notes on Your Reading

from What Smart Kids Know, Adams

- Use loose sheets of paper. When you study, you'll need to spread your notes out; you won't be able to do this if they're in a bound notebook. Lined paper is best. Since you'll be using loose paper, it's a good idea to date and number these sheets, and to record the pages they refer to in your textbook.
- Write on only one side of each sheet. From time to time, you'll need to spread out your notes to get the big picture.
- Don't recopy your notes. This is a waste of time.
- During class, be on the lookout for terms, buzz words, and pet phrases that your teacher uses frequently. These are the important ideas that will appear on tests. When you work on a test, make sure to include these words in your responses.
- If an idea or question occurs to you that you'd like to think about, jot it down in the margin with a capital Q for "question to think about later."

Listing Order

from Reader's Handbook, Great Source

Some paragraphs are simply lists of details in no particular order. Here, a writer lists the details of Viking houses. The paragraph lists several details, in no special order of importance.

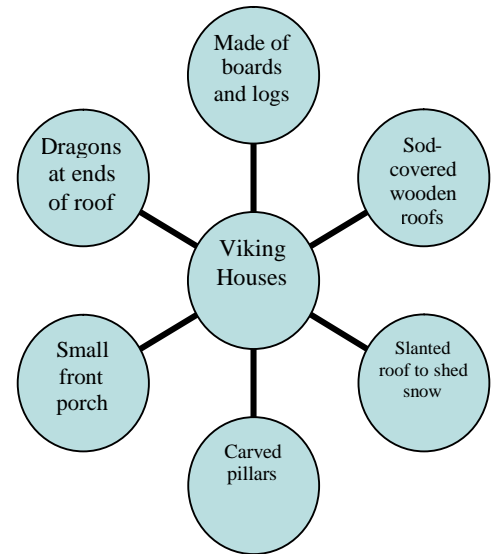
Most Vikings lived in villages scattered all through the country. Their houses were made of *logs or boards*. The roofs, which were made of *sod-covered* wood, *slanted deeply* to shed the heavy winter snows. *Carved dragons* decorated the roof at either end. Each house had a *small porch* at its front that was help up by *carved pillars*.

You can keep track of the details simply by making a list. A web is another convenient way to organize details.

List:

Viking Houses

- Made of logs or boards
- Roofs were sod covered
- Carved dragons on roof
- Small porch and carved pillars



Character Education

<http://www.goodcharacter.com/ISOC/>

Helping our students to develop important character skills will improve their commitment to education. The following writing suggestions address the trait of responsibility. Think of how you might relate them to your bell work, your class work when you are absent, extra credit work, or as fillers at the conclusion of a lesson.

1. What responsibilities do you believe you personally have for: 1) yourself, 2) your family, 3) your community, 4) the world?
2. Think of an instance when you were impressed by the way a teenager took responsibility for something. Write a news story (or letter to the editor) about this person.
3. Write a letter to someone in the news who did something that you think was irresponsible. Be specific about why you don't think it was right and why you think this action sets a bad example.
4. Write an essay about the relationship between your age and level of responsibility. How do responsibilities differ for people your age and for older adults? How has your sense of responsibility changed as you have gotten older? At what age should we become totally responsible and accountable for our actions?