GRADUATES:
LY/YTD
• DREAMS: 5/10
• DSSM: 7/6
• KAISER PARK: NA/0
• MURROW: 39/29
• SCHERMERHORN: 53/50

ATTENDANCE:
• DREAMS: 57%
• DSSM: 56%
• KAISER PARK: 78%
• MURROW: 88%
• SCHERMERHORN ST: 49%

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER

“ADJECTIVES AND ART!”
TEAM
COMMITTERS:
MEET DURING THE DATES LISTED BELOW, AT SCHERMERHORN ST FROM 2-2:50

5 ANNUAL BROOKLYN NORTH ART: SHOW ROOM 201
3/28, 4/11 & 4/18
EVENT IS ON THE 24TH

• MR. DANIELS, MRS. GRELL, MR. CAMMISO, MR. BRAY, MRS. HOFFMANN & MRS. BAKER

3RD ANNUAL SCIENCE FAIR: ROOM 401
4/11, 4/8, 4/25, 5/2 & 5/9
EVENT IN ON THE 10TH

• Mr. CHIEF, MRS. CUMMINGS, MS. GILLIS, MR. BRAY, MR. FAY & MRS. MARCINCYK. (IF WE WANT MS. BORJA TO PARTICIPATE, PLEASE REACH OUT TO HER TO JOIN OUR TEAM.)
ADJECTIVES AND ART

Directions

• You have been given a map that has very clear boundaries for this activity. **Stay within the boundaries.**

• Work as INDIVIDUALS (or in pairs with permission).

• You will take a picture to represent EACH of the 10 adjectives.

• The pictures can be of anything you see within the boundaries.

  • **Do NOT enter any stores or buildings.**

  • **Examples:** Pictures of buildings, parts of buildings, store signs, displays, people walking by, garbage on the street, etc.

  • Submit your top 3 photos by 1:10 pm!!!!

  • **Submit them to:**
    P2GPhoto2018@gmail.com

  • Title each photo: Adjective_Name

    • Example: sacred_BridgetteBethea,
I want to congratulate the ELA team on a successful outing today. As an ESL teacher, nothing is more powerful a lesson than giving students a target language and allowing them to construct their own meaning of it. I had students of varied linguistic backgrounds engaged in the endeavor of making meaning of their experiences and visually representing them in an artful and metaphorical expression. The integration of such widely used technology of cell phone cameras was profoundly unique as well. For ESL students who normally lack the access to language, community and concept, this was the a perfect example of an inclusive experience that allowed them multiple entry points into the language and community of school. Congratulations, ELA!
PREPPING FOR P.E.E.C.

Dear Mr. Mancuso,

I would like to go on the trip to PEEC! In my first year at P.J.C. school, I joined P.E.E.C. and I went on some trips. We went to Brooklyn Botanic Garden and to a museum. We also went bowling. I had a lot of fun there and learned a lot. The most important thing is I got some kind of friends!

Mr. Mancuso told us, "This trip will be 2 days, and we will go to Pennsylvania." I am so excited. If I can go, that will be the first time to have a 2-day trip in another state. I can imagine that we will meet some animals, see some plants, and explore fantastic things! I already knew that it will be the best trip in my school life!

I really like to go on the trip with other students this time!

Thank you!

Anjie

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Why should I not go?

Dear Mr. Mancuso, I'm really thankful for what you have done for James and me. Also giving us the opportunity to have fun in going to PEEC.

I'm very sorry that I'm not able to go because I can't stay home with my family. I know that my mom could stay with him, but I will not be comfortable leaving him with his dad.

Thank you so much and sorry I'm not going. Have fun, Mr. Mancuso!
Dear Mr. Mancuso,

I would like to go on the trip to PEEC. Because I want to know about that place and broaden knowledge. I had been this school half a year. I love this school and all the teachers. I learned a lot from this school. I can’t speak English from I can speak a little. I am very excited. But my English speaking is want to no good. Teachers said I have to practice more English speak and talk to other students and teachers. This is very important. It is my big problem to learn English. So I want to go with my teachers and other students. It can teach me more English and know more friends from this school. Mr. Nowar said he with Mr. Mancuso and other teachers will be there too. I am very excited to hear this. I hope I hope this can go with you!

Thank you,
Jingun Yin

señor Mancuso
Mi nombre es Martin Tzorin
Me gustaría ir en primer lugar este es mi primer año en esta escuela y mi primer año en este país y quisiera conocer mas ciudad como Pensilvania. y en segundo lugar me gustaria ir para conocer y saber mas de la naturalesa y si usted dice que puede ir se lo agradeceria mucho. GRACIAS.
Dear Mr. Mancuso

I am Amna Mukhtar, a student of P2G. I'm from Pakistan. It was announced in class that students would be going for a PEEC trip next week, and I am excited and happy. I started discussion and preparation for the PEEC trip. I would like to go on the PEEC trip. Because, it's a good experience, and all students require knowledge, skills, and understanding to live in, and contribute to, a global society and this begins with an understanding of the world in which we live, including the languages, values, and cultures of different societies. All of these activities, in their different ways, help to develop self-esteem, self-confidence and independence. Students learn in a multitude of different ways, traditions classroom learning may not always be best for every student. This trip makes me stronger. A way to consolidate learning the experiences from a trip can be directly related to the real world. Teachers can see how their students learn and view the world, this can generate ideas which teachers can bring back to the classroom.

THANK YOU

Amna Mukhtar
Putting an End to Fake Reading

Five ideas on how to get students to really read books—and enjoy themselves while doing so.

By Jori Krulder

All English teachers want their students to develop a love of reading, but this is anything but a simple endeavor. Although I used to give students time to read once a week in my English classes for several years, I always knew I wasn’t making the impact I was aiming for.

After a few years, I was able to get the whole class to be silent during the reading period, but I realized that not all of the students were actually reading—and that my reading program was anything but a success.

A few summers ago, I read Donalyn Miller’s *The Book Whisperer*, and it made me rethink everything I did when it came to choice reading. Now, not only do I have far fewer students “fake reading” but I’ve had several students tell me that they’ve read their first book ever by themselves in my class.

While I’m still constantly on the lookout for better ways to help my students find books they love and develop a habit of reading, I’ve put together a toolbox of concrete ways to make choice reading work in my class.

5 Tips to Get Students Really Reading

1. **Make time for what’s important:** One crucial understanding I gleaned from Miller is that real readers read every day. Of course I knew this from my own reading life, but somehow I had failed to realize that I was ignoring this essential fact when it came to my students. I meet with my students for 54 minutes every day, and every last second of instructional time is precious. But making the decision to give my students 10 to 15 minutes a day to read choice books was
easy once I thought about my priorities for learning.

Without a love of reading and the opportunity to practice reading skills, nothing else in my curriculum matters, and choice reading every day is one of the most effective ways I’ve found to support students in developing these skills.

**2. Give students ready access to books:** There’s something powerful about having a good book immediately available to hand a student. I’m constantly on the lookout for books from yard sales, thrift stores, used bookstores, and student donations, but last year I discovered DonorsChoose.org, and it has vastly improved the health and appeal of my classroom collection of books.

I asked my students to list books they’d like to read on my classroom whiteboard and tapped into the young adult book recommendations of my teacher friends on social media. In less than half an hour, I set up a DonorsChoose project, and with a little bit of social media sharing and the help of some generous donors, I had boxes of crisp, new books for my students to open with great anticipation.

**3. Make reading visible:** Students don’t always see the reading that’s going on all around them, so I’ve made it my mission this year to make reading more immediately visible.

At the back of my room, there’s a whiteboard labeled “Books We’ve Read” that’s divided into four sections. There’s one each for the three periods of sophomores I teach, and one for the teachers—me, my student teacher, and the resource teacher who assists in one of my classes. Everyone adds the titles of books as they finish them.

Recently, a student from one of my two sections of AP English asked me why their class wasn’t up on the board. These more advanced classes don’t have as many struggling
readers as my sophomore classes, but it’s just as important to celebrate reading with them, so I’ll be adding two more sections to my board.

At the start of each month, I take a picture of the previous month’s books and then clear the board to begin again. Students are getting a little competitive—even though I’ve told them we all win in this scenario—and they’re very interested in what my co-teachers and I are reading.

They’re also fascinated with a bulletin board in my room covered in pictures of educators on our campus holding some of their favorite books, from the shop teacher with his copy of *Catcher in the Rye* to the vice principal holding Stephen King’s *Christine*.

4. Talk about books: Another way to make students aware of the reading all around them is to talk about it in the classroom. In addition to regular book talks, I make it a habit every day to ask the class, “How many people finished a book last night?” and “How many people read their choice books yesterday?” Although I know this isn’t a scientific measure of growth in my classroom, it does give students a quick, daily opportunity to see the reading happening among their classmates, and it’s a reminder of how much we value reading.

I’ve also started conferencing individually with students about their reading. Before we start our daily reading, I ask students to tell me what page they’re on in their book. Since I write this down each day, I can quickly assess which students may want to discuss a book they’ve just finished and which students aren’t making much progress in their reading—we’ll discuss their thinking about their book, and if necessary I can suggest another that might better engage them.

I meet with approximately two to four students per day during our reading time. These discussions not only help students enjoy their reading more but also help me develop stronger relationships with them.

5. Be patient and relentless: The most valuable realization I’ve had in this decades-long endeavor to help my students learn to love reading is to just keep trying. There are so many brilliant teachers out there with so many good ideas for making things better in our classrooms, and if we stay connected and keep suggesting new books, talking about books, and trying different techniques—both new and old—our students will respond.
UP AND COMING EVENTS

› 4/16-4/17 PEEC
› 4/17 ORT
› 4/18 College and Career Fair @ St. Francis
› 4/23 ORT
› 4/24 Art Show @ St. Francis
› 4/25 Tasc exam
› 4/26 Domino Tournament at St. Francis
› 5/10 Science Fair
› 5/18 Pa Dutch trip.
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