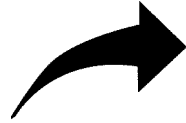


# **Expand Literacy**



**Resources to**

**Enrich the Curriculum**

*Art Music Reading Writing*

*Social-Emotional Development*

**Connect with the Community**

Polk Bros. Foundation  
Community Schools Leadership Network

DePaul Center for Urban Education  
<http://teacher.depaul.edu>

# Polk Bros. Community Schools Leadership Network

Coordinated by the DePaul Center for Urban Education  
in collaboration with the Chicago Public Schools  
Office of Extended Learning Opportunities  
Office of Elementary Areas and Schools  
Office of Principal Preparation and Development

**Goal:** To expand the progress of Community Schools

## **Components:**

- ❖ Assist principals in collaborative leadership to respond to school and community needs
- ❖ Strengthen correlations between extended learning opportunities and the core curriculum
- ❖ Expand learning opportunities for parents and community members

## **Activities and Resources:**

- **Family Literacy Development toolkits and workshops for librarians, art and music teachers, Literacy Coaches, and representatives of community partners**
- Assistance with planning of SIPAAA
- “Toolkits” for Community Schools Leadership and quarterly forums to support administrators
- Preparation of grant proposals to obtain additional support for Community Schools initiatives
- Development of “Working Models”—exemplary guides to school progress based on the work of effective Community Schools

## **Outcomes:**

1. Increased achievement by students
2. Increased family involvement
3. Increase community connections
4. Strengthened school leadership

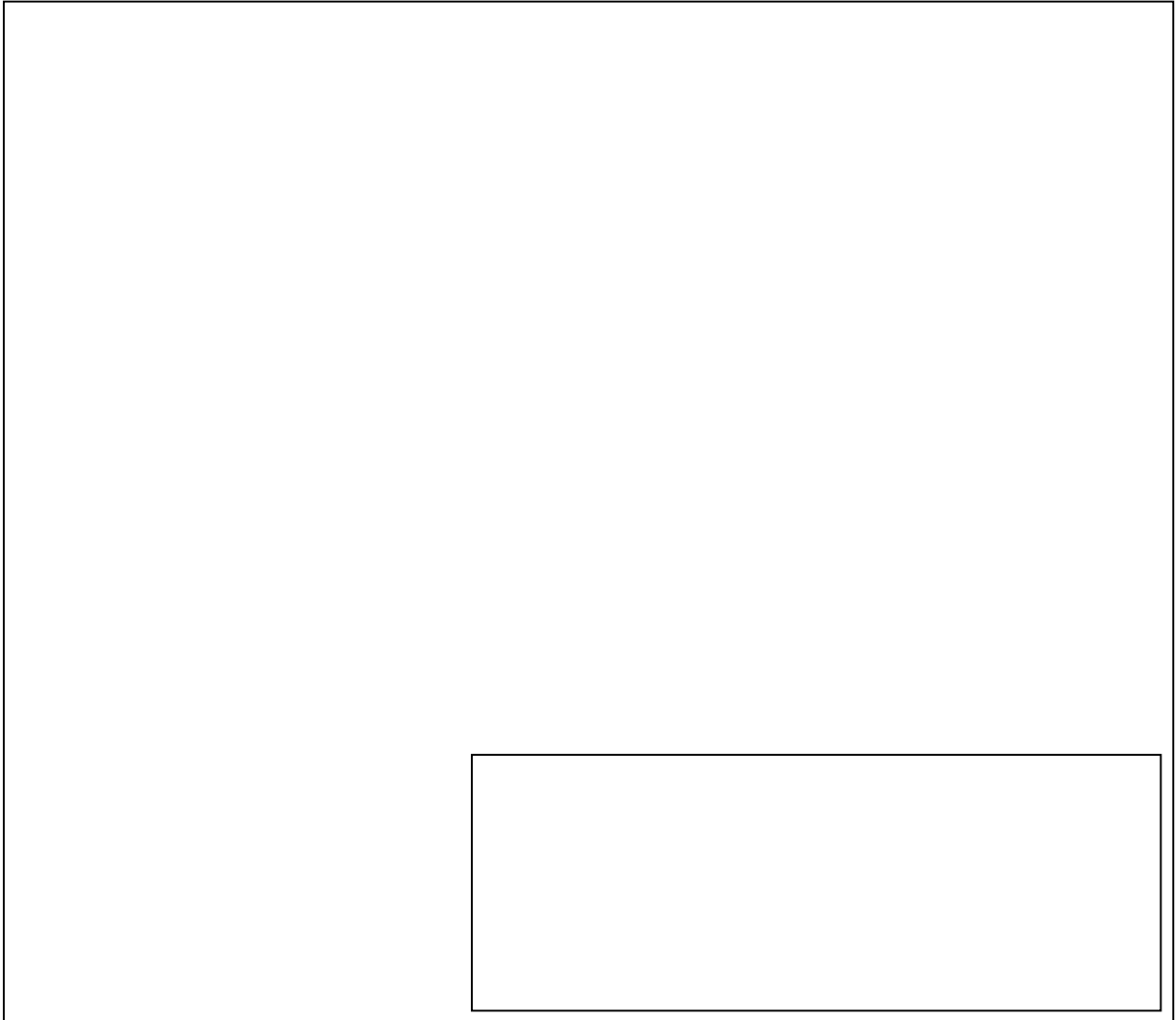
## **My Plan**

### ***What will you do?***

To integrate your art/library/music program with socio-emotional development

To involve students in learning and writing about their community and city

To increase parent involvement



### Map Maker

Use this map to tell about your community.

What makes this place special? Make a symbol for each one and put it into the Key. Then use those symbols to show those things on the map.

## Social/Emotional Development and Your Program

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

<b>Standards</b>	<b>How I Support Student Development</b>
A. Identify and manage one's emotions and behavior.	Students draw pictures of feelings Students listen to/sing songs about feelings Students read about stories about solving problems.
B. Recognize personal qualities and external supports	Students write/draw about themselves and persons they admire Students map places and persons who help in the community Students make up songs about the community.
C. Demonstrate skills related to achieving personal and academic goals.	Students draw/write about themselves in the future Students read biographies of determined individuals Students write their class or school song

### This Little Light of Mine

This little light of mine,  
I'm going to let it shine.

This little light of mine,  
I'm going to let it shine.

This little light of mine,  
I'm going to let it shine.

Let it shine, let it shine, let it shine.

All over my school,  
I'm going to let it shine.

All over my school,  
I'm going to let it shine.

All over my school,  
I'm going to let it shine.

Let it shine, let it shine, let it shine.

### Este Pequeño Lucero Mío

Translation by Arturo Romero

Este pequeño lucero mío,  
Voy a permitir su brillo.

Este pequeño lucero mío,  
Voy a permitir su brillo.

Este pequeño lucero mío,  
Voy a permitir su brillo.

Permitir su brillo, permitir su brillo,  
permitir su brillo.

En toda mi escuela,  
Voy a permitir su brillo.

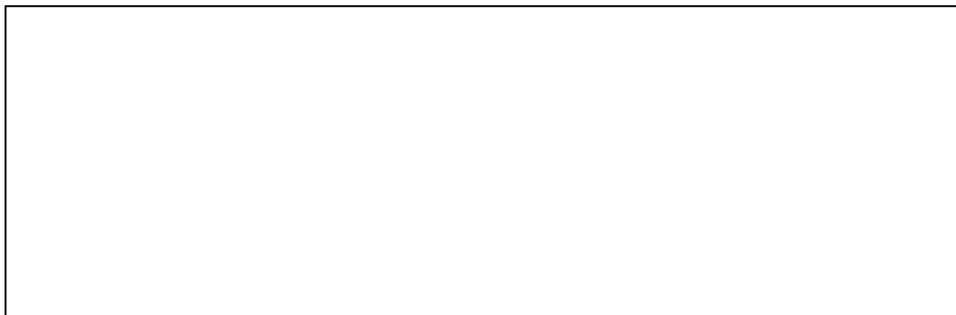
En toda mi escuela,  
Voy a permitir su brillo.

En toda mi escuela,  
Voy a permitir su brillo.

Permitir su brillo, permitir su brillo,  
permitir su brillo

### **Song Reader**

1. What is the main idea of the song? Show it in a picture.



2. How does the writer feel? How can you tell?

# Song Writer

ILS 3C I can write in different ways for different audiences.

Topic, feeling or theme: \_\_\_\_\_

## Words that are part of explaining it


## Picture/Diagram/Idea



## You can create your own music or adapt another song.

\_\_\_ I'll make my own \_\_\_ I'll adapt this song: \_\_\_\_\_

## My Lyrics

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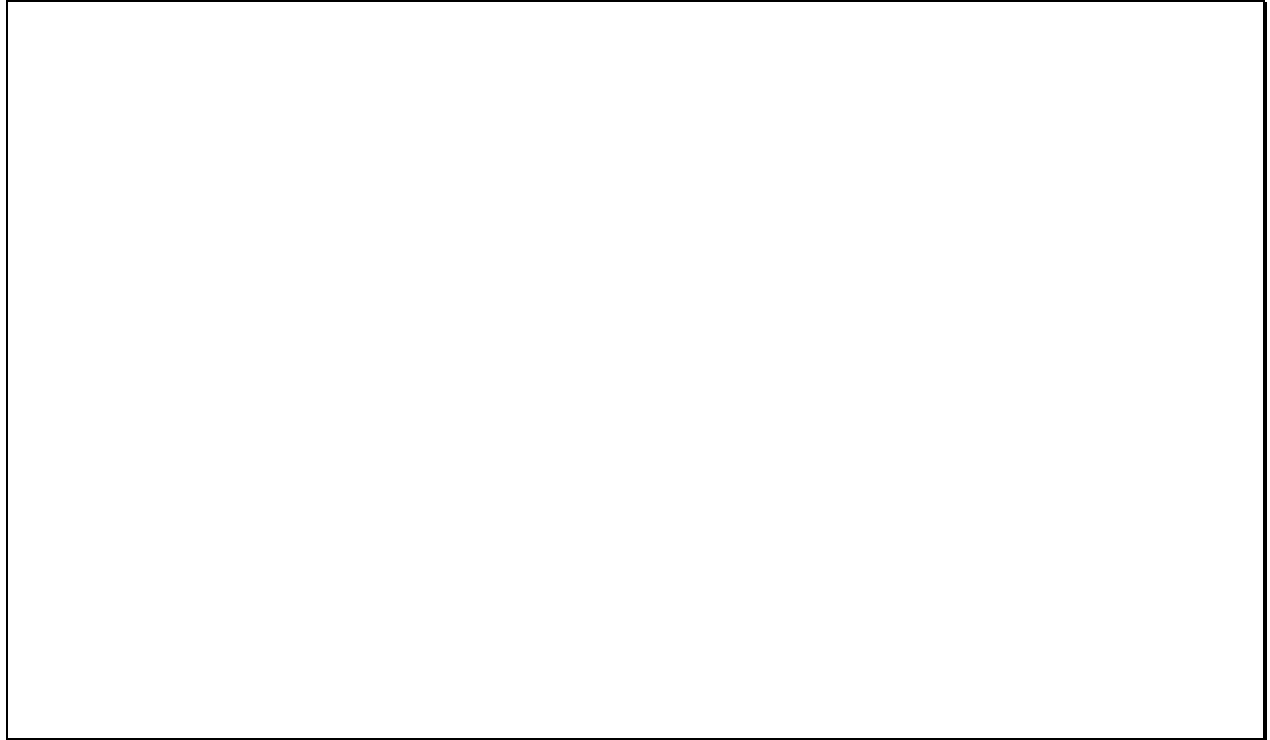
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# Picture a Story, Poem, or Song

ILS 1B I can picture meaning.

Draw a picture that shows what it means.



Then show your picture to another student.  
Ask them to write what they see your picture says.

I see \_\_\_\_\_

\_\_\_\_\_

I think \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Illustrated Vocabulary

ILS1A I can identify words that are important to a topic

Focus: \_\_\_\_\_

List words that are important to this focus.

WORD	Show what it means.	Write another word that tells about this word. (It could be this word in another language.)

Use your words to write about this topic.  
You could write sentences, a paragraph, a letter, or a song.

## Extended Response Prompts for the Thoughtful Classroom

ILS1B, 1C, 3B. I can write to explain an idea that I read.

1. If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3. A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4. He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5. The world exists on three things: truth, justice, and peace. (Hebrew)	El mundo existe en tres cosas: la verdad, la justicia, y la paz. (Hebreo)
6. Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
7. By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
8. If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
9. A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
10. The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
11. She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
12. An enemy will agree, but a friend will argue. (Russia)	Un enemigo estaría de acuerdo, pero un amigo discutirá. (Rusia)
13. Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
14. If there's no enemy within, no enemy outside can do you harm. (Nigeria)	Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria)
15. Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
16. Even the hardest of winters fears the spring. (Lithuania)	Aún el invierno más fuerte le teme a la primavera. (Lituania)
17. A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
18. Clouds that thunder do not always rain. (Armenia)	Las nubes que truenan no siempre llueven. (Armenia)
19. Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
20. You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

## TOPIC ALPHABET

I can identify words that are part of a topic. (1A)

I can write a sentence that explains the topic. (3B)

**My Topic:** \_\_\_\_\_

LETTER	WORD	PICTURE

*Write a sentence with some of your words.*

# INFER FROM IMAGES

ILS1B I can make and explain inferences.

“Read” a painting or a photograph. Tell what you think based on what it shows.

What I See	What I Infer Based on What I See

What does the artist or the photographer want you to understand when you see the painting?

What does the artist or the photographer do to help you understand that?

## CONNECT ART, MUSIC, READING, AND WRITING and THE COMMUNITY

A painting, a song, a story—they all have a theme.

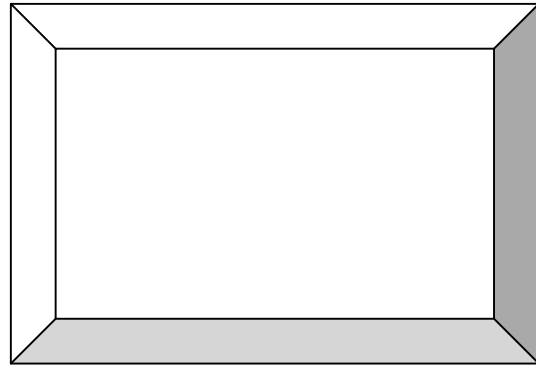
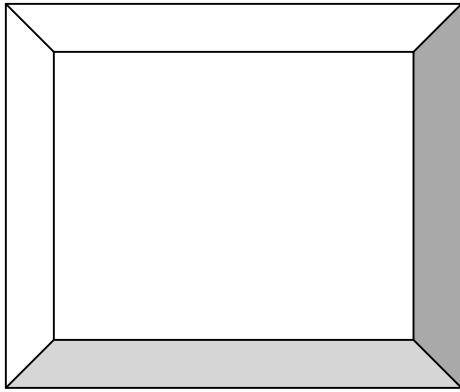
ILS 1B: I can identify and explain a theme

ILS 3B: I can communicate an idea.

1. Choose a theme that is important to your community.

**Cooperation      Decisions      Diversity** \_\_\_\_\_

2. Look for your theme in art or photos. Find two pictures that show it. Name them or sketch a part of them in these frames. (Don't use the artist's title—make up your own.)



*This frame is for your sketch. Show your theme your way.*



3. What can your students read that shows that theme?

Story: \_\_\_\_\_

Song: \_\_\_\_\_

4. Extended Response = Synthesis—and more thinking.

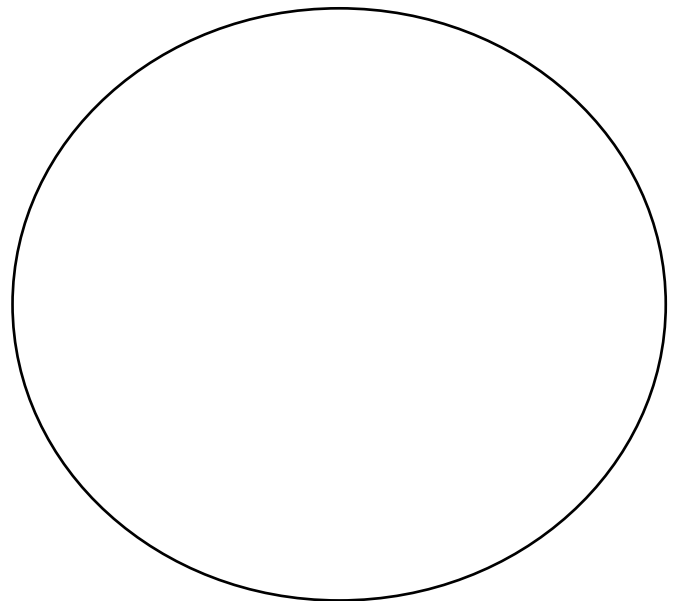
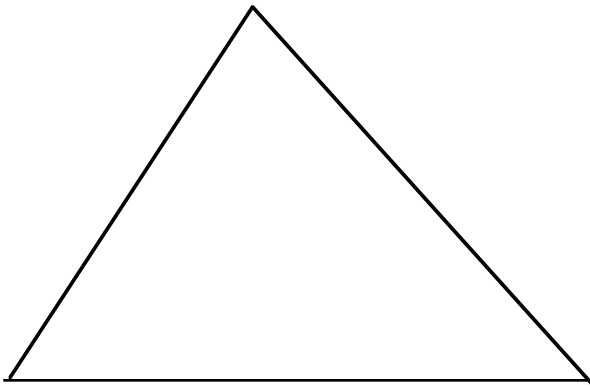
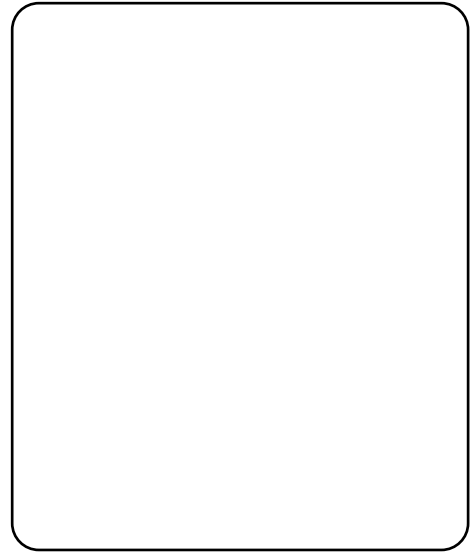
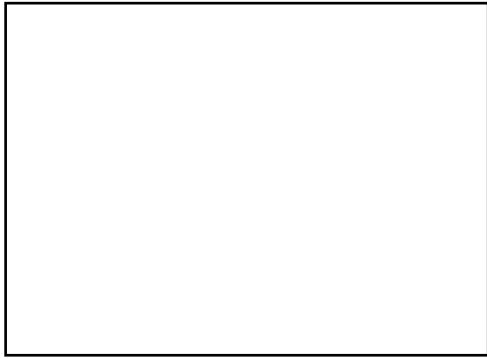
What would students write based on the theme, the pictures, and what they read?

(See the back of this page for some examples.)



# *What is a community?*

My pictures show some answers.



What can you tell about a community from my pictures?

# COMMUNITY EXHIBIT

3B I can explain words and ideas.

*List important words that tell about your community.*


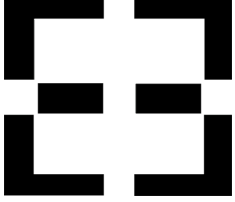

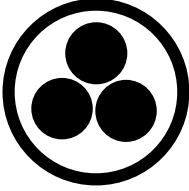

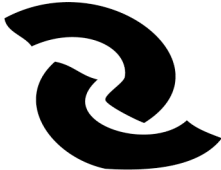






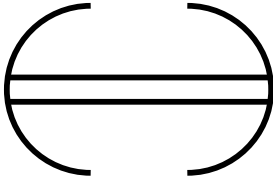

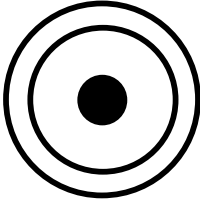
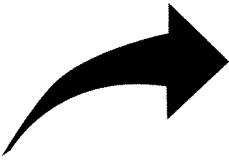
*Then draw or find a picture that shows what each one means.*

C	O	M	M	U	N	I	T	Y

Then write about your community.  
Write a poem, a story, a song, or a play.



**You can use symbols to show important parts of your community.**  
 These symbols are different cultures' representations of values.  
 Students can develop analytic and inferential skills by interpreting them.  
 They also can design symbols that communicate important values.

 <p><i>Village (Mayan)</i></p>	 <p><i>Support (West Africa)</i></p>	 <p><i>Wise, Watchful (Native American)</i></p>	 <p><i>Peace (India)</i></p>
 <p><i>Cooperation (West Africa)</i></p>	 <p><i>Friendship (Ute)</i></p>	 <p><i>Evaluation (West Africa)</i></p>	 <p><i>Justice (China)</i></p>
 <p><i>Good Future (Native American)</i></p>	 <p><i>Leadership (West Africa)</i></p>	 <p><i>Harmony (India)</i></p>	 <p><i>Brotherhood (Hopi)</i></p>
 <p><i>Unity (Nigeria)</i></p>	 <p><i>Progress (China)</i></p>	 <p><i>Highest (Ghana)</i></p>	 <p><i>Progress (US)</i></p>

You can make a specialized map.

## This one is for **Community Services**

*ILS 1A, I can use words to tell about a topic; ILS 3B: I can write to describe*

*Use this map grid to locate community services in your area. Use the map key to be sure you identify at least one place that provides each kind of service. We put in one symbol. You add the others.*


*Key: Kinds of Services*

Counseling ♥

Health

Education

Recreation

Environment/nature

\_\_\_\_\_

*Draw and write to show and tell how one organization helps the community.*

## How to Make a Collage

*By David McKoski, Chicago Academy High School*

*Prepared for the Polk Bros. Foundation Community School Leadership Network*

- ❖ First, choose the theme or idea your collage will communicate. To make a collage that communicates about your school community, decide what the message is that you want your collage to help people understand.
- ❖ List the kinds of images you will include to show that idea.
- ❖ Collect or draw the images you need.
- ❖ Then make your collage to communicate your idea.

### *Constructing the Collage:*

1. Cut freely around the shapes and images you are going to collage.
2. Stay away from cutting out square, rectangular or other geometric shapes when cutting out the images. Organic shapes will make a more interesting collage and create a unified picture.
3. The collage should look like a new picture and not separate pictures glued to a piece of paper.
4. First create the background of the object or picture.
5. Add other images over the background.
6. Combine parts from different sources to create a new picture. (Taking pictures directly from magazines or newspapers limits a child's representation to images found only in mass media.) For example:
  - a. When making a collage of a person find body parts from different sources and then combine them together to create an entirely new person.
  - b. Instead of looking for the exact picture create your pictures from images of textures, patterns or colors.
7. Cut or tear your pictures. Torn paper adds variety to the collage.



