

WinkWorld April 2007

Hello Friends,

This month in WinkWorld, I am sharing a few interesting sites/thoughts, which have emerged in class this past month. Enjoy.

Reading Recovery

http://www.edweek.org/ew/articles/2007/03/20/29recovery_web.h26.html In addition, I have learned of a national, grass-roots project to write letters of support for Reading Recovery to Oprah. If you care to do this, the address is: oprahemail@readingrecovery.org

Socratic Dialogue

A few students recently discovered these ideas, posted previously on WinkWorld

[WinkWorld, June/July 2006](#)

[WinkWorld, May 2006](#)

[WinkWorld, November 2004](#)

Poverty and Prosperity After reading about what teachers make in the last two WinkWorld, Debra Schneider, a former MA student, shared the following high school social studies unit. Enjoy! Debra writes:

The last edition of WinkWorld, with the piece about "what teachers make" made me think that WinkWorld readers might be interested in how my colleague, Tom O'Hara, and I look into those same issues with our 11th grade US history students in Central California. This is part of our fourth quarter unit (we teach history thematically, not strictly chronologically) theme: **Poverty and Prosperity in the 20th Century**. I know when we developed these lessons, this information really opened my eyes.

Our unit question is, "What can we do about poverty?" We begin by having students define poverty as they see it and write and talk in small groups about what they see as the causes of poverty. Then we show them this matrix of wages (which we update every year or so) and it opens their eyes: what welfare really is and how much it pays, how much minimum wage jobs really pay (they learned this year that the latest increase, though welcome, did not necessarily lift workers out of poverty), and what it means to be "the working poor" (since to many of them, "poor people don't work" and are "just lazy").

<http://www.joanwink.com/newsletter/2007/wagematrix2007.pdf>

They understand the power of education to address poverty, so then we show them what people make by education and gender (another shocker for many girls!). We also show them how many people actually make it to and through college, and work with them to list the skills and knowledge they need to be developing now to be the one(s) who do make it through. And we show them why it pays to stay in high school, with this piece from my former colleague, Sarah Dias.

<http://www.joanwink.com/newsletter/2007/incomebysexanded2004.pdf>

<http://www.joanwink.com/newsletter/2007/whathighschoolpays.pdf>

Also helpful is

A Tour of the State of Poverty: <http://www.nccbuscc.org/cchd/povertyusa/tour2.htm>

Later, we'll look at social class, and for that I can recommend these sites: **People Like Us: Social Class** in America by PBS: <http://www.pbs.org/peoplelikeus/>

Teaching Economics As If People Mattered from United for a Fair Economy: <http://www.faireconomy.org/>

UFE's Ten Chairs exercise: <http://www.teachingeconomics.org/content/index.php?topic=tenchairs>

A Tour of the State of Poverty <http://www.nccbuscc.org/cchd/povertyusa/tour2.htm>

How Class Works info-graphics:

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_03.html

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Course Calendar for US History: <http://tinyurl.com/nn9v7>

Course Calendar for Senior Odyssey: <http://tinyurl.com/h7uta>

In addition, I refer you to: Krashen, S. (2005, February). The "decline" of reading in American, poverty and access to books, and the use of comics in encouraging reading.

Teachers College Record. Retrieved March 28, 2007, from

http://blackboard.csustan.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=4101_1

More on Poverty

<http://www.joanwink.com/newsletter/2006/news0706.php#c>

Recommendations for NCLB

http://www.elladvocates.org/documents/nclb/ILEP_NCLB_Recommendations.pdf

The Political Context of Gingrich's remarks

Jim Crawford comments on Newt Gingrich's recent statement about bilingual education (circulated with Crawford's permission):

Gingrich's attack on bilingual education should be understood in the context of Republican presidential politics. Both he and Mitt Romney hope they can exploit the issue to win over Far Right voters, whose loyalties are up for grabs.

The good news: Gingrich has a short attention span. He pushed an English-only bill through the House back in 1996, but when it brought no political benefits for Republicans he dropped the issue. A year later, discussing two-way bilingual ed, he told a reporter for the *New Yorker*:

"Do you realize that there are two hundred languages spoken in the Chicago school system? That's an asset, not a liability. You get Sally to speak Cambodian and Sally gets you to speak English. If they succeed, we give each of them a thousand dollars. We'd have kids practicing language seven days a week." [Quoted in my book *At War with Diversity*, 2000].

Steve Krashen's comments on Gingrich. **Sent to USA Today, Posted on Washington Post website, April 1**

Re: Gingrich critical of bilingual education (April 1)

Newt Gingrich is wrong and Peter Zamora is right: Bilingual education does a better job of helping children acquire English than English "immersion." Bilingual programs use the child's first language in ways that accelerate English language development.

In the last two years, four major reviews (including one from the US government) have been published confirming that children in bilingual programs do better on tests of English reading than those in all-English programs, including one report from the US government.

Stephen Krashen

The four major reviews:

1. Slavin, R. and Cheung, A. 2005. A synthesis of research of reading instruction for English language learners, *Review of Educational Research* 75(2): 247-284.
2. Rolstad, K., Mahoney, K., & Glass, G. 2005. The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy* 19(4): 572-594.
3. Genesse, F., Lindolm-Leary, K., Saunders, W., and Christian, D. 2005. English Language Learners in U.S. Schools: An Overview of Research. *Journal of Education for Students Placed at Risk*, 10(4), 363-385.
4. Francis, D., Lesaux, N., & August, D. 2006. Language of instruction, In D. August & T. Shanahan, (Eds.) *Developing literacy in second-language learners*, pp. 365-413. Mahwah, NJ: Lawrence Erlbaum.

New Angel: Buttercup, My Horse

<http://www.joanwink.com/cp2/cp-buttercup.php>

Wink, J. (2000, 2/e). *Critical pedagogy: Notes from the real world*. New York : Addison Wesley Longman, pp. 173-174.

Notes from the Real World

CSU Stanislaus Research Award: We did it! Many of you wrote extremely generous letters of support for me, when I was nominated for this award. I was humbled when I read your letters, and apparently the committee took your words to heart, too, as I was just notified that I won the award. Thank you so much. Go Team!

Family Update

Dawn has recently accepted a full-time instructor position at Santa Fe Community College . Happy days are here for all, including the lucky students of SFCC.

<http://www.sfccnm.edu/sfcc/pages/964.html>

Pink and White M&M's

<http://www.mymms.com/sgk/>

Susan G. Komen's Foundation: For each 8-ounce bag of the special candies sold, the makers of M&M (Masterfoods) will donate 50 cents to the foundation.

My March Medical Tests

All of my March medical tests were very good, and my treatments will end in August. Thank you for all of your support and prayers.

Adam's Poem

Adam is our 16 year-old great-nephew, who is undergoing treatment for an advanced case of testicular cancer. His mom and dad realized early on that Adam never cried. He says he doesn't feel like crying, he just wants the cancer out of him. Recently, his family found a poem, which Adam had written on a piece of notebook paper for a class. It was addressed: For Mom. As you read it, keep in mind that testicular cancer patients who have been cancer-free for ten years are considered, "cured."

I Never Cried

By Adam Meinecke, age 16

I found out I had it

December 11, 2006

It was in my lungs and liver

I knew what I had to do

But I never cried

It put me in the hospital

For days on end

It caused my loved ones pain

I had a fight to win

I had no time to cry

It put me through treatment

Hell for three months

They told me it was shrinking

Withering away into the nothingness it deserved

I was too happy to cry

Then there was the day

The day I was told

My family was rejoicing around me

I sat there with a blank look

Then it hit me

The fight was over

For 10 years I had fought

And now it was just over

It had shaped me

Made me who I am

And I cried

To follow Adam's progress,

www.caringbridge.org/visit/adammeinecke

Family Pixs 1-Dawn and the Kids

<http://www.joanwink.com/gifs2/dawnkids0307.jpg>

2-Garrett Coloring

<http://www.joanwink.com/gifs2/gcoloring.jpg>

3-Austin - Got Eyelashes?

<http://www.joanwink.com/gifs2/aeyelashes.jpg>

4- Grammie and great painters

<http://www.joanwink.com/gifs2/gpainting.jpg>