How Words and Literature Support Hope in Classrooms

Elfrieda H. Hiebert
TextProject
Different Labels But the Same Concepts
English Learners

In the United States as we approach a new decade—2016—about 10% of our students enter school speaking native languages other than English. (DeFord et al., 2016). English learners (ELs) may not have English labels for concepts, but they do have labels for concepts in their native languages. In the examples and approaches of English Language Arts, ELs are asked to learn to read words for which most young children do not have associated meanings in their native language, such as pine and owl in Example 1. Instructional demands such as those represented by the first excerpted text can intensify the challenge for ELs. Example 2 discusses a text where students’ knowledge of scientific and specific terms is a translation for learning new concepts such as flower and leaf.

Ultimately, evidence points to strengths of ELs, such as effectively utilizing the sounds of language, which often are not recognized in schools. This chapter develops a perspective in which strengths like these bring to language learning theory and practice the foundation for the design of learning experiences for these students and to in which...
Storybooks for toddlers can have more hard words than typical conversations between adults.
Fostering Hope with Children's Literature

Dive D. Massey, Margaret Vaughn, Elfrieda Hiebert

Purpose

Today, in a world of instantaneous communication, children and young people can be confronted with images and information that are overwhelming and hard to understand. "Fostering hope with children's literature" is an area that draws on relationships and hope literature can provide children and young people insights into how people have found unexpected sources of strength and resilience in challenging times.

Findings

Both stories and nonfiction books are part of the literature of hope. Most stories have a plot that involves a resolution of a problem or challenge. Similarly, many nonfiction books describe movements, journeys, and actions people take in dealing with predicaments. From the wide selection of fiction and nonfiction books, teachers should select books that represent diverse backgrounds, experiences, and solutions. Specific books within a collection should be chosen as complementary tools. These are books that offer substantial engagement and can be revisited throughout a school year.

All ideas of books described by Rudine Sims Bishop (1994) should be included over a school year, minis (readers select their own titles of the reading), windows (readers get a view of life and activities that differ from their own), and sliding doors (readers are transported into the story world and encounter empathy for its characters). Furthermore, the views and experiences of individuals and groups should include history, current experiences, and a vision of the future.

Selections of books and plans of action based on books are described at these levels:

- Student: independent reading can give individual the opportunity to delve into topics and themes of interest.
- Class: book clubs can be a context for students to share interpretations and connections.
- Community: students can explore real world issues and develop plans of action to contribute to solutions.

Applications

- Individual book titles, lists of books that can serve as anchors for discussions, and collections of books on topics (e.g., leadership and prediction) are valuable in their presence.
- Specific writing activities to accompany reading and discussion are partial ideas for teachers.
- A graphic describes four steps for reflection on books and uniquely applies them to fiction and nonfiction (1) setting goals, (2) making plans, (3) taking action, and (4) specific reflection on hope.
To desire something and expect that it will happen or be obtained.

But it’s not simply optimism or unrealistic goals. Hope involves

• a goal
• a pathway for accomplishing goal
• agency

Funny Bones
Posada and His Day of the Dead Calaveras

Duncan Tonatiuh

When You Trap a Tiger

Some stories refuse to stay bottled up.

Tae Keller

Author of The Science of Breakable Things

Winner of the Pura Belpré Award

Best High School Book Review

Author of The Truth About Twinkle Pie

This beautiful book reminds us that the most powerful magic of storytelling is the story we decide to tell about ourselves.” —Roti Roy, author of The Truth About Twinkle Pie
Framework for understanding texts

<table>
<thead>
<tr>
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**Lily's Problem**

Halmoni is ill; Lily & her family move to be with her; Her sister Sam is distant; Lily feels invisible

**Lily's Hope**

Find the jars with the stories and give them back to tiger, enabling Halmoni to get better.

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**Lily's Problem**

Halmoni says that tiger seen by Lily wants stolen stories back

**Lily's Actions**

- Goes to library to learn about trapping tigers & enrolls new friend, Ricky, to help her
- Learns stories from tiger

**Outcome**

At hospital, Lily tells Halmoni story, who dies peacefully

Sam asks Lily to tell her a story & Lily no longer feels invisible

**Family has a kosa honoring Halmoni at library**
The Words in *When you trap a tiger*
Example Vocabulary from *When You Trap a Tiger*

- Halmoni
- Kosa
- Consequence
- Kimchi
- Stereotype
- Prognosis
- Sheepish

- Vivid
-Sparse
- Incident
- Ritual
- Folktale
- Evaporate
- Alzheimer’s

- Fierce
- Pendant
- Withered
- Shimmer
- Vaguely
- Intuition
CHARACTERS--TRAITS

Lily:
- Early on: invisibility, stereotype, apologetic, distracted, fixed, malfunctioning
- Later: maneuvering, improvise confrontation

Ricky:
- oblivious

Sam:
- suspicious, annoyed, impatient, disagreement

Tigeress:
- hypothetical, menacing

emet:
- When you trap a Tiger (chapters 14 to 26)

EMOTIONS:
- overwhelmed
- hesitant
- exasperation
- embarrassed

WAYS OF COMMUNICATING
- clarify
- grimace
- mimes

CONTEXT
- Objects: pendant, heirloom
- Food: sashimi, kimchi, kosa, entrees
- Halmoni's illness: prognosis, hallucinations, paranoia, nausea

DUNCAN TONATIUH

FUNNY BONES
Posada and His Day of the Dead Catrinas
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Funny Bones: A pathway of hope

- **Lupe Posada is born**: into a poor family in Mexico.
- **1852**: His older brother, a teacher, sees Lupe's drawing ability & gets him enrolled in an art academy.
- **Lupe works in a print shop**: where he learns printing methods of the time.
- **Lupe needs to leave town**: when his cartoons anger politicians.
- **In his new town**: he is successful as a printer and illustrator but a flood destroys his print shop.
- **1913**: He & his family move to Mexico City, where his illustrations especially for Dia de Muertos, become well-known.
- **1930s**: Don Lupe dies, but people use his style of illustration for calaveras.
- **Several famous artists**: investigate who the illustrator of the special calaveras was. His work is recognized posthumously.
Read-Aloud Favorites

Children Who Dance in the Rain
Written by Susan Justice; Illustrated by Lara Hardy

Children Who Dance in the Rain was awarded the 2023 Children's Book of the Year Award. For a very good reason—it supports kindness, gratitude, hope, and possibility.

The story begins with Sophie, a girl of about 10 to 11 years, who is engrossed in her iPad. Her world takes a transformative turn when her family visits her parents' home in India. On one occasion, Sophie encounters children in a humble mud colony, most specifically a girl about her own age named Nanaki, an orphan. Sophie is shocked to learn how Nanaki works to buy food and vitamins for her brother. Despite meager possessions, Nanaki and her peers in the mud colony radiate abundant joy and gratitude for life's simple treasures.

As Sophie's eyes open to the world beyond her iPad screen, she discovers the vastness of life and her own potential to make a real difference. Children Who Dance in the Rain is a heartwarming journey that not only impacts Sophie but also invites readers to reconsider their own perspectives, emphasizing the wealth found in gratitude rather than material possessions. And what is truly wonderful...is that the book is based on a true story. Because of her experience, Sophie became a doctor and returned to the mud colony to give children food and medicine.
**Guess**

**Guess as in to give an unsure reply (verb):**
- theorize
- estimate
- surmise
- speculate

**Guess as in a response that is based on opinion, not fact (noun):**
- assumption
- opinion
- conjecture
- speculation
- supposition
- surmise

**Common Phrases:**
- Keep them guessing
- Guess what
- Anyone's guess
- Take a guess
- Educated Guess

**Idioms:**
- Take a stab in the dark
- Wild guess
- Take a gander

**Spanish Connections:**
- theorize / teorizar
- estimate / estimar
- speculate / especular
- conjecture / conjetura
Animals of All Shapes and Sizes—
Types and Characteristics of Animals

amphibians
(amp·hib·i·ans)
Amphibians can live both on land and in water.

reptiles
(rep·tiles)
Reptiles are cold blooded animals that lay eggs.
Thanks for joining today and… for your contributions to our future!

Where you can find the complete article on Fostering hope with children’s literature:
https://www.researchgate.net/profile/Elfrieda-Hiebert