

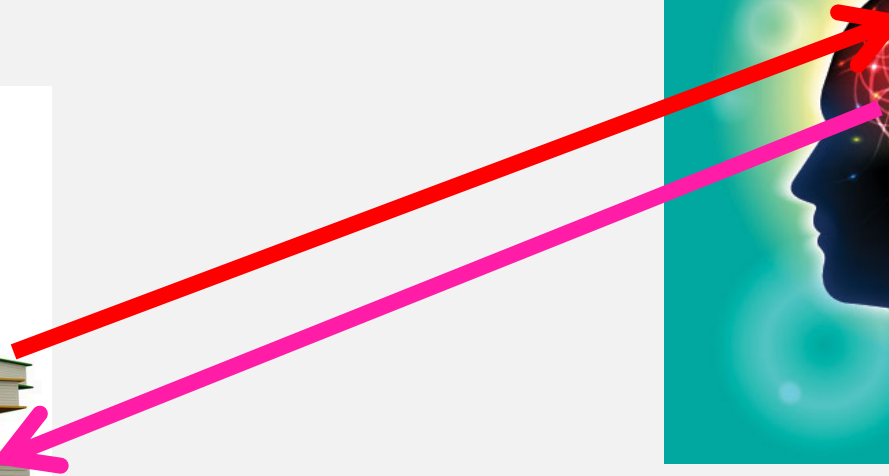
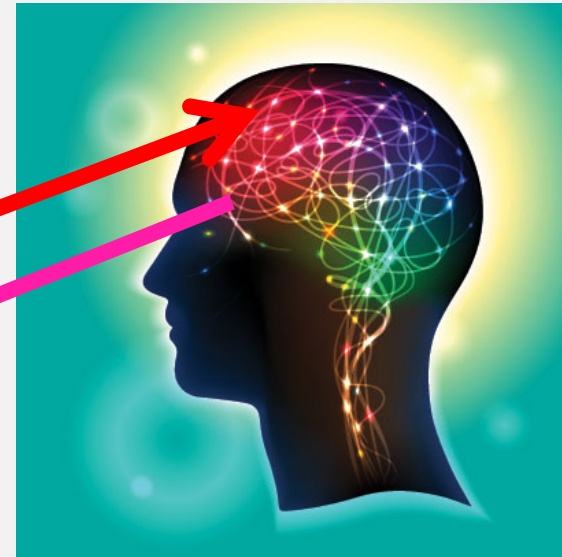
**WAYS TO RECOGNIZE, SHARE, &
CELEBRATE LEARNING—
WHEREVER STUDENTS ARE**

Elfrieda H. Hiebert

TextProject

WHY WE READ

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.” (Dr. Seuss)



Midnight Sun and Northern Lights



It's midnight, but the sun is shining brightly. Where are you? You're in the Arctic, near the North Pole. During the arctic summer, the sun doesn't set for months. Instead, it goes around the horizon. You could read outside at midnight.

The temperature stays warm, too, although not as warm as where you live. The average temperature in the summer near the North Pole is about 32 degrees, or freezing. That may sound cold to you, but it's warm in the Arctic. The ice on the Arctic Ocean even melts a little.

Winter is very different. The land of the midday sun becomes the land of the midday night. The sun doesn't rise for months. The average temperature is below zero.

People may find the polar nights long and cold, but polar bears love it. That's because their fur is hollow. It traps their body's warmth. In addition, their skin is black, which absorbs the sun's warmth.

The polar nights are long and dark. There's a light show in the sky. The northern lights, or aurora, are often green and purple. They dance in the sky. Auroras are particles that were thrown off by the sun. They collide with Earth's atmosphere and make it glow.

Few people live in the Arctic because it's so cold. In Canada, Greenland, Norway, Iceland, and Alaska, there are a few good places to see the midnight sun and the aurora.

As you travel south from the North Pole, there is less midnight sun and fewer northern lights. It gets warmer, too. Soon, the sun sets at a time you're used to. Also, you can see the aurora.

Whatever you do, remember to stay safe. The Arctic is a beautiful and interesting place, but it's also a dangerous one. Be sure to follow the rules and listen to the experts.

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Origami: Get Into the Fold



Have you ever made a cootie catcher? Cootie catchers are used in many ways, as toys, for learning, and as art. They are an example of origami, the art of paper folding. In fact, the word origami comes from the Japanese words art, meaning "folding," and kami meaning "paper."

Origami was invented thousands of years ago in Asia. Because paper can be destroyed easily, historians do not know when people first began folding paper to create art. Many believe that origami could have been invented in China soon after paper was invented. That was in 105 AD. Wherever it was invented, origami became very important in Japanese culture. Today, it is popular around the world.

For hundreds of years, origami designs were taught by one generation to another. Because they were not written down, it is not possible to know who created the patterns. They simply became part of the culture. The art of origami involves folding paper in

complicated ways. There is no cutting or pasting. The crane is a well-known example of origami. It is often used as a symbol of peace.

Modern origami is different from origami made in the ancient tradition. Today's designers use new methods and patterns, and they want others to know that they created the design. These artists create instructions that allow others to copy their designs exactly.

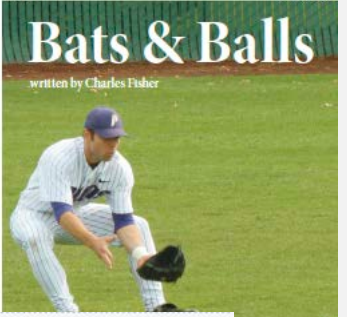
Both the ancient and the modern traditions of origami are great for exercising the brain. By combining creativity and math, and such skills as concentration and problem solving, origami keeps the brain active.

Many origami designs are both fun and useful. Origami boats can float on water. Cootie catchers, also called fortune tellers, can be used in games. Cups can be made for drinking. Party decorations can also be made from origami.

Whatever shape origami takes, people enjoy creating new patterns and uses for this ancient art form.



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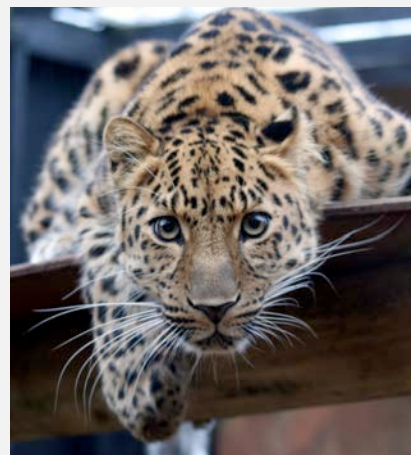
Stories of Words: Movies



Stories of Words: Chinese & Japanese Words



Living In Zoos



Plastic Bags & Take-out Containers



Written by Holly Reed

Written by Holly Reed

RECOGNITION

RECOGNITION OF WHAT I'VE LEARNED: WHAT?

- Metacognition—knowing about knowledge/learning—is a critical aspect of learning.

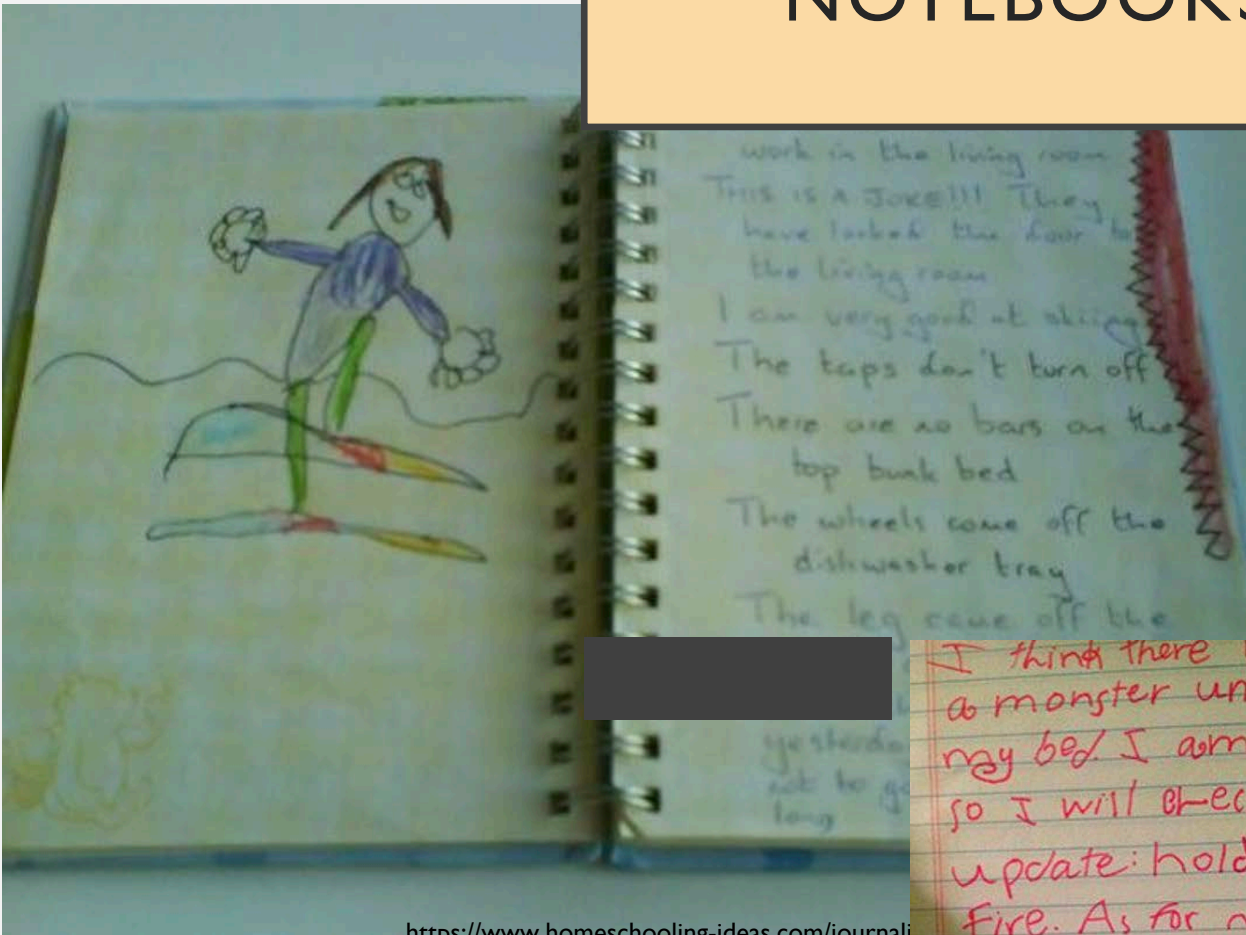
Another aspect is knowing why we read—to learn—and about what makes texts unique/challenging and also my proficiencies in relation to text features.

RECOGNITION OF WHAT I'VE LEARNED: WHY?

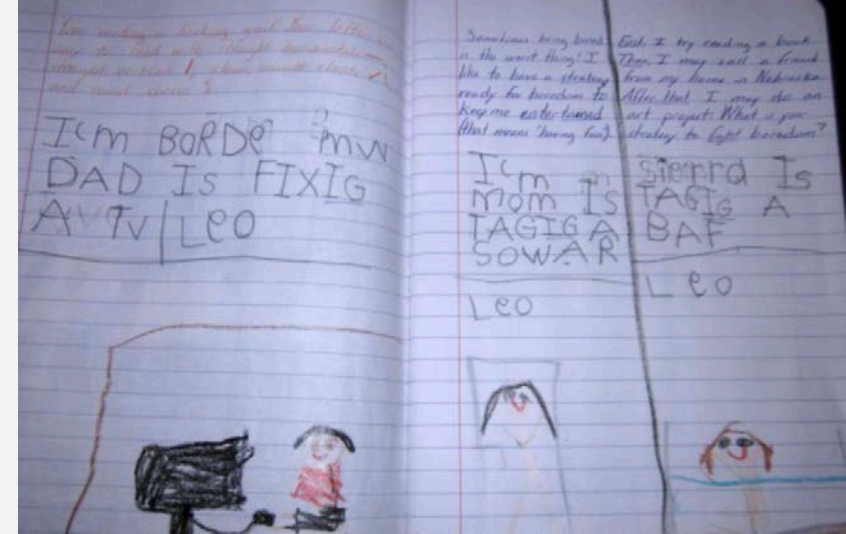
- Recognition has to do with agency: “I can build on what I already know.” and “I am capable of learning from text.”
- Recognition that every text will have some words that I haven't encountered before—that is to be expected. Further, I have the skills and strategies to figure out the unknown words.
- Recognition influences retention. When I have evidence of what I've learned, I can revisit my knowledge and I can determine how new knowledge connects to what I know.

RECOGNITION OF WHAT I'VE LEARNED:
HOW?

JOURNALS/ NOTEBOOKS



<https://www.homeschooling-ideas.com/journal>



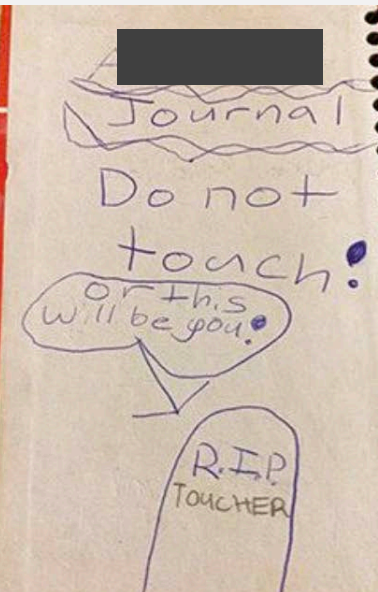
<https://familyfocusblog.com/5-reasons-kids-should-keep-a-journal/>

I checked out a bunch of music CDs
from the library today! A couple had cuss
words in the title so I had to promise Ms.
Jervis I am 15. I am not yet but I think
that lying does not count at the library.

I have listened to all of them by now. I have
noticed in a LOT of the CDs that the
singers do not like the man. They even
cuss at him! I do not know who the man
is. Maybe it's Bush or the singer's principal.
But if the Dead Kennedys do not like
the man so don't I. I also don't like
fashists. I think that they are like a
cult religion who the man belongs to.

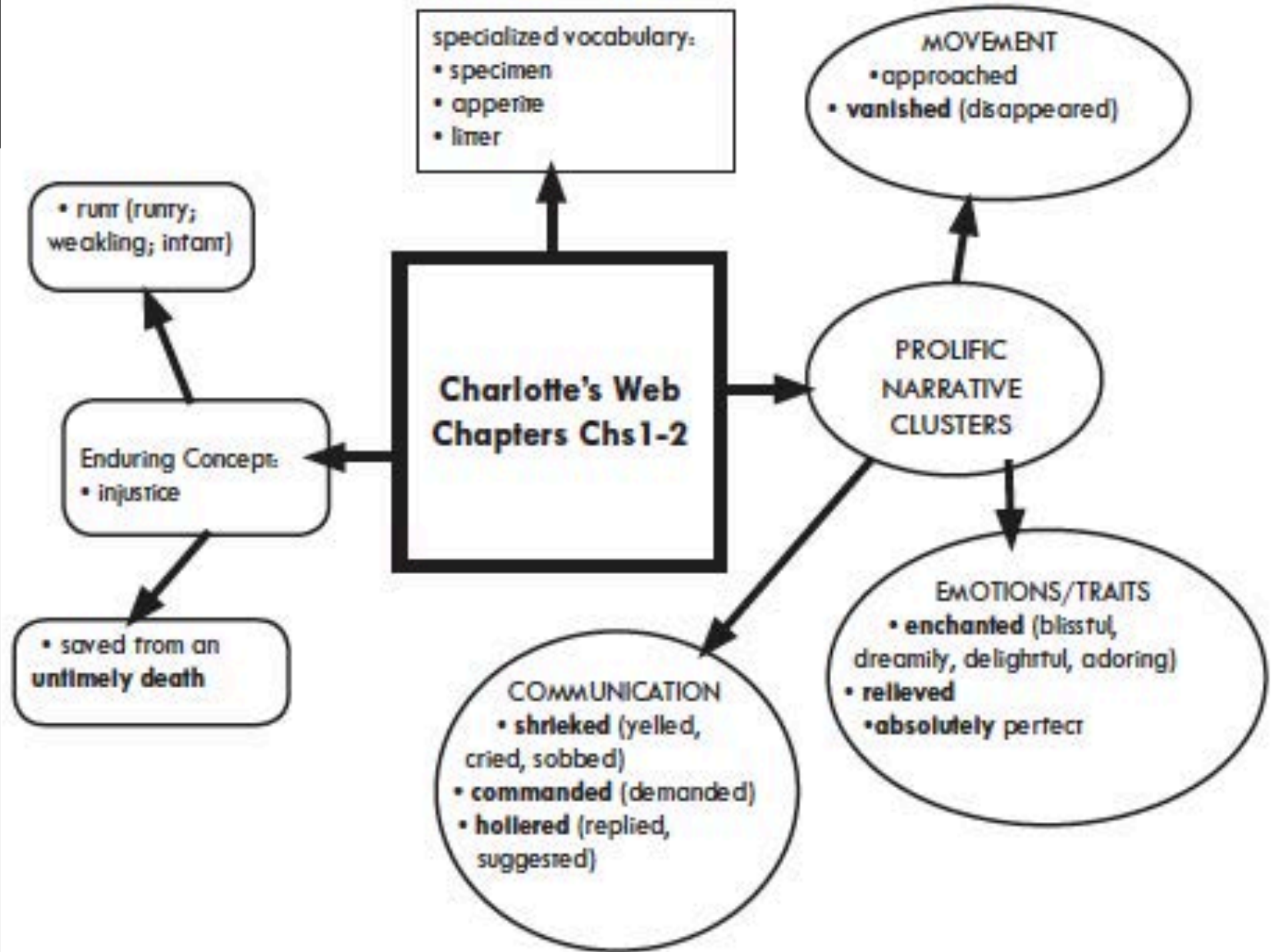
So far I think that I am more punk
than anyone else I have met in life.

<https://www.pinterest.com/pin/167618417356698050/>



Word Map for Chapters 1-2 of *Charlotte's Web*

MIND & WORD MAPS



Talk



Talk as in a conversation (noun)

- conversation
 - chat
- discussion
 - slang
- dialogue
- chatter
- lecture
- address
- speech
- meeting
- conference
- summit
- utterance
- gossip
- comment
- debate

Talk as in to speak casually (verb)

- chat/chatter
- scuttlebutt
- gossip
- comment
- smooze
- mention
 - say
- utter
- remark

Talk as in to speak (verb)

- speak
- verbalize
- converse
- vocalize
- articulate
- communicate
 - confer
- dialogue

Talk as in to speak in a specific way (verb)

- whisper
- flirt
- snap
- shout
- yell
- orate
- lecture
- pontificate
- address
- drone
- stammer
- bark
- slur
- bay
- jabber
- chant
- preach
- boast
- debate
- enunciate
- pronounce
- question
 - ask
- declare



Talk

COMMON PHRASES

- Talk to me
- Talk back
- Talk over
- We need to talk

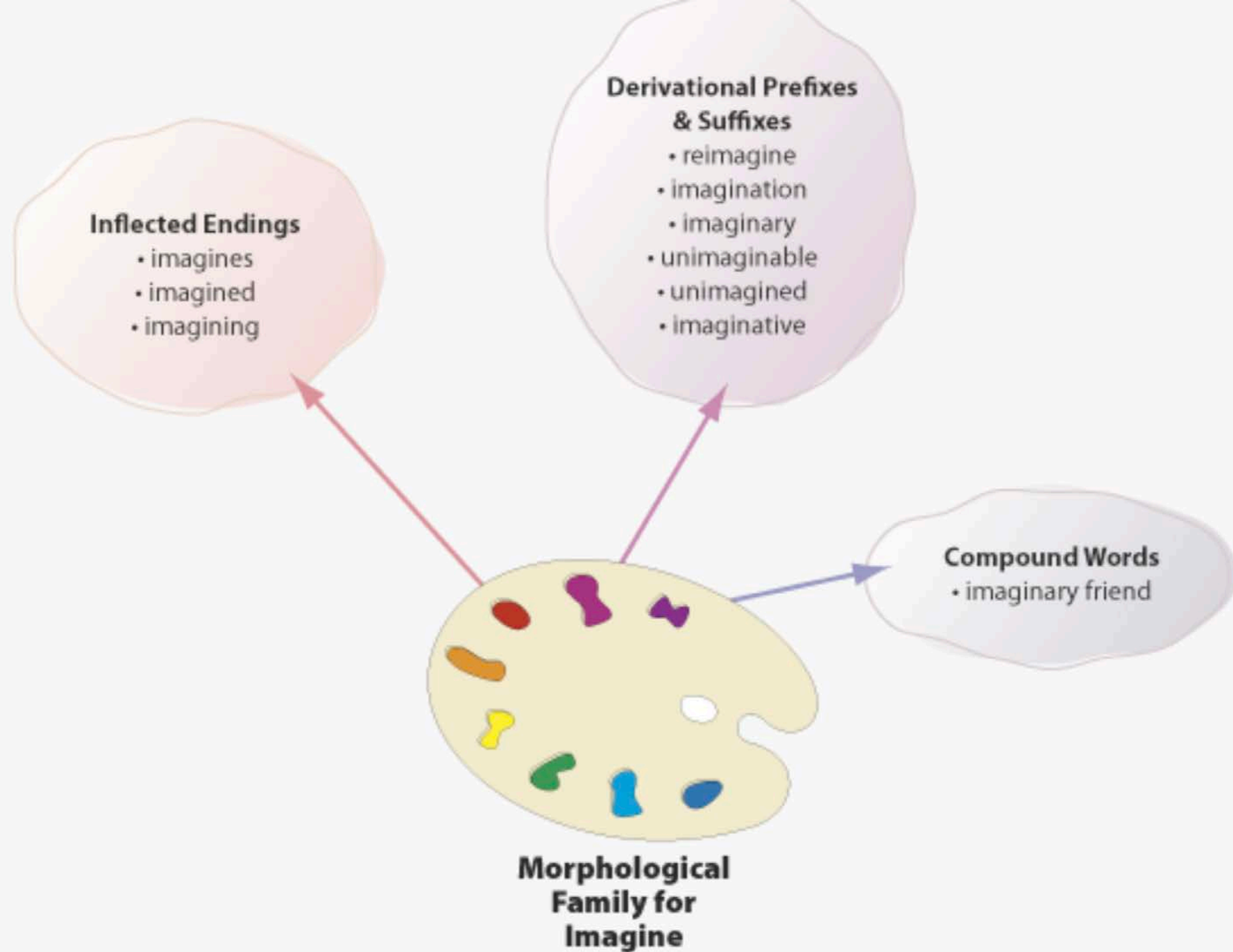
THE SPANISH CONNECTION

- conversation / conversación
- discussion / discusión
- to discuss / discutir
- dialogue / diálogo
- to have a dialogue / dialogar
- comment / comentario
- to comment / comentar
- to mention / mencionar
- to verbalize / verbalizar
- to converse / conversar
- to communicate / comunicar
- communication / comunicación
- pronounce / pronunciar
- to debate / debatir
- debate / debate
- enunciate / enunciar
- pronounce / pronunciar
- declare / declarar

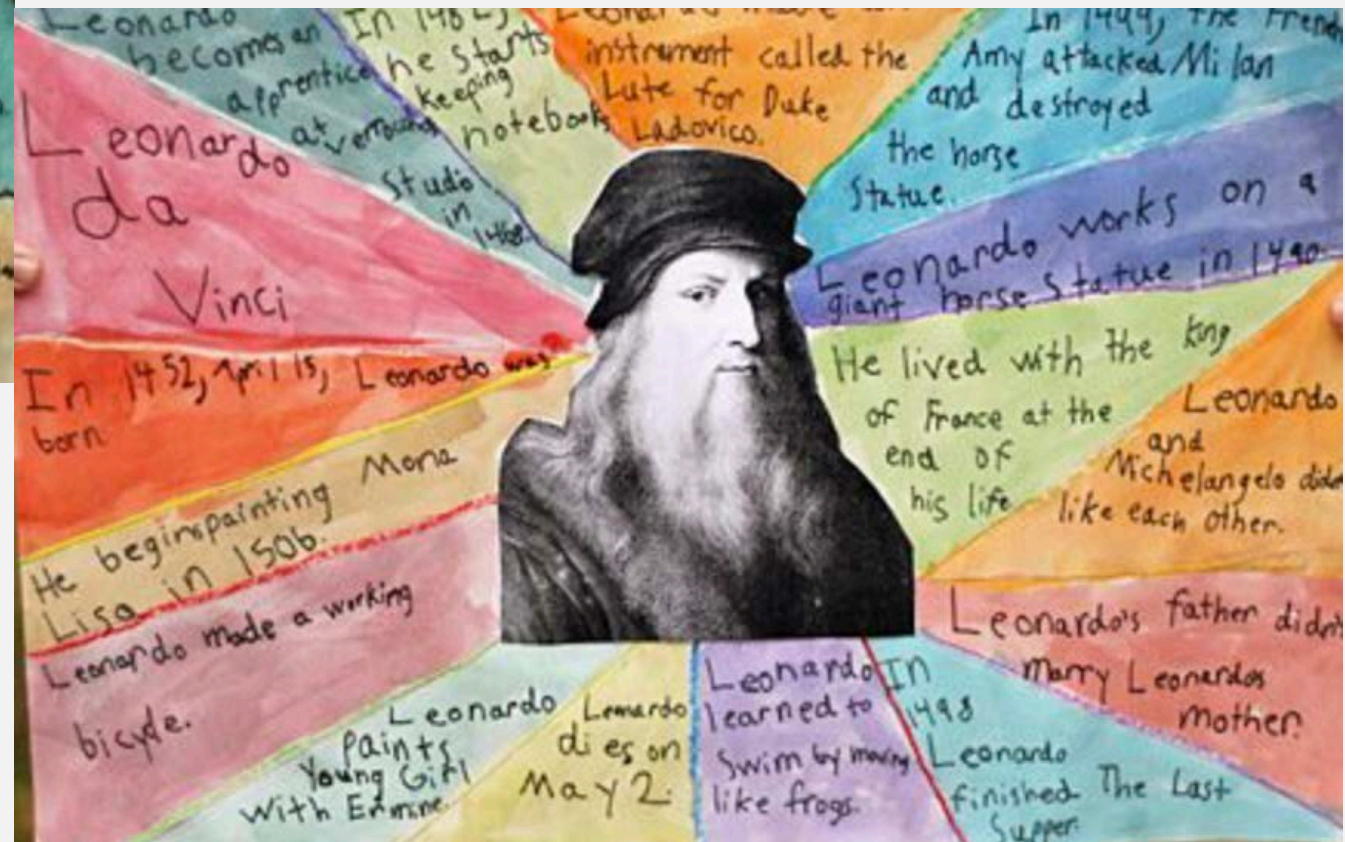
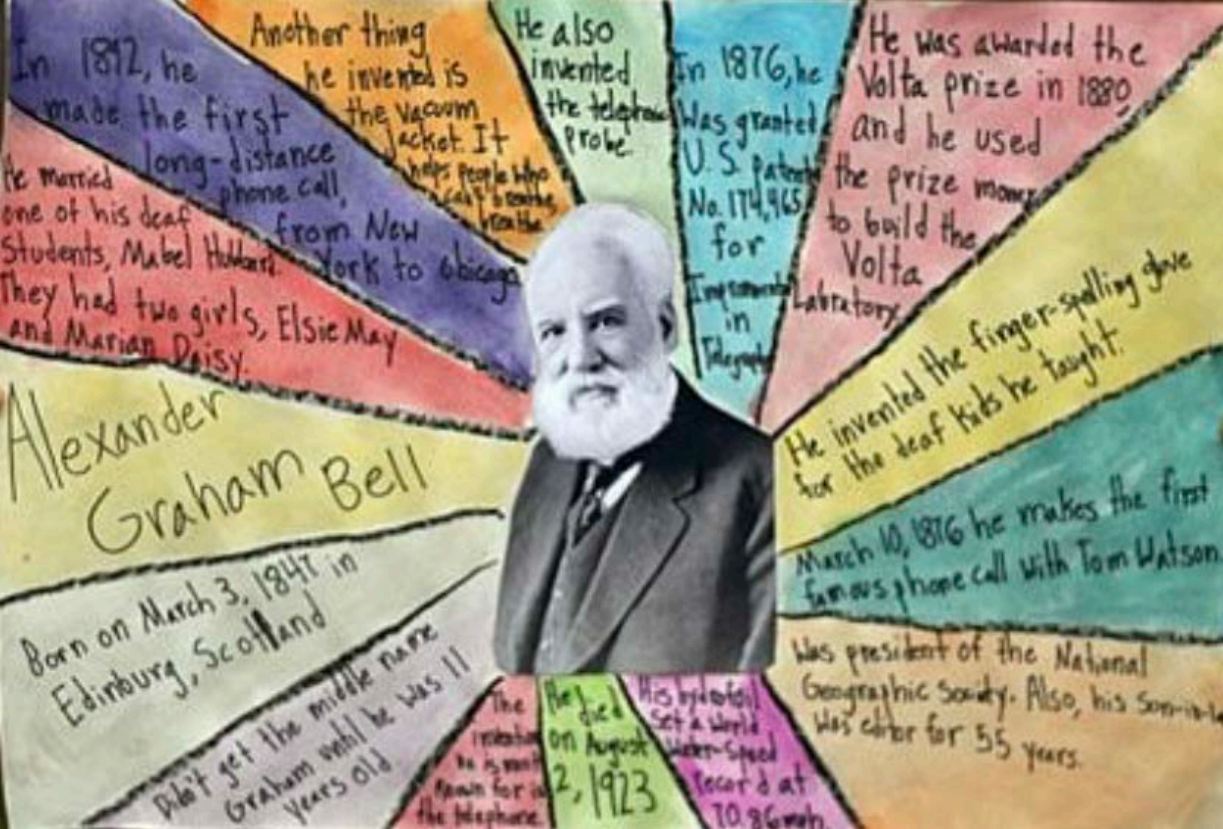
IDIOMS

- Talk a mile a minute
- Spit it out
- Talk big
- Talk sense
- Dance around the topic
- Speak up
- Talk it up
- Talk down
- Talk is cheap
- Talk it over
- Talking to a brick wall
- Talk of the town
- Small talk
- Speak of the devil
- Sweet talk
- Talk your ear off
- Talk in circles/riddles
- Talk shop
- Walk the talk
- Talk your way out of a paper bag
- Talk until your blue in the face
- You're a fine one to talk
- Shooting the breeze



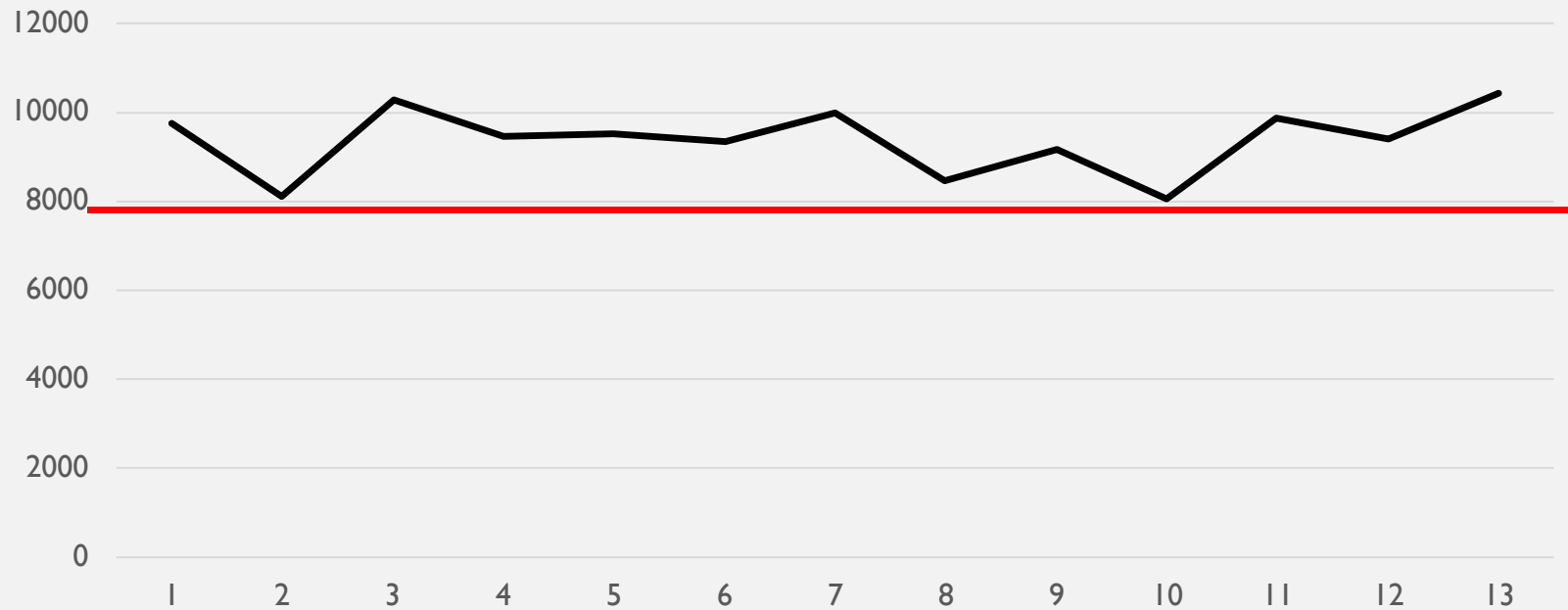


DIAGRAMS & ILLUSTRATIONS



- <https://www.weareteachers.com/creative-book-report-ideas/>
- <https://www.bloglovin.com/blogs/lets-explore-1939820/creative-book-reports-biography-posters-3745402369>

MY OWN EXAMPLE OF RECOGNITION (A) 7,900 STEPS



(B) 8 “STAIRS” DAILY



SHARING

SHARING: WHAT?

- Students can share within the act of learning to gain new perspectives and ideas. Sharing background knowledge about a topic can be a resource for other students.
- Sharing can involve artifacts of what has been learned (such as mind maps, word maps, illustration & diagrams).

SHARING: WHY?

- Sharing what has been learned influences students' engagement in and retention of knowledge.
- Sharing what has been learned can support students in understanding relevance of knowledge and their expertise in specific domains.
- Sharing can also be the source of new perspectives on content.

SHARING: HOW?

BOOKS/ESSAYS



FICTION

A Falling Leaf

By KindKame **BRONZE**
Cupertino, California



The girl walked outside for another day of work. Everything was the same in her life except for the four seasons that had seemed to come each year. It was the beginning...

22 comments



Lost Time

By desafinada **GOLD**
Chicago, Illinois

18 comments



The Struggles of Writing

By dmcdonald **BRONZE**
Mobile, Alabama

15 comments



The Decision

By Kaitlynista **BRONZE**
Hacienda Heights, California

5 comments

SHORT STORY

A Tragedy in Two Parts

Sitting on a brick wall, a girl struggles with rejection and with her identity.

Read →

SHORT STORY

Icicles

Is it inattention from others that makes us vague and distant? A scene from a restaurant.

Read →

CREATIVE ESSAY

Tranquility

A personal description of dawn over an awaiting surf.

Read →

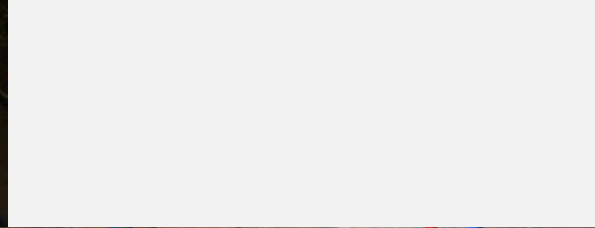
CREATIVE ESSAY

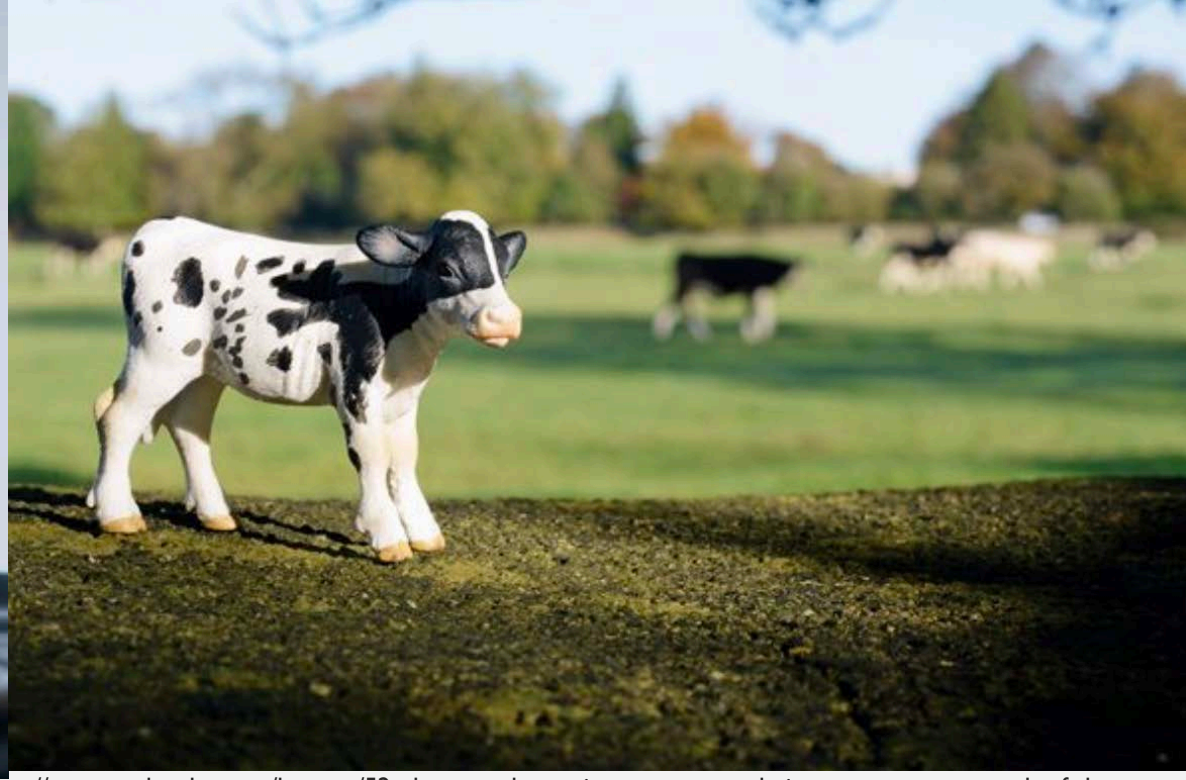
Dear Shannon

Part three of the author's *Roots of Greatness, Wings of Light* set about her grandparents. This essay takes the form of an imagined letter from her paternal grandfather, a particularly reflective and poignant expression from a man called "Big Daddy" within his family.

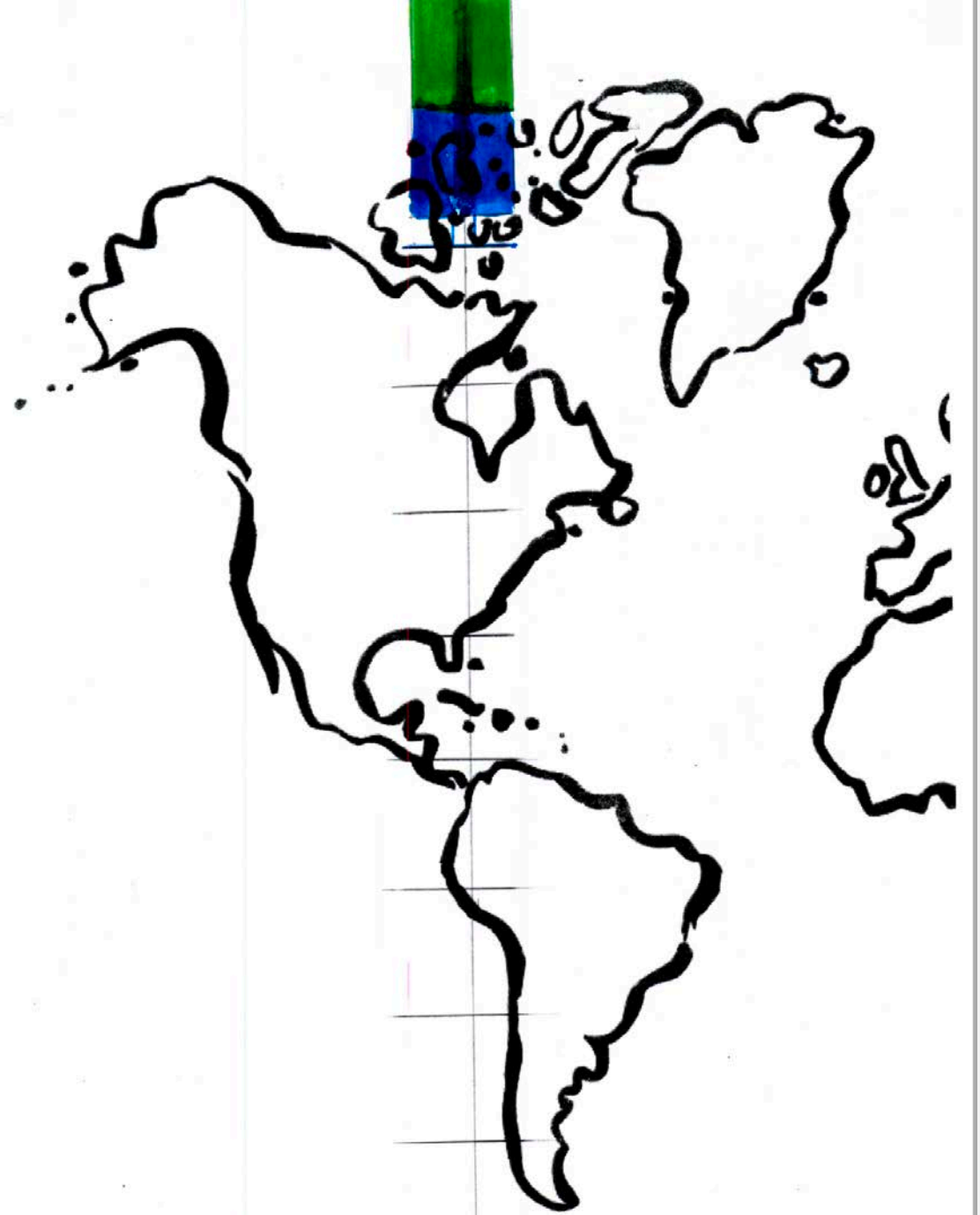
Read →

PHOTOGRAPHS/ ARTWORK





MY OWN EXAMPLE: SHARING
(A) 7,900 STEPS DAILY



(B) 8 STAIRS
DAILY



CELEBRATIONS

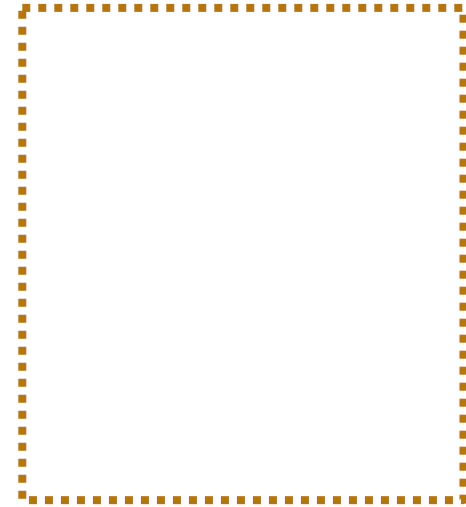
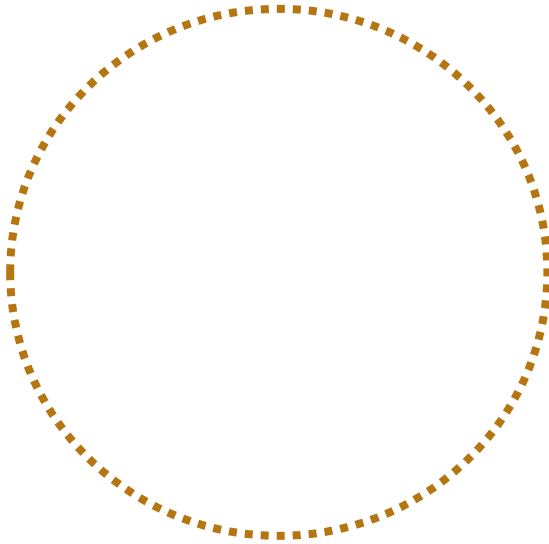
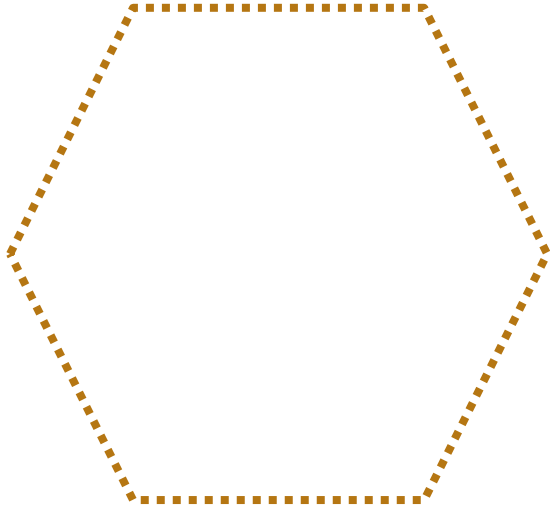
CELEBRATION: WHAT?

- Celebration—the 4th stage in the education cycle, following Planning-Implementation-Evaluation (Morris, 2015).
- Celebration includes events & activities to acknowledge or promote accomplishments and events.
- Celebrations differ in size:
 - In B.J. Fogg's (2020) Tiny Habit approach, a “tiny” celebration follows successful enactment of a behavior. For example, I just finished my daily journal. Hands up in the air and shouting “Hooray.” Or listening to a snippet of a song (e.g., “We are the champions”).
 - Celebrations of milestones toward a big goal can support learning, as much or more so than waiting till the ultimate goal has been reached.

CELEBRATION: WHY?

- Celebrations infuse life with passion and purpose. They summon the human spirit, reattach us to our roots, and help us soar toward new visions (Deal & Key, 1998).
- Celebrations help create a sense of community among learners that has been found to foster competence in social and emotional skills (Kessler, 2000).
- Celebration is especially critical with students from linguistically and culturally diverse communities because it validates their unique contributions and accomplishments. (Weinstein-Shr, 1990).

CELEBRATION: HOW?



EXAMPLE 1

I read 3
FYIs for
Kids.

I made a
mind map
on the FYIs
for Kids.

I chose a
topic &
wrote my
own FYI for
Kids.

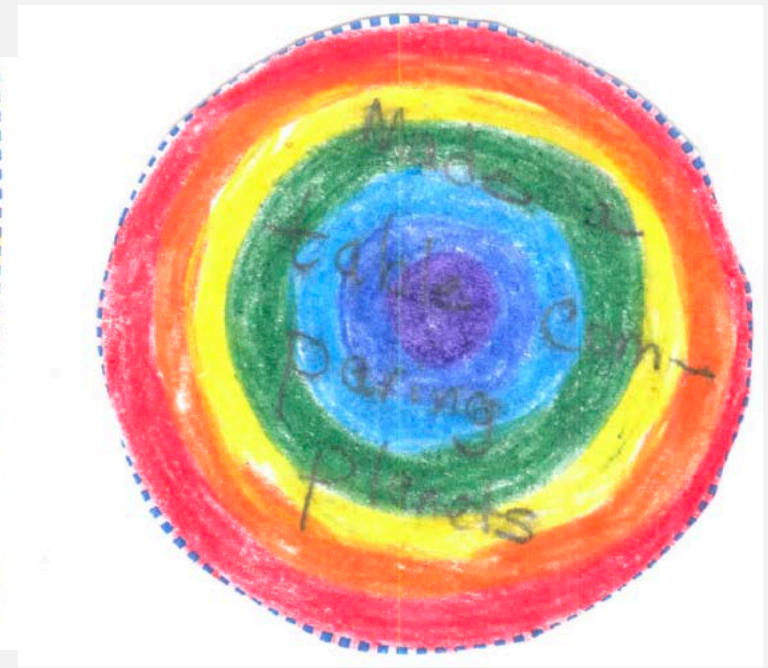
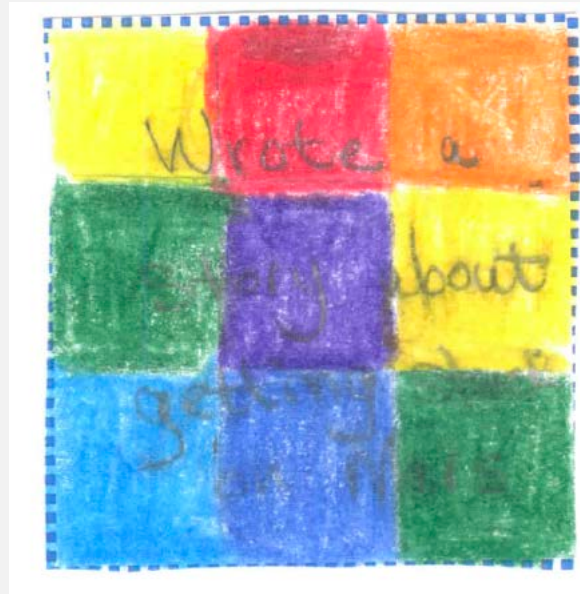
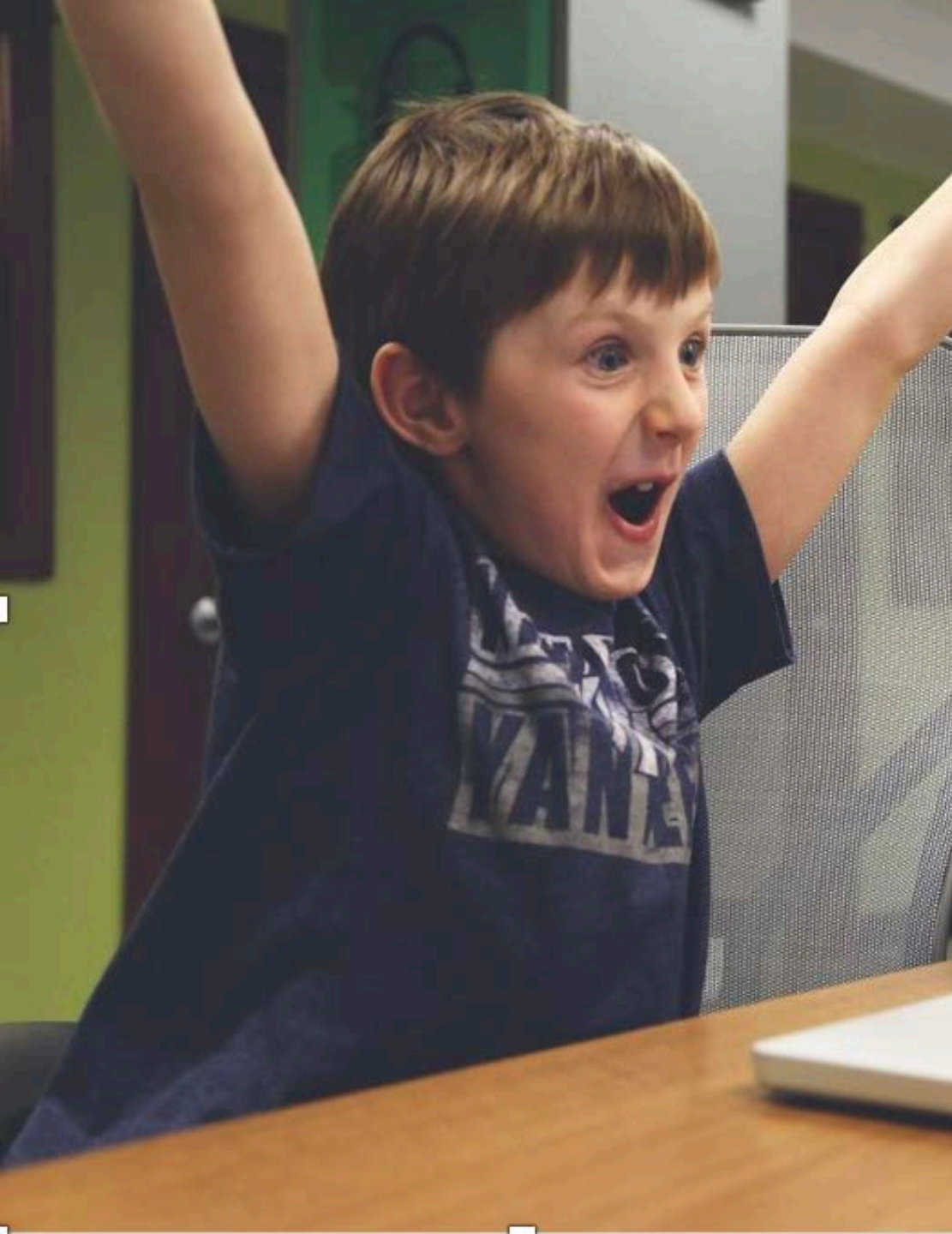


EXAMPLE 2

Read 3
books on
planets

Made a
table com-
paring
planets

Wrote a
story about
getting stuck
on Mars




AND WHAT ABOUT WHEN WE DIDN'T MAKE OUR GOALS?

- Our lack of progress—and our expectations—need to be recognized as well. Our setbacks and our disappointments are a source for reflection in writing and conversations.

MY OWN EXAMPLE: CELEBRATION

LITTLE WOMEN



THE JOURNALS of
LOUISA
MAY 
ALCOTT

EDITED BY Joel Myerson & Daniel Shealy
Madeleine B. Stern, ASSOCIATE EDITOR

WHAT DID WE DO TODAY?

- We recognized our commitment to learning.
- I shared what I've learned about recognition-sharing-celebration of learning
- It's time for you to share what you've learned.



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**Teaching
Words
and
How
They
WORK**

SMALL CHANGES for
**BIG VOCABULARY
RESULTS**

Elfrieda H. Hiebert

Send your small change with your SNAIL MAIL ADDRESS and...eventually....3 of you will get a copy of *Teaching Words and How Words Work*: smallchanges@textproject.org