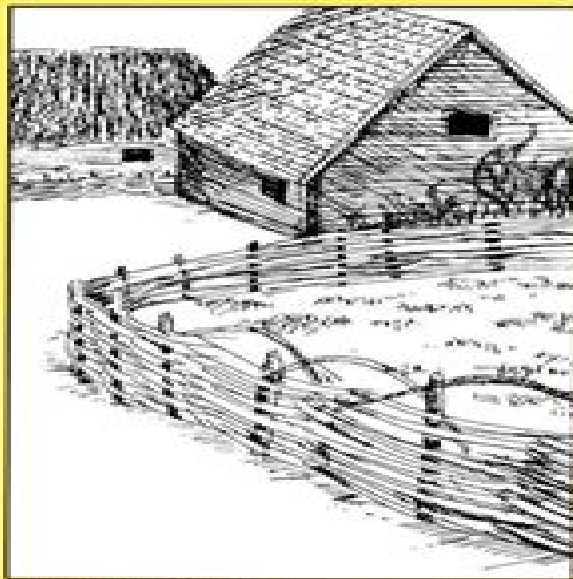


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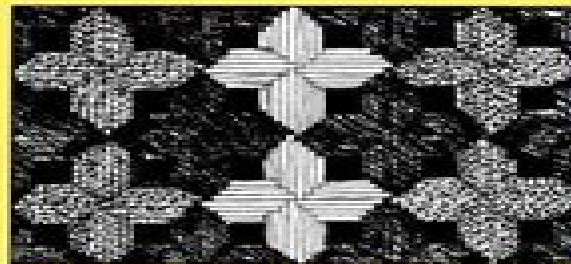
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sustainable inclusive and equitable world Developing global competencies empowers children and communities to actively participate in achieving the SDGs and addressing the pressing challenges of our time The authors set high expectations on children as actors in transforming society To facilitate this the book offers an overview of child development theories as a foundation for designing developmentally appropriate practices to extend children s books toward deep thinking and understanding The book includes sample lessons that use cutting edge research based pedagogies and tools such as visible thinking routines and other approaches Those lessons also help readers identify the Habits of Mind HOM children can develop by listening to and discussing stories The HOM are attributes of good problem finders and problem solvers needed when confronting complex issues The book provides resources and sample lessons that implement different thinking strategies to engage children in questioning and analyzing what they read making them more critical This is how children deeply understand the world and their role in creating positive change The book aims to cultivate change makers and global citizens through stories It offers innovative approaches including online learning options in accessible and engaging ways to help children think globally and act locally Through the power of children s literature this book serves a larger agenda To build a more thoughtful world for future generations By caring for and learning from one another through suggested activities in this book they will share the riches and resources from across the world As children learn about the promise of actions toward the UN Sustainable Goals they can imagine living in an interdependent learning community where all people continually searching for ways to trust each other learn together and grow toward greater intelligence Arthur Costa and Bena Kallick Co Founders and Directors of The Institute for Habits of Mind     Learning Journals in the K-8 Classroom

Marcia S. Popp, 2012-11-12 Learning Journals in the K 8 Classroom is the first comprehensive presentation of how to use academic journals effectively for elementary level instruction The text outlines the theoretical foundations for using learning journals and provides step by step suggestions for implementing them in every content area and at all levels of elementary instruction Learning journals provide resources and support for reading aloud independent reading mini lessons cooperative study individual research workshops and the portfolio system The type of interactive writing students do in learning journals helps them explore complex ideas in the content areas using their own strengths of analysis and response the journals then become resources for future learning group discussions individual conferences learning assessment reports and progress Four introductory chapters show teachers how to create their own journals introduce journals to students integrate them with cooperative study and use them for assessment Additional chapters focus on the individual curriculum areas of literature writing mathematics science and social studies The text includes sample entries from student journals at all grade levels and in every content area and appendices of annotated resources to support journaling and interviews with teachers who use journals in their classrooms

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