

**Section 2:**  
**Forms and Examples**

*For Children Ages 3 to 5  
Adaptable for Children Birth to 3*

# Making It Work!



**Office of Head Start National Center on Cultural and Linguistic Responsiveness**

**Connecting Cultural Learning Experiences in  
American Indian and Alaska Native  
Classrooms and Communities with  
The Head Start Child Development and  
Early Learning Framework**



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We Inupiaq are a nation of people occupying the circumpolar Arctic from Siberia through Alaska and Canada to Greenland. We share common values, language, culture and economic systems. Our culture has enabled us to survive and flourish for thousands of years in the Arctic where no other man or culture could.

For thousands of years, our traditional method of socializing our youth was the responsibility of the family and community. From the first, visitors to the Arctic have universally commented on the warm disposition of our children. Corporal punishment was absolutely unknown. Boys and girls began their education with their parents, and, by the time they reached their teenage years, they had mastered the skills necessary to survive on the land here. From that time forward, the youth—with his family and within his community—devoted his attention to his intellectual and social growth.

—Eben Hopson, North Slope Borough, Barrow, Alaska<sup>1</sup>

1. Hopson, E. (1977). Inupiaq education. In R. Barnhardt (Ed.) *Cross-cultural issues in Alaskan education* (Vol. 1). Fairbanks: University of Alaska. Retrieved from <http://www.ankn.uaf.edu/Curriculum/CXCS/Issues1/>





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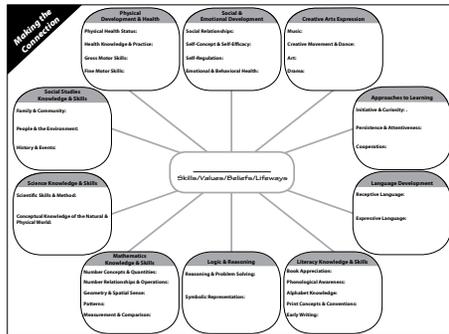
# Introduction

*Making It Work!* is a tool you can use to

1. connect traditional cultural skills, values, beliefs, and lifeways to The Head Start Child Development and Early Learning Framework;
2. create cultural lessons that engage families and communities, and document children’s progress using your program’s assessment process; and
3. align children’s interests and needs to create individualized lesson plans for each child and small groups.

*Making It Work!* is designed for teaching children ages 3–5 but may be adapted for children ages birth–3.

## Step 1: Making the Connection



NEXT

## Step 2: Making It Happen

**Making It Happen**

Write traditional cultural skill, value, belief, or lifeway here

**Activities and Strategies to Teach This Skill**

---

**Physical Development & Health Skills**

Health Knowledge & Practice:  
Gross Motor Skills:  
Fine Motor Skills:

**How We Know the Child is Learning**

Documentation:  Anecdotal record  Checklist  Picture  
 Child's group work  Other \_\_\_\_\_

Assessment Tool Indicators

**Activities and Strategies for Parent and Community Engagement**

Families:

Elders and/or Community Members:

Parents, family members, Elders, and/or community members will:

\_\_\_ Share knowledge/skill/story \_\_\_ Extend learning at home  
 \_\_\_ Assist with a specific activity \_\_\_ Provide materials  
 \_\_\_ Assist in the classroom \_\_\_ Other \_\_\_\_\_  
 \_\_\_ Help select cultural activities for the year

NEXT

## Step 3: Making It Real

**Making It Real: Using Assessment Data to Identify Interests and Needs**

**TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS**  
Identify Common Interests and Needs for Individualized Lesson Plans

Child	Interests/Strengths Five Highest Assessment Scores	Needs Three Lowest Assessment Scores	Traditional Cultural Skills/Values/ Beliefs/Lifeways	Activities	Activities	Activities

Family Interests are: \_\_\_\_\_

Program Topics are: \_\_\_\_\_

## Traditional Cultural Skills, Values, Beliefs, and Lifeways

### Paths to School Readiness for American Indian and Alaska Native Children

Head Start programs support children to grow and thrive in school and in life. Recent Head Start requirements have more clearly stated this goal and the responsibilities Head Start staff have to support children's optimal development.

“School readiness goals” mean the expectations of children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.  
— 45 CFR Chapter XIII, Head Start Regulation Part 1307.2

In fact, the *Improving Head Start for School Readiness Act of 2007* requires that Head Start programs set goals that reflect the revised Head Start outcomes framework:

[Head Start programs] . . . shall establish . . . program goals for improving school readiness of children participating in a program . . . including school readiness goals that are aligned with the Head Start Child Outcomes Framework [recently revised as The Head Start Child Development and Early Learning Framework], State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending.  
— The Improving Head Start for School Readiness Act of 2007, ACF-PI-HS-11-04. 641A(g)(2)(A)

Traditional lifeways, language, and cultural heritage are important contributions to young children’s school readiness. ***Making It Work!*** supports American Indian and Alaska Native (AIAN) early childhood staff to address Head Start school readiness requirements even as they teach their lifeways. The document explains for staff and families the four important parts of working with children:

- What they are teaching
- Why it matters for a child’s development of his or her physical, emotional, mental, and/or spiritual well-being
- How their traditional cultural skills, values, beliefs, and lifeways align with state and local school expectations
- How family and community engagement supports children’s learning at home and in the classroom using strategies that can close the achievement gap for children living in poverty

# The Head Start Child Development and Early Learning Framework

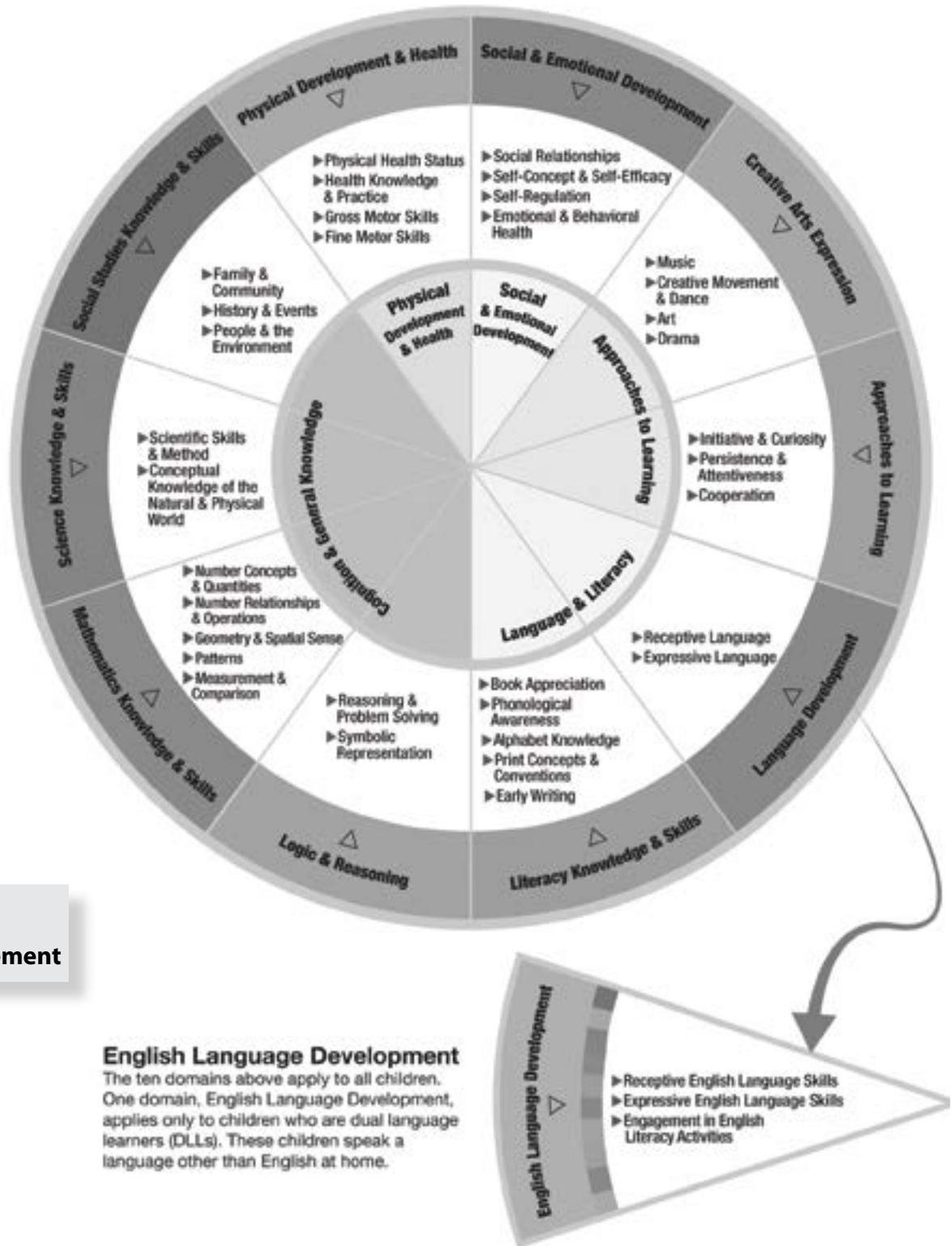
The Head Start Child Development and Early Learning Framework (HSCDELFF) lays out the essential areas of children's learning and development to guide Early Childhood Education professionals and families in supporting children to be ready for school.

The HSCDELFF domains and domain elements apply to all 3-to-5 year-olds in Head Start.

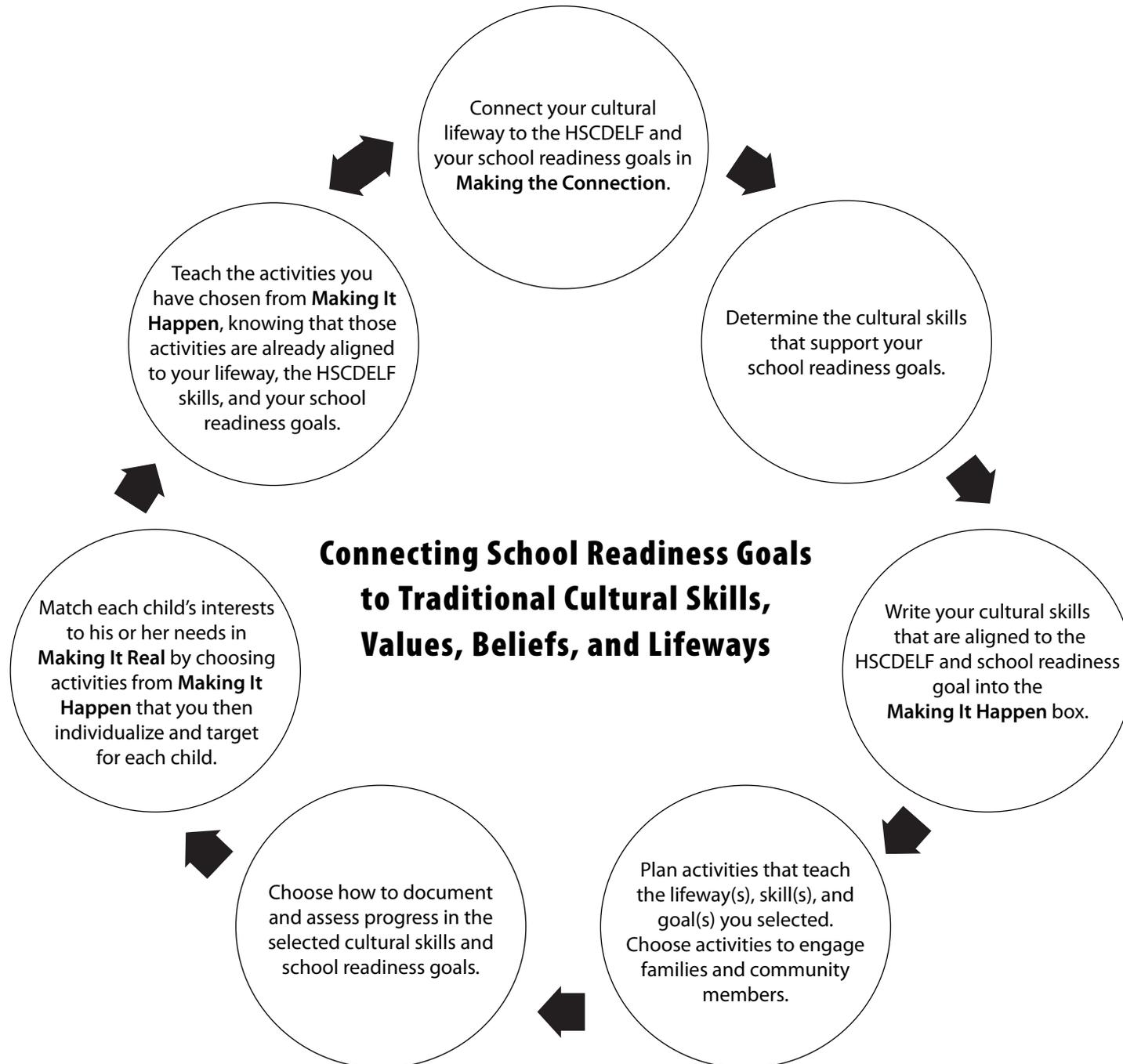


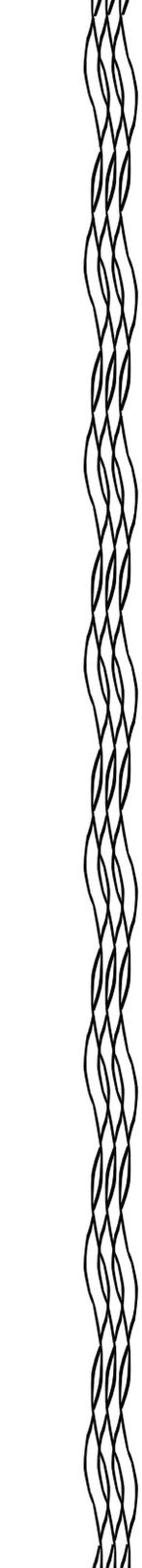
# The Head Start Child Development and Early Learning Framework

*Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old*



# Making It Work!





## Notes

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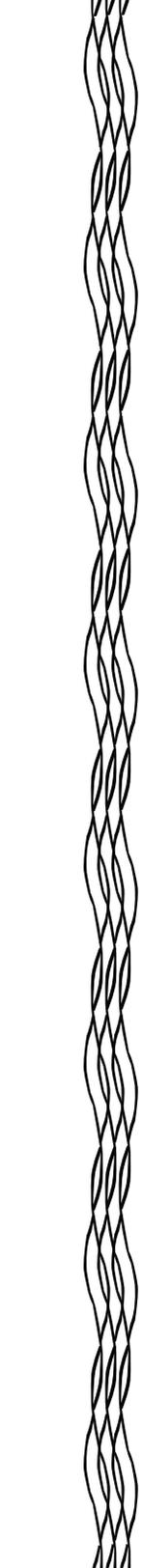
# 1. Making the Connection

## Connecting Your Cultural Lifeways, Children’s Development, and the HSCDEL F

---

Adults want young children to develop the skills they need to thrive in all aspects of their lives, now and in the future. This includes ensuring the continuation of their culture and language. This process is a way to connect your traditional cultural skills, values, beliefs, and lifeways to the required Head Start Child Development and Early Learning Framework. From the beginning of time, all cultures have addressed all the domains of the framework because the domains reflect children’s development.





## Making the Connection—Part 1: Getting Started

---

The Making the Connection forms connect your traditional cultural skills, values, beliefs, and lifeways and The Head Start Child Development and Early Learning Framework (HSCDELFL).

Making the Connection is a three-part process:

- In Part 1, brainstorm one traditional cultural skill, value, belief, or lifeway and all of the domains.
- In Part 2, choose the HSCDELFL indicators that the children will be able to do once they have learned the skills of the cultural lifeway.
- In Part 3, write those skills into the Making the Connection form, making them specific to your cultural lifeway.

To begin:

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form on page 5.
- Each circle represents one domain of The Head Start Child Development and Early Learning Framework. List specific skills that relate to each domain element in the circle.
- What you write will be unique to your culture and community.

See examples on pages 6 and 7 for ideas. Please note that the examples may or may not exactly reflect your cultural lifeways and beliefs.

### Tip

Find examples of *Making It Work!* from pilot programs on the ECLKC website:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>.

**Physical Development & Health**

- **Physical Health Status:** \_\_\_\_\_
- **Health Knowledge & Practice:** \_\_\_\_\_
- **Gross Motor Skills:** Control and balance, etc.
- **Fine Motor Skills:** Eye-hand coordination, etc.

**Social & Emotional Development**

- **Social Relationships:** Cooperation, taking turns
- **Self-Concept:** Belonging
- **Self-Regulation:** Stay on the beat
- **Emotional & Behavioral Health:** Relationships to the Cosmos (Spiritual)

**Creative Arts Expression**

- **Music:** Drumming
- **Creative Movement & Dance:** Dancing
- **Art:** Decorate drum
- **Drama:** \_\_\_\_\_

**Social Studies Knowledge & Skills**

- **Self, Family, & Community:** Sense of community from the drum
- **People & the Environment:** Similarities and respect of different sizes of drumsticks; respect for rules and rhythms
- **History & Events:** Sense of history and environment

**Approaches to Learning**

- **Initiative & Curiosity:** Flexibility in drumming with others
- **Persistence & Attentiveness:** Maintains interest when drumming
- **Cooperation:** Drumming with others

*Drumming\**  
Skills/Values/Beliefs/Lifeways

**Science Knowledge & Skills**

- **Scientific Skills & Method:** Processes and relationships of drumming
- **Conceptual Knowledge of the Natural & Physical World:** \_\_\_\_\_

**Language Development**

- **Receptive Language:** Listening to rules
- **Expressive Language:** Discussion after drumming

**Mathematics Knowledge & Skills**

- **Number Concepts & Quantities:** Count the number of beats
- **Number Relationships & Operations:** Quantity, speed, order, and direction of beats
- **Geometry and Spatial Sense:**
- **Patterns:** Repeat different patterns of beats
- **Measurement & Comparison:** Compare same and different patterns of beats

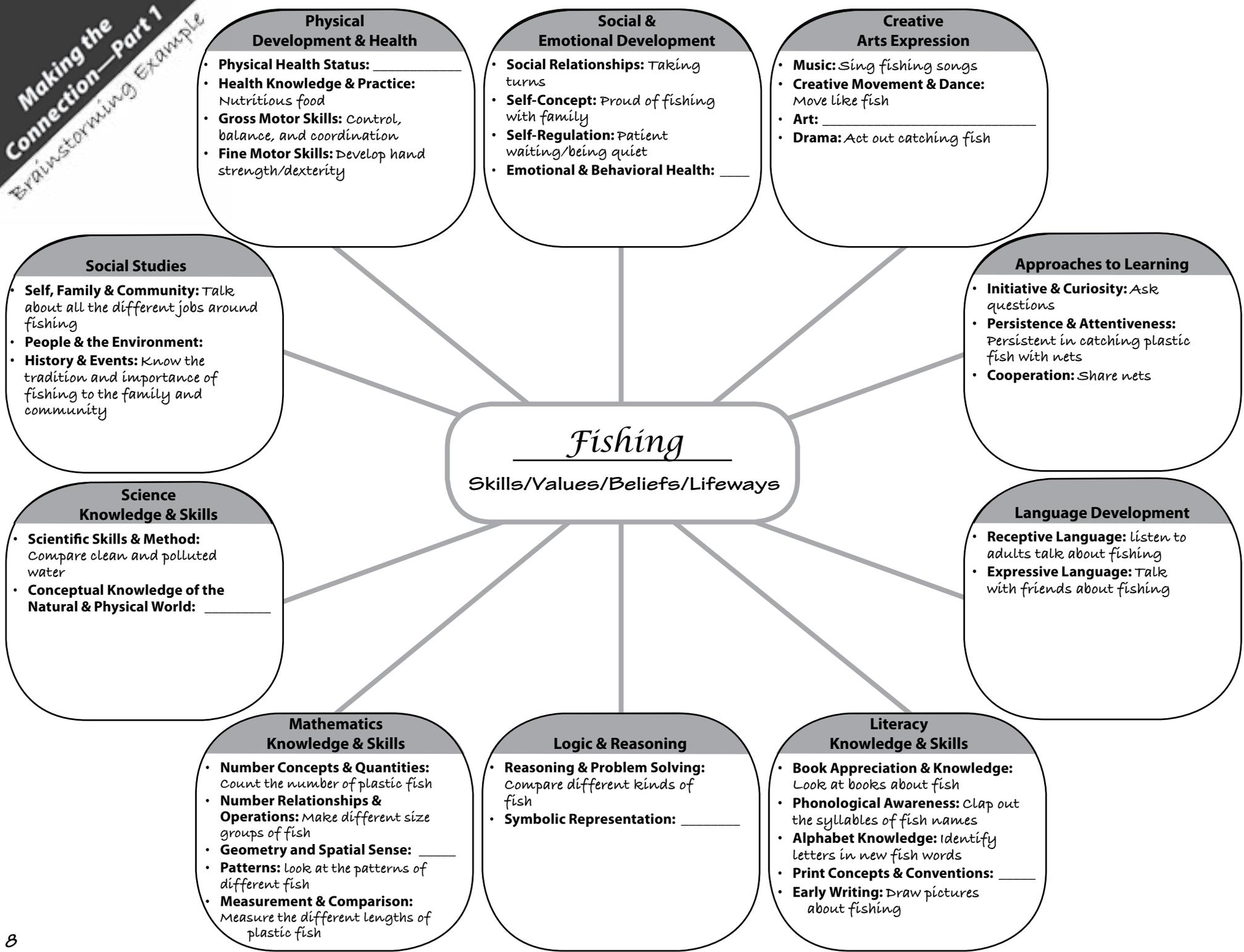
**Logic & Reasoning**

- **Reasoning & Problem Solving:** Cause and effect
- **Symbolic Representation:**

**Literacy Knowledge & Skills**

- **Book Appreciation & Knowledge:** Looking at books about drumming
- **Phonological Awareness:** Hearing differences in sounds and repetition of patterns
- **Alphabet Knowledge:** Identify letters in new drum words
- **Print Concepts & Conventions:** \_\_\_\_\_
- **Early Writing:** Draw pictures about drumming

\* For many cultures, drumming is a gender-specific activity for boys only.



## Making the Connection—Parts 2 & 3: Getting Specific

---

Making the Connection—Part 2 is a way to align the skills of your cultural lifeway and the framework indicators. There is one domain per page, 10 domains in all, within a chart that lists all of the HSCDEL F skills and indicators for that domain. (You'll find completed examples of these forms on pages 20 and 21.)

- Read the skills/indicators under each domain element.
- Check those skills most directly related to your traditional cultural skill, value, belief, or lifeway. These indicators are the ones that children will be able to do when they have learned the skills of the cultural lifeway.
- Include all domain elements, even those that don't relate directly to your cultural lifeway, such as Physical Health Status for Drumming. The purpose is to let others know that you have considered all the domain elements.

In Making the Connection—Part 3:

- Write those skills in the boxes of Making the Connection, making them more specific to your cultural lifeway.
- For example, in Part 3 the HSCDEL F skill "cooperates with others" becomes "cooperates in taking turns drumming with peers." (You'll find completed examples for drumming and fishing on pages 20 and 31.)

### Note

The form for Making the Connection—Part 3 is identical to the form for Making the Connection—Part 1.



## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Physical Development & Health Skills

#### Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight determined by height and by age.
- Gets sufficient rest and exercise to support healthy development.

#### Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.

- Completes personal care tasks—such as dressing, brushing teeth, toileting, and washing hands—independently from adults.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Participates in structured and unstructured physical activities.
- Communicates an understanding of the importance of health and safety routines and rules.
- Distinguishes food on a continuum from most healthy to least healthy.
- Recognizes the importance of doctor and dentist visits.
- Eats a variety of nutritious foods.
- Cooperates during doctor and dentist visits and health and developmental screenings.

#### Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

#### Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

- Develops hand strength and dexterity.
- Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates a range of objects, such as blocks or books.
- Manipulates writing, drawing, and art tools.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Social & Emotional Development Skills

#### Social Relationships: The healthy relationships and interactions with adults and peers.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Communicates with familiar adults and accepts or requests guidance. | <input type="checkbox"/> Establishes secure relationships with adults.  | <input type="checkbox"/> Recognizes and labels others' emotions.   |
| <input checked="" type="checkbox"/> Cooperates with others.                                  | <input checked="" type="checkbox"/> Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | <input type="checkbox"/> Expresses empathy and sympathy to peers.  |
| <input type="checkbox"/> Develops friendships with peers.                                    | <input type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention, as appropriate.                               | <input type="checkbox"/> Recognizes how actions affect others and accepts consequences of one's actions. |

#### Self-Concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Identifies personal characteristics, preferences, thoughts, and feelings.     | <input checked="" type="checkbox"/> Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. | <input type="checkbox"/> Demonstrates age-appropriate independence in decision-making regarding activities and materials. |
| <input type="checkbox"/> Demonstrates age-appropriate independence in a range of activities, routines, and tasks. |   |   |

#### Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Recognizes and labels emotions.  | <input checked="" type="checkbox"/> Follows simple rules, routines, and directions. | <input type="checkbox"/> Shifts attention between tasks and moves through transitions with minimal direction from adults. |
| <input checked="" type="checkbox"/> Handles impulses and behavior with minimal direction from adults. |   |   |

#### Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. | <input type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behaviors. | <input type="checkbox"/> Adapts to new environments with appropriate emotions and behaviors. |
|--|---|--|

\* For many cultures, drumming is a gender-specific activity for boys only.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Creative Arts Expression Skills

#### Music: the use of voice and instruments to create sounds.

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.

#### Creative Movement & Dance: The use of the body to move to music and express oneself.

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.

#### Art: The use of a range of media and materials to create drawings, pictures, or other objects.

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one's own artistic creations and those of others.

#### Drama: The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Approaches to Learning Skills

**Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.**

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

**Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.**

- Maintains interest in a project or activity until completed.
- Sets goals and develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand in spite of frustrations or challenges.

**Cooperation: An interest and engagement in group experiences.**

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Helps, shares, and cooperates in a group.
- Models or teaches peers.

\* For many cultures, drumming is a gender-specific activity for boys only.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Language Development Skills

#### Receptive Language: The ability to comprehend or understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different grammatical structures or rules for using language.
- Comprehends different forms of language, such as questions or exclamations.

#### Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses increasingly complex and varied vocabulary.
- Engages in storytelling.
- Uses language to express ideas and needs.
- Uses different forms of language.
- Engages in conversations with peers and adults.
- Uses different grammatical structures for a variety of purposes.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Literacy Knowledge and Skills

**Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Shows interest in shared reading experiences and looking at books independently.   | <input type="checkbox"/> Asks and answers questions and makes comments about print materials.  | <input checked="" type="checkbox"/> Retells stories or information from books through conversation, artistic works, creative movement, or drama. |
| <input type="checkbox"/> Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. | <input type="checkbox"/> Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. |  |

**Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.**

- |   |   |
|---|---|
| <input type="checkbox"/> Identifies and discriminates between words in language.                      | <input type="checkbox"/> Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. |
| <input checked="" type="checkbox"/> Identifies and discriminates between separate syllables in words. |   |

**Alphabet Knowledge: The names and sounds associated with letters.**

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. | <input type="checkbox"/> Recognizes that letters of the alphabet have distinct sound(s) associated with them. | <input type="checkbox"/> Identifies letters and associates correct sounds with letters. |
|   | <input type="checkbox"/> Attends to the beginning letters and sounds in familiar words.                       |   |

**Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. | <input checked="" type="checkbox"/> Understands conventions, such as print moves from left to right and top to bottom of a page. | <input type="checkbox"/> Recognizes the association between spoken or signed and written words. |
| <input type="checkbox"/> Understands that print conveys meaning.   | <input type="checkbox"/> Recognizes words as a unit of print and understands that letters are grouped to form words.             |   |

**Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Experiments with writing tools and materials. | <input type="checkbox"/> Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. | <input type="checkbox"/> Copies, traces, or independently writes letters or words. |
|  | <input checked="" type="checkbox"/> Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.                                  |  |

\* For many cultures, drumming is a gender-specific activity for boys only.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Logic & Reasoning Skills

**Reasoning & Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**

- Seeks multiple solutions to a question, task, or problem.
- Classifies, compares, and contrasts objects, events, and experiences.
- Recognizes cause-and-effect relationships.
- Uses past knowledge to build new knowledge.

**Symbolic Representation: The use of symbols or objects to represent something else.**

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Recognizes the difference between pretend or fantasy situations and reality.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Mathematics Knowledge & Skills

**Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Recognizes numbers and quantities in the everyday environment.  | <input type="checkbox"/> Associates quantities and the names of numbers with written numerals.  | <input type="checkbox"/> Uses the number name of the last object counted to represent the number of objects in the set. |
| <input type="checkbox"/> Recites numbers in the correct order and understands that numbers come “before” or “after” one another. | <input checked="" type="checkbox"/> Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. |   |

**Number Relationships & Operations: The use of numbers to describe relationships and solve problems.**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Uses a range of strategies, such as counting, subitizing (the ability to instantly see “how many”), or matching, to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to. | <input type="checkbox"/> Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. | <input checked="" type="checkbox"/> Identifies the new number created when numbers are combined or separated. |
|--|--|---|

**Geometry & Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Recognizes and names common shapes, their parts, and their attributes. | <input type="checkbox"/> Combines and separates shapes to make other shapes. | <input type="checkbox"/> Understands directionality, order, and position of objects, such as up, down, in front, and behind. |
|  | <input type="checkbox"/> Compares objects in size and shape.                 |  |

**Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. | <input checked="" type="checkbox"/> Recognizes, duplicates, and extends simple patterns. | <input type="checkbox"/> Creates patterns through the repetition of a unit. |
|---|--|---|

**Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier). | <input type="checkbox"/> Orders objects by size or length. | <input checked="" type="checkbox"/> Uses nonstandard and standard techniques and tools to measure and compare. |
|---|--|--|

\* For many cultures, drumming is a gender-specific activity for boys only.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Science Knowledge & Skills

#### **Scientific Skills & Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.**

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

#### **Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.**

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Social Studies Knowledge & Skills

**Self, Family, & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.**

- Identifies personal and family structure.
- Understands similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Understands the reasons for rules in the home and classroom and for laws in the community.
- Describes or draws aspects of the geography of the classroom, home, and community.

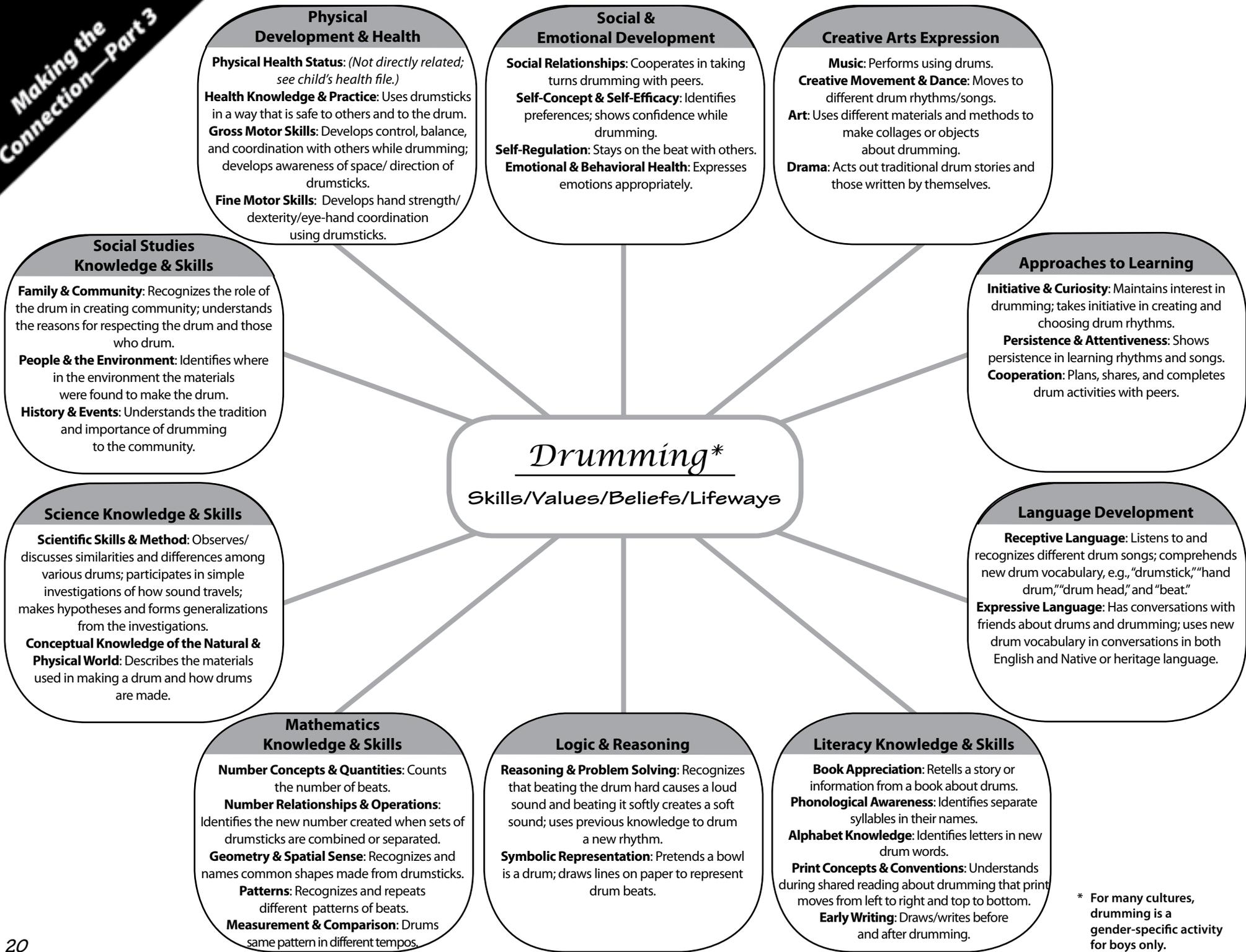
**People & the Environment: The understanding of the relationship between people and the environment in which they live.**

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

**History & Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.**

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands that how people live and what they do changes over time.

\* For many cultures, drumming is a gender-specific activity for boys only.



\* For many cultures, drumming is a gender-specific activity for boys only.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Physical Development & Health

#### Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight determined by height and by age.
- Gets sufficient rest and exercise to support healthy development.

#### Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.

- Completes personal care tasks—such as dressing, brushing teeth, toileting, and washing hands—independently from adults.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Participates in structured and unstructured physical activities.
- Communicates an understanding of the importance of health and safety routines and rules.
- Distinguishes food on a continuum from most healthy to least healthy.
- Recognizes the importance of doctor and dentist visits.
- Eats a variety of nutritious foods.
- Cooperates during doctor and dentist visits and health and developmental screenings.

#### Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

#### Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

- Develops hand strength and dexterity.
- Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates writing, drawing, and art tools.
- Manipulates a range of objects, such as blocks or books.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Social & Emotional Development

#### Social Relationships: The healthy relationships and interactions with adults and peers.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Communicates with familiar adults and accepts or requests guidance. | <input type="checkbox"/> Establishes secure relationships with adults.  | <input type="checkbox"/> Recognizes and labels others' emotions.   |
| <input checked="" type="checkbox"/> Cooperates with others.                                  | <input checked="" type="checkbox"/> Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | <input type="checkbox"/> Expresses empathy and sympathy to peers.  |
| <input type="checkbox"/> Develops friendships with peers.                                    | <input type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention, as appropriate.                               | <input type="checkbox"/> Recognizes how actions affect others and accepts consequences of one's actions. |

#### Self-Concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Identifies personal characteristics, preferences, thoughts, and feelings.                | <input type="checkbox"/> Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. | <input checked="" type="checkbox"/> Demonstrates age-appropriate independence in decision-making regarding activities and materials. |
| <input type="checkbox"/> Demonstrates age-appropriate independence in a range of activities, routines, and tasks. |  |  |

#### Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Recognizes and labels emotions.  | <input checked="" type="checkbox"/> Follows simple rules, routines, and directions. | <input type="checkbox"/> Shifts attention between tasks and moves through transitions with minimal direction from adults. |
| <input checked="" type="checkbox"/> Handles impulses and behavior with minimal direction from adults. |   |   |

#### Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. | <input checked="" type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behaviors. | <input type="checkbox"/> Adapts to new environments with appropriate emotions and behaviors. |
|---|--|--|

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Creative Arts Expression

### **Music: the use of voice and instruments to create sounds.**

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.

### **Creative Movement & Dance: The use of the body to move to music and express oneself.**

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.

### **Art: The use of a range of media and materials to create drawings, pictures, or other objects.**

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one's own artistic creations and those of others.

### **Drama: The portrayal of events, characters, or stories through acting and using props and language.**

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Approaches to Learning

#### **Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.**

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

#### **Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.**

- Maintains interest in a project or activity until completed.
- Sets goals and develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand in spite of frustrations or challenges.

#### **Cooperation: An interest and engagement in group experiences.**

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Helps, shares, and cooperates in a group.
- Models or teaches peers.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Language Development

#### Receptive Language: The ability to comprehend or understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different grammatical structures or rules for using language.
- Comprehends different forms of language, such as questions or exclamations.

#### Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses increasingly complex and varied vocabulary.
- Engages in storytelling.
- Uses language to express ideas and needs.
- Uses different forms of language.
- Engages in conversations with peers and adults.
- Uses different grammatical structures for a variety of purposes.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Literacy Knowledge and Skills

#### Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Shows interest in shared reading experiences and looking at books independently.   | <input type="checkbox"/> Asks and answers questions and makes comments about print materials.  | <input checked="" type="checkbox"/> Retells stories or information from books through conversation, artistic works, creative movement, or drama. |
| <input type="checkbox"/> Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. | <input type="checkbox"/> Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. |  |

#### Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.

- |   |   |
|---|---|
| <input type="checkbox"/> Identifies and discriminates between words in language.                      | <input type="checkbox"/> Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. |
| <input checked="" type="checkbox"/> Identifies and discriminates between separate syllables in words. |   |

#### Alphabet Knowledge: The names and sounds associated with letters.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. | <input type="checkbox"/> Recognizes that letters of the alphabet have distinct sound(s) associated with them. | <input type="checkbox"/> Identifies letters and associates correct sounds with letters. |
|   | <input type="checkbox"/> Attends to the beginning letters and sounds in familiar words.                       |   |

#### Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. | <input type="checkbox"/> Understands conventions, such as print moves from left to right and top to bottom of a page.           | <input type="checkbox"/> Recognizes the association between spoken or signed and written words. |
| <input type="checkbox"/> Understands that print conveys meaning.   | <input checked="" type="checkbox"/> Recognizes words as a unit of print and understands that letters are grouped to form words. |   |

#### Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Experiments with writing tools and materials. | <input checked="" type="checkbox"/> Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. | <input type="checkbox"/> Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. |
|  |   | <input type="checkbox"/> Copies, traces, or independently writes letters or words.   |

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Logic & Reasoning

**Reasoning & Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause-and-effect relationships.
- Uses past knowledge to build new knowledge.
- Classifies, compares, and contrasts objects, events, and experiences.

**Symbolic Representation: The use of symbols or objects to represent something else.**

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Recognizes the difference between pretend or fantasy situations and reality.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Mathematics Knowledge & Skills

**Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list.**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Recognizes numbers and quantities in the everyday environment.  | <input checked="" type="checkbox"/> Associates quantities and the names of numbers with written numerals.   | <input type="checkbox"/> Uses the number name of the last object counted to represent the number of objects in the set. |
| <input type="checkbox"/> Recites numbers in the correct order and understands that numbers come “before” or “after” one another. | <input checked="" type="checkbox"/> Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. |   |

**Number Relationships & Operations: The use of numbers to describe relationships and solve problems.**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Uses a range of strategies, such as counting, subitizing (the ability to instantly see “how many”), or matching, to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to. | <input type="checkbox"/> Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. | <input type="checkbox"/> Identifies the new number created when numbers are combined or separated. |
|---|--|--|

**Geometry & Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Recognizes and names common shapes, their parts, and their attributes. | <input type="checkbox"/> Combines and separates shapes to make other shapes. | <input checked="" type="checkbox"/> Understands directionality, order, and position of objects, such as up, down, in front, and behind. |
|   | <input type="checkbox"/> Compares objects in size and shape.                 |   |

**Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. | <input checked="" type="checkbox"/> Recognizes, duplicates, and extends simple patterns. | <input type="checkbox"/> Creates patterns through the repetition of a unit. |
|---|--|---|

**Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.**

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier). | <input type="checkbox"/> Orders objects by size or length. | <input type="checkbox"/> Uses nonstandard and standard techniques and tools to measure and compare. |
|--|--|---|

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Science Knowledge & Skills

#### **Scientific Skills & Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.**

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

#### **Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.**

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.

## Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



### Social Studies Knowledge & Skills

#### **Self, Family, & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.**

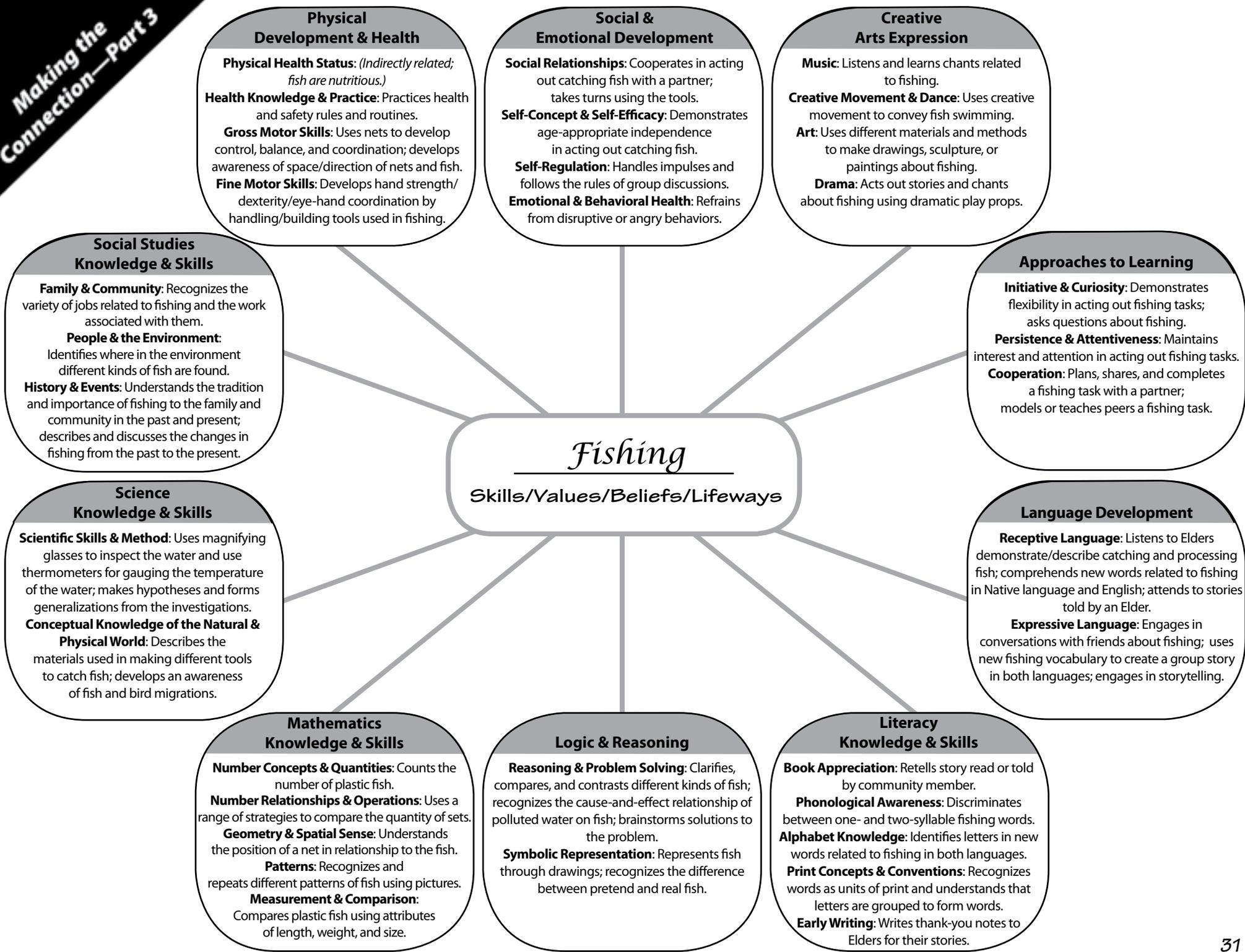
- Identifies personal and family structure.
- Recognizes a variety of jobs and the work associated with them.
- Describes or draws aspects of the geography of the classroom, home, and community.
- Understands similarities and respects differences among people.
- Understands the reasons for rules in the home and classroom and for laws in the community.

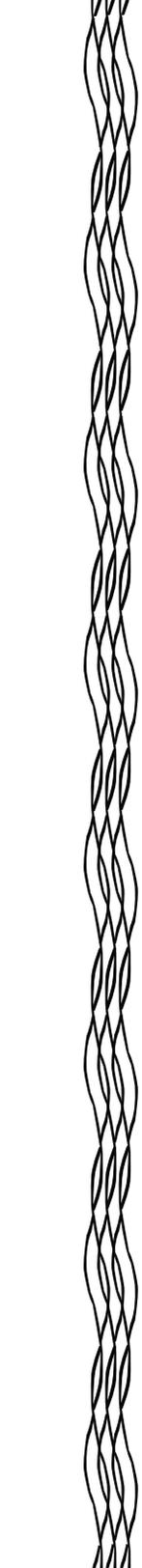
#### **People & the Environment: The understanding of the relationship between people and the environment in which they live.**

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

#### **History & Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.**

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands that how people live and what they do changes over time.





## Notes

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## 2. Making It Happen

### Teaching Your Traditional Cultural Skills, Values, Beliefs, and Lifeways and the HSCDEL F Skills in Your Classrooms, Homes, and Community

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Making It Happen is a lesson plan for teaching your cultural lifeways and meeting Head Start requirements.

See examples of completed Making It Happen forms for drumming and fishing on pages 36 and 46.

#### **Tip**

Before planning activities for Making It Happen, seek out Elders who can teach you so you can better plan to teach the children.



## What's First?

### Activities and Strategies to Teach This Skill

- Write down your traditional cultural skill, value, belief, or lifeway that you plan to teach.
- Review the skills you have written in the Making the Connection—Part 3 form, modify them according to the needs of your children and program, and then write them into the skill box on the right in Making It Happen.
- List activities and strategies that interest the children and that can be used to teach the skills.
- Check the ways you will document children's learning.
- Choose the assessment tool indicators for tracking children's progress using your program's on-going assessment process.\*



\*Teaching Strategies GOLD assessment system is used throughout this document for purposes of providing examples only and not as an endorsement of the assessment. Head Start programs are to select assessment instruments that best meet the needs of the children enrolled in their program.

## What's Next?

### Parent, Family, and Community Engagement Activities and Strategies

Activities that engage families and communities around their culture ensure children's success in school and life.

Directly connect the classroom activities to activities families can do at home.

- Select, adapt, and then write down an activity (or activities) that engage families in supporting traditional cultural skills, values, beliefs, and lifeways at home and in their community.
- Develop and write down an activity (or activities) that will include the wisdom, knowledge, and skills of Elders and community members.
- Check the strategies used to track how you involve families, Elders, and community members.



# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Physical Development & Health Skills

**Physical Health Status:** (Not directly related; see child's health file.)

**Health Knowledge & Practice:** Use drumsticks in a way that is safe to others and to the drum.

**Gross Motor Skills:** Develop control, balance, and coordination with others while drumming; develop awareness of space/direction of drumsticks.

**Fine Motor Skills:** Develop hand strength/dexterity/eye-hand coordination using drumsticks.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children drum on individual drums, practicing control and eye-hand coordination.</li> <li>• Have children practice coordinating their movements while drumming with others on a large drum.</li> <li>• Have children drum different rhythms/patterns using different sizes of drumsticks.</li> <li>• Have children discuss ways to use drumsticks safely to protect others, the drumsticks, and the drum. Record their responses.</li> </ul>	<p><b>Families:</b></p> <p>Help their children tap rhythms that they make up or the rhythms of their favorite song. They can use their hands or different objects (a wooden spoon, plastic spatula, etc.) as they tap on cans or plastic containers while walking around the house.</p> <p><b>Elders and/or Community Members:</b></p> <p>Talk to the class about the sacredness of drumming, which includes using the drumsticks respectfully and in a safe manner.</p>
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <p><input checked="" type="checkbox"/> Share knowledge/skill/stories      <input checked="" type="checkbox"/> Extend learning at home</p> <p><input checked="" type="checkbox"/> Assist with a specific activity      ___ Provide materials</p> <p>___ Assist in the classroom      ___ Other _____</p> <p>___ Help select cultural activities for the year</p>
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture</p> <p><input checked="" type="checkbox"/> Child's/group's work    <input type="checkbox"/> Other: _____</p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>5.</b> Demonstrates balancing skills. <b>6.</b> Demonstrates gross-motor manipulative skills. <b>7.</b> Demonstrates fine-motor strength and coordination. <b>7a.</b> Uses fingers and hands.</p>	

\* For many cultures, drumming is a gender-specific activity for boys only.

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Social & Emotional Development Skills

**Social Relationships:** Cooperate in taking turns drumming with peers.

**Self-Concept & Self-Efficacy:** Identify preferences; show confidence while drumming.

**Self-Regulation:** Stay on the beat with others.

**Emotional & Behavioral Health:** Express emotions appropriately.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children take turns and coordinate their drumming with others on individual drums and a group drum.</li> <li>• Have children drum to music, stopping and starting whenever the music starts or stops.</li> <li>• Support children while drumming and throughout the day to express their feelings appropriately.</li> <li>• Have children choose their favorite songs/chants to drum, asking them to share why they prefer that song.</li> <li>• Chart and compare individual preferences for drumming songs with the children, identifying the overall group preference.</li> <li>• To enhance children's confidence, point out the specific ways they are learning to drum and how they contribute to the drumming of the group.</li> </ul>	<p><b>Families:</b> Help their children take turns and cooperate by stopping and starting their drumming or tapping with others at home.</p> <p><b>Elders and/or Community Members:</b> Provide drum music in the classroom either by drumming or lending CDs.</p>
How We Know the Child Is Learning	Parents, family members, Elders, and/or community members will:
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture  <input checked="" type="checkbox"/> Child's/group's work    <input type="checkbox"/> Other: _____</p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>1a.</b> Manages feelings. <b>1b.</b> Follows limits and expectations. <b>2.</b> Establishes and sustains positive relationships. <b>2c.</b> Interacts with peers. <b>3.</b> Participates cooperatively and constructively in group situations. <b>3a.</b> Balances needs and rights of self and others.</p>	<p><b>X</b> Share knowledge/skill/stories                      <b>X</b> Extend learning at home</p> <p><b>X</b> Assist with a specific activity                      <b>X</b> Provide materials</p> <p>___ Assist in the classroom                              ___ Other _____</p> <p>___ Help select cultural activities for the year</p>

\* For many cultures, drumming is a gender-specific activity for boys only.

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Creative Arts Expression Skills

**Music:** Perform using drums.

**Creative Movement & Dance:** Move to different drum rhythms/songs.

**Art:** Use different materials and methods to make collages or objects about drumming.

**Drama:** Act out traditional drum stories and those written by themselves.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children perform drumming for their families and the community.</li> <li>• Have children move to the different rhythms of drumming.</li> <li>• Have children use different materials and methods to make collages or objects about drumming.</li> <li>• Have children act out traditional drum stories and/or those written by themselves.</li> </ul>	<p><b>Families:</b> Help their children choose recycled materials to bring to school to use in making their collage, drawing, or objects about drumming.</p> <p><b>Elders and/or Community Members:</b> Tell a traditional or recent story about a drum or drumming that children may recall later and act out.</p>
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <p><input checked="" type="checkbox"/> Share knowledge/skill/stories      <input checked="" type="checkbox"/> Extend learning at home</p> <p><input checked="" type="checkbox"/> Assist with a specific activity      <input checked="" type="checkbox"/> Provide materials</p> <p><input type="checkbox"/> Assist in the classroom      <input checked="" type="checkbox"/> Other <u>Attend performance</u></p> <p><input type="checkbox"/> Help select cultural activities for the year</p>
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture  <input type="checkbox"/> Child's/group's work    <input checked="" type="checkbox"/> Other: <u>Tape Recording/Video</u></p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>33.</b> Explores the visual arts. <b>34.</b> Explores musical concepts and expression. <b>35.</b> Explores dance and movement concepts. <b>36.</b> Explores drama through actions and language.</p>	

\* For many cultures, drumming is a gender-specific activity for boys only.

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Approaches to Learning Skills

**Initiative & Curiosity:** Maintain interest in drumming; take initiative in creating and choosing drum rhythms.

**Persistence & Attentiveness:** Show persistence in learning rhythms and songs.

**Cooperation:** Plan, share, and complete drum activities with peers.

### Activities and Strategies to Teach This Skill

- Have children gradually drum for longer periods of time to increase their attention span.
- Give children the opportunity to be persistent in learning new drum patterns.
- Have children create their own drumming rhythms/patterns.
- Give children the opportunity to plan, share, and complete a drumming session.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Encourage children to make up rhythms and to play for a little longer to enhance initiative and increase attention span at home.

#### Elders and/or Community Members:

Introduce different drum rhythms and assist children drumming on individual and/or group drums.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record    Checklist    Picture  
 Child's/group's work    Other: Tape Recording/Video

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

\* For many cultures, drumming is a gender-specific activity for boys only.

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Language Development Skills

**Receptive Language:** Listen and recognize different drum songs; comprehend new drum vocabulary, e.g., “drumstick,” “hand drum,” “drum head,” and “beat.”

**Expressive Language:** Have conversations with friends about drums and drumming; use new drum vocabulary in conversations in both English and Native or heritage language.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children listen to and recognize different drum rhythms and songs.</li> <li>• Introduce children to new drum vocabulary (e.g., “drumstick,” “hand drum,” “drum head,” and “beat”) in their heritage language and English.</li> <li>• Give children opportunities to have conversations in both languages with friends about drums and drumming.</li> <li>• Have children use new drum vocabulary in both languages during activities and in conversations throughout the day.</li> </ul>	<p><b>Families:</b> Practice with their children the Native words related to drumming and use them in conversation.</p> <p><b>Elders and/or Community Members:</b> Teach children the Native words related to drumming and practice using them in conversations at school.</p>
How We Know the Child Is Learning	Parents, family members, Elders, and/or community members will:
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture  <input type="checkbox"/> Child’s/group’s work    <input checked="" type="checkbox"/> Other: <u>Tape Recording</u></p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>8.</b> Listens to and understands increasingly complex language. <b>8a.</b> Comprehends languages. <b>8b.</b> Follows directions. <b>9.</b> Uses language to express thoughts and needs. <b>9a.</b> Uses an expanding expressive vocabulary. <b>10.</b> Uses appropriate conversational and other communication skills. <b>10a.</b> Engages in conversations.</p>	<p><input checked="" type="checkbox"/> Share knowledge/skill/stories                      <input checked="" type="checkbox"/> Extend learning at home  <input checked="" type="checkbox"/> Assist with a specific activity                              ___ Provide materials  ___ Assist in the classroom                                      ___ Other _____  ___ Help select cultural activities for the year</p>

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Literacy Knowledge & Skills

**Book Appreciation:** Retell a story or information from a book about drums.

**Phonological Awareness:** Identify and discriminate between separate syllables in their names and in words of songs.

**Alphabet Knowledge:** Identify letters in new drum words.

**Print Concepts & Conventions:** Understand during shared reading about drumming that print moves from left to right and top to bottom.

**Early Writing:** Draw/write before and after drumming.

### Activities and Strategies to Teach This Skill

- Have children retell a story or information from a book about drums.
- Have children identify sounds by beating out the syllables of their names and words in chants or songs.
- Have children identify letters in both languages for the new drum words.
- While reading to children, have the children follow the words on the page, moving their finger across the page to help them understand that print moves from left to right and top to bottom.
- Have children draw and dictate/write their experiences of drumming.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Help their children tap out the sounds/syllables of their names, favorite foods, and other special words. For example, for "buffalo," say "buf-fa-lo"; and for "caribou," say "car-i-bou."

#### Elders and/or Community Members:

Share and discuss with the children the purpose of different drum rhythms within a ceremony or for different ceremonies.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **15.** Demonstrates phonological awareness. **16.** Demonstrates knowledge of the alphabet. **17.** Demonstrates knowledge of print and its uses. **18c.** Retells stories.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Logic & Reasoning Skills

**Reasoning & Problem Solving:** Recognize that beating the drum hard causes a loud sound and beating it softly creates a soft sound; use previous knowledge to drum a new rhythm.

**Symbolic Representation:** Pretend a bowl is a drum; draw lines on paper to represent drum beats.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children recognize that beating the drum hard causes a loud sound and beating it softly creates a soft sound.</li> <li>• Ask children to think about what is happening as they drum. How do they make the sounds? How could they make the sounds change? What happens with their body when they drum loudly or softly?</li> <li>• Have children use previous knowledge in drumming a new rhythm and/or planning a new drum activity or performance.</li> <li>• Have children draw lines on paper to represent drum beats and then tap the pattern, pretending a bowl is a drum.</li> </ul>	<p><b>Families:</b></p> <p>Ask children to think about what is happening as they drum. How did they make the sounds? How do they make the sounds louder or softer? How could they make the sounds change?</p> <p><b>Elders and/or Community Members:</b></p> <p>Assist children in brainstorming and planning a performance using the drum.</p>
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <p><input checked="" type="checkbox"/> Share knowledge/skill/stories      <input checked="" type="checkbox"/> Extend learning at home</p> <p><input checked="" type="checkbox"/> Assist with a specific activity      ___ Provide materials</p> <p>___ Assist in the classroom      ___ Other _____</p> <p>___ Help select cultural activities for the year</p>
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture</p> <p><input checked="" type="checkbox"/> Child's/group's work    <input type="checkbox"/> Other: _____</p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>12.</b> Remembers and connects experiences. <b>12a.</b> Recognizes and recalls. <b>12b.</b> Makes connections. <b>13.</b> Uses classification skills. <b>14.</b> Uses symbols and images to represent something not present.</p>	

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Mathematics Knowledge & Skills

**Number Concepts & Quantities:** Count the number of beats.

**Number Relationships & Operations:** Identify the new number created when groups or sets of drumsticks are combined or separated.

**Geometry & Spatial Sense:** Recognize and name common shapes constructed from drumsticks.

**Patterns:** Recognize and repeat different patterns of beats.

**Measurement & Comparison:** Drum different tempos of the same pattern; measure the length of songs by timing how long it takes to drum.

### Activities and Strategies to Teach This Skill

- Have children count the beats using one-to-one correspondence.
- Have children identify the new number created when they combine or separate groups (sets) of drumsticks.
- Have children recognize and repeat drum patterns by counting the beats.
- Have children recognize and name common shapes and their attributes as they construct shapes out of drumsticks.
- Have children experiment drumming the same pattern at different tempos (speeds).
- Have children use a clock or timer to compare how long it takes to drum different songs.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Help children count beats together while tapping or drumming.

#### Elders and/or Community Members:

Assist children in recognizing and repeating drum patterns at school.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **20.** Uses number concepts and operations. **20a.** Counts. **20c.** Connects numerals with their quantities. **21b.** Understands shapes. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories   | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity | ___ Provide materials                                       |
| ___ Assist in the classroom   | ___ Other _____   |
| ___ Help select cultural activities for the year                    |   |

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Science Knowledge & Skills

**Scientific Skills & Method:** Observe/discuss similarities and differences among various drums; participate in simple investigations of how sound travels; make hypotheses and form generalizations from the investigations.

**Conceptual Knowledge of the Natural & Physical World:** Describe the materials used in making a drum and how drums are made.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement
<ul style="list-style-type: none"> <li>• Have children identify the similarities and differences of various drums.</li> <li>• Describe the materials used in making various drums and how they are made.</li> <li>• Have children do simple investigations of how sound travels, including a discussion of percussion and reverberation.</li> <li>• Record children's observations and hypotheses from their investigations.</li> <li>• Have children form generalizations from their investigations; record their responses.</li> </ul>	<p><b>Families:</b> Ask their children to describe the simple experiment they did at school about how sound travels.</p> <p><b>Elders and/or Community Members:</b> Bring in various types of drums into the classroom and discuss the similarities and differences of the drums, including the materials used to make them and how they were made.</p>
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <p><input checked="" type="checkbox"/> Share knowledge/skill/stories      <input checked="" type="checkbox"/> Extend learning at home</p> <p><input checked="" type="checkbox"/> Assist with a specific activity      <input checked="" type="checkbox"/> Provide materials</p> <p>___ Assist in the classroom      ___ Other _____</p> <p>___ Help select cultural activities for the year</p>
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture  <input checked="" type="checkbox"/> Child's/group's work    <input type="checkbox"/> Other: _____</p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>24.</b> Uses scientific inquiry skills. <b>26.</b> Demonstrates knowledge of the physical properties of objects and materials. <b>28.</b> Uses tools and other technology to perform tasks.</p>	

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Drumming\*

### Social Studies Knowledge & Skills

**Family & Community:** Recognize and understand the role of the drum in creating community; understand the reasons for respecting the drum and those who drum.

**People & the Environment:** Identify where in the environment the materials were found to make the drum.

**History & Events:** Understand the tradition and importance of drumming to the community.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement								
<ul style="list-style-type: none"> <li>• Have children recognize the role of the drum in creating community by discussing their experiences of drumming and community.</li> <li>• Provide opportunities for children to talk about the reasons for respecting the drum and those who drum, dance, and sing.</li> <li>• Have children talk with Elders and look at maps to identify where in the environment the materials were found to make the drums in the past and now.</li> <li>• Provide children with opportunities to hear traditional stories and to hear Elders speak about the tradition and the importance of drumming to the community in the past and present.</li> </ul>	<p><b>Families:</b> Talk with their children about how to respect the drum and how to show respect to those who dance, sing, and drum.</p> <p><b>Elders and/or Community Members:</b> Share and discuss with children the traditional teachings of the drum and importance of the drum to the community.</p>								
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Share knowledge/skill/stories</td> <td><input checked="" type="checkbox"/> Extend learning at home</td> </tr> <tr> <td><input checked="" type="checkbox"/> Assist with a specific activity</td> <td><input type="checkbox"/> Provide materials</td> </tr> <tr> <td><input type="checkbox"/> Assist in the classroom</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Help select cultural activities for the year</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> Share knowledge/skill/stories	<input checked="" type="checkbox"/> Extend learning at home	<input checked="" type="checkbox"/> Assist with a specific activity	<input type="checkbox"/> Provide materials	<input type="checkbox"/> Assist in the classroom	<input type="checkbox"/> Other _____	<input type="checkbox"/> Help select cultural activities for the year	
<input checked="" type="checkbox"/> Share knowledge/skill/stories	<input checked="" type="checkbox"/> Extend learning at home								
<input checked="" type="checkbox"/> Assist with a specific activity	<input type="checkbox"/> Provide materials								
<input type="checkbox"/> Assist in the classroom	<input type="checkbox"/> Other _____								
<input type="checkbox"/> Help select cultural activities for the year									
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture  <input type="checkbox"/> Child's/group's work    <input checked="" type="checkbox"/> Other: <u>Tape Recording/Video</u></p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>30.</b> Shows basic understanding of people and how they live. <b>31.</b> Explores change related to familiar people or places. <b>32.</b> Demonstrates simple geographic knowledge.</p>									

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# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Physical Development & Health Skills

**Physical Health Status:** (Indirectly related; fish are nutritious.)

**Health Knowledge & Practice:** Practice health and safety rules and routines; have awareness of the nutritional value of fish.

**Gross Motor Skills:** Use nets to develop control, balance, and coordination; develop awareness of space/direction of nets and fish.

**Fine Motor Skills:** Develop hand strength/dexterity/eye-hand coordination by handling/building tools used in fishing.

#### Activities and Strategies to Teach This Skill

- Have children practice control, balance, and coordination using small nets to catch plastic fish in the water box.
- Have children handle or build the tools used in fishing (e.g., building traps with blocks and stones, nets, fishing poles) to develop hand strength and dexterity (fine motor skills).
- Have children discuss and list health and safety routines while handling fish and using tools for fishing. Write down and post their responses.
- Have children discuss the nutritional value of fish utilizing the food pyramid to develop an awareness of how eating fish contributes to health and wellness.

#### Activities and Strategies for Parent and Community Engagement

##### Families:

Ask their children about fishing and about using tools safely.

##### Elders and/or Community Members:

Share with the children how fish are processed and the tools used, emphasizing washing hands and safety.

#### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **5.** Demonstrates balancing skills. **6.** Demonstrates gross-motor manipulative skills. **7.** Demonstrates fine-motor strength and coordination. **7a.** Uses fingers and hands.

#### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Social & Emotional Development Skills

**Social Relationships:** Cooperate in acting out catching fish with a partner; take turns using the tools.

**Self-Concept & Self-Efficacy:** Demonstrate age-appropriate independence in acting out catching fish.

**Self-Regulation:** Handle impulses and follow the rules of group discussions.

**Emotional & Behavioral Health:** Refrain from disruptive or angry behaviors.

#### Activities and Strategies to Teach This Skill

- Have children discuss the process of preparing for a fishing trip, catching the fish, processing the fish, and then sharing the catch with family/friends. Discuss how it takes team work and cooperation to accomplish this task.
- Have the children work with a partner(s) to act out preparing, catching, processing, and sharing a catch in order to practice cooperation, turn taking, and sharing of resources.
- Have children discuss their responses on the purpose of fishing rules, routines and directions, and the importance of following them. Write down and post their responses.
- Have children share how their family respects and values fishing as a way to gather food and how they share the resources they have with family/friends.
- Support children to refrain from disruptive or angry behaviors during fishing activities and throughout the day by assisting them in stating their feelings and needs and in negotiating disagreements.

#### Activities and Strategies for Parent and Community Engagement

##### Families:

Share fishing stories with their children, emphasizing the importance of sharing the catch and how everyone works together to catch and process the fish.

##### Elders and/or Community Members:

Tell a traditional story and talk with the children about how they show respect for the fish and the importance of fish to the community.

#### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators Teaching Strategies GOLD: 1a.** Manages feelings. **1b.** Follows limits and expectations. **2.** Establishes and sustains positive relationships. **2c.** Interacts with peers. **3.** Participates cooperatively and constructively in group situations. **3a.** Balances needs and rights of self and others.

#### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Creative Arts Expression Skills

**Music:** Listen and learn chants related to fishing.

**Creative Movement & Dance:** Use creative movement to convey fish swimming.

**Art:** Use different materials and methods to make drawings, sculpture, or paintings about fishing.

**Drama:** Act out stories and chants about fishing using dramatic play props.

### Activities and Strategies to Teach This Skill

- Have children listen to songs, chants, poems, etc. related to fishing.
- Have children learn chants or create chants with other children about catching and processing fish.
- Have children creatively move like fish swimming in a river. Provide verbal cues for movement (e.g., "fast," "slow," "upstream," and "downstream").
- Have children creatively express catching and processing fish using various methods and materials (drawing tools, sculpture media, natural clay, paint, etc.).
- Have children act out stories using dramatic play props to represent objects portrayed in oral stories, books, and chants about fishing.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Help their children think of a song, chant, or story related to fishing to share at school.

#### Elders and/or Community Members:

Perform traditional chants for the children and discuss how they relate to fishing.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **33.** Explores the visual arts. **34.** Explores musical concepts and expression. **35.** Explores dance and movement concepts. **36.** Explores drama through actions and language.

### Parents, family members, Elders, and/or community members will:

Share knowledge/skill/stories                       Extend learning at home

Assist with a specific activity                       Provide materials

\_\_\_ Assist in the classroom

\_\_\_ Other \_\_\_\_\_

\_\_\_ Help select cultural activities for the year

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Approaches to Learning Skills

**Initiative & Curiosity:** Demonstrate flexibility in acting out fishing tasks; ask questions about fishing.

**Persistence & Attentiveness:** Maintain interest and attention in acting out fishing tasks.

**Cooperation:** Plan, share, and complete a fishing task with a partner; model or teach peers a fishing task.

### Activities and Strategies to Teach This Skill

- Give children opportunities to be flexible in how they decide to act out fishing tasks.
- Throughout the day, model asking questions, and encourage children to ask questions about catching and processing fish.
- Provide opportunities for the children to increase and maintain attention to the tasks involved in catching and processing fish.
- Provide time and support for children to maintain interest and attention to complete each task in acting out catching and processing fish.
- Have children take turns working with a partner to complete a task in catching or processing fish (e.g., building a drying rack, hanging a net, tying knots) and to model or teach a fishing task.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Talk with their children about what they need to do to get ready to go fishing. Describe all the steps of planning that they have to do to be ready.

#### Elders and/or Community Members:

Demonstrate the steps in catching or processing fish (e.g., hanging a net, tying knots, building a drying rack).

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories   | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity | ___ Provide materials                                       |
| ___ Assist in the classroom   | ___ Other _____   |
| ___ Help select cultural activities for the year                    |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Language Development Skills

**Receptive Language:** Listen to Elders demonstrate/describe catching and processing fish; comprehend new words related to fishing in native language and English; attend to stories told by an Elder.

**Expressive Language:** Engage in conversations with friends about fishing; use new fishing vocabulary to create a group story in both languages; engage in storytelling.

#### Activities and Strategies to Teach This Skill

- Have children listen to an Elder or community member demonstrate and describe how to catch and process fish.
- Support children in listening to an Elder tell a story.
- Have children listen and learn new words in their native language and English related to catching and processing fish (e.g., "net," "lure," "tide," etc.).
- Encourage children to have conversations with friends about catching and processing fish.
- Have children make up a group story using new vocabulary words in both languages related to fishing.
- Have children retell to friends a story told by an Elder or their group story.

#### Activities and Strategies for Parent and Community Engagement

##### Families:

Share and talk about family fishing adventures with their children and encourage them to share the stories at circle time.

##### Elders and/or Community Members:

Introduce to the children new Native and English words related to catching and processing fish.

#### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **8.** Listens to and understands increasingly complex language. **8a.** Comprehends languages. **9.** Uses language to express thoughts and needs. **9a.** Uses an expanding expressive vocabulary. **10.** Uses appropriate conversational and other communication skills. **10a.** Engages in conversations.

#### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Literacy Knowledge & Skills

- Book Appreciation:** Retell story read or told by community member.
- Phonological Awareness:** Discriminate between fishing words of one and two syllables in both languages.
- Alphabet Knowledge:** Identify letters in new words related to fishing in both languages.
- Print Concepts & Conventions:** Recognize words as units of print and understand that letters are grouped to form words.
- Early Writing:** Write thank-you notes to Elders for telling stories about fishing.

Activities and Strategies to Teach This Skill	Activities and Strategies for Parent and Community Engagement		
<ul style="list-style-type: none"> <li>• Provide children with opportunities to retell a story read or told by an Elder or community member about catching and processing fish.</li> <li>• Have children discriminate between words of one and two syllables that relate to fishing in both languages.</li> <li>• As children discriminate the number of syllables in the new fishing words, have them also identify certain letters they are learning in the new words in both languages.</li> <li>• While talking about syllables, demonstrate how words are a unit of print and that letters are grouped to form words.</li> <li>• Have children write thank-you notes to the Elders or community members who told stories about catching and processing fish.</li> </ul>	<p><b>Families:</b></p> <p>Have their children draw a picture about the family’s fishing adventures and write down what the child says about their drawing for sharing at school.</p> <p><b>Elders and/or Community Members:</b></p> <p>Before reading a story to the children about catching and processing fish, remind them to listen carefully so they are able to retell the story to their family and friends.</p>		
How We Know the Child Is Learning	<p><b>Parents, family members, Elders, and/or community members will:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul>		
<p><b>Documentation:</b> <input checked="" type="checkbox"/> Anecdotal record    <input type="checkbox"/> Checklist    <input type="checkbox"/> Picture</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Child’s/group’s work    <input checked="" type="checkbox"/> Other: <u>Tape Recording</u> _____</p> <p><b>Assessment Tool Indicators</b> <i>Teaching Strategies</i> GOLD: <b>15.</b> Demonstrates phonological awareness. <b>15c.</b> Notices and discriminates smaller and smaller units of sound. <b>16a.</b> Identifies and names letters. <b>17.</b> Demonstrates knowledge of print and its uses. <b>18.</b> Comprehends and responds to books and other texts <b>19.</b> Demonstrates emergent writing skills.</p>			

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Logic & Reasoning Skills

**Reasoning & Problem Solving:** Clarify, compare, and contrast different kinds of fish; recognize the cause-and-effect relationship of polluted water on fish; brainstorm solutions to the problem.

**Symbolic Representation:** Represent fish through drawings; recognize the difference between pretend and real fish.

### Activities and Strategies to Teach This Skill

- Have children clarify, compare, and contrast the color, size, and shape of the different kinds of fish their family catches; chart their responses.
- Have children discuss what happens to fish (the effect) when we do not keep our rivers and oceans clean (the cause). Have children brainstorm solutions to the problem. Record their responses.
- Have children draw pictures of the different kinds of fish their families catch.
- Have children discuss the differences between the plastic fish in the water box and the real fish that their families catch. Chart their responses.

### Activities and Strategies for Parent and Community Engagement

#### Families:

Share with their children some problems they have had when catching fish and how they solved those problems.

#### Elders and/or Community Members:

Talk about and demonstrate the cycle of the fish and how important it is to be prepared to catch different fish at different times of the year.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **12.** Remembers and connects experiences. **12a.** Recognizes and recalls. **12b.** Makes connections. **13.** Uses classification skills. **14.** Uses symbols and images to represent something not present. **14b.** Engages in sociodramatic play.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories   | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity | ___ Provide materials                                       |
| ___ Assist in the classroom   | ___ Other _____   |
| ___ Help select cultural activities for the year                    |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Mathematics Knowledge & Skills

**Number Concepts & Quantities:** Count the number of plastic fish; combine fish into sets and label with a written numeral.

**Number Relationships & Operations:** Use a range of strategies to compare the quantity of two sets using such terms as “more,” “less,” and “fewer.”

**Geometry & Spatial Sense:** Understand directionality, order, and position of a net in relationship to the fish.

**Patterns:** Recognize and repeat different patterns of fish using plastic fish and/or pictures.

**Measurement & Comparison:** Compare plastic fish using attributes of length, weight, size.

### Activities and Strategies to Teach This Skill

- Have children count the number of plastic or (if possible) real fish using one-to-one counting or correspondence.
- Have children combine the plastic fish into sets (groups) and label each set with a written numeral.
- Have children compare the quantity of two sets using such terms as “more,” “less,” “greater than,” “fewer” or “equal to.”
- Have children use words of directionality, order, and position to describe where their net is in relationship to the plastic fish; such as “up,” “down,” “in front,” “behind,” etc.
- Have the children sort, classify, and serialize (put in a pattern) plastic fish or pictures of different kinds of fish, using the attributes of color, shape, and size. When possible, use real fish to make the activity more concrete for the children.
- Have children compare plastic or real fish using such attributes as length, weight, and size (bigger, longer, wider, and heavier).

### Activities and Strategies for Parent and Community Engagement

#### Families:

Tell their children the number of fish caught at different times during the year, and have them match the quantity with the written numeral, using the words “more,” “less,” “plus,” and “equal.”

#### Elders and/or Community Members:

Help children to sort and classify fish using the attributes of color, shape, and size.

### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child’s/group’s work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **20.** Uses number concepts and operations. **20a.** Counts. **20c.** Connects numerals with their quantities. **21a.** Understands spatial relationships. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories   | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity | ___ Provide materials                                       |
| ___ Assist in the classroom   | ___ Other _____   |
| ___ Help select cultural activities for the year                    |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Science Knowledge & Skills

**Scientific Skills & Method:** Use magnifying glasses to inspect the water and use thermometers for gauging the temperature of the water; make hypotheses and form generalizations from the investigations.

**Conceptual Knowledge of the Natural & Physical World:** Describe the materials used in making different tools to catch fish; develop an awareness of fish and bird migrations.

#### Activities and Strategies to Teach This Skill

- Have children use magnifying glasses to inspect the water and thermometers for gauging the temperature of the water. Discuss the importance of clean water and water temperature for the health of the fish.
- Have children draw conclusions and form generalizations from their investigations of different samples of water and water temperatures. Chart their findings.
- Introduce children to the different ways to catch fish and discuss how the tools involved are made. Allow hands-on exploration of tools, and incorporate the tools into the learning centers when appropriate.
- Introduce children to the concept of migration (early summer to fall) and seasonal patterns of fish and birds.

#### Activities and Strategies for Parent and Community Engagement

##### Families:

Share pictures of the fish the family has caught and have their children name the various kinds of fish, describing the similarities and differences of color, size, weight, texture, and taste.

##### Elders and/or Community Members:

Discuss with the children the fish that return each year and the seasonal patterns for each fish.

#### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child's/group's work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **24.** Uses scientific inquiry skills. **25.** Demonstrates knowledge of the characteristics of living things. **26.** Demonstrates knowledge of the physical properties of objects and materials. **27.** Demonstrates knowledge of Earth's environment. **28.** Uses tools and other technology to perform tasks.

#### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories     | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity   | <input type="checkbox"/> Provide materials                  |
| <input type="checkbox"/> Assist in the classroom                      | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

# Making It Happen

Write traditional cultural skill, value, belief, or lifeway here

## Fishing

### Social Studies Knowledge & Skills

**Family & Community:** Recognize the variety of jobs related to fishing and the work associated with them.

**People & the Environment:** Identify where in the environment different kinds of fish are found.

**History & Events:** Understand the tradition and importance of fishing to the family and community in the past and present; describe and discuss the changes in fishing from the past to the present.

#### Activities and Strategies to Teach This Skill

- Have children learn from community members the practice of processing fish and “putting fish up” to recognize the variety of jobs related to fishing and the work associated with them.
- Have children identify where in the environment different kinds of fish are found by drawing maps to those places.
- Have children understand from Elders and community members the tradition and importance of fishing to the family and community in the past and present.
- Have children describe and discuss from oral stories and books how fishing has changed over time, from the past to the present. Record their responses.

#### Activities and Strategies for Parent and Community Engagement

##### Families:

Share with their children the importance of fishing to their family and community.

##### Elders and/or Community Members:

Share a traditional story about fishing and preparing for the winter.

#### How We Know the Child Is Learning

**Documentation:**  Anecdotal record     Checklist     Picture  
 Child’s/group’s work     Other: \_\_\_\_\_

**Assessment Tool Indicators** *Teaching Strategies* GOLD: **27.** Demonstrates knowledge of Earth’s environment. **30.** Shows basic understanding of people and how they live. **31.** Explores change related to familiar people or places. **32.** Demonstrates simple geographic knowledge.

#### Parents, family members, Elders, and/or community members will:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories   | <input checked="" type="checkbox"/> Extend learning at home |
| <input checked="" type="checkbox"/> Assist with a specific activity | ___ Provide materials                                       |
| ___ Assist in the classroom   | ___ Other _____   |
| ___ Help select cultural activities for the year                    |   |

## **What Follows? Family and Community Engagement Strategies**

### ***Elders and Community Engagement***

Before planning activities for Making It Happen, seek out Elders who can teach you so you can better plan to teach the children.

- Incorporate the knowledge and traditions that Elders have shared with you as you plan activities for Making It Happen.
- Invite Elders and community members to share their wisdom and traditions with the children and families in the classroom.

### ***Parent and Family Engagement***

- After planning all the domain activities for a cultural lifeway, choose the activities that you want to include in a letter to families. Though you only refer to a few activities in your letter, you'll probably use all of them at different times and with different families.
- Use the sample letter on page 90 to create your own letter to send to families, making the necessary changes and adding the activities you decide to include.
- Use the letter to talk with families about how they would like to be engaged.
- See pages 57 and 58 for examples of drumming and fishing letters.

#### **Tip**

Feel free to change the content of the sample letter and the examples to fit your families and community.

Date: September 23

Dear Families,

As you know, we are learning about Drumming.

We hope that every family as well as other members of our community will partner with us.

Here are some ways:

- Share your drumming knowledge, skill, and/or stories.
- Assist us in the classroom when children act out traditional drum stories and/or those they have written themselves.
- Provide materials by helping your child choose recycled items to bring to school to use in making collages or objects about drumming.
- Assist with activities in the classroom.
- Extend learning at home by practicing drumming activities.

Please let us know what you would like to do to help bring Drumming alive for our children and in the community.

Here is an activity you can do at home: Tap out the sounds/syllaboes of your child's name, favorite foods, and other special words. For example, for "buffalo," tap and say "buf-fa-lo." Or for "caribou," tap and say "car-i-bou."

Please let us know how it is going.

Sincerely,

Date: October 18

Dear Families,

As you know, we are learning about Fishing.

We hope that every family as well as other members of our community will partner with us.

Here are some ways:

- Share your Fishing knowledge, skill, and/or stories.
- Talk with your child about what you need to do to get ready to go fishing.
- Help your child think of a song, chant, or story related to fishing to share at school.
- Assist with activities in the classroom.
- Extend learning at home by including your child in cleaning and eating fish.

Please let us know what you would like to do to help bring Fishing alive for our children and in our community.

Here is an activity you can do at home: Share family fishing adventures with your child, and encourage your child to share the stories at school.

Please let us know how it is going.

Sincerely,

# 3. Making It Real

## Creating Lesson Plans Based on Interests and Needs

---

There are two approaches to Making It Real:

- Brainstorming
- Using Assessment Data

The purpose of both is to document individualization. Both approaches individualize lessons by matching children’s interests and needs to the cultural activities in Making It Happen. The approach you use will depend on

- staff readiness,
- how the approach aligns with your current method of individualization, and
- the support you can provide staff for successful implementation.

**Tip**

Introduce Making It Real after staff are very comfortable using Making the Connection and Making It Happen.



# Making It Real: Brainstorming Approach

Brainstorming enables teachers to quickly plan targeted small group lessons.

Teachers:

1. Write down 3 interests for each child.
2. Identify 1 need for each child.
3. Underline or highlight common interests/strengths and needs to create small learning groups (in the examples on page 61 and 62, you'll see the groupings indicated by different text fonts).

**For example**, on page 64 you see Aiyanna, Dakota, and Nimkii all like to “use writing and drawing tools,” and they all need to develop “knowledge of patterns.” Together in a small learning group they will “draw lines on paper to represent different patterns of drum beats (or dance steps), making a book.” They will enjoy the drawing part of the activity and learn more about patterns.

4. Match the child’s need combined with his or her interest to one of the activities from Making It Happen.

*Making It Real: Brainstorming to Identify Interests and Needs*  
TRADITIONAL CULTURAL SKILLS/VALUES/ISSUES/LEARNERS  
Identify Three Common Interests for Individualized Lesson Plans

Student	Interests	Needs	Activities	Groupings
Aiyanna	Use writing and drawing tools	Develop knowledge of patterns	Use writing and drawing tools to create patterns	Group of students who like to use writing and drawing tools and need to develop knowledge of patterns
Dakota	Use writing and drawing tools	Develop knowledge of patterns	Use writing and drawing tools to create patterns	Group of students who like to use writing and drawing tools and need to develop knowledge of patterns
Nimkii	Use writing and drawing tools	Develop knowledge of patterns	Use writing and drawing tools to create patterns	Group of students who like to use writing and drawing tools and need to develop knowledge of patterns

## Tips

- This brainstorming is most effective when it is done quickly whenever staff can meet.
- One person leads the activity.
- Another person writes down the interests and needs of all the children to share with the staff.

# Making It Real: Brainstorming to Identify Interests and Needs

## TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS

Identify Three Common Interests for Individualized Lesson Plans

Child	Three Interests or Strengths	One Way to Grow	Traditional Cultural Skills/Values/Beliefs/Lifeways	Drumming Activities*	Fishing Activities	Beading Activities
Aiyanna	Draws Books Dramatic Play	Create/repeat patterns	Dancing Basket Making Gardening Storytelling	Draw lines on paper to represent different patterns of dance steps, making a book.	Create patterns from fish pictures and draw the patterns, making a book.	
Autumn	Writes name Dramatic play <b>Books</b>	<b>Counting</b>	Beading Dancing Gardening Harvesting	<b>Count dance steps or regalia; use book about dancing to count different items for dancing.</b>	<b>Count number of fish caught and/or pictures of fish in books being read about fish.</b>	
Dakota	Gross motor skills Classifies objects Draws	Create/repeat patterns	Dancing Drumming Fishing Hunting	Draw lines on paper to represent different patterns of drum beats, making a book.	Create patterns from fish pictures and draw the patterns, making a book.	
Destiny	Solves social problems Knows letters in her name Counts	Sort/classify objects	Basket Making Beading Dancing Storytelling	Sort and classify dance objects and/or regalia by different attributes, including sets of number.	Sort and classify fish or pictures of fish by different attributes including sets of numbers.	
Evan	Makes friends <b>SINGS/CHANTS</b> Solves problems	LETTERS AND SOUNDS	Drumming Fishing Hunting Harvesting	<b>IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR DRUMMING.</b>	<b>IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR FISHING.</b>	
Gabrielle	Gross motor skills Sings/chants <b>Books</b>	<b>Counting</b>	Beading Drumming Fishing Storytelling	<b>Count drumsticks and beats; use books about drumming to count drummers, drums, etc.</b>	<b>Count number of fish caught and/or pictures of fish in books about fishing.</b>	
Hayden	Conversations Knows letters in his name Counts	Sort/classify objects	Basket Making Drumming Fishing Storytelling	Sort and classify drum objects by different attributes including quantity.	Sort and classify fish or pictures of fish by different attributes including sets of numbers.	

\* For many cultures, drumming is a gender-specific activity for boys only.

# Making It Real: Brainstorming to Identify Interests and Needs

## TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS

Identify Three Common Interests for Individualized Lesson Plans

Child	Three Interests or Strengths	One Way to Grow	Traditional Cultural Skills/Values/Beliefs/Lifeways	Drumming Activities*	Fishing Activities	Beading Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Dancing Drumming Fishing Harvesting	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR DRUMMING.	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR FISHING.	
Mijiikwis	<b>Books</b> Writes name Repeats patterns	<b>Counting</b>	Beading Drumming Fishing Gardening	<b>Count drumsticks and beats; use books about drumming to count drummers, drums, etc.</b>	<b>Count number of fish caught and/or pictures of fish in books about fishing.</b>	
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Drumming Hunting Fishing Harvesting	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR DRUMMING.	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN BOTH LANGUAGES FOR FISHING.	
Nimkii	Solves social problems Draws Counts	<i>Create/Repeat patterns</i>	Dancing Drumming Fishing Storytelling	<i>Draw lines on paper to represent different patterns of drum beats, making a book.</i>	<i>Create patterns from fish pictures and draw the patterns, making a book.</i>	
Shayna	Fine motor skills <b>Books</b> Dramatic play	<b>Counting</b>	Basket Making Beading Dancing Storytelling	<b>Count dance steps or regalia; use book about Pow Wows to count different items for dancing.</b>	<b>Count number of fish caught and/or pictures of fish in books about fishing.</b>	
Waychonay	Draws Gross motor skills Counts	<i>Sort/classify objects</i>	Gardening Dancing Basket Making Harvesting	<i>Sort and classify dance objects and/or regalia by different attributes including sets of number.</i>	<i>Sort and classify fish or pictures of fish by different attributes including sets of numbers.</i>	

**Family Interests** are: Hunting, Drumming, Cooking, Gardening, Beading, and Storytelling

**Program Topics** are: Health and Safety, Mental Health, Nutrition, Parenting, and Education

\* For many cultures, drumming is a gender-specific activity for boys only.

## Making It Real: Using Assessment Data Approach

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This final form asks you to do the following:

- Identify children’s interests by listing the 5 highest scores on each child’s assessment.
- List the 3 lowest scores on the assessment to identify needs.
- Underline or highlight common interests and needs to create small learning groups.
- Choose an activity from Making It Happen that addresses the need combined with the interest.

In the two Making It Real forms—“Brainstorming” and “Assessment”—family interests and program topics are included on the second page to support parent involvement and a meaningful connection to program topics.

See completed examples of Making It Real: Using Assessment Data to Identify Needs and Interests on page 64. Forms for both approaches can be created in an Excel file. This makes it possible to track all children’s progress by entering the entire class and as many activities as necessary.

### **Tip**

You may want to use the brainstorming approach during the first weeks of the school year. As you begin gathering screening and assessment data, you can switch to the assessment data approach.



# Making It Real: Using Assessment Data to Identify Interests and Needs

## TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS

Identify Common Interests and Needs for Individualized Lesson Plans

Child	Interests/Strengths Five Highest Assessment Scores	Needs Three Lowest Assessment Scores	Traditional Cultural Skills/Values/Beliefs/Lifeways	Drumming Activities*	Fishing Activities	Gardening Activities
<b>Aiyanna</b>	<p><b>7b. Uses writing and drawing tools</b></p> <p><b>11b. Persists</b></p> <p><b>14b. Dramatic play</b></p> <p>17a. Uses books</p> <p>19a. Writes name</p>	<p>6. Gross-motor manipulative skills</p> <p>3b. Solves social problems</p> <p><b>23. Knowledge of patterns</b></p>	<p><b>Dancing</b></p> <p>Basket Making</p> <p>Gardening</p> <p><b>Storytelling</b></p>	<ul style="list-style-type: none"> <li>» Coordinate movements with others in dancing to the drum.</li> <li>» Brainstorm solutions to problems with others around dance-related activities.</li> <li>» <b>Draw lines on paper to represent different patterns of dance steps, making a book.</b></li> </ul>	<ul style="list-style-type: none"> <li>» Coordinate movements using tools for acting out catching and processing fish.</li> <li>» Brainstorm solutions to problems with others during fishing activities.</li> <li>» <b>Create patterns from plastic fish or pictures of fish; draw the patterns, making a book.</b></li> </ul>	
<b>Dakota</b>	<p><b>6. Gross motor manipulative skills</b></p> <p><b>7b. Uses writing and drawing tools</b></p> <p><b>11b. Persists</b></p> <p>13. Classifies objects</p> <p><b>14b. Dramatic play</b></p>	<p>3. Participates cooperatively</p> <p>20c. Connects numerals with their quantities</p> <p><b>23. Knowledge of patterns</b></p>	<p>Hunting</p> <p><b>Fishing</b></p> <p><b>Drumming</b></p> <p><b>Dancing</b></p>	<ul style="list-style-type: none"> <li>» Take turns and coordinate with others in drumming.</li> <li>» Count the beats and/or drum objects, then match the quantity to the written numeral.</li> <li>» <b>Draw lines on paper to represent different patterns of drum beats, making a book.</b></li> </ul>	<ul style="list-style-type: none"> <li>» Take turns and coordinate with others in acting out catching and processing fish.</li> <li>» Count fish, or pictures of different kinds of fish, then match the quantity to the written numeral.</li> <li>» <b>Create patterns from plastic fish or pictures of fish; draw the patterns, making a book.</b></li> </ul>	
<b>Nimkii</b>	<p>2d. Makes friends</p> <p><b>6. Gross motor manipulative skills</b></p> <p><b>7b. Uses writing and drawing tools</b></p> <p><b>14b. Dramatic play</b></p> <p>20a. Counts</p>	<p>13. Uses classification skills</p> <p>17a. Uses and appreciates books</p> <p><b>23. Knowledge of patterns</b></p>	<p><b>Fishing</b></p> <p><b>Drumming</b></p> <p><b>Storytelling</b></p> <p><b>Dancing</b></p>	<ul style="list-style-type: none"> <li>» Sort and classify drum objects by different attributes including quantity.</li> <li>» Create own book of drawings and dictated stories of the drum.</li> <li>» <b>Draw lines on paper to represent different patterns of drum beats, making a book.</b></li> </ul>	<ul style="list-style-type: none"> <li>» Sort and classify fish, or pictures of fish, by different attributes including sets of number.</li> <li>» Create own book of drawings and dictated stories of the fish patterns.</li> <li>» <b>Create patterns from plastic fish or pictures of fish; draw the patterns, making a book.</b></li> </ul>	

# Appendix A

## Blank Forms: Making the Connection

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Making the Connection—Part 1: Brainstorming .....	66
Making the Connection—Part 2.....	67
Making the Connection—Part 3.....	77



**Physical Development & Health**

Physical Health Status:

Health Knowledge & Practice:

Gross Motor Skills:

Fine Motor Skills:

**Social & Emotional Development**

Social Relationships:

Self-Concept & Self-Efficacy:

Self-Regulation:

Emotional & Behavioral Health:

**Creative Arts Expression**

Music:

Creative Movement & Dance:

Art:

Drama:

**Social Studies Knowledge & Skills**

Family & Community:

People & the Environment:

History & Events:

**Approaches to Learning**

Initiative & Curiosity: .

Persistence & Attentiveness:

Cooperation:

**Science Knowledge & Skills**

Scientific Skills & Method:

Conceptual Knowledge of the Natural & Physical World:

**Language Development**

Receptive Language:

Expressive Language:

\_\_\_\_\_  
*Skills/Values/Beliefs/Lifeways*

**Mathematics Knowledge & Skills**

Number Concepts & Quantities:

Number Relationships & Operations:

Geometry & Spatial Sense:

Patterns:

Measurement & Comparison:

**Logic & Reasoning**

Reasoning & Problem Solving:

Symbolic Representation:

**Literacy Knowledge & Skills**

Book Appreciation:

Phonological Awareness:

Alphabet Knowledge:

Print Concepts & Conventions:

Early Writing:

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Physical Development & Health

### Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight determined by height and by age.
- Gets sufficient rest and exercise to support healthy development.

### Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.

- Completes personal care tasks—such as dressing, brushing teeth, toileting, and washing hands— independently from adults.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Participates in structured and unstructured physical activities.
- Communicates an understanding of the importance of health and safety routines and rules.
- Distinguishes food on a continuum from most healthy to least healthy.
- Recognizes the importance of doctor and dentist visits.
- Eats a variety of nutritious foods.
- Cooperates during doctor and dentist visits and health and developmental screenings.

### Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

### Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

- Develops hand strength and dexterity.
- Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates a range of objects, such as blocks or books.
- Manipulates writing, drawing, and art tools.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Social & Emotional Development

### Social Relationships: The healthy relationships and interactions with adults and peers.

- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Establishes secure relationships with adults.
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention, as appropriate.
- Recognizes and labels others' emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one's actions.

### Self-Concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

- Identifies personal characteristics, preferences, thoughts, and feelings.
- Demonstrates age-appropriate independence in a range of activities, routines, and tasks.
- Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrates age-appropriate independence in decision-making regarding activities and materials.

### Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.
- Shifts attention between tasks and moves through transitions with minimal direction from adults.

### Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- Refrains from disruptive, aggressive, angry, or defiant behaviors.
- Adapts to new environments with appropriate emotions and behaviors.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Creative Arts Expression

### **Music: the use of voice and instruments to create sounds.**

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.

### **Creative Movement & Dance: The use of the body to move to music and express oneself.**

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.

### **Art: The use of a range of media and materials to create drawings, pictures, or other objects.**

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one's own artistic creations and those of others.

### **Drama: The portrayal of events, characters, or stories through acting and using props and language.**

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Approaches to Learning

### **Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.**

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

### **Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.**

- Maintains interest in a project or activity until completed.
- Sets goals and develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand in spite of frustrations or challenges.

### **Cooperation: An interest and engagement in group experiences.**

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Helps, shares, and cooperates in a group.
- Models or teaches peers.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Language Development

### Receptive Language: The ability to comprehend or understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different grammatical structures or rules for using language.
- Comprehends different forms of language, such as questions or exclamations.

### Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses increasingly complex and varied vocabulary.
- Engages in storytelling.
- Uses language to express ideas and needs.
- Uses different forms of language.
- Engages in conversations with peers and adults.
- Uses different grammatical structures for a variety of purposes.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Literacy Knowledge & Skills

### **Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.**

- Shows interest in shared reading experiences and looking at books independently.
- Asks and answers questions and makes comments about print materials.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.
- Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

### **Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.**

- Identifies and discriminates between words in language.
- Identifies and discriminates between separate syllables in words.
- Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

### **Alphabet Knowledge: The names and sounds associated with letters.**

- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters of the alphabet have distinct sound(s) associated with them.
- Identifies letters and associates correct sounds with letters.
- Attends to the beginning letters and sounds in familiar words.

### **Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).**

- Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes the association between spoken or signed and written words.
- Understands that print conveys meaning.
- Recognizes words as a unit of print and understands that letters are grouped to form words.

### **Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**

- Experiments with writing tools and materials.
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- Copies, traces, or independently writes letters or words.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Logic & Reasoning

**Reasoning & Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause-and-effect relationships.
- Uses past knowledge to build new knowledge.
- Classifies, compares, and contrasts objects, events, and experiences.

**Symbolic Representation: The use of symbols or objects to represent something else.**

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Resists distractions, maintains attention, and continues the task at hand, despite frustration or challenges.
- Recognizes the difference between pretend or fantasy situations and reality.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Mathematics Knowledge & Skills

**Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).**

- Recognizes numbers and quantities in the everyday environment.
- Recites numbers in the correct order and understands that numbers come “before” or “after” one another.
- Associates quantities and the names of numbers with written numerals.
- Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
- Uses the number name of the last object counted to represent the number of objects in the set.

**Number Relationships & Operations: The use of numbers to describe relationships and solve problems.**

- Uses a range of strategies, such as counting, subitizing (the ability to instantly see “how many”), or matching, to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to.
- Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
- Identifies the new number created when numbers are combined or separated.

**Geometry & Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.**

- Recognizes and names common shapes, their parts, and their attributes.
- Combines and separates shapes to make other shapes.
- Compares objects in size and shape.
- Understands directionality, order, and position of objects, such as up, down, in front, and behind.

**Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.**

- Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.
- Recognizes, duplicates, and extends simple patterns.
- Creates patterns through the repetition of a unit.

**Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.**

- Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier).
- Orders objects by size or length.
- Uses nonstandard and standard techniques and tools to measure and compare.

# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Science Knowledge & Skills

### **Scientific Skills & Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.**

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

### **Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.**

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.
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# Making the Connection—Part 2

1. Read the skills/indicators under each domain element.



2. Check those skills that are most directly related to your traditional cultural skill, value, belief, or lifeway.



## Social Studies Knowledge & Skills

### **Self, Family, & Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.**

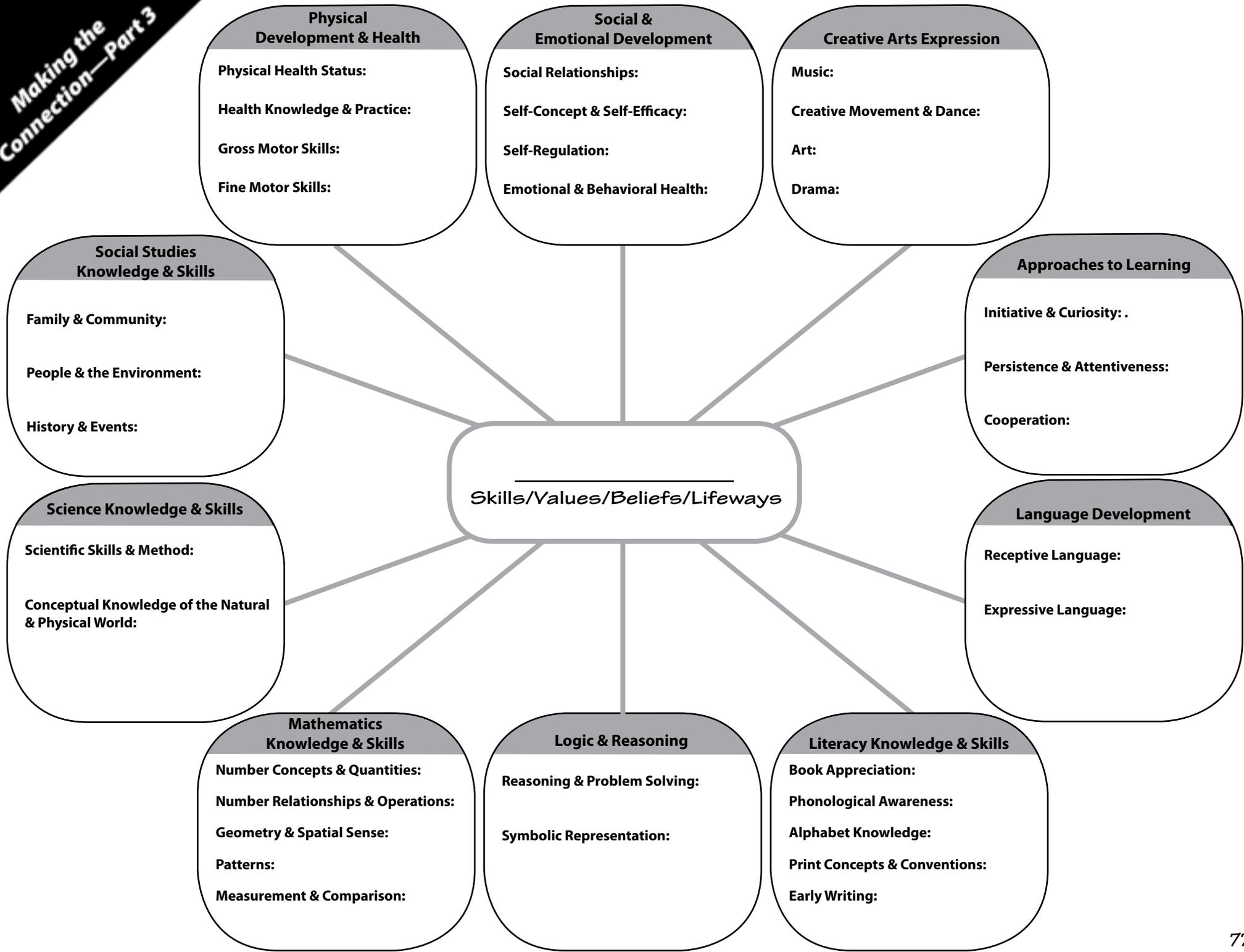
- Identifies personal and family structure.
- Understands similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Understands the reasons for rules in the home and classroom and for laws in the community.
- Describes or draws aspects of the geography of the classroom, home, and community.

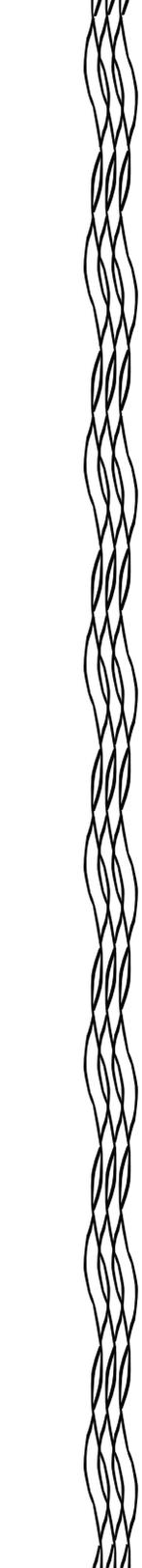
### **People & the Environment: The understanding of the relationship between people and the environment in which they live.**

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

### **History & Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.**

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands that how people live and what they do changes over time.





## Notes

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# Appendix B

## Blank Forms: Making It Happen

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Sample Letter to Engage Families.....	90























Sample Letter to Engage Families

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Date:

Dear Families,

As you know, we are learning about \_\_\_\_\_ .  
(fill in here)

We hope that every family as well as other members of our community will partner with us.

Here are some ways:

- Share your knowledge, skill, and/or story.
- Assist us by \_\_\_\_\_ .  
(fill in specific activity here)
- Provide materials by \_\_\_\_\_ .  
(fill in needed materials)
- Assist with activities in the classroom.
- Extend learning at home.

Please let us know what you would like to do to help bring \_\_\_\_\_ alive for our children and in our community.  
(fill in here)

Here is an activity you can do at home: \_\_\_\_\_ .

Please let us know how it is going.

Sincerely,

# Appendix C

## Blank Forms: Making It Real

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Making It Real: Using Assessment Data to Identify Interests and Needs .....	93



# Making It Real: Brainstorming to Identify Interests and Needs\*

## TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS

Identify Three Common Interests for Individualized Lesson Plans

Child	Three Interests or Strengths	One Way to Grow	Traditional Cultural Skills/Values/Beliefs/Lifeways	Activities	Activities	Activities

**Family Interests** are: \_\_\_\_\_

\*This form can be created in an Excel file for tracking data.

**Program Topics** are: \_\_\_\_\_

# Making It Real: Using Assessment Data to Identify Interests and Needs \*

## TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS

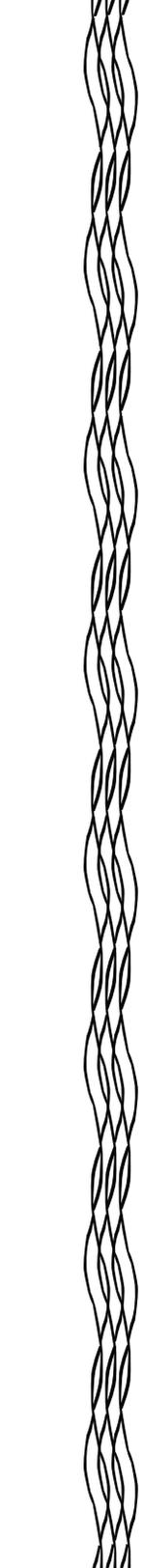
Identify Common Interests and Needs for Individualized Lesson Plans

Child	<i>Interests/Strengths</i> Five Highest Assessment Scores	<i>Needs</i> Three Lowest Assessment Scores	Traditional Cultural Skills/Values/Beliefs/Lifeways	Activities	Activities	Activities

**Family Interests** are: \_\_\_\_\_

\*This form can be created in an Excel file for tracking data.

**Program Topics** are: \_\_\_\_\_



## Notes

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