

Section 3:
Pilot Program 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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American Indian people have long fought for our rights and practices to have a place in U.S. society. Our language, culture, and traditions are as sacred as the air we breathe. Despite attempts to remove us in one form or another, we remain intact and culturally strong as ever. The chance to teach our children the ways of our ancestors is a sacred honor and duty . . . It's a beautiful way of living.

— Ben Shelly, President of the Navajo Nation.
The Washington Post. (July 5, 2013).





Acknowledgements

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- Sault Tribe of Chippewa Indians Head Start and Early Head Start
- Rincon Band of Luiseño Indians Head Start
- Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
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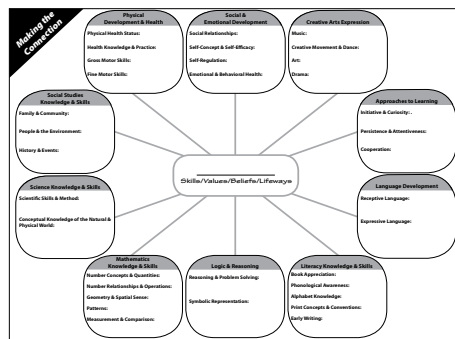
Introduction

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 (HSCDELFF);
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

How We Know the Child is Learning

Documentation: Anecdotal record Checklist Picture
 Child/group work Other _____

Assessment Tool Indicators

Physical Development & Health Skills

Physical Health Status: _____
 Health Knowledge & Practice: _____
 Gross Motor Skills: _____
 Fine Motor Skills: _____

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 (Free Highest Assessment Scores)	Needs (Three Lowest Assessment Scores)	Traditional Cultural Skills/Values/ Beliefs/Lifeways	Activities	Activities	Activities

Family Interests: _____

Program Topics: _____

*Any mention of specific assessments in this document is for the purpose of example and implies no endorsement.

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.

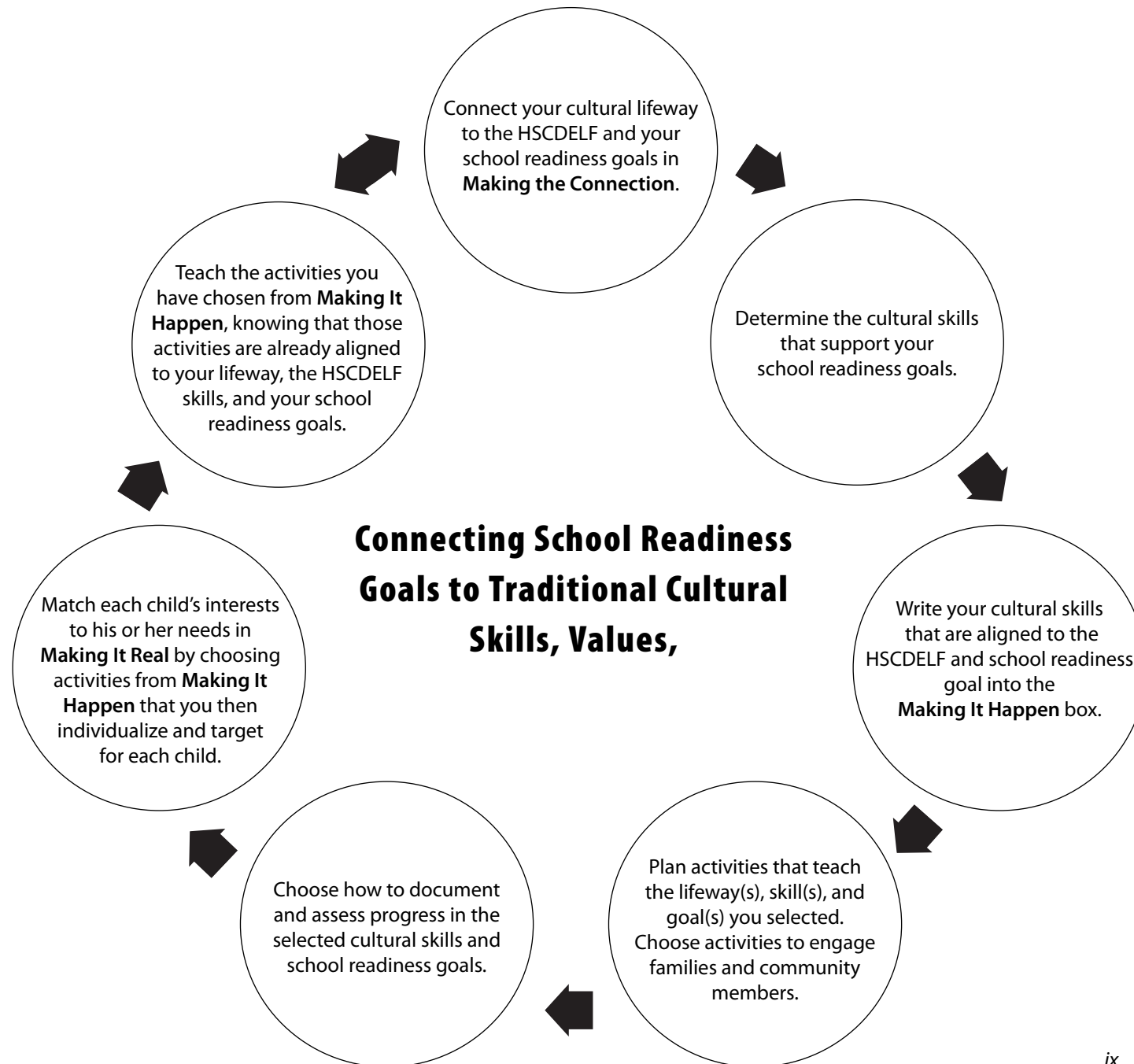
— The Improving Head Start for School Readiness Act of 2007, ACF-PI-HS-11-04. 641A(g)(2)(A)

Traditional lifeways, language, and cultural heritage are important contributions to young children’s school readiness. ***Making It Work!***

Section 1: School Readiness supports American Indian and Alaska Native (AIAN) early childhood staff to address Head Start school readiness requirements even as they teach their lifeways. This document—available at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>—helps staff and families clearly explain:

- 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

Making It Work!





Making It Work! Pilot Program Examples

The initial step for *Making It Work!* was shared at the National Indian Head Start Directors' Association conference in 2011. From feedback received, Head Start leaders and teachers participated in a pilot study. They provided additional feedback and developed the examples in this guide. The pilot participants reported that *Making It Work!*:

Supports communities to

- connect cultural activities (fishing, drumming, etc.) to all of the HSCDELDF domains;
- provide cultural activities to engage children in their own heritage, beliefs, and values;
- connect culture to curriculum, activities, and assessment;
- integrate culture into an existing curriculum; and
- bring together cultural specialists, tribal leaders, and others in the community to connect culture and child development outcomes.

Supports staff to

- enhance their knowledge;
- help them see how everything fits together in the big picture;
- help with the buy-in of team planning and executing plans;
- provide them with ideas—sparking the thought process;
- provide teachers with language to define the skills they teach; and
- support adult learning.

Now that we've done this as a program, we can use it year after year and add to it as we want; but the core of the work is done forever!

—Making It Work! training participant

CULTURAL STORYTELLING
Traditional Cultural
Skills/Values/Beliefs/Lifeways

Physical Development & Health
Physical Health: *(Not directly related.)*
Health Knowledge & Practice: Acts out stories that include health or safety practices.
Gross Motor Skills: Develops spatial awareness by acting out stories; practices control of movements and balance while coordinating actions with others.
Fine Motor Skills: Develops dexterity and eye-hand coordination by moving hands as character does and putting on/taking off costumes.

Social & Emotional Development
Social Relationships: Cooperates with others in acting out stories.
Self Concept & Self-Efficacy: Shows confidence in a range of abilities in acting out stories; identifies personal preferences for characters.
Self-Regulation: Follows directions for acting out the story.
Emotional & Behavioral Health: Expresses a range of emotions being oneself or a character.

Creative Arts Expression
Music: Performs music and/or makes animal sounds that reflect a story.
Creative Movement & Dance: Moves as characters or animals to express concepts, ideas, or feelings.
Art: Creates artistic works that reflect knowledge of the story.
Drama: Uses creativity and imagination to assume roles in the story; uses dialogue and actions to tell story.

Approaches to Learning
Initiative & Curiosity: Shows imagination and curiosity in creating and acting out stories; demonstrates eagerness to learn more about the characters.
Persistence & Attentiveness: Maintains attention while listening to and acting out stories; persistence in writing or acting out story.
Cooperation: Cooperates to plan/share/complete dictating and/or acting out story.

Social Studies Knowledge & Skills
Family & Community: Understands the reasons for rules in the home, classroom, and in the community.
People & the Environment: Understands that people can take care of the environment.
History & Events: Knows the tradition of story-telling in the culture; recognizes that stories are about the past or did not really happen.

Language Development
Receptive Language: Listens to cultural stories; comprehends new vocabulary words and different forms of language in stories.
Expressive Language: Uses language to express ideas and needs in retelling and/or acting out stories; uses new words in Cherokee and English; engages in storytelling.

Science Knowledge & Skills
Scientific Skills & Method: Predicts and discusses what will happen next in the story; forms hypotheses and draws conclusions about the story.
Conceptual Knowledge of the Natural & Physical Worlds: Identifies the transformations in characters and in the natural and physical world.

Mathematics Knowledge & Skills
Number Concepts & Qualities: Counts the number of characters in the story; matches the number of characters with the written numeral.
Number Relationships & Operations: Identifies new number when sets are combined/separated. **Geometry & Spatial Sense:** Identifies directionality/position of characters.
Patterns: Recognizes and extends word patterns. **Measurement & Comparison:** Use attributes to compare characters.

Logic & Reasoning
Reasoning & Problem Solving: Seeks multiple solutions to a problem in a story; recognizes the cause and effect of character's actions.
Symbolic Representation: Represents people and things through acting and drawing; engages in pretend play and acts out roles; recognizes the difference between pretend situations and reality.

Literacy Knowledge & Skills
Book Appreciation: Shows interest in stories that are read; retells story by acting it out.
Phonological Awareness: Recognizes the beginning sounds of words in Cherokee and English. **Alphabet Knowledge:** Recognizes letters of the alphabet in new words.
Early Writing: Writes or draws about a story. **Print Concepts:** Understands that print conveys meaning. **Early Writing:** Writes or draws about a story.

Making It Happen

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

Cultural Storytelling

Physical Development & Health

Physical Health Status: (Not directly related to cultural storytelling.)

Health Knowledge & Practice: Act out stories that include health or safety practices.

Gross Motor Skills: Develop spatial awareness by acting out stories; practice control of movements and balance while coordinating actions with others.

Fine Motor Skills: Develop dexterity and eye-hand coordination by moving hands as character does and putting on/taking off costumes.

Activities and Strategies to Teach This Skill

- Have children use finger and body movements to act out a story as it is told while maintaining an awareness of their own space in relationship to others.
- Have children dress up and re-enact a story in the dramatic play area and during outdoor play.
- Have children use finger and body movements to act out their own stories.
- Have children act out stories that include health and/or safety in some way. Discuss how the health and safety routine described in the stories relates to what we do to be safe and healthy.

Activities and Strategies for Parent and Community Engagement

Families:

Support and encourage their children to use their entire bodies to act out a cultural story that either has been shared by the family or has been told at school.

Elders and/or Community Members:

Share a traditional story with children, using hand gestures or body movements.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **4.** Demonstrates traveling skills. **5.** Demonstrates balancing skills. **6.** Demonstrates gross-motor manipulative skills. **7a.** Demonstrates fine-motor strength and coordination. **30.** Shows basic understanding of people and how they live (health/safety). **36.** Explores drama through actions and language.

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

Cultural Storytelling

Social & Emotional Development

Social Relationships: Cooperate with others in acting out stories.

Self Concept & Self-Efficacy: Show confidence in a range of abilities in acting out stories; identify personal preferences for characters.

Self-Regulation: Follow directions for acting out the story.

Emotional & Behavioral Health: Express a range of emotions being oneself or a character.

Activities and Strategies to Teach This Skill

- Have children cooperate with others while acting out their own stories.
- Support children to be confident in the various ways they act out stories (e.g., using movements and language, pretending to be someone else, coordinating with others).
- Have children discuss and identify what characters they prefer and why. Chart the characters in order of individual and group preferences.
- Support children in following directions while acting out stories.
- Have children recognize and act out the emotions of different characters in a story. Discuss whether or not they ever acted or felt similarly. If the characters expressed emotion inappropriately, discuss how the characters could change their behavior to express emotion appropriately.

Activities and Strategies for Parent and Community Engagement

Families:

Tell a story to children that has been told in the past, sharing who told the story, how the story made the hearers feel, and what was learned from the story.

Elders and/or Community Members:

Tell their favorite traditional story and share why it is their favorite and what it means to them.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **1.** Regulates own emotions and behaviors. **2.** Establishes and sustains positive relationships. **3.** Participates cooperatively and constructively in group situations. **29.** Demonstrates knowledge about self. **36.** Explores drama through actions and language.

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 | <input type="checkbox"/> |

Making It Happen

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

Cultural Storytelling

Creative Arts Expression

Music: Perform music and/or make animal sounds that reflect the story.

Creative Movement & Dance: Move as characters or animals to express concepts, ideas, or feelings.

Art: Create artistic works that reflect knowledge of the story.

Drama: Use creativity and imagination to assume roles in the story; use dialogue and actions to tell story.

Activities and Strategies to Teach This Skill

- Have children perform the music in the story (drumming, etc.) and/or make the sounds of the animals in the story.
- Have children move using finger and body movements, with and without sounds, to assume the roles in the story.
- Have children draw a picture about the story or make simple props for acting out the story.
- Have children act out the stories with props in the dramatic play area and during outdoor play, supporting their creativity and imagination.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children choose objects at home to be used as props in the dramatic play area for acting out stories.

Elders and/or Community Members:

Share with children the tradition of storytelling as an art form that gives us knowledge about how to live our lives in community. Talk about what they have learned from the stories shared.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **14.** Uses symbols and images to represent something not present. **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:

- | | |
|---|---|
| <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 checked="" type="checkbox"/> 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

Cultural Storytelling

Approaches to Learning

Initiative & Curiosity: Show imagination and curiosity in creating and acting out stories; demonstrate eagerness to learn more about the characters.

Persistence & Attentiveness: Maintain attention while listening to and acting out stories; demonstrate persistence in writing or acting out a story.

Cooperation: Cooperate to plan/share/complete dictating and/or acting out story.

Activities and Strategies to Teach This Skill

- Have children listen to and act out longer and longer cultural stories to increase their attention span.
- Give children opportunities to demonstrate their eagerness to learn more about characters in a story by asking questions, requesting another story about a specific character, and talking about the character or story with friends, family, and community.
- Provide opportunities for children to use their imagination while acting out the characters of the story by providing different props or creating their own props.
- Have children dictate their own stories for the teacher to write.
- Give children the opportunity to cooperate with others to plan, share, and act out the stories they dictated.

Activities and Strategies for Parent and Community Engagement

Families:

Support and encourage their children to tell a story they have learned in school by using their imagination if they cannot remember all the words or gestures.

Elders and/or Community Members:

Tell the children a story to share with their families.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **3.** Participates cooperatively and constructively in group situations. **11.** Demonstrates positive approaches to learning. **12.** Remembers and connects experiences. **14.** Uses symbols and images to represent something not present. **18.** Comprehends and responds to books and other texts.

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 | <input type="checkbox"/> |

Making It Happen

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

Cultural Storytelling

Language Development

Receptive Language: Listen to cultural stories; comprehend new vocabulary words and different forms of language in stories.

Expressive Language: Use language to express ideas and needs in retelling and/or acting out stories; use new words in Cherokee and English; engage in storytelling.

Activities and Strategies to Teach This Skill

- Give children opportunities to listen to stories that introduce them to new vocabulary words and different forms of language in Cherokee and English.
- Have children act out the characters in a story as the story is told while introducing them to new words in Cherokee and English.
- Have children plan how they will act out the story, giving them opportunities to express their ideas and needs.
- Have children role play and retell the story in the dramatic play area and during outdoor play, using their new words in Cherokee and English.
- Have children draw and recite their story, writing it down for them. Ask the children questions about their story and give them the opportunity to also ask questions of each other.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to learn and use Cherokee words from the traditional stories that their children are hearing at school.

Elders and/or Community Members:

Tell a traditional story to teach Cherokee words and model using them in conversation.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **8.** Listens to and understand increasingly complex language. **9.** Engages in conversations. **10.** Uses appropriate conversational and other communication skills. **14.** Uses symbols and images to represent something not present. **18a.** Comprehends and responds to books and other texts. **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 | ___ 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

Cultural Storytelling

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Show interest in stories that are read; retell a story by acting it out.

Phonological Awareness: Recognize the beginning sounds of words in Cherokee and English.

Alphabet Knowledge: Recognize letters of the alphabet in new words.

Print Concepts & Conventions: Understand that print conveys meaning.

Early Writing: Write or draw about the story.

Activities and Strategies to Teach This Skill

- Support children listening to stories being read to them, and talk about the differences of hearing a story told and a story read.
- Read cultural stories to the children, pointing out how the printed word conveys meaning.
- Have children retell a story by acting it out using language, movement, and gestures.
- Create a word wall for the new words in the story to support recognizing that letters of the alphabet are a special category of visual graphics that can be named in Cherokee and English.
- Using the word wall, have children practice identifying and recognizing that some begin with the same sound in Cherokee and English.
- Have children draw pictures in their journals about a story; and dictate what the drawing is about.

Activities and Strategies for Parent and Community Engagement

Families:

Choose a traditional storybook from school to read with their children, asking questions as they read and talk about the pictures.

Elders and/or Community Members:

Help children act out a traditional story using the traditional language, movements, and gestures of the story.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 9a.* Uses an expanding expressive vocabulary. **14.** Uses symbols and images to represent something not present. **15b.** Notices and discriminates alliteration. **16.** Demonstrate knowledge of the alphabet meaning from books and other texts. **17.** Demonstrates knowledge of print and its uses.

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

Cultural Storytelling

Logic & Reasoning

Reasoning & Problem Solving: Seek multiple solutions to a problem in a story; recognize the cause and effect of character's actions.

Symbolic Representation: Represent people and things through acting and drawing; engage in pretend play and act out roles; recognize the difference between pretend situations and reality.

Activities and Strategies to Teach This Skill

- Have children think of the many ways a character might solve a problem in a story before you read or tell how the character did solve the problem. After reading or telling the story, have children compare and contrast their solutions with those the character actually chose.
- Have children discuss the cause and effect of what the character did and talk about what he/she may have done differently.
- Have children act out characters during the story and then draw pictures to represent the characters or occurrences (events) in the story.
- Have children talk about what was make believe and/or real in the story and how they know the difference. Chart their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Ask their children what made the characters do what they did (the cause) in the story, what happened because of their actions (the effect), and what they could have done differently.

Elders and/or Community Members:

Tell a traditional story and discuss with children what made the characters do what they did (the cause) and what happened because of their actions (the effect), and what the story is teaching us about their actions.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking. **12b.** Makes connections. **14.** Uses symbols and images to represent something not present. **24.** Uses scientific inquiry skills.

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 | <input type="checkbox"/> |

Making It Happen

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

Cultural Storytelling

Mathematics Knowledge & Skills

Number Concepts & Quantities: Count the number of characters in the story; match the number of characters with the written numeral.

Number Relationships & Operations: Identify new number when sets are combined/separated.

Geometry and Spatial Sense: Identify directionality/position of characters.

Patterns: Recognize and extend word patterns.

Measurement & Comparison: Use attributes to compare characters.

Activities and Strategies to Teach This Skill

- Have children count, in Cherokee and English, the number of characters in the story and/or the props needed to act out the story.
- Have children match the number of characters or props with written numerals.
- Using cards representing the characters and objects in the story, have children create sets (groups) of cards and identify the new number when they combine or separate the sets.
- Have children identify where a character is in relationship to an object or place (directionality or position), such as “in front of,” “behind,” “in,” “out,” “up,” or “down.”
- Choose stories with simple word patterns that repeat and encourage children to recognize, duplicate, and extend the pattern.
- Have children play a teacher-made matching game to compare the characters in the story by length, weight, and size (taller, heavier, bigger, etc.).

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **13.** Uses classification skills. **20.** Uses number concepts and operations. **20a.** Counts. **20b.** Quantifies. **20c.** Connects numerals with their quantities. **21a.** Understands spatial relationships. **22.** Compares and measures. **23.** Demonstrates knowledge of pattern.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children count the number of characters in a story, the number of members in their family, or the number of children in their class, using Cherokee and English words.

Elders and/or Community Members:

Tell a story that repeats a simple word pattern to help children recognize and repeat the pattern; talk about what makes a pattern.

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Share knowledge/skill/stories | <input 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 | Other <u>Attend children's performance</u> |
| <input type="checkbox"/> Help select cultural activities for the year | |

Making It Happen

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

Cultural Storytelling

Science Knowledge & Skills

Scientific Skills and Method: Predict and discuss what will happen next in a story; form hypotheses and draw conclusions about the story.
Conceptual Knowledge of the Natural & Physical World: Identify the transformations in characters and in the natural and physical world.

Activities and Strategies to Teach This Skill

- As you read a story, stop periodically and ask the children what they think will happen next in the story. Discuss with them the accuracy of their predictions.
- Tell children the title of the story and have them form hypotheses about the story (ideas of what it is about) and draw conclusions (what they think might happen in the story).
- While reading the story and talking about it, make a list of the children's observations. After reading the story, review the list and identify the reasons for the hypotheses (ideas of what they thought might happen).
- Discuss how the characters transformed (changed) in the story and why the characters changed. If the story includes transformations of the natural world (e.g., the seasons), discuss the reasons for these changes, also.

Activities and Strategies for Parent and Community Engagement

Families:

Ask their children to talk about the stories they heard at school by telling how the characters changed in the story. What were they like in the beginning? How they were different at the end of the story? What made them change?

Elders and/or Community Members:

Tell a traditional story and pause throughout the story to ask the children what they think will happen next, checking and discussing if their predictions were correct or not.

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 | <input type="checkbox"/> |

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **10.** Uses appropriate conversational and other communication skills. **11d.** Shows flexibility and inventiveness in thinking. **12.** Remembers and connects experiences. **13.** Classification skills. **18c.** Retells stories. **24.** Uses scientific inquiry skills. **27.** Demonstrates knowledge of Earth's environment.

Making It Happen

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

Cultural Storytelling

Social Studies Knowledge & Skills

Family & Community: Understand the reasons for rules in the home, classroom, and in the community.

People & the Environment: Understand that people can take care of the environment.

History & Events: Know the tradition of storytelling in the culture; recognize that stories are about the past or did not really happen.

Activities and Strategies to Teach This Skill

- Create a Venn diagram, with the three circles representing the rules at home, at school, and in the community. Discuss how they are the same (where the circles overlap) and how they are different.
- Discuss with the children the rules we have to protect the environment; help them understand that the rules, such as recycling, enable us to take care of the environment.
- Have an Elder share with the children the tradition of storytelling and listening in their culture. Discuss the importance of ancestors passing the stories down to them, explaining that in the past, native stories were only spoken, not written as some are today.
- Tell the children a traditional story and at the end discuss how it is related to their lives today.

Activities and Strategies for Parent and Community Engagement

Families:

Discuss with their children the rules they have at home and school, how they are the same and different, and why we have rules.

Elders and/or Community Members:

Share with children the tradition in their culture of storytelling and listening. Discuss the importance of ancestors passing the stories down to them, explaining that in the past, native stories were only spoken, not written as many are today.

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

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **10.** Uses appropriate conversational and other communication skills. **13.** Uses classification skills. **14a.** Thinks symbolically. **30.** Shows basic understanding of people and how they live. **31.** Explores change related to familiar people or places. **32.** Demonstrates simple geographic knowledge.

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	Basket Making Activities	Fishing Activities	Cultural Storytelling Activities
Aiyanna	Draws Books Dramatic Play	Create/repeat patterns	Dancing Basket Making Beading Storytelling	Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.
Autumn	Writes name Dramatic play Books	Counting	Beading Dancing Fishing Gathering Berries	Count, in Cherokee and English, the number of baskets or the coils in a basket.	Count, in Cherokee and English, the number of fish caught and/or pictures of fish in books.	Count, in Cherokee and English, the number of characters and the number of props needed to act out the story.
Dakota	Gross motor skills Classifies objects Draws	Create/repeat patterns	Dancing Drumming Fishing Pow Wows	Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word 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 plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Drumming Fishing Drum Making Making Corn Tortillas	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO BASKET MAKING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO STORYTELLING.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Drumming Fishing Storytelling	Count, in Cherokee and English, the number of baskets or the coils in a basket.	Count, in Cherokee and English, the number of fish caught and/or pictures of fish in books.	Count, in Cherokee and English, the number of characters and number of props needed to act out the story.
Hayden	Conversations Knows letters in his name Counts	Sort/classify objects	Basket Making Drumming Fishing Storytelling	Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.

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	Basket Making Activities	Fishing Activities	Cultural Storytelling Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Dancing Drumming Fishing Making Corn Tortillas	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO BASKET MAKING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO STORYTELLING.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Dancing Fishing Pow Wows	Count, in Cherokee and English, the number of baskets or the coils in a basket.	Count, in Cherokee and English, the number of fish caught and/or pictures of fish in books.	Count, in Cherokee and English, the number of characters and the number of props needed to act out the story.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Dancing Basket Making Gathering Berries Pow Wows	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO BASKET MAKING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS, IN CHEROKEE AND ENGLISH, IN SONGS AND CHANTS RELATED TO STORYTELLING.
Nimkii	<i>Draws</i> Gross motor skills Counts	<i>Create/repeat patterns</i>	Dancing Drumming Fishing Storytelling	<i>Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Dancing Storytelling	Count, in Cherokee and English, the number of baskets or the coils in a basket.	Count, in Cherokee and English, the number of fish caught and/or pictures of fish in books.	Count, in Cherokee and English, the number of characters and the number of props needed to act out the story.
Waychonay	Solves social problems Draws Counts	<i>Sort/classify objects</i>	Beading Basket Making Gathering Berries Pow Wows/Dancing	<i>Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>

Family Interests are: Fishing, Drumming, Dancing, Beading, Basket Making, and Cultural Storytelling

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

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	Basket-Making Activities	Fishing Activities	Cultural Storytelling Activities
Aiyanna	7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name	6. Gross-motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns	Dancing Basket Making Beading Storytelling	<ul style="list-style-type: none"> - Coordinate movements while playing games using baskets. - Brainstorm multiple ways of shaping grasses or other plants to form a shape for their basket. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.
Dakota	6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play	3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns	Fishing Drumming Dancing Pow Wows	<ul style="list-style-type: none"> - Take turns and cooperate with others while gathering plants and tools for basket making. - Count, in Cherokee and English, the number of berries in a basket, and match the written numeral to the quantity. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count, in Cherokee and English, fish or pictures of different kinds of fish; then match the quantity to the written numeral. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Cherokee and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.
Nimkii	2d. Makes friends 6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts	13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns	Fishing Drumming Storytelling Dancing	<ul style="list-style-type: none"> - Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity. - Create own book of dictated basket-making stories, with drawings. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw a pattern, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes (type, length, color), including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.

BEADING
Traditional Cultural Skills/Values/Beliefs/Lifeways

Physical Development & Health
Physical Health: (Not directly related to beading.)
Health Knowledge & Practice: Uses beads in a safe manner.
Gross Motor Skills: (Not directly related to beading.)
Fine Motor Skills: Develops eye-hand coordination; develops hand strength and dexterity by stringing beads to create various items.

Social & Emotional Development
Social Relationships: Develops friendships while beading; cooperates by sharing beading materials with others; follows directions for beading. **Self-Concept & Self-Efficacy:** Shows independence and identifies personal preferences in choosing beads; shows confidence in learning new skill.
Self-Regulation: Follows directions for beading. **Emotional & Behavioral Health:** Expresses emotions appropriately.

Creative Arts Expression
Music: Performs with their musical instruments decorated with beads.
Creative Movement & Dance: Moves to different patterns of beat and rhythm.
Art: Uses various materials to make musical instruments decorated with beads; discusses own creation and those of others.
Drama: Uses beaded creations in dramatic play area.

Approaches to Learning
Initiative & Curiosity: Shows creativity and imagination in beading; asks questions about beading.
Persistence & Attentiveness: Maintains interest and attention while beading; resists distraction and continues the task at hand through frustration or challenges.
Cooperation: Plans, initiates, completes beading project; cooperates with peers while beading.

Language Development
Receptive Language: Listens to stories, songs, and conversations about beading; understands different forms of language, such as statements, questions, and commands.
Expressive Language: Uses increasingly complex vocabulary in languages spoken; engages in conversations with others about beading; uses language to express ideas and needs about beading.

Literacy Knowledge & Skills
Book Appreciation: Shows interest in books about beading; asks/answers questions and comments about the books. **Phonological Awareness:** Uses letter beads to identify and discriminate sounds in the three languages: Anishinaabemowin, Spanish, and English.
Alphabet Knowledge: Recognizes that letters of the alphabet have distinct sounds. **Print Concepts:** Recognizes words as a unit of print; understands that print moves from left to right. **Early Writing:** Copies bead words.

Logic & Reasoning
Reasoning & Problem Solving: Seeks multiple solutions to a question about beading; classifies, compares, contrasts, and orders beads; recognizes the cause-and-effect relationship of using different sizes of beads and cords.
Symbolic Representation: Shows and discusses beaded objects that represent animals, flowers, etc.

Mathematics Knowledge & Skills
Number Concepts & Quantities: Associates quantity of beads with written numeral. **Number Relationships & Operations:** Compares quantities using such words as "more," "less," "equals," etc. **Geometry & Spatial Sense:** Combines and separates shapes to make other shapes with beads. **Patterns:** Duplicates and creates bead patterns. **Measurement & Comparison:** Compares beads by different attributes; measures and cuts cords for stringing.

Social Studies Knowledge & Skills
Family & Community: Identifies their family structure; understands the rules of going on a field trip and listening to Elders. **People & the Environment:** Understands that in the past the environment determined what beads were made of and how they were made. **History & Events:** Distinguishes between past and present by discussing the differences in bead making then and now.

Science Knowledge & Skills
Scientific Skills & Method: Observes/discusses similarities, differences, and comparisons of beads; predicts which beads will sink or float; uses scales to confirm their predictions of weight.
Conceptual Knowledge of the Natural & Physical World: Describes how dirt (clay) can transform into a bead.

Making It Happen

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

Beading

Physical Development & Health

Physical Health Status: (Not directly related to beading.)

Health Knowledge & Practice: Use beads in a safe manner.

Gross Motor Skills: (Not directly related to beading.)

Fine Motor Skills: Develop eye-hand coordination; develop hand strength and dexterity by stringing beads to create various items.

Activities and Strategies to Teach This Skill

- Have children string beads to create various items to practice hand-eye coordination and develop dexterity.
- Have children string beads of different sizes and shapes from small to large to develop dexterity.
- Have children use different methods of stringing beads; have children receive one bead for every lap run on a track in order to complete their bracelet.
- Discuss with children the safe and proper use of beads and why it is not safe to put them in their mouth, nose, ears, etc.

Activities and Strategies for Parent and Community Engagement

Families:

Ask children to explain the safe ways they have learned to use beads at school and why it is not safe to put beads or any small objects in their mouth, nose, ears, etc.

Elders and/or Community Members:

Demonstrate beading and assist children in using different methods of stringing beads at school.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (18 mos.–3 yrs): **39.** Manipulates objects with hands in a coordinated way. *Portage* (3–4 yrs): **13.** Participates in structured small group activities for 10–15 minutes. **19.** Groups things into categories. **20.** Assembles a 5–10 piece interlocking puzzle. *Portage* (4–5 yrs): **30.** Cuts out and pastes simple shapes. **31.** Follows basic health and safety rules.

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

Beading

Social & Emotional Development

Social Relationships: Develop friendships while beading; cooperate by sharing beading materials with others; follow directions for beading.

Self-Concept & Self-Efficacy: Show independence and identify personal preferences in choosing beads; show confidence in learning a new skill.

Self-Regulation: Follow directions for beading.

Emotional & Behavioral Health: Express emotions appropriately.

Activities and Strategies to Teach This Skill

- Have children create and discuss friendships and friendship bracelets. (They may want to give their beaded creation to someone else.)
- Have children follow directions for creating various beaded items.
- Have children share materials and wait their turn to use them.
- Have children choose the kind of beads they want to use as well as what they want to create.
- Provide children with opportunities for independence by having beads available during free-choice time.
- Support children to express their feelings (happiness, sadness, fear, anger, etc.) appropriately while beading and throughout the day.

Activities and Strategies for Parent and Community Engagement

Families:

Talk about friendships and what makes a friend and about the friendship bracelet they are making at school.

Elders and/or Community Members:

Encourage children to develop friendships with each other while beading at school.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **8.** Cooperates with adult requests most of the time. **10.** Waits 3–5 minutes to get needs met. **12.** Shares with other children, with support from adult. **14.** Listens and contributes to adult conversation. *Portage* (4–5 yrs): **12.** Willingly tries new experiences. **13.** Works alone at a task for 15–20 minutes. **14.** Talks about having friends. **17.** Takes turns and understands the need to share.

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

Beading

Creative Arts Expression

Music: Perform on musical instruments they have decorated with beads.

Creative Movement & Dance: Move to different patterns of beat and rhythm.

Art: Use various materials to make musical instruments decorated with beads; discuss their own creation and those of others.

Drama: Use beaded creations in the dramatic play area.

Activities and Strategies to Teach This Skill

- Have children make rhythm instruments using various materials and include beads for decorating their instruments.
- Have children perform on their decorated musical instruments.
- Have children dance and move around the room to different beats and rhythms using their created musical art.
- Give children opportunities to discuss their decorated musical instruments and those of others.
- Have children use their creations in the dramatic play area for a beaded art jewelry store or fashion show.

Activities and Strategies for Parent and Community Engagement

Families:

Attend their children's performances at school where the children display their created musical art, and talk with their children about what they have created.

Elders and/or Community Members:

Share with the children and audience the tradition and importance of beading for their culture and community in the past and present.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: Tape recording/video

Assessment Tool Indicators *Portage* (3–4 yrs): **17.** Uses art or building materials for their own intended purposes. **18.** Participates in musical games or responds to a music beat. **33.** Uses scissors to cut paper in two. **27.** Describes or shows what things do. *Portage* (4–5 yrs): **16.** Participates in dramatic play for extended time. **18.** Responds to music by creating own movements. **19.** Uses small objects or tools to create things. **30.** Cuts out and pastes simple shapes.

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 checked="" type="checkbox"/> Other <u>Attend children's performance</u> |
| <input type="checkbox"/> Help select cultural activities for the year | |

Making It Happen

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

Beading

Approaches to Learning

Initiative & Curiosity: Show creativity and imagination in beading; ask questions about beading.

Persistence & Attentiveness: Maintain interest and attention while beading; resist distractions and continue the task at hand through frustrations or challenges.

Cooperation: Plan, initiate, and complete beading project; cooperate with peers while beading.

Activities and Strategies to Teach This Skill

- Have children choose what they would like to create with beads, such as a necklace, bracelet, key chain, or headband.
- Have children choose their own materials, such as the type of beads and colors they want to use to express their creativity and imagination.
- Support children to maintain interest and attention while beading. Have children discuss what they can do when they get distracted, frustrated, and challenged by beading. Record their responses.
- Have children plan, initiate, and follow through on their project.
- As children work on their creations, provide the children with opportunities to share, cooperate, and take turns with their peers.

Activities and Strategies for Parent and Community Engagement

Families:

Ask their children how they decided what beaded object to make, what beads they will use to make it, and how they will make it.

Elders and/or Community Members:

Help children to plan, create, and follow through on their project.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **9.** Shows pride in doing things without adult help. **12.** Shares with other children, with support from adult. **10.** Waits three to five minutes to get needs met. *Portage* (4–5 yrs): **1.** Follows complex, multi-step directions. **12.** Willingly tries new experiences. **13.** Works alone at a task for 15–20 minutes. **14.** Talks about having friends. **17.** Takes turns and understands the need to share.

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

Beading

Language Development

Receptive Language: Listen to stories, songs, and conversations about beading; understand the different forms of language used, such as statements, questions, and commands.

Expressive Language: Use increasingly complex vocabulary in languages spoken; engage in conversations with others about beading; use language to express ideas and needs related to beading.

Activities and Strategies to Teach This Skill

- Invite an artist from the community to come in and talk to the children about their art, giving children the opportunity to listen and to ask questions.
- Give children opportunities to talk about what they are planning to make and then afterwards what they did make, giving them a chance to practice understanding and using different forms of language, such as questions or exclamations. Encourage children to express their ideas and needs about beading as they talk about what they plan to make and what they made.
- Help children create a “word web,” putting the word “beading” in the middle and using the languages spoken in the class: Anishinaabemowin, Spanish, and English. Throughout the day, model and encourage using the new vocabulary related to beading.
- Give children opportunities to have conversations with their peers as they bead. Model and encourage questions using Anishinaabemowin, Spanish, and English.

Activities and Strategies for Parent and Community Engagement

Families:

Practice with their children in learning and/or using Anishinaabemowin, Spanish, and/or English words for beading at home.

Elders and/or Community Members:

Assist children in knowing and using Anishinaabemowin, Spanish, and/or English words for beading.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: Tape recording/video

Assessment Tool Indicators *Portage* (3–4 yrs): **1.** Names and talks about common objects, actions, immediate experiences, or a familiar story. **2.** Asks questions to satisfy curiosity and answers simple questions. **4.** Uses longer sentences to communicate. *Portage* (4–5 yrs): **3.** Produces complex sentences to describe events and objects. **4.** Uses varied spoken vocabulary. **7.** Retells a story, but may confuse some of the facts.

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

Beading

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Show interest in books about beading; ask/answer questions and comment about the books.

Phonological Awareness: Use letter beads to identify and discriminate sounds in the three languages: Anishinaabemowin, Spanish, and English.

Alphabet Knowledge: Recognize that letters of the alphabet have distinct sounds.

Print Concepts & Conventions: Recognize words as a unit of print; understand that print moves from left to right.

Early Writing: Copy bead words.

Activities and Strategies to Teach This Skill

- Make available throughout the classroom books on the art of beading. Give children opportunities to ask questions during shared reading and talk about the pictures in the books.
- While reading with children, show them how to follow the words from left to right, pointing with their finger and talking about how a word is a unit of print.
- Provide many different kinds of beads, including those that have letters of the alphabet on them. Use the letter beads for children to practice identifying and discriminating the beginning sounds of letters in Anishinaabemowin, Spanish, and/or English.
- Using the letter beads, have children also practice recognizing the distinct sounds that are associated with each of the letters.
- Have children make their names and words with the letter beads to understand that letters are grouped to form words.
- Have children copy or write the words that they made with the beads.

Activities and Strategies for Parent and Community Engagement

Families:

Help children practice recognizing the letters and/or writing their name or words from the bracelets that they made at school.

Elders and/or Community Members:

Bring in books on the art of beading or choose books from the classroom for shared reading with the children, asking questions as they read and talk about the pictures.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **1.** Names and talks about immediate experiences or a familiar story. **2.** Asks questions to satisfy curiosity and answers simple questions. **6.** Identifies labels and signs in their environment. **7.** Associates word sounds with the letter shapes. *Portage* (4–5 yrs): **8.** Identifies at least 10 letters of the alphabet. **9.** Recognizes a word as a unit of print. **34.** Makes approximations of letters to simulate writing.

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 checked="" type="checkbox"/> 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

Beading

Logic & Reasoning

Reasoning & Problem Solving: Seek multiple solutions to a question about beading; classify, compare, contrast, and order beads; recognize the cause-and-effect relationship of using different sizes of beads and cords.

Symbolic Representation: Show and discuss beaded objects that represent animals, flowers, etc.

Activities and Strategies to Teach This Skill

- Have children classify, compare, contrast, and order beads using a divided container, such as an ice cube tray, egg carton, or lunch tray.
- Have children brainstorm multiple solutions to the question, “What can we use to string beads?” Talk about what ancestors used to string their beads. Record their responses.
- Have children discuss and demonstrate the cause-and-effect relationship of using different sizes of beads and cords for stringing.
- Show and discuss how beading can be used to create representations of animals, flowers, etc., and not just objects to wear. Have children draw one of the beaded representations.

Activities and Strategies for Parent and Community Engagement

Families:

Help children think about all the different materials at home that can be used for stringing beads (e.g., fishing line, thread, and dental floss) and bring a sample to school.

Elders and/or Community Members:

Discuss and show what ancestors used to string their beads and the similarities and differences between their materials and what we use today.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **2.** Asks questions to satisfy curiosity and answers simple questions. **19.** Groups things into categories. **22.** Tells appropriate action for “if-what” questions. *Portage* (4–5 yrs): **21.** Finds more than one solution to a question, task, or problem in discussion with peers or adults. **22.** Predicts what will happen when prompted.

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 checked="" type="checkbox"/> 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

Beading

Mathematics Knowledge & Skills

Number Concepts & Quantities: Associate a quantity of beads with the written numeral.

Number Relationships & Operations: Compare quantities using words: "more," "less," "equals," etc.

Geometry & Spatial Sense: Combine and separate shapes to make other shapes with beads.

Patterns: Duplicate and create bead patterns.

Measurement & Comparison: Compare beads by different attributes; measure and cut cords for stringing.

Activities and Strategies to Teach This Skill

- Have children count beads into different groups and identify the quantity with the written numeral.
- Have children compare two sets (groups) of beads using the words "more," "less," "plus," "equals," etc.
- Have children combine and separate shapes to make other shapes using beads.
- Have children pick their favorite bead. Graph their choices by size and shape. When the graph is complete, have children compare the attributes.
- Have children match beads to pattern cards and create their own bead patterns.
- Have children measure and cut the cords they will be using for stringing beads.

Activities and Strategies for Parent and Community Engagement

Families:

Help children practice counting beads or other objects into different groups and identify the quantity with the written numeral, using the words "more," "less," "plus," and "equals."

Elders and/or Community Members:

Ask children individually why one particular bead is their favorite and where their bead is on the graph. Ask them what their most favorite and least favorite beads are and why.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **21.** Names or pairs items that go together upon request. **24.** Recognizes numerals that label. **25.** Touches and counts increasing number of objects. **26.** Matches one-to-one. *Portage* (4–5 yrs): **20.** Recognizes and repeats simple patterns. **23.** Counts out a specified number of objects when given a larger quantity. **24.** Shows awareness of measurement attributes.

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

Beading

Science Knowledge & Skills

Scientific Skills & Method: Observe/discuss similarities, differences, and comparisons of beads; predict which beads will sink or float; use scales to confirm their predictions of weight.

Conceptual Knowledge of the Natural & Physical World: Describe how dirt (clay) can be transformed into a bead.

Activities and Strategies to Teach This Skill

- Have children pick their favorite bead. Graph their choice by color and material (what it is made of). When the graph is complete, discuss the similarities, differences, and comparisons of beads.
- Have children make predictions about which beads will sink or float. Record the children's predictions and findings.
- Have children predict the weight of beads to answer specific questions: Which is lighter? Which is heavier? Then have children use a scale to check the accuracy of their predictions. Record their predictions, results, and comparisons.
- Have children gather clay soil if possible or use clay to show the process of the transformation (changes) of clay soil into a clay bead.

Activities and Strategies for Parent and Community Engagement

Families:

Ask their children to talk about their field trip and to tell about how clay soil becomes a bead.

Elders and/or Community Members:

Assist children to gather clay soil if possible to make clay and demonstrate how clay can be transformed (changed) into a clay bead.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **2.** Asks questions to satisfy curiosity and answers simple questions. **19.** Groups things into categories. **22.** Tells appropriate action for "if-what" questions. **27.** Describes or shows what things do. *Portage* (4–5 yrs): **1.** Follows complex, multi-step directions. **22.** Predicts what will happen when prompted. **24.** Shows awareness of measurement attributes. **25.** Initiates experimentation.

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 checked="" type="checkbox"/> Other <u>Go with children on a field trip</u> |
| <input type="checkbox"/> Help select cultural activities for the year | |

Making It Happen

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

Beading

Social Studies Knowledge & Skills

Family & Community: Identify their family structure; understand the rules of going on a field trip and listening to Elders.

People & the Environment: Understand that in the past the environment determined what beads were made of and how they were made.

History & Events: Distinguish between past and present by discussing the differences in bead making then and now.

Activities and Strategies to Teach This Skill

- Have children talk about their family structure as they choose a special bead for each family member, sharing who in the family is related to which bead.
- Have children make bracelets by stringing a special bead for each family member and share who they will give their beaded art to in their family.
- Show the children what the first beads were made of (wood, shells, clay, etc.) and what they are made of now (glass, plastic). Discuss the differences between making beads in the past and making them now. Discuss how the environment—where people lived—determined what their beads were made of and how they were made.
- Have children discuss the rules and expectations of going on a field trip in the community and/or having an Elder or another presenter speak to the class, including the reasons for those rules. Record their responses and post them in the room.

Activities and Strategies for Parent and Community Engagement

Families:

Talk about the members of their family and who beads now or did in the past for their children to share during the class discussion.

Elders and/or Community Members:

Share with the children what the first beads were made of (shells, clay, etc.) and what they are made of now (glass, plastic, etc.) to talk about the differences between the past and present.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Portage* (3–4 yrs): **1.** Names and talks about common objects, actions, immediate experiences, or a familiar story. **8.** Cooperates with adult requests most of the time. **16.** Follows rules by imitating the actions of other children. *Portage* (4–5 yrs): **1.** Follows complex, multi-step directions. **3.** Produces complex sentences to describe events and objects. **21.** Finds more than one solution to a problem or question.

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 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	Cultural Storytelling	Fishing Activities	Beading Activities
Aiyanna	Draws Books Dramatic Play	Create/repeat patterns	Dancing/Pow Wows Beading Basket Making Storytelling	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create bead patterns and draw them, making a book.
Autumn	Writes name Dramatic play Books	Counting	Beading Basket Making Fishing Dancing/Pow Wows	Count, in Anishinaabemowin, Spanish, and English, the number of characters and props needed to act out the story.	Count, in Anishinaabemowin, Spanish, and English, the number of fish caught and/or pictures of fish in books.	Count, in Anishinaabemowin, Spanish, and English, the number of beads on pattern cards and in books.
Dakota	Gross motor skills Classifies objects Draws	Create/repeat patterns	Drumming Drum Making Fishing Gathering Berries	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create bead patterns and draw them, making a book.
Destiny	Solves social problems Knows letters in her name Counts	Sort/classify objects	Dancing/Pow Wows Basket Making Gathering Berries Beading	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify beads by different attributes, (color, size, material), including quantity.
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Basket Making Beading Dancing/Pow Wows Storytelling	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS RELATED TO STORYTELLING, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, FOR FISHING.	USE LETTER BEADS TO IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Dancing/Pow Wows Drumming Fishing Storytelling	Count, in Anishinaabemowin, Spanish, and English, the number of characters and number of props needed to act out the story.	Count, in Anishinaabemowin, Spanish, and English, the number of fish caught and/or pictures of fish in books.	Count, in Anishinaabemowin, Spanish, and English, the number of beads on pattern cards and in books.
Hayden	Conversations Knows letters in his name Counts	Sort/classify objects	Basket Making Drumming Fishing Storytelling	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify beads by different attributes, (color, size, material), including quantity.

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	Cultural Storytelling Activities	Fishing Activities	Beading Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Dancing/Pow Wows Drumming Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS RELATED TO STORYTELLING, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, FOR FISHING.	USE LETTER BEADS TO IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH.
Mijjikwis	Books Writes name Repeats patterns	Counting	Beading Drumming Fishing Pow Wows	Count, in Anishinaabemowin, Spanish, and English, the number of characters and the number of props needed to act out the story.	Count, in Anishinaabemowin, Spanish, and English, the number of fish caught and/or pictures of fish in books.	Count, in Anishinaabemowin, Spanish, and English, the number of beads on pattern cards and in books.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Drumming Drum Making Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS RELATED TO STORYTELLING, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS, IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH, FOR FISHING.	USE LETTER BEADS TO IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS IN ANISHINAABEMOWIN, SPANISH, AND ENGLISH.
Nimkii	Draws Gross motor skills Counts	Create/repeat patterns	Dancing/Pow Wows Drumming Fishing Storytelling	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create bead patterns and draw them, making a book.
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Dancing/Pow Wows Storytelling	Count, in Anishinaabemowin, Spanish, and English, the number of characters and the number of props needed to act out the story.	Count, in Anishinaabemowin, Spanish, and English, the number of fish caught and/or pictures of fish in books.	Count, in Anishinaabemowin, Spanish, and English, the number of beads on pattern cards and in books.
Waychonay	Solves social problems Draws Counts	Sort/classify objects	Dancing/Pow Wows Basket Making Gathering Berries Storytelling	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify beads by different attributes, (color, size, material), including quantity.

Family Interests are: Fishing, Drumming, Drum Making, Dancing, Beading, Basket Making, Gathering Berries, Pow Wows, and Cultural Storytelling

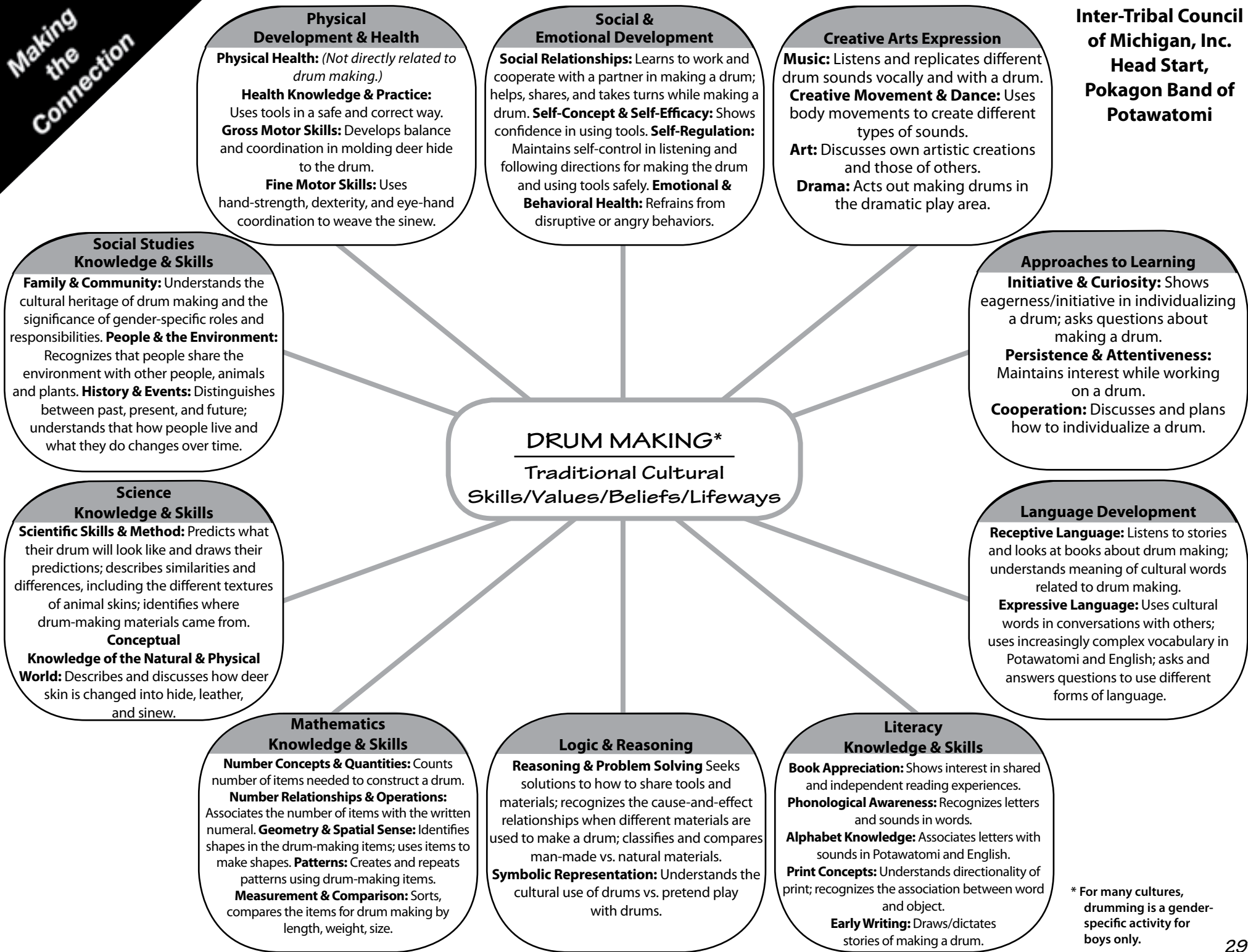
Program Topics are: Health and Safety, Mental Health, Nutrition, Parenting, and Education

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	Cultural Storytelling Activities	Fishing Activities	Beading Activities
Aiyanna	<p>7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name</p>	<p>6. Gross-motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns</p>	<p>Dancing/Pow Wows Basket Making Beading Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements in beading with others. - Brainstorm solutions to the question: <i>What other materials can we use to string beads?</i> - Create different bead patterns and draw the patterns, making a book.
Dakota	<p>6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play</p>	<p>3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns</p>	<p>Drumming Drum Making Fishing Gathering Berries</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Anishinaabemowin, Spanish, and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count fish or pictures of different kinds of fish, in Anishinaabemowin, Spanish, and English; then match the quantity to the written numeral. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Share materials, take turns, and cooperate with others while beading. - Count, in Anishinaabemowin, Spanish, and English, the number of beads on pattern cards and in books; and match the quantity to the written numeral. - Create different bead patterns and draw the patterns, making a book.
Nimkii	<p>2d. Makes friends 6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts</p>	<p>13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns</p>	<p>Dancing/Pow Wows Drumming Fishing Storytelling</p>	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes (type, length, color), including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify beads by different attributes (color, size, material), including quantity. - Create own book of dictated beading stories, with drawings. - Create different bead patterns and draw the patterns, making a book.



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

Making It Happen

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

Drum Making*

Physical Development

Physical Health Status: (Not directly related to drum making.)

Health Knowledge & Practice: Use tools in a safe and correct way.

Gross Motor Skills: Develop balance and coordination in molding deer hide to the drum.

Fine Motor Skills: Use hand strength, dexterity, and eye-hand coordination to weave the sinew.

Activities and Strategies to Teach This Skill

- Have children help mold pieces of deer hide to a drum frame.
- Have children weave sinew to connect two pieces of hide.
- Demonstrate the proper way of using and holding tools.
- Have children discuss and make a list of the safe ways to use tools. Record their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about how to use all kinds of tools safely.

Elders and/or Community Members:

Bring in deer hide, sinew, and tools and demonstrate to the children how to use tools safely in making a drum.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: VIII A1.* Moves with some balance and control. **A2.** Coordinates movements to perform simple tasks. **B1.** Uses strength and control to perform simple tasks. **B2.** Uses eye-hand coordination to perform simple tasks. **C2.** Follows basic health and safety rules with reminders.

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

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Social and Emotional Development

Social Relationships: Learn to work and cooperate with a partner in making a drum; help, share, and take turns while making a drum.

Self-Concept & Self-Efficacy: Show confidence in using tools.

Self-Regulation: Maintain self control in listening about and following directions for making the drum and using tools safely.

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

Activities and Strategies to Teach This Skill

- Have children listen to and follow the directions for making their drum, including how to use tools safely. Talk about the reasons for following directions and safety rules.
- Encourage children to work in pairs and cooperate with each other to complete making their drum.
- Have children identify the different ways they cooperate while making a drum. Record their responses.
- Support children in building confidence by pointing out the range of abilities they use in making a drum (eye-hand coordination, the correct and safe use of tools, cooperation, etc.).
- Assist children in refraining from disruptive or angry behaviors while making their drum and throughout the day by assisting them in using conflict-resolution strategies.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about how they cooperate at home to accomplish household routines (folding laundry, putting away the dishes, etc.).

Elders and/or Community Members:

Assist children in the classroom to work cooperatively in making a drum.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: I A1.* Demonstrates self-confidence. **B1.** Follows simple classroom rules and routines with guidance. **C1.** Participates in the group life of the class. **D1.** Interacts easily with one or more children. **D2.** Interacts easily with familiar adults.

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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Creative Arts

Music: Listen to and replicate different drum sounds vocally and with their drums.

Creative Movement & Dance: Use body movements to create different types of sounds.

Art: Discuss their own artistic creations and those of others.

Drama: Act out making drums in the dramatic play area.

Activities and Strategies to Teach This Skill

- Play a CD and have children listen to different drum sounds, and have children test different types of drums to replicate the sounds heard on the CD.
- Play drum music as children enter the classroom; after listening to various types of drum music, have them describe the differences they heard.
- At circle time, engage children in a discussion about drumming and introduce a guest to demonstrate how to play the drum, giving children the opportunity to imitate what they observe and hear. End circle time with children sharing their appreciation of the artist. Record their responses to give to the guest drummer.
- Have children use body movements to create different types of sounds.
- Have children discuss the drums they made and those of others. Talk about how a drum can be an artistic creation as well as an instrument.
- Have children act out making drums in the dramatic play area.

Activities and Strategies for Parent and Community Engagement

Families:

Assist children in finding something at home that can be used to act out making a drum at school.

Elders and/or Community Members:

Demonstrate how to play the drum, giving children an opportunity to imitate what they heard.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: VII A1.* Participates in group music experiences. **B1.** Uses a variety of art materials for tactile experience and exploration. **C2.** Participates in creative movement and dance. **D1.** Participates in dramatic play activities. **E1.** Responds to artistic creations or events.

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 checked="" type="checkbox"/> Provide materials |
| ___ Assist in the classroom | ___ Other _____ |
| ___ Help select cultural activities for the year | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Approaches to Learning

Initiative & Curiosity: Show eagerness/initiative in individualizing their drum; ask questions about making a drum.

Persistence & Attentiveness: Maintain interest while working on the drum.

Cooperation: Discuss and plan how to individualize their drum.

Activities and Strategies to Teach This Skill

- Provide opportunities for children to express their eagerness and show initiative in individualizing their drum.
- Encourage children to ask questions about drum making and drumming.
- Have children start putting their drums together, and provide support to continue working on them until finished.
- Provide a variety of materials for children to discuss and plan how they will individualize their drums.

Activities and Strategies for Parent and Community Engagement

Families:

Ask questions about drum making in order to model asking questions and to encourage their children to ask questions at home and at school.

Elders and/or Community Members:

Help children with putting together their drums, encouraging and supporting them to finish.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: II A1.* Shows eagerness and curiosity as a learner. **A2.** Shows some self-direction. **C1.** Approaches play with purpose and inventiveness.

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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making

Language Development

Receptive Language: Listen to stories and look at books about drum making; understand meaning of cultural words related to drum making.
Expressive Language: Use cultural words in conversations with others; use increasingly complex vocabulary in Potawatomi and English; ask and answer questions to use different forms of language.

Activities and Strategies to Teach This Skill

- Read stories about the drum to the children, and have books readily available that provide information about drums.
- Ask open-ended questions for feedback to allow child to express themselves and use different forms of language, such as statements, questions, exclamations, and commands.
- List the cultural words—in both Potawatomi and English—for the drum and drum making as they are introduced, and review them in a small group.
- Provide opportunities for children to engage in conversations using the new Potawatomi words with peers and adults.

Activities and Strategies for Parent and Community Engagement

Families:

Practice with their children in learning and/or using Potawatomi and English words at home.

Elders and/or Community Members:

Help children learn Potawatomi and English words for drum making.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: Tape recording

Assessment Tool Indicators *Work Sampling: III A1.* Gains meaning by listening. **B1.** Speaks clearly enough to be understood by most listeners. **B2.** Uses expanded vocabulary and language for a variety of purposes. **IV A2.** Comprehends and responds to stories read aloud.

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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Literacy Knowledge and Skills

Book Appreciation & Knowledge: Show interest in shared and independent reading experiences.

Phonological Awareness: Recognize letters and sounds in Potawatomi and English words.

Alphabet Knowledge: Associate letters with sounds in Potawatomi and English.

Print Concepts & Conventions: Understand directionality of print; recognize the association between word and object.

Early Writing: Draw/dictate stories of making a drum.

Activities and Strategies to Teach This Skill

- Provide books about drums throughout the classroom for children to look at independently and to have shared reading experiences with other children.
- Have children practice recognizing letters and sounds in words related to drums and drumming in Potawatomi and English.
- Provide directional pictures, and have children mimic the direction the image is showing, to support the understanding that print moves from left to right and top to bottom on the page.
- Have children play a matching game of identifying images or real objects with Potawatomi words.
- Provide a variety of materials for children to create their own books by drawing and dictating their journey of making a drum.

Activities and Strategies for Parent and Community Engagement

Families:

Borrow books about drums and drumming from school for shared reading at home, asking questions as they read, and talk about the pictures with their children.

Elders and/or Community Members:

Help children recognize letters and sounds in Potawatomi and English.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: Tape recording

Assessment Tool Indicators *Work Sampling: III A3.* Shows beginning phonological awareness. **IV A1.** Shows appreciation for books. **A2.** Comprehends and responds to stories read aloud. **B1.** Shows interest in letters and words. **C1.** Represents ideas and stories through pictures, dictation, and play. **C2.** Uses scribbles and unconventional shapes to write.

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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Logic and Reasoning

Reasoning & Problem Solving: Seek solutions to how to share the tools and materials; recognize the cause-and-effect relationships when different materials are used to make a drum; classify and compare man-made vs. natural materials.

Symbolic Representation: Understand the cultural use of drums vs. pretend play with drums.

Activities and Strategies to Teach This Skill

- Have children brainstorm multiple ways to share tools and what to do when teams want the same object for their drum.
- Have children recognize how using different materials in making a drum has an effect on its sound. Have them listen to a drum made of natural materials and a drum made from man-made materials.
- Read stories about man-made and natural materials and have children classify and sort objects that are man-made and natural.
- Discuss with children the cultural use of drums and compare it to pretend play with drums and other instruments.
- At circle time, engage the children in a group discussion about their prior experiences with drum making, drumming and Pow Wows (asking open-ended questions), and discuss how that knowledge can help them make their own drum. Record their responses.
- Have children take turns on a drum used for cultural activities and discuss how to treat the drum respectfully; have children play on the “play” instruments while the instructor plays the ceremonial drum and sings the Boozhoo song.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children identify and talk about the similarities and differences between natural and man-made materials.

Elders and/or Community Members:

Talk with children about the difference between drums that are for play or practice and drums that are for cultural activities, including the different ways we show respect to the instrument.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Work Sampling: II B1.* Attends to tasks and seeks help when encountering a problem. **C1.** Approaches play with purpose and inventiveness. **VI A1.** Uses senses to observe and explore classroom materials and natural phenomena. **VI B1.** Makes comparisons among objects. **VII D1.** Participates in dramatic play activities.

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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Mathematics Knowledge and Skills

Number Concepts & Quantities: Count the number of items needed to construct a drum.

Number Relationships & Operations: Associate the number of items with the written numeral.

Geometry & Spatial Sense: Identify shapes in the drum-making items; use items to make shapes.

Patterns: Create and repeat patterns using drum-making items.

Measurement & Comparison: Sort and compare items for drum making by length, weight, and size.

Activities and Strategies to Teach This Skill

- Have children count the number of items needed to construct their drum.
- Have children match the number of items with the written numeral.
- Have children identify the shape of one of the drum-making items or a shape within that object, and help them find that shape in the classroom.
- Have children use the drum-making items to construct shapes.
- Gather duplicates or triplicates of drum-making items for children to create and repeat simple patterns.
- Have children sort, compare, and contrast items used in drum making by length, weight, and size (bigger, longer, taller, and heavier). Discuss and chart their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Help children to construct shapes (circle, square, triangle, etc.) using household or natural objects (toothpicks, straws, pebbles, etc.).

Elders and/or Community Members:

Assist children in using tools (ruler, scale, etc.) to sort and compare the items for drum making by size, shape, weight, and length.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling:* **V A1.** Shows interest in solving mathematical problems. **B1.** Shows curiosity and interest in counting and numbers. **C1.** Identifies several shapes. **D1.** Sorts objects into subgroups that vary by one attribute. **E1.** Shows understanding of some comparative words. **E2.** Participates in measuring activities.

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

- | | |
|---|---|
| <input 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 | |

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Science Knowledge and Skills

Scientific Skills & Method: Predict what their drum will look like and draw their predictions; describe similarities and differences, including the different textures of animal skins; identify where drum-making materials came from.

Conceptual Knowledge of the Natural & Physical World: Describe and discuss how deer skin is changed into hide, leather, and sinew.

Activities and Strategies to Teach This Skill

- Have children predict what their drum will look like. Have children draw a picture of what they think their drum will look like.
- Lay out samples of different kinds of animal skins and have children describe the similarities and differences of the various skins. Discuss and chart their responses.
- Hide the skins in a bag and have children reach into the bag, feel one skin, and then try to guess what animal skin it is.
- Have children play a picture-association game of matching various drum-making materials to where the materials came from. Discuss and chart their responses.
- Describe and discuss with the children how deer skin is transformed (changed) into hide, leather, and sinew.

Activities and Strategies for Parent and Community Engagement

Families:

Play a game of blindfolding their children and have them identify and describe different objects in the home.

Elders and/or Community Members:

Discuss with the children how deer skin was transformed (changed) into hide, leather, and sinew in the past and how it is done in the present.

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

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: VI A1.* Uses senses to observe and explore classroom materials and natural phenomena. **B1.** Makes comparisons among objects. **B2.** Shows beginning awareness of their environment.

*Discuss gender differences for drum making and for making feather fans.

Making It Happen

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

Drum Making*

Social Studies Knowledge and Skills

Family & Community: Understand the cultural heritage of drum making and the significance of gender-specific roles and responsibilities.

People & the Environment: Recognize that people share the environment with other people, animals, and plants.

History & Events: Distinguish between past, present, and future; understand how the way people live and what they do changes over time.

Activities and Strategies to Teach This Skill

- Discuss the cultural heritage of drum making with the children. Explain the cultural significance of gender-specific roles for boys (drumming) and girls (dancing with feather fans they made).
- Play a CD (or a tape) and have the boys try to follow the beat being played. Then have a gathering and let boys drum on their own drums and girls dance.
- Have children discuss the differences of the tools used in the past and present for drum making.
- Have children discuss how the way that people live and what they do changes over time, such as making drums, recording drum music to learn different rhythms, etc.
- Have children make a chart of the animals, birds, and plants that they share the environment with in their community. Post the chart.

Activities and Strategies for Parent and Community Engagement

Families:

Attend a performance of their children drumming and dancing.

Elders and/or Community Members:

Discuss the cultural heritage of drum making with the children and explain the cultural significance of gender-specific roles of drumming for boys and dancing with feather fans for girls.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: I E2.* Begins to understand family structures and roles. **E3.** Describes some jobs that people do. **E4.** Describes the location of things in their environment. **VI B2.** Shows beginning awareness of their environment.

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 checked="" type="checkbox"/> Other <u>Attend performance</u> |
| <input type="checkbox"/> Help select cultural activities for the year | |

*Discuss gender differences for drum making and for making feather fans.

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	Cultural Storytelling Activities	Fishing Activities	Drum-Making Activities*
Aiyanna	Draws Books Dramatic Play	<i>Create/repeat patterns</i>	Pow Wows/Dancing Basket Making Beading Storytelling	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	Gender-specific activity: <i>Create patterns from feathers for fan making, and draw the patterns, making a book.</i>
Autumn	Writes name Dramatic play Books	Counting	Beading Pow Wows/Dancing Fishing Gathering Berries	Count, in Potawatomi and English, the number of characters and number of props needed to act out the story.	Count, in Potawatomi and English, the number of fish caught and/or pictures of fish in books.	Gender-specific activity: Count, in Potawatomi and English, the feathers in books on feather-fan making.
Dakota	Gross motor skills Classifies objects <i>Draws</i>	<i>Create/repeat patterns</i>	Pow Wows Drumming Fishing Drum Making	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns using duplicates and triplicates of drum-making items, and draw the patterns, making a book.</i>
Destiny	Solves social problems Knows letters in her name <i>Counts</i>	<i>Sort/classify objects</i>	Basket Making Beading Pow Wows/Dancing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	Gender-specific activity: <i>Sort and classify the feathers collected for feather-fan making by different attributes, including quantity.</i>
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Drumming Fishing Drum Making Basket Making	IDENTIFY LETTER SOUNDS IN SONGS AND CHANTS RELATED TO STORYTELLING, IN POTAWATOMI AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO DRUM MAKING.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Drumming Fishing Storytelling	Count, in Potawatomi and English, the number of characters and props needed to act out the story.	Count, in Potawatomi and English, the number of fish caught and/or pictures of fish in books.	Count, in Potawatomi and English, the number of drums and drum-making items in books.
Hayden	Conversations Knows letters in his name <i>Counts</i>	<i>Sort/classify objects</i>	Basket Making Drumming Fishing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify drum-making items by different attributes (length, weight, size), including number of items in each group.</i>

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	Cultural Storytelling Activities	Fishing Activities	Drum-Making Activities*
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Pow Wows Drumming Fishing Drum Making	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO STORYTELLING, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO DRUM MAKING.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Drumming Fishing Pow Wows	Count, in Potawatomi and English, the number of characters and number of props needed to act out the story.	Count, in Potawatomi and English, the number of fish caught and/or pictures of fish in books.	Count, in Potawatomi and English, the number of drums and drum-making items in books.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Dancing Basket Making Gathering Berries Pow Wows	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO STORYTELLING, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS IN FOR FISHING.	IDENTIFY LETTER SOUNDS, IN POTAWATOMI AND ENGLISH, IN SONGS AND CHANTS RELATED TO DRUM MAKING.
Nimkii	<i>Draws</i> Gross motor skills Counts	<i>Create/repeat patterns</i>	Pow Wows Drumming Fishing Storytelling	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns using duplicates and triplicates of drum-making items and draw the patterns making a book.</i>
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Pow Wows/Dancing Storytelling	Count, in Potawatomi and English, the number of characters and number of props needed to act out the story.	Count, in Potawatomi and English, the number of fish caught and/or pictures of fish in books.	Gender-specific activity: Count, in Potawatomi and English, the feathers in books on feather-fan making.
Wachonay	Solves social problems Draws Counts	<i>Sort/classify objects</i>	Beading Basket Making Gathering Berries Pow Wows/Dancing	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	Gender-specific activity: Sort and classify the feathers collected for feather-fan making by different attributes, including quantity.

*Discuss gender differences for drum making and for making feather fans.

Family Interests are: Drumming, Fishing, Basket Making, Beading, Drum Making, Gathering Berries, Pow Wows, and Cultural Storytelling

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

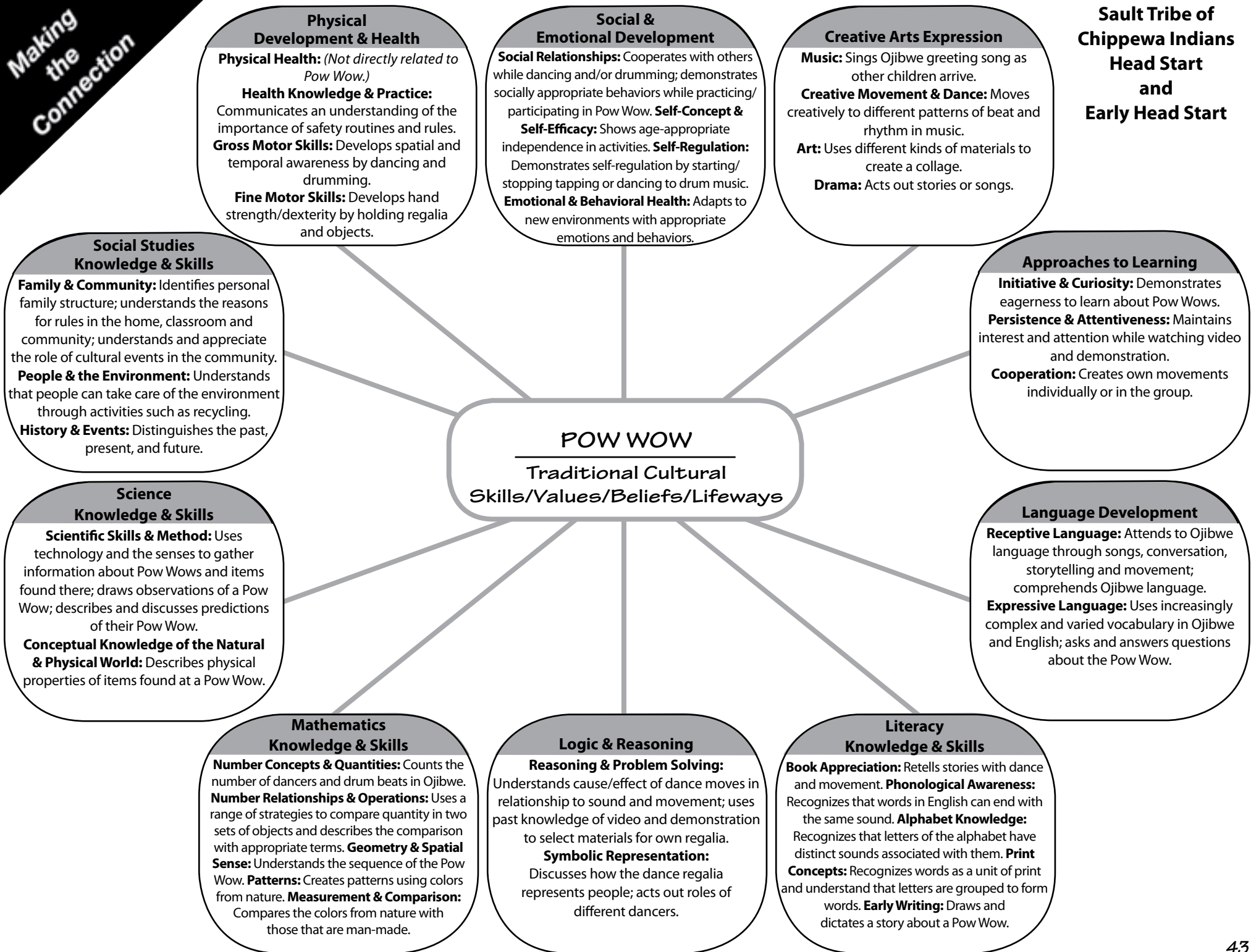
Making It Real: Using Assessment Data to Identify Interests and Needs

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	Cultural Storytelling Activities	Fishing Activities	Drum-Making Activities*
Aiyanna	<p>7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name</p>	<p>6. Gross motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns</p>	<p>Pow Wows/Dancing Basket Making Beading Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<p>Gender-specific activities:</p> <ul style="list-style-type: none"> - Create patterns from feathers for fan making and draw the patterns, making a book. - Brainstorm solutions to problems with others during feather-fan-making activities. - Create patterns from feathers for fan making, and draw the patterns, making a book.
Dakota	<p>6. Gross motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play</p>	<p>3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns</p>	<p>Pow Wows Drumming Fishing Drum Making</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Potawatomi and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count fish or pictures of different kinds of fish, in Potawatomi and English; then match the quantity to the written numeral. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in making a drum. - Count, in Potawatomi and English, the number of drum-making items, together and in sets, and match the quantity to the numeral. - Create patterns using duplicates and triplicates of drum-making items, and draw the patterns, making a book.
Nimkii	<p>2d. Makes friends 6. Gross motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts</p>	<p>13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns</p>	<p>Pow Wows Drumming Fishing Storytelling</p>	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes (type, length, color), including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify drum-making items by different attributes (length, weight, size), including number of items in each group. - Create own book of dictated drum-making stories, with drawings. - Create patterns using duplicates and triplicates of drum-making items and draw the patterns, making a book.

*Discuss gender differences for drum making and for making feather fans.



Making It Happen

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

Pow Wow

Physical Development & Health

Physical Health Status: (Not directly related to Pow Wow.)

Health Knowledge & Practice: Communicate an understanding of the importance of safety routines and rules.

Gross Motor Skills: Develop spatial and temporal awareness by dancing and drumming.

Fine Motor Skills: Develop hand strength/dexterity by holding regalia and objects.

Activities and Strategies to Teach This Skill

- Use drum and drumsticks with a small group of children to develop their hand strength and dexterity.
- Have children practice drumming at circle time or in a large-group setting using Ojibwe language and music while other children dance in a given area near the drum.
- Make a circle on the floor using different shapes and have children move to the beat of the music by stepping in one shape at a time around the circle, moving to the beat of the music.
- Discuss with the children the importance of safety routines and rules. Using input from children, create a list of ways to be safe when dancing. Post the list.
- In small groups, help children string beads onto a leather strip to create a rattle.
- Demonstrate the items you may hold while dancing (shawl, rattle, and fan); then have children hold these items while dancing.

Activities and Strategies for Parent and Community Engagement

Families:

Show their children the dance movements that they learned as children.

Elders and/or Community Members:

Demonstrate the items that are held while dancing (shawl, rattle, and fan) and their importance, and assist the children in holding these items while dancing.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **1b.** Follows limits and expectations. **3.** Participates cooperatively and constructively in group situations. **4.** Demonstrates traveling skills. **6.** Demonstrates gross-motor manipulative skills. **7.** Demonstrates fine-motor strength and coordination. **7a.** Uses fingers and hands. **8b.** Follows directions.

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

Pow Wow

Social & Emotional Development

Social Relationships: Cooperate with others while dancing and/or drumming; demonstrate socially appropriate behaviors while practicing/participating in Pow Wow.

Self-Concept & Self-Efficacy: Show age-appropriate independence in activities.

Self-Regulation: Demonstrate self-regulation by starting/stopping tapping or dancing to drum music.

Emotional & Behavioral Health: Adapt to new environments with appropriate emotions and behaviors.

Activities and Strategies to Teach This Skill

- During music and movement time, make a large circle with the children. Start the music and have children practice walking cooperatively behind a friend in a circle.
- While outdoors, make a circle and dance to Pow Wow music. Allow four boys to drum, and then rotate to another four boys, allowing them to drum.
- During free time, encourage children to develop independence and initiative in choosing to drum or dancing independently.
- While listening to drum music in small groups, have children tap their hands on a drum or dance when the music starts. Instruct them to stop tapping or dancing when the music stops.
- Support children to adapt and transition to a new environment and activity with appropriate behavior by discussing the difference between practicing for a Pow Wow at school and being at a Pow Wow.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the ways to cooperate when dancing and drumming.

Elders and/or Community Members:

Demonstrate the items that are held while dancing (shawl, rattle, and fan) and their importance, and assist the children in holding these items while dancing.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 1b.* Follows limits and expectations. **1c.** Takes care of own needs appropriately. **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:

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

Pow Wow

Creative Arts Expression

Music: Sing Ojibwe greeting song as other children arrive.

Creative Movement & Dance: Move creatively to different patterns of beat and rhythm in music.

Art: Use different kinds of materials to create a collage.

Drama: Act out stories or songs.

Activities and Strategies to Teach This Skill

- Have children sing the “Aanii Koosman” song each morning as they arrive.
- In a large group, have children dance to Pow Wow music and create their own movements using ribbons and scarves.
- In small groups, have children explore and select different types of materials—including bells, ribbon, leather, and silk—to create a collage.
- Have children act out stories or songs related to the Pow Wow using dialogue, actions, and objects.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children choose scarves and ribbons to share with others at school when dancing.

Elders and/or Community Members:

Share with children all the traditional arts that create a Pow Wow: drumming, dancing, singing, and creating regalia.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: Tape recording & video

Assessment Tool Indicators *Creative Curriculum Continuum:* **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:

- | | |
|---|---|
| <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 checked="" 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

Pow Wow

Approaches to Learning

- Initiative & Curiosity:** Demonstrate eagerness to learn about Pow Wows.
- Persistence & Attentiveness:** Maintain interest and attention while watching video and demonstration.
- Cooperation:** Create own movements individually or in the group.

Activities and Strategies to Teach This Skill

- Before showing a video of a Pow Wow, provide an opportunity for children to express their eagerness to learn about a Pow Wow. Chart their responses.
- At circle time, watch a video of a Pow Wow. Support children to maintain interest in the video until the end.
- Have visitor(s) come into the classroom to demonstrate dance movements. Support children in maintaining their attention throughout the demonstration by eliminating as many distractions as possible. Provide opportunities for children to express appreciation to the visitor(s) for demonstrating the dance movements.
- Encourage children to create their own movements individually and in a group.

Activities and Strategies for Parent and Community Engagement

Families:

Support their children's interest and attention by sharing dance movements that they know and creating new dance movements with their children.

Elders and/or Community Members:

Demonstrate dance movements and encourage children to create their own movements.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 11.* Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking.

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

Pow Wow

Language Development

Receptive Language: Attend to Ojibwe language through songs, conversation, storytelling and movement; comprehend Ojibwe language.

Expressive Language: Use increasingly complex and varied vocabulary in Ojibwe and English; ask and answer questions about the Pow Wow.

Activities and Strategies to Teach This Skill

- At circle time, read the story *Rainy's Pow Wow* to support listening skills. Discuss the different aspects of the Pow Wow using native words.
- Sing a song in Ojibwe as children arrive in the morning to support their listening to the Ojibwe language.
- Create with the children a list of new words related to the Pow Wow, in both Ojibwe and English.
- Provide opportunities for children to ask and answer questions about the Pow Wow as they engage in conversations.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to learn and use Ojibwe words related to Pow Wows by modeling using the words in conversations.

Elders and/or Community Members:

Teach and model using Ojibwe words related to Pow Wows, engaging the children in conversations.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: Tape recording

Assessment Tool Indicators *Creative Curriculum Continuum:* **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.

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

Pow Wow

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Retell stories with dance and movement.

Phonological Awareness: Recognize that in English different words can end with same sound.

Alphabet Knowledge: Recognize that letters of the alphabet have distinct sounds associated with them.

Print Concepts & Conventions: Recognize that words in English can end with the same sound.

Early Writing: Draw and dictate a story about a Pow Wow.

Activities and Strategies to Teach This Skill

- Using traditional dance methods in a large group, encourage children to retell stories by dancing in ways that act out different animal actions.
- Sing “Twinkle Twinkle Little Star” in Ojibwe while drumming and dancing.
- Assist children in identifying the rhyming words (words ending with the same sounds) in the English version of “Twinkle, Twinkle Little Star.”
- While working with rhyming words in English, have children practice recognizing the distinct sounds of certain letters.
- While working with rhyming words in English, also point out to the children that letters are grouped together to form words and that words are a unit of print.
- In small groups, have children draw and dictate their own story about a Pow Wow.

Activities and Strategies for Parent and Community Engagement

Families:

Have their children draw a picture about drumming or dancing at a Pow Wow and write down what they say about their drawing for them to share at school.

Elders and/or Community Members:

Demonstrate traditional dance methods with children for performing animal actions.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: Tape recording

Assessment Tool Indicators *Creative Curriculum Continuum: 5.* Demonstrates balancing skills. **7b.** Uses writing and drawing tools. **15a.** Notices and discriminates rhyme. **16b.** Uses letter-sound knowledge. **17b.** Uses print concepts. **18.** Comprehends and responds to books and other texts. **18c.** Retells stories. **19.** Demonstrates emergent writing skills.

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

Pow Wow

Logic & Reasoning

Reasoning & Problem Solving: Understand cause/effect of dance moves in relationship to sound and movement; use past knowledge of video and demonstration to select materials for their own regalia.

Symbolic Representation: Discuss how the dance regalia represent people; act out roles of different dancers.

Activities and Strategies to Teach This Skill

- Have children make a large circle standing side by side and then move clockwise using a side step as they listen to a drum. The drum will change tempos from faster to slower as the children dance. Afterwards, have the children discuss how the different tempos affected how they moved.
- In a small group, have each child select material and decorations for their own regalia after watching a demonstration by Pow Wow dancers.
- Discuss with the children how the regalia for dancing represents people.
- During free-play time, have dress-up clothes/regalia and drums available so that children can pretend to be the different types of dancers.

Activities and Strategies for Parent and Community Engagement

Families:

Share with their children their regalia and talk about how regalia represents people.

Elders and/or Community Members:

Demonstrate Pow Wow dancing and the effect that the tempo of the music has on the dancers, causing them to move either faster or slower (the effect).

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **12.** Remembers and connects experiences. **14a.** Thinks symbolically. **14b.** Engages in sociodramatic play. **33.** Explores the visual arts. **35.** Explores dance and movement concepts. **36.** Explores drama through actions and language.

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

Pow Wow

Mathematics Knowledge & Skills

Number Concepts & Quantities: Count the number of dancers and drum beats in Ojibwe.

Number Relationships & Operations: Use a range of strategies to compare quantity in two sets of objects and describe the comparison with appropriate terms.

Geometry & Spatial Sense: Understand the sequence of the Pow Wow.

Patterns: Create patterns using colors from nature.

Measurement & Comparison: Compare the colors from nature with those that are man-made.

Activities and Strategies to Teach This Skill

- Have children in small groups use the Ojibwe language to count dancers in pictures.
- Encourage children to count in Ojibwe, singing the Ojibwe counting song as they drum.
- Provide children with a range of strategies—such as counting, subitizing (making an accurate judgment of small numbers), or matching—to compare quantity in two sets of objects; and describe the comparison with terms such as “more,” “less,” “greater than,” “fewer,” or “equal to.”
- In small groups, have children sequence cards depicting parts of the Pow Wow, putting the pictures in order.
- Have children create patterns using colors found in nature: red, yellow, and black.
- Assist children in comparing the differences between natural and man-made colors.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 13.* Uses classification skills. **20a.** Counts. **20b.** Quantifies. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children count in Ojibwe while doing household routines (folding laundry, setting the table, etc.) using the words “more,” “less,” “greater than,” “fewer,” or “equal to.”

Elders and/or Community Members:

Teach children how to count in Ojibwe, and practice by counting all the items one person needs for the Pow Wow and what the group needs for the Pow Wow.

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

Pow Wow

Science Knowledge & Skills

Scientific Skills & Method: Use technology and the senses to gather information about Pow Wows and items found there; draw observations of a Pow Wow; describe and discuss predictions of the Pow Wow.

Conceptual Knowledge of the Natural & Physical World: Describe physical properties of items found at a Pow Wow.

Activities and Strategies to Teach This Skill

- After watching the video about a Pow Wow, have children discuss what they saw and heard in the large group. In small groups, have children draw pictures of what they observed from the video.
- In their small groups, have children predict what will happen at their Pow Wow and draw a picture of their prediction.
- In small groups, have children describe and discuss the physical properties of items found at the Pow Wow (size, shape, length, width, weight, color, and material: wood, plastic, paper, etc., and man-made or natural).
- Have children weigh and/or measure those found items using a scale and/or rulers.

Activities and Strategies for Parent and Community Engagement

Families:

Encourage their children to make predictions by asking their children what they think will happen at the Pow Wow.

Elders and/or Community Members:

Share with children what happens at a Pow Wow and ask the children to predict what they will do at the Pow Wow.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **9a.** Uses an expanding expressive vocabulary. **24.** Uses scientific inquiry skills. **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

Pow Wow

Social Studies Knowledge & Skills

Family & Community: Identify personal family structures; understand the reasons for rules in the home, classroom and community; understand and appreciate the role of cultural events in the community.

People & the Environment: Understand that people can take care of the environment through activities such as recycling.

History & Events: Distinguish the past, present, and future.

Activities and Strategies to Teach This Skill

- In a circle, plan a children's Pow Wow. Encourage children to discuss what will happen—what they will need, what they will do in relation to what they have learned, and what their expectations are for the event.
- In a circle, introduce the sacred medicines (Cedar, Sage, Tobacco, and Sweetgrass). Explain the use of each of the sacred medicines, and pass them around, showing how to handle them gently and carefully. Discuss the uses of sacred medicines in the past and in the present.
- Discuss with the children the similarities and differences of Pow Wows in the past and in the present and the ways Pow Wows might change in the future.
- In small groups, look at family pictures of grandparents, parents, and children in a discussion of their family structure. Sort the pictures by grandparents, parents, children, etc. using the Ojibwe language.
- Discuss with the children that recycling is one way of taking care of the environment. Using the items found at the Pow Wow, have children identify those items that can be recycled. Record their responses, having them add other items that can be recycled that were not found at the Pow Wow.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 1b.* Follows limits and expectations. **3a.** Balances needs and rights of self and others. **10a.** Engages in conversations. **29.** Demonstrates knowledge about self. **30.** Shows basic understanding of people and how they live. **31.** Explores change related to familiar people or places.

Activities and Strategies for Parent and Community Engagement

Families:

With their children, choose family pictures of parents, grandparents, and other family members and talk about the pictures for their children to share at school.

Elders and/or Community Members:

Introduce the sacred medicines (Cedar, Sage, Tobacco, and Sweetgrass). Explain the use of each of the sacred medicines, and pass them around showing how to handle them gently and carefully. Discuss the use of sacred medicines in the past and in the present.

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 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	Cultural Storytelling Activities	Fishing Activities	Pow Wow Activities
Aiyanna	Draws Books Dramatic Play	<i>Create/repeat patterns</i>	Pow Wows/Dancing Basket Making Beading Storytelling	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.</i>
Autumn	Writes name Dramatic play Books	Counting	Beading Pow Wows/Dancing Fishing Gathering Berries	Count, in Ojibwe and English, the number of characters and the number of props needed to act out the story.	Count, in Ojibwe and English, the number of fish caught and/or pictures of fish in books.	Count, in Ojibwe and English, the number of dancers in books.
Dakota	Gross motor skills Classifies objects Draws	<i>Create/repeat patterns</i>	Pow Wows Drumming Fishing Drum Making	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.</i>
Destiny	Solves social problems Knows letters in her name Counts	<i>Sort/classify objects</i>	Basket Making Beading Pow Wows/Dancing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify objects found at the Pow Wow by different attributes, including material (plastic, wood, glass, etc.).</i>
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Drumming Fishing Drum Making Basket Making	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN OJIBWE AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS, IN OJIBWE AND ENGLISH, IN SONGS/CHANTS RELATED TO FISHING.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR POW WOVES, IN OJIBWE AND ENGLISH.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Drumming Fishing Storytelling	Count, in Ojibwe and English, the number of characters and the number of props needed to act out the story.	Count, in Ojibwe and English, number of fish caught and/or pictures of fish in books.	Count, in Ojibwe and English, the number of dancers in books.
Hayden	Conversations Knows letters in his name Counts	<i>Sort/classify objects</i>	Basket Making Drumming Fishing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify objects found at the Pow Wow by different attributes, including material (plastic, wood, glass, etc.).</i>

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	Cultural Storytelling Activities	Fishing Activities	Pow Wow Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Pow Wows Drumming Fishing Drum Making	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN OJIBWE AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN OJIBWE AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR POW WOWS, IN OJIBWE AND ENGLISH.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Drumming Fishing Pow Wows	Count, in Ojibwe and English, the number of characters and the number of props needed to act out the story.	Count, in Ojibwe and English, the number of fish caught and/or pictures of fish in books about fishing.	Count, in Ojibwe and English, the number of dancers in books.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Drumming Drum Making Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN OJIBWE AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN OJIBWE AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR POW WOWS, IN OJIBWE AND ENGLISH.
Nimkii	<i>Draws</i> Gross motor skills Counts	<i>Create/repeat patterns</i>	Pow Wows Drumming Fishing Storytelling	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.</i>
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Pow Wows/Dancing Storytelling	Count, in Ojibwe and English, the number of characters and the number of props needed to act out the story.	Count, in Ojibwe and English, the number of fish caught and/or pictures of fish in books.	Count, in Ojibwe and English, the number of dancers in books.
Waychonay	Solves social problems Draws Counts	<i>Sort/classify objects</i>	Beading Basket Making Gathering Berries Pow Wows/Dancing	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify objects found at the Pow Wow by different attributes, including material (plastic, wood, glass, etc.).</i>

Family Interests are: Drumming, Fishing, Basket Making, Beading, Drum Making, Gathering Berries, Pow Wows, and Cultural Storytelling

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

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	Cultural Storytelling Activities	Fishing Activities	Pow Wow Activities
Aiyanna	<p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>14b. Dramatic play</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>23. Knowledge of patterns</p>	<p>Pow Wows/Dancing</p> <p>Basket Making</p> <p>Gardening</p> <p>Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements with others while walking behind a friend in a circle. - Brainstorm multiple ways to cooperate with others while dancing. - Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.
Dakota	<p>6. Gross-motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>13. Classifies objects</p> <p>14b. Dramatic play</p>	<p>3. Participates cooperatively</p> <p>20c. Connects numerals with their quantities</p> <p>23. Knowledge of patterns</p>	<p>Pow Wows</p> <p>Drumming</p> <p>Fishing</p> <p>Drum Making</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Ojibwe and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count fish or pictures of different kinds of fish; then match the quantity to the written numeral. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others while dancing or drumming. - Count, in Ojibwe and English, the number of dancers in books, and match the written numeral to the quantity. - Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.
Nimkii	<p>2d. Makes friends</p> <p>6. Gross-motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>14b. Dramatic play</p> <p>20a. Counts</p>	<p>13. Uses classification skills</p> <p>17a. Uses and appreciates books</p> <p>23. Knowledge of patterns</p>	<p>Pow Wows</p> <p>Drumming</p> <p>Fishing</p> <p>Storytelling</p>	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes, (type, length, color) including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify objects found at the Pow Wow by different attributes, including material (plastic, wood, glass, etc.). - Create own book of dictated Pow Wow stories, with drawings. - Create patterns using colors found in nature—red, yellow, and black—and draw the patterns, making a book.

BASKET MAKING
Traditional Cultural Skills/Values/Beliefs/Lifeways

Physical Development & Health

Physical Health: (Not directly related to basket making).
Health Knowledge & Practice: Practices safety routines while playing games and using tools.
Gross Motor Skills: Uses baskets in playing games to develop control, balance, coordination, and awareness of space.
Fine Motor Skills: Develops hand strength, dexterity, and eye-hand coordination by weaving a simple bracelet.

Social & Emotional Development

Social Relationships: Cooperates while gathering materials and weaving.
Self-Concept & Self-Efficacy: Shows confidence and age-appropriate independence while learning to make baskets.
Self-Regulation: Follows rules, routines, and directions for gathering materials and using tools.
Emotional & Behavioral Health: Expresses a range of emotions appropriately.

Creative Arts Expression

Music: Makes up simple songs, sings while gathering plants/making baskets.
Creative Movement & Dance: Moves or dances with baskets to music.
Art: Draws own basket design and discusses thoughts and feelings reflected in his/her work; observes/describes baskets and artifacts in museum.
Drama: Acts out stories about gathering plants and making baskets.

Approaches to Learning

Initiative & Curiosity: Shows eagerness/initiative in weaving paper; asks questions about gathering plants and how to weave.
Persistence & Attentiveness: Maintains interest while gathering and weaving.
Cooperation: Plans and discusses what tools and materials are needed to weave a basket.

Social Studies Knowledge & Skills

Family & Community: Knows, understands, and appreciates the cultural heritage of relating to Mother Earth; recognizes the relationship of basket making to Luiseño culture; identifies and participates in jobs ancestors did.
People & the Environment: Identifies where the plants used in basket making grow and draws maps to their locations.
History & Events: Recognizes that rituals using baskets were events that happened in the past.

Science Knowledge & Skills

Scientific Skills & Method: Observes/describes/discusses the plants used to make baskets; uses senses and magnifying glass to discuss the properties of plants.
Conceptual Knowledge of the Natural & Physical World: Compares living and dried plants; describes how a plant changes throughout its life cycle.

Language Development

Receptive Language: Listens as an Elder demonstrates and explains how to make a basket; understands Luiseño terms, tools, and their uses.
Expressive Language: Uses increasingly varied vocabulary in Luiseño and English; engages in conversations about plants/basket making; engages in storytelling about plants and baskets.

Mathematics Knowledge & Skills

Number Concepts & Quantities: Counts the number of baskets and coils.
Number Relationships & Operations: Recognizes that sets of objects can be combined or separated to make another quantity by regrouping objects.
Geometry & Spatial Sense: Recognizes shapes in baskets.
Patterns: Creates patterns using different materials.
Measurement & Comparison: Weighs baskets and measures the widths and heights.

Logic & Reasoning

Reasoning & Problem Solving: Seeks multiple solutions to shaping materials to create a basket; recognizes the cause-and-effect relationships between using different plants and weaving tightly or loosely to the resulting size and shape of their basket; observes, sorts, and compares the different plant materials.
Symbolic Representation: Draws the plants collected for basket making.

Literacy Knowledge & Skills

Book Appreciation: Shows interest in looking at books independently.
Phonological Awareness: Discriminates between separate syllables in words in both English and Luiseño.
Alphabet Knowledge: Recognizes that the letters of the alphabet are named.
Print Concepts: Recognizes words as a unit of print.
Early Writing: Draws/dictates their story of weaving a basket to create a class book.

Making It Happen

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

Basket Making

Physical Development & Health

Physical Health Status: (Not directly related to basket making.)

Health Knowledge & Practice: Practice safety routines while playing games and using tools.

Gross Motor Skills: Use baskets in playing games to develop control, balance, coordination, and awareness of space.

Fine Motor Skills: Develop hand strength, dexterity, and eye-hand coordination by weaving a simple bracelet.

Activities and Strategies to Teach This Skill

- Have children gather materials and use the materials to pretend to make baskets.
- Have children play games with baskets, such as “See me stand so straight and tall, I won’t let my basket fall,” to develop an awareness of moving in space with control, balance, and coordination.
- Have children practice weaving a few strands of different materials (paper, ribbon, grass, etc.) to develop hand dexterity and eye-hand coordination.
- Have children continue to practice weaving.
- Have children make bracelets using a simple basket-making weave.
- Explain to the children that they will use tools such as an awl to make holes. Have children discuss the ways to be safe when they play games and use tools for basket making. Record their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Support their children to develop balance and coordination by playing a game of balancing baskets and/or other objects on their head while walking.

Elders and/or Community Members:

Demonstrate a simple weave with the children and discuss how to use the tools for weaving baskets safely.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **6.** Demonstrates gross-motor manipulative skills. **7.** Demonstrates fine-motor strength and coordination. **7a.** Uses fingers and hands. **8b.** Follows directions. **10.** Uses appropriate conversational and other communication skills.

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

Basket Making

Social & Emotional Development

Social Relationships: Cooperate while gathering materials and weaving; help, share, and take turns while using materials and tools.

Self-Concept & Self-Efficacy: Show confidence and age-appropriate independence while learning to make baskets.

Self-Regulation: Follow rules, routines, and directions for gathering materials and using tools.

Emotional & Behavioral Health: Express a range of emotions appropriately.

Activities and Strategies to Teach This Skill

- Have children identify the ways they cooperate while gathering plant materials and making baskets. Record their responses.
- Give children opportunities to help, share, and take turns while gathering materials and using tools for basket making.
- Have children practice weaving baskets with material they collected. Enhance children's confidence by pointing out the range of abilities they use in weaving baskets (using tools safely, cooperating, etc.). Encourage and support children to show age-appropriate independence while weaving.
- Show children how to look carefully at baskets to see how Native People from long ago and Native People of today make baskets. Point out to the children that by looking closely at the baskets they can see how the basket was woven and learn how to weave their own baskets.
- Have children discuss the reasons for following rules, routines, and directions while weaving baskets. Record their responses.
- Support children while weaving and throughout the day to express their feelings appropriately.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the ways they help, share, and take turns at home and school.

Elders and/or Community Members:

Bring in baskets and share with children how to look carefully at the way baskets were made in the past to learn how they will weave their baskets.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **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. **8b.** Follows directions. **10.** Uses appropriate conversational and other communication skills.

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

Basket Making

Creative Arts Expression

Music: Make up simple songs; sing while gathering plants/making baskets.

Creative Movement & Dance: Move or dance with baskets to music.

Art: Draw their own basket design and discuss the thoughts and feelings reflected in their work; observe/describe baskets and artifacts in a museum.

Drama: Act out stories about gathering plants and making baskets.

Activities and Strategies to Teach This Skill

- Have children take a trip to the local museum to observe and describe the baskets, other artifacts, and pictures. While discussing the artistic creations of other artists, have them discuss their own creations as well.
- Give children opportunities to discuss and show appreciation for the beauty in nature.
- Have children make up simple songs and sing them while gathering plants and/or making their baskets.
- Have children move and/or dance to different patterns of beat and rhythm in music with baskets on their heads or in their hands.
- Have children draw their own basket designs and use different materials and techniques to make their baskets. Have children discuss the way their thoughts, feelings, and knowledge are reflected in their work. Record their responses.
- Have children use dialogue, actions, and objects to act out stories they have been told or have read about gathering plants and making baskets.

Activities and Strategies for Parent and Community Engagement

Families:

Take their children to the local museum to see baskets and other art to support and encourage the appreciation of the community's traditional arts.

Elders and/or Community Members:

Encourage an appreciation of baskets and basket making by talking with children about basket making as an art form that is beautiful and useful both in the past and present.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **12.** Remembers and connects experiences. **14a.** Thinks symbolically. **14b.** Engages in sociodramatic play. **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:

- | | |
|---|---|
| <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

Basket Making

Approaches to Learning

Initiative & Curiosity: Show eagerness/initiative in weaving paper; ask questions about gathering plants and how to weave.

Persistence & Attentiveness: Maintain interest while gathering and weaving.

Cooperation: Plan and discuss what tools and materials are needed to weave a basket.

Activities and Strategies to Teach This Skill

- Provide opportunities for children to express their eagerness and show initiative by weaving paper of different colors.
- Have children visit the local museum to observe baskets and photographs of baskets. Encourage children to ask questions about what the baskets were made of and how they were made.
- Have children discuss and plan what tools and materials are needed and what tasks have to be done to be ready to make a basket.
- Provide time, support, and encouragement for children to maintain interest and attention to complete a basket.

Activities and Strategies for Parent and Community Engagement

Families:

Enhance their children's initiative and increase their attention span by helping them practice weaving with paper or plant material at home.

Elders and/or Community Members:

Assist with taking children to the local museum to observe various baskets and photographs.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11d.** Shows curiosity and motivation. **12.** Remembers and connects experiences.

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

Basket Making

Language Development

Receptive Language: Listen as an Elder demonstrates and explains how to make a basket; understand Luiseño terms, tools, and their uses.

Expressive Language: Use increasingly varied vocabulary in Luiseño and English; engage in conversations about plants/basket making; engage in storytelling about plants and baskets.

Activities and Strategies to Teach This Skill

- Have children listen to an Elder demonstrate and explain how to make a basket.
- Provide children with opportunities to listen to conversations, songs, and stories in Luiseño and English about plants and baskets. Read *The Acorn Maiden*, a book created by a Luiseño woman.
- Give children opportunities to talk about baskets and basket making while using different forms of language, such as questions, statements, and commands.
- List new words in Luiseño and English, including the names of plants that are introduced as children identify and gather plants, use tools, and make baskets.
- Provide children with opportunities to have conversations and discussions while they're weaving and to tell a story about the basket they are weaving.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to learn and use the Luiseño and English words for the plants and tools used for basket making.

Elders and/or Community Members:

Demonstrate and talk about basket making with children, using the Luiseño and English words for the different plants used for weaving.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 8.* Listens to and understands increasingly complex language. **8a.** Comprehends language. **9.** Uses language to express thoughts and needs. **9a.** Uses an expanding expressive vocabulary. **10.** Uses appropriate conversational and other communication skills.

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 checked="" type="checkbox"/> 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

Basket Making

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Show interest in looking at books independently; ask/answer questions; make comments about stories told.

Phonological Awareness: Identify and discriminate between separate syllables in words in both English and Luiseño.

Alphabet Knowledge: Recognize that the letters of the alphabet are named.

Print Concepts & Conventions: Recognize words as a unit of print.

Early Writing: Dictate a thank-you note. Draw/dictate their story of weaving a basket to create a class book.

Activities and Strategies to Teach This Skill

- Provide a variety of books about plants and baskets throughout the classroom for children to look at independently.
- Invite Native People to come and tell stories to the children about the art of making baskets. Give children opportunities to ask questions and talk about the stories told to develop an understanding of story elements and structure.
- Have children help create a word wall of all the different Luiseño words for tools and plant materials, pointing out that letters are grouped to form words and words are a unit of print.
- Using the word wall, have children practice identifying/discriminating between separate syllables in words and recognizing the letter names of the alphabet.
- Have children observe pictures of baskets. Have them draw their own baskets and describe them as the teacher records what they say.
- Have children write a thank-you note to the storytellers for their stories and to Mother Earth for all the plants.
- Have children make a book about basket making (sequencing) and storytelling.

Activities and Strategies for Parent and Community Engagement

Families:

Choose a book about plants or baskets from school to read with their children at home, asking questions as they read and talk about the pictures.

Elders and/or Community Members:

Tell traditional stories about basket making and talk about the art of weaving baskets.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 15c.* Notices and discriminates smaller and smaller units of sound. **16a.** Identifies and names letters. **17.** Demonstrates knowledge of print and its uses. **18.** Comprehends and responds to books and other texts. **18a.** Interacts during read-alouds and book conversations. **19.** Demonstrates emergent writing skills.

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 checked="" type="checkbox"/> 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

Basket Making

Logic & Reasoning

Reasoning & Problem Solving: Seek multiple solutions to shaping materials to create a basket; recognize the cause-and-effect relationships between using different plants and weaving tightly or loosely to the resulting size and shape of their basket; observe, sort, and compare the different plant materials.

Symbolic Representation: Draw the plants collected for basket making.

Activities and Strategies to Teach This Skill

- Have children brainstorm multiple solutions to how they will shape various grasses and other plants to create their basket.
- Have children discuss the reasons why we need baskets. Record their responses.
- Have children examine different baskets, and dictate their findings.
- Have children recognize the cause-and-effect relationship between using different grasses and other plants (or of tightly or loosely weaving a basket) to the size and shape of their basket.
- Have children observe, sort, and compare the different plant materials they have collected. Have children sort, by color and length, the paper/plant materials that they also use for weaving.
- Have children draw the grasses and other plants they collected for basket making.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to brainstorm different ways of shaping various grasses and other plants to create their basket, or to finding solutions to problems presented by using different plants and grasses to make a basket.

Elders and/or Community Members:

Show the children different basket weaves; and discuss how using different plants or grasses and weaving tightly or loosely will affect the size, look, and feel of the basket.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 7b.* Uses writing and drawing tools. **11c.** Solves problems. **12.** Remembers and connects experiences. **12a.** Recognizes and recalls. **12b.** Makes connections. **14.** Uses images to represent something not present.

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

Basket Making

Mathematics Knowledge & Skills

Number Concepts & Quantities: Count the number of baskets and number of coils in a basket.

Number Relationships & Operations: Recognize that sets of objects can be combined or separated to make another quantity by regrouping objects.

Geometry & Spatial Sense: Recognize shapes in baskets.

Patterns: Create patterns using different materials.

Measurement & Comparison: Weigh baskets and measure the widths and heights; compare baskets by creating a graph of favorites.

Activities and Strategies to Teach This Skill

- Have children count baskets and/or the coils in the baskets.
- Have children play a matching game on the felt board using cut-outs of different baskets.
- Have children create different sets of baskets from the felt board pieces; then have them combine or separate the sets to make another number by regrouping the pieces.
- Have children observe the patterns woven into baskets and recognize different shapes in the baskets.
- Have children copy or make patterns by weaving paper strips of different colors or grasses of different colors.
- Have children weigh the different baskets and compare the weights (using such words as "heavier," "lighter," and "equal to"). Have children measure the widths and heights of the baskets and compare widths and heights (using such words as "wider," "narrower," "shorter," and "taller").
- Create with the children a graph of their favorite baskets.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children count the number of coils in a basket at home or count any objects as they perform household routines (folding laundry, putting away dishes, etc.), using the words "more," "less," "plus," and "equals."

Elders and/or Community Members:

Help children to recognize different patterns and shapes in a basket and talk about how those patterns and shapes repeat and/or change throughout the basket.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 13.* Uses classification skills. **20a.** Counts. **20b.** Quantifies. **21b.** Understands shapes. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

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

Basket Making

Science Knowledge & Skills

Scientific Skills & Method: Observe/describe/discuss the plants used to make baskets; use senses and magnifying glass to discuss the properties of plants.

Conceptual Knowledge of the Natural & Physical World: Compare living and dried plants; describe how a plant changes throughout its life cycle.

Activities and Strategies to Teach This Skill

- Using their senses and magnifying glasses, have children describe and discuss how baskets were made. Record their responses.
- Have children observe, describe, and discuss the plants used to make baskets as they collect them and when they return to the classroom.
- Using their senses and magnifying glasses, have children describe and discuss the properties of the different plants used to make baskets. Record their responses.
- Have children compare and describe living and dried plants.
- Discuss the life cycle of plants with children. Have them describe and discuss the transformations (changes) of living plants into dried plants and the transformation (change) of plants into baskets.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children identify and/or gather different plants used for making baskets.

Elders and/or Community Members:

Assist with taking children on walks to identify and gather the different plants used for making baskets.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **24.** Uses scientific inquiry skills. **25.** Demonstrates knowledge of the characteristics of living things. **27.** Demonstrates knowledge of the 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

Basket Making

Social Studies Knowledge & Skills

Family & Community: Know, understand, and appreciate the cultural heritage of relating to Mother Earth; recognize the relationship of basket making to Luiseño culture; identify and participate in jobs ancestors did.

People & the Environment: Identify where the plants used in basket making grow and draw maps to their locations.

History & Events: Recognize that rituals using baskets were events that happened in the past.

Activities and Strategies to Teach This Skill

- Give children opportunities to know, understand, and appreciate their cultural heritage of living in harmony with Nature (Mother Earth) by listening and watching basket makers, going to a museum, and discussing basket making. Discuss how baskets were used in rituals and the importance of basket making to Luiseño culture.
- Have children take part in performing the different jobs people from long ago did, such as picking and gathering plants, sorting and caring for plants, and making baskets. Discuss and create a list of the jobs and the importance of knowing what to do and when to do it.
- Have children discuss and act out all the different uses of baskets now and in the past.
- Have children look at and discuss pictures of different rituals that took place with baskets, helping them understand that those are past events.
- Have children identify where plants used in basket making grow. Draw maps to the locations of the different plants.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the similarities and differences of the jobs their ancestors did long ago and the jobs done today.

Elders and/or Community Members:

Share with children pictures of different rituals that took place with baskets and talk about the many important uses of baskets in the past and now.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **13.** Uses classification skills. **14b.** Engages in sociodramatic play. **25.** Demonstrates knowledge of the characteristics of living things. **27.** Demonstrates knowledge of the 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:

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 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	Cultural Storytelling Activities	Fishing Activities	Basket-Making Activities
Aiyanna	Draws Books Dramatic Play	<i>Create/repeat patterns</i>	Pow Wows/Dancing Basket Making Beading Storytelling	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.</i>
Autumn	Writes name Dramatic play Books	Counting	Beading Pow Wows/Dancing Fishing Gathering Berries	Count, in Luiseño and English, the number of characters and the number of props needed to act out the story.	Count, in Luiseno and English, the number of fish caught and/or pictures of fish in books.	Count, in Luiseño and English, the number of baskets or the coils in a basket.
Dakota	Gross motor skills Classifies objects Draws	<i>Create/repeat patterns</i>	Pow Wows/Dancing Basket Making Making Corn Tortillas Fishing	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.</i>
Destiny	Solves social problems Knows letters in her name Counts	<i>Sort/classify objects</i>	Basket Making Beading Pow Wows/Dancing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.</i>
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Basket Making Fishing Gathering Berries Making Corn Tortillas	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN LUISEÑO AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN LUISEÑO AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BASKET MAKING, IN LUISEÑO AND ENGLISH.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Basket Making Fishing Storytelling	Count, in Luiseño and English, the number of characters and the number of props needed to act out the story.	Count, in Luiseno and English, the number of fish caught and/or pictures of fish in books.	Count, in Luiseño and English, the number of baskets or the coils in a basket.
Hayden	Conversations Knows letters in his name Counts	<i>Sort/classify objects</i>	Basket Making Pow Wows/Dancing Fishing Storytelling	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.</i>

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	Cultural Storytelling Activities	Fishing Activities	Basket Making Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Pow Wows/Dancing Basket Making Fishing Making Corn Tortillas	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN LUISEÑO AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN LUISEÑO AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BASKET MAKING, IN LUISEÑO AND ENGLISH.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Gathering Berries Fishing Pow Wows	Count, in Luiseño and English, the number of characters and the number of props needed to act out the story.	Count, in Luiseno and English, the number of fish caught and/or pictures of fish in books.	Count, in Luiseño and English, the number of baskets or the coils in a basket.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Storytelling Making Corn Tortillas Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN LUISEÑO AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN LUISEÑO AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BASKET MAKING, IN LUISEÑO AND ENGLISH.
Nimkii	Draws Gross motor skills Counts	Create/repeat patterns	Pow Wows/Dancing Making Corn Tortillas Fishing Storytelling	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Pow Wows/Dancing Storytelling	Count, in Luiseño and English, the number of characters and the number of props needed to act out the story.	Count, in Luiseno and English, the number of fish caught and/or pictures of fish in books.	Count, in Luiseño and English, the number of baskets or the coils in a basket.
Waychonay	Solves social problems Draws Counts	Sort/classify objects	Beading Basket Making Gathering Berries Pow Wows/Dancing	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity.

Family Interests are: Fishing, Making Corn Tortillas, Pow Wows, Beading, Basket Making, Gathering Berries, and Cultural Storytelling

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

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	Cultural Storytelling Activities	Fishing Activities	Basket-Making Activities
Aiyanna	<p>7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name</p>	<p>6. Gross-motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns</p>	<p>Pow Wows/Dancing Basket Making Beading Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements while playing games using baskets. - Brainstorm multiple ways of solving problems with others while making baskets. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.
Dakota	<p>6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play</p>	<p>3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns</p>	<p>Fishing Basket Making Making Corn Tortillas Pow Wows/Dancing</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Luiseño and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count fish or pictures of different kinds of fish; then match the quantity to the written numeral. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others while gathering plants and tools for basket making. - Count, in Luiseño and English, the number of baskets or the coils in a basket. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.
Nimkii	<p>2d. Makes friends 6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts</p>	<p>13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns</p>	<p>Fishing Making Corn Tortillas Storytelling Pow Wows/Dancing</p>	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes (type, length, color), including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify plant material used for basket making by different attributes (thickness, flexibility, color), including quantity. - Create own book of dictated basket-making stories, with drawings. - Create or copy patterns by weaving together different-colored paper strips or grasses, and draw their patterns, making a book.

GATHERING BERRIES
Traditional Cultural
Skills/Values/Beliefs/Lifeways

**Physical
Development & Health**

Physical Health: (Not directly related; berries are nutritious.) **Health Knowledge & Practice:** Knows the safety routines of picking berries; shows awareness of the nutritional value of berries; distinguishes between ripe and unripe berries. **Gross Motor Skills:** Develops balance and coordination while holding basket and picking berries. **Fine Motor Skills:** Develops hand strength, dexterity, and eye-hand coordination while picking berries and putting them in the basket.

**Social &
Emotional Development**

Social Relationships: Cooperates while picking/washing/drying and freezing berries; helps, shares, and takes turns with adults and peers while picking and processing berries. **Self-Concept & Self-Efficacy:** Shows age-appropriate independence in picking, washing, drying and freezing berries. **Self-Regulation:** Follows rules, routines, and directions for berry activities. **Emotional & Behavioral Health:** Refrains from angry or disruptive behavior.

Creative Arts Expression

Music: Sing songs while picking and processing berries. **Creative Movement & Dance:** Uses creative movement to express concepts, ideas, or feelings. **Art:** Uses different materials and techniques to create art projects. **Drama:** Uses creativity and imagination to manipulate materials and assumes roles in dramatic play.

Approaches to Learning

Initiative & Curiosity: Shows eagerness/initiative to gather and learn about berries; asks questions about picking, washing, drying, and freezing berries. **Persistence & Attentiveness:** Maintains interest while picking and processing berries. **Cooperation:** Discusses and plans what tools and ingredients are needed to pick, wash, dry, and freeze berries.

Language Development

Receptive Language: Listens to Elder talk about picking berries, and making Wojapi; listens to conversations, songs, stories in Dakota and English about gathering berries. **Expressive Language:** Uses increasingly varied vocabulary in Dakota and English; engages in conversations about gathering berries; engages in storytelling about plants and berries.

**Literacy
Knowledge & Skills**

Book Appreciation: Asks and answers questions and makes comments from books about berries. **Phonological Awareness:** Identifies and discriminates between the syllables in words. **Alphabet Knowledge:** Recognizes that letters of the alphabet have distinct sound(s) associated with them in both languages. **Print Concepts:** Understands that print conveys meaning. **Early Writing:** Draws and dictates experiences of berry picking to create a class book.

Logic & Reasoning

Reasoning & Problem Solving: Seeks multiple solutions to how to divide berries evenly; recognizes the different cause-and-effect relationships in drying and freezing berries; uses past knowledge of picking and/or processing fruit to dry and freeze berries. **Symbolic Representation:** Acts out picking, washing, drying, and freezing berries.

**Mathematics
Knowledge & Skills**

Number Concepts & Quantities: Counts berries in a basket; matches the number of berries with the written numerals. **Number Relationships & Operations:** Identifies the number of berries created when berries are combined or separated. **Geometry & Spatial Sense:** Compares different berries in size and shape. **Patterns:** Sorts, classifies, and serializes berries by size, number, and color. **Measurement & Comparison:** Weighs baskets of berries and compares weights.

**Social Studies
Knowledge & Skills**

Family & Community: Understands, knows, and appreciates the cultural heritage of gathering and processing berries. **People & the Environment:** Recognizes that people share the environment with other people, animals, and plants. **History & Events:** Distinguishes between past, present, and future; understands that how people live and what they do changes over time.

**Science
Knowledge & Skills**

Scientific Skills & Method: Draws maps to berry patches growing in nature and berry bushes growing in home gardens; uses senses and technology to gather information and discusses when and where berries grow and how to pick and process them. **Conceptual Knowledge of the Natural & Physical World:** Observes, describes, and discusses the similarities and differences of berries growing in nature and in home gardens; describes and discusses the transformation of berries into Wojapi.

Making It Happen

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

Gathering Berries

Physical Development & Health

Physical Health Status: Indirectly related; berries are nutritious.

Health Knowledge and Practice: Know the safety routines of picking berries; gain awareness of the nutritional value of berries; distinguish between ripe and unripe berries.

Gross Motor: Develop balance and coordination while holding a basket and picking berries.

Fine Motor: Develop hand strength, dexterity and eye-hand coordination while picking berries and putting them in a basket.

Activities and Strategies to Teach This Skill

- Have children discuss the safety routines for picking berries (recognizing edible and poisonous berries, wearing clothes to protect your skin, picking berries to avoid thorns and stickers, identifying poison ivy, etc.).
- Have children take turns holding a small basket as they pick berries to develop balance, coordination and hand strength, dexterity, and eye-hand coordination.
- Before picking berries, discuss with children the characteristics of how to identify a ripe berry (color, size, softness, etc.). After picking, have children check to see if there are any unripe berries before taking the ripe berries back to the center to be washed.
- Have children discuss the nutritional value of berries and why people and animals like to eat them. Record their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the safety routines for picking berries, such as recognizing edible and poisonous berries, wearing clothes to protect their skin, picking berries to avoid thorns and stickers, identifying poison ivy, etc.

Elders and/or Community Members:

Assist with berry picking, helping children to hold a small basket as they pick berries; discuss the nutritional value of berries for people and animals.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **6.** Demonstrates gross-motor manipulative skills. **7.** Demonstrates fine-motor strength and coordination. **7a.** Uses fingers and hands. **8b.** Follows directions. **13.** Uses classification skills.

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

Gathering Berries

Social & Emotional Development

Social Relationships: Cooperate while picking/washing/drying and freezing berries; help, share, and take turns with adults and peers while picking and processing berries.

Self-Concept & Self-Efficacy: Show age-appropriate independence in picking, washing, drying, and freezing berries.

Self-Regulation: Follow rules, routines, and directions for berry activities.

Emotional & Behavioral Health: Refrain from angry or disruptive behavior.

Activities and Strategies to Teach This Skill

- Have children discuss and identify the different ways they cooperate while picking and processing berries. Record their responses.
- Give children opportunities to help, share, and take turns while picking, washing, drying, and freezing berries.
- Have children discuss and decide who will hold the basket first when taking turns as they work together to fill their basket with berries.
- Give children opportunities to show age-appropriate independence in picking and processing berries.
- Have children discuss the reasons for rules and routines and the importance of following directions when picking and processing berries. Record their responses.
- Support children to refrain from disruptive or angry behaviors during berry 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:

Talk with their children about the ways they cooperate in picking and processing berries at school, and the ways they cooperate at home when food is cooked or preserved for the family.

Elders and/or Community Members:

Share with children the reasons for rules and routines and the importance of following directions when picking and processing berries.

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

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **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. **8b.** Follows directions.

Making It Happen

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

Gathering Berries

Creative Arts Expression

Music: Sing songs while picking and processing berries.

Creative Movement & Dance: Uses creative movement to express concepts, ideas, or feelings.

Art: Use different materials and techniques to create art projects.

Drama: Use creativity and imagination to manipulate materials and assume roles in dramatic play.

Activities and Strategies to Teach This Skill

- Have children sing songs while picking and processing berries.
- Have children move and dance as if they are a tiny berry bush growing into a large plant in nature or in a garden.
- Have children mix colors of paint to make the berry color. Have children paint with the juice of berries and create different colors by mixing berries together.
- Give children opportunities to act out picking berries and making Wojapi or jelly in the dramatic play area using props.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children choose objects at home that can be used as props for acting out picking and preserving berries.

Elders and/or Community Members:

Assist children in learning traditional songs to sing as they pick and preserve berries.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 14b.* Engages in sociodramatic play. **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:

- | | |
|---|---|
| <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 checked="" type="checkbox"/> 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

Gathering Berries

Approaches to Learning

Initiative & Curiosity: Show eagerness/initiative to gather and learn about berries; ask questions about picking, washing, drying, and freezing berries.

Persistence & Attentiveness: Maintain interest while picking and processing berries.

Cooperation: Discuss and plan what tools and ingredients are needed to pick, wash, dry, and freeze berries.

Activities and Strategies to Teach This Skill

- Provide opportunities for children to express their eagerness and show initiative to learn about picking, washing, drying, and freezing berries.
- Model asking questions and provide opportunities for children to ask questions about gathering berries and processing them as they are engaged in the activities.
- Provide time and support for children to maintain interest and attention to complete each task of processing berries.
- Have children discuss and plan what tools and ingredients are needed and what tasks need to be done to pick, wash, dry, and freeze berries. Record their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Enhance their children's curiosity by asking questions about how they will pick, wash, dry, and freeze berries.

Elders and/or Community Members:

Talk about and plan what tools and ingredients are needed and what tasks need to be done to pick, wash, dry, and freeze berries.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11d.** Shows curiosity and motivation. **12.** Remembers and connects experiences.

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

Gathering Berries

Language Development

Receptive Language: Listen to Elders talk about picking berries, and making Wojapi; listen to conversations, songs, and stories in Dakota and English about gathering berries.

Expressive Language: Use increasingly varied vocabulary in Dakota and English; engage in conversations about berry plants and berry gathering; engage in storytelling about plants and berries and processing berries.

Activities and Strategies to Teach This Skill

- Have children send out an invitation to an Elder to visit their center to talk to them about picking, drying, and freezing berries and making Wojapi and/or jelly.
- Provide children with opportunities to listen to conversations, songs, and stories in Dakota and English about picking and processing berries and making Wojapi or jelly.
- Give children opportunities to talk about picking and processing berries using different forms of language, such as statements, questions, exclamations, and commands.
- List the new words in Dakota and English that are introduced as children process berries and make Wojapi or jelly.
- Have children talk with teachers and peers as they pick, dry, and freeze berries and make Wojapi and/or jelly.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to learn and use the Dakota words for picking, processing, and making Wojapi.

Elders and/or Community Members:

Talk with the children about putting up berries and demonstrate how to make Wojapi as they introduce and use new Dakota words in conversation.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **8.** Listens to and understands increasingly complex language. **8a.** Comprehends language. **8b.** Follows directions. **9.** Uses language to express thoughts and needs. **9a.** Uses an expanding expressive vocabulary. **10.** Uses appropriate conversational and other communication skills.

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

Gathering Berries

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Look at books about different kinds of berries; ask and answer questions and make comments about the books.

Phonological Awareness: Identify and discriminate between the syllables in words.

Alphabet Knowledge: Recognize that letters of the alphabet have distinct sound(s) associated with them in both languages.

Print Concepts & Conventions: Understand that print conveys meaning.

Early Writing: Draw and dictate their experiences of berry picking and processing to create a class book.

Activities and Strategies to Teach This Skill

- Throughout the classroom, provide books on berries for children to look at independently and with others.
- Give children opportunities to ask questions and talk about the books on berries to identify specific kinds of berries, where they grow, and the different ways they are prepared.
- While looking at and reading books, point out to children how print conveys meaning and provides useful information.
- From the list of new words related to berries, have children practice identifying and discriminating between the separate syllables in words in both Dakota and English.
- From the list of new words related to berries, have children also practice recognizing the distinct sound(s) associated with each letter in both Dakota and English.
- Have children draw and dictate their experiences of picking and processing berries to create a class "berry book."

Activities and Strategies for Parent and Community Engagement

Families:

Encourage their children to draw a picture about picking or preserving berries and write down what their children say about their drawing. Share the drawing and story at school.

Elders and/or Community Members:

Bring in or choose a book at school about berries for shared reading with the children, asking questions as they read and talk about the pictures.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 15.* Demonstrates phonological awareness. **16a.** Identifies and names letters. **16b.** Uses letter-sound knowledge. **17a.** Uses and appreciates books. **18.** Comprehends and responds to books and other texts. **18a.** Interacts during read-alouds and book conversations. **19.** Demonstrates emergent writing skills.

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

Gathering Berries

Logic & Reasoning

Reasoning & Problem Solving: Seek multiple solutions to how to divide berries evenly; recognize the different cause-and-effect relationships in drying and freezing berries; use past knowledge of picking and/or processing fruit to dry and freeze berries.

Symbolic Representation: Act out picking, washing, drying, and freezing berries.

Activities and Strategies to Teach This Skill

- Have children brainstorm multiple solutions to dividing the berries in one basket evenly between two partners who picked the berries (weigh, count, estimate, etc.).
- Have children recognize the different cause-and effect relationships between drying and freezing berries.
- Have children discuss what other fruit they have picked and processed with their families and how their knowledge from that experience can be used to pick, wash, dry, and freeze berries. Record their responses.
- Have children act out drying and freezing berries and making Wojapi in the dramatic play area using props.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the family's knowledge about cooking or preserving other food at home and how that knowledge helps them in preserving berries at school.

Elders and/or Community Members:

Assist children in understanding cause-and-effect relationships by asking them what happens to berries when they are dried or frozen.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum: 11c.* Solves problems. **12.** Remembers and connects experiences. **12a.** Recognizes and recalls. **12b.** Makes connections. **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 | <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 type="checkbox"/> |

Making It Happen

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

Gathering Berries

Mathematics Knowledge & Skills

Number Concepts & Quantities: Count the number of berries in a basket; match the number of berries with written numerals.

Number Relationships & Operations: Identify the new number of berries created when berries are combined or separated.

Geometry & Spatial Sense: Compare different berries in size and shape.

Patterns: Sort, classify, and serialize berries by size, number, and color.

Measurement & Comparison: Weigh the baskets of berries and compare weights.

Activities and Strategies to Teach This Skill

- Have children count the number of berries in their baskets; then have the children match and name the number of berries in their basket with the written numeral.
- Have children identify the new number of berries created when berries are combined or separated.
- Have children compare two different kinds of berries in size and shape.
- Using two different kinds of berries, have children sort, classify, and serialize (put in a pattern) berries using the attributes of kind, size, number, and/or color. Discuss and chart their responses.
- Using a scale, help children weigh the baskets of berries and compare the different weights. Chart their responses using such words as “more,” “less,” “plus,” and “equals.”

Activities and Strategies for Parent and Community Engagement

Families:

Help their children gather berries or other objects into different sets (groups) of quantities, and have them match the quantity with the written numeral, using the words “more,” “less,” “plus,” and “equals.”

Elders and/or Community Members:

Assist children in weighing their baskets of berries, writing down the weight and comparing the different weights, using the words “more,” “less,” “plus,” and “equals.”

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **13.** Uses classification skills. **20.** Uses number concepts and operations. **20a.** Counts. **20b.** Quantifies. **20c.** Connects numerals with their quantities. **22.** Compares and measures.

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

Gathering Berries

Science Knowledge & Skills

Scientific Skills & Method: Draw maps to berry patches growing in nature and berry bushes growing in home gardens; use senses and technology to gather information and discuss when and where berries grow and how to pick and process them.

Conceptual Knowledge of the Natural & Physical Worlds: Observe, describe, and discuss the similarities and differences of berries growing in nature and in home gardens; describe and discuss the transformation of berries into Wojapi.

Activities and Strategies to Teach This Skill

- Have children and families research at the library and/or ask family members where berries grow and the season they are ripe. Have children also gather information about when and where to plant berries in the garden and how to process berries by drying, freezing, or making Wojapi and/or jelly. Have children and families share the information they gathered.
- Have a parent demonstrate to the children how to plant and care for berry bushes, discussing the life cycle of berries.
- Have children observe, describe, discuss, and compare berries growing in nature and berries planted in a home garden by size, color, taste, ease of picking, etc.
- Have children draw maps to the berry patches in nature and to planted berry bushes in home gardens.
- Have children observe and discuss the transformation (changes) of berries as they become Wojapi and/or jelly. What kitchen tools can be used to crush berries? What did the ancestors use to crush berries?

Activities and Strategies for Parent and Community Engagement

Families:

Help their children draw maps to the berry patches in nature and to berry bushes planted in home gardens.

Elders and/or Community Members:

Talk with children about the changes (the transformation) of berries as they become Wojapi and about the tools that were used to crush berries in the past and those that are used now.

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 | |

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **14.** Uses symbols and images to represent something not present. **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.

Making It Happen

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

Gathering Berries

Social Studies Knowledge & Skills

Family & Community: Understand, know, and appreciate the cultural heritage of gathering and processing berries.

People & the Environment: Recognize that people share the environment with other people, animals, and plants.

History & Events: Distinguish between past, present, and future; understand that how people live and what they do changes over time.

Activities and Strategies to Teach This Skill

- Have Elders and community and/or family members share with children the cultural heritage of gathering berries and knowing how to recognize and find different kinds of berries. Discuss with the children the importance of berries to the survival of their ancestors.
- Have Elders and community and/or family members discuss with children the differences between how berries are mashed or crushed now and how they were crushed in the past; between how Wojapi was made in the past and how it is made now.
- Have children discuss the changes over time in how people live and what they do, such as how they plant and grow berries.
- Have children make a chart of the animals and birds with which they share berries in their local environments.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about all of the animals and birds that also like to eat berries and that share the environment with the community.

Elders and/or Community Members:

Share with children the cultural heritage of gathering berries and knowing how to recognize and find different kinds of berries. Discuss with the children the importance of berries to the survival of their ancestors.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Creative Curriculum Continuum:* **25.** Demonstrates knowledge of the characteristics of living things. **27.** Demonstrates knowledge of the 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 | ___ |

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	Cultural Storytelling Activities	Fishing Activities	Gathering Berries Activities
Aiyanna	Draws Books Dramatic Play	Create/repeat patterns	Dancing Basket Making Beading Storytelling	Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create patterns from berries using different types, sizes, and/or colors, and draw the patterns, making a book.
Autumn	Writes name Dramatic play Books	Counting	Beading Dancing Fishing Gathering Berries	Count, in Dakota and English, the number of characters and the number of props needed to act out the story.	Count, in Dakota and English, the number of fish caught and/or pictures of fish in books.	Count, in Dakota and English, the number of berries in each basket.
Dakota	Gross motor skills Classifies objects Draws	Create/repeat patterns	Dancing Drumming Fishing Pow Wows	Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.	Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.	Create patterns from berries using different types, sizes, and/or colors, 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 characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify berries by different attributes (type, size, color), including quantity.
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Drumming Fishing Drum Making Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN DAKOTA AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN DAKOTA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BERRIES, IN DAKOTA AND ENGLISH.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Drumming Fishing Storytelling	Count, in Dakota and English, the number of characters and the number of props needed to act out the story.	Count, in Dakota and English, number of fish caught and/or pictures of fish in books.	Count, in Dakota and English, the number of berries in each basket.
Hayden	Conversations Knows letters in his name Counts	Sort/classify objects	Basket Making Drumming Fishing Storytelling	Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.	Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.	Sort and classify berries by different attributes (type, size, color), including quantity.

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	Cultural Storytelling Activities	Fishing Activities	Gathering Berries Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Dancing Drumming Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/ CHANTS RELATED TO STORYTELLING, IN DAKOTA AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN DAKOTA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BERRIES, IN DAKOTA AND ENGLISH.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Drumming Fishing Pow Wows	Count, in Dakota and English, the number of characters and the number of props needed to act out the story.	Count, in Dakota and English, number of fish caught and/or pictures of fish in books.	Count, in Dakota and English, the number of berries in each basket.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Drumming Drum Making Fishing Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/ CHANTS RELATED TO STORYTELLING, IN DAKOTA AND ENGLISH, USING THE WORD WALL.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR FISHING, IN DAKOTA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO BERRIES, IN DAKOTA AND ENGLISH.
Nimkii	<i>Draws</i> Gross motor skills Counts	<i>Create/repeat patterns</i>	Dancing Drumming Fishing Storytelling	<i>Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using plastic fish or pictures of fish; then draw the patterns, making a book.</i>	<i>Create patterns from berries using different types, sizes, and/or colors and draw the patterns, making a book.</i>
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Dancing Storytelling	Count, in Dakota and English, the number of characters and the number of props needed to act out the story.	Count, in Dakota and English, the number of fish caught and/or pictures of fish in books.	Count, in Dakota and English, the number of berries in each basket.
Waychonay	Solves social problems Draws Counts	<i>Sort/classify objects</i>	Dancing Basket Making Gathering Berries Pow Wows	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify fish or pictures of fish by different attributes (type, length, color), including quantity.</i>	<i>Sort and classify berries by different attributes (type, size, color), including quantity.</i>

Family Interests are: Fishing, Drumming, Dancing, Beading, Basket Making, Gathering Berries, and Cultural Storytelling

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

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	Cultural Storytelling Activities	Fishing Activities	Gathering Berries Activities
Aiyanna	<p>7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name</p>	<p>6. Gross-motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns</p>	<p>Dancing Basket Making Beading Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using tools for acting out catching and processing fish. - Brainstorm solutions to problems with others during fishing activities. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements picking berries and holding a basket. - Brainstorm multiple ways to divide a basket of berries evenly between two partners. - Create patterns from berries using different types, sizes, and/or colors and draw the patterns making a book.
Dakota	<p>6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play</p>	<p>3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns</p>	<p>Fishing Drumming Dancing Pow Wows</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Dakota and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out catching and processing fish. - Count, in Dakota and English, fish or pictures of different kinds of fish and match the written numeral to the quantity. - Create patterns from plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in picking and putting up berries. - Count, in Dakota and English, the number of berries in a basket, and match the written numeral to the quantity. - Create patterns from berries using different types, sizes, and/or colors and draw the patterns making a book.
Nimkii	<p>2d. Makes friends 6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts</p>	<p>13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns</p>	<p>Fishing Drumming Storytelling Dancing</p>	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify fish or pictures of fish by different attributes (type, length, color), including sets of number. - Create own book of dictated fishing stories, with drawings. - Create patterns using plastic fish or pictures of fish; draw the patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify berries by different attributes (type, size, color), including quantity. - Create own book of dictated berry stories, with drawings. - Create patterns from berries using different types, sizes, and/or colors and draw the patterns, making a book.

BLUE CORN TORTILLAS
Traditional Cultural
Skills/Values/Beliefs/Lifeways

Physical Development & Health
Physical Health: (Indirectly related; corn tortillas are nutritious.) **Health Knowledge & Practice:** Understands the importance of health and safety routines for cooking; shows awareness of a variety of nutritious foods, including corn.
Gross Motor Skills: Develops arm and hand strength by mixing the dough.
Fine Motor Skills: Develops hand strength and dexterity by using hands to roll dough into small balls.

Social & Emotional Development
Social Relationships: Cooperates while mixing/rolling/cooking tortillas; uses socially appropriate behavior such as helping, sharing, and turn taking. **Self-Concept & Self-Efficacy:** Shows age-appropriate independence in preparing and cooking the tortillas.
Self-Regulation: Follows rules, routines, and directions for making and cooking tortillas.
Emotional & Behavioral Health: Expresses a range of emotions appropriately.

Creative Arts Expression
Music: Sings the blue corn tortilla song with finger plays.
Creative Movement & Dance: Uses creative movement to express the concept of a corn kernel becoming a plant.
Art: Uses different materials and tools to make art about corn and tortillas.
Drama: Uses dialogue, actions, and props to tell a story about making blue corn tortillas.

Approaches to Learning
Initiative & Curiosity: Shows initiative to learn grinding corn into cornmeal and making tortillas; asks questions about grinding corn and making cornmeal into tortillas.
Persistence & Attentiveness: Maintains interest while preparing and cooking tortillas.
Cooperation: Discusses and plans what tools, ingredients, and tasks are needed.

Language Development
Receptive Language: Attends to language during conversations, songs, and stories about making and cooking corn tortillas in both Towa and English.
Expressive Language: Uses different forms of language; uses increasingly complex and varied vocabulary in Towa and English; engages in conversations with adults and peers about making and cooking blue corn tortillas.

Literacy Knowledge & Skills
Book Appreciation: Asks and answers questions and makes comments from books about making corn tortillas.
Phonological Awareness: Discriminates between the beginning and ending sounds in words related to making tortillas.
Alphabet Knowledge: Identifies letters and associates correct sounds with letters.
Print Concepts: Understands that letters are grouped to form words.
Early Writing: Draws and dictates the experience of making tortillas.

Logic & Reasoning
Reasoning & Problem Solving: Seeks multiple solutions to how to grind corn; compares and contrasts blue and yellow cornmeal; recognizes the different cause-and-effect relationships involved in making and cooking tortillas; uses past knowledge of preparing and cooking food to making corn tortillas.
Symbolic Representation: Acts out preparing and cooking tortillas using props.

Mathematics Knowledge & Skills
Number Concepts & Quantities: Uses one-to-one counting and subitizing to determine how many tortillas. **Number Relationships & Operations:** Uses a range of strategies to compare quantity in two sets of objects and describes the comparison. **Geometry & Spatial Sense:** Matches size of dough to a circle on paper to compare size and shape. **Patterns:** Sorts, classifies, and serializes tortillas by size, number, and color. **Measurement & Comparison:** Uses measuring tools while making the dough.

Social Studies Knowledge & Skills
Family & Community: Understands, knows, and appreciates the cultural heritage of planting and eating corn. **People & the Environment:** Recognizes that people share the environment with other people, animals, and plants; understands that caring for plants is a way of taking care of the environment. **History & Events:** Distinguishes between past, present, and future; understands that how people live and what they do changes over time.

Science Knowledge & Skills
Scientific Skills & Method: Measures the width of tortillas using a ruler to compare different sizes. Collects, describes, and records information about the cornfields through drawing. **Conceptual Knowledge of the Natural & Physical World:** Observes, describes, discusses corn growing in the fields; describes the life cycle of corn; describes and discusses the transformation of cornmeal into dough and dough into tortillas.

Making It Happen

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

Blue Corn Tortillas

Physical Development & Health

Physical Health Status: Indirectly related; blue corn tortillas are nutritious.
Health Knowledge and Practice: Understand the importance of health and safety routines for cooking; show awareness of a variety of nutritious foods, including corn.
Gross Motor: Develop arm and hand strength by mixing the dough.
Fine Motor: Develop hand strength and dexterity by using hands to roll dough into small balls.

Activities and Strategies to Teach This Skill

- Model eating healthy foods during meal time or at cultural dinners with family members. Have children discuss corn and other nutritious foods that are served family style during meal times.
- Have children discuss the health reasons for hand-washing before preparing and cooking corn tortillas. Discuss with the children health and safety routines when cooking, such as wearing aprons and hairnets and handling utensils appropriately. Model what the children will be wearing during the cooking activity. Take pictures of the children wearing aprons and hairnets to make a class book.
- Have teachers and children mix the blue corn meal with hot water, using their arms and hands to mix the dough.
- Have children take a small amount of dough and roll it into small balls.

Activities and Strategies for Parent and Community Engagement

Families:

Support their children in washing their hands before preparing and eating food, and talk about the health and safety reasons for washing hands.

Elders and/or Community Members:

Show the children how to mix dough for tortillas and assist them in mixing their dough.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: VIII A1.* Moves with some balance and control. **A2.** Coordinates movements to perform simple tasks. **B1.** Uses strength and control to perform simple tasks. **B2.** Uses eye-hand coordination to perform simple tasks. **C2.** Follows basic health and safety rules with reminders.

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

Blue Corn Tortillas

Social & Emotional Development

Social Relationships: Cooperate while mixing/rolling/cooking the tortillas; use socially appropriate behavior such as helping, sharing, and turn taking.

Self-Concept & Self-Efficacy: Show age-appropriate independence in preparing and cooking the tortillas.

Self-Regulation: Follow rules, routines, and directions for making and cooking tortillas.

Emotional & Behavioral Health: Express a range of emotions appropriately.

Activities and Strategies to Teach This Skill

- Have children discuss and identify the different ways they cooperate while making and cooking blue corn tortillas. Record their responses.
- Give children opportunities to help, share, and take turns with peers and adults while making blue corn tortillas.
- Provide children with opportunities to show age-appropriate independence in making decisions and using tools while making tortillas.
- Have children discuss the reasons for rules and routines and the importance of following directions when cooking tortillas or any food. Record their responses.
- Support children while making and cooking tortillas and throughout the day to express a range of feelings appropriately, such as excitement, happiness, sadness, and fear.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the ways they cooperate when preparing and cooking food at home and school.

Elders and/or Community Members:

Assist in making tortillas with the children and talk about the importance of following directions and routines when cooking.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling:* **I B1.** Follows simple classroom rules and routines with guidance. **C2.** Participates in the group life of the class. **D1.** Interacts easily with one or more children. **D3.** Shows empathy and caring for 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

Blue Corn Tortillas

Creative Arts Expression

Music: Sing the blue corn tortilla song with finger plays.

Creative Movement & Dance: Use creative movement to express the concept of a corn kernel becoming a plant.

Art: Use different materials and tools to make art about corn and tortillas.

Drama: Use dialogue, actions, and props to tell a story about making blue corn tortillas.

Activities and Strategies to Teach This Skill

- Assist children in learning and singing the “Blue Corn Tortilla” song with finger plays.
- Have children move and dance as if they are a tiny kernel of corn growing into a large plant in the field.
- Display corn for the children to see as they paint pictures of it using different objects for painting (brushes, sticks, straws, sponges, etc.).
- Give children opportunities to use dialogue, actions, and props to tell a story about grinding corn and making corn tortillas.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children choose objects at home that can be used as props for acting out grinding corn, making dough, and cooking tortillas.

Elders and/or Community Members:

Assist children in learning the “Blue Corn Tortilla” song with finger plays, and introduce them to other songs.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Work Sampling: VII A1.* Participates in group music experiences. **B1.** Uses a variety of art materials for tactile experience and exploration. **C2.** Participates in creative movement and dance. **D1.** Participates in dramatic play activities. **E1.** Responds to artistic creations or events. **VIII B3.** Explores the use of various drawing and art tools.

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 checked="" type="checkbox"/> 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

Blue Corn Tortillas

Approaches to Learning

Initiative & Curiosity: Show initiative to learn grinding corn into cornmeal and making tortillas; ask questions about grinding corn and making cornmeal into tortillas.

Persistence & Attentiveness: Maintain interest while preparing and cooking tortillas.

Cooperation: Discuss and plan what tools, ingredients, and tasks are needed when making tortillas.

Activities and Strategies to Teach This Skill

- Introduce blue corn meal and share with children that it was the main source of nutrition eaten by their grandparents and ancestors.
- Encourage children to ask questions about making and cooking tortillas during the discussion and while doing the activity.
- Provide opportunities for children to express their eagerness and show initiative to learn about grinding corn into cornmeal and making blue corn tortillas.
- Provide time and support for children to maintain interest and attention until their tortilla is cooked and eaten.
- Have children discuss and plan what tools, ingredients, and tasks are needed

Activities and Strategies for Parent and Community Engagement

Families:

Ask their children questions about making tortillas to model question-asking and encourage their children to ask questions at home and school.

Elders and/or Community Members:

Share with the children that the first steps in planning to make tortillas is to gather all the ingredients and tools that are needed. Assist them in making a list of ingredients and tools.

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

to prepare and cook tortillas. Record their responses.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling:* **I A1.** Demonstrates self-confidence. **II A1.** Shows eagerness and curiosity as a learner. **A2.** Shows some self-direction. **B1.** Attends to tasks and seeks help when encountering a problem. **C1.** Approaches play with purpose and inventiveness.

Making It Happen

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

Blue Corn Tortillas

Language Development

Receptive Language: Attend to language during conversations, songs, and stories about making and cooking corn tortillas in both Towa and English.

Expressive Language: Use different forms of language; use increasingly complex and varied vocabulary in Towa and English; engage in conversations with adults and peers about making and cooking blue corn tortillas.

Activities and Strategies to Teach This Skill

- Provide children with opportunities to listen to conversations, songs, and stories in Towa and English about making and cooking corn tortillas.
- When talking about the process of making and cooking tortillas, give children the opportunity to use different forms of language, such as questions, commands, and exclamations.
- As children prepare and cook their tortillas, list in English the new words that are introduced and discuss the new words in Towa.
- Encourage children to use new Towa and English words as they talk with their teachers and peers while they prepare and make blue corn tortillas.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children to learn and use the Towa words for making and cooking tortillas.

Elders and/or Community Members:

Share songs and stories in Towa with the children, and use the new Towa words in conversation when talking about making and cooking tortillas.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: III A1.* Gains meaning by listening. **B1.** Speaks clearly enough to be understood by most listeners. **B2.** Uses expanded vocabulary and language for a variety of purposes. **IV A2.** Comprehends and responds to stories read aloud.

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 checked="" type="checkbox"/> 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

Blue Corn Tortillas

Literacy Knowledge & Skills

Book Appreciation & Knowledge: Look at books about making corn tortillas; ask and answer questions and make comments about the books.

Phonological Awareness: Identify and discriminate the beginning and ending sounds in words related to making tortillas.

Alphabet Knowledge: Identify letters and associate correct sounds with letters.

Print Concepts & Conventions: Recognize words as a unit of print and understand that letters are grouped to form words.

Early Writing: Draw and dictate children's experience of making tortillas.

Activities and Strategies to Teach This Skill

- Provide books on corn and making corn tortillas for children to look at independently and for shared reading; make these books available throughout the classroom.
- During shared reading, encourage children to ask and answer questions, and make comments about the books.
- Using new words, have children practice identifying and discriminating the beginning and ending sounds in words in Towa and English related to making tortillas.
- Play games with the children to identify letters and associate correct sounds with those letters using the new English words.
- Use the new English words to support children in recognizing words as a unit of print and understanding that letters are grouped into words.
- Have children draw and dictate their experience of making and cooking corn tortillas.

Activities and Strategies for Parent and Community Engagement

Families:

Have their children draw a picture about making and/or cooking tortillas and write down what their children say about their drawing for them to share at school.

Elders and/or Community Members:

Bring in or choose a book about making and cooking tortillas for shared reading with the children, asking questions while reading or talking about the pictures.

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

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: IV A1.* Shows appreciation for books. **A2.** Comprehends and responds to stories read aloud. **B1.** Shows interest in letters and words. **C1.** Represents ideas and stories through pictures, dictation, and play. **C2.** Uses scribbles and unconventional shapes.

Making It Happen

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

Blue Corn Tortillas

Logic & Reasoning

Reasoning & Problem Solving: Seek multiple solutions to how to grind corn; compare and contrast blue and yellow cornmeal; recognize the different cause and effect relationships involved in making and cooking tortillas; use past knowledge of preparing and cooking food to making corn tortillas.

Symbolic Representation: Act out preparing and cooking tortillas using props.

Activities and Strategies to Teach This Skill

- Have children use their senses to compare and contrast the similarities and differences between yellow and blue corn meal by seeing the color, feeling the textures, and tasting the corn meals and tortillas. Record their responses.
- Share with children how corn was ground in the past. Have children brainstorm different ways they would grind corn. Record their responses.
- Discuss with children different cause-and-effect relationships in preparing and cooking tortillas: the effect of grinding corn too course or too fine, of adding too little or too much water to the cornmeal, of shaping the tortilla too thick or thin, of cooking the tortillas with heat that is too high or too low, etc.
- Have children discuss what other food they have cooked at school or at home and how they can use their knowledge about preparing other foods to help them prepare and cook tortillas.
- Provide opportunities for children to act out making corn tortillas in the dramatic play area using props.

Activities and Strategies for Parent and Community Engagement

Families:

Talk with their children about the knowledge they have about cooking at home and how that knowledge helps them in preparing and making tortillas at school.

Elders and/or Community Members:

Assist children in understanding cause-and-effect relationships by asking them what happens to tortillas when the corn is ground too course or too fine, or if too little or too much water is added.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: II A1.* Shows eagerness and curiosity as a learner. **A2.** Shows some self-direction. **B1.** Attends to tasks and seeks help when encountering a problem. **C1.** Approaches play with purpose and inventiveness. **VII D1.** Participates in dramatic play activities.

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

Blue Corn Tortillas

Mathematics Knowledge & Skills

Number Concepts & Quantities: Use one-to-one counting and subitizing to determine how many tortillas.

Number Relationships & Operations: Use a range of strategies to compare quantity in two sets of objects and describe the comparison.

Geometry & Spatial Sense: Match size of dough to a circle on paper to compare size and shape.

Patterns: Sort, classify and serialize tortillas by size, number, and color.

Measurement & Comparison: Use measuring tools while making the dough.

Activities and Strategies to Teach This Skill

- Have children use one-to-one counting and subitizing (identifying a small number of objects in a group without counting) to determine the number of tortillas.
- Have children use counting and subitizing to compare the quantity in two sets (groups) of tortillas and describe the comparison with such terms as “more,” “less,” “greater than,” “fewer,” and “equal to.”
- Assist children in drawing or tracing a circle on paper. Then have children shape dough to match the circle they have drawn. Have children compare the size and shape of their dough to the size and shape of the circle using the words “smaller,” “bigger,” “longer,” “wider,” etc.
- Provide opportunities for children to sort, classify, and serialize (put into a pattern) tortillas by color, shape, and/or size.
- Show children how to use measuring tools while adding all the ingredients for making tortilla dough.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children count the number of tortillas they are having for dinner or other objects as they do household routines (folding laundry, putting away dishes, etc.) using the words “more,” “less,” “plus,” and “equals.”

Elders and/or Community Members:

Show children how to use measuring tools while adding all the ingredients for making tortilla dough.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child’s/group’s work Other: _____

Assessment Tool Indicators *Work Sampling: V B1.* Shows curiosity and interest in counting and numbers. **D1.** Sorts object into subgroups that vary by one attribute. **E1.** Shows understanding of some comparative words.
E2. Participates in measuring activities.

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

Blue Corn Tortillas

Science Knowledge & Skills

Scientific Skills & Method: Measure the width of tortillas using a ruler to compare different sizes. Collect, describe, and record information about the cornfields through drawing.

Conceptual Knowledge of the Natural & Physical Worlds: Observe, describe, discuss corn growing in the fields; describe the life cycle of corn; describe and discuss the transformation of cornmeal into dough and dough into tortillas.

Activities and Strategies to Teach This Skill

- Have children measure the width of tortillas with a ruler to compare and discuss sizes.
- Have children go on a fieldtrip in the community to observe corn growing and to see the rows of corn that have been planted to be used for the winter months. On the field trip, have a local person or parent discuss the life cycle of corn and demonstrate how we plant and care for corn.
- Have children record information about the field trip by drawing and dictating their observations of the corn fields.
- Have children describe and discuss the transformations (changes) of corn meal into dough and dough into tortillas. Record their responses.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children measure the width of tortillas with a ruler at home to compare and discuss sizes, and measure other objects in the house and compare their widths and lengths.

Elders and/or Community Members:

Assist with taking children on a fieldtrip to observe corn growing. Discuss with the children the life cycle of corn and demonstrate how to plant and care for corn.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: V E2.* Participates in measuring activities. **VI A1.** Uses senses to observe and explore classroom materials and natural phenomena. **A2.** Begins to use simple tools and equipment for investigation. **B1.** Makes comparisons among objects. **B2.** Shows beginning awareness of their environment.

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

Blue Corn Tortillas

Social Studies Knowledge & Skills

Family & Community: Understand, know and appreciate the cultural heritage of planting and eating corn.

People & the Environment: Recognize that people share the environment with other people, animals and plants; understand that caring for plants is a way of taking care of the environment.

History & Events: Distinguish between past, present, and future; understand that how people live and what they do changes over time.

Activities and Strategies to Teach This Skill

- Have children learn from a tribal member how to understand and relate to the cultural heritage of corn and to recognize the many different types and colors of corn and of other plants that are planted in the fields.
- Have children discuss the differences between how we grind corn now and how it was ground in the past, and between how we cooked tortillas in the past and how we cook them now.
- Have children discuss how the way people live and what they do changes over time.
- Have children make a chart of the animals, birds, and plants that share the environment within their community.

Activities and Strategies for Parent and Community Engagement

Families:

Help their children choose objects at home that can be used as props for acting out grinding corn, making the dough, and cooking tortillas.

Elders and/or Community Members:

Share the cultural heritage of corn with the children. Show and describe the many different types and colors of corn.

How We Know the Child Is Learning

Documentation: Anecdotal record Checklist Picture
 Child's/group's work Other: _____

Assessment Tool Indicators *Work Sampling: I E2.* Begins to understand family structures and roles. **E3.** Describes some jobs that people do. **E4.** Describes the location of things in their environment. **VI B2.** Shows beginning awareness of their environment.

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 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*	Cultural Storytelling Activities	Making Blue Corn Tortilla Activities
Aiyanna	Draws Books Dramatic Play	<i>Create/repeat patterns</i>	Dancing Basket Making Beading Storytelling	Gender-specific activity: <i>Draw lines on paper to represent different dance steps patterns, making a book.</i>	<i>Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using different colors, sizes, and shapes of tortillas, and draw the patterns, making a book.</i>
Autumn	Writes name Dramatic play Books	Counting	Beading Dancing Making Corn Tortillas Gathering Berries	Gender-specific activity: Count, in Towa and English, dance steps and regalia; use books to count different items for dancing.	Count, in Towa and English, the number of characters and the number of props needed to act out the story.	Count, in Towa and English, the number of tortillas in books.
Dakota	Gross motor skills Classifies objects Draws	<i>Create/repeat patterns</i>	Dancing Drumming Drum Making Making Corn Tortillas	<i>Draw lines on paper to represent different patterns of drum beats, making a book.</i>	<i>Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using different colors, sizes, and shapes of tortillas, and draw the patterns, making a book.</i>
Destiny	Solves social problems Knows letters in her name COUNTS	<i>Sort/classify objects</i>	Basket Making Beading Dancing Storytelling	Gender-specific activity: <i>Sort and classify dance objects and/or regalia by different attributes, including quantity.</i>	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify tortillas by different attributes (size, color, shape), including quantity.</i>
Evan	Makes friends SINGS/CHANTS Solves problems	LETTERS AND SOUNDS	Drumming Basket Making Drum Making Making Corn Tortillas	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR DRUMMING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS ABOUT MAKING TORTILLAS, IN TOWA AND ENGLISH.
Gabrielle	Gross motor skills Fine motor skills Books	Counting	Beading Drumming Drum Making Storytelling	Count, in Towa and English, the drumsticks and beats; use books about drumming to count drummers, drums, etc.	Count, in Towa and English, the number of characters and the number of props needed to act out the story.	Count, in Towa and English, the number of tortillas in books.
Hayden	Conversations Knows letters in his name Counts	<i>Sort/classify objects</i>	Basket Making Drumming Drum Making Storytelling	<i>Sort and classify drum objects by different attributes (size, weight, type), including quantity.</i>	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify tortillas by different attributes (size, color, shape), including quantity.</i>

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*	Cultural Storytelling Activities	Making Blue Corn Tortilla Activities
Hunter	Gross motor skills SINGS/CHANTS Counts	LETTERS AND SOUNDS	Dancing Drumming Drum Making Making Corn Tortillas	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR DRUMMING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR MAKING TORTILLAS, IN TOWA AND ENGLISH.
Mijiikwis	Books Writes name Repeats patterns	Counting	Beading Drumming Drum Making Making Corn Tortillas	Count, in Towa and English, the drumsticks and beats; use books about drumming to count drummers, drums, etc.	Count, in Towa and English, the number of characters and the number of props needed to act out the story.	Count, in Towa and English, the number of tortillas in books.
Nikomis	Stories Fine motor skills SINGS/CHANTS	LETTERS AND SOUNDS	Drumming Drum Making Beading Gathering Berries	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS FOR DRUMMING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS RELATED TO STORYTELLING, IN TOWA AND ENGLISH.	IDENTIFY LETTER SOUNDS IN SONGS/CHANTS ABOUT MAKING TORTILLAS, IN TOWA AND ENGLISH.
Nimkii	<i>Draws</i> Gross motor skills Counts	<i>Create/repeat patterns</i>	Dancing Drumming Drum Making Storytelling	<i>Draw lines on paper to represent different patterns of drum beats, making a book.</i>	<i>Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book.</i>	<i>Create patterns using different colors, sizes, and shapes of tortillas, and draw the patterns, making a book.</i>
Shayna	Fine motor skills Books Dramatic play	Counting	Basket Making Beading Dancing Storytelling	Gender-specific activity: Count, in Towa and English, dance steps and regalia; use books to count different items for dancing.	Count, in Towa and English, the number of characters and the number of props needed to act out the story.	Count, in Towa and English, the number of tortillas in books.
Waychonay	Solves social problems Draws Counts	<i>Sort/classify objects</i>	Dancing Basket Making Gathering Berries Making Corn Tortillas	Gender-specific activity: <i>Sort and classify dance objects and/or regalia by different attributes, including quantity.</i>	<i>Sort and classify characters by different attributes (taller, heavier, bigger), including quantity.</i>	<i>Sort and classify tortillas by different attributes (size, color, shape), including quantity.</i>

*Discuss gender differences for dance steps, objects, and regalia.

Family Interests are: Drum Making, Drumming, Dancing, Basket Making, Beading, Making Corn Tortillas, and Cultural Storytelling

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

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*	Cultural Storytelling Activities	Making Blue Corn Tortilla Activities
Aiyanna	<p>7b. Uses writing and drawing tools 11b. Persists 14b. Dramatic play 17a. Uses books 19a. Writes name</p>	<p>6. Gross-motor manipulative skills 3b. Solves social problems 23. Knowledge of patterns</p>	<p>Dancing Basket Making Beading Storytelling</p>	<ul style="list-style-type: none"> - Coordinate movements with others in dancing rather than drumming. - Brainstorm solutions to problems with others during dancing activities. - Draw lines on paper to represent different dance patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements using props for acting out the stories told. - Brainstorm multiple ways a character can solve a problem before the solution is told. - Identify, repeat, and extend simple word patterns in stories, and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Coordinate movements with others while mixing tortilla dough. - Brainstorm multiple ways to grind corn into meal. - Create patterns using different colors, sizes, and shapes of tortillas and draw the patterns, making a book.
Dakota	<p>6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 11b. Persists 13. Classifies objects 14b. Dramatic play</p>	<p>3. Participates cooperatively 20c. Connects numerals with their quantities 23. Knowledge of patterns</p>	<p>Storytelling Drumming Dancing Drum Making</p>	<ul style="list-style-type: none"> - Take turns and cooperate with others in drumming. - Count, in Towa and English, the beats and/or drum objects, and match the written numeral to the quantity. - Draw lines on paper to represent different patterns of drum beats, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others in acting out stories. - Count, in Towa and English, the number of characters and props needed to act out the story, and match the written numeral to the quantity. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Take turns and cooperate with others while making and cooking tortillas. - Count the number of tortillas, in Towa and English, and match the written numeral to the quantity. - Create patterns using different colors, sizes, and shapes of tortillas, and draw the patterns, making a book.
Nimkii	<p>2d. Makes friends 6. Gross-motor manipulative skills 7b. Uses writing and drawing tools 14b. Dramatic play 20a. Counts</p>	<p>13. Uses classification skills 17a. Uses and appreciates books 23. Knowledge of patterns</p>	<p>Drum Making Drumming Storytelling Dancing</p>	<ul style="list-style-type: none"> - Sort and classify drum objects by different attributes (size, weight, type), including quantity. - Create own book of dictated drumming stories, with drawings. - Draw lines on paper to represent different patterns of drum beats, making a book. 	<ul style="list-style-type: none"> - Sort and classify characters by different attributes (taller, heavier, bigger), including quantity. - Create own book of dictated stories they have heard, with drawings. - Identify, repeat, and extend simple word patterns in stories and draw the character(s), repeating the word patterns, making a book. 	<ul style="list-style-type: none"> - Sort and classify tortillas by different attributes (size, color, shape), including quantity. - Create own book of dictated corn tortilla making stories, with drawings. - Create patterns using different colors, sizes, and shapes of tortillas and draw the patterns, making a book.

*Discuss gender differences for dance steps, objects, and regalia.