

# Making It Work

A Guide for Implementing Cultural Learning Experiences in American Indian  
and Alaska Native Early Learning Settings



Introduction and Steps to Put ***Making It Work***  
Into Practice For Children Ages Birth to Five

# National Center on Early Childhood Development, Teaching, and Learning

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## **AUDIENCE FOR THE GUIDE:**

This guide is intended to support program leaders and early childhood staff working with children ages birth to five in American Indian and Alaska Native (AIAN) early learning settings.

## **PURPOSE OF THE GUIDE:**

The purpose of ***Making It Work*** (MIW) is to connect tribal cultural skills, values, beliefs, and lifeways to research-based guidelines, including state and/or tribal early learning guidelines, or the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF).

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# Contents

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National Center on Early Childhood Development, Teaching, and Learning .....	ii
Welcome to <b>Making It Work</b> .....	<b>1</b>
Hello American Indian and Alaska Native (AIAN) Program Leaders and Early Childhood Staff! .....	1
How <b>Making It Work</b> Works .....	2
Why <b>Making It Work</b> Matters .....	3
The Head Start Early Learning Outcomes Framework: Ages Birth to Five .....	5
The <b>Making It Work</b> Cycle.....	7
The <b>Making It Work</b> Steps.....	8
Step 1: <b>Making the Connection</b> .....	<b>8</b>
<b>Making the Connection</b> has three subparts. ....	9
Step 2: <b>Making It Happen</b> .....	<b>11</b>
What's First? .....	12
What's Next? Activities and Strategies for Parent, Family, and Community Engagement .....	12
What Follows? Family and Community Engagement Strategies .....	12
Step 3: <b>Making It Real</b> .....	<b>13</b>
Using an Assessment Data Approach .....	13
The <b>Making It Work</b> Three-Step Process .....	14
One Program's Experience Integrating Language and Culture .....	15
<b>Making It Work</b> : A Tool for Refining Cultural Instructional Practices in Programs .....	16
<b>Making It Work</b> and Curricula .....	17
Strategies for Teaching and Methods to Learning .....	18
Questions to Ask When Creating a Learning Environment .....	18
Assessment and <b>Making It Work</b> .....	19
Parent, Family, and Community Engagement and <b>Making It Work</b> .....	20
References .....	21
Appendix A: <b>Making the Connection</b> .....	<b>22</b>
Appendix B: <b>Making It Happen</b> .....	<b>55</b>
<b>Making It Happen</b> .....	<b>86</b>
Sample Letter to Engage Families in Drumming .....	90
Sample Letter to Engage Families in Fishing .....	91
Appendix C: <b>Making It Real</b> .....	<b>92</b>
<b>Making It Real:</b> Using Assessment Data to Identify Interests and Needs .....	93

# Acknowledgements

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- Office of Head Start Central staff
- Region XI Training and Technical Assistance staff

# Welcome to *Making It Work*

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## HELLO AMERICAN INDIAN AND ALASKA NATIVE (AIAN) PROGRAM LEADERS AND EARLY CHILDHOOD STAFF!

You are in the amazing and unique position of supporting AIAN Early Childhood Programs in providing high-quality, comprehensive services to children and families. These services can

- promote the continuation of native languages and cultures,
- lead to school readiness and school success for every child,
- identify and implement high-quality instructional practices and environments, and
- help in comprehending and implementing early learning standards and regulations.

Language and culture tell children where they come from and who they are. Because birth to five is the time of developing an identity and a sense of self, it is essential that AIAN early learning programs give children positive, rich, comprehensive, and affirming educational experiences grounded in the unique culture and language of the children.

*Making It Work* was designed to help you accomplish these educational experiences. It is a tool every tribal and native community can use to connect research-based guidelines, specifically the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF), with their own unique traditional cultural skills, values, beliefs, and *lifeways*.

*Making It Work* is a tool and a process. It can only come alive in individual AIAN programs after the entire program reflects on its own unique traditional cultural skills, values, beliefs, and lifeways and engages in an in-depth effort to:

- engage and support children in speaking their native language;
- identify the key skills children learn when engaged in their community's traditional activities;
- align these skills with their curriculum, school readiness goals, and early learning guidelines;
- engage families and the tribal community in supporting children's learning;
- group children to maximize their learning;
- intentionally teach children in ways that promote their learning;
- assess children's progress and make adjustments as needed; and
- record and document children's progress.

### DEFINITION:

**Lifeway:** A customary manner of living; a way of life; a custom or practice

When asked, "What do you wish for your grandson?" a Cochiti Pueblo grandfather of a first-year Head Start student replied, "I understand that English, science, math, and so forth are important for my grandson. I know he will learn those things. But my main concern is that he won't learn our language and the Pueblo ways of life. To me, those are more important because it will teach him what it means to be Cochiti and to be a human being in a complex modern world. If he has a strong Cochiti foundation, then he will learn with confidence anything he puts his mind to. He can leave Cochiti and see the world, earn a degree, acquire a profession, and always come back knowing he is Cochiti and what that requires."

—Mary Eunice Romero, *Perpetuating the Cochiti Way of Life: A Study of Language Socialization in a Pueblo Community*

# How *Making It Work* Works

**Making It Work** provides each AIAN early learning program with the opportunity to teach children their culture, language, and traditions and prepare them for school success.

**Making It Work** places leaders in the unique position to engage staff over time and help them gradually build their skill at using multiple levels of learning by:

- making connections between traditional ways and the HSELOF, tribal, and state early learning standards;
- developing culturally and linguistically responsive lesson plans; and
- promoting and supporting family and community engagement.

Accomplishing this requires a sustained, program-wide commitment with an extended training cycle. It will take several years to fully integrate **Making It Work** into the fiber of instruction in your program.

The **Making It Work** materials provides you with some tools to begin and continue this journey. We hope this introduction to **Making It Work** will help you to:

- respond to questions about implementing **Making It Work** in your program;
- engage your program in a multi-year effort to embrace, adopt, and implement **Making It Work** in your community;
- confirm your current knowledge about research and promising practices for AIAN children and their families;
- lead your program toward developing high-quality services and systems for AIAN children and their families; and
- begin a process whereby communities teach key values and skills to the next generation.

You are the ones who hear the questions and see the day-to-day reality that AIAN early learning staff and families experience. Please share your **Making It Work** experiences with the NCECDTL staff.

Keep us informed about what challenges and successes you experience. That way, we can share your lessons learned to help other programs.

Please contact the NCECDTL staff at any time. Our job is to help you do your job!

-The Staff of NCECDTL Phone (toll-free): 1-844-261-3752

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The language is your world view. The way I see the world (when speaking in my native language) . . . is so different from thinking in English. Every single sound of the language has a meaning to it, and unless you can understand those meanings, it is really hard to put that world view together.

—Jonathan Ross, Alaska  
Native Heritage Center

## ONE PROGRAM'S EXPERIENCE

All the children belong to the same tribe, and many are cousins. All speak English; a few are also fluent in their Seminole tongue. The Head Start program reflects a deliberate effort by the tribe to prepare their children for success in a modern world, while also reinvigorating their traditional culture and language. Traditional culture does not rely on the written word. Communication is often nonverbal. Adults, especially women, do not traditionally talk much while they work. However, the tribe recognized that their children have to be both verbal and literate—in English.

The classrooms have been carefully designed to promote conversation and support emergent literacy, while bringing in their culture and environment. Upon entering the classrooms, one sees the large mural, made by the children, showing a typical "river of grass" environment, with a small island of dry land and trees. The children pasted cutouts of animals in the grass, water, trees, and sky, and happily show you the painted turtle, alligator, egret, heron, deer, and anhinga. Instead of the house corner, there is a traditional open-sided thatched hut, or Chicki, with a communal cooking fire pit, traditional cooking implements, a doll-sized hammock, and an adjacent fish pond where the boys catch magnetic fish that the girls cook for dinner. A poster depicts the clans with their animal totems; each child's name is written under the clan in which he or she belongs. Tribal Elders visit regularly to share their language, traditional stories, and crafts with the children (Bardige, 2005).

# Why *Making It Work* Matters

The development of one’s relationship to culture is a unique and individualized process. It can be very personal, spiritual, and deeply meaningful. Children use cultural knowledge to develop their own understanding of the world around them. They learn this best in the context of their community. It’s also important for children to understand the cultures and values of others, to recognize the similarities to their own, and to respect the differences. Therefore, it is with the utmost care and commitment that we support children and families in a culturally relevant and meaningful way.

**Making It Work** is a tool that supports American Indian and Alaska Native (AIAN) early learning programs to

- teach American Indian and Alaska Native children attending Head Start and other learning programs their culture;
- ensure that the tribal, state, and The Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF) standards and regulations are achieved by teaching their traditional cultural skills, values, beliefs, and lifeways; and
- promote language development, including learning of the tribal language.

**Making It Work** complements and connects each program’s research-based curriculum and ongoing assessment process to local cultural lifeways.

The wisdom of the ages and current research agree that culture and language are integral to learning and identity formation. Below is a sample of the research.

<p><b>Culture, Language, and Identity Formation</b></p>	<p>Culture, Language, and Identity Formation “Children’s identity and sense of self are inextricably linked to the language they speak and the culture in which they have been socialized, which takes place in a specific family context” (Crago, 1988, as cited in <a href="#">California Department of Education, 2008, p. 103</a>).</p> <p>“Culture also influences young children’s developing sense of self, as many cultures emphasize collective or group worth rather than worth based on individual accomplishments” (Rogoff, 2003, as cited in Tomlinson &amp; Hyson, 2009).</p>
<p><b>Value of Supporting Culture and Language in the Classroom</b></p>	<p>“Research about the influences of culturally based education on the academic performance of Native American children shows that interweaving cultural topics with daily activities strengthens their identity and leads to better outcomes for all students” (Dubosarsky et al., 2011, p. 22; see also <a href="#">Demmert &amp; Towner, 2003</a>).</p>
<p><b>Children’s Capacity for Learning Two Languages</b></p>	<p>“Research data from prenatal and preverbal infants suggests that they have innate capacities that allow them to learn two languages without significant costs to the development of either language, provided that they receive consistent and adequate exposure to both languages on a continuous basis” (Paradis, Genesee, &amp; Crago, 2011).</p>
<p><b>Family, Community Engagement, and Children’s Learning</b></p>	<p>Family, Community Engagement, and Children’s Learning “Engaging parents in their child’s preschool experience is essential, in particular, for culturally, linguistically, and socio-economically diverse families” (Fantuzzo, McWayne, Perry, &amp; Childs, 2004).</p> <p>“When people in the child’s primary environments—family, preschool, and community— work together, as partners, it is better for the child’s developmental and learning outcomes” (Bronfenbrenner, 1979).</p>
<p><b>Community, Family, Cultural Values, and Later Success in School and Life</b></p>	<p>Community, family, and cultural values promote the resilience and well-being of American Indian youth. “[M]any American Indian youth do become engaged in prosocial activities successfully avoid problem behaviors. It is the presence of these positive outcomes, in the face of substantial adversity, that points to the resilience of American Indian youth” (LaFromboise, Hoyt, Oliver, &amp; Whitbeck, 2006, p. 195).</p>
<p>For more research, go to the following link: <a href="http://www.researchconnections.org/childcare/resources/31199/pdf">http://www.researchconnections.org/childcare/resources/31199/pdf</a></p>	



Let us boldly implement what our ancestors practiced and take the time to bring forth the knowledge, values, ceremonies, social and political institutions that bring out the spirit of every human child, no matter what age.

—David Wilkins, Lumbee

## INTEGRATING MAKING IT WORK WITH SCHOOL READINESS GOALS

Malinda Besett, Director of Kawerak Head Start, attended her first **Making It Work** training in Alaska in September 2011. Malinda saw that she and other members of her program could use this tool to align their cultural activities to the concepts outlined in their curriculum. After sharing the process with her coordinators, she realized they would need to know **Making It Work** more thoroughly if they were to teach it to their team. Malinda attended three more trainings. She became much more familiar with the process and prepared to lead her team forward.

At the same time, a team of administrative staff, teachers, local education agency (LEA) representatives, community members, and Elders were working with a consultant to draft their school readiness goals and submit them for approval to the Policy Council and the Tribal Board of Directors. To continue their working relationship with the LEA representatives, Malinda and her team invited LEA teachers, aides, and coordinators to their preservice **Making It Work** training.

Throughout the training, the trainer regularly connected the program's approved school readiness goals to what the program was doing with **Making It Work**. Training participants used

- **Making the Connection** to list the skills of their goals;
- **Making It Happen** to describe how they would teach, document, and assess their school readiness goals as well as how parents, Elders, and the community would support the goals; and
- **Making It Real** to determine how to use assessment data to individualize and create targeted lessons for children to achieve school readiness goals.

At the end of the two-day training, the group completed **Making the Connection** and **Making It Happen** for nine lifeways! When they worked on **Making It Real**, they used the assessment data from the previous year for four returning 4-year-olds. They identified one cultural lifeway they could teach and use to address the needs of those four children.

The Kawerak Head Start program ensured that there was community buy-in and ownership of their cultural learning and school readiness efforts by including families, community members, and LEA partners, as well as the full Head Start team in discussions of school readiness goals and **Making It Work**. They are providing a culturally appropriate curriculum that supports solid expectations and school readiness for all Head Start children!



# The Head Start Early Learning Outcomes Framework: Ages Birth to Five

***Making It Work*** is a tool every tribal and native community can use to connect research-based guidelines, including tribal and state early learning guidelines, as well as the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF), with their own unique traditional cultural skills, values, beliefs, and lifeways.

The HSELOF lays out the essential areas of children’s learning and development to guide early childhood education professionals and families in supporting children’s early development and school readiness. It is grounded in a comprehensive body of research. By the HSELOF describing how children progress in key areas of learning and development, adults better understand how to provide an effective learning experience while supporting early learning outcomes..

Programs use the HSELOF to guide their choices in curriculum and learning materials, to plan daily activities, and to engage in intentional teaching practices. Incorporating these strategies with state and tribal early learning guidelines promote successful learning for all children.

## GUIDING PRINCIPLES OF THE HSELOF

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children’s first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.
- Areas of development are integrated, and children learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has diverse strengths rooted in their family’s culture, background, language, and beliefs.

The HSELOF<sup>1</sup> domains and sub-domains apply to all children from birth to five years old in Head Start and any early learning center (i.e., child care, home-based programs, infant and toddler care, and preschool). You can find more information on the HSELOF at

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

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

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

—Eben Hopson, North Slope Borough, Barrow, Alaska

<sup>1</sup>HSELOF is required by Head Start programs per §1302 Subpart C – Education and Child Development Program Services.

The HSELOF organizes children learning within five central domains. These domains are outlined for children from birth to three years old (infants and toddlers) and preschool-aged children. It is organized into the following elements:

**Central Domain:** Broad areas of early learning and development, identified in the image below for both infants and toddlers, as well as preschool-aged children.

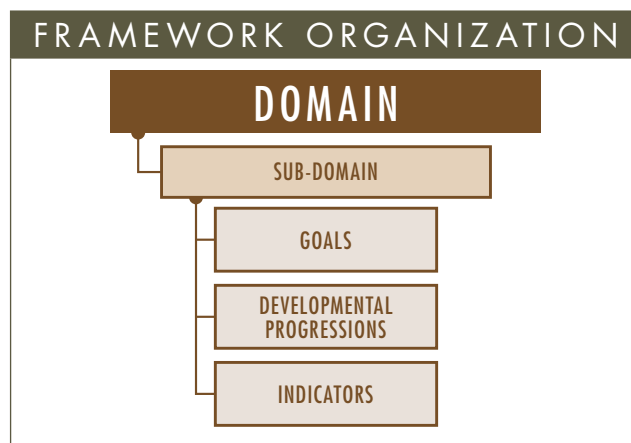
**Sub-Domains:** Categories or components of development within a domain. For instance, Social and Emotional Development includes the following sub-domains: relationships with adults, relationships with other children, emotional functioning, and sense of identity and belonging.

**Goals:** Broad statements of expectation for children’s learning and development, which can be referred to as standards in state early learning guidelines. For instance, for the sub-domain emotional functioning, the goal for both infants and toddlers, as well as preschoolers, is “Child expresses care and concern toward others.”

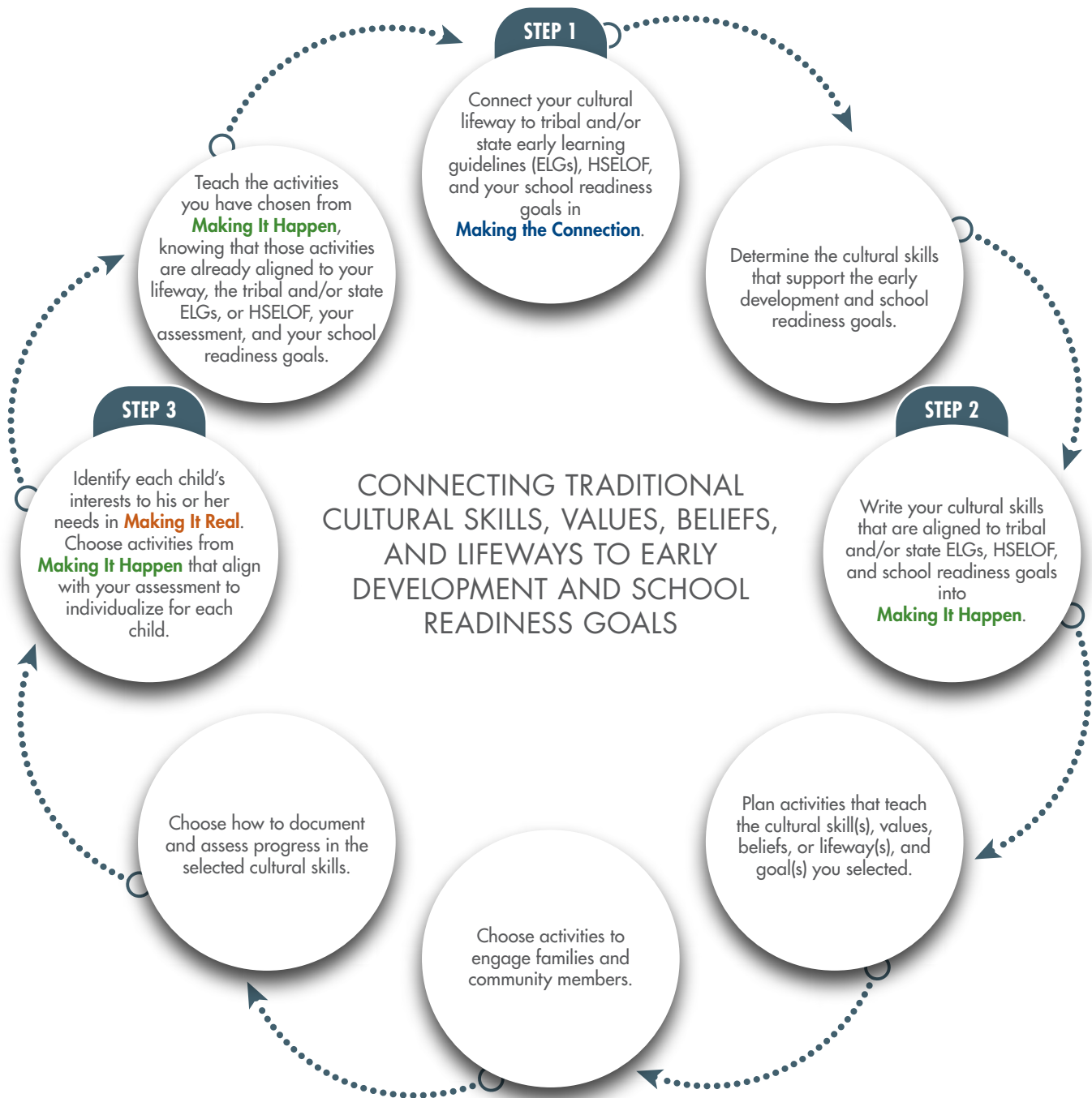
**Developmental Progressions:** Skills, behaviors, and concepts that children will demonstrate as they progress toward a given goal within an age period. For instance, developmental progressions for infants and toddlers are provided for birth to nine months, eight to 18 months, and 16 to 36 months.

**Indicators:** Specific, observable skills, behaviors, and concepts that children should know and be able to do by the end of the designated age period (i.e., 36 months or 60 months).

DOMAIN ORGANIZATIONS					
CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



# The *Making It Work* Cycle



# The *Making It Work* Steps

**Step 1: Making the Connection** connects traditional cultural skills, values, beliefs, and lifeways to the Tribal, State and The Head Start Early Learning Outcomes Framework (HSELOF).

**Step 2: Making It Happen** creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

**Step 3: Making It Real** identifies children’s interests and needs to create individualized cultural lesson plans.

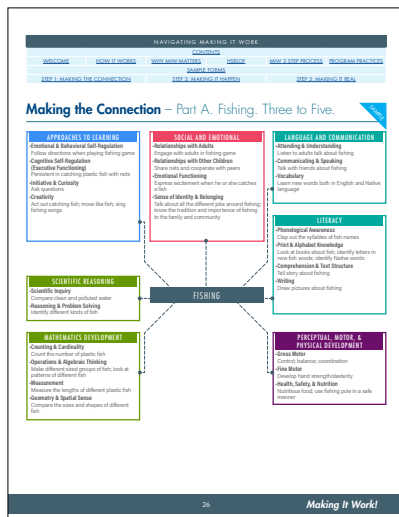
## Step 1: Making the Connection

From the beginning of time, adults in all cultures have taught their children the skills and values they need to succeed as adults in world they knew. We use the term “lifeway” in this tool to describe a customary manner of living; a way of life; a custom or practice.

The research-based HSELOF calls these skills and values the “domains of early learning.” For the most part, they do not differ from the skills that all children need to know. For example, the distance and force needed to shoot an arrow into a deer requires math, collaboration and communication with other hunters, gross motor skills, and so forth. The ability to tan a hide and make clothing requires knowledge that the HSELOF now calls science, fine motor skills, and more.

**Making the Connection** enables us to easily identify the connections between age-old traditional cultural skills, values, beliefs, and lifeways and the Head Start domains and research-based domain elements in the HSELOF. **Making the Connection** also gives early childhood staff the words they need to explain precisely how teaching young children their traditional cultural skills, values, beliefs, and lifeways directly supports their school readiness.

The purpose of **Making the Connection** is to show that cultural skills directly align with the HSELOF domain goals. It also helps sharpen early childhood staff ideas of how to teach these skills to support the children’s cultural development as well as their school readiness.



**TIPS**

The strategy of webbing, which is used in **Making the Connection**, is integral to developing a project. As one MIW participant stated:

The webbing is familiar. The form makes you think about all the domains and identifying activities for them. We saw how it could help when we do our lesson plans. It simplifies the curriculum process and provides lots of small-group activities.

## MAKING THE CONNECTION HAS THREE SUBPARTS.

### PART A INCLUDES

- selecting one traditional cultural skill, value, belief, or lifeway through a brainstorming activity; and
- figuring out which sub-domain relates to the cultural skill, value, belief, or lifeway.

**Making the Connection** begins with brainstorming and will be unique to your culture and community. During this process, you will

- consider the traditional cultural skills, values, beliefs, and lifeways of your community;
- select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form (there are different **Making the Connection** forms for children from birth to three years old and for preschool-aged children, and each square represents one domain of the Head Start Early Learning Outcome Framework: Ages Birth to Five); and
- list specific goals that relate to each sub-domain in the circle.

Remember, this is a brainstorming activity. It will be refined in the next part.

### PART B INCLUDES

- reviewing the HSELOF goals for each domain; and
- selecting the goals—exactly what the children will know and be able to do after they’ve worked on this activity and have learned the skill of the cultural lifeway.

**Making the Connection**—Part B is a way to align the goals of your cultural lifeway with the HSELOF’s goals. There is one domain per page. Within the chart is a list of all the HSELOF sub-domains and goals for that domain. Read the sub-domain and goals under each domain.

- Check those goals most directly related to your traditional cultural skill, value, belief, or lifeway. These goals are the ones that children will be able to do when they have met the HSELOF indicators.
- Include all sub-domains, even those that don’t relate directly to your cultural lifeway, such as Perceptual, Motor, and Physical Development’s goal for the child to demonstrate personal hygiene and self-care skills. The purpose is to let others know that you have considered all the domains and sub-domains.

The screenshot shows a digital form titled "NAVIGATING MAKING IT WORK" with a navigation bar containing "INTRODUCE", "HOW IT WORKS", "STEP 1: MAKING THE CONNECTION", "STEP 2: MAKING IT WORK", and "STEP 3: MAKING IT REAL". The main content is "Making the Connection - Part B. Drumming, Birth to Three." with two numbered steps: "1. Read the goals under each domain." and "2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway." Below this is a table titled "APPROACHES TO LEARNING" with two columns: "Goal F.A.L.S." and "Goal F.A.L.S.". The table lists various sub-domains and their corresponding goals. At the bottom, it shows the page number "27" and the text "Making It Work!".

## PART C INCLUDES

- rewriting the goals into the **Making the Connection** form; making them specific to your cultural lifeway; and
- working with these goals as you develop cultural lesson plans.

In Part C, you will summarize the work you have completed in Parts A and B. You will write goals that are more specific to your cultural lifeway that align with HSELOF. Once you have identified these goals, you will use them to develop cultural lesson plans.

We encourage early childhood staff to work in teams through the steps together and over time. Teams may choose to develop more than one cultural lifeway a year; but we recommend no more than two to allow the building of a substantial resource.

To access forms and examples for **Making the Connection**, go to Appendix A. Examples are provided for two lifeways—drumming and fishing. Both lifeways include separate examples for children ages birth to three and three to five. Please note that the examples may or may not reflect your cultural lifeways and beliefs, and many different lifeways could be selected.

NAVIGATING MAKING IT WORK

HOMEWORK    HOW IT WORKS    WHAT YOU PRACTICE    SUCCESS    NEW 3-STEP PROCESS    PROGRAM PRACTICES

STEP 1: MAKING THE CONNECTION    STEP 2: MAKING IT WORK    STEP 3: MAKING IT REAL

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**Making the Connection – Part C. Fishing. Birth to Three.**

<p><b>EXPERIENCES TO LEARN</b></p> <p><b>Attentional &amp; Behavioral Self-Regulation</b> Engage in fishing activity with support from familiar adults.</p> <p><b>Cognitive Self-Regulation</b> Recognize focus and attention to fishing activity with support; show increasing ability to stay engaged and focused on fishing activity.</p> <p><b>Initiative &amp; Curiosity</b> Approach other children and adults during fishing activity; show interest in the fishing activity; reach out and play with fish, sand, and water etc.</p> <p>Make tools like a fish using fishing engage engage in make-before play by fishing.</p>	<p><b>RELATIONSHIPS WITH ADULTS</b> Engage in fishing activity with other adults; seek out adults for support and comfort.</p> <p><b>Relationships with Other Children</b> Sit closer to other children while using the fish game and/or watch them explore other children's body movements.</p> <p><b>Emotional Resilience</b> Express various emotions while learning to create, use and movement when their fish jumps in air.</p> <p><b>Sense of Identity &amp; Belonging</b> Engage in learn about the tradition and importance of fishing to the family and community; recognize the connection of their family, culture, and community and begin to develop a relationship with them.</p>	<p><b>LANGUAGE AND COMMUNICATION</b></p> <p><b>Listening &amp; Understanding</b> Join in dialog with the person speaking; engage with adults with facial expressions, gestures, nodding, eye movements, interest and participate in language activities related to fishing.</p> <p><b>Communicating &amp; Speaking</b> Engage in simple conversations related to fishing; share to others they have heard; begin to understand and use new English and their words related to fishing.</p> <p><b>Vocabulary</b> Begin to understand and use new English and their words related to fishing.</p> <p><b>Emergent Literacy</b> Join in conversations about fishing; read play with language the words related to fishing; look at books about fish; recognize signs, pictures, and/or words related to fishing.</p>
<p><b>COGNITION</b></p> <p><b>Organization and Memory</b> Practice algorithm by using their senses and/or by manipulating, form, shape and amount of items with objects such fish, use of colors of different fish, explore the ways you catch fish, game rules, handle 10 and employ a container with sand and/or water.</p> <p><b>Memory</b> Remember where fish are in the sand table; remember how to "cast" using the fishing game; all others about "fishing".</p> <p><b>Reasoning and Problem Solving</b> Recognize how to use empty or containers with sand and/or water; use various methods to "catch" fish.</p> <p><b>Emergent Mathematical Thinking</b> Count the number of fish; use the difference in weight of fish.</p> <p><b>Measurement and Spatial</b> Prepared to fish, use L&amp;L Fishing scales.</p>	<p><b>FISHING</b></p>	<p><b>PERCEPTUAL MOTOR &amp; PHYSICAL DEVELOPMENT</b></p> <p><b>Manipulation</b> Use objects to explore to explore: water, fish, sand, rocks.</p> <p><b>Object Motor</b> Show how a fish to move; put the net, reach and press fish to understand.</p> <p><b>Fine Motor</b> Eye-hand coordination while "fishing".</p> <p><b>Health, Safety, &amp; Nutrition</b> Learn about fish-bone food and the value of fish as food; use fishing pole as a watermarked; learn safety around water.</p>

32 Making It Work!

# Step 2: Making It Happen

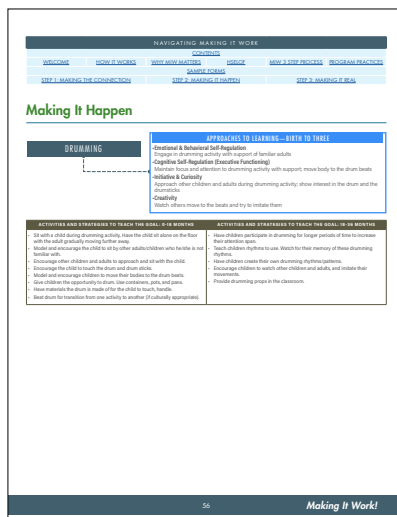
**Making It Happen** is the second step in the *Making It Work* process. Within this step, you will

- align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in **Making the Connection** (when you connect these pieces, children learn better); and
- use this process to target your lessons and to make them more highly effective.

**Making It Happen** invites staff to

- develop cultural lessons for teaching each sub-domain;
- engage parents, families, and the community in their efforts;
- choose the type(s) of documentation to record progress;
- identify assessment indicators;
- connect classroom activities to activities families can do at home;
- invite families to be part of the process at home and at the center; and
- engage Elders and community members in planning, teaching, and supporting their efforts.

As staff work with the **Making the Connection** and **Making It Happen** forms, they become familiar with the goals of the HSELOF. As they connect their traditional cultural skills, values, beliefs, and lifeways to the HSELOF goals, the domains and sub-domains become more meaningful. Programs in the pilot study reported that teaching staff had a better understanding of the HSELOF goals and how to create their own culturally based activities for children after completing the two forms.



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!

– Pilot program participant

The difference between a **skill** and an **activity** is important in developing lesson plans and in doing assessments. Understanding this difference enables early childhood staff to provide higher quality, intentional instruction and successfully support children's progress. See Appendix B, which has sample forms that may help users note/explore the differences. These forms are used while identifying skills and in completing the **Making It Happen** form.

To access forms and examples for **Making It Happen**, go to Appendix B. Examples are provided for two lifeways—drumming and fishing. Both lifeways include separate examples for children ages birth to three and three to five. Please note that the examples may or may not reflect your cultural lifeways and beliefs, and many different lifeways could be selected.

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## WHAT'S FIRST?

### IDENTIFY ACTIVITIES AND STRATEGIES TO SUPPORT THE DEVELOPMENT OF SKILLS RELATED TO THE GOAL

- Write down the traditional cultural skill, value, belief, or lifeway that you plan to teach.
- Review the goals you have written in the **Making the Connection**—Part C form, modify them according to the needs of your children and program, and then write them in the goal box on the right in **Making It Happen**.
- List activities and strategies that interest the children and that can be used to support the development of the skills, behaviors, and concepts.
- Check the ways you will document children's learning.
- Choose the assessment tool indicators for tracking children's progress using your program's ongoing assessment process.<sup>2</sup>

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## WHAT'S NEXT? ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Activities that engage families and communities around their culture ensure children's success in school and life. On the **Making It Happen** form, directly connect the learning to activities that families can engage in at home and in their community.

- Select, adapt, and write down an activity (or activities) that engages families in supporting traditional cultural skills, values, beliefs, and lifeways at home and in their community.
- Develop and write down an activity (or activities) that will include the wisdom, knowledge, and skills of Elders, community members, or other tribal staff who focus on culture and language revitalization.
- Check the strategies used to track how you involve families, Elders, and community members.

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## WHAT FOLLOWS? FAMILY AND COMMUNITY ENGAGEMENT STRATEGIES

### ELDERS AND COMMUNITY ENGAGEMENT

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

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

### PARENT AND FAMILY ENGAGEMENT

- After planning all the domain activities for a cultural lifeway, choose the activities that you want to include in a letter to families. Though you only refer to a few activities in your letter, you'll probably use all of them at different times and with different families.
- Use the [sample letters](#) at the end of Appendix B to create your own letter to send to families, making the necessary changes and adding the activities you decide to include.
- Use the letter to talk with families about how they would like to be engaged.

#### DEFINITIONS:

**Skill:** What the child is learning

**Activity:** What the child does to practice and develop the skill

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<sup>2</sup>The Teaching Strategies GOLD assessment system is used throughout this document for purposes of providing examples only and not as an endorsement of the assessment. Head Start programs are to select assessment instruments that best meet the needs of the children enrolled in their program.



# Step 3: Making It Real

**Making It Real** gives staff members an approach for individualizing instruction.

**Making It Real** is most helpful after staff are thoroughly comfortable with the first two steps in *Making It Work*.

**Making It Real** enables early childhood staff to

- create individualized cultural lesson plans by matching children’s interests and needs;
- identify interests and needs by using children’s assessment data;
- match each child’s interest and need to one of the activities from **Making It Happen**;
- highlight common interests and needs (using color, different fonts, etc.) to create small learning groups;
- list the traditional cultural skills, values, beliefs, and lifeways that interest families; and
- list the program topics that relate to the cultural lifeway.

To access the form and example for **Making It Real**, go to Appendix C.

Most programs have systems and forms for planning and individualization. Programs may be happy with their current system. If programs want to adjust what they have in place, or are searching for a new system, they may use the **Making It Real** form.

## USING AN ASSESSMENT DATA APPROACH

This final form asks you to do the following:

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

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

# The *Making It Work* Three-Step Process

## STEP 1: MAKING THE CONNECTION

**Making the Connection** connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

### PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

### PART B REVIEW AND SELECTION

- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.

### PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

## STEP 2: MAKING IT HAPPEN

**Making It Happen** creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

- Develop cultural lessons for teaching each sub-domain.
- Engage parents, families, and the community in their efforts.
- Choose the type(s) of documentation to record progress.
- Identify assessment indicators.

### REFINE LESSON PLANS

Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in **Making the Connection**.

- Transfer the content from **Making the Connection** Part C into the HSELOF domain section.
- Then add lifeway activities and strategies for each age in the boxes.

### BROADEN YOUR LESSONS:

- Document ways to involve families and elders.
- Align with assessment indicators and learning outcomes.

## STEP 3: MAKING IT REAL

Gives staff members an approach for individualizing instruction. Using **Making It Real** Forms or use existing program or system forms.

### INDIVIDUALIZATION

- Create individualized cultural lesson plans by matching children's interests and needs.
- Identify interests and needs by using children's assessment data.

CONTINUE WITH STEP 1 FOR ADDITIONAL LIFEWAYS

# One Program's Experience Integrating Language and Culture

The following are the steps that the Red Cliff Early Childhood Center developed to ensure that culture is the building block for curriculum development:

- Write a program mission statement that reflects the importance of language and culture
- Create goals that reflect cultural values
- Develop benchmarks (small steps) to achieve the culturally relevant program goals
- Track the program's progress (monthly/quarterly) in meeting those benchmarks
- Design classroom activities that are culturally appropriate
- Use community resources and consult cultural experts to plan cultural activities that support the curriculum
- Form a strong relationship with the tribal council liaison
- Encourage the tribal council liaison to share culturally relevant information/program's cultural activities with the tribal council
- Invite tribal council members to participate in program activities (family nights, field trips, pow-wows, ceremonies, etc.)
- Invite community members to share their cultural knowledge or a cultural activity
- Design family nights, socializations, and field trips around culture and language
- Gather information from families, Elders, and community members on cultural topics that they feel are important
- Ensure that both management and early learning staff receive professional development related to language and culture



We were always trying to integrate culture into the curriculum—the science domain, the math domain, etc. Then we realized that culture should be at the base, serving as the foundation, the building block for curriculum development. It was an amazing paradigm shift! We are now making huge gains in integrating language and culture into our early childhood programming.

—The Red Cliff Early Childhood Center

# Making It Work: A Tool for Refining Cultural Instructional Practices in Programs

Many AIAN programs first started their Head Start and early learning programs to ensure the continuation of their culture and language. Tribes and native communities have always known what research now tells us—when programs integrate culture and language into the daily activities of the children and engage families in those activities, children are supported in:

- developing a positive sense of self;
- achieving successful child outcomes;
- learning two languages; and
- knowing their community, family, and cultural values, which promotes their resilience and well-being.

When programs integrate language and culture into their early learning systems and services, they are ensuring the continuation of their culture and language. They are also creating the foundation necessary to support the planning and implementation of **Making It Work**.

**Making It Work** is a process for developing a cultural curriculum plan. It inspires and shapes all aspects of curriculum—from the learning environment to assessment. This section discusses how **Making It Work** can be

- integrated into all the components of your curriculum, and
- used as a tool for refining cultural instructional practices in early learning settings.

Children learn best when they feel safe and valued and when their physical needs are met. Therefore, it is important that programs take time to consider the quality and cultural responsiveness of their

- curriculum,
- learning environments,
- teaching strategies,
- approaches to learning,
- adult–child interactions (including child guidance), and
- assessment processes.



# Making It Work and Curricula

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**Making It Work** is a process in which each tribal program selects the traditional cultural skills, values, beliefs, and lifeways they want to align to the HSELOF and the program's selected curriculum. **Making It Work** uses Teaching Strategies GOLD as the base for their examples. **MIW** connects cultural lifeways to the skills of the HSELOF domains and helps staff develop targeted learning experiences and activities.

The purpose of a curriculum is to guide programs to

- develop goals and objectives for children's development and learning;
- engage with families to promote children's learning;
- choose materials and equipment and set up a space that promotes children's development and learning; and
- implement sound child development principles that align with state and/or tribal early learning guidelines (ELGs) or the HSELOF.

The alignment between the HSELOF and different curricula and assessment tools may not always be exact. For example, many curricula do not yet include a cognition domain in their pre-K curriculum. Sometimes, different names are used for the domains—for example, "approaches to learning" is sometimes referred to as "process skills." Programs need to take the time to ensure that all staff understand any apparent discrepancy between the HSELOF and their curriculum. The same is true for assessment tools. There may not be an indicator to assess "following safety routines," but there is usually one that assesses the ability to follow rules and expectations that could be used to assess children's ability to behave safely.

## LEARNING ENVIRONMENTS

A developmentally, culturally, and linguistically appropriate environment mirrors the ideas, values, attitudes, and cultures of the children and families it serves. Including a child's culture and language into the learning environment positively influences a child's sense of self and the child's social and cognitive development (Gestwicki, 1995). When the culture and language of the children are included, those children are more likely to be eager to learn, take initiative, be curious, and explore.

Children's culture and language should be reflected throughout the learning environment in:

- every interest area,
- photos and pictures,
- the materials chosen, and
- the games played.

When a tribe's language is a written language, learning materials should be labeled in both the tribal language and English.

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## STRATEGIES FOR TEACHING AND METHODS TO LEARNING

**Making It Work** does more than support staff to connect traditional cultural skills, values, beliefs, and lifeways to the HSELOF. It also supports the process of teaching by using successful strategies and approaches to learning.

**Making It Work** guides a program through the study of one or more traditional cultural skills, values, beliefs, or lifeways in depth over time. In this way, it supports culture and language learning because children

- learn concepts more thoroughly;
- connect concepts that create a knowledge base for further learning; and
- practice applying concepts in various contexts (Neuman, 2006).

When early childhood staff are intentionally planning for children to learn a specific skill, children learn better. **Making It Happen** supports early childhood staff to be intentional when they

- develop a cultural activity for every skill in **Making the Connection**—Part 2; and
- choose the type of documentation and assessment indicators that will best track progress before they begin to observe and assess.

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## QUESTIONS TO ASK WHEN CREATING A LEARNING ENVIRONMENT

To ensure that they are fully supporting children’s learning, early childhood staff must understand what is valued, honored, and expected in each child’s home culture and be able to explain exactly how and what they are doing to support and take advantage of each child’s optimal ways of learning. For example, early childhood staff need to know the following:

- What enthusiasm for an activity might look like in each child’s culture
  - between children;
  - between a child and an adult and;
  - within a family
- What respectful language between adults and children looks and sounds like
- How irritability, anger, and negativity are/are not expressed
  - If teasing is ever appropriate—and, if so, with whom
- How adults acknowledge children’s emotions
  - How adults empathize with and support children who are experiencing frustration or another difficult emotion (e.g., do they observe; ask leading questions; offer physical help; praise the process, not the product?)
- How children openly express themselves
  - What verbal, nonverbal, and/or tone-of-voice cues would children use in a learning environment
  - How children’s ideas are incorporated into the learning environment
- How children can be redirected (e.g., through visual cues, verbal support, suggestions, and directions) in ways that are respectful
  - What subtle cues can be used to redirect children
- How the learning environment and schedule maximize learning time
  - What are considered to be clear instructions
- How materials in the classrooms reflect the values and frame of reference of the community (e.g., does the alphabet list on the wall have familiar references, such as vegetables or birds, or strange ones, such as “Queen”?)
  - What questions can be asked respectfully
- The extent to which local examples are used to teach concepts
  - Why, how, and when questions are asked
- The intended goal of providing information (e.g., setting a secure routine, setting the stage for the day, leading a child to the “right” answer or to figuring out the answer for herself)
- How student persistence is encouraged and affirmed
- How (or if) **back-and-forth** exchanges are encouraged when adults
  - support home language and vocabulary;
  - plan vocabulary to support concepts; and
  - intentionally expand and extend vocabulary

Without language, the canoe, paddle, water, seat, the birds you hear are different than what our ancestors experienced. If you know the language, then you know what our ancestors heard, saw, felt, and experienced.

—Zalmi “Zeke” Zahir,  
University of Oregon

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## ASSESSMENT AND **MAKING IT WORK**

Ongoing assessments provide regular benchmarks for early childhood education. They enable teaching staff to

- identify the strengths and needs of individual children;
- inform their teaching to guide children’s progress;
- monitor progress for instructional planning; and
- promote the engagement of family members in the education of their children.

A teacher’s observations are a vital part of an ongoing assessment. There are many additional methods of assessment, including anecdotal notes (short, on-the-spot notes), checklists, child portfolios (work samples), and standardized methods of assessment. All of these methods show what and how each child is learning.

**Making It Work** supports teaching staff in implementing the ongoing assessment process of

- observing and recording what the child is learning;
- analyzing and aligning observations to the assessment tool;
- planning and individualizing curriculum;
- reporting children’s progress periodically; and
- using the results.

After staff complete the **Making It Happen** process, they will find that their assessment tool aligns with the HSELOF and cultural skills, their lesson plans, and documentation (observations)<sup>3</sup>. This ensures that the assessment tool is measuring skills from the children’s culture and the domains of the HSELOF. Staff can then use the results to adjust their teaching and plan more targeted lessons.

Ongoing childhood assessment involves the items listed below:

1. Collecting information to identify a child’s strengths and needs from three sources: families, observations, and instruments
2. Analyzing the data to identify the child’s strengths and needs and then using the data to select materials and to plan specific learning activities

After child assessment data are collected, they are used to plan and individualize activities in **Making It Real**—Using Assessment Data. This approach utilizes assessment data to identify interests and needs that are then used to select activities from **Making It Happen**—activities that are targeted for the individual child and small groups. **Making It Real** supports early childhood staff in linking child assessment data to their planning process.

### DEFINITION:

**Back-and-forth** exchanges are when the adult and child each take turns talking. You should strive for at least five turns for each of you.

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<sup>3</sup>If, for any reason, the assessment tool does not align, consult with technical assistance staff for support.

# Parent, Family, and Community Engagement and **Making It Work**

Since the beginning of time, parents, families, and communities have taught their children everything they need to know to prepare them to become successful members of society. Children are active learners and take in this kind of information, including cultural knowledge and language, through their physical and social experiences. Therefore, it is important that programs develop methods of teaching and create learning environments that are reflective of the culture(s) and language(s) of the children they serve. Culturally and linguistically responsive environments can only be created by engaging and partnering with families, Elders, and the community.

Establishing a partnership with families and the community is crucial for children’s learning and later success in life.

**Making It Work** suggests ways early childhood staff can intentionally create cultural and language activities for children, families, Elders, and community members and align these efforts with their program’s Parent, Family, and Community Engagement (PFCE) Framework.

The PFCE Framework identifies seven family outcomes, all of which are part of **Making It Work**.

1. Family Well-Being: Preserving and supporting families’ cultural identities and languages
2. Positive Parent–Child Relationships: Building upon children’s interests and extending learning at home and school
3. Families as Lifelong Educators: Sharing knowledge/skills/stories
4. Families as Learners: Assisting with a specific activity or field trip
5. Family Engagement in Transitions: Sharing cultural and linguistic background to support transition to kindergarten
6. Family Connections to Peers and Community: Assisting in the classroom and community events
7. Families as Advocates and Leaders: Helping select and plan cultural activities

Access more information at the following link for more information on Parent, Family, and Community Engagement:

<https://eclkc.ohs.acf.hhs.gov/about-us/article/national-center-parent-family-community-engagement-ncpfce>

For additional examples, aligned to the previous HSELOF for ages three to five, see **Making It Work** Section 3: Pilot Program Examples are currently available at

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/making-it-work-section-03-pilot-program-examples.pdf>

## COMMUNITY AND FAMILY ENGAGEMENT WITH A PROGRAM

There is a group of teenage Hoop Dancers from the Red Cliff Band of Lake Superior Chippewa who are “stepping out” as young leaders in their community—and it all started when they were very young! In their homes and at Head Start, the girls learned the importance of their family, community, and culture. They developed social relationships while participating in the traditional, cultural music, dance, and art of their community. They learned to share, discuss, and compromise, as they developed confidence and expressed pride in their accomplishments and their culture.

Their parents, families, and community encouraged and supported them and continue to do so. Each family makes sure that their child attends drum and dance practice, that they have beautiful regalia to wear, and that family members are present to watch their daughter, granddaughter, niece, or cousin dance.

The dancers practice and perform under the guidance and leadership of Gretchen Morris, a mother of one of the girls who began teaching them when they were in Head Start. Each October, the dancers share their cultural skills and knowledge of the hoop, fancy shawl, jingle, and grass dances during the annual Apple Festival in Bayfield, Wisconsin. These young women know and take pride in their language, culture, and the ways of the community. This knowledge is the foundation for their success in school and life.

During a recent Summer Gathering event, the dancers returned to share their gift of dance with the young children who now attend Head Start and Early Head Start at the Red Cliff Early Childhood Center. Under the guidance and support of their families and dance teacher, this group of young dancers is already contributing to their community and succeeding in school and life!



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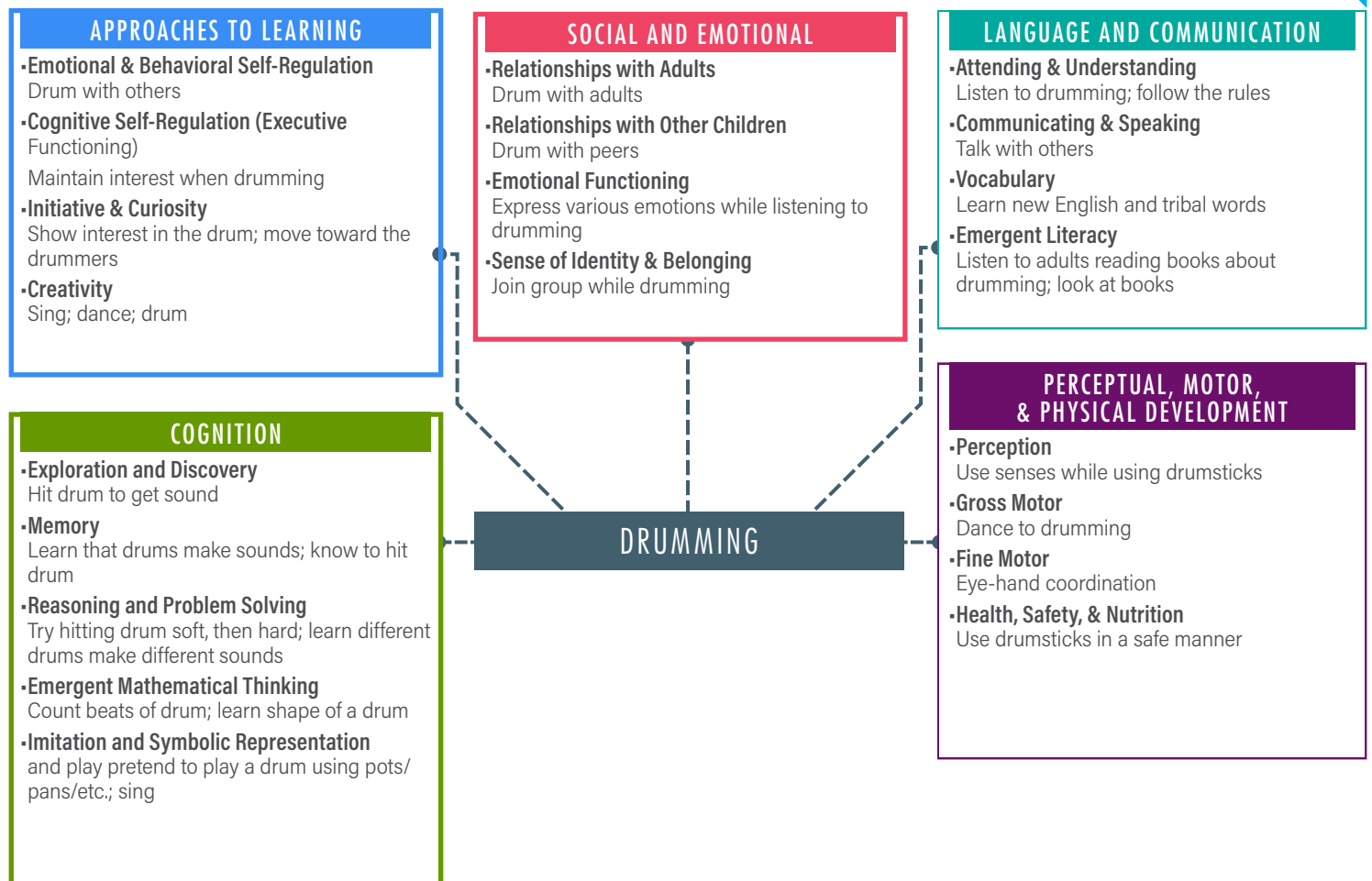
Appendix A: **Making the Connection**

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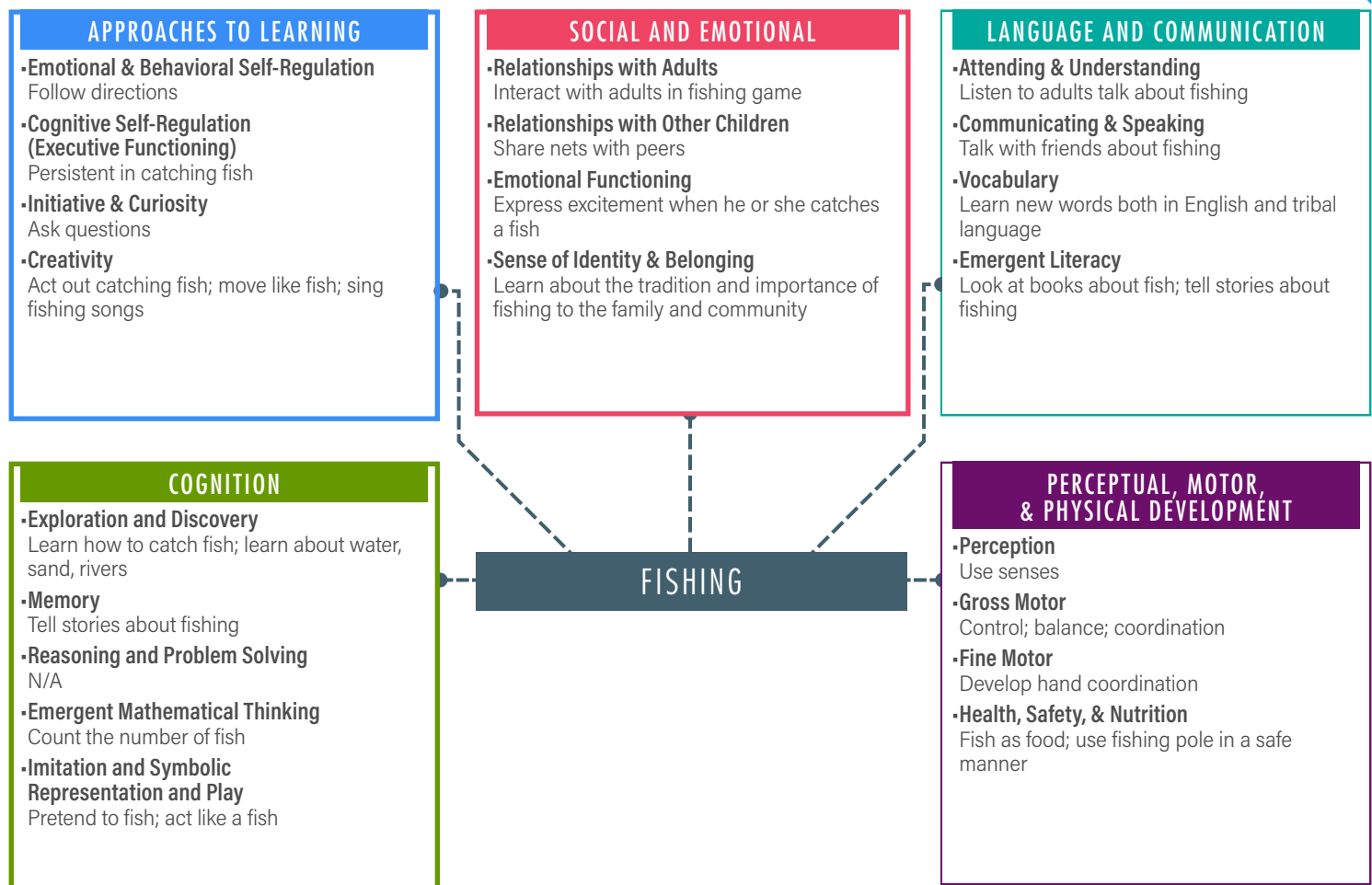
# Making the Connection – Part A. Drumming. Birth to Three.

SAMPLE



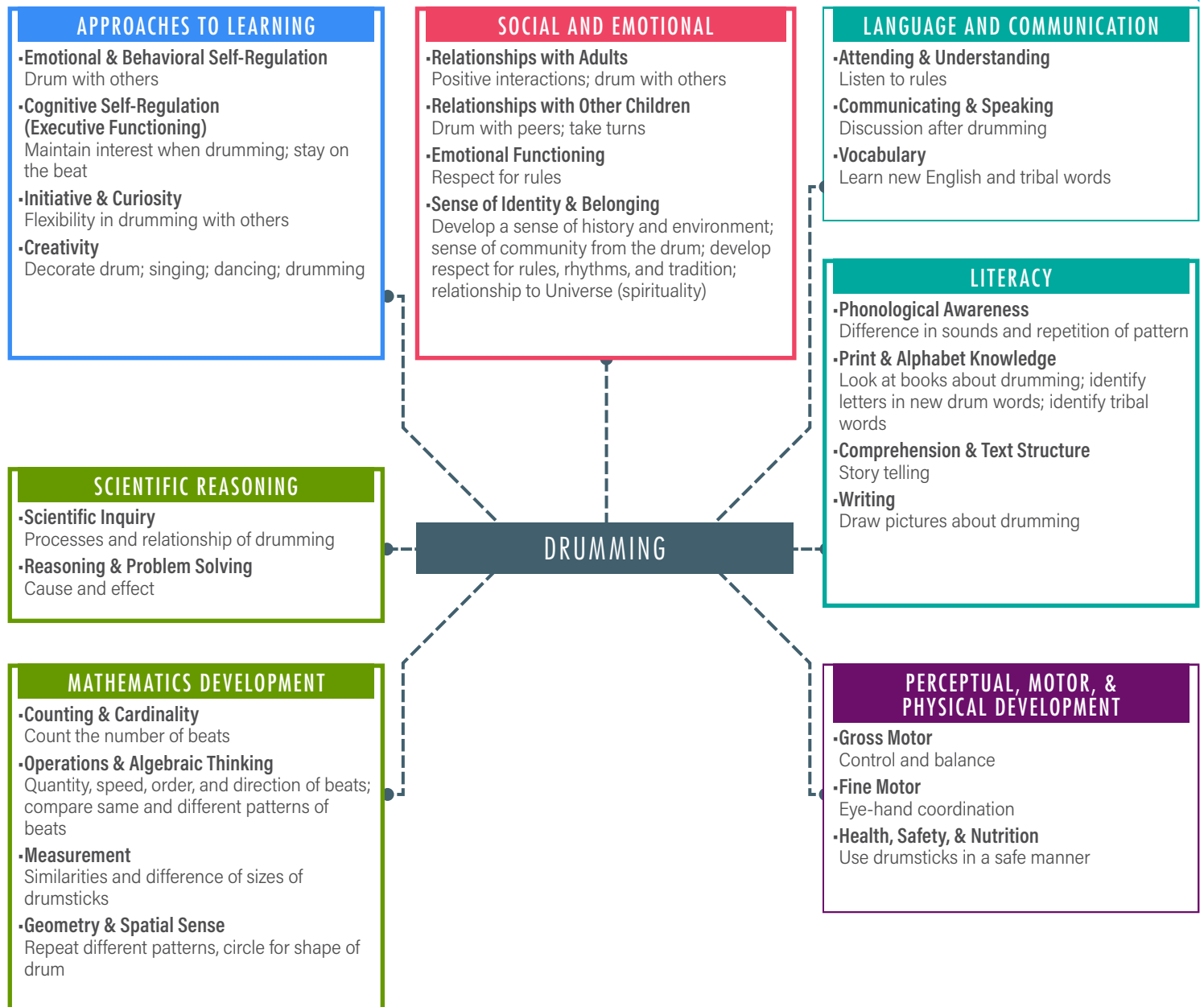
# Making the Connection – Part A. Fishing. Birth to Three.

SAMPLE



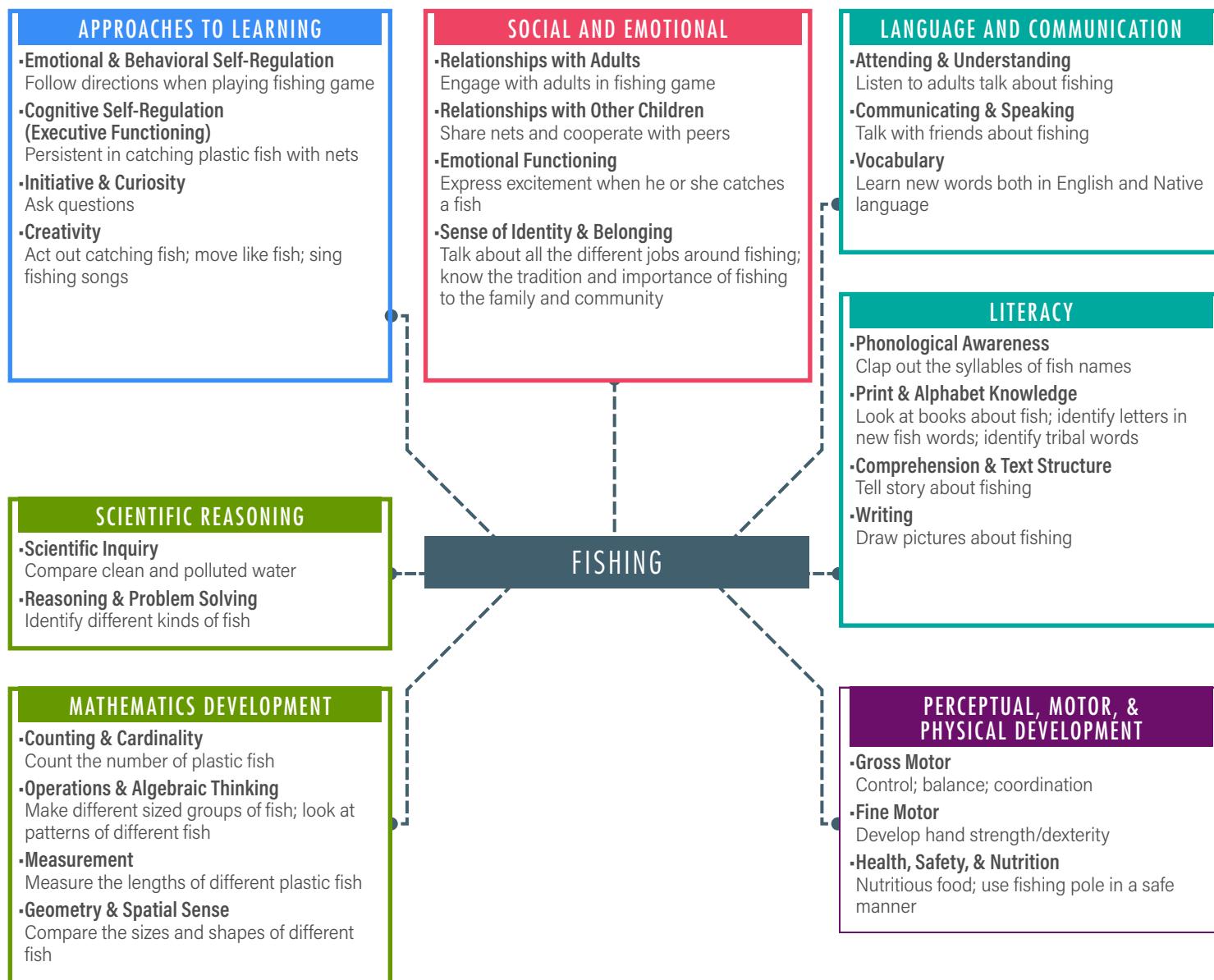
# Making the Connection – Part A. Drumming. Three to Five.

SAMPLE



# Making the Connection – Part A. Fishing. Three to Five.

SAMPLE



# Making the Connection – Part B. Drumming. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## APPROACHES TO LEARNING

Emotional and Behavioral Self-Regulation		
<input type="checkbox"/> <b>Goal IT-ATL 1.</b> Child manages feelings and emotions with support of familiar adults.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 2.</b> Child manages actions and behavior with support of familiar adults.	
Cognitive Self-Regulation (Executive Function)		
<input checked="" type="checkbox"/> <b>Goal IT-ATL 3.</b> Child maintains focus and sustains attention with support.	<input type="checkbox"/> <b>Goal IT-ATL 4.</b> Child develops the ability to show persistence in actions and behavior.	<input type="checkbox"/> <b>Goal IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior.
Initiative and Curiosity		
<input checked="" type="checkbox"/> <b>Goal IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events.	
Creativity		
<input checked="" type="checkbox"/> <b>Goal IT-ATL 8.</b> Child uses creativity to increase understanding and learning.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 9.</b> Child shows imagination in play and interactions with others.	

1. Read the goals under each domain.



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



## SOCIAL AND EMOTIONAL

Relationships with Adults		
<input checked="" type="checkbox"/> <b>Goal IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	<input checked="" type="checkbox"/> <b>Goal IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	<input type="checkbox"/> <b>Goal IT-SE 3.</b> Child learns to use adults as a resource to meet needs.
Relationships with Other Children		
<input type="checkbox"/> <b>Goal IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationships with other children.	<input checked="" type="checkbox"/> <b>Goal IT-SE 5.</b> Child imitates and engages in play with other children.	
Emotional Functioning		
<input checked="" type="checkbox"/> <b>Goal IT-SE 6.</b> Child learns to express a range of emotions.	<input type="checkbox"/> <b>Goal IT-SE 7.</b> Child recognizes and interprets emotions of others with the support of familiar adults.	<input type="checkbox"/> <b>Goal IT-SE 8.</b> Child expresses care and concern toward others.
		<input type="checkbox"/> <b>Goal IT-SE 9.</b> Child manages emotions with the support of familiar adults.
Sense of Identity and Belonging		
<input checked="" type="checkbox"/> <b>Goal IT-SE 10.</b> Child shows awareness about self and how to connect with others.	<input type="checkbox"/> <b>Goal IT-SE 12.</b> Child shows confidence in own abilities through relationships with others.	<input checked="" type="checkbox"/> <b>Goal IT-SE 13.</b> Child develops a sense of belonging through relationships with others.
<input type="checkbox"/> <b>Goal IT-SE 11.</b> Child understands some characteristics of self and others.		



# Making the Connection – Part B. Drumming. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

Attending and Understanding		
<input checked="" type="checkbox"/> <b>Goal IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others.	<input type="checkbox"/> <b>Goal IT-LC 2.</b> Child learns from communication and language experiences with others.	
Communicating and Speaking		
<input type="checkbox"/> <b>Goal IT-LC 3.</b> Child communicates needs and wants nonverbally and by using language.	<input type="checkbox"/> <b>Goal IT-LC 5.</b> Child uses increasingly complex language in conversation with others.	
<input checked="" type="checkbox"/> <b>Goal IT-LC 4.</b> Child uses nonverbal communication and language to engage others in interaction.	<input checked="" type="checkbox"/> <b>Goal IT-LC 6.</b> Child initiates nonverbal communication and language to learn and gain information.	
Vocabulary		
<input checked="" type="checkbox"/> <b>Goal IT-LC 7.</b> Child understands an increasing number of words used in communication with others.	<input type="checkbox"/> <b>Goal IT-LC 8.</b> Child uses an increasing number of words in communication and conversation with others.	
Emergent Literacy		
<input checked="" type="checkbox"/> <b>Goal IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	<input checked="" type="checkbox"/> <b>Goal IT-LC 10.</b> Child handles books and relates them to their stories or information.	<input type="checkbox"/> <b>Goal IT-LC 12.</b> Child comprehends meaning from pictures and stories.
	<input type="checkbox"/> <b>Goal IT-LC 11.</b> Child recognizes pictures and some symbols, signs, or words.	<input type="checkbox"/> <b>Goal IT-LC 13.</b> Child makes marks and uses them to represent objects or actions.

1. Read the goals under each domain.



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



## PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

<b>Perception</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions.	<input type="checkbox"/> <b>Goal IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions.	
<b>Gross Motor</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 3.</b> Child demonstrates effective and efficient use of large muscles for movement and position.	<input type="checkbox"/> <b>Goal IT-PMP 4.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.	<input type="checkbox"/> <b>Goal IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.
<b>Fine Motor</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions.	<input type="checkbox"/> <b>Goal IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines.	<input checked="" type="checkbox"/> <b>Goal IT-PMP 8.</b> Child adjusts reach and grasp to use tools.
<b>Health, Safety, and Nutrition</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<input type="checkbox"/> <b>Goal IT-PMP 10.</b> Child uses safe behaviors with support from adults.	<input type="checkbox"/> <b>Goal IT-PMP 11.</b> Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

1. Read the goals under each domain.



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



## COGNITION

<b>Exploration and Discovery</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 1.</b> Child actively explores people and objects to understand self, others, and objects.	<input type="checkbox"/> <b>Goal IT-C 2.</b> Child uses understanding of causal relationships to act on social and physical environments.	
<b>Memory</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	<input type="checkbox"/> <b>Goal IT-C 4.</b> Child recognizes the stability of people and objects in the environment.	<input type="checkbox"/> <b>Goal IT-C 5.</b> Child uses memories as a foundation for more complex actions and thoughts.
<b>Reasoning and Problem Solving</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 6.</b> Child learns to use a variety of strategies in solving problems.	<input type="checkbox"/> <b>Goal IT-C 7.</b> Child uses reasoning and planning ahead to solve problems.	
<b>Emergent Mathematical Thinking</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 8.</b> Child develops sense of number and quantity.	<input checked="" type="checkbox"/> <b>Goal IT-C 9.</b> Child uses spatial awareness to understand objects and their movement in space.	<input type="checkbox"/> <b>Goal IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics.
<b>Imitation and Symbolic Representation and Play</b>		
<input type="checkbox"/> <b>Goal IT-C 11.</b> Child observes and imitates sounds, words, gestures, actions, and behaviors.	<input checked="" type="checkbox"/> <b>Goal IT-C 12.</b> Child uses objects or symbols to represent something else.	<input checked="" type="checkbox"/> <b>Goal IT-C 13.</b> Child uses pretend play to increase understanding of culture, environment, and experiences.

# Making the Connection – Part B. Fishing. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## APPROACHES TO LEARNING

APPROACHES TO LEARNING		
<b>Emotional and Behavioral Self-Regulation</b>		
<input type="checkbox"/> <b>Goal IT-ATL 1.</b> Child manages feelings and emotions with support of familiar adults.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 2.</b> Child manages actions and behavior with support of familiar adults.	
<b>Cognitive Self-Regulation (Executive Function)</b>		
<input checked="" type="checkbox"/> <b>Goal IT-ATL 3.</b> Child maintains focus and sustains attention with support.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 4.</b> Child develops the ability to show persistence in actions and behavior.	<input type="checkbox"/> <b>Goal IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior.
<b>Initiative and Curiosity</b>		
<input checked="" type="checkbox"/> <b>Goal IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events.	
<b>Creativity</b>		
<input type="checkbox"/> <b>Goal IT-ATL 8.</b> Child uses creativity to increase understanding and learning.	<input checked="" type="checkbox"/> <b>Goal IT-ATL 9.</b> Child shows imagination in play and interactions with others.	

# Making the Connection – Part B. Fishing. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## SOCIAL AND EMOTIONAL

Relationships with Adults		
<input type="checkbox"/> <b>Goal IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	<input checked="" type="checkbox"/> <b>Goal IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	<input type="checkbox"/> <b>Goal IT-SE 3.</b> Child learns to use adults as a resource to meet needs.
Relationships with Other Children		
<input checked="" type="checkbox"/> <b>Goal IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationships with other children.	<input checked="" type="checkbox"/> <b>Goal IT-SE 5.</b> Child imitates and engages in play with other children.	
Emotional Functioning		
<input checked="" type="checkbox"/> <b>Goal IT-SE 6.</b> Child learns to express a range of emotions.	<input type="checkbox"/> <b>Goal IT-SE 7.</b> Child recognizes and interprets emotions of others with the support of familiar adults.	<input type="checkbox"/> <b>Goal IT-SE 8.</b> Child expresses care and concern toward others.
		<input type="checkbox"/> <b>Goal IT-SE 9.</b> Child manages emotions with the support of familiar adults.
Sense of Identity and Belonging		
<input checked="" type="checkbox"/> <b>Goal IT-SE 10.</b> Child shows awareness about self and how to connect with others.	<input type="checkbox"/> <b>Goal IT-SE 12.</b> Child shows confidence in own abilities through relationships with others.	<input checked="" type="checkbox"/> <b>Goal IT-SE 13.</b> Child develops a sense of belonging through relationships with others.
<input type="checkbox"/> <b>Goal IT-SE 11.</b> Child understands some characteristics of self and others.		

# Making the Connection – Part B. Fishing. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

Attending and Understanding		
<input checked="" type="checkbox"/> <b>Goal IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others.	<input type="checkbox"/> <b>Goal IT-LC 2.</b> Child learns from communication and language experiences with others.	
Communicating and Speaking		
<input checked="" type="checkbox"/> <b>Goal IT-LC 3.</b> Child communicates needs and wants nonverbally and by using language.	<input checked="" type="checkbox"/> <b>Goal IT-LC 5.</b> Child uses increasingly complex language in conversation with others.	
<input checked="" type="checkbox"/> <b>Goal IT-LC 4.</b> Child uses nonverbal communication and language to engage others in interaction.	<input checked="" type="checkbox"/> <b>Goal IT-LC 6.</b> Child initiates nonverbal communication and language to learn and gain information.	
Vocabulary		
<input checked="" type="checkbox"/> <b>Goal IT-LC 7.</b> Child understands an increasing number of words used in communication with others.	<input checked="" type="checkbox"/> <b>Goal IT-LC 8.</b> Child uses an increasing number of words in communication and conversation with others.	
Emergent Literacy		
<input checked="" type="checkbox"/> <b>Goal IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	<input checked="" type="checkbox"/> <b>Goal IT-LC 10.</b> Child handles books and relates them to their stories or information.	<input type="checkbox"/> <b>Goal IT-LC 12.</b> Child comprehends meaning from pictures and stories.
	<input checked="" type="checkbox"/> <b>Goal IT-LC 11.</b> Child recognizes pictures and some symbols, signs, or words.	<input type="checkbox"/> <b>Goal IT-LC 13.</b> Child makes marks and uses them to represent objects or actions.

# Making the Connection – Part B. Fishing. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

<b>Perception</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions.	<input type="checkbox"/> <b>Goal IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions.	
<b>Gross Motor</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 3.</b> Child demonstrates effective and efficient use of large muscles for movement and position.	<input type="checkbox"/> <b>Goal IT-PMP 4.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.	<input type="checkbox"/> <b>Goal IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.
<b>Fine Motor</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions.	<input type="checkbox"/> <b>Goal IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines.	<input checked="" type="checkbox"/> <b>Goal IT-PMP 8.</b> Child adjusts reach and grasp to use tools.
<b>Health, Safety, and Nutrition</b>		
<input checked="" type="checkbox"/> <b>Goal IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	<input type="checkbox"/> <b>Goal IT-PMP 10.</b> Child uses safe behaviors with support from adults.	<input type="checkbox"/> <b>Goal IT-PMP 11.</b> Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

# Making the Connection – Part B. Fishing. Birth to Three.

SAMPLE

1. Read the goals under each domain.



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



## COGNITION

<b>Exploration and Discovery</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 1.</b> Child actively explores people and objects to understand self, others, and objects.	<input type="checkbox"/> <b>Goal IT-C 2.</b> Child uses understanding of causal relationships to act on social and physical environments.	
<b>Memory</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	<input type="checkbox"/> <b>Goal IT-C 4.</b> Child recognizes the stability of people and objects in the environment.	<input checked="" type="checkbox"/> <b>Goal IT-C 5.</b> Child uses memories as a foundation for more complex actions and thoughts.
<b>Reasoning and Problem Solving</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 6.</b> Child learns to use a variety of strategies in solving problems.	<input type="checkbox"/> <b>Goal IT-C 7.</b> Child uses reasoning and planning ahead to solve problems.	
<b>Emergent Mathematical Thinking</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 8.</b> Child develops sense of number and quantity.	<input checked="" type="checkbox"/> <b>Goal IT-C 9.</b> Child uses spatial awareness to understand objects and their movement in space.	<input type="checkbox"/> <b>Goal IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics.
<b>Imitation and Symbolic Representation and Play</b>		
<input checked="" type="checkbox"/> <b>Goal IT-C 11.</b> Child observes and imitates sounds, words, gestures, actions, and behaviors.	<input type="checkbox"/> <b>Goal IT-C 12.</b> Child uses objects or symbols to represent something else.	<input checked="" type="checkbox"/> <b>Goal IT-C 13.</b> Child uses pretend play to increase understanding of culture, environment, and experiences.



# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## APPROACHES TO LEARNING

Emotional and Behavioral Self-Regulation		
<input type="checkbox"/> <b>Goal P-ATL 1.</b> Child manages emotions with increasing independence.	<input checked="" type="checkbox"/> <b>Goal P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	<input checked="" type="checkbox"/> <b>Goal P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.
<input checked="" type="checkbox"/> <b>Goal P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.		
Cognitive and Self-Regulation (Executive Function)		
<input checked="" type="checkbox"/> <b>Goal P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	<input checked="" type="checkbox"/> <b>Goal P-ATL 7.</b> Child persists in tasks.	<input type="checkbox"/> <b>Goal P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.
<input checked="" type="checkbox"/> <b>Goal P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	<input type="checkbox"/> <b>Goal P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	
Initiative and Curiosity		
<input type="checkbox"/> <b>Goal P-ATL 10.</b> Child demonstrates initiative and independence.	<input checked="" type="checkbox"/> <b>Goal P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	
Creativity		
<input type="checkbox"/> <b>Goal P-ATL 12.</b> Child expresses creativity in thinking and communication.	<input checked="" type="checkbox"/> <b>Goal P-ATL 13.</b> Child uses imagination in play and interactions with others.	

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## SOCIAL AND EMOTIONAL

<b>Relationships with Adults</b>		
<input checked="" type="checkbox"/> <b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	<input checked="" type="checkbox"/> <b>Goal P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	
<b>Relationships with Other Children</b>		
<input checked="" type="checkbox"/> <b>Goal P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	<input checked="" type="checkbox"/> <b>Goal P-SE 4.</b> Child engages in cooperative play with other children.	<input type="checkbox"/> <b>Goal P-SE 5.</b> Child uses basic problem solving skills to resolve conflicts with other children.
<b>Emotional Functioning</b>		
<input type="checkbox"/> <b>Goal P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	<input checked="" type="checkbox"/> <b>Goal P-SE 7.</b> Child expresses care and concern toward others.	<input checked="" type="checkbox"/> <b>Goal P-SE 8.</b> Child manages emotions with increasing independence.
<b>Sense of Identity and Belonging</b>		
<input checked="" type="checkbox"/> <b>Goal P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<input checked="" type="checkbox"/> <b>Goal P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	<input checked="" type="checkbox"/> <b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

### Attending and Understanding

**Goal P-LC 1.**

Child attends to communication and language from others.

**Goal P-LC 2.**

Child understands and responds to increasingly complex communication and language from others.

### Communicating and Speaking

**Goal P-LC 3.**

Child varies the amount of information provided to meet the demands of the situation.

**Goal P-LC 4.**

Child understands, follows, and uses appropriate social and conversational rules.

**Goal P-LC 5.**

Child expresses self in increasingly long, detailed, and sophisticated ways.

### Vocabulary

**Goal P-LC 6.**

Child understands and uses a wide variety of words for a variety of purposes.

**Goal P-LC 7.**

Child shows understanding of word categories and relationships among words.

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LITERACY

### Phonological Awareness

**Goal P-LIT 1.**

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Print and Alphabet Knowledge

**Goal P-LIT 2.**

Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

**Goal P-LIT 3.**

Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Comprehension and Text Structure

**Goal P-LIT 4.**

Child demonstrates an understanding of narrative structure through storytelling/re-telling.

**Goal P-LIT 5.**

Child asks and answers questions about a book that was read aloud.

### Writing

**Goal P-LIT 6.**

Child writes for a variety of purposes using increasingly sophisticated marks.

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

Gross Motor		
<input checked="" type="checkbox"/> <b>Goal P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	<input checked="" type="checkbox"/> <b>Goal P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	
Fine Motor		
<input checked="" type="checkbox"/> <b>Goal P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.		
Health, Safety, and Nutrition		
<input type="checkbox"/> <b>Goal P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	<input type="checkbox"/> <b>Goal P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	<input checked="" type="checkbox"/> <b>Goal P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routine.

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## COGNITION: MATHEMATICS DEVELOPMENT

Counting and Cardinality		
<input checked="" type="checkbox"/> <b>Goal P-MATH 1.</b> Child knows number names and the count sequence.	<input checked="" type="checkbox"/> <b>Goal P-MATH 3.</b> Child understands the relationship between numbers and quantities.	<input type="checkbox"/> <b>Goal P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.
<input checked="" type="checkbox"/> <b>Goal P-MATH 2.</b> Child recognizes the number of objects in a small set.	<input type="checkbox"/> <b>Goal P-MATH 4.</b> Child compares numbers.	
Operations and Algebraic Theory		
<input type="checkbox"/> <b>Goal P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	<input checked="" type="checkbox"/> <b>Goal P-MATH 7.</b> Child understands simple patterns.	
Measurement		
<input checked="" type="checkbox"/> <b>Goal P-MATH 8.</b> Child measures objects by their various attributes using standard and nonstandard measurement. Child uses differences in attributes to make comparisons.		
Geometry and Spatial Sense		
<input checked="" type="checkbox"/> <b>Goal P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	<input type="checkbox"/> <b>Goal P-MATH 10.</b> Child explores the positions of objects in space.	

# Making the Connection – Part B. Drumming. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## COGNITION: SCIENTIFIC REASONING

### Scientific Inquiry

**Goal P-SCI 1.**

Child observes and describes observable phenomena (objects, materials, organisms, and events).

**Goal P-SCI 2.**

Child engages in scientific talk.

**Goal P-SCI 3.**

Child compares and categorizes observable phenomena.

### Reasoning and Problem Solving

**Goal P-SCI 4.**

Child asks a question, gathers information, and makes predictions.

**Goal P-SCI 5.**

Child plans and conducts investigations and experiments.

**Goal P-SCI 6.**

Child analyzes results, draws conclusions, and communicates results.

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## APPROACHES TO LEARNING

Emotional and Behavioral Self-Regulation		
<input checked="" type="checkbox"/> <b>Goal P-ATL 1.</b> Child manages emotions with increasing independence.	<input type="checkbox"/> <b>Goal P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	<input type="checkbox"/> <b>Goal P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.
<input checked="" type="checkbox"/> <b>Goal P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.		
Cognitive and Self-Regulation (Executive Function)		
<input checked="" type="checkbox"/> <b>Goal P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	<input checked="" type="checkbox"/> <b>Goal P-ATL 7.</b> Child persists in tasks.	<input type="checkbox"/> <b>Goal P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.
<input checked="" type="checkbox"/> <b>Goal P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	<input type="checkbox"/> <b>Goal P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	
Initiative and Curiosity		
<input type="checkbox"/> <b>Goal P-ATL 10.</b> Child demonstrates initiative and independence.	<input checked="" type="checkbox"/> <b>Goal P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	
Creativity		
<input type="checkbox"/> <b>Goal P-ATL 12.</b> Child expresses creativity in thinking and communication.	<input checked="" type="checkbox"/> <b>Goal P-ATL 13.</b> Child uses imagination in play and interactions with others.	



# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## SOCIAL AND EMOTIONAL

<b>Relationships with Adults</b>		
<input type="checkbox"/> <b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	<input checked="" type="checkbox"/> <b>Goal P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	
<b>Relationships with Other Children</b>		
<input checked="" type="checkbox"/> <b>Goal P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	<input checked="" type="checkbox"/> <b>Goal P-SE 4.</b> Child engages in cooperative play with other children.	<input type="checkbox"/> <b>Goal P-SE 5.</b> Child uses basic problemsolving skills to resolve conflicts with other children.
<b>Emotional Functioning</b>		
<input checked="" type="checkbox"/> <b>Goal P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	<input type="checkbox"/> <b>Goal P-SE 7.</b> Child expresses care and concern toward others.	<input checked="" type="checkbox"/> <b>Goal P-SE 8.</b> Child manages emotions with increasing independence.
<b>Sense of Identity and Belonging</b>		
<input type="checkbox"/> <b>Goal P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<input checked="" type="checkbox"/> <b>Goal P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	<input checked="" type="checkbox"/> <b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LANGUAGE & COMMUNICATION

### Attending and Understanding

**Goal P-LC 1.**

Child attends to communication and language from others.

**Goal P-LC 2.**

Child understands and responds to increasingly complex communication and language from others.

### Communicating and Speaking

**Goal P-LC 3.**

Child varies the amount of information provided to meet the demands of the situation.

**Goal P-LC 4.**

Child understands, follows, and uses appropriate social and conversational rules.

**Goal P-LC 5.**

Child expresses self in increasingly long, detailed, and sophisticated ways.

### Vocabulary

**Goal P-LC 6.**

Child understands and uses a wide variety of words for a variety of purposes.

**Goal P-LC 7.**

Child shows understanding of word categories and relationships among words.

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## LANGUAGE & LITERACY: LITERACY

### Phonological Awareness

**Goal P-LIT 1.**

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Print and Alphabet Knowledge

**Goal P-LIT 2.**

Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

**Goal P-LIT 3.**

Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Comprehension and Text Structure

**Goal P-LIT 4.**

Child demonstrates an understanding of narrative structure through storytelling/re-telling.

**Goal P-LIT 5.**

Child asks and answers questions about a book that was read aloud.

### Writing

**Goal P-LIT 6.**

Child writes for a variety of purposes using increasingly sophisticated marks.

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

Gross Motor		
<input checked="" type="checkbox"/> <b>Goal P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	<input checked="" type="checkbox"/> <b>Goal P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	
Fine Motor		
<input checked="" type="checkbox"/> <b>Goal P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.		
Health, Safety, and Nutrition		
<input type="checkbox"/> <b>Goal P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	<input checked="" type="checkbox"/> <b>Goal P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	<input checked="" type="checkbox"/> <b>Goal P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.



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



## COGNITION: MATHEMATICS DEVELOPMENT

Counting and Cardinality		
<input checked="" type="checkbox"/> <b>Goal P-MATH 1.</b> Child knows number names and the count sequence.	<input type="checkbox"/> <b>Goal P-MATH 3.</b> Child understands the relationship between numbers and quantities.	<input type="checkbox"/> <b>Goal P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.
<input checked="" type="checkbox"/> <b>Goal P-MATH 2.</b> Child recognizes the number of objects in a small set.	<input type="checkbox"/> <b>Goal P-MATH 4.</b> Child compares numbers.	
Operations and Algebraic Theory		
<input checked="" type="checkbox"/> <b>Goal P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	<input checked="" type="checkbox"/> <b>Goal P-MATH 7.</b> Child understands simple patterns.	
Measurement		
<input checked="" type="checkbox"/> <b>Goal P-MATH 8.</b> Child measures objects by their various attributes using standard and nonstandard measurement. Child uses differences in attributes to make comparisons.		
Geometry and Spatial Sense		
<input checked="" type="checkbox"/> <b>Goal P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	<input type="checkbox"/> <b>Goal P-MATH 10.</b> Child explores the positions of objects in space.	

# Making the Connection – Part B. Fishing. Three to Five.

SAMPLE

1. Read the goals under each domain.

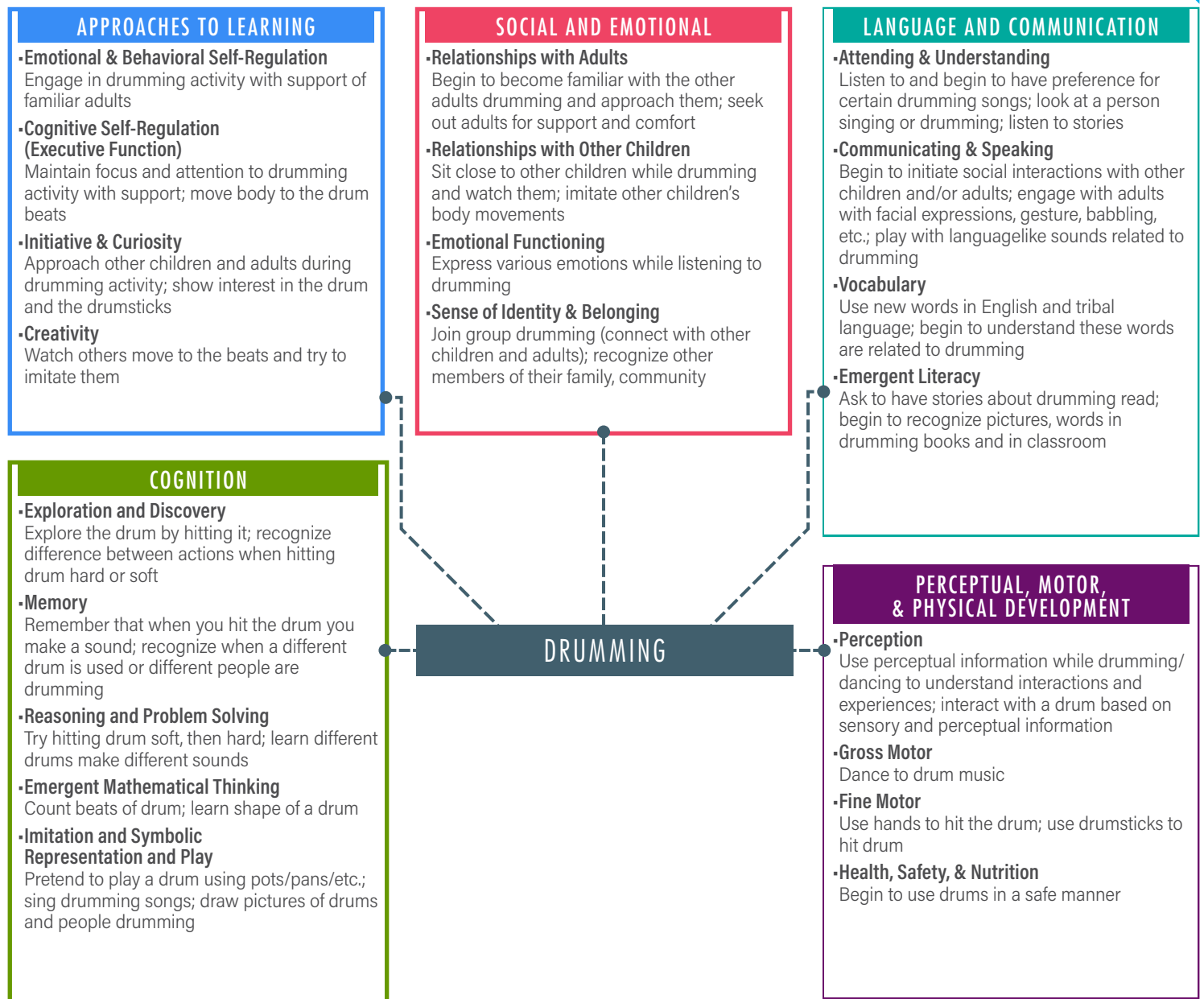


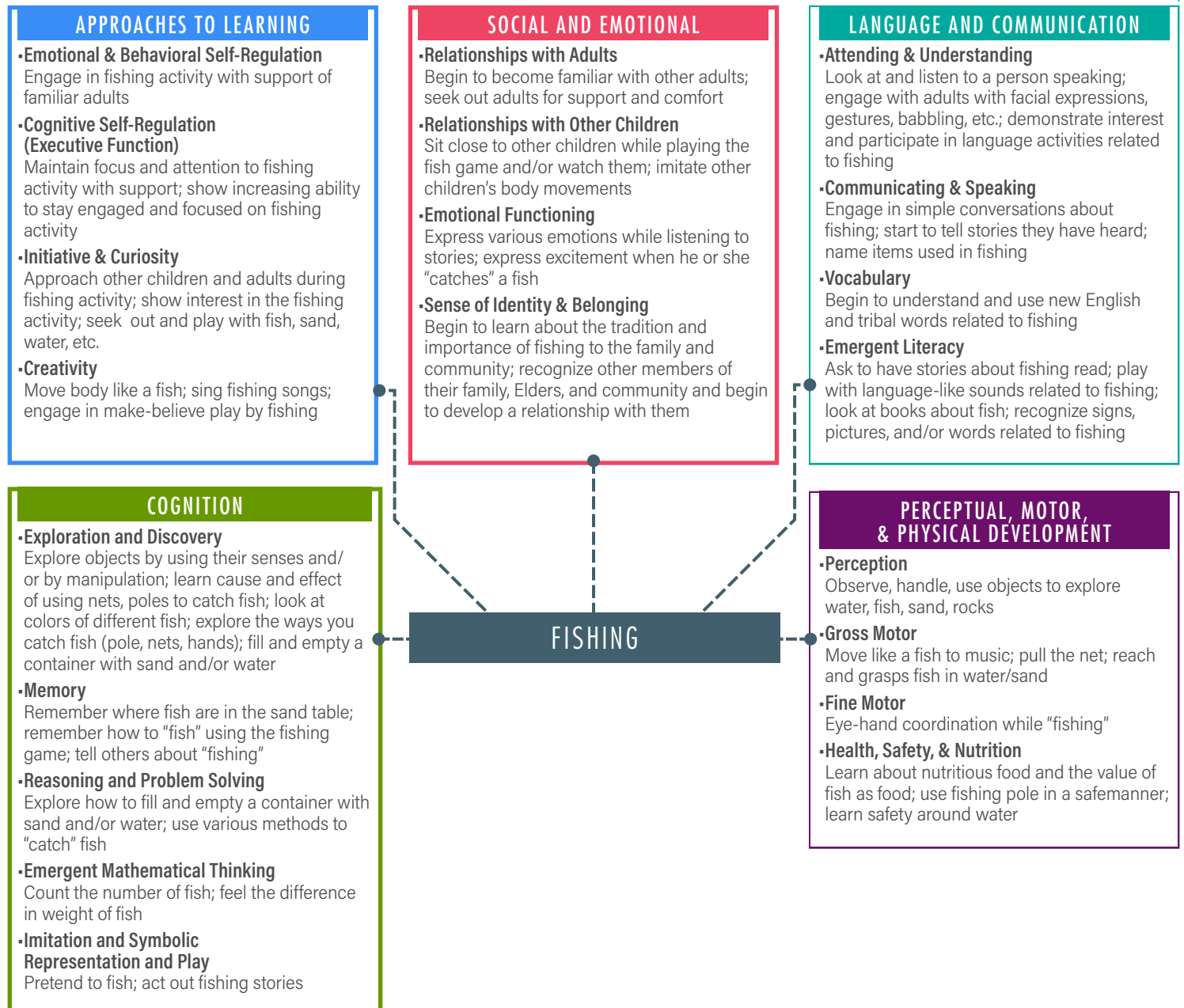
2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway.



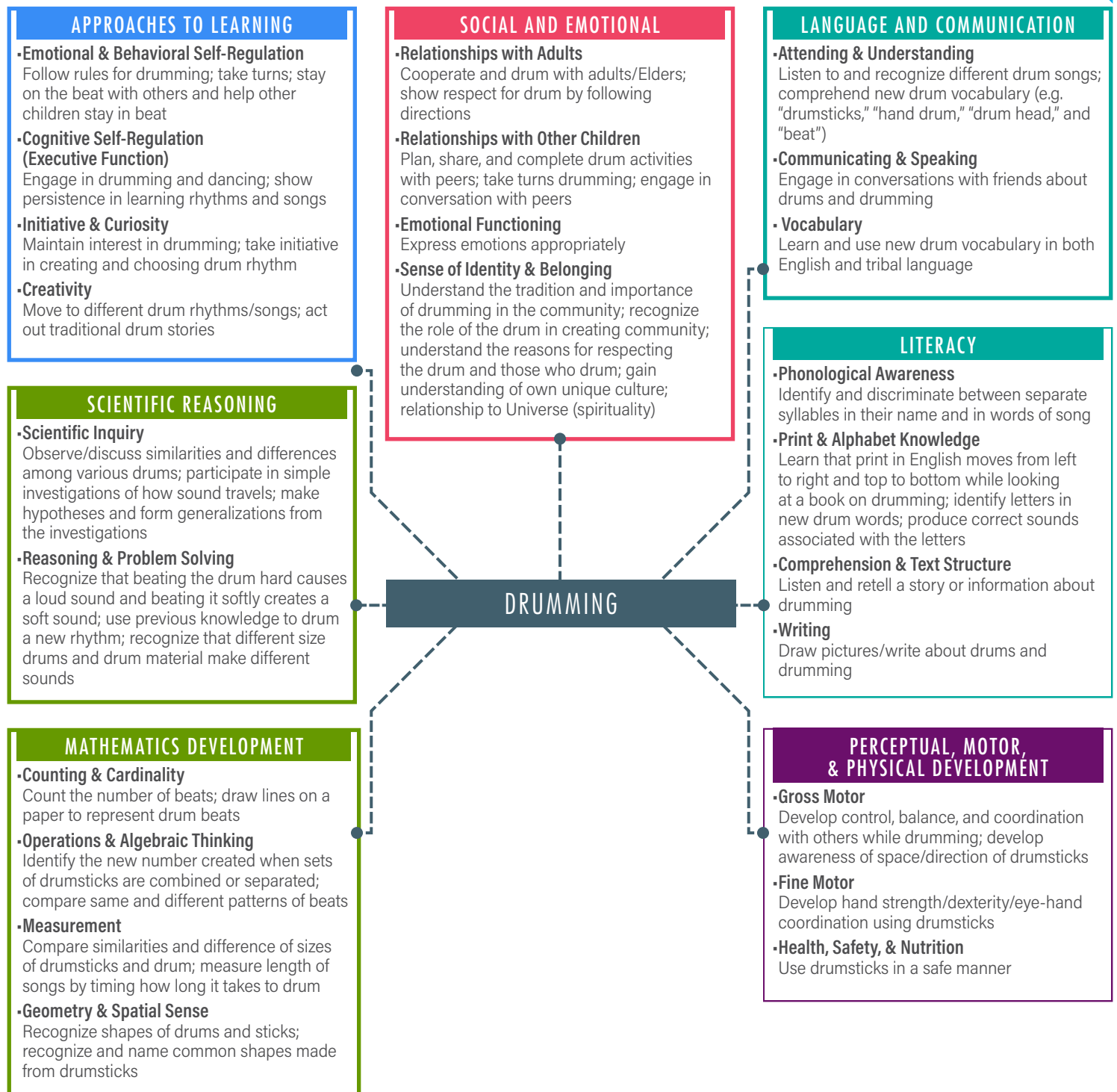
## COGNITION: SCIENTIFIC REASONING

Scientific Inquiry		
<input checked="" type="checkbox"/> <b>Goal P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	<input type="checkbox"/> <b>Goal P-SCI 2.</b> Child engages in scientific talk.	<input checked="" type="checkbox"/> <b>Goal P-SCI 3.</b> Child compares and categorizes observable phenomena.
Reasoning and Problem Solving		
<input checked="" type="checkbox"/> <b>Goal P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	<input checked="" type="checkbox"/> <b>Goal P-SCI 5.</b> Child plans and conducts investigations and experiments.	<input checked="" type="checkbox"/> <b>Goal P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.











# Appendix B: **Making It Happen**

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## DRUMMING

### APPROACHES TO LEARNING — BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**  
Engage in drumming activity with support of familiar adults
- **Cognitive Self-Regulation (Executive Function)**  
Maintain focus and attention to drumming activity with support; move body to the drum beats
- **Initiative & Curiosity**  
Approach other children and adults during drumming activity; show interest in the drum and the drumsticks
- **Creativity**  
Watch others move to the beats and try to imitate them

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Sit with a child during drumming activity. Have the child sit alone on the floor with the adult gradually moving further away.
- Model and encourage the child to sit by other adults/children who he/she is not familiar with.
- Encourage other children and adults to approach and sit with the child.
- Encourage the child to touch the drum and drum sticks.
- Model and encourage children to move their bodies to the drum beats.
- Give children the opportunity to drum. Use containers, pots, and pans.
- Have materials the drum is made of for the child to touch, handle.
- Beat drum for transition from one activity to another (if culturally appropriate).

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have children participate in drumming for longer periods of time to increase their attention span.
- Teach children rhythms to use. Watch for their memory of these drumming rhythms.
- Have children create their own drumming rhythms/patterns.
- Encourage children to watch other children and adults, and imitate their movements.
- Provide drumming props in the classroom.

## DRUMMING

### APPROACHES TO LEARNING — BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**  
Engage in drumming activity with support of familiar adults
- **Cognitive Self-Regulation (Executive Function)**  
Maintain focus and attention to drumming activity with support; move body to the drum beats
- **Initiative & Curiosity**  
Approach other children and adults during drumming activity; show interest in the drum and the drumsticks
- **Creativity**  
Watch others move to the beats and try to imitate them

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Encourage children to drum at home. Encourage the child to make up rhythms.  
Ask families if the child drums at home and if they see an increase in their interest and attention to drumming.

##### ELDERS AND/OR COMMUNITY MEMBERS

Introduce different drum rhythms and assist children drumming on individual and/or group drums.  
Tell a traditional or recent story about a drum or drumming.

##### 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 checked="" 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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Anecdotal record                  | <input type="checkbox"/> Checklist            |
| <input type="checkbox"/> Picture                                      | <input type="checkbox"/> Child's/group's work |
| <input checked="" type="checkbox"/> Other <u>tape recording/video</u> |   |

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **34.** Explores musical concepts and expression. **35.** Explores dance and movement concepts.

## DRUMMING

### SOCIAL AND EMOTIONAL—BIRTH TO THREE

**•Relationships with Adults**

Begin to become familiar with the other adults drumming and approach them; seek out adults for support and comfort

**•Relationships with Other Children**

Sit close to other children while drumming and watch them; imitate other children's body movements

**•Emotional Functioning**

Express various emotions while listening to drumming

**•Sense of Identity & Belonging**

Join group drumming (connect with other children and adults); recognize other members of their family, community

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Introduce activity by sitting with a child during drumming and provide comfort as needed.
- Model and encourage the child to sit by other adults/children who he/she is not familiar with.
- Encourage child to sit alone on the floor with the adult moving further away.
- Encourage other children and adults to approach and sit with the child.
- Label emotions that a child and/or adult exhibits.
- Use drumming CDs or drums to help sooth/calm children.
- Support children throughout the day to express their feelings appropriately.
- Create a transition song using a drum for transitions (if culturally appropriate).
- Provide children with opportunities to hear traditional stories and to hear Elders speak about the drum, dance, and chant/song.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Encourage the child to drum with adults.
- Encourage the child to tell the adult how he/she feels about drumming, dancing, etc.
- Provide children with opportunities to hear traditional stories and to hear Elders speak about the tradition and the importance of drumming to the community in the past and the present.
- Model moving body to drum beats. Encourage children to move.
- Allow the child to move his/her body to the drum beat and imitate other children's movements.
- Set up learning center with pictures of drums, pow wows, regalia etc. If available, have pictures from the children's families and of Elders.
- Model for the children how to respect the drum, regalia , drumsticks.

## DRUMMING

### SOCIAL AND EMOTIONAL—BIRTH TO THREE

- Relationships with Adults**  
Begin to become familiar with the other adults drumming and approach them; seek out adults for support and comfort
- Relationships with Other Children**  
Sit close to other children while drumming and watch them; imitate other children's body movements
- Emotional Functioning**  
Express various emotions while listening to drumming
- Sense of Identity & Belonging**  
Join group drumming (connect with other children and adults); recognize other members of their family, community

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Talk with the children about how to respect the drum and how to show respect to those who dance, sing, and drum.  
Help their children take turns and cooperate by stopping and starting their drumming or dancing with others at home.  
Take the child to community cultural events.

#### ELDERS AND/OR COMMUNITY MEMBERS

Share and discuss with children the traditional teachings of the drum and importance of the drum to the community.  
Provide drum music in the classroom either by drumming or by CDs.  
Invite the Cultural and Language Specialist (if available) to the classroom to share stories about drumming, dance, and traditions.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input checked="" type="checkbox"/> Provide materials</li> <li><input checked="" type="checkbox"/> Other <u>Community Calendar</u></li> </ul> |
|--|---|

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input checked="" type="checkbox"/> Other <u>tape recording/video</u></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
|---|---|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 1a.** Manages feelings. **1b.** Follows limits and expectations. **2.** Establishes and sustains positive relationships. **2c.** Interacts with peers. **3.** Participates cooperatively and constructively in group situations. **3a.** Balances needs and rights of others. **30.** Shows basic understanding of people and how they live. **31.** Explores change related to familiar people or places.

## DRUMMING

### LANGUAGE AND COMMUNICATION — BIRTH TO THREE

**•Attending & Understanding**

Listen to and begin to have preference for certain drumming songs; look at a person singing or drumming; listen to stories

**•Communicating & Speaking**

Begin to initiate social interactions with other children and/or adults; engage with adults with facial expressions, gesture, babbling, etc.; play with language-like sounds related to drumming

**•Vocabulary**

Use new words in English and tribal language; begin to understand these words are related to drumming

**•Emergent Literacy**

Ask to have stories about drumming read; begin to recognize pictures, words in drumming books and in classroom

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Post pictures of drums at eye level for children to see.
- Post English and tribal words around the classroom. Model language using these words.
- Provide opportunities in the classroom to listen to drum music; invite drummers to come to the classroom.
- Have children listen to and recognize different drum rhythms and songs.
- Introduce children to new drum vocabulary (e.g. "drumstick," "hand drum," "drum head," and "beat") in their English and tribal language.
- Post the new vocabulary words throughout the early childhood center and classroom.
- Play with sounds while listening to drumming (recorded or live drumming).

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have children use new drum vocabulary in both languages during activities and in conversations throughout the day.
- Drum different songs and rhythms and talk about the differences.
- Create a rhyming song to drum beat. Sing with children.
- While reading to children, have the children follow the words on the page, moving your finger across the page to help them understand that print in English moves from left to right and top to bottom.



## DRUMMING

### LANGUAGE AND COMMUNICATION — BIRTH TO THREE

**-Attending & Understanding**

Listen to and begin to have preference for certain drumming songs; look at a person singing or drumming; listen to stories

**-Communicating & Speaking**

Begin to initiate social interactions with other children and/or adults; engage with adults with facial expressions, gesture, babbling, etc.; play with language-like sounds related to drumming

**-Vocabulary**

Use new words in English and tribal language; begin to understand these words are related to drumming

**-Emergent Literacy**

Ask to have stories about drumming read; begin to recognize pictures, words in drumming books and in classroom

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Practice with their children the tribal words related to drumming and use them in conversation. Expose the child to tribal language and cultural activities.

##### ELDERS AND/OR COMMUNITY MEMBERS

Teach children the Native words related to drumming and practice using them in conversations at school. Invite the Cultural Language Specialist to the classroom and/or a family event to share the Native words, and stories about drumming, tradition, song, and dance. Involve the Cultural Language Specialist in curriculum development and invite him/her to the classroom.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input checked="" type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|---|---|

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input checked="" type="checkbox"/> Other <u>tape recording/video</u></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
|---|---|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 8.** Listens to and understands increasingly complex language. **8a.** Comprehends languages. **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. **10a.** Engages in conversations. **15a.** Notices and discriminates rhyme. **15b.** Notices and discriminates alliteration. **17a.** Shows interested in books. **18b.** Uses emergent reading skills.

## DRUMMING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

- **Perception**  
Use perceptual information while drumming/dancing to understand interactions and experiences; interact with a drum based on sensory and perceptual information
- **Gross Motor**  
Dance to drum music
- **Fine Motor**  
Use hands to hit the drum; use drumsticks to hit drum
- **Health, Safety, & Nutrition**  
Begin to use drums in a safe manner

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- While listening to drumming, watch expressions, gestures. Talk with children about what you see.
- Provide time and space to explore the drum and drumsticks (reaches, grasps, etc.).
- Encourage children to sit with other adults and children during drumming activity.
- Provide a variety of drumming experiences.
- Invite Elders and/or the Cultural Language Specialist to drum.
- Provide opportunities for children to move to drumming music. Model.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have children practice coordinating their movements to the drum music.
- Have children drum on individual drums, practicing control and eye-hand coordination.
- While drumming, hit drum at different places (e.g., top, side, bottom). Listen for different sounds and discuss.
- Have children drum different rhythms/patterns using different sizes of drumsticks.
- Have children safely use the drumsticks.
- While children list to drumming, have them walk when drum sounds are heard and stop when drumming stops.
- Introduce traditional dance with drumming.
- Model for the children how to respect the drum, regalia, drumsticks.

## DRUMMING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

**•Perception**

Use perceptual information while drumming/dancing to understand interactions and experiences; interact with a drum based on sensory and perceptual information

**•Gross Motor**

Dance to drum music

**•Fine Motor**

Use hands to hit the drum; use drumsticks to hit drum

**•Health, Safety, & Nutrition**

Begin to use drums in a safe manner

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Help their children tap rhythms that they make up on household objects. They can use their hands or different objects (a wooden spoon, plastic spatula, etc.) as they tap on cans or plastic containers while walking around the house. Encourage movement/dancing to the drum beats.

#### ELDERS AND/OR COMMUNITY MEMBERS

Talk to the class about the sacredness of drumming, which includes using the drumsticks respectfully and in a safe manner.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 1b.** Follow limits and expectations. **3a.** Balances needs and rights of self and other. **4a.** Demonstrates traveling skills. **6.** Demonstrates gross motor manipulative skills. **7.** Demonstrates fine motor strength and coordination. **7a.** Uses fingers and hands. **11a.** Attends and engages. **11b.** Persists. **12b.** Makes connections. **21.** Understand spatial relationships.

## DRUMMING

### COGNITION — BIRTH TO THREE

- **Exploration and Discovery**  
Explore the drum by hitting it; recognize difference between actions when hitting the drum hard or soft
- **Memory**  
Remember that when you hit the drum you make a sound; recognize when a different drum is used or different people are drumming
- **Reasoning and Problem Solving**  
Try hitting drum soft, then hard; learn different drums make different sounds
- **Emergent Mathematical Thinking**  
Count beats of drum; learn shape of a drum
- **Imitation and Symbolic Representation and Play**  
Pretend to play a drum using pots/pans/etc.; sing drumming songs; draw pictures of drums and people drumming

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- While drumming, count the drum beats aloud. Add hand movements.
- Beat the drum loud and soft. Watch how the children respond.
- Use pots/pans, lids, plastic spatulas, etc., as drums. Have these available to be used in the classroom.
- Provide the materials that drums are made from. Have the children use their senses to explore the materials.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have the children count the beats.
- Combine groups (sets) of drumsticks. Compare them. Discuss.
- Have children recognize and repeat drum patterns by counting the beats.
- Use words of directionality, order, and position when drumming (up, down, side).
- Have children recognize and name common shapes of drums, drumsticks, etc.
- Have children experiment drumming the same pattern at different tempos (speeds).
- Have children hear the similarities and differences of various drums and their sounds. Discuss.

## DRUMMING

### COGNITION—BIRTH TO THREE

- Exploration and Discovery**  
Explore the drum by hitting it; recognize difference between actions when hitting the drum hard or soft
- Memory**  
Remember that when you hit the drum you make a sound; recognize when a different drum is used or different people are drumming
- Reasoning and Problem Solving**  
Try hitting drum soft, then hard; learn different drums make different sounds
- Emergent Mathematical Thinking**  
Count beats of drum; learn shape of a drum
- Imitation and Symbolic Representation and Play**  
Pretend to play a drum using pots/pans/etc.; sing drumming songs; draw pictures of drums and people drumming

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Help children count beats together while tapping or drumming. Talk about loud and soft sounds.  
Provide plastic containers, pots/pans, spatulas, wooden spoons for children to drum on.

#### ELDERS AND/OR COMMUNITY MEMBERS

Attend drumming activities in the community. While in attendance, count together the drum beats. Compare sizes of drums.  
Ask language/cultural department to come and make hand drums for each of the children.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input checked="" type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
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### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

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| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Other _____</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
|--|--|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 12b.** Makes connections; **20.** Uses number concepts and operations. **20a.** Counts. **20c.** Connects numerals with their quantities. **21a.** Understands spatial relationships; **21b.** Understands shapes. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

## FISHING

### APPROACHES TO LEARNING — BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**  
Engage in fishing activity with support of familiar adults
- **Cognitive Self-Regulation (Executive Function)**  
Maintain focus and attention to fishing activity with support; show increasing ability to stay engaged and focused on fishing activity
- **Initiative & Curiosity**  
Approach other children and adults during fishing activity; show interest in the fishing activity; seek out and play with fish, sand, water, etc.
- **Creativity**  
Move body like a fish; sing fishing songs; engage in make-believe play by fishing

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Sit with children during fishing stories and activities. Gradually have children sit alone on the floor with adult moving further away.
- Model and encourage children to sit by other adults/children that they are not familiar with. Encourage other children and adults to approach and sit with children.
- Set up space for sand and water play. Encourage children to touch and play with the sand and water.
- Create and sing chants and songs about fishing to the children.
- Model and encourage children to move their bodies to the fishing chants and songs.
- Play "peek-a-boo" with cardboard fish. Make the fish to look like the kind caught and used for subsistence.
- Bury fish in sand and have children find them.
- Cut out pictures of fish (two each) and have children match them.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Provide time to explore the sand, water, net, pole, and fish.
- Give children the opportunity to "fish." Use sand and water table.
- Schedule a field trip to a local lake, pond, or ocean.
- Have children participate in fishing activities for longer periods of time to increase their attention span.
- Teach children to sing the songs. Note their memory of these songs.
- Have children create their own fishing songs.
- Have children creatively move like fish swimming in a river. Provide verbal cues for movement (i.e., fast, slow, upstream, downstream).
- Encourage children to imitate other children's movements while dancing to fishing songs.
- Have children act out fishing.
- Have children tell a fishing story.
- Play memory game with pictures of fish on cards.
- Have rope available for children to feel. Show them how fishing knots are tied.
- Throughout the day, model asking questions. Encourage older children to ask questions about fishing.

## FISHING

### APPROACHES TO LEARNING — BIRTH TO THREE

- Emotional & Behavioral Self-Regulation**  
Engage in fishing activity with support of familiar adults
- Cognitive Self-Regulation (Executive Functioning)**  
Maintain focus and attention to fishing activity with support; show increasing ability to stay engaged and focused on fishing activity
- Initiative & Curiosity**  
Approach other children and adults during fishing activity; show interest in the fishing activity; seek out and play with fish, sand, water, etc.
- Creativity**  
Move body like a fish; sing fishing songs; engage in make-believe play by fishing

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Encourage family to tell fishing stories at home. Share pictures of fishing with the children.  
Ask family to take the children fishing with them. Play fish memory game with child.

#### ELDERS AND/OR COMMUNITY MEMBERS

Share fishing stories and the importance of fishing for the families and community. Share "tools" used in fishing and how they are made. Assist with providing materials for the classroom for the children to use and learn about fishing and the importance it has for the community.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input checked="" type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input checked="" type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|---|--|

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

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|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input checked="" type="checkbox"/> Picture</li> <li><input checked="" type="checkbox"/> Other <u>tape recording/video</u></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
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**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 3a.** Participates cooperatively and constructively in group activities. **3b.** Solves social problems. **9a.** Uses language to express thoughts and needs. **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking. **12.** Remembers and connects experiences. **14b.** Engages in sociodramatic play. **34.** Explores musical concepts and expression. **35.** Explores dance and movement concepts. **36.** Explores drama through actions and language.

## FISHING

### SOCIAL AND EMOTIONAL—BIRTH TO THREE

**•Relationships with Adults**

Begin to become familiar with other adults; seek out adults for support and comfort

**•Relationships with Other Children**

Sit close to other children while playing the fish game and/or watch them; imitate other children's body movements

**•Emotional Functioning**

Express various emotions while listening to stories; express excitement when he or she "catches" a fish

**•Sense of Identity & Belonging**

Begin to learn about the tradition and importance of fishing to the family and community; recognize other members of their family, Elders, and community and begins to develop a relationship with them

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Sit with children during fishing activities and stories.
- Place infants close to each other but not within reach of each other during fishing activities.
- Support children to refrain from disruptive or angry behaviors during fishing activities and throughout the day by assisting them in sharing their feelings and needs in developmentally appropriate ways.
- Provide children with opportunities to hear traditional stories and to hear Elders speak about the tradition and the importance of fishing to the community in the past and the present.
- Create and/or share traditional fishing songs/dance with children.
- Stay close to children and encourage them to engage in play/exploration of the water, sand and other learning centers.
- Play peek-a-boo. Encourage children to imitate you. Use fish shapes as props.
- Have river and/or ocean sounds playing in the classroom.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Set up learning centers with pictures of fish (best to use the kind the community catches), sand, water, nets, and poles for children to engage and explore.
- Create a fishing game for children to participate in, at first individually and gradually moving toward simple cooperative play.
- Set up dramatic play with fishing props.
- Create fishing songs and encourage children to sing along.
- Have families bring in pictures of fishing. Have them available for children to see and recognize their own family members. Engage children in identifying who is in the picture. Talk about what is happening in the picture.



## FISHING

### SOCIAL AND EMOTIONAL—BIRTH TO THREE

- Relationships with Adults**  
Begin to become familiar with other adults; seek out adults for support and comfort
- Relationships with Other Children**  
Sit close to other children while playing the fish game and/or watch them; imitate other children's body movements
- Emotional Functioning**  
Express various emotions while listening to stories; express excitement when he or she "catches" a fish
- Sense of Identity & Belonging**  
Begin to learn about the tradition and importance of fishing to the family and community; recognize other members of their family, Elders, and community and begins to develop a relationship with them

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Talk with the children about how to respect the environment and the fish. Invite family and Elders over for dinner. Discuss the traditional use of fish and preserving fish. Attend community gatherings.

##### ELDERS AND/OR COMMUNITY MEMBERS

Share and discuss with children the traditional ways of fishing for the community. Provide stories on fishing for the classroom. Invite Cultural and Language Specialists (if available) to the classroom to share stories about fishing and traditions.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input checked="" type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|---|---|

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Other _____</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input checked="" type="checkbox"/> Child's/group's work</li> </ul> |
|--|--|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **1a.** Manages feelings. **1b.** Follows limits and expectations. **2.** Establishes and sustains positive relationships. **2a.** Forms relationships with adults. **2b.** Responds to emotional cues. **2c.** Interacts with peers. **3.** Participates cooperatively and constructively in group situations. **3a.** Balances needs and rights of others. **12a.** Recognizes and recalls. **12b.** Makes connections. **29.** Demonstrates knowledge about self.

## FISHING

### LANGUAGE AND COMMUNICATION — BIRTH TO THREE

**•Attending & Understanding**

Look at and listen to a person speaking; engage with adults with facial expressions, gestures, babbling, etc.; demonstrate interest and participate in language activities related to fishing

**•Communicating & Speaking**

Engage in simple conversations about fishing; start to tell stories they have heard; name items used in fishing

**•Vocabulary**

Begins to understand and use new English and tribal words related to fishing

**•Emergent Literacy**

Ask to have stories about fishing read; play with language-like sounds related to fishing; look at books about fish; recognizes signs, pictures, and/or words related to fishing

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Create a print-rich environment by posting English and tribal words with pictures around the classroom. Post these at children's eye level. Model language using these words.
- Provide children with opportunities to listen to conversations, songs, and stories from Elders and other community members.
- When talking about how to catch and process fish, provide opportunities for the children to engage with facial expressions, nonverbal cues, babble, etc.
- Encourage infant's nonverbal/verbal communication during fishing activities by repeating children's vocal sounds. Make simple sounds for children to mimic. Tie these sounds to English and tribal words.
- Support children in listening to an Elder tell a story.
- Provide opportunities for children to observe you writing words related to fishing and explain to them what you are doing.
- Have families bring in pictures of fishing and talk about the pictures.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have children listen and learn new words in their English and tribal language related to catching and processing fish (e.g., "net," "lure," "tide," "rope," etc.).
- Throughout the classroom, provide books on fishing, fish, water, etc., for children to look at independently and with the early childhood staff and other children. Make connections between what is read and the children's lives.
- While looking at books, show children how print conveys meaning and provides information.
- Create or use traditional songs about fish, fishing. Use hand gestures while singing.
- Encourage children to tell fishing stories.
- Use puppets to tell fishing stories.
- Provide materials and space for children to use crayons, markers, paper, white boards, etc., to draw, write about fishing.
- While outdoors, provide opportunities to write in the sand or dirt. Draw fish, letters, etc.
- Throughout the day model and encourage children to say words related to fishing, water, sand, and processing fish.

## FISHING

### LANGUAGE AND COMMUNICATION — BIRTH TO THREE

**-Attending & Understanding**

Look at and listen to a person speaking; engage with adults with facial expressions, gestures, babbling, etc.; demonstrate interest and participate in language activities related to fishing

**-Communicating & Speaking**

Engage in simple conversations about fishing; start to tell stories they have heard; name items used in fishing

**-Vocabulary**

Begins to understand and use new English and tribal words related to fishing

**-Emergent Literacy**

Ask to have stories about fishing read; play with language-like sounds related to fishing; look at books about fish; recognizes signs, pictures, and/or words related to fishing

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Share and talk about family fishing adventures with their children. Share pictures of the family/community fishing. Use tribal words while preparing a fish meal. Talk about fishing and importance of fish.

##### ELDERS AND/OR COMMUNITY MEMBERS

Introduce to the children English and tribal words related to catching and processing fish. Share what equipment is used for fishing/processing. Share recipes on how to prepare fish to eat.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other tape recording/video

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 8.** Listens to and understands increasingly complex language. **8a.** Comprehends languages. **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. **10a.** Engages in conversations. **17a.** Uses and appreciates books. **18a.** Interacts during read-alouds and book conversations. **18b.** Uses emergent reading skills. **18c.** Retells stories. **19b.** Writes to convey meaning.

## FISHING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

**•Perception**

Observe, handle, use objects to explore water, fish, sand, rocks

**•Gross Motor**

Move like a fish to music; pull the net; reach and grasps fish in water/sand

**•Fine Motor**

Eye-hand coordination while “fishing”

**•Health, Safety, & Nutrition**

Learn about nutritious food and the value of fish as food; use fishing pole in a safe manner; learn safety around water

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Give opportunities to observe, handle, and use objects such as sand, water, wood, nets.
- Use hand motions while singing fish songs.
- Provide opportunities to explore by throwing, pulling, running in sand, etc.
- Provide sand and water play for the children with plastic fish.
- Provide opportunity for children to fill and empty water from containers. Add fish to the container.
- Learn how to pull a net.
- Serve sandwiches, cookies, pancakes, and crackers shaped like a fish while encouraging child to try new foods.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Play fish songs and move to the music.
- Have children practice control, balance, and coordination using small nets to catch plastic fish in the water box.
- Have children handle or build the tools used in fishing (e.g., build traps with blocks and stones, nets, fishing poles) to develop hand strength and dexterity (fine motor skills).
- Teach children the health and safety routines while handling fish and using tools for fishing.
- Teach the importance of eating fish and how it contributes to health and wellness.
- Demonstrate the importance of eating fish and how it contributes to health and wellness by sharing traditional stories.

## FISHING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—BIRTH TO THREE

**•Perception**

Observe, handle, use objects to explore water, fish, sand, rocks

**•Gross Motor**

Move like a fish to music; pull the net; reach and grasps fish in water/sand

**•Fine Motor**

Eye-hand coordination while “fishing”

**•Health, Safety, & Nutrition**

Learn about nutritious food and the value of fish as food; use fishing pole in a safe manner; learn safety around water

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Prepare fish that they caught. Share stories about fishing while eating the fish.  
Engage children in fishing (pull the net, fish with a pole).

##### ELDERS AND/OR COMMUNITY MEMBERS

Share with the children how fish are processed and the tools used, emphasizing washing hands and safety around water.  
Bring fish into the early childhood center for a meal.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 4.** Demonstrates traveling skills. **5.** Demonstrates balancing skills. **6.** Demonstrates gross motor manipulative skills. **7.** Demonstrates fine motor strength and coordination. **7a.** Uses fingers and hands. **11a.** Attends and engages. **11b.** Persists. **11d.** Shows curiosity and motivation. **30.** Shows basic understanding of people and how they live. **35.** Explores dance and movement concepts.

## FISHING

### COGNITION—BIRTH TO THREE

**•Exploration and Discovery**

Explore objects by using their senses and/or by manipulation; learn cause and effect of using nets, poles to catch fish; look at colors of different fish; explore the ways you catch fish (pole, nets, hands); fill and empty a container with sand and/or water

**•Memory**

Remember where fish are in the sand table; remember how to “fish” using the fishing game; tell others about “fishing”

**•Reasoning and Problem Solving**

Explore how to fill and empty a container with sand and/or water; use various methods to “catch” fish

**•Emergent Mathematical Thinking**

Count the number of fish; feel the difference in weight of fish

**•Imitation and Symbolic Representation and Play**

Pretend to fish; act out fishing stories

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS

- Have fish shaped objects of different colors for children to explore.
- Makes splashes in water table to learn about purposeful actions.
- Explores the sand table and find the buried plastic fish.
- Count the number of fish (plastic, real, food shaped like fish, etc.) aloud during activities.
- Have children count the number of plastic or (if possible) real fish.
- Provide plastic fish for child to line up, scatter, gather, and line them up again.

#### ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS

- Have the children sort plastic fish or pictures of different kinds of fish, using the attributes of color. When possible, use real fish to make the activity more concrete for the children.
- Sorts plastic fish from toy cars, red fish from blue fish, etc.
- Use words of directionality, order, and position to describe where their net is in relationship to the plastic fish; such as “up,” “down,” “in front,” “behind,” etc. Note when children start to use these words.
- Have children compare plastic or real fish using such their senses (touch, smell, feel). Also, look at attributes such as length, and size (bigger, longer, wider, and heavier).
- Introduce children to different ways to catch fish and discuss tools used.
- Provide props for children to pretend fishing. Encourage them to act out catching fish.
- Provide different-sized containers in the sand/water table to fill, empty.

## FISHING

### COGNITION—BIRTH TO THREE

**•Exploration and Discovery**

Explore objects by using their senses and/or by manipulation; learn cause and effect of using nets, poles to catch fish; look at colors of different fish; explore the ways you catch fish (pole, nets, hands); fill and empty a container with sand and/or water

**•Memory**

Remember where fish are in the sand table; remember how to “fish” using the fishing game; tell others about “fishing”

**•Reasoning and Problem Solving**

Explore how to fill and empty a container with sand and/or water; use various methods to “catch” fish

**•Emergent Mathematical Thinking**

Count the number of fish; feel the difference in weight of fish

**•Imitation and Symbolic Representation and Play**

Pretend to fish; act out fishing stories

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Tell their children about fishing during different times of the year. Share with children family fish stories.  
Share with children the tools used to fish (poles, nets).  
Share problems they have had catching fish and how they solve these problems.

#### ELDERS AND/OR COMMUNITY MEMBERS

Share with children the traditional ways of how to find the fish and how you fish.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|---|---|

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Other _____</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input checked="" type="checkbox"/> Child's/group's work</li> </ul> |
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**ASSESSMENT TOOL INDICATORS:** Teaching Strategies **GOLD: 12.** Remembers and connect experiences. **12a.** Recognizes and recalls. **12b.** Makes connections. **13.** Uses classification skills. **14b.** Engages in sociodramatic play. **20.** Uses number concepts and operations. **20a.** Counts. **20c.** Connects numerals with their quantities. **21a.** Understands spatial relationships. **21b.** Understands shapes. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns. **36.** Explores drama through actions and language.

## DRUMMING

### APPROACHES TO LEARNING—THREE TO FIVE

- **Emotional & Behavioral Self-Regulation**  
Follow rules for drumming; takes turns; stay on the beat with others and help other children stay in beat
- **Cognitive Self-Regulation (Executive Function)**  
Engage in drumming and dancing; shows persistence in learning rhythms and songs
- **Initiative & Curiosity**  
Maintain interest in drumming; takes initiative in creating and choosing drum rhythm
- **Creativity**  
Move to different drum rhythms/songs; acts out traditional drum stories

### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children gradually drum for longer periods of time to increase their attention span.
- Give children the opportunity to be persistent in learning new drum patterns.
- Have children create their own drumming rhythms/patterns.
- Give children the opportunity to plan, share, and complete a drumming session.
- Have children perform drumming for their families and the community.
- Have children move to the different rhythms of drumming.
- Have children act out traditional drum stories and/or those written by themselves.

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input checked="" type="checkbox"/> Picture</li> <li><input checked="" type="checkbox"/> Other <u>tape recording/video</u> _____</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
|--|---|

**ASSESSMENT TOOL INDICATORS:** Teaching Strategies **GOLD: 11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking. **33.** Explores the visual arts. **34.** Explores musical concepts and expression. **35.** Explores dance and movement concepts. **36.** Explores drama through actions and language.

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES:

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

#### ELDERS AND/OR COMMUNITY MEMBERS:

Introduce different drum rhythms and assist children drumming on individual and/or group drums.  
Tell a traditional or recent story about a drum or drumming that children may recall later and act out.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input type="checkbox"/> Assist in the classroom</li> <li><input type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input checked="" type="checkbox"/> Other <u>attend performance</u> _____</li> </ul> |
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## DRUMMING

### SOCIAL AND EMOTIONAL—THREE TO FIVE

- **Relationships with Adults**  
Cooperate and drum with adults/Elders; show respect for drum by following directions
- **Relationships with Other Children**  
Plan, share, and complete drum activities with peers; take turns drumming; engage in conversation with peers
- **Emotional Functioning**  
Express emotions appropriately
- **Sense of Identity & Belonging**  
Understand the tradition and importance of drumming in the community; recognize the role of the drum in creating community; understand the reasons for respecting the drum and those who drum; gain understanding of own unique culture; relationship to Universe (spirituality)

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children take turns and coordinate their drumming with others on individual drums and a group drum.
- Have children drum to music, stopping and starting whenever the music starts or stops.
- Support children while drumming and throughout the day to express their feelings appropriately.
- Have children choose their favorite songs/chants to drum, asking them to share why they prefer that song.
- Chart and compare individual preferences for drumming songs with the children. Identifying the overall group preference.
- To enhance children's confidence, point out the specific ways they are learning to drum and how they contribute to the drumming of the group.
- Have children recognize the role of the drum in creating community by discussing their experiences of drumming and community.
- Provide opportunities for children to talk about the reasons for respecting the drum and those who drum, dance, and sing.
- Provide children with opportunities to hear traditional stories and to hear Elders speak about the tradition and the importance of drumming to the community in the past and the present.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anecdotal record</li> <li><input type="checkbox"/> Picture</li> <li><input checked="" type="checkbox"/> Other <u>tape recording/video</u></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Child's/group's work</li> </ul> |
|---|---|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **1a.** Manages feelings. **1b.** Follows limits and expectations. **2.** Establishes and sustains positive relationships. **2c.** Interacts with peers. **3.** Participates cooperatively and constructively in group situations. **3a.** Balances needs and rights of others. **3b.** Shows basic understanding of people and how they live. **3c.** Explores change related to familiar people or places.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Talk with the children about how to respect the drum and how to show respect to those who dance, sing, and drum.  
Help their children take turns and cooperate by stopping and starting their drumming or tapping with others at home.

##### ELDERS AND/OR COMMUNITY MEMBERS

Share and discuss with children the traditional teachings of the drum and importance of the drum to the community. Provide drum music in the classroom either by drumming or by CDs. Invite the Cultural and Language Specialist (if available) to the classroom to share stories about drumming, dance, and traditions.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share knowledge/skill/stories</li> <li><input checked="" type="checkbox"/> Assist with a specific activity</li> <li><input checked="" type="checkbox"/> Assist in the classroom</li> <li><input checked="" type="checkbox"/> Help select cultural activities for the year</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extend learning at home</li> <li><input type="checkbox"/> Provide materials</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|---|---|

## DRUMMING

### LANGUAGE AND COMMUNICATION—THREE TO FIVE

#### •Attending & Understanding

Listen to and recognize different drum songs; comprehend new drum vocabulary, e.g., "drumsticks," "hand drum," "drum head," and "beat"

#### •Communicating & Speaking

Engage in conversations with friends about drums and drumming

#### •Vocabulary

Learn and use new drum vocabulary in both English and tribal language

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children listen to and recognize different drum rhythms and songs.
- Introduce children to new drum vocabulary (e.g., "drumstick," "hand drum," "drum head," and "beat") in their tribal language and English.
- Give children opportunities to have conversations in both languages with friends about drums and drumming.
- Have children use new drum vocabulary in both languages during activities and in conversations throughout the day.
- Display the new vocabulary words both in English and tribal language throughout the classroom and the building.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other video \_\_\_\_\_

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 8.** Listens to and understands increasingly complex language. **8a.** Comprehends languages. **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. **10a.** Engages in conversations.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Practice with their children the English and tribal words related to drumming and use them in conversation.

##### ELDERS AND/OR COMMUNITY MEMBERS

Teach children the English and tribal words related to drumming and practice using them in conversations at school.

Invite the Cultural and Language Specialist to the classroom and/or a family event to share the English and tribal words and stories about drumming, tradition, songs, and dance.

Involve the Cultural and Language Specialist in curriculum development.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

## DRUMMING

### LITERACY—THREE TO FIVE

**•Phonological Awareness**

Identify and discriminate between separate syllables in their name and in words of song

**•Print & Alphabet Knowledge**

Learn that print in English moves from left to right and top to bottom while looking at a book on drumming; identify letters in new drum words; produce correct sounds associated with the letters

**•Comprehension & Text Structure**

Listen and retell a story or information about drumming

**•Writing**

Draw pictures/write about drums and drumming

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

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

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD:15.** Demonstrates phonological awareness. **16.** Demonstrates knowledge of alphabet. **17.** Demonstrates knowledge of print and its uses. **18c.** Retells stories.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

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

##### ELDERS AND/OR COMMUNITY MEMBERS

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

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

## DRUMMING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—THREE TO FIVE

- **Gross Motor**  
Develop control, balance, and coordination with others while drumming; develop awareness of space/direction of drumsticks
- **Fine Motor**  
Develop hand strength/dexterity/eye-hand coordination using drumsticks
- **Health, Safety, & Nutrition**  
Use drumsticks in a safe manner

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children practice coordinating their movements while drumming with others on a large drum.
- Have children drum on individual drums, practicing control and eye-hand coordination.
- Have children drum different rhythms/patterns using different sizes of drumsticks.
- Have children discuss ways to use drumsticks safely to protect others, the drumsticks, and the drum. Record their responses.
- Provide children with different objects (a wooden spoon, plastic spatula, etc.) to tap on cans or plastic containers.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

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|--|--|
| <input checked="" type="checkbox"/> Anecdotal record<br><input type="checkbox"/> Picture<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Checklist<br><input checked="" type="checkbox"/> Child's/group's work |
|--|--|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 5.** Demonstrates balancing skills. **6.** Demonstrates gross motor manipulative skills. **7.** Demonstrates fine motor strength and coordination. **7a.** Uses fingers and hands.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Help their children tap rhythms that they make up or the rhythms of their favorite song.  
They can use their hands or different objects (a wooden spoon, plastic spatula, etc.) as they tap on cans or plastic containers while walking around the house.

##### ELDERS AND/OR COMMUNITY MEMBERS

Talk to the class about the sacredness of drumming, which includes using the drumsticks respectfully and in a safe manner.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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

### MATHEMATICS DEVELOPMENT—THREE TO FIVE

**Counting & Cardinality**

Count the number of beats; draw lines on a paper to represent drum beats

**Operations & Algebraic Thinking**

Identify the new number created when sets of drumsticks are combined or separated; compare same and different patterns of beats

**Measurement**

Compare similarities and difference of sizes of drumsticks and drum; measure length of songs by timing how long it takes to drum

**Geometry & Spatial Sense**

Recognize shapes of drums and sticks; recognize and name common shapes made from drumsticks

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

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

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

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| <input checked="" type="checkbox"/> Anecdotal record | <input type="checkbox"/> Checklist            |
| <input type="checkbox"/> Picture                     | <input type="checkbox"/> Child's/group's work |
| <input type="checkbox"/> Other _____                 |   |

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 14.** Uses symbols and images to represent something not present. **20.** Uses number concepts and operations. **20a.** Counts. **20c.** Connects numerals with their quantities. **21b.** Understands shapes. **22.** Compares and measures. **23.** Demonstrates knowledge of patterns.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Help children count beats together while tapping or drumming.

##### ELDERS AND/OR COMMUNITY MEMBERS

Assist children in recognizing and repeating drum patterns at school.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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

## DRUMMING

### SCIENTIFIC REASONING—THREE TO FIVE

#### •Scientific Inquiry

Observe/discuss similarities and differences among various drums; participate in simple investigations of how sound travels; make hypotheses and form generalizations from the investigations

#### •Reasoning & Problem Solving

Recognize that beating the drum hard causes a loud sound and beating it softly creates a soft sound; use previous knowledge to drum a new rhythm; recognize different size drums and drum material make different sounds

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children identify the similarities and differences of various drums (sizes, materials).
- Have children do simple investigations of how sound travels, including a discussion of percussion and reverberation.
- Record children's observations and hypotheses from their investigations.
- Have children form generalizations from their investigations; record their responses.
- Have children recognize that beating the drum hard causes a loud sound and beating it softly creates a soft sound.
- Have children recognize that beating different size drums produce different sounds.
- Ask children to think about what is happening as they drum. How do they make the sounds change? What happens with their body when they drum softly or loudly?
- Have children use previous knowledge in drumming a new rhythm.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

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| <input checked="" type="checkbox"/> Anecdotal record | <input type="checkbox"/> Checklist                       |
| <input type="checkbox"/> Picture                     | <input checked="" type="checkbox"/> Child's/group's work |
| <input type="checkbox"/> Other _____                 |  |

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **12.** Remembers and connects experiences. **12a.** Recognizes and recalls. **12b.** Makes connections. **13.** Uses classification skills. **24.** Uses scientific inquiry skills. **26.** Demonstrates knowledge of the physical properties of objects and materials. **28.** Uses tools and other technology to perform tasks.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Ask children to think about what is happening as they drum. How did they make the sounds? How do they make the sounds louder or softer? How could they make the sounds change?  
Ask their children to describe the simple experiment they did at school about how sound travels.

##### ELDERS AND/OR COMMUNITY MEMBERS

Bring in various types of drums into the classroom and discuss the similarities and the differences of the drums, including the materials used to make them and how they were made.  
Assist children in planning a performance using the drum.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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|---|---|
| <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 checked="" type="checkbox"/> Assist in the classroom           | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |

## FISHING

### APPROACHES TO LEARNING—THREE TO FIVE

- **Emotional & Behavioral Self-Regulation**  
Plan, share, and complete a fishing task with a partner; model or teach peers a fishing task
- **Cognitive Self-Regulation (Executive Function)**  
Maintain interest and attention in acting out fishing tasks; wait patiently
- **Initiative & Curiosity**  
Demonstrate flexibility in acting out fishing tasks; ask questions about fishing
- **Creativity**  
Listen and learn chants related to fishing; use creative movement to convey fish swimming; act out stories and chants about fishing using dramatic play props

### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Give children opportunities to be flexible in how they decide to act out fishing tasks.
- Throughout the day, model asking questions, and encourage children to ask questions about catching and processing fish.
- Provide opportunities for the children to increase and maintain attention to the tasks involved in catching and processing fish.
- Provide time and support for children to maintain interest and attention to complete each task in acting out catching and processing fish.
- Have children take turns working with a partner to complete a task in catching or processing fish (e.g., building a drying rack, hanging a net, tying knots) and to model or teach a fishing task.
- Have children listen to songs, chants, poems, etc., related to fishing.
- Have children learn chants or create chants with other children about catching and processing fish.
- Have children creatively move like fish swimming in a river. Provide verbal cues for movement (e.g., "fast," "slow," "upstream," and "downstream").
- Have children creatively express catching and processing fish using various methods and materials (drawing tools, sculpture media, natural clay, paint, etc.).
- Have children act out stories using dramatic play props to represent objects portrayed in oral stories, books, and chants about fishing.

### HOW WE KNOW THE CHILD IS LEARNING

#### DOCUMENTATION

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|---|--|
| <input checked="" type="checkbox"/> Anecdotal record<br><input checked="" type="checkbox"/> Picture<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Checklist<br><input checked="" type="checkbox"/> Child's/group's work |
|---|--|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking. **33.** Explores the visual arts. **34.** Explores musical concepts and expression. **35.** Explores dance and movement concepts. **36.** Explores drama through actions and language.

### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

#### FAMILIES

Talk with their children about what they need to do to get ready to go fishing. Describe all the steps of planning that they have to do to be ready. Help their children think of a song, chant, or story related to fishing to share at school.

#### ELDERS AND/OR COMMUNITY MEMBERS

Demonstrate the steps in catching or processing fish (e.g., hanging a net, tying knots, building a drying rack). Perform traditional chants for the children and discuss how they relate to fishing.

#### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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

## FISHING

### SOCIAL AND EMOTIONAL—THREE TO FIVE

- **Relationships with Adults**  
Cooperate and fishes with adults/Elders; show respect by following directions
- **Relationships with Other Children**  
Cooperate in acting out catching fish with a partner; take turns using the tools for fishing
- **Emotional Functioning**  
Handle impulses and follow the rules of group discussion; show excitement during fishing game
- **Sense of Identity & Belonging**  
Demonstrate age-appropriate independence in acting out catching fish; understand the tradition and importance of fishing in the community; understand the reasons for respecting the fish and learn about stewardship

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children discuss the process of preparing for a fishing trip, catching the fish, processing the fish, and then sharing the catch with family/friends. Discuss how it takes team work and cooperation to accomplish this task.
- Have the children work with a partner(s) to act out preparing, catching, processing, and sharing a catch in order to practice cooperation, turn taking, and sharing of resources.
- Have children discuss their responses on the purpose of fishing rules, routines and directions, and the importance of following them. Write down and post their responses.
- Have children share how their family respects and values fishing as a way to gather food and how they share the resources they have with family/friends.
- Support children to refrain from disruptive or angry behaviors during fishing activities and throughout the day by assisting them in stating their feelings and needs and in negotiating disagreements. Have children learn from community members the practice of processing fish and "putting fish up" to recognize the variety of jobs related to fishing and the work associated with them.
- Have children identify where in the environment different kinds of fish are found by drawing maps to those places.
- Have children understand from Elders and community members the tradition and importance of fishing to the family and community in the past and present.
- Have children describe and discuss from oral stories and books how fishing has changed over time, from the past to the present. Record their responses.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Anecdotal record                  | <input type="checkbox"/> Checklist                       |
| <input type="checkbox"/> Picture                                      | <input checked="" type="checkbox"/> Child's/group's work |
| <input checked="" type="checkbox"/> Other <u>tape recording/video</u> |  |

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies GOLD:* **1a.** Manages feelings. **1b.** Follows limits and expectations. **2.** Establishes and sustains positive relationships. **2c.** Interacts with peers. **3.** Participates cooperatively and constructively in group situations. **3a.** Balances needs and rights of self and others. **11.** Demonstrates positive approaches to learning. **11a.** Attends and engages. **11b.** Persists. **11c.** Solves problems. **11d.** Shows curiosity and motivation. **11e.** Shows flexibility and inventiveness in thinking. **27.** Demonstrates knowledge of Earth's environment. **30.** Basic understanding of people and how they live. **31.** Explores change related to familiar people or places. **32.** Demonstrates simple geographic knowledge.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

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

##### ELDERS AND/OR COMMUNITY MEMBERS

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

##### 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 checked="" type="checkbox"/> Assist in the classroom           | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Help select cultural activities for the year |   |



## FISHING

### LANGUAGE AND COMMUNICATION—THREE TO FIVE

**-Attending & Understanding**

Listen to Elders demonstrate/describe catching and processing fish; comprehend new words related to fishing in English and the tribal language; attend to story told by an Elder

**-Communicating & Speaking**

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

**-Vocabulary**

Understand and use new words related to fishing in English and the tribal language; use new fish vocabulary in conversations in both English and the tribal language

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

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

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other tape recording/video

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 8.** Listens to and understands increasingly complex language. **8a.** Comprehends languages. **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. **10a.** Engages in conversations.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

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

##### ELDERS AND/OR COMMUNITY MEMBERS

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

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

## FISHING

### LITERACY—THREE TO FIVE

**•Phonological Awareness**

Discriminate between fishing words of one or two syllables in both languages

**•Print & Alphabet Knowledge**

Recognize words as a unit of print and understand the letters are grouped to form words; identify letters in new words related to fishing in both languages

**•Comprehension & Text Structure**

Retell a story about fishing; ask questions about book on fishing that is read or retold by a community member

**•Writing**

Draw pictures about fishing; write thank-you notes to Elders for telling stories about fishing

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Provide children with opportunities to retell a story read or told by an Elder or community member about catching and processing fish.
- Have children discriminate between words of one and two syllables that relate to fishing in both languages.
- As children discriminate the number of syllables in the new fishing words, have them also identify certain letters they are learning in the new words in both languages.
- While talking about syllables, demonstrate how words are units of print and that letters are grouped to form words.
- Have children write thank-you notes to the Elders or community members who told stories about catching and processing fish.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Anecdotal record<br><input type="checkbox"/> Picture<br><input checked="" type="checkbox"/> Other <u>tape recording</u> | <input type="checkbox"/> Checklist<br><input type="checkbox"/> Child's/group's work |
|---|---|

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 15.** Demonstrates phonological awareness. **16.** Demonstrates knowledge of alphabet. **17.** Demonstrates knowledge of print and its uses. **18.** Comprehends and responds to books and other texts. **18c.** Retells stories. **19.** Demonstrates emergent writing skills.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Have their children draw a picture about the family's fishing adventures and write down what the child says about their drawing for sharing at early childhood care center.

##### ELDERS AND/OR COMMUNITY MEMBERS

Before reading a story to the children about catching and processing fish, remind them to listen carefully so they are able to retell the story to their family and friends.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

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

## FISHING

### PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT—THREE TO FIVE

**•Gross Motor**

Use nets to develop control, balance, and coordination; develop awareness of space/direction of nets and fish

**•Fine Motor**

Develop hand strength, dexterity/eye-hand coordination by handling/building tools used in fishing

**•Health, Safety, & Nutrition**

Fish is a healthy food source; practice health and safety rules and routines (water safety); gain awareness of the nutritional value of fish

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

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

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

**ASSESSMENT TOOL INDICATORS:** *Teaching Strategies* **GOLD: 5.** Demonstrates balancing skills. **6.** Demonstrates gross motor manipulative skills. **7.** Demonstrates fine motor strength and coordination. **7a.** Uses fingers and hands.

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Teach their children about fishing and about using tools safely.

##### ELDERS AND/OR COMMUNITY MEMBERS

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

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

## FISHING

### MATHEMATICS DEVELOPMENT—THREE TO FIVE

**Counting & Cardinality**

Count the number of plastic fish; combine fish into sets and label with a written numeral

**Operations & Algebraic Thinking**

Use a range of strategies to compare the quantity of two sets using terms as "more," "less," "fewer"; recognize and repeat different patterns of fish using plastic fish and/or pictures

**Measurement**

Compare plastic fish using attributes of length, weight, size

**Geometry & Spatial Sense**

Understand directionality, order, and position of net in relationship to the fish

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

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

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

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

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

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

##### ELDERS AND/OR COMMUNITY MEMBERS

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

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

## FISHING

### SCIENTIFIC REASONING—THREE TO FIVE

#### •Scientific Inquiry

Use magnifying glasses to inspect the water and thermometers for gauging the temperature of the water; make hypotheses and form generalizations from the investigation; recognize the cause-effect relationship of polluted water on fish; brainstorm solutions to the problem(s)

#### •Reasoning & Problem Solving

Describe the materials used in making different tools to catch fish; develop an awareness of fish and bird migrations; identify, compare, and contrast different kinds of fish

#### ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children clarify, compare, and contrast the color, size, and shape of the different kinds of fish their family catches; chart their responses.
- Have children draw pictures of the different kinds of fish their families catch.
- Have children discuss the differences between the plastic fish in the water box and the real fish that their families catch. Chart their responses.
- Introduce children to the different ways to catch fish and discuss how the tools involved are made. Allow hands-on exploration of tools, and incorporate the tools into the learning centers when appropriate.
- Have children use magnifying glasses to inspect the water and thermometers for gauging the temperature of the water. Discuss the importance of clean water and water temperature for the health of the fish.
- Have children draw conclusions and form generalizations from their investigations of different samples of water and water temperatures. Chart their findings.
- Introduce children to the concept of migration (early summer to fall) and seasonal patterns of fish and birds.
- Have children discuss what happens to fish (the effect) when we do not keep our rivers and oceans clean (the cause). Have children brainstorm solutions to the problem. Record their responses.

#### HOW WE KNOW THE CHILD IS LEARNING

##### DOCUMENTATION

- Anecdotal record
- Picture
- Other \_\_\_\_\_

- Checklist
- Child's/group's work

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

#### ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

##### FAMILIES

Share with their children some problems they have had when catching fish and how they solved those problems.  
Share pictures of the fish the family has caught and have their children name the various kinds of fish, describing the similarities and differences of color, size, weight, texture, and taste.

##### ELDERS AND/OR COMMUNITY MEMBERS

Talk about and demonstrate the cycle of the fish and how important it is to be prepared to catch different fish at different times of the year. Discuss with the children the fish that return each year and the seasonal patterns for each fish.

##### PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- Share knowledge/skill/stories
- Assist with a specific activity
- Assist in the classroom
- Help select cultural activities for the year

- Extend learning at home
- Provide materials
- Other \_\_\_\_\_

# Sample Letter to Engage Families in Drumming

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Date: September 23

Dear Families,

As you know, we are learning about drumming.

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

Here are some ways we'd love to see you get involved in our classroom.

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

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

Here is an activity you can do at home.

Tap out the sounds/syllables of your child's name, favorite foods, and other special words. For example, for "buffalo," tap and say "buf-fa-lo." Or for "caribou," tap and say "car-i-bou."

Please let us know how it is going.

Sincerely,

# Sample Letter to Engage Families in Fishing

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Date: October 18

Dear Families,

As you know, we are learning about fishing.

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

Here are some ways we'd love to see you get involved in our classroom.

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

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

Here is an activity you can do at home.

Share family fishing adventures with your child, and encourage your child to share the stories at school.

Please let us know how it is going.

Sincerely,

# Appendix C: **Making It Real**

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TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS						
Identify Common Interests/Strengths and Needs for Individualized Lesson Plans						
Child	Interests/Strengths	Needs	Traditional Cultural Skills/Values/Beliefs/Lifeways	Drumming Activities	Fishing Activities	Gardening Activities
	Five Highest Assessment Scores	Three Lowest Assessment Scores				
Aiyanna	<b>7b. Uses writing and drawing tools</b> <b>11b. Persists</b> <b>14b. Dramatic play</b> 17a. Uses books 19a. Writes name	6. Gross motor manipulative skills 3b. Solves social problems <b>23. Knowledge of patterns</b>	<b>Dancing</b> Basket Making Gardening <b>Storytelling</b>	» Coordinates movements with others in dancing to the drum »» Brainstorms solutions to problems with others around dance-related activities »» <b>Draws lines on paper to represent different patterns of dance steps, making a book</b>	»» Coordinates movements using tools for acting out catching and processing fish »» Brainstorms solutions to problems with others during fishing activities »» <b>Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</b>	
Dakota	<b>6. Gross motor manipulative skills</b> <b>7b. Uses writing and drawing tools</b> <b>11b. Persists</b> 13. Classifies objects 14b. Dramatic play	3. Participates cooperatively 20c. Connects numerals with their quantities <b>23. Knowledge of patterns</b>	Hunting <b>Fishing</b> <b>Drumming</b> <b>Dancing</b>	»» Takes turns and coordinates with others in drumming »» Counts the beats and/ or drum objects, then matches the quantity to the written numeral. »» <b>Draws lines on paper to represent different patterns of drum beats, making a book</b>	»» Takes turns and coordinates with others in acting out catching and processing fish »» Counts fish, or pictures of different kinds of fish, then matches the quantity to the written numeral »» <b>Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</b>	
Nimkii	2d. Makes friends <b>6. Gross motor manipulative skills</b> <b>7b. Uses writing and drawing tools</b> <b>14b. Dramatic play</b> 20a. Counts	13. Uses classification skills 17a. Uses and appreciates books <b>23. Knowledge of patterns</b>	<b>Fishing</b> <b>Drumming</b> <b>Storytelling</b> <b>Dancing</b>	»» Sorts and classifies drum objects by different attributes including quantity »» Creates own book of drawings and dictated stories of the drum »» <b>Draws lines on paper to represent different patterns of drum beats, making a book</b>	»» Sorts and classifies fish, or pictures of fish, by different attributes including sets of number »» Creates own book of drawings and dictated stories of the fish patterns »» <b>Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</b>	