

Cultural Competency Lessons: A Letter to the Teacher

Welcome to Denver Public Schools' (DPS) first step in its commitment to the community to embed cultural competency in its curriculum. What follows are six ECE and kindergarten sample cultural competency lessons to integrate with the *Instructional Planning Guide* literacy lessons.

Do you remember a time when you lived or traveled in a foreign country, and you weren't sure what behavior was expected of you? I remember a bumble when I was served my first dinner in a Ugandan home, and I waited in my American way for everyone else to be served before I took a bite. My hostess was heartsick because in her Ugandan culture, my "manners" meant I didn't like her food. Through this experience, I have learned to ask my hostess wherever I am if I should begin eating or wait until everyone is served. I am not afraid to ask what the invisible cultural expectation is.

Do you remember a time when you were in a meeting and you were not sure what the rules were for speaking? Even in our own culture, some rules of behavior are so implicit that as an outsider to a group, we can't figure them out.

What are the goals for teaching cultural competency?

At the heart of the cultural competency lessons is the expectation that teachers create classrooms in which everyone is included—no child and no family are excluded. In the DPS *Instructional Planning Guides*, we have used the ⊕ symbol to signify cultural competency information. This symbol is rooted in Native American/American Indian traditions and refers to the Four Directions Medicine Wheel. Although the exact meaning varies across Indian Nations, the symbol embodies the idea of harmony and the all-inclusive whole. When seen in the *Instructional Planning Guides* lessons, the symbol signals that considerations that support the district's cultural competency goals follow.

To be inclusive in a diverse community means we must teach explicitly invisible cultural expectations so every child can access them. Recall an image of how much of an iceberg lies invisible below the surface of the ocean. It is that extensive, invisible part of the iceberg that destroys ships. Visit the Web site, <http://www.doe.state.in.us/lmmp/pdf/iceburgofculture.pdf>, to print your own copy of "The Iceberg Concept of Culture," to develop your understanding of the "invisible, unconscious cultural rules" we must teach in an inclusive classroom.

To be inclusive in a diverse community also means we must learn how the invisible expectations of our children's cultural and family heritage differ from our own. This curiosity and respect for cultural practices different from our own begins to develop children's equanimity for differences and their respect for all people. Please order your own set of free materials—One World Poster Set II and *Starting Small* from Teaching Tolerance at <http://www.tolerance.org/teach/resources/index.jsp> to be prepared to teach cultural competency lessons.

What are you expected to do with these cultural competency lessons?

ECE and kindergarten teachers are expected to teach every lesson for their respective grade levels. Kindergarten teachers are encouraged to also use ECE lessons to build an inclusive classroom community, just eliminate the "Preview of book" section.

The lessons are developed to raise issues you may not have considered in building your community of learners to include every child and every family. The lessons encourage you to seek the support of your school's social worker, ESL teacher, and members of the school community who have different cultural experiences.

Although the lessons were written in response to the literacy *Instructional Planning Guide* lessons, several lessons are written for a morning meeting format. You may choose to teach the lessons during morning meeting or social skills.

If you choose to teach the lessons during literacy, they can be integrated with literacy workshop lessons in this order.

ECE—Unit 1: Coming to School

- CC Lesson 1: Becoming a Member of My Classroom Family (before Lesson 1: My First Day of School—Text-to-Self Connections)
- CC Lesson 2: Creating Emotional Security in Classroom Family I (before Lesson 2: *Look Out ECE!*—Building Comprehension)
- CC Lesson 3: Creating Emotional Security in Classroom Family II (before Lesson 3: *The Kissing Hand/Un beso en mi mano*—Text-to-Self Connections)

Kindergarten—Unit 1: Launching Reading and Writing Workshops

The first three ECE lessons are recommended for kindergarten, but optional, for use during the morning meeting.

- *ECE CC Lesson 1: Becoming a Member of My Classroom Family*
- *ECE CC Lesson 2: Creating Emotional Security in Classroom Family I*
- *ECE CC Lesson 3: Creating Emotional Security in Classroom Family II*

The kindergarten lessons below can be included before Writing Workshop Lesson 1: How to Begin Writing Workshop.

- Kindergarten CC Lesson 1: Strengthening Personal Identity
- Kindergarten CC Lesson 2: Independence
- Kindergarten CC Lesson 3: Interdependence

Other lessons embed cultural competency into the ECE and kindergarten *Instructional Planning Guides*. Please talk with other

teachers in your building about your experience with the Cultural Competence lessons.

How can I learn more and contribute to the district's next steps in embedding cultural competency?

- Write professional goals for PDU credits in cultural competency.
 - Use the Lesson Plan Framework included after this page to submit lessons you've developed to teach the invisible elements of culture to meet the goal of building an inclusive learning community.
 - Send your questions and feedback to Loyola Martinez at loyola_martinez@dpsk12.org or call her at 720-423-3739.
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| Lesson [#]: [Title] |
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| Whole Group Lesson: [Title] | New Standards |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Background Statement</p> <p>Iceberg Concepts</p> <ul style="list-style-type: none"> • <p>Cultural Competency Intended Learning</p> <ul style="list-style-type: none"> • <p>Recommendations</p> <ul style="list-style-type: none"> • <p>Materials</p> <ul style="list-style-type: none"> • <p>Instructional Strategy</p> <ul style="list-style-type: none"> • • • <p>Parent Education</p> <ul style="list-style-type: none"> • • • <p>Evaluation</p> <ul style="list-style-type: none"> • • <p>Staff Development</p> <ul style="list-style-type: none"> • • • | <p>•</p> <p>•</p> <p style="text-align: center;">Big Ideas</p> <p>•</p> <p>★ ELA connection</p> <p>⊕ CC connection</p> <p>Lesson-specific vocabulary:</p> |



Cultural Competency Lesson 1: Becoming a Member of My Classroom Family

(before Lesson 1: My First Day of School—Text-to-Self Connections)

First Whole Group Lesson: Courteous Introductions

Background Statement

The classroom becomes the child's extended family in which everyone is included and cared about.

Iceberg Concepts

- Courtesy in greeting someone
- Eye contact

Cultural Competency Intended Learning

- Children learn to introduce themselves courteously.

Recommendations

- Establish a designated parent table with a basket where parents know to find information from you and to leave surveys and other written communications.
- Invite the school's social worker and ESL teacher if possible to be part of the adults' circle.
- Play your choice of music about families quietly in background.

Materials

- Parent survey prompt
- "Evaluation Form" checklist
- Same/different school pictures for read-aloud book in Lesson 1: My First Day of School—Text-to-Self Connections.

Instructional Strategy

- Children sit in a circle in the large group gathering place. Invite parents to sit behind their children in a larger circle.
- Seated in a circle, turn to the child on you left and say, "My name is _____. It is nice to meet you." The child responds with your support, "My name is _____. It is nice to meet you." The same child then turns to the classmate on his or her left and repeats the exchange. The process continues around the circle until the last child says to you, "My name is _____. It is nice to meet you."
- Invite all the children and adults to acknowledge with gentle applause all the children's courteous introductions.

Parent Education

- Parents use the same process to introduce themselves to each other. "My name is _____. I am _____'s [mom/uncle/neighbor]. It's nice to meet

New Standards

- Rules of Interaction—Use courteous and respectful rules of social interaction.
- Producing Performances—Speak in a loud enough voice.

Big Idea

- Begin to analyze concepts of *same* and *different*.

- ★ Rote sentences are repeated many times in the circle using "language frames." Provide additional support for children to repeat in smaller segments as needed.

Lesson-specific vocabulary: *courteous*, *introductions*, *acknowledge*, *same*, *different*

you.”

- Invite all the children and adults to acknowledge with gentle applause all the adults’ courteous introductions.
- Thank adults for joining the class for the morning greeting and dismiss them, asking each to complete a survey (available at the end of this lesson) at a table. The social worker and ESL teacher can support second-language speakers to describe how greetings are done in their native culture. Parents or adults leave their surveys in a basket and quietly exit the room.

Evaluation

- Your or your paraprofessional make quick checkmarks on a class list (see list at the end of this lesson) about children’s introductions of themselves using the following four criteria: can hear the child’s name, child repeats complete sentence, child looks partner in eye, and child uses right hand to shake partner’s hand.
- **Preview of book:** Children respond to pictures in the book, *Franklin Goes to School/Franklin va a la escuela* by Paulette Bourgeois and Brenda Clark, analyzing things that are the same as their school experience and things that are different (e.g., school building, how they get to school, book bag, classmates, teacher, hugging, things they do in class).
 - ★ To support English language learners, show duplicate pictures of Franklin’s school in the book and teach the word *same*. Then show Franklin’s school and a picture of your school and teach the word *different*. Children repeat the words several times as you playfully show the picture pairs several times.

Staff Development

- Print your own copy of the Iceberg Concept of Culture from the following Web site: <http://www.doe.state.in.us/lmmp/pdf/iceburgofculture.pdf>.
- Read Daily Greeting background information at the end of this lesson.

Dear Parent,

Please describe how you would greet a person in your native culture, if different from what children learned in this morning's circle.

Your name _____

Estimado padre o madre de familia,

Por favor describa cómo usted saluda a una persona en su cultura nativa, si es diferente de lo que aprendieron los niños en el círculo de esta mañana.

Su nombre _____

Evaluation Form: Speaking and Listening Courteously

Children will:

- Say his/her name so partner can hear it;
- Repeat both full sentences;
- Look at partner in the eye when talking; and
- Offer right hand for hand shake.

Use this chart to monitor children's progress over time.

| Student's Name | Projects Voice | Complete Sentences | Eye Contact | Right Handshake |
|----------------|----------------|--------------------|-------------|-----------------|
| 1 | | | | |
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Daily Greeting

Belief

Learning to greet the teacher and classmates helps children come together as a community. Shaking hands firmly and looking at the person you greet is the culturally accepted greeting in the United States as contrasted to greetings in other cultures. Greetings help us connect as human beings and are part of social grace.

Attitude

Teaching a firm handshake and clearly and strongly saying your name to both boys and girls is part of a non-sexist education. Begin every morning with each child shaking his or her neighbor's hand and saying, "Good morning, [child's name]" provides consistency in the learning environment and is good for the community of learners. It begins the day with an emphasis on our humanity instead of academics. In addition, it is a purposeful way to teach handedness.

New Standards

- Rules of Interaction—"Preschoolers need to feel confident speaking, whether they use standard English, a nonstandard dialect of English, or some other language. Appropriate and expected modes of speaking and listening may differ widely from school to home and may be complicated further by cultural differences. A general respect for language differences and social rules of school interaction is critical for children's willingness to talk—and talk is critical to academic success." (*Speaking and Listening*, page 100)
- "At kindergarten and first grade, children generally have adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. Children will be able to: Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting." (*Speaking and Listening*, page 181)

Colorado Standard

- Write and speak for audiences such as peers, teachers, and community.

Daily Ritual

Every morning, sit on a small chair by the classroom door to greet each child as he or she enters the classroom. Each child shakes your hand firmly and says, "Good morning, [teacher's name]" to which you reply, "Good morning, [child's name]." Following independent reading, children gather on the rug for morning meeting. Begin the greeting by shaking hands and exchanging greetings with the child on your left. This child then turns to the classmate on his or her left and shakes hands and exchanges greetings. Each child turns to the classmate to his or her left, shakes hands, and exchanges greetings until the last child shakes hands and exchanges greetings with you.

It takes several months for children to be consistent in a firm handshake with their right hand, remembering the name of the other child, looking in the eyes of the person they are greeting, and projecting their voice so the partner clearly hears his or her name. When a new child joins the classroom, he or she is coached how to greet another person and is seated to the right of you so he or she hears other children's names. Once children are secure with greeting their classmates daily, the student-to-student greeting is completed in about 2 minutes. Moreover, children become poised in greeting any classroom visitor.



Cultural Competency Lesson 2: Creating Emotional Security in Classroom Family I

(before Lesson 2: *Look Out ECE!*—Building Comprehension)

Whole Group Lesson: Beginning to Tell My Personal Story

Background Statement

Both physical and emotional security must be created in the classroom. Emotional security is achieved when children care about each other because they know each others' stories.

Iceberg Concept

- Courtesy in listening to others

Cultural Competency Intended Learning

- Children begin to tell their personal stories by sharing one thing they like. This story-telling process begins to lay the foundation for narrative structure and a caring community of learners.

Recommendations

- Play quietly in the background the same music about families as in Cultural Competency Lesson 1: Becoming a Member of My Classroom Family.

Materials

- Parent survey prompt
- "Evaluation Form" checklist from Cultural Competency Lesson 1
- Same/different bed pictures from read-aloud book in Lesson 2: *Look Out ECE!*—Building Comprehension.

Instructional Strategy

- Children sit in a circle in the large group gathering place. Invite parents to sit behind their children in a larger circle.
- Seated in a circle, turn to the child on you left and say and act out, "My name is _____. I like ____." The child responds with your support, "My name is _____. I like ____."
- The whole group of children and adults repeat, "[His or her name] is _____. [He or she] likes _____," as they show with actions what the child likes.
- The same child then turns to the classmate on his or her left and repeats the exchange with what he or she likes. The whole group repeats each child's name and what he or she likes. The process continues around the circle until it returns to you. For each pair of children, invite children to analyze if the two like the *same* or *different* things.
- Invites all the children and adults to acknowledge with courteous applause all the children's sharing of what they like.

New Standards

- Rules of Interaction—Use courteous and respectful rules of social interaction.
- Kinds of Talk and Resulting Genres—Begin to use narrative structure.
- Producing Performances—Speak in a loud enough voice.

Big Idea

- Relationships are built by knowing what classmates like.

★ Rote sentences are repeated many times in the circle using "language frames." Provide additional support for children to repeat in smaller segments as needed.

★ All children and adults pair words with actions to show what each child likes.

Lesson-specific vocabulary: *courteous*, *acknowledge*, *same*, *different*

Parent Education

- Parents use the same process to introduce themselves to each other. "My name is _____. I am _____'s [mom/uncle/neighbor]. I like _____."
- After all adults share, invite all the children and adults to acknowledge with courteous applause all the adults' sharing of what they like.
- Thank adults for joining the class for the morning sharing and dismiss them, asking each to complete a survey at a table that invites them to describe any story about their child they would like to share with you (available at the end of this lesson). They leave their stories in a basket and quietly exit the room.

Evaluation

- Use the same checklist from Cultural Competency Lesson 1, using a new color to make notes about children's learning.
- **Preview of book:** Children respond to pictures in the book, *Look Out, Kindergarten, Here I Come!*; *¡Prepárate, Kindergarten! ¡Allá voy!* by Nancy Carlson, analyzing things that are the same as their school experience and things that are different (e.g., bed, brush teeth/wash behind ears, tie shoes, breakfast, backpack, stroller, easel, piano, classmates, teacher, how they feel.)
 - ★ To support English language learners, continue to build the concepts of *same* and *different* by showing duplicate pictures of Henry's bed in the book and teaching *same*. Then show Henry's bed and a picture of another bed and teach *different*. Children repeat the words several times as you playfully show picture pairs.

Staff Development

- Read pages 91-98 in *One Child, Two Languages: A Guide to Preschool Educators of Children Learning English as a Second Language* by Patton Tabors. Copies of it are available to check out from the Early Education Office at 720-423-8212.

Dear Parent,

Please share a story about your child you would like [teacher's name] to know.

Your name _____

Estimado padre o madre de familia,

Por favor, comparta una historia sobre su niño(a) que le gustaría que [nombre de su maestro/a] sepa.

Su nombre _____



Cultural Competency Lesson 3: Creating Emotional Security in Classroom Family II

(before Lesson 3: *The Kissing Hand/Un beso en mi mano*—Text-to-Self Connections)

Whole Group Lesson: Continuing to Tell My Personal Story

Background Statement

Both physical and emotional security must be created in the classroom. Emotional security is achieved when children know how to care for each other.

Iceberg Concept

- Ideals of child rearing
- Roles in relation to age and gender
- Touching

Cultural Competency Intended Learning

- Children continue to tell their personal stories by sharing what they like others to do when they feel sad. This story-telling process continues to lay the foundation for narrative structure and a caring community of learners.

Recommendations

- Play quietly in the background the same music about families as in Cultural Competency Lesson 1: Becoming a Member of My Classroom Family.

Materials

- Parent survey prompt
- "Evaluation Form" checklist from Cultural Competency Lesson 1
- Copy of read-aloud book, *The Kissing Hand* or *Un beso en mi mano*

Instructional Strategy

- Children sit in a circle in the large group gathering place. Invite parents to sit behind their children in a larger circle, and you join the adult circle. Today parents share first, and children share second.
- Seated in a circle, turn to the adult on your left and say, "Good morning, _____. When my [son/niece] feels sad, I _____." The next adult says, "Good morning, _____. When _____ feels sad, I _____." Adults continue to share in partners what they do when their children feel sad.
- Invite all the children and adults to acknowledge with courteous applause all the adults' sharing what they do when their children feel sad.
- Shift to the children's circle and begin the sharing, saying "Good morning, _____. When I feel sad [show sad face], I like _____ [show action]." The whole group of children and adults repeat, "When [teacher's name] feels sad, [he or she] likes _____," as they show with actions what you like to help you feel better when you are sad.
- The process continues around the circle. For each pair of children, invite

New Standards

- Kinds of Talk and Resulting Genres—Begin to use narrative structure.

Big Idea

- When something is wrong, classmates can do something to make it better.

★ Rote sentences are repeated many times in the circle using "language frames." Provide additional support for children to repeat in smaller segments as needed.

★ All children and adults pair words with actions to show what each child likes when he or she feels sad.

Lesson-specific vocabulary: *acknowledge, courteous, same, different, raccoon, forest, arm, heart, cheek, strange, secret, cozy, rush, gentle, scamper, limb, tradition*

students to analyze if the pair like the *same* or *different* things to help them feel better when they are sad.

- Invite all the children and adults to acknowledge with courteous applause all the children's sharing of what they like when they feel sad.
- Thank adults for joining the class for the morning sharing and dismiss them, asking each to complete a survey at the parent table that invites them to share what they would expect you to do if their children feel sad. They leave their response in a basket and quietly exit the room.

Parent Education

- During a half-day parent education workshop, parents could be taught to build their children's vocabulary by reading picture books using the Dialogic Reading strategy (contact the Early Education Office for information). The workshop session also supports parents who speak English as a second language to build their own vocabulary.
- Examples of book vocabulary parents learn to develop in *The Kissing Hand/Un beso en mi mano*: *raccoon, forest, arm, heart, cheek, strange, secret, cozy, rush, gentle, scamper, limb, tradition*

Evaluation

- Use the same checklist from Cultural Competency Lesson 1, using a new color to make notes about children's learning.
- **Preview of book:** "This story is about a love tradition that a mother raccoon teaches her child before he goes to school for the first time." Children respond to pictures in the book, *The Kissing Hand* or *Un beso en mi mano* by Audrey Penn, analyzing things that are the same as their school experience and things that are different (e.g., classmates, teacher, how they feel.)
 - ★ To support English language learners, children take roles of Mother and Chester in pairs and pantomime the kiss in the palm, the rush up the arm into the heart, touching the cheek, and wrapping fingers around the palm.

Staff Development

- Read Chapter 1, "Everybody's Story" in *Starting Small: Teaching Tolerance in Preschool and the Early Grades* and view the Seattle preschool video clip. Order your free copy of the book and video from Teaching Tolerance. Order One World Poster Set II and *Starting Small* to prepare for future cultural competence lessons at <http://www.tolerance.org/teach/resources/index.jsp>.
- Read "What the Children of Jowonio Know" at <http://www.jowonio.org/What%20the%20Children%20of%20Jowonio%20Know.htm>.

Dear Parent/Adult,

Please describe what you expect an adult to do if your child feels sad when he or she is at school.

Your name _____

Estimado padre o madre de familia/adulto(a),

Por favor, describa lo que usted espera que un adulto haga si su niño(a) se siente triste cuando está en la escuela.

Su nombre _____



Cultural Competency Lesson 1: Strengthening Personal Identity

(before Writing Workshop Lesson 1: How to Begin Writing Workshop)

Whole Group Lesson: In the Beginning of My Personal Story

Background Statement

- Our names connect us to ideas our parents had for us at birth and our names distinguish us from others.

Iceberg Concepts

- “Self”
- Courtesy

Cultural Competency Intended Learning

- Students listen to several short stories of how classmates received their names and acknowledge storytellers with courteous applause.

Recommendations

- Using your own name, or a name you have given someone else, bring an artifact (such as a baby picture) connected to the name or write the name on a name card.
- Use a baby name book to show a small sampling of names that might be chosen for a new baby.
- Request the social worker’s and/or ESL teacher’s support in requesting their participation by joining the morning meeting.

Materials

- Letters for parents (available at the end of this lesson, deliver to parents a week before this lesson)
- Personal baby photo or artifact
- Large laminated world map
- Two small labels with each student’s name
- Name cards including some blank ones
- Tape recorder and blank cassette tape
- A designated place for name cards (such as a basket)
- Invite social worker and ESL teacher

Instructional Strategy

- Have students sit in the morning circle. In the middle of the circle, position the world map so all may see.
- Have two small labels with each student’s name for adults to place on a world map to indicate their parents’ countries of origin. Hand labels to students either before or after their presentations.
- Invite parents who were able to attend to sit alongside their children

New Standard

- Rules of interaction—Look at and listen to the speaker.

Big Idea

- Our names are paramount in our personal identities and they ground us in our families, histories, and cultures.

- ★ Parents who are not confident as English speakers may tell their stories in their native languages with English translation by another parent or someone they bring with them.
- ★ Pictures, artifacts, name cards, and a world map provide visual cues.
- ★ Invite the ESL teacher’s support to accommodate English language learners and their students.

Lesson-specific vocabulary: *country of origin, courteous, acknowledge, similarities, differences*

in the circle or on a small chair.

- Allow students to hold their own name cards. Parents may hold another name card if their child's name is written in a different script in their country of origin (for example, Chinese or Arabic).
- Show a baby picture or name-related artifact of yourself or someone you have named. Briefly tell the story of how your name was chosen. Say the names of your parents' countries of origin and place a label on each corresponding country on the world map.
- After you place labels on the map, the whole group of students and guests repeats, "[His or her] name is _____." Then, they acknowledge your story with courteous applause.
- Each parent tells the story of their child's name, and the group acknowledges their story as above. Then, the parents place labels on the world map to show their countries of origin.
- For students whose parents aren't present today, invite the student to tell their stories if they know them. Or you may relay the story per the parent's request. Otherwise, inform the group they will hear these stories another day.
- Summarize the activity by saying, "Even our names have a story. We all have so many stories to draw and write about in kindergarten."
- Everyone holds up their name cards. Invite students to notice similarities and differences.
- Thank the guests for their attendance and participation. Dismiss them by asking them to leave their child's name card in a designated space and quietly exit the room.

Parent Education

- A week before the lesson, send home a signed letter (available at the end of this lesson) inviting parents to tell their stories of how they chose their children's names.
- Invite parents to the morning meeting so they can briefly tell how they chose their children's names or nicknames. Ask permission to tape record parents' stories so the stories can be transcribed for a class book.

Evaluation

- This lesson provides a meaningful opportunity for students to practice courteous behavior. Observe if students need gentle verbal support for courteous listening and acknowledging behavior.

Staff Development

- Pay attention to the narrative structure parents use in telling their stories to gain insight into students' experiences with oral storytelling at home.



Cultural Competency Lesson 2: Independence

(before Writing Workshop Lesson 1: How to Begin Writing Workshop)

Whole Group Lesson: What I Can Do All by Myself

Background Statement

Childrearing practices that encourage independence versus interdependence vary widely among cultures and families. In some cultures, young children prepare and serve meals. In other cultures and families, doing everything for children is a way adults show love for their children. Children bring this range of family experiences and expectations to the classroom. Honoring, not judging, students' independence and interdependence is critical in home-school relationships.

Iceberg Concepts

- Roles in relation to age and gender
- Childrearing practices
- Rules of conduct

Cultural Competency Intended Learning

- Students name one thing they do by themselves at home.

Recommendations

- Have students stand each time they speak to encourage them to speak loudly enough for others to hear. Regular implementation of this practice also prepares students to meet Standard 3 where students "adjust volume to the setting."

Materials

- Word cards: *independently* and *help*
- Copies of "Parent Survey Prompt" worksheet (available in English and Spanish at the end of this lesson)
- "Evaluation Form" checklist (available at the end of this lesson)

Instructional Strategy

- Sit with students in a circle in the large group gathering place.
- Tell students, "Today we are going to think about one way of doing our work. One way is to do something all by ourselves—we do it independently. At home, I get dressed all by myself." Act out getting dressed while saying the words.
- Continue by telling students, "I get dressed independently," and showing word card *independently*. "Some students get dressed all by themselves. Other children may get dressed with help."
- Go around the circle, asking students one at a time if they get dressed all by themselves or if they have help.

New Standards

- Kinds of Talk and Resulting Genres—Begin to use narrative structure.
- Rules of Interaction—Adjust volume to the setting.

Big Idea

- Some work is done independently.

- ★ Everyone should pair actions with words to show and tell what they do independently.
- ★ Word cards and physical movement reinforce two ways of doing work.

Lesson-specific vocabulary:
independently, same, different
acknowledge, courteous

- Support using whole sentence responses, "I get dressed independently," or "I have help getting dressed."
- Have students line up behind their respective word cards. Point out that students in each line get dressed the "same" way, but the two lines get dressed in "different" ways.
- Have students sit where they are. Invite all students to think of something different they do all by themselves at home. For example, do they have pets they take care of? Do they put their toys away? Do they tie their shoes independently?
- When students raise their hands because they have something in mind, invite them to share in a full sentence while acting out the words, too. They may use the structure, "I _____ independently."
- After sharing, have the student stand behind the *independently* word card.
- Support students who need help thinking of something they do independently. All students should end up standing behind the word card, *independently*.
- Tell students, "You can do so many different jobs independently. You can draw pictures and write about these stories this year in kindergarten."
- Assess students by asking, "What word tells jobs we do all by ourselves?" (The answer is *independently*.)
- "Let us acknowledge ourselves with courteous applause for telling jobs we do independently at home."
- "In kindergarten, we learn to do some work at school independently." Introduce jobs students are expected to do independently during Writing Workshop and let them practice.

Parent Education

- Ask parents, with the help of the social worker, ESL teacher, or a friend as necessary, to respond to the parent survey prompt (available at the end of this lesson).

Evaluation

- Either you or a paraprofessional might take quick notes about what students say they do independently (see form available at the end of this lesson). Using this evaluation method, you may gain some ideas of students' experiences with being independent at home; you can use your learning during Writing Workshop to help students with ideas for drawing/writing.

Staff Development

- Read pages 91-98 in *One Child, Two Languages: A Guide to Preschool Educators of Children Learning English as a Second Language* by Patton Tabors. Copies of the book are available to check out from the Early Education Office at 720-423-8212.

Evaluation Form: What Students Do Independently and with Others

Students name something they do independently at home and name something they do together with others at home.

| Student Name | Does independently | Does together with others |
|--------------|--------------------|---------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
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Cultural Competency Lesson 3: Interdependence

(before Writing Workshop Lesson 1: How to Begin Writing Workshop)

Whole Group Lesson: What I Do Together With Others

Background Statement

Childrearing practices that encourage independence versus interdependence vary widely among cultures and families. In some cultures, young children prepare and serve meals. In other cultures and families, doing everything for children is a way adults show love for their children. Children bring this range of family experiences and expectations to the classroom. Honoring, not judging, students' independence and interdependence is critical in home-school relationships.

Iceberg Concepts

- Roles in relation to age and gender
- Child rearing practices
- Rules of conduct

Cultural Competency Intended Learning

- Students name one thing they do with others.

Recommendations

- Have students stand each time they speak to encourage them to speak loudly enough for others to hear. Regular implementation of this practice also prepares students to meet Standard 3 where students "adjust volume to the setting."
- Each time you say "interdependently," stress "inter" to distinguish it from the previous vocabulary word, *independently*.

Materials

- Word cards: *independently* and *interdependently*—write "inter" in differently colored marker
- "Join Hands" poster (prepare to hang it in the room; see Staff Development at the end of this lesson for details on how to acquire this tool and others)
- "Evaluation Form" checklist from Cultural Competency Lesson 2

Instructional Strategy

- Sit with students in a circle in the large group gathering place.
- "We have talked about one way of doing our work. When we do work all by ourselves we do it _____. Show the *independently* word card.
- "At home and school you do so many different jobs *independently*. Today we'll talk about another way of doing our work." Say what you are doing as you act out an activity you do together with others. For example, clean house, cook food, or play a sport or game.
- "This is something I do 'interdependently.'" Show the corresponding word

New Standards

- Kinds of Talk and Resulting Genres—Begin to use narrative structure.
- Rules of Interaction—Adjust volume to the setting.

Big Idea

- Keeping our classroom clean and orderly requires all of us to work together.

- ★ Everyone should pair actions with words to show and tell what they do independently.
- ★ The "Join Hands" poster adds visual images to support meaning about working together.

Lesson-specific vocabulary:
independently, interdependently, same, different, acknowledge

card and invite students to see and tell how it is different from *independently*.

- Go around the circle and support each student to name and act out something he or she does together with others at home. "You can do so many different jobs together with others. You can draw pictures and write about these stories too this year in kindergarten."
- "Let us acknowledge ourselves with courteous applause for telling jobs we do together with others at home."
- Show "Join Hands" poster from Teaching Tolerance (see Staff Development at the end of this lesson for details). Invite students to describe how they see characters working together instead of independently. Invite them to tell what the heart at the top of the ladder might mean. "So when we do work together, we do it 'interdependently.'" Show the corresponding word card.
- "In kindergarten, we will learn to do some work together. We will do it 'interdependently.'" Introduce jobs students are expected to do interdependently during Writing Workshop and let them practice.
- Have students join hands. "When we join hands, we are interdependent. When all of us work together to keep materials where they belong in our classroom, we will have a loving, caring classroom."
- Have students reform the circle into a heart shape and compare it to the heart in the "Join Hands" poster.
- Invite children to help you decide where to hang the poster to help them remember about working together or "working interdependently."
- Hang the word cards with poster.

Evaluation

- Makes quick notes on the "Evaluation Form" worksheet from Lesson 2 about what students say they do interdependently at home. You will gain some idea of students' experiences being interdependent at home. Use the form during Writing Workshop to help students with ideas for drawing/writing.

Staff Development

- Get your free copy of the "Join Hands" poster from Teaching Tolerance. Order a *One World Poster Set II* and *Starting Small* to be prepared for future cultural competency lessons at <http://www.tolerance.org/teach/resources/index.jsp>.