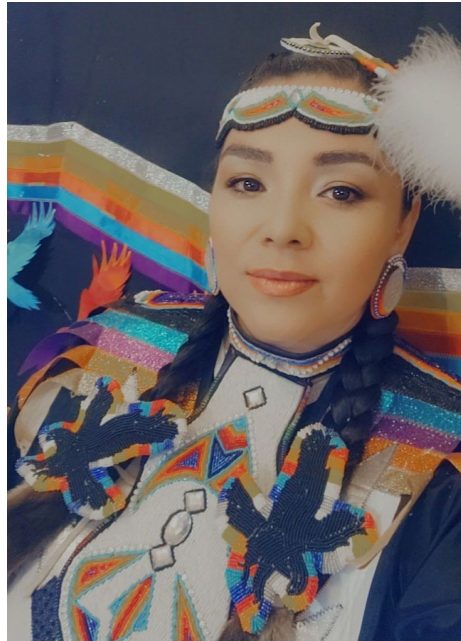


# Welcome Making It Work!



Culture & Language Make & Take for Teachers **Part 1**  
*Southwest Consortium, Tuesday, March 14, 2023, 1:00 pm - 2:30 pm*

# Introductions



Michelle Tsosie  
Early Childhood Specialist-  
Region XI T/TA ICF



Carol Bellamy  
Early Childhood Specialist-  
Region XI T/TA ICF

# Common Agreements for Our Time



## Housekeeping:

- Silence phones, please.
- Limit sidebars during whole group.
- ENGAGE
- Take care of yourself, bathrooms, ext.

# Agenda



## Part 1

- Introductions
- Importance of culture and language
- Overview of *Making It Work!*
- Connecting cultural lifeways to children's learning

## Part 2

- First One Hundred
- Benefits of book making
- Make and take activities





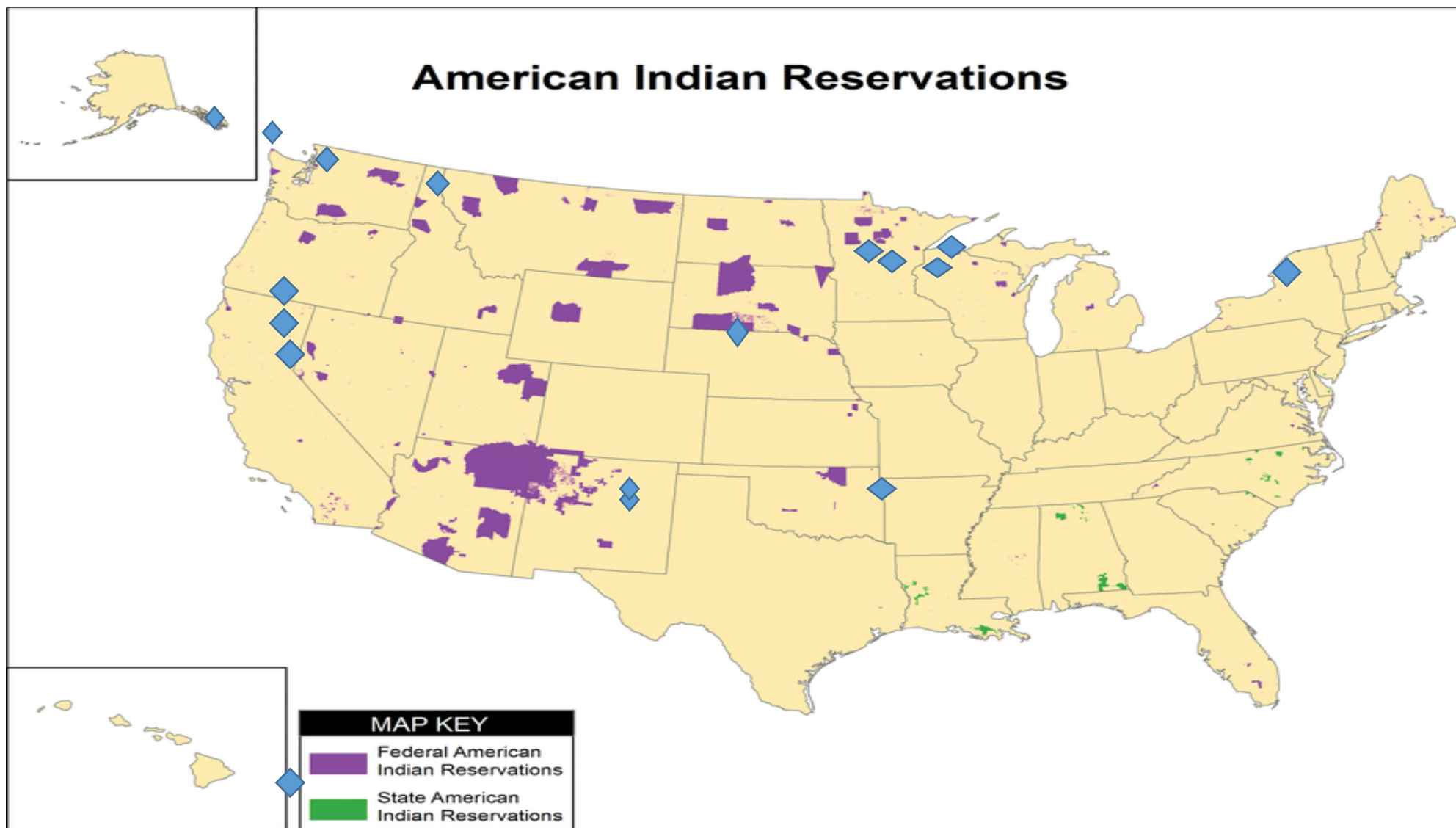
# Introductions

Your name

Your program

Your job

# Where are you from?



# Session Objectives

- Connect traditional cultural skills, values, beliefs, and lifeways with Head Start Early Learning Outcomes Framework
- Connect learning activities to traditional cultural skills, values, beliefs and lifeways that include families and communities
- Engage in hands-on make-and-take crafts that showcase your cultural lifeways and celebrations.





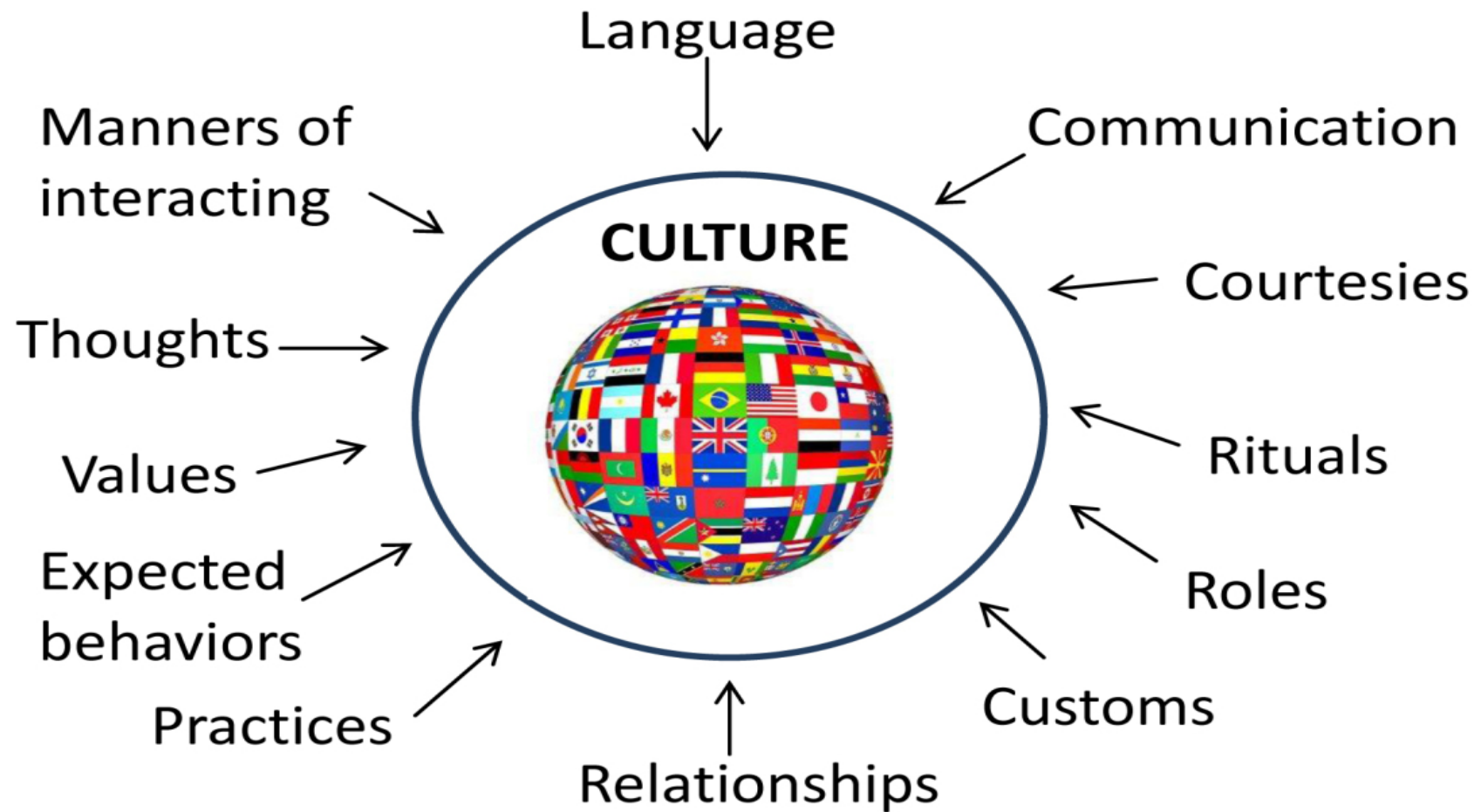
# Language and Culture Matter



**What is your earliest  
memory of learning  
or hearing your  
indigenous language?**



# Language and Culture Matter



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

# Language and Culture Matter

Between 2016 and 2021, the number of children across the country age eight or younger who could speak an Indigenous language grew from 11,715 to 28,755.

There are 169 indigenous languages still spoken in North America.

125 of these are categorized as endangered languages with few surviving speakers.

70 of the indigenous languages are critically endangered and at risk of extinction.

# Language and Culture Matter

## THE CURRENT SITUATION-

- The most recent Program Information Report data shows that less than 3 percent of Head Start children in tribal programs nationwide spoke their native language.
- Approximately half of the 7,000 languages spoken in the world today are expected to lose their last speaker by the end of this century.

Tribal Language Revitalization Report retrieved from:  
<https://eclkc.ohs.acf.hhs.gov/culture-language/report/tribal-language-revitalization-report>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/sia-language-preservation.pdf>



# Language and Culture Matter

## 1302.36 Tribal language preservation and revitalization.

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in §1302.31(b)(2)(i) and (ii) is not required.



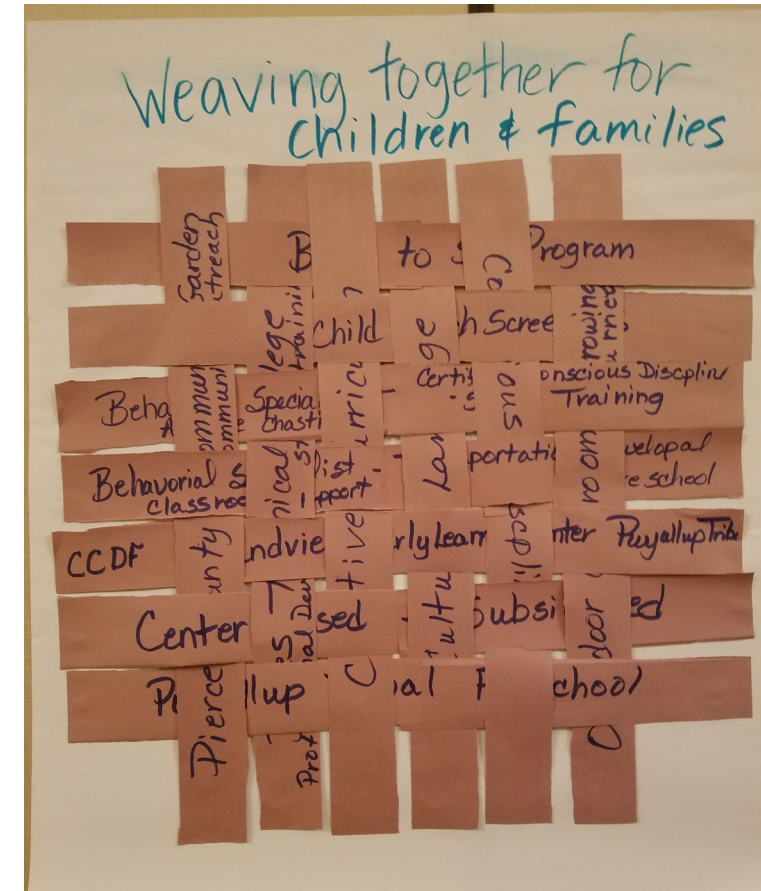
# Language and Culture Matter

## Preserving the Way of Life



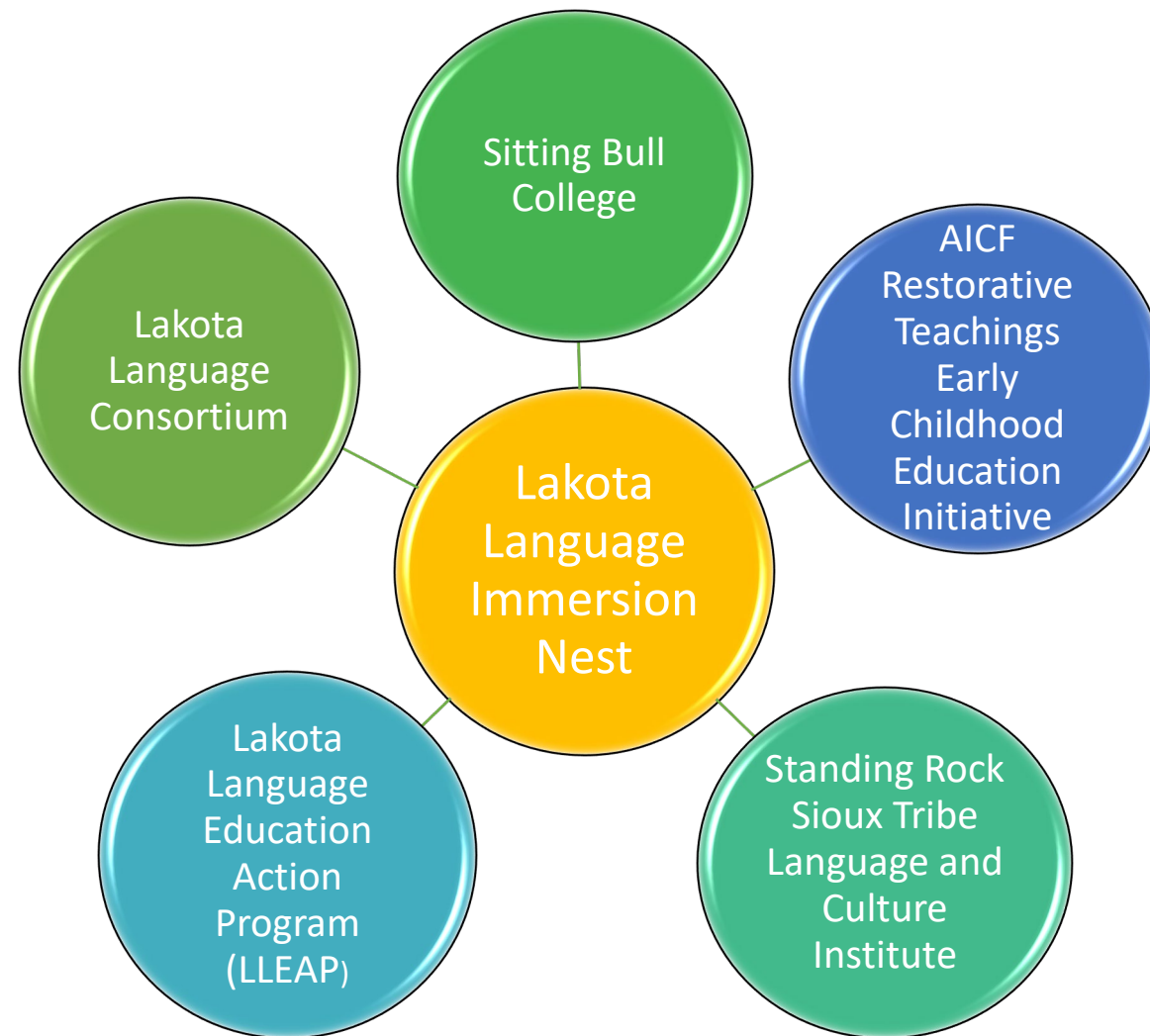
# Language and Culture Matter

- What are the ways your program currently supports language and culture?
- What age groups are included?
- How are elders, tribal colleges, community partners, center staff, teachers, other providers involved?



# Innovative Language Revitalization Programs

## Lakota Language Immersion Partners



# Innovative Language Revitalization Programs

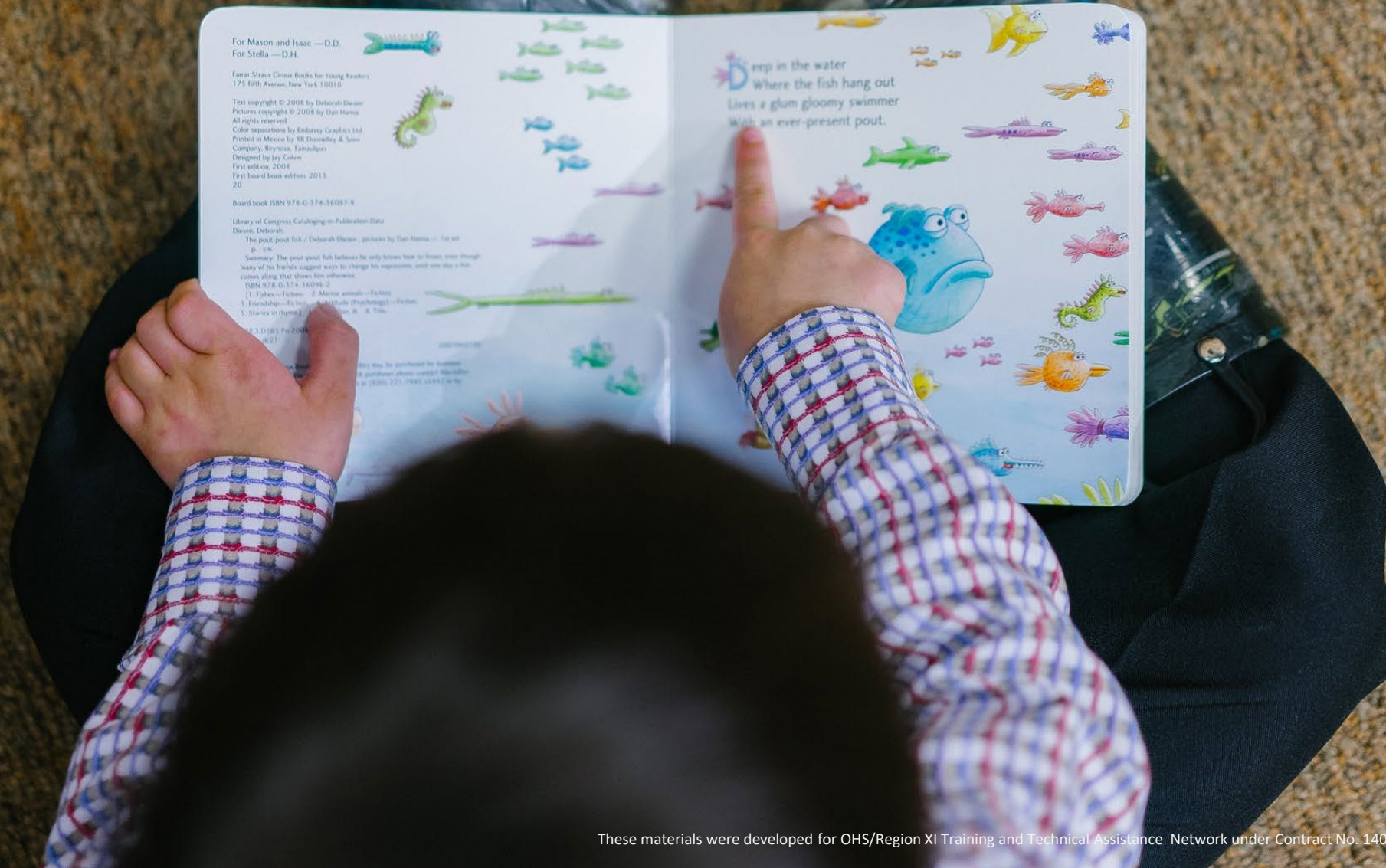
## Video Clip: Lakota Language Immersion Nest



Source: Lakota Language Immersion Nest <https://www.youtube.com/watch?v=52jReWuyv8>



# Head Start — *Making It Work!*



For Mason and Isaac —D.D.  
For Stella —D.H.

Farrar Straus Giroux Books for Young Readers  
175 Fifth Avenue, New York 10010

Text copyright © 2008 by Deborah Diesen  
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Designed by Jay Calam  
First edition, 2008  
First board book edition, 2013  
20

Board book ISBN 978-0-374-35087-9

Library of Congress Cataloging-in-Publication Data  
Diesen, Deborah

The pout-pout fish / Deborah Diesen : pictures by Dan Hanna. — 1st ed.  
p. — cm.

Summary: The pout-pout fish believes he only knows how to frown, even though  
many of his friends suggest ways to change his expression, until one day a fish  
comes along that shows him otherwise.

ISBN 978-0-374-35096-2

1. Fishes—Fiction. 2. Marine animals—Fiction.  
3. Friendship—Fiction. 4. Fishes (Zoology)—Fiction.  
5. Stories in rhyme. I. Diesen, Deborah. II. Title.

PS3553.P43Z008  
.D51

This book may be purchased for libraries  
at a special price. For more information, contact  
Farrar Straus Giroux at (212) 333-3900 or fsgny@fsgny.com



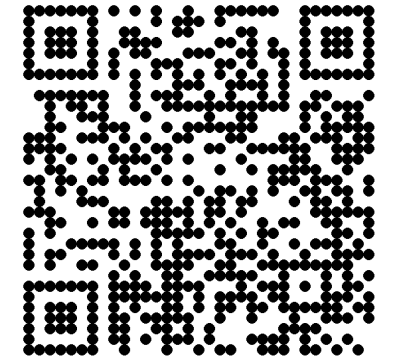
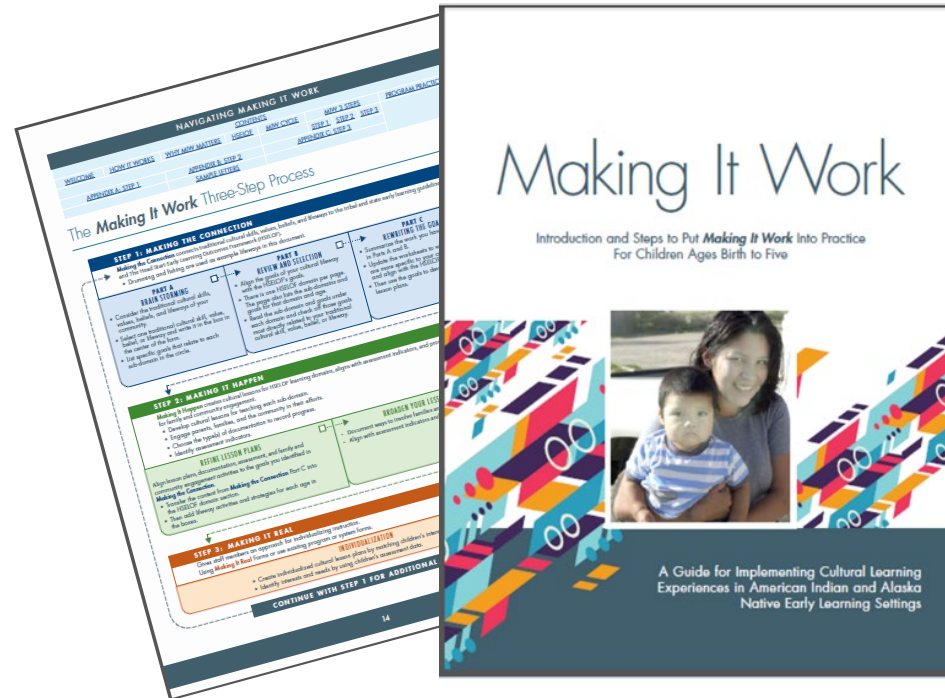
# Making It Work

- What do you want the children in your classroom to know and learn (child outcomes)?
- What do you want the children to know about their community (lifeways)?



# Making It Work

## Resource from the National Center on Early Childhood Development, Teaching and Learning



Making It Work: A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings. Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>



# Making It Work Tool

- What is it?
- Who can use it?
- Why is it important?

NCECDTL

## MAKING IT WORK:

A GUIDE FOR IMPLEMENTING CULTURAL LEARNING  
EXPERIENCES IN AMERICAN INDIAN AND ALASKA  
NATIVE EARLY LEARNING SETTINGS

### WHAT IS IT?

- The three-step process supports users to connect and integrate cultural practices into their current curriculum by planning and implementing cultural learning experiences for young children.
- The Making It Work tool supports school readiness in the five Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF) domains:
  - Approaches to Learning
  - Social and Emotional Development
  - Language and Literacy
  - Cognition
  - Perceptual, Motor, and Physical Development



### WHO CAN USE IT?

- Making It Work, including the newly released guide, Introduction and Steps to Put Making It Work into Practice for Children Ages Birth to Five, supports program leaders and early childhood staff working with children in early learning settings, such as Early Head Start, Head Start, child care, and home-visiting programs.

### WHY IS IT IMPORTANT?

#### Making It Work

- promotes language development, including learning the tribal language;
- ensures lesson plans and teaching strategies infuse important cultural and lifeway skills;
- aligns traditional cultural skills, values, beliefs, and lifeways to the ELOF, or tribal and state early learning guidelines;
- involves elders, families, and community members as resources for cultural knowledge; and
- complements and connects each program's research-based curriculum and ongoing assessment process to local cultural lifeways.



Please visit the [Making It Work webpage on the Early Childhood Learning and Knowledge Center](#) for more information and additional resources.



NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

This document was developed with funds from Grant #9000012 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and the Office of Child Care by the National Center for Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial use without permission.



# Head Start – Making It Work!

## **“School readiness goals”**

the expectations of children’s status and progress across domains:

- Language and literacy development
- Cognition and general knowledge
- Approaches to learning
- Physical well-being and motor development
- Social and emotional development

that will improve their readiness for kindergarten.

ACF-PI-HS-16-04 - Head Start Program Performance Standards Final Rule-Definition p. 109

# Making It Work



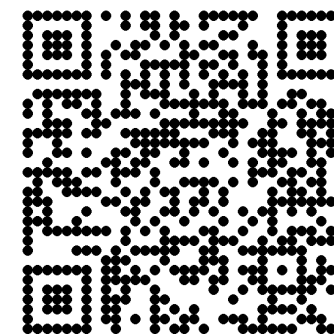
# MIW is grounded in the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF)

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	

# Making It Work: Background

How it came about....

- Originally developed by the Office of Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR) in collaboration from AIAN Head Start programs.
- First shared at the National Indian Head Start Directors' Association (NIHSDA) in 2011.
- Through continuous feedback from tribal leaders, Head Start leaders, early childhood teachers, cultural and language staff, and early childhood program staff, MIW! evolved over time and became a tool used in many Head Start programs.
- Recently expanded to include Birth to Five and reaches all early learning programs.





# Making It Work: Why is it important?

- promotes language development
- ensures lesson plans and early childhood teaching practices are grounded in important cultural and lifeway skills
- aligns traditional cultural skills, values, beliefs, and lifeways with the HSELOF and tribal and state early learning guidelines
- involves elders, families, and community members as resources for cultural knowledge
- complements and connects each program's research-based curriculum and ongoing assessment process to local cultural lifeways



# Making It Work: Child Outcomes

- Learning traditional cultural skills, values, beliefs, and lifeways
- Fostering language development, including learning the tribal language
- School readiness in each of the domains of early learning:
  - Approaches to Early Learning
  - Social and Emotional Development
  - Language and Literacy
  - Cognition
  - Perceptual, Motor, and Physical Development
- School success for every child

# Making It Work: Family Outcomes

- Preserving and supporting families' cultural identities and languages
- Building upon children's interests and extending learning at home and school
- Sharing knowledge/skills/stories
- Sharing cultural and linguistic background to support transition to kindergarten
- Assisting in the classroom and community events
- Helping select and plan cultural activities





Teach a child the way  
they should go..... Proverbs



# Making the Connection

## APPROACHES TO LEARNING

### Initiative & Curiosity

Demonstrates eagerness to learn about Pow Wows.

### Persistence & Attentiveness

Maintains interest and attention while watching demonstrations.

### Cooperation

Creates own movements individually or in the group.

## LIFEWAY: POW WOW

## SOCIAL AND EMOTIONAL

### Social Relationships

Cooperates with others while dancing and/or drumming

Demonstrates socially appropriate behaviors while practicing/participating in the Pow Wow

Self-Concept & Self-Efficacy Shows age-appropriate independence in activities

Self-Regulation Demonstrates self-regulation by starting/stopping tapping or dancing to drum music

## COGNITION

### Reasoning & Problem Solving

Understands cause/effects of dance moves in relationship to sound and movement.

Uses past knowledge of video and demonstration to select materials for own regalia.

### Symbolic Representation

Discusses how dance regalia represents people

Acts out roles of different dancers

## PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

### Gross Motor Skills

Develops spatial and temporal awareness by dancing and drumming

### Fine Motor Skills

Develops hand strength/dexterity by holding regalia and objects.

## LANGUAGE AND COMMUNICATION

### Receptive Language

Attends to Ojibwe language through songs, conversations, storytelling and movements; comprehends Ojibwe.

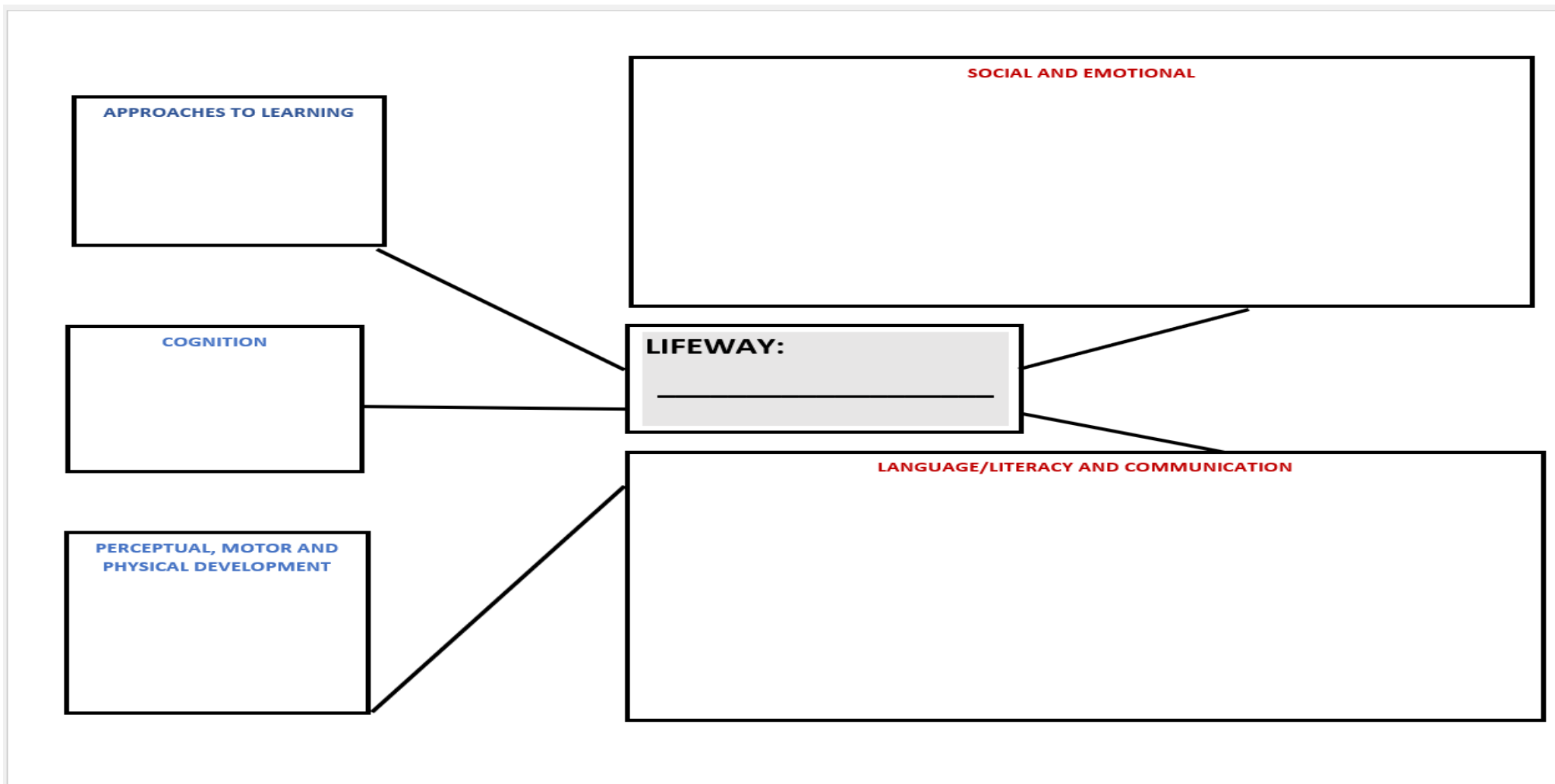
### Expressive Language

Use increasingly complex and varied vocabulary in Ojibwe and English; asks and answers questions about the Pow Wow



## **Patterns at the Pow Wow**

# Making the Connection





**Start at 3:00 pm**



# Welcome Making It Work!



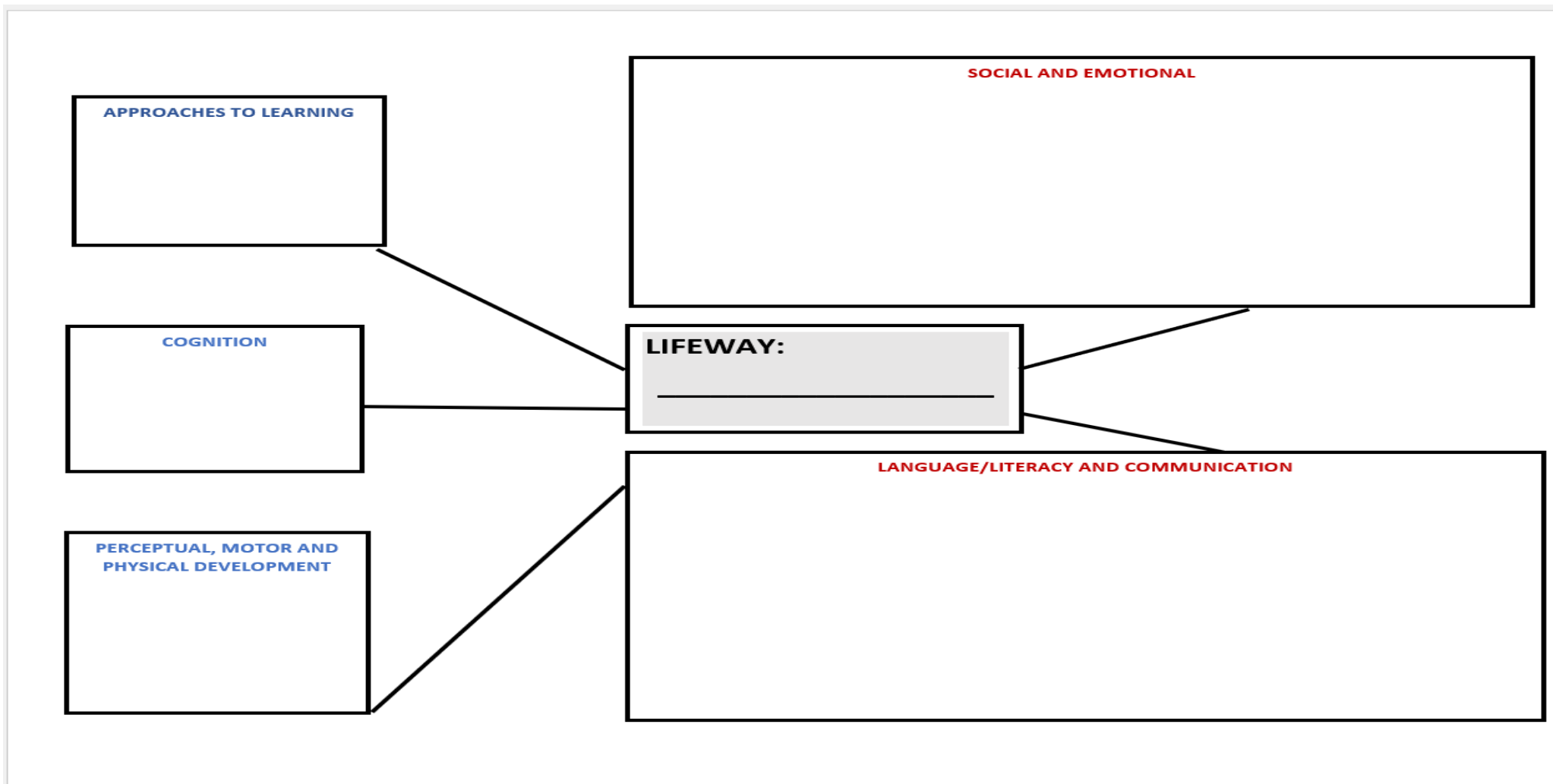
Culture & Language Make & Take for Teachers **Part 2**  
*Southwest Consortium, Tuesday, March 14, 2023, 3:00 pm - 4:30 pm*

# Large Group Activity

- Each table (or individually) will select one of their Lifeways.
- Add Lifeway to the web chart
- Select two to three domains that you can incorporate your Lifeway too
- Prepare to share back in large group.



# Making the Connection

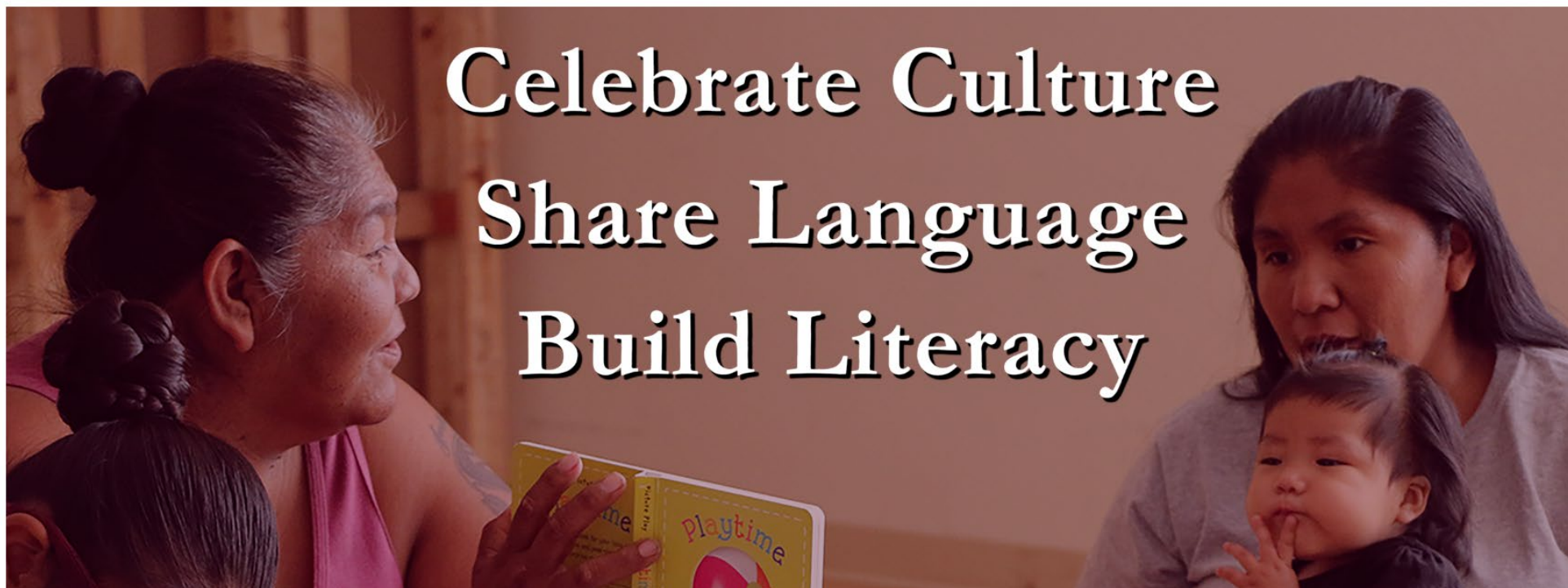




First One Hundred Institute

[Our Roots](#) [Our Work](#) [Books for Early Readers](#) [Family Guides](#) [Indigenous Library Project](#)

[FACE Growing Readers](#)



# First One Hundred focuses on:

- Create
  - We work with Indigenous communities to create, translate, and narrate culturally appropriate early childhood books through the Indigenous Library Project.
- Build
  - We administer grant funding to provide printed books to schools and homes that lack resources for their young children through the FACE Growing Readers program.
- Engage
  - We develop family engagement tools that support parents and caregivers to develop their own literacy skills, academic self-confidence, and knowledge of how to interact with children in a reading experience.
- Connect
  - We develop family engagement tools that support parents and caregivers to develop their own literacy skills, academic self-confidence, and knowledge of how to interact with children in a reading experience.

# Jingles, Jingles, Jingles





# Group Activity-Patterns at the Pow Wow

Go to [www.menti.com](https://www.menti.com) and use the code 1177 1550

**Which ELOF Domains did you notice in Jingles,  
Jingles, Jingles?**

 Mentimeter



# Language competency is crucial to children's school success

*“Language development, specifically the level of vocabulary development between birth and age three, significantly correlates with reading ability and school achievement in third grade.*

*Equally important, children's outcomes are supported through the amount and types of language input that their environments provide. “*

(Hart & Risley, 1995).

# Family Engagement in Children's Education

Family engagement in children's educational and social growth, especially in supporting language.



# Make and Take



- Book
- Kaleidoscope
- Paper dolls





# Benefits of Making Books/Crafts with Children

Research finds that young children need to develop specific skills to be successful later in school.

- Positive **social and emotional** experiences that build a positive sense of self.
- Early **language and literacy** experiences all day, every day, for every child
- Opportunities to build **strong vocabulary skills** that include academic language as well as a **rich daily language**.
- Consistent, responsive **family engagement** in children's educational and social growth, especially in supporting language.
- A focus on physical health and well-being.

# Make and Take



**“Creativity  
is now  
as important  
in education  
as literacy.”**

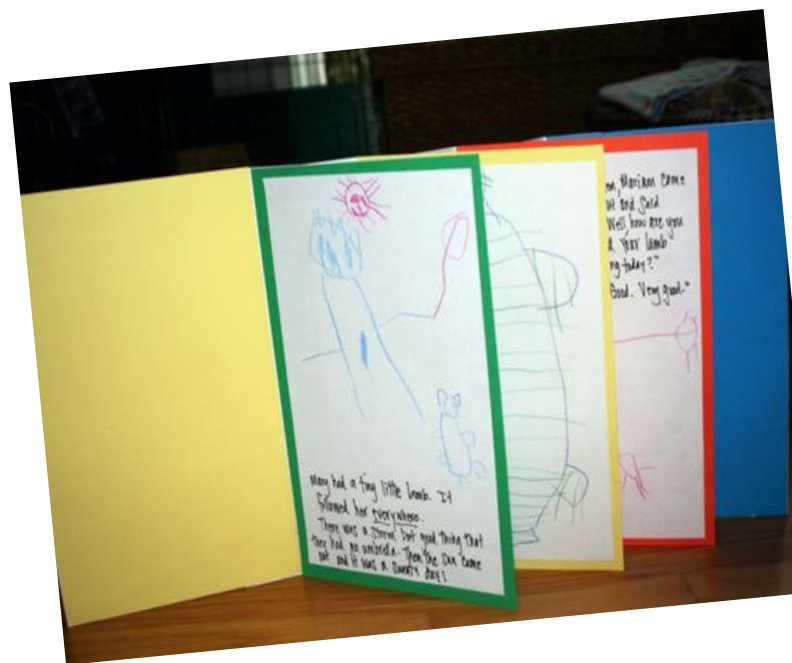
**Sir Ken Robinson**





# Make and Take Activities

## Book Making



# Make and Take Activities

## Kaleidoscope





# Make and Take Activities

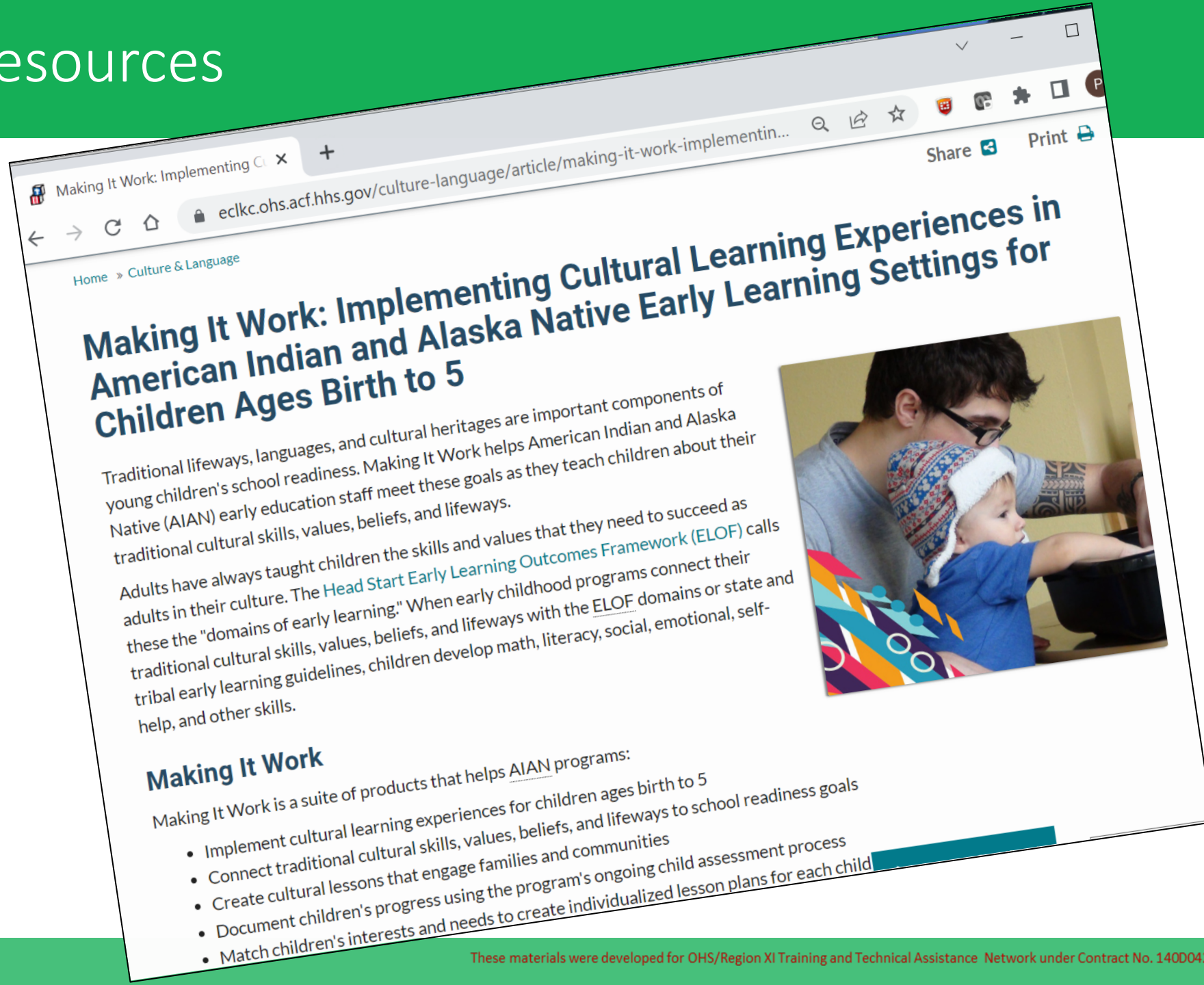
- Paper doll



# Share and Reflect



- When you are done with your Make and Take  
Add any new ideas to the list posted
- What is one thing children will learn  
from these activities



# Contact Information

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505.660.2423

Carol Bellamy

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# Resources

- ELOF2GO Mobile App: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- Head Start Cultural and Linguistic Responsiveness Resource Catalogue Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-main-book-4.pdf>
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five. A guide to what children should know and do in five central developmental domains: <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

# ELOF 2 GO

[About](#)[Topics](#)[Policy & Regulations](#)

**ELOF2GO** is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). The application (app) provides on-the-go access to the ELOF goals for children and effective teaching practices in support of those goals. It is designed for teachers, family child care providers, and home visitors. Download it now for your Apple or Android device.



**Topic:** [School Readiness](#)

**Keywords:** [ELOF](#)

*Last Updated: June 26, 2018*

# 15-minute In-service Suites

## 15-minute In-service Suites



## 15-minute In-service Suites

These 15-minute in-service suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic or big idea and address effective teaching and assessment practices.

To learn how the 15-minute in-service suites connect to the domains and dimensions of the Classroom Assessment Scoring System (CLASS®), review the [Crosswalk of 15-Minutes In-service Suites with the CLASS®](#).

- Engaging Interactions and Environments
- Ongoing Child Assessment
- Highly Individualized Teaching and Learning

**Topic:** Professional Development

**Keywords:** Teacher-child interaction

*Last Updated: July 16, 2018*

# Thank you!

