

WEBINAR

# How to celebrate your students' unique culture and traditions





THE PRESENTER

**CYNTHIA PARKER**

## In this session we will discuss ways to develop a support plan through:

- + Reflect on your program's Holiday Celebration policy
- + Learn new ways to obtain information from families to learn more about your culture and traditions
- + Identify ways to reflect families' culture and traditions into the classroom in a more equitable way



## Holidays in Your School

- How do you celebrate holidays and other special days in the classroom?
- Do you have a policy?
- What is our purpose in incorporating holidays and other special days into our classrooms?

FavoritePlace  
TRAVEL

WE'RE GOING ON  
VACATION!

The Tourist Approach

iCare  
LET'S RAISE AMAZING CHILDREN

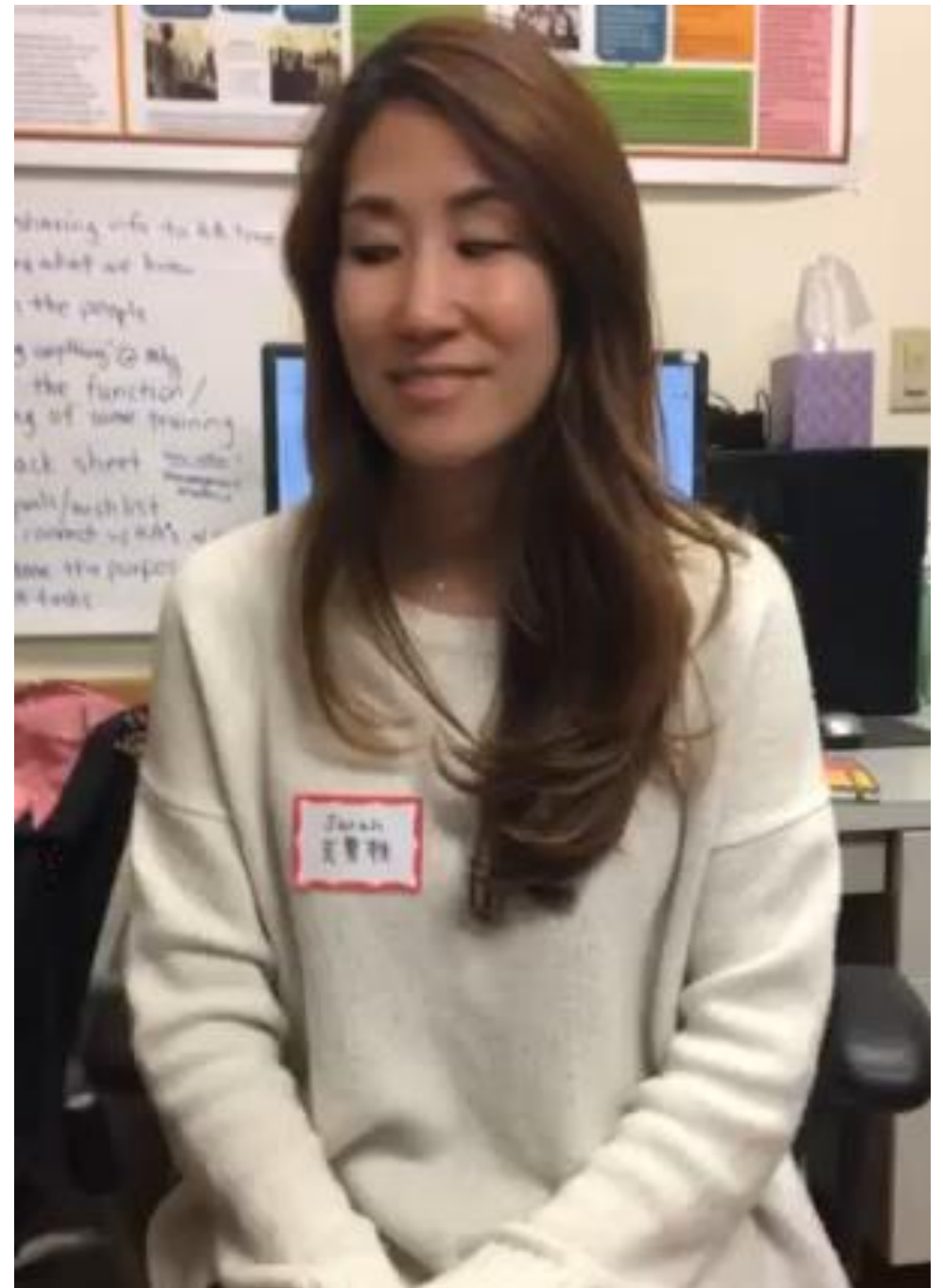
# LOK: THANKSGIVING

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# SUNAH: KOREAN DAY

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# MIKE: HANUKAH

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# Developmental Awareness of Holidays

5 Year Olds

4 Year Olds

3 Year Olds

2 Year Olds

# Consider

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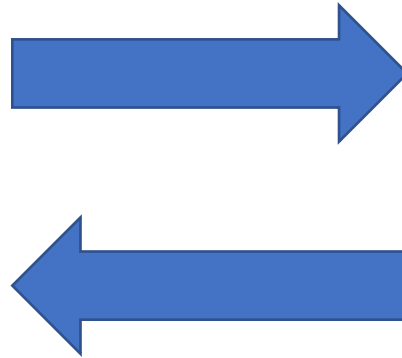
- Blending holiday experiences into your regular routines and activity times
- Keeping the recognition to a day or two
- Choosing the experiences that connect to how those in your school celebrate
- Whether or not you will recognize all holidays or only those celebrated in your school?
- What is it you want children to gain out of the experiences?

# Going Beyond Just Holidays



# Consider...

- Holidays
- Special family events
- Daily routines
- Personal experiences
- Neighborhoods



*“Funds of Knowledge are collections of knowledge based in cultural practices that are a part of families’ inner culture, work experience, or their daily routine. It is the knowledge and expertise that students and their family members have because of their roles in their families, communities, and culture.”*

Allison McDonald

<https://www.notimeforflashcards.com/2018/02/funds-of-knowledge.html>

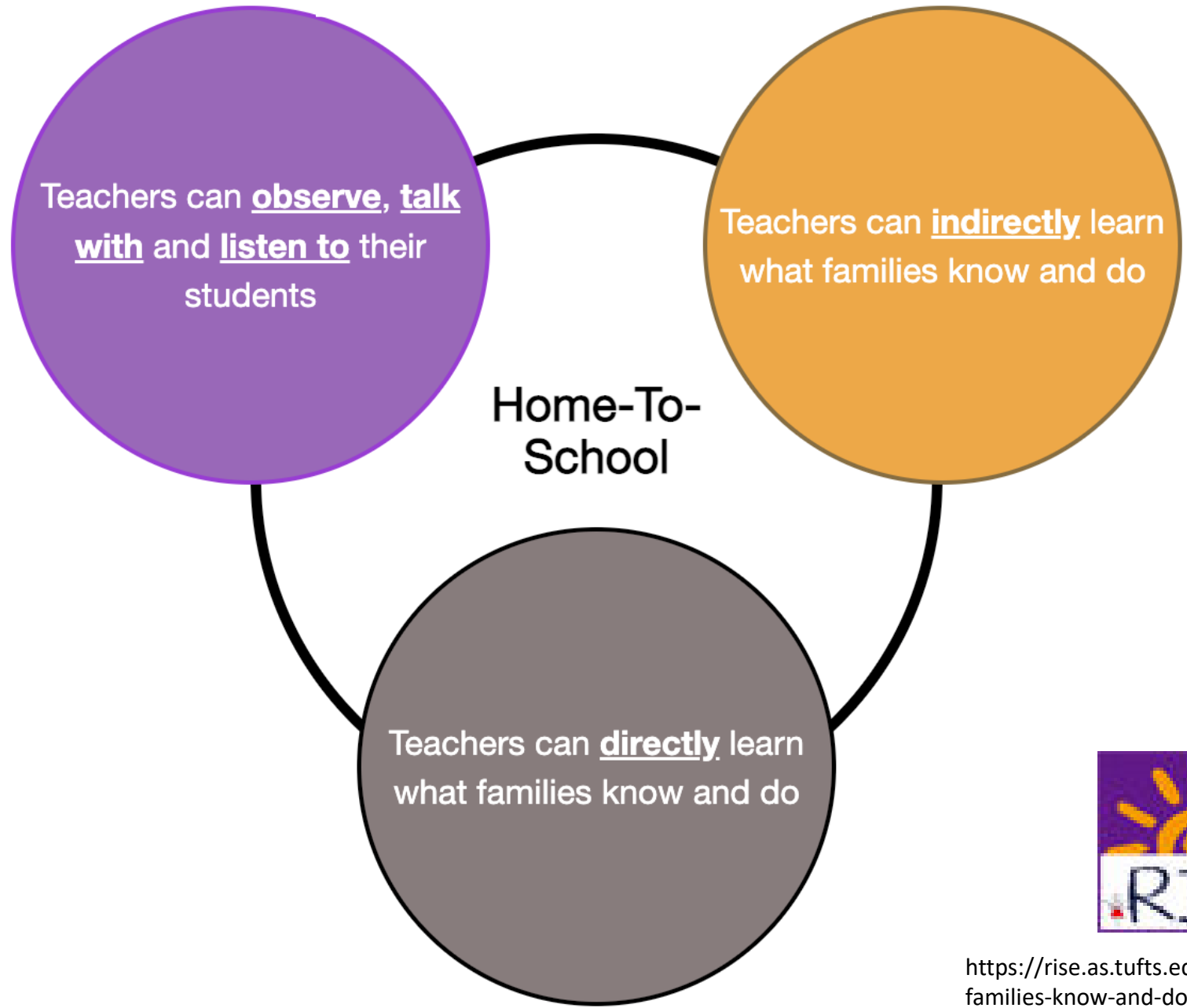
# Benefits

- Children sharing about themselves through the curriculum
- Families feeling valued
- Families and school collaborating in greater ways
- Supports children's understanding of curriculum
- Helps scaffold learning



How do you obtain  
information from  
families to learn more  
about your culture and  
traditions?





<https://rise.as.tufts.edu/learn-indirectly-about-what-families-know-and-do/>

My Fridays:

# MY FRIDAYS

يوم الجمعة



BY: HAFIDA KATIR

**The power  
of stories**

1 Observe, talk to and listen to children.



Check the types of transportation you have ridden on.

	Car	Train	Bus	Boat	Plane
Sam	✓	✓	✓		
Juan	✓				✓
Kara	✓	✓	✓		
Lila	✓	✓		✓	
Maria	✓				✓
Mike	✓	✓			

2 Learn directly from families.



Name: \_\_\_\_\_

I spend Thanksgiving  
with:

On Thanksgiving I eat:

I am thankful for:



3

Learn indirectly about families.

How do you use this information in your classroom?

# What do you DO with this information?

1

Invite children  
to be the  
experts

2

Engage in  
conversations

3

Reflect  
information into  
classroom  
materials /  
visuals

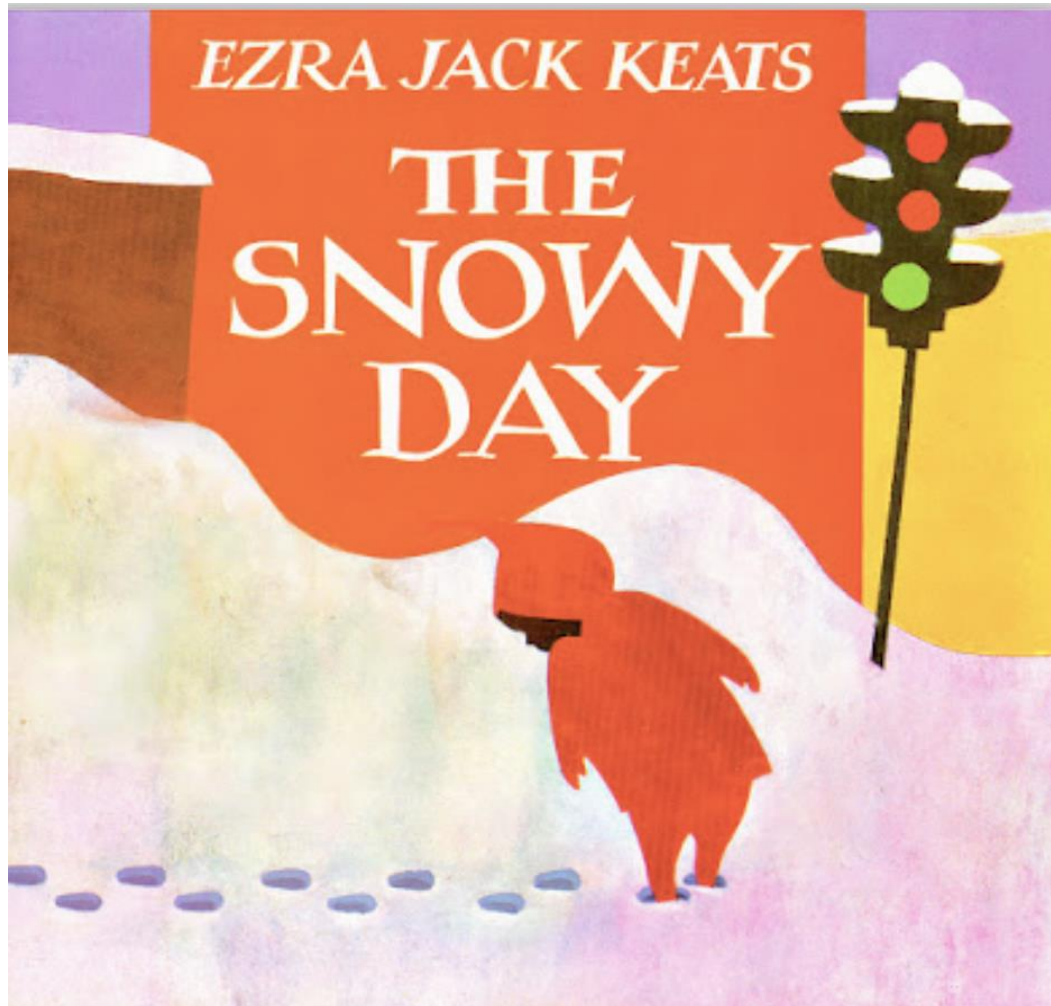
4

Use the  
information  
as the  
examples to  
implement  
lessons

# Winter







How do you  
enjoy the  
snow?



Not a one  
and done



# Plants We Eat

Cause & Effect  
Stability & Changes

Life Sciences  
Systems



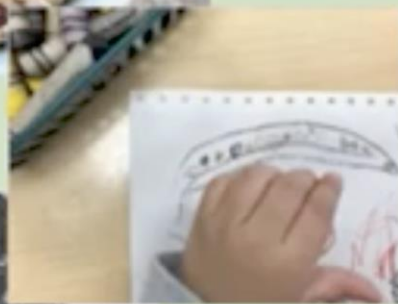
**Vegetables and Fruit that I Eat**

We have been learning about planting. Next, we are going to begin to learn about plants that we eat. My favorite vegetable or fruit is:

This is a picture of the vegetable or fruit:

If possible, please bring in the vegetable or fruit that you identified for the lesson to expose.

Name: \_\_\_\_\_



Making Models



Investigation

Observing & Describing



Structure & Function



<http://rise.as.tufts.edu/plants-2/>



# Incorporating Knowledge from Children's Homes and Communities: A Home-to-School Approach for Teaching STEM in Preschool

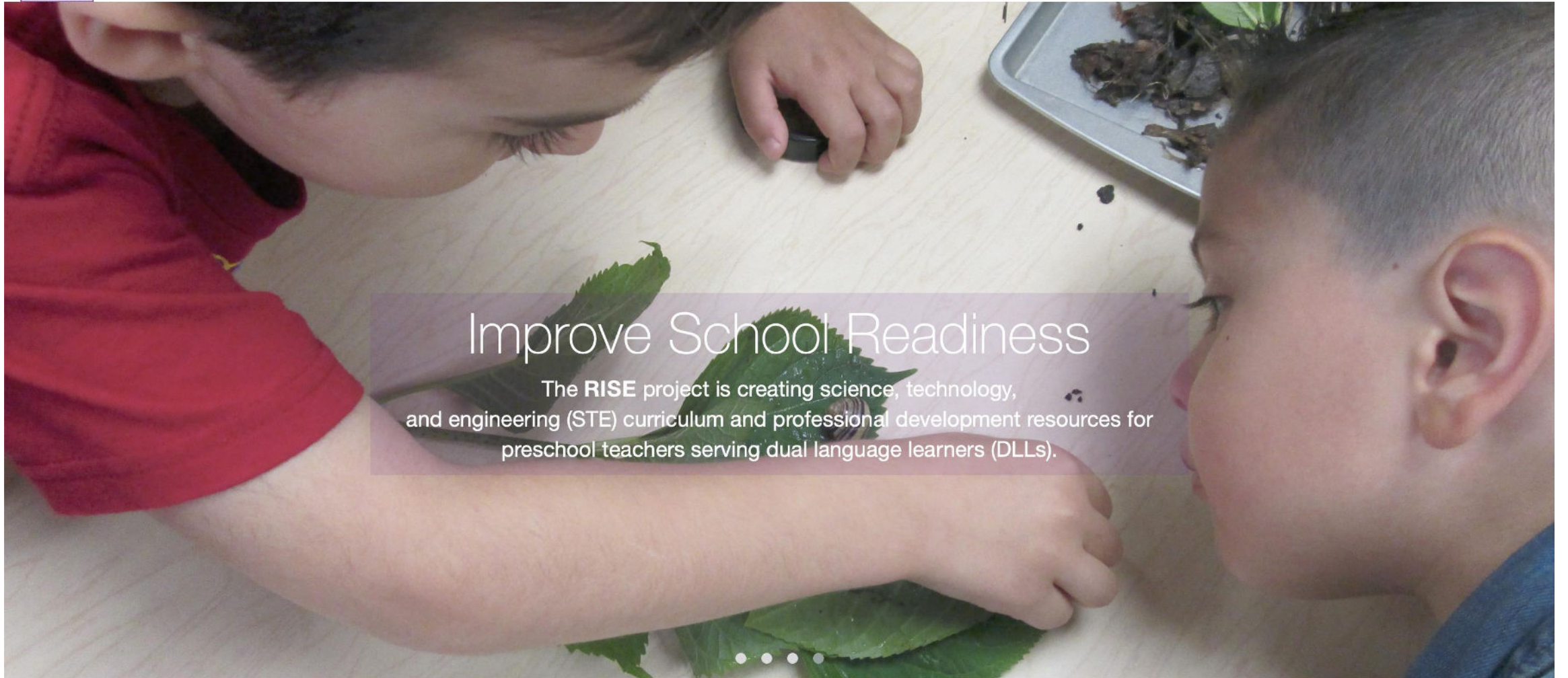
Resources / Publications / Young Children / December 2020 / Incorporating Knowledge from Children's Homes and Communities: A Home-to-School Preschool

CHRISTINE M. MCWAYNE, JAYANTHI MISTRY, SUNAH HYUN, VIRGINIA DIEZ, CYNTHIA PARKER, BETTY ZAN, DARYL GREENFIELD, KIMBERLY BRENNEMAN

During a unit on music, Yvonne shows her preschool class an African percussion instrument made of a branch, hollow nuts, and leather strips. One of the children, Baetel, recognizes the instrument and later tells her grandmother about it. Baetel's grandmother is excited, as this is an

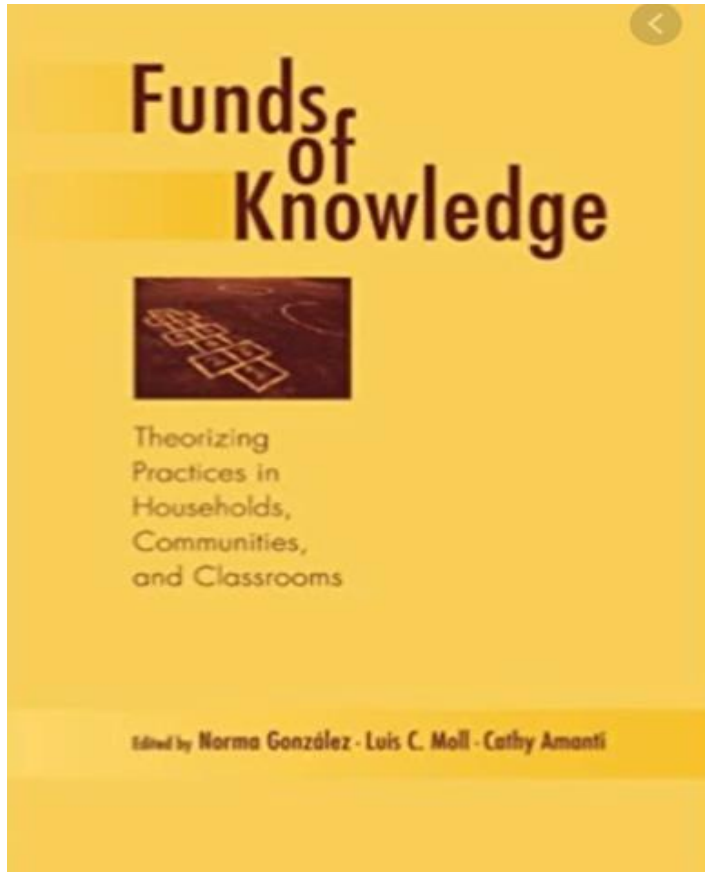
Young Children  
December  
Vol. 75,





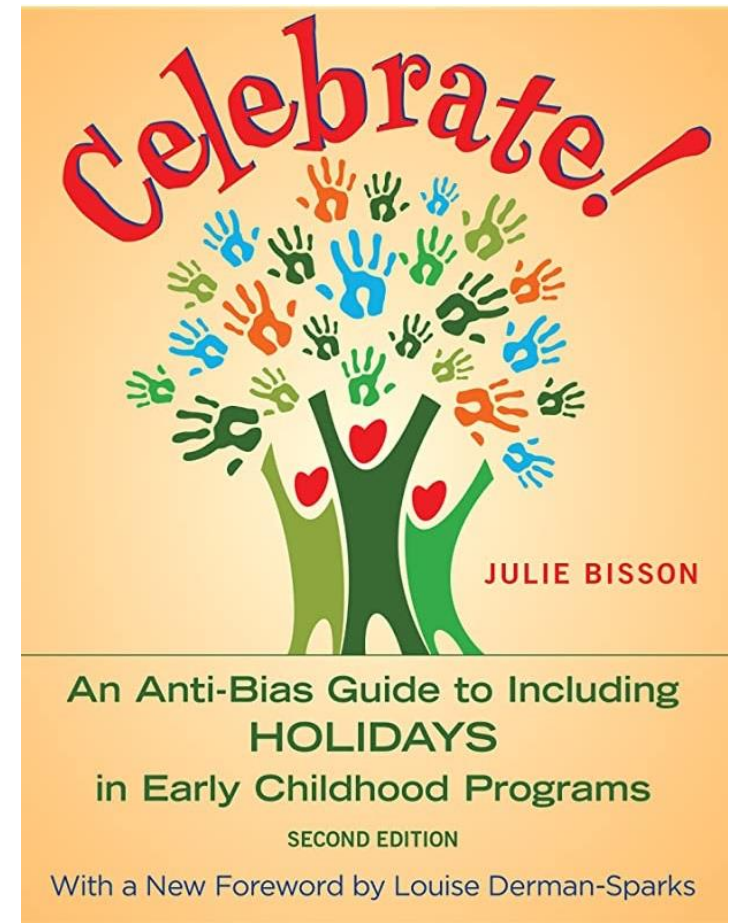
## Improve School Readiness

The **RISE** project is creating science, technology, and engineering (STE) curriculum and professional development resources for preschool teachers serving dual language learners (DLLs).



Readiness through Integrative Science and Engineering (RISE)  
**Professional Development Guide and Materials**

<https://rise.as.tufts.edu/wp-content/uploads/2021/01/RISE-Professional-Development-Guide-and-Materials.pdf>





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