Webinar 1: Tapping into Children’s Funds of Knowledge

Dr. Peggy Semingson
Dr. Carla Amaro-Jiménez
The University of Texas at Arlington
Buffet Early Childhood Institute
March 10, 2022 7:00-8:00 pm CST
Slides: https://tinyurl.com/fundsofkn
Background of Speakers

Dr. Peggy Semingson
- Associate Professor of TESOL
- Former elementary teaching and bilingual reading specialist

Dr. Carla Amaro-Jiménez,
- Associate Professor of Bilingual/ESL Education
- Former early childhood bilingual teacher
Defining the topic and laying the foundational knowledge

Q1: What are Funds of Knowledge?
Q2: What we know about it, why it is important, & how it impacts teaching and learning
Q3: How can you gather information about their Funds of Knowledge (and your own)?

Click here
Where are these children at?

What do you see?

Image Source: https://coloringhome.com/coloring-page/1912311?album=festival-coloring-pages
Vignette

“It’s called ‘La Tamalada… Yolanda knows how to make tamales. My dad will make the meat and my mom will make the corn stuff that goes on the husk and we set the kids on the stools around there and we give them a pile of the masa and Yolanda knows how to put the corn husk down and rub the masa and meat and wrap it. We make our own tamales....”

(Alejandra, interview)

What are Funds of Knowledge?

“...drawing on the experiences that students have accumulated in their households with siblings, peers, friends, communities, and parents are not only valuable to students’ lives, but can assist teachers in understanding the ways in which these experiences can be practically and meaningfully connected to classroom curriculum (e.g., Moll, Amanti, Neff, & González, 1992).”

Approach used to reject a deficit model of learning, and serves as medium to (a) capitalize on students’ experiences and (b) value what students and their families bring into learning and teaching.
Funds of Knowledge from an Iceberg Perspective

- The learned knowledge, behaviors, practices, and routines shared by a “close” group of people.
- Considered essential to one’s life. Hard to detach oneself from them.
- These carry not just cultural but linguistic aspects.
- Some seen and some unseen, like this Iceberg Culture Model.
- Tapping into their Funds of Knowledge as teachers is important. Doing so gives a window into our students’ and their families’ lives.

Funds of Knowledge allows teachers and educators to become reflexive practitioners and researchers and become culturally/linguistically inclusive.

- Asking questions
- Reflecting on responses
- Gathering information
- Making instructional decisions
- Make parents and others part of the learning process
- Continuously improve teaching
## Funds of Knowledge

<table>
<thead>
<tr>
<th>Name: ____________________</th>
<th>Date: ____________________</th>
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### Funds of Knowledge

<table>
<thead>
<tr>
<th><strong>Home Language</strong></th>
<th>E.g., Arabic; Spanish; Navajo; Italian</th>
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<tbody>
<tr>
<td></td>
<td>What languages are spoken in the home and/or have the child/ren been exposed to?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Family Values and Traditions</strong></th>
<th>E.g., holiday celebrations; religious beliefs; work ethic</th>
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<tbody>
<tr>
<td></td>
<td>What is celebrated and when? Why?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Caregiving</strong></th>
<th>E.g., swaddling baby; giving baby pacifier; co-sleeping</th>
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<tbody>
<tr>
<td></td>
<td>Whose role is it? What are acceptable practices?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Friends and Family</strong></th>
<th>E.g., visiting grandma; barbecues; sports outings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who is considered family? When does the family meet? How often?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Family Outings</strong></th>
<th>E.g., shopping; beach; library; picnic</th>
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<tbody>
<tr>
<td></td>
<td>What are important things that the family does (or do they do something special? Frequency?</td>
</tr>
</tbody>
</table>

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Image Source: https://modules.nceln.fpg.unc.edu/sites/modules.nceln.fpg.unc.edu/files/foundations/handouts/Mod%204%20Funds%20of%20Knowledge.pdf
# Funds of Knowledge

<table>
<thead>
<tr>
<th>Household Chores</th>
<th>E.g., sweeping; dusting; doing dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Activities</td>
<td>E.g., going to the museum; taking a walk in the neighborhood</td>
</tr>
<tr>
<td>Favorite TV Shows</td>
<td>E.g., watching Dora; Sesame Street; Sid the Science Kid</td>
</tr>
<tr>
<td>Family Occupations</td>
<td>E.g., fishing; office; construction; policeman</td>
</tr>
<tr>
<td>Scientific Knowledge</td>
<td>E.g., recycling; exercising; health</td>
</tr>
<tr>
<td>Additional Funds of Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Whose responsibility is it to do chores? Why?

What constitutes an educational activity? Where does learning take place?

Are they allowed to watch T.V.? Shows on the internet? Which ones?

What do family members do for a living?

What other types of knowledge do they learn about and from where?

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## Examples of Funds of Knowledge in Sociodramatic Play

<table>
<thead>
<tr>
<th>Category</th>
<th>Themes</th>
</tr>
</thead>
</table>
| A. Child care                    | 1. Changing the baby  
2. Giving the baby her bottle  
3. Giving the baby a bath  
4. Taking the baby to work       |
| B. Household care                | 1. Cooking  
2. Doing laundry  
3. Keeping strangers away  
4. Making pizza  
5. Going to eat lunch            |
| C. Family values and traditions  | 1. Christmas  
2. Living together  
3. Talking on the phone with mom, grandma, and dad                 |
| D. Family entertainment          | 1. Going to a party  
2. Playing musical chairs at a party  
3. Eating at a restaurant  
4. Going to the mall to buy presents  
5. Going to the circus  
6. Going to the carnival  
7. Going to get donuts and coffee|
| E. Friendship                    | 1. Visiting a friend’s house  
2. Talking on the phone with the boyfriend or girlfriend             |
| F. Travel/geography              | 1. Going to Wonder Town  
2. Going to River Town         |
| G. Popular TV culture            | 1. Going to the Bat Cave/Batman  
2. Power Rangers/Guns  
3. Pirate ship                  |
| H. Education                     | 1. School  
2. Doing homework  
3. Going to the library       |
| I. Economics                     | 1. Going to work  
2. Working at a restaurant  
3. Examining the menu for prices  
4. Work trucks                  |
| J. Scientific knowledge          | 1. A tornado is coming  
2. It’s raining               |
| K. Ranching and farming          | 1. The farm  
2. Mrs. Garza’s ranch  
3. Branding animals            |
| L. Construction                  | 1. Making (and riding) a roller coaster  
2. Building a house  
3. The room                    |

*Related to Moll’s funds of knowledge framework (Moll, 1992; Moll, Amanti, Neff, & Gonzalez, 1992). The themes in this table were identified during the data analysis.*

Image Source: [https://usu.instructure.com/courses/361887/files/55386698/download?verifier=a35IoejXGqnPoNCBGeDHjfwQw02m30t0t31lTapJ6&wrap=1](https://usu.instructure.com/courses/361887/files/55386698/download?verifier=a35IoejXGqnPoNCBGeDHjfwQw02m30t0t31lTapJ6&wrap=1)
Funds of Knowledge as Mirrors, Windows & Doors (Bishop, 1990) into your students’ lives
Getting Started

- Three C’s (Olmedo, 2009, p. 27) to gather Funds of Knowledge
  - ‘Compromiso’ (commitment),
  - ‘Confianza’ (trust),
  - ‘Colaboración’ (collaboration)
Some questions to tap into their Funds of Knowledge

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you remember about your own schooling experiences?</td>
<td>¿Qué recuerda de sus propias experiencias escolares?</td>
</tr>
<tr>
<td>What kind of support did you have at home when you started reading and writing?</td>
<td>¿Qué tipos de apoyo tuvo usted en su hogar cuando comenzó a escribir y a leer?</td>
</tr>
<tr>
<td>What were your strengths/weaknesses in learning in your native language?</td>
<td>¿Cuáles considera eran sus fortalezas y debilidades al aprender en su idioma nativo?</td>
</tr>
<tr>
<td>Do you read and/or write in another language (second language)? If yes, which language?</td>
<td>¿Escribe o lee usted en algún otro lenguaje (segunda lengua)? Si la respuesta es sí, diga cuál lenguaje.</td>
</tr>
<tr>
<td>Tell me about your experiences learning to read and write in your second language.</td>
<td>De game de sus experiencias aprendiendo a leer y escribir en su segunda lengua.</td>
</tr>
<tr>
<td>Do you recall the moment when your child began to read and write? If yes, tell me about that moment in his/her life. If not, please explain why you think you do not remember that moment.</td>
<td>¿Recuerda usted el momento en que su niño(a) empezó a leer y escribir? Si la respuesta es sí, hábleme de ese momento en su vida. Si la respuesta es no, por favor explique por qué crees usted que no recuerda dicho momento.</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Describe the kinds of experiences that your child has with reading and</td>
<td>Describa los tipos de experiencias que su niño(a) tiene con la lectura</td>
</tr>
<tr>
<td>writing at home.</td>
<td>y escritura en el hogar.</td>
</tr>
<tr>
<td>Do you help your child with reading and writing at home? Please</td>
<td>¿Le ayuda usted a su niño(a) a leer y escribir en el hogar? Por favor</td>
</tr>
<tr>
<td>explain why.</td>
<td>explique por qué.</td>
</tr>
<tr>
<td>Please give me examples of things you do at home to help your child</td>
<td>Por favor déme ejemplos de las cosas que usted hace en su hogar para</td>
</tr>
<tr>
<td>with schoolwork.</td>
<td>ayudarle a su niño(a) con cosas de la escuela.</td>
</tr>
<tr>
<td>What are some of the things you find helpful when working with your</td>
<td>¿Cuáles son algunas de las cosas que encuentra usted son beneficiosas</td>
</tr>
<tr>
<td>child in school tasks?</td>
<td>cuando está trabajando con su niño(a) en cosas de la escuela?</td>
</tr>
<tr>
<td>Do you prepare your own materials to help your child with reading and</td>
<td>Prepara usted sus propios materiales para ayudarle a su niño(a) con la</td>
</tr>
<tr>
<td>writing? If yes, what are these and are any of these materials or</td>
<td>lectura y escritura? Si es así, qué materiales son estos y de qué</td>
</tr>
<tr>
<td>ideas especially helpful? If not, please explain what you use.</td>
<td>manera le son útiles estos.</td>
</tr>
</tbody>
</table>
Using picture books to tap into students’ Funds of Knowledge

- Carmen Lomas Garza as example
- Author-illustrator writes culturally rich vignettes with images/art.
- Based on memory and experience of the author.
- Students can bring in photos and write about family and heritage

Visit this website:
http://carmenlomasgarza.com/
What to look for in books?

- Books that represent cultures - past and present, their values, customs, etc.
- Books that show all people in various roles
- Books that incorporate other languages (even if it is just a few words) in them as they bring richness and cultural value to the stories.
- Books that are historically accurate
- High-interest books that are well-written, free of stereotypes.
- Award winners including Pura Belpré Award, the Coretta Scott King Award, the American Indian Youth Literature Award, etc.

See Clegg, Miller, Vanderhoof, Ramirez & Ford (ADD Reference)
Books are great tools to foster their Funds of Knowledge

What to stay away from?

- Books that are not DAP (developmentally appropriate)
- Books that reflect Bruchach’s ‘Dances with the Wolves Syndrome,’ which characterizes groups as good or bad, through writing or illustrations
- Books that overgeneralize populations and/or imply stereotypes.

Our list of suggested books:
What are your thoughts?

What questions do you have?
Discussion questions

- What are your next steps?
- How are you incorporating your students’ and their families’ assets and strengths in your teaching already?
- What can you do to improve how you communicate with their parents?
- What can you do to improve what you do in the classroom that is responsive to their unique lived, cultural, and linguistic experiences?