

Funds of Knowledge Unit Plan
Lesson One

UNIT PLAN: Funds of Knowledge

The following two lessons explore funds of knowledge (skill sets) in the context of the students and their families.

Optionally, choose to bring a family member into the classroom for a workshop on their skill following as an extension of these lessons into a full unit. See below for an outline.

Grade:	Grade 4+
Level:	American Council on the Teaching of Foreign Languages (ACTFL) Intermediate Low+
References:	González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). <i>Funds of knowledge: Theorizing practices in households, communities, and classrooms</i>. Lawrence Erlbaum Associates Publishers.

Lesson Plan One: Topic Introduction & Survey
(Lesson 1 of 2)

Lesson focus:	Learn about funds of knowledge
Skills focus:	Speaking, writing
Length of lesson:	30 minutes
Resources needed:	<ul style="list-style-type: none"> ● Projector & screen ● Double-sided printed surveys
Lesson materials:	<ul style="list-style-type: none"> ● Google Slides: Funds of Knowledge ● Google Doc: Survey
Learning objectives	<ol style="list-style-type: none"> 1. SWBAT explain what funds of knowledge are. 2. SWBAT name a variety of skills in English.

Funds of Knowledge Unit Plan
Lesson One

<p>By the end of the lesson, students will be able to (SWBAT):</p>	<p>3. SWBAT list funds of knowledge in their own family.</p>	
<p>Procedure</p>		
<p>Introduction / Schema activation</p> <p>Speaking, writing</p> <p>Time: 20 minutes</p>	<p>Introduce the topic of funds of knowledge by explaining that these are skills and knowledge that people have in any area. Give an example of one of your own skills and some from your family. (5 minutes)</p> <p>Then hand out this survey to the class. Using this slide show, show pictures and ask the students what funds of knowledge are represented, pronouncing and discussing each one briefly. Have them write the skill vocabulary words down with the matching picture on the front side of the worksheet.</p> <p>Once this is done, brainstorm more skills as a class. Write these on the board, and have the students write them down on the lines on the front side of the worksheet.</p> <p>(Some more examples of skills are midwifery, horse riding, animal management, hunting, accounting, equipment operation, house painting, religious knowledge, storytelling, and so on.) (15 minutes)</p>	<p>LO #s targeted</p> <p>1, 2</p>
<p>Survey</p> <p>Writing</p> <p>Time: 10 minutes</p>	<p>Ask the students to fill out any skills they can think of that they or members of their family have on the back side of the worksheet. Model this on the board by writing down examples thus:</p> <ul style="list-style-type: none"> ● <u>Cooking (Mom, Dad, Ojeva)</u> ● <u>Sewing (Aunt Ana)</u> <p>(5 minutes)</p> <p>Then instruct them to take the survey home and explain the concept of funds of knowledge to their family, and ask their family members to help them add any other funds of knowledge. Make sure they know that they don't have to use all of the lines, and that they can add other skills that are not on the front side.</p>	<p>LO #s targeted</p> <p>1, 3</p>

Funds of Knowledge Unit Plan
Lesson One

	*Let students know that the terms can be written down in any language.	
--	--	--

Funds of Knowledge Unit Plan
Lesson Two

Lesson Plan Two: Survey Results <i>(Lesson 2 of 2)</i>		
Lesson focus:	Sharing the results of the survey with the class	
Skills focus:	Writing, speaking	
Length of lesson:	30 minutes	
Resources needed:		
<ul style="list-style-type: none"> ● Google translator or online dictionaries 		
Learning objectives <i>By the end of the lesson, students will be able to (SWBAT):</i>	<ol style="list-style-type: none"> 1. SWBAT express a desire to learn a skill. 2. SWBAT articulate the funds of knowledge in their family. 3. SWBAT recall & list their partner's family skills. 	
Procedure		
Warm-up & translation	Ask students to take out their Funds of Knowledge surveys. Then have them do a writing warm-up based on the following prompt:	LO #s targeted
Writing Time: 10 minutes	<p>What skill do you want to learn and why? <i>(Write 4 sentences.)</i></p> <p>While the students are writing, go around the classroom and help students translate any words written in their home languages on the surveys by talking with them and using Google translate as needed.</p>	1
Sharing Speaking Time: 20 minutes	<p>Let students know they are going to share the funds of knowledge in their family with a partner.</p> <p>Write this sample dialog on the board and model it with a student:</p> <p>A: What funds of knowledge does your family have?</p>	2, 3

Funds of Knowledge Unit Plan
Lesson Two

	<p>B: In my family, we have...(mechanics, sewing, gardening, etc.)</p> <p>Have the whole class repeat the dialog together. (4 minutes)</p> <p>Then pair students up and have them share with one another. (10 minutes)</p> <p>Finally, as a whole class, have the students share out one skill (or more) from their partner's family, and write these on the board to show the wealth of knowledge represented in class. (6 minutes)</p> <p>At the end, collect the surveys.</p>	
--	--	--

Family Member Workshop

- Look through student surveys and find a potential family member (and a few back-ups) to come into the classroom to present their skill. Do a home visit with the family and ask about setting up a class activity. If a translator is needed, make sure there is one available who can attend the lesson so that the students can participate fully without the burden of translating.
- Plan a lesson based around the skill being shared. For instance, in the [Moll et al. study](#), a student's mother who knew how to make candy did a Mexican candy-making workshop with the class. The following unit was designed around this workshop, covering the areas of science, math, health, consumer education, cross-cultural practices, advertising, and food production.
 - **Lesson 1**
 - The students did a free associate on candy, the teacher wrote down their thoughts on the board.
 - The teacher asked the students to define candy.
 - Then the students categorized all the candy they had mentioned.
 - Next, the students filled out a [know, want to know, learned \(KWL\) chart](#) for the topic.
 - Based on what the students wanted to know, the class chose a research question ("What ingredients are used in the production of candy?").

Funds of Knowledge Unit Plan
Lesson Two

- Together, the teacher and students used the scientific method to design a procedure to answer their question and a hypothesis of what ingredients they would find.
- **Lesson 2**
 - The students brought in candy samples of Mexican candy and U.S candy.
 - The class compiled a list of ingredients from all of the samples and graphed the frequency of occurrence.
 - Finally, the ingredients were divided into Mexican and U.S. categories, and observations were made about the differences between the two categories.
- **Lesson 3**
 - The class made advertising posters and labels for the candy they would make later.
 - The mother, Mrs. Rodriguez, came in and taught the class how to make a Mexican sweet called *pipitoria*. While the candy was cooking, Mrs. Rodriguez told the class about different kinds of candy and nutrition.
 - The students packaged and priced their candy to sell later at a school talent show.
- **Lesson 4**
 - The students wrote summaries of what they had learned and recorded this in their KWL charts.
 - Finally, in a fourth column on the chart, students wrote down new questions that had arisen for them, such as “What is candy like in Africa,” or “What candy do they eat in China?”