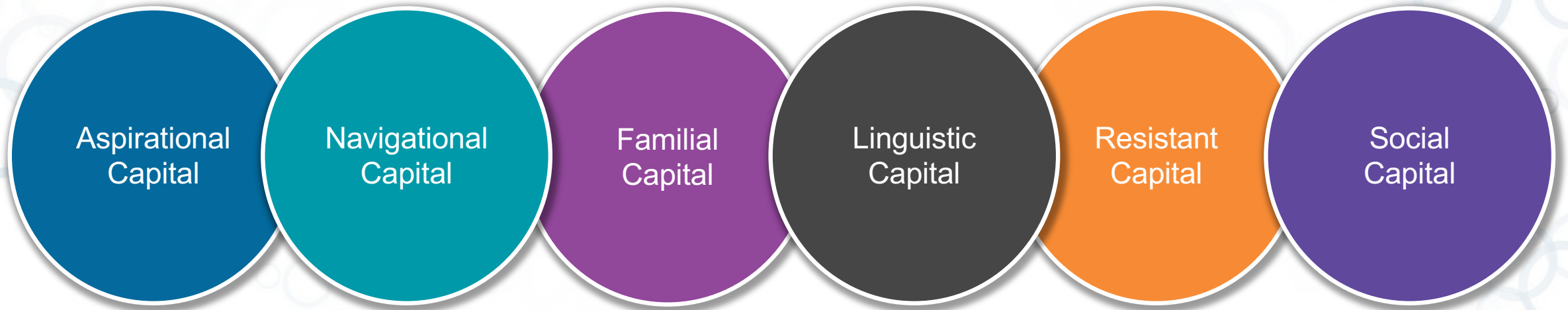


APPLICATION OF CULTURAL WEALTH

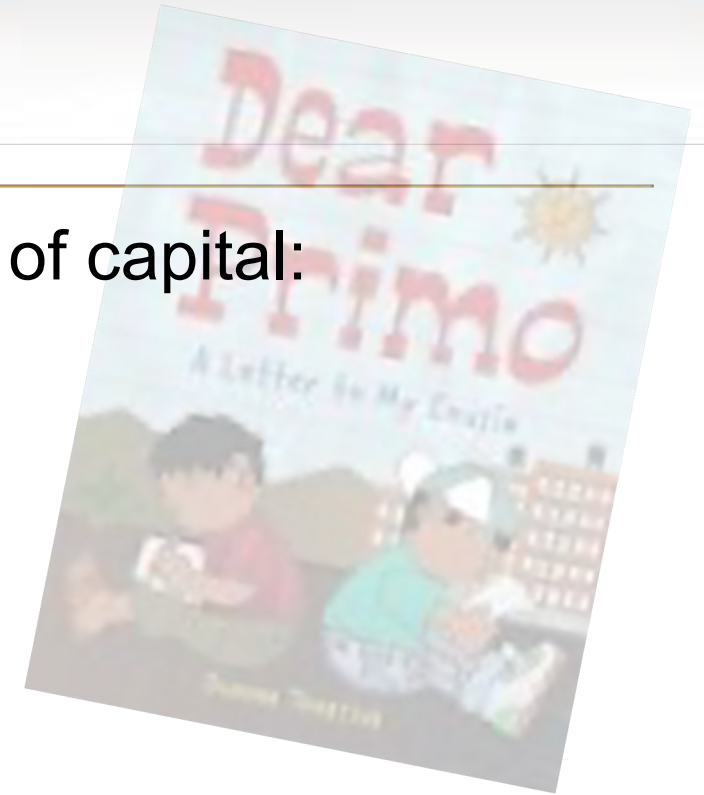
Yosso's Model of Cultural Wealth



Dear Primo: A Letter to My Cousin

Analyze a children's book and identify the types of capital:

- Review forms of capital
- Examine the book
- Jot down different types of cultural wealth (capital)
- Discuss and compile your findings
- Share with group



Yosso's Model of Cultural Wealth

Aspirational Capital

- Set high aspirations
- Recognize value of education
- Remain hopeful about the future
- 'Dreams for tomorrow'

Navigational Capital

- Operate in liminal spaces
- Traverse multiple, distinct social spaces
- Adapt to a new culture
- Dislocate or relocate

Familial Capital

- Model the strength and determination of the family
- Employ knowledge gained through the value of the family

Linguistic Capital

- Two or more languages a strength
- Engage with formal and informal modes of expression (storytelling)

Resistant Capital

- Resist stereotypes
- Overcome hardships

Social Capital

- Create social networks
- Make new friends and form new relationships

Cultural Wealth in the Classroom

Environment

- Bilingual/Spanish books
- Posters/signs that are in Spanish or Spanish/English
- Objects labeled in the classroom in Spanish
- Classroom materials and resources that reflect students' culture and home language
- Flags, maps, or news that represent Hispanic heritage
- Cognates on an anchor chart
- Cultural affirmations
- Multiple means of communication
- Spanish spoken by students
- Games or music reflective of students' culture or language

Cultural Wealth in the Classroom



Cultural Wealth in the Classroom

Instruction

- Use materials, resources, books, or themes that explicitly relate to ML students' culture, backgrounds, and/or language
- Invite students to share their family/background/experiences with one another
- Explicitly affirm/acknowledge/validate ML students' families, cultures, and/or language
- Promote ML students' comprehension by reinforcing connections between their experiences/backgrounds/examples with the text or lesson

Application of Cultural Wealth

Student of the Week:

- *Home-School connection allows you to plan for intentional connections*
- *Inviting students to share personal stories*
- *Affirming and acknowledging*
- *Grows oral language*



Artifact Sharing:

- Work with your table group
- Share personal artifact
- What do you have in common with one another?
- What do you already do in your classroom that is similar to artifact sharing?
- How might add-on to your activity now that you have grown understanding of cultural wealth?

Application of Cultural Wealth

Vocabulary Text Talk

- *Integration of Spanish language and cognates*
- *Connection to students' communities (invite to share)*



Community (comunidad)

A community is a group of people that have the same interests, beliefs, religions, cultures.

Our school classroom is a community. We are a group of people that love go to the same school. Our school community can include teachers, students, principals, and families.

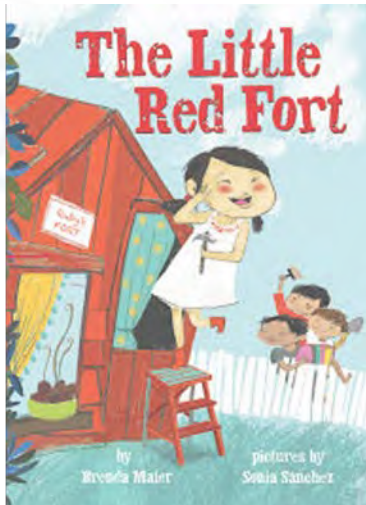
A neighborhood is different than a community. A neighborhood is a place where people live. But people in our neighborhood may be a part of our community.

In the text, Sofia wants the best for her community. She wants to build something special for all to use

Application of Cultural Wealth

MDRA

- *Connection to students' families (invite to share)*
- *Intentional use of visuals*



Activating Background Knowledge

Families...

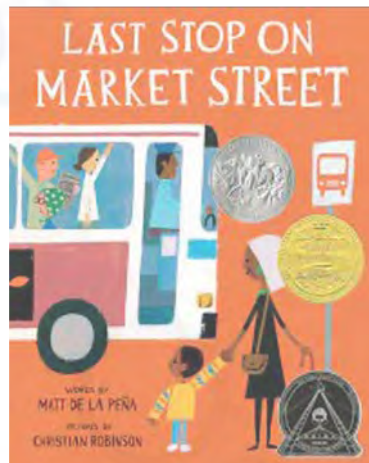


On the weekends, my family and I _____.

Application of Cultural Wealth

Language Frames

- *Connection to students' families (invite to share)*
- *Connecting experiences to the text*



After Reading



In the text, *Last Stop on Market Street*, CJ and his grandma spend the day together. Every Sunday, they ride the bus across town. Do you spend time with your family on the weekend? How are you similar to CJ?

On the weekend, my family and I _____.

I am similar to CJ because _____.

Application Time

- Review materials with groups
- Using the MDRA instructional strategy, begin planning lesson(s)
 - Background knowledge, vocabulary, preview, purpose, questions (during/after), activities, language frames
- Think about how you will layer Cultural Wealth ideas within the lesson
 - Themes (family), Spanish language, cognates, intentional affirmations, materials and resources that connect to culture, building time for explicit connections between home and school content