What does or has your family used fire for?

Please write your answer on the index card.

---

Using Student-Centered Funds of Knowledge in Diverse Classrooms

Lori Edmonds
BYU TRESOL Teachers Celebration
June 10, 2010

Overview

• A brief history
• Making Funds of Knowledge (Moll, 1992) student centered
• Example from the Howard County science curriculum
• Unit plan development!
What are Our Funds of Knowledge about Funds of Knowledge?

Funds of Knowledge
A Brief History

Built on research by Carlos Vélez-Ibáñez
(Bonds of Mutual Trust, 1983)
Action Research Based
Hispanic Community

Funds of Knowledge
Moll (1992)

Students have valuable knowledge that comes from their home/community that should be used in the classroom.
Using Student-Centered Funds of Knowledge in Diverse Classrooms-Elementary

Lori Edmonds
University of Maryland Baltimore County
STEP T for ELLs Program

Student-Centered Funds of Knowledge (Edmonds, 2008)

Teachers are very busy.
The population is diverse.
Students are capable.

Informing Teachers of Students’ Funds of Knowledge

Asking cultural questions
Interviewing assignments
Photo journal assignments

You’ve gotten your students’ funds of knowledge…

Now what?

www.umbc.edu/stept   le1@umbc.edu
Funds of Knowledge at the 3rd Grade Level

Howard County teachers and the Light, Sound, and Heat Unit

Original Curriculum

What does or has your family used fire for?
They’ve gotten their students’ funds of knowledge…

Then what?

Had students:
• Explain their use of fire as heat, light, and sound
• Discuss the ways that each example produces heat, light, and sound
• Observe the similarities and differences of these types of energy
• Give non-fire examples of heat, light, and sound

Assessment
Original
• Participation
• Semantic map of camping
• Camping Connections worksheet

New
• Participation
• Drawings from engagement
• Connections worksheet
Connecting Content and Student Identity

Identity is integral with whether students are going to engage or not engage.

James Cummins, 2010

Research Findings

“the more that participants can engage and identify with the topic matter, the more interest and motivation they will have”

This type of approach creates a non-judgmental environment where students are safe to synthesize their background knowledge with their new hypotheses as they gather new information.

Gonzalez, Moll, Amanti (2005)

Benefits of Using Funds of Knowledge

• Builds trust and respect between parents and school.
• Students are better able to make the connection between home/school cultures
• Encourages parent/child bonding
• Students learn to value the unique perspectives of their classmates
• Enables students to discuss the topic in the home language first
• Students become better learners when they are given the responsibility of teaching.
Bibliography


Lori M. Edmonds
le1@umbc.edu
www.umbc.edu/stept