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| **Children’s Interests** | **Key Concepts** | **Local Resources** |
| Think about the interests you have observed in your children (such as soil, changes in weather, building with earth materials). List those interests here: | Focusing on these interests, what are the significant concepts children are engaging with? | Think about unique local resources in your community (such as an orange grove, cherry orchard, excavating company, national park, river, local bait shop). List those resources here: |
| **3-2-1- ACTION!**  Look at the list of ideas/strategies to involve and engage families (on reverse side); then:   * Choose **3** of the ideas from the “involve and engage families” list. * Consider **2** of the community resources you listed above. * Create **1** plan for extending the interests and learning of children in earth sciences by combining these ideas and resources (family involvement and engagement ideas and community resources).   **Ideas/Strategies to involve and engage families in earth sciences:**   * A field trip may provide opportunities to observe big rocks, high mountains, sand dunes, dirt and rocks at a construction site, or water in a stream, river, lake or ocean, depending on where they live. Preschool Curriculum Framework (PCF), Volume 3, p. 218 * Invite families to send in samples of rocks or soil from their neighborhood or from a trip to a different area. PCF, Vol. 3, p. 219 * Teachers may also send home a journal or children to record in words or pictures what rocks, sand, soil or other natural materials they find outdoors. PCF, Vol. 3, p. 220 * Invite children to share experiences related to weather and seasonal changes while at home and while on family trips to other areas. PCF, Vol. 3, p. 224 * Teachers may send home lead questions to guide in home observations with parents and other family members; for example, “Is it sunny or cloudy this morning?” “Is it windy?” PCF, Vol. 3, p. 224 * Invite children and families to collect and bring to class various kinds of recycled materials. PCF, Vol. 3, p. 226 * Provide family members with tips to support children’s awareness and understanding of their natural environment. PCF, Vol. 3, p. 227 * [Parents] can encourage children’s inquiry about the natural world by providing key vocabulary (also in the child’s home language, if possible) associated with these experiences. PCF, Vol. 3, p. 228 * Give family members a list of recommended children’s books and other resources to support children’s understanding of the natural world. PCF, Vol. 3, p. 228 * Talk with family members about their family’s culture and stories about the weather, the moon and stars and other earth science content. PCF, Vol. 3, p. 228 * Invite parents into the preschool or host a family night in which family members can learn about the science curriculum, observe documentation of children’s work, and experience first-hand explorations of earth materials. PCF, Vol. 3, p. 228 * [Create] “What we are observing now” columns in the center newsletter, e-mail, or Web site announcements, or notices on a bulletin board to provide families with topics to discuss and ways to engage with their children. PCF, Vol. 3, p. 228 * [Provide] a list of open-ended questions to use with children…along with some suggested activities. PCF, Vol. 3, p. 228 * The teacher might also provide a list of suggested outdoor places to visit and children’s books that are related to earth sciences (e.g., earth materials, objects in the sky, weather, and seasons). PCF, Vol. 3, p. 228 * Involve family members as volunteers and rich resources in the study of earth sciences. PCF, Vol. 3, p. 228 * Family members with certain expertise or interest (e.g., geologist, naturalist) can be invited to the preschool to share their knowledge in a particular area of study. They can give presentations, tell children what they do, set up exhibits, or engage children in different activities. PCF, Vol. 3, p. 228 | | |