COMMUNICATING WITH FAMILIES

Activity overview: In this activity, you will read a short classroom scenario where a teacher uses a checklist to monitor children's observation and prediction skills during science projects. Then you will use the information from the checklist to practice talking with a child's family about his progress.

Directions: Read the scenario below. How can you talk about Jiang's progress with his family? Remember that checklists can help you share examples of how a child is progressing.

- Discuss how you might describe the data to a family member.
- Think of ways to encourage the family's input.
- Discuss how you could use the data to support Jiang's learning.
- Optional role play: practice using the data on the checklist to discuss Jiang's progress with the family.

Scenario: *Kathie, a Head Start teacher, has been monitoring the children's progress on science knowledge and skills. She has been helping children make observations and predictions during science projects. She created a checklist to help her monitor the children's progress in three areas: observations about properties of objects; comparisons among objects; and predictions about what might happen to an object. She will be using the information she collected to help her communicate with families on their children's knowledge and skills. Below is the checklist she used to monitor Jiang's skills.*

Child's name	Date	Skills			Comments
		Identifies properties	Makes comparisons	Makes predictions	
Jiang	9/22/14	✔			Identifies size and color
	10/6/14	✔			Identifies size and shape
	10/20/14	✔	✔		Needs verbal prompt for comparisons
	11/3/14		✔		Comments on height—taller/shorter
	11/17/14			✔	Follows peer model

For more information, contact us at: **NCQTL@UW.EDU** or **877-731-0764**

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