# Funds of Knowledge

### Initial Definition

1. Before reading, represent your understanding of Funds of Knowledge below (concept map, list, formal definition, etc.). If you’re not sure, what questions do you have? (Jot them below or add them to the wondering wall)

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| My definition: |

### Reading – Funds of Knowledge

1. Read the excerpts on [page 1](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Funds%20of%20Knowledge%20Handouts.pdf?csf=1&web=1&e=ld5Qqx) and consider what you might add or change about your definition. [You can also read more here.](https://ambitiousscienceteaching.org/building-on-students-funds-of-knowledge/) Feel free to add notes here or add any additional information to the wondering wall.

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### Choice Activities

1. Choose from any of the following to explore this idea more. Jot down some notes (connections, wonderings, ideas, etc.) to discuss with a partner.

* Choice 1: Review [the slide on page 2](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Funds%20of%20Knowledge%20Handouts.pdf?csf=1&web=1&e=ld5Qqx). Think of a recent learning sequence you provided in science. Spend time thinking/reflecting about the Teacher’s Critical Reflection Questions.
* Choice 2: Review [the chart on page 3](https://seattleschools.sharepoint.com/sites/communities/CurrInst/CAInstruction/science/Shared%20Documents/SPS-UW%202023-24/Convenings/Convening%201/framework_power-and-historicity_rev10142021.pdf). What dimensions of the table resonate with you? Challenge you?
* Choice 3: Look at [the examples of tasks/student work starting on page 4](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Funds%20of%20Knowledge%20Handouts.pdf?csf=1&web=1&e=ld5Qqx). What did you notice about the tasks and student work in relation to funds of knowledge?

1. Discuss your connections, wonderings, ideas, etc. with a partner or with your table group.
2. If you have time, create a group definition of Funds of Knowledge based on these resources you reviewed today.

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| Notes (connections, wonderings, ideas, etc.) |

 We will move on to the next section as a whole group. If you have more time, feel free to review another of the choice activities, or discuss more connections, wonderings, ideas, etc. with your table group.

### CLassroom CASE STUDY

1. You will examine artifacts and a video all together. As you watch and look at the work, consider connections to Funds of Knowledge.

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| Notes: |

1. Participate in a discussion with your table group. What did you observe in the student work? What did you observe students doing /saying? How does this connect to your line of inquiry?

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| Notes: |

### Summarizing

1. Review and reflect on how your understanding of Funds of Knowledge has changed. What do you want to take back to your PLC and/or your classroom?

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