

Greetings,

We are starting a new science unit in class called *How Can We Protect Animals When Their Habitat Changes?* The unit leads up to a science challenge. Your child will solve the problem of amphibians being killed on roads as they try to get to their breeding pool. Your child's at-home and out-of-school experiences can play an essential role in supporting the development of their own and their classmates' understanding of how the world works. As I work on planning the lessons, I would appreciate some ideas about how your child may have already experienced our new topic. Your feedback will help me incorporate their experiences into the unit.

If you can, please respond to as many of the following questions as you are comfortable answering. Rest assured that your child does not have to have relevant previous experiences to be successful with the unit.

- 1. Is your child familiar with fossils, particularly those of extinct organisms? What fossils of extinct organisms is your child familiar with?
- 2. Is your child familiar with animals with shells, particularly those that live near or in the sea?
- 3. Is your child familiar with animals that have gone extinct recently or are in danger of going extinct?

In addition to sharing your child's experiences with me, I encourage you to discuss topics related to this science unit with your child. This can help them make sense of what they are doing in school. Here are some examples of questions to ask at home:

- 1. Did you see a fossil that looked like a giant roly-poly? What do you think this is?
- 2. Are you researching why some animals are in danger of going extinct? What have you learned?
- 3. Are you designing something to stop animals from going extinct? What are you designing, and how does it help?

You can learn more about this science unit at <u>Science Education.si.edu/ChangingHabitats-phenomenon</u>. Please feel free to ask me questions. I want to work with you to make sure your child gets the most out of this unit.

Thank you.