

LTER Children's Book Series: Education Outreach Guidelines

- I. Introduction: LTER sites inherently fall into three categories based on population density. These categories affect the ways sites will interact with school districts in introducing this children's book series.
 - A. Remote sites: Sites located in low population areas with few opportunities for collaboration with local schools.
 - B. Rural sites: Sites located in a rural setting, often associated with National Forest lands.
 - C. Urban sites: Sites located in or near areas with high population density.

- II. Alignment with Curriculum Frameworks and Local Schools: In order to facilitate use of the book series in classrooms, and to increase marketability of the series in the schools, we suggest that LTER education representatives, who intend to create a book, initiate communication with district personnel/teachers prior to submitting a proposal.
 - A. Remote sites are encouraged to link content with national science standards. These sites will not be required to contact local school personnel, but some effort will need to be made to ensure that book content is appropriate for the target audience.
 - B. Rural sites are encouraged to link content with state and/or local curriculum frameworks. Contact with local schools is encouraged but may be limited by the resources and interest on the part of the local school district..
 - C. Urban sites are required to link content with state and local curriculum frameworks. These sites, in particular, must demonstrate contact with, and support from local schools before a proposal will be considered. If there is a large student population for whom English is a second language, the site may consider having a plan to publish the book in both English and a second language, such as Spanish.

- III. Supplementary Activities/Resource Materials: Feedback from school teachers connected with the Niwot Ridge LTER site and its completed children's book has indicated that this book series will be enhanced by development of a teachers guide. Because different sites will have various levels of logistical support, we have outlined three levels of supplementary materials that sites may choose to develop.
 - A. Reference Sheet: One or two pages listing currently available published activity guides and/or background information to help teachers improve student comprehension of book themes.
 - B. Website posting: Inclusion of reference sheet on individual LTER site webpages. This could also include providing links to relevant resources available on the web, especially within LTER network.
 - C. Teachers' Manual: Sites with available logistic support are highly recommended to produce a teacher's manual to accompany the children's book for their site. Manuals can be developed in collaboration

with local teachers to ensure relevance to local curriculum and increase use of these books as school resources.