





# Activating Families' Funds of Knowledge in the Classroom

## What Are Funds of Knowledge?

Funds of knowledge refer to families' skills, knowledge, and competencies used in their daily lives, working lives, and in the home and community.

Funds of knowledge promote an asset-based view of underrepresented communities and students and validate families' lived experiences.

These bodies of knowledge, built on cultural history, are essential skills for the functioning and well-being of the household and individuals.





info@edvgroup.org



woll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132-141











# Specific areas of funds of knowledge



### **Agriculture & Mining**

Note from the Field: Families often have knowledge and experience growing vegetable gardens, taking care of farm animals, hunting, fishing, ranching, and maintaining farm and mine equipment.



#### **Economics**

Note from the Field: Families have hands-on experience managing household finances, running small side businesses, or trading goods and services within their community, such as swapping homegrown vegetables for mechanical work.



#### **Household Management**

Note from the Field: Household skills include preparing meals, managing budgets, preserving family recipes, and looking after younger siblings or elderly relatives, as well as keeping homes in good repair.



#### **Material and Scientific Knowledge**

Note from the Field: Family members might have expertise in fixing cars, electronics, doing home repairs, building furniture, working in construction and using practical engineering skills in everyday life.



#### Medicine

Note from the Field: Family knowledge often includes traditional herbal remedies passed down through generations, first aid skills for injuries, and care practices like midwifery are common in rural communities.



#### Religion

Note from the Field: Families carry deep cultural traditions, moral teachings, and values rooted in religious or spiritual practices, often shared through stories, celebrations, and rituals.

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132-141.















## **Funds of Knowledge**

Why are Funds of Knowledge Important?

It creates meaningful learning, boosts engagement & grades, builds family-teacher trust.

> How Do I Acknowledge Funds of Knowledge?

## Activities like....

- 1. Ask families: History, traditions, hobbies, community.
- 2. Observe: Interactions, home resources, practices.
- 3. Collaborate: Bring their knowledge to class.
- 4. Integrate: Projects, lessons, guest speakers.

All work great!











# **Funds of Knowledge Chart**

# Activity: Personalized "Knowledge" Chart

Create a Funds of Knowledge Chart specific to your students' families and communities. See example chart below.

Funds of Knowledge	Family Practice	Classroom App.
Agriculture/Mining	Ex: Student's family uses horses on the family farm to herd cattle instead of ATVs	History of the industrialization of ranching/farming practices
Economics	Ex: Student's family sells at the flea market every Sunday	Entrepreneurship and small business practices
Household Mang.	Ex: Student's family cans tomatoes and beans	Gardening and canning as food preservation and sustainability practices
Material/Scientific	Ex: Student's family works construction and fixes their cars	Application of engineering, science, and math used in building and car diagnostics
Medicine	Ex: Student's family makes elderberry syrup to boost immune system	Application of herbal remedies as medical practice and chemistry
Religion	Ex: Student's family belongs to a church choir	Reading music and singing as part of music literacy and theory

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132-14





