

Peninsula School District

Elementary Schools

Artondale Elementary	253-530-1100
Discovery Elementary	253-530-1200
Evergreen Elementary	253-530-1300
Harbor Heights Elementary	253-530-1800
Minter Creek Elementary	253-530-4300
Purdy Elementary	253-530-4600
Vaughn Elementary	253-530-4700
Voyager Elementary	253-530-4800

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Please visit our website at www.psd401.net for more information and ideas regarding parent resources and curriculum in Peninsula School District.

April, 2009

First Grade

Parent Guide for Curriculum in the Peninsula School District



*Students Learning...
Teachers Teaching*

A Message to Parents

The goal of this guide is to assist parents in supporting the learning of their children.

It provides information regarding what students are expected to learn at each grade level. This resource provides ideas for what parents can do at home to support the learning goals.

Skills will be introduced at various times throughout the school year. For concepts already taught, practice and review at home is valuable.

Parents and teachers share a tremendous and wonderful responsibility. Together they can provide the motivation for students to work hard and foster the desire to learn.

The Peninsula School District believes in the abilities of our students to achieve the high standards that have been set for them. The partnership of parents, teachers, and community is crucial for student success.

Together we can make a difference for every child.

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Washington State Learning Goals

- GOAL 1** *Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;*
- GOAL 2** *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;*
- GOAL 3** *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and*
- GOAL 4** *Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.*

COMMUNICATION
Washington State Grades K-10
Essential Academic Learning Requirements (EALRs)

Students Will . . .

1. Use listening and observation skills to gain understanding
 - ☎ focus attention.
 - ☎ listen and observe to gain and interpret information.
 - ☎ check for understanding by asking questions and paraphrasing.
2. Communicate ideas clearly and effectively
 - ☎ communicate clearly to a range of audiences for different purposes.
 - ☎ develop content and ideas.
 - ☎ use effective delivery of speech.
 - ☎ use effective language and style.
 - ☎ effectively use action, sound, and/or images to support presentations.
3. Use communication strategies and skills to work effectively with others
 - ☎ use language to interact effectively and responsibly with others.
 - ☎ work cooperatively as a member of a group.
 - ☎ seek agreement and solutions through discussion.
4. Analyze and evaluate the effectiveness of formal and informal communication
 - ☎ assess strengths and need for improvement.
 - ☎ seek and offer feedback.
 - ☎ analyze mass communication.
 - ☎ analyze how communication is used in career settings.

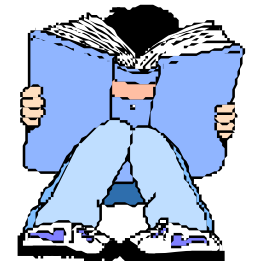


Ways Parents Can Help

- ☎ Hold family discussions, allowing each person to take turns speaking.
- ☎ With your child, attend library storytelling presentations and discuss them afterwards.
- ☎ When your child has a problem, ask him/her to think of two or three possible solutions and discuss those solutions.
- ☎ Provide opportunities for your child to participate in family projects and problem solving.
- ☎ With your child, tell each other about what happened during your day.
- ☎ Provide opportunities to visit museums, parks, zoos, aquariums, and cultural events and discuss them with your child.
- ☎ Discuss with your child the choices he/she makes and the consequences of those choices.
- ☎ Give opinions and ask your child to discuss their opinions.
- ☎ Create special times for your child to be alone with you or to participate in activities with you, not just watch. These could include cooking dinner or working in the shop together. Discuss with him/her what you are doing and answer questions from your child.
- ☎ Encourage your child to ask specific questions; to explain or paraphrase information.

**What Parents Can do to Support
 The Learning Process**

1. Prepare your children to learn. Let them know that school and learning are important and that parents are important partners.
2. Talk often about what is happening in school. Ask specific questions about schoolwork, teachers, and activities.
3. Attend events at your child's school. Back-to-school events, parent/teacher conferences, and other activities give parents a chance to get to know the teacher and to support their students.
4. Create a good learning environment at home. Support and reinforce what is being taught in the classroom. Ask questions that may have more than one answer. Provide supervision for the completion of homework assignments.
5. Visit community resources including libraries and museums. Explore cultural events. Take advantage of varied learning opportunities in the community.
6. Set high expectations and praise children often.
7. Limit television and video games.
8. Be involved in your school by volunteering or assisting teachers in other ways.
9. Allow your child to see you read, write, and use mathematics for pleasure as well as necessity.
10. Read with and to your child daily, no matter his/her age.



READING

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.

SKILLS AND STRATEGIES	ORAL READING	COMPREHENSION
<ul style="list-style-type: none"> Identifies syllables in a word Participates orally in discussions about stories read and listened to Uses knowledge of phonics to read words in isolation Uses simple resources (word banks, alphabet books, charts, etc.) with teacher guidance 	<ul style="list-style-type: none"> Reads aloud familiar grade-level text in a manner that sounds like natural speech Reads aloud unpracticed grade-level text with fluency at a rate of 50 - 65+ words per minute 	<ul style="list-style-type: none"> Asks and answers questions before, during and after read-alouds and independent reading States main idea and lists important details in text Makes and confirms predictions based on information from text
READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES	EFFORT	
<ul style="list-style-type: none"> Reads and explains labels Reads and follows simple directions Listens to, reads, and discusses a variety of different literature representing different perspectives 	<ul style="list-style-type: none"> Reads independently Participates in reading experiences Shows interest in improving reading skills 	



The above criteria match the expectations listed on the first grade report card.



VISUAL ARTS AND MUSIC

Ways Parents Can Help

VISUAL ARTS

- Provide opportunities for your child to create things at home using crayons, paints, pencils, paper, markers, and scissors.
- Have your child walk around their home and identify the qualities of lines found, such as straight, curved, thick, and thin. Identify line direction such as horizontal and vertical.
- Encourage your child to close their eyes and feel and describe the textures of hair, faces, and clothes.
- Encourage your child to use drawing to communicate.
- Encourage your child to observe and appreciate the beauty in their everyday surroundings; such as gardens, forests, parks, furnishings and architecture.
- Walk with your child through the environment and point out shapes and patterns you see. Have your child name the repeated patterns such as triangle-square-triangle-square or blue-yellow-blue-yellow.
- Provide opportunities for your child to learn about professional artists' work through books and visits to art museums, art shows, galleries, etc.

MUSIC

- Encourage your child to sing a song or perform music for you and the family.
- Sing with your child familiar songs that have several verses and a refrain. Discover high and low sounds in music.
- Play some music and move to the beat. Then use the pause button to stop the music and have your child freeze. Talk about the long and short sounds you heard.
- Help your child to keep a steady beat.
- Challenge your child to make different sounds and use those sounds to play along with the radio.
- Provide opportunities for your child to explore a wide variety of sounds and be able to tell whether they are loud or soft and fast or slow sounds.
- Have your child listen to the radio and identify if a man, woman, or child is singing or speaking. Have your child explain how they came up with their answer.
- Have your child listen to various music styles and discuss with your child why the musician played fast or slow and loud or soft.
- Challenge your child to try out two different ways of creating a similar sound, such as striking a coffee can and tapping a counter top.
- Provide opportunities for your child to sing, match pitch and echo simple melodies.



VISUAL ARTS AND MUSIC

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

Students Will . . .

1. Understand and apply arts knowledge and skills
 - ♪ understand arts concepts and vocabulary.
 - ♪ develop arts skills and techniques.
 - ♪ understand the history and traditions of the arts in various cultures.
 - ♪ apply audience skills in a variety of arts settings and performances.
2. Demonstrate thinking skills using artistic processes
 - ♪ apply a creative process in the arts.
 - ♪ apply a performance process in the arts.
3. Communicate through the arts
 - ♪ use the arts to express and present ideas and feelings.
 - ♪ use the arts to communicate for a specific audience and purpose.
 - ♪ evaluate the effectiveness of art presentations of self and others using a responding process.
 - ♪ analyze dance, music, theatre, film, television, electronic media and visual arts encountered in daily life.
4. Make connections within and across the arts, to other disciplines, cultures, life, and work
 - ♪ demonstrate and analyze the connections among the arts disciplines.
 - ♪ demonstrate and analyze the connections between the arts and other content areas.
 - ♪ apply aesthetic criteria to personal and community decision making.
 - ♪ understand the influence of the arts in shaping and reflecting cultures and history.
 - ♪ understand the influence and role of the arts in the world of work.



READING

Ways Parents Can Help

- 📖 Read to your child every day. Ask questions about the story as you read and discuss what you are reading. Read fiction and non-fiction.
- 📖 When reading with your child point to the words as you read in order to teach tracking skills.
- 📖 Select books that use repetition to capture the rhythm of language, such as Dr. Seuss books.
- 📖 Provide opportunities for your child to do word hunts: “How many things can you find in the story that begin with ‘b’?”
- 📖 Regularly spend time talking about the meaning of stories. Read and retell the story together.
- 📖 Challenge your child to make prediction comments about a book before beginning to read or during the story.
- 📖 Turn waiting time into reading time. While sitting in the doctor’s office or waiting for some other appointment, read a book to your child.
- 📖 Provide a place for books in all rooms for your child to freely explore different types of books. Challenge your child to find and read with you a different type of book every day. Create a home library for your child.
- 📖 Leave notes around the house, under your child’s pillow, or in his/her lunch box for him/her to see different uses of printed words in everyday life.
- 📖 Provide and read children’s magazines and other nonfiction reading materials together (e.g., *Sesame Street*, *Lady Bug*, *3-2-1 Contact*, *Highlights*, *Zoo Book*.)
- 📖 Make regular library visits a part of your family routine and discuss with your child why he/she chose a particular book.
- 📖 Reinforce the importance of reading by letting your child see you and other members of the family enjoy reading on a regular basis.
- 📖 Provide opportunities for your child to play rhyming games and have conversations with you to build his/her language skills.
- 📖 Encourage your child to help you with grocery lists, thank you cards, and entering names in address books.
- 📖 While grocery shopping, ask your child to find familiar words on signs and products displays. Discuss unfamiliar words.
- 📖 Remember, when a child is reading, if he/she stumbles over five or more words on a page, the book may be too hard to read alone.
- 📖 Make or purchase cards with the 26 letters of the alphabet written on them and encourage your child to form words and also make sentences to read.
- 📖 Make note of maps and diagrams in his or her books.
- 📖 Encourage your child to explain information on the cover, title page, and in the glossary.



WRITING

We teach and assess the Six Traits of Writing in our classrooms.

The Traits are:

Ideas: Does the message make sense and are there details?

Organization: Is there a beginning and ending? Does the sequencing make sense?

Voice: Does the writing have personality and pizzazz? Does it show individuality?

Word Choice: Are words used correctly? Are new words attempted? Are lively verbs used?

Sentence Fluency: Do the sentences hang together? Do they have a rhythm and flow?

Conventions: Are capitals, punctuation, and readable spelling used? These should be appropriate to the child's developmental level i.e., depending on whether she/he is a kindergartner or third grader.



WRITING

Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

Most first grade writers are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Although phonetic spelling is common, there is a marked increase in the number of words spelled accurately. As understanding of revising and editing develops, the overall accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.

WRITES CLEARLY AND EFFECTIVELY	UNDERSTANDS AND USES CONVENTIONS	USES WRITING PROCESS
<ul style="list-style-type: none"> Writes simple accounts with some elaboration Sequences two or three events or items of information Shows attention to beginning, middle, and end in a piece of writing 	<ul style="list-style-type: none"> Answers a simple question in a complete sentence Uses capital letters, periods, question marks, and exclamation marks; often adding these when revising or editing 	<ul style="list-style-type: none"> Reads own work and makes some revisions or editorial changes, especially punctuation Understands a first draft requires checking and usually revisions
WRITES IN A VARIETY OF FORMS	HANDWRITING	EFFORT
<ul style="list-style-type: none"> Writes cards, letters, and notes to communicate with friends Retells in some detail and correct sequence Uses different text forms in personal writing for a variety of audiences and purposes 	<ul style="list-style-type: none"> Forms letters correctly with consistent size and shape Writes legibly 	<ul style="list-style-type: none"> Begins to write independently Participates in writing experiences Shows interest in improving writing skills

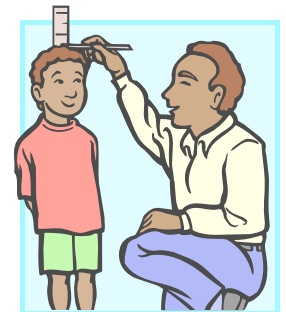
The above criteria match the expectations listed on the first grade report card.

HEALTH AND FITNESS

Ways Parents Can Help



- 🚲 Practice ball skills by rolling at a target, bouncing, and catching with your child.
- 🚲 Promote daily activity.
- 🚲 Point out foods that are varied and nutritious.
- 🚲 Promote healthy habits such as washing hands, eating slowly, chewing your food, and avoiding junk food.
- 🚲 Practice with your child bending and stretching.
- 🚲 Practice movements with your child such as skipping and leaping.
- 🚲 Discuss with your child how lack of food and sleep affect behavior.
- 🚲 Explain and reinforce safety practices with your child. Reinforce reasons children should always have an adult help them when taking medicine.
- 🚲 Make a home safety plan with your child.
- 🚲 Watch and discuss with your child a commercial on television and identify healthy choices.
- 🚲 Practice with your child ways to ask a trusted adult for help.
- 🚲 Look at product labels and commercials and discuss healthy choices.
- 🚲 Visit parks, playgrounds, and swimming pools.
- 🚲 Schedule activity times for the family.



HEALTH AND FITNESS

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)












Students Will . . .

1. Acquire the knowledge and skills necessary to maintain an active life--movement, physical fitness, and nutrition
 - Y develop fundamental physical skills and progress to complex movement activities as physically able.
 - Y incorporate rules and safety procedures into physical activities.
 - Y understand the concepts of physical fitness and develop and monitor progress on personal fitness goals.
 - Y understand nutrition and food nutrients and how they affect physical performance and the body.
2. Acquire the knowledge and skills necessary to maintain a healthy life
 - Y recognize patterns of growth and development, reduce health risks, and live safely.
 - Y understand the transmission and control of communicable and non-communicable diseases.
 - Y acquire skills to live safely.
3. Analyze and evaluate the impact of real-life influences on health
 - Y understand how environmental factors affect one's health.
 - Y gather and analyze health information.
 - Y use social skills to protect health and safety in a variety of situations.
 - Y understand how emotions affect decision-making.
4. Analyze health and safety information to develop health and fitness plans based on life goals
 - Y assess needs and resources.
 - Y develop a health and fitness plan and a monitoring system.



WRITING

Ways Parents Can Help

-  Encourage your child to create a photo album or scrapbook representing “A Year in the Life of...” dictated by your child.
-  When receiving letters and notes from friends and family members share them with your child and encourage him/her to guess who wrote them.
-  Provide an alphabet strip with upper and lower case letters for your child to use when writing. This could be made or bought at a children’s book store.
-  Encourage writing by letting your child see you write regularly with enjoyment and for communication with others.
-  Regularly play word games with your child, such as find words that mean the same, rhyming games, opposites, or “I spy” (“I spy something huge”.)
-  Provide different types of writing for your child to explore such as songs, rhymes, letters, question and answer texts, greeting cards, instructions, etc.
-  Challenge your child to write a story with you. Your child can help you write as you both dictate the story.
-  Encourage your child to “read” his/her “writing” aloud, even if it is scribbles, drawings, or strings of letters and words. Provide a journal for your child to regularly write in and talk about the stories together.
-  When you are working with a child on his/her writing, focus on his/her ideas and content first, saving the editing until the ideas are clear, complete and focused.
-  Discuss with your child a piece of writing and what you both liked and disliked about it. Such writings could be stories, letters, and books you have read together.
-  In your child’s writings, you should always look for what is done well and encourage your child to write by praising his/her writing. Focus on what your child can do and celebrate those early steps to encourage positive writing skills.



MATHEMATICS

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

In first grade, students count, sort, and compare sets, understanding the relative values of numbers. Students understand subtraction as separating or undoing addition and expand their understanding of numbers through application of basic addition and subtraction facts. Students read a clock, work with two-dimensional figures and use nonstandard units to measure. They also develop their understanding of statistics by organizing and interpreting data. They recognize and describe simple repeating and growing patterns to develop their algebraic sense.

Students will. . .

Number Sense	Measurement	Geometric Sense
<ul style="list-style-type: none"> • Represent, count, compare and order numbers to 120 • Group objects into 1's and 10's • Read numbers to 1,000 • Groups numbers and count by 2's, 5's, and 10's • Group numbers into 10s and 1s in more than one way • Compose and decompose numbers to 10 • Apply estimation strategies involving addition • Understand even and odd numbers 	<ul style="list-style-type: none"> • Order and compare objects using length, capacity, weight • Understand that objects used to measure must be consistent in size • Use non standard units to measure length • Name days of the week and months of the year and use a calendar to determine a month or year 	<ul style="list-style-type: none"> • Identify and name 2D and 3D figures • Compare and sort geometric figures according to their attributes • Compose and decompose 2D figures
Probability and Statistics	Algebraic Sense	Problem Solving and Communicating Mathematically
<ul style="list-style-type: none"> • Represent data using tallies, tables, picture graphs and bar graphs • Analyze information by asking and answering questions about data 	<ul style="list-style-type: none"> • Recognize, extend and create number patterns • Use the relationship of addition and subtraction to solve problems • Write a story to match an equation • Understand symbols and labels in equations such as the +, - and = sign • Model + and - on a number line 	<ul style="list-style-type: none"> • Identify the question asked in a problem • Select from a variety of problem solving strategies and use one or more strategies to solve a problem • Describe how a problem is solved • Determine whether a solution to a problem is reasonable
Computation	Effort	
<ul style="list-style-type: none"> • Add 3 or more one digit numbers • Apply and explain strategies to + and - facts to 18 • Quickly recall facts to 10 	<ul style="list-style-type: none"> • Persevere • Be flexible, willing to try different approaches to solve problems • Extend thinking beyond minimum requirements 	



The above criteria match the expectations listed on the first grade report card.

SOCIAL STUDIES

Ways Parents Can Help

- ✦ Help your child read simple maps of their house or room and talk about directions: North, South, East, and West.
- ✦ Discuss with your child the different rules for the family, school, and community members, and why these rules are necessary. Discuss how to solve problems that arise from rules of family and school. Provide opportunities for your child to participate in some decisions in the family and help make rules.
- ✦ Discuss with your child the things in your home and neighborhood that are natural and those made by people (trees, houses, fields, stores). Discuss changes they see in their home and neighborhood.
- ✦ Regularly share family culture and traditions with your child to enable him/her to build a sense of self-worth, pride, and family history.
- ✦ Provide opportunities for your child to visit libraries and museums, and talk to older adults to learn about important historical events.
- ✦ Have your child explore the history of various patriotic holidays.
- ✦ Discuss how materials in products that your child uses are determined by economic and environmental factors.
- ✦ Give your child chores to complete and help him/her to understand the importance of their contribution to the family.



SOCIAL STUDIES

Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

Students Will . . .

1. Understand the major concepts of Geography
 - ♦ use maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.
 - ♦ understand the physical and human characteristics of places and regions.
 - ♦ observe and analyze the interaction between people, environment, and culture.
2. Understand major ideas in History
 - ♦ examine and understand major ideas, themes and cause and effect relationships in the U.S., World, and Washington State.
 - ♦ investigate, compare and contrast interpretations of historical events.
 - ♦ understand the origin and impact of ideas and technological developments on history and social change.
3. Understand the basic principles of Civics
 - ♦ understand and explain the core values of democracy as set forth in documents such as the Declaration of Independence and the Constitution.
 - ♦ analyze the purpose of government and laws.
 - ♦ understand the purpose and organization of international relationships and how U.S. policy is made.
 - ♦ understand the rights and responsibilities of citizenship and democratic involvement.
4. Understand the basic concepts of Economics
 - ♦ understand and analyze the effect of economic systems on individuals, groups, and society.



MATHEMATICS

Ways Parents Can Help Practice Math In Meaningful Ways

- ☞ Pick a number and have our child find different pairs of numbers that can be added or subtracted from the number you picked. "How many ways can we make 9?" (5+4, 7+2, 6+3, 10-1, 12-3, etc.)
- ☞ Count forward and backward and read and write numbers to 100.
- ☞ Work with your child to draw clocks that show the time to get up, go to school, eat lunch, go to bed, and other household times that can be placed around the house.
- ☞ Use the calendar together to discuss upcoming or past events and determine how many days today is from those dates.
- ☞ Encourage your child to estimate and measure items in your household using nonstandard units. "How many shoes long is the kitchen floor?"
- ☞ Provide opportunities for your child to use real or play money such as creating a make believe store where your child can practice making change and buying items, express value using cent notation.
- ☞ Have your child find objects around the house, when driving to the store, or walking around the neighborhood that are shaped like circles, squares, triangles, parallelograms and rectangles.
- ☞ Ask your child to estimate (guess) objects or answers. Discuss the reasonableness of answers.
- ☞ Regularly read math books with your child such as *Math Curse*, by Jon Scieszka and *One Hundred Monkeys*, by Daniel Solomon Cutler.
- ☞ Provide opportunities to play math games with your child, such as dominoes, Monopoly® or Chinese checkers.
- ☞ Regularly create story problems to solve, such as, "You have ten cookies and you give three cookies to your brother, and I give you 5 cookies, how many cookies do you have total? Ask and listen to your child to explain how he/she would go about solving the problem and ask questions like "What do you have to figure out?" "How will you get started?" "What do you already know?"
- ☞ Predict events that are more or less likely to occur.
- ☞ Encourage use of a variety of strategies to solve problems.



For additional resources: www.psd401.net/math

SCIENCE

Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

Students Will . . .

1. Know and apply scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems
 - ✓ understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.
 - ✓ understand how components, structures, organizations, and interconnections describe systems.
 - ✓ understand how interactions within and among systems cause changes in matter and energy.
2. Know and apply the skills, processes, and nature of scientific inquiry
 - ✓ develop the knowledge and skills necessary to do scientific inquiry.
 - ✓ understand the nature of scientific inquiry.
3. Know and apply science concepts and skills to develop solutions to human problems in societal contexts
 - ✓ apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.
 - ✓ Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.



SCIENCE

Ways Parents Can Help

- ▶ Have your child collect different kinds of rocks and sort by color, shape, size or any other characteristic your child selects.
- ▶ Go on a neighborhood walk with your child to find ten living and ten non-living things. Discuss how they are alike and different and how they could grow and change over time.
- ▶ Have your child observe the physical states of water. Discuss them with your child; “What happens to a pan of water boiling on a stove?” “Why do mirrors and windows steam up?” “What happens if you place water in a freezer?”
- ▶ Have your child observe the chemical change of oxidizing a penny. Drop a dirty penny into a solution of five shakes of salt and two spoonfuls of vinegar. When the penny is removed it is clean. The combination of an acid and salt removes the oxidation on a penny that makes it appear dirty.
- ▶ Enjoy a walk with your child in a city or town and point out the way rocks and minerals are used (e.g., sidewalks, statues, crushed stone in building materials).
- ▶ Encourage your child to grow bean sprouts. Place several bean seeds on a wet paper towel, then put the seeds in a sealable plastic bag. Place the bag in sunlight. Make sure the towel remains damp and observe the seeds sprouting.
- ▶ Challenge your child to pose questions and allow them to answer these questions through experimentation or reading with you. Help them to record their observations or information and discuss their conclusions.
- ▶ Read stories to your child about great scientists and inventors or inventions.
- ▶ Provide your child with opportunities to visit buildings, warehouses, parks, museums, etc., to explore the different man-made items in the environment such as tools and materials.
- ▶ Together, visit science fairs, museums, or displays and discuss what your child learned.

