

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

Second 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.



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.*

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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.

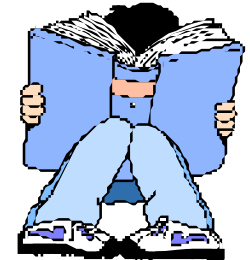


Ways Parents Can Help

- ☎ Discuss with your child the different ways people communicate without speaking.
- ☎ When listening to your child, listen for a beginning, middle, and end to the stories he/she tells.
- ☎ Encourage your child to pay attention and make eye contact when others are talking.
- ☎ Provide opportunities for your child to interact and have discussion with people of all ages and cultures.
- ☎ Help your child to improve his/her use of appropriate vocabulary and standard grammar.
- ☎ 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 discussions and problem solving.
- ☎ Allow your child to draw, paint, type posters, letters, reminders and other messages to encourage communication.
- ☎ Discuss with your child the different ways people communicate in their jobs and society.

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 second grade, students become fluent as readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure continues to be an enjoyable habit.

SKILLS AND STRATEGIES	ORAL READING	COMPREHENSION
<ul style="list-style-type: none"> • Uses a variety of strategies to understand what is being read • Recognizes when meaning is lost and uses strategies to fix it • Reads familiar text with fluency and expression • Uses dictionaries and glossaries to check meaning and spelling 	<ul style="list-style-type: none"> • Reads orally with expression, reflecting personal interpretation of text • Shows awareness of mood and characterization then attends to these in oral reading and responses • Fluently reads grade level text at a rate of 90 - 100 words per minute 	<ul style="list-style-type: none"> • Recalls specific events, ideas, or information to explain meaning or reaction to text • Understands the importance of the sequence of events or information • Compares forms of writing and illustrative styles • Summarizes text or content of illustrative material • Explains the difference between fact and opinion
READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES	EFFORT	
<ul style="list-style-type: none"> • Distinguishes the features of fiction and non-fiction • Reads to gain information and for pleasure • Reads a variety of texts • Identifies and talks about a range of different text forms 	<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 second grade report card.

VISUAL ARTS AND MUSIC

Ways Parents Can Help

VISUAL ARTS

- Provide primary color paint (red, yellow, blue) and white paint to mix a variety of secondary colors, such as blue + red = purple, etc.
- Encourage your child to draw lines to show the path of a motion, such as a bird darting or inchworm creeping by having your child pantomime the motions.
- Play the “What Does it Feel Like?” game with your child. Place various items in a bag. Then have your child put their hand in the bag, grab an object, and without looking at the object, describe the texture. Have your child guess what the item is from the texture.
- Encourage your child to draw landscapes, portraits and still lifes by providing various art media for your child to explore.
- Using art prints, sculptures, objects and the surrounding world observe details of color and form with your child.
- Provide opportunities for your child to learn about professional artists’ work through books and visits to art museums, art shows, galleries, etc.
- Encourage your child to combine different standard shapes to create new shapes.

MUSIC

- Sing with your child songs that have several verses and a refrain. Explore high, medium, low and repeated sounds in music. Encourage accurate pitch.
- Have your child create a simple chant. Then have your child create an accompaniment to that chant, using various instruments and sound effects.
- Together with your child, listen to music and sounds that get gradually louder and softer. Turn the volume knob up and down. Discuss the different levels of volume with your child.
- Help your child to identify harmony.
- Play some music and have your child move to the beat. Discuss the number of syllables in different words of the song.
- With your child listen to various music selections and discuss how the composer wanted the listener to feel. Ask your child how he/she feels when listening to different music pieces.
- Listen to music together and identify as many instruments as possible. Determine if voices are used.
- Help your child to read and write quarter notes, rests and eighth notes.
- Attend a school music performance with your child.



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

- 📖 Continue to read to your child as often as you can everyday. Ask questions about the story as you read and discuss what you are reading. Include fiction and non-fiction.
- 📖 Have your child read a cereal box and discover a world of wonderful storytelling opportunities.
- 📖 When reading with your child, have him/her predict what will happen next in a story and then read together to find out.
- 📖 Provide an opportunity to learn new words when reading by making a family list of new and interesting words. Share with your child the different ways you pronounce and use these words.
- 📖 Encourage your child to regularly practice using clues from a story such as pictures, to figure out unknown words and ask questions about a story as you read.
- 📖 Discuss, while reading with your child, about whether the material read is real or pretend and how you know. Compare the characters with real people you know or see on television.
- 📖 Assist your child in using table of contents and index to locate information.
- 📖 With your child use and research many sources at a local library or home for answers to questions your child may have (manuals, magazines, dictionaries, maps, phone books).
- 📖 Make use of dictionaries and glossaries to check meaning and spelling.
- 📖 Make regular library visits a part of your family routine and discuss with your child why he/she chose a particular book. Create a home library for your child.
- 📖 Help your child to make time for reading for pleasure.
- 📖 Provide books from other cultures, lands and times available in a library or at home. Discuss cultural differences and similarities between books.
- 📖 When traveling, encourage your child to read street signs, billboards and store signs.
- 📖 Reinforce the importance of reading by letting your child see you and other members of the family enjoy reading on a regular basis.
- 📖 If your child makes a mistake while reading aloud, allow time for self-correction and then gently explain and correct mistakes. Help your child to read aloud with expression.
- 📖 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.
- 📖 Encourage your child to talk with you about reading goals.



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.



During the second grade, most writers make significant progress in moving from single idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element.

Students have a more conscious approach to planning and work toward accuracy and effectiveness through purposeful choice of words.

WRITES CLEARLY AND EFFECTIVELY	UNDERSTANDS AND USES CONVENTIONS	USES WRITING PROCESS
<ul style="list-style-type: none"> Chooses appropriate title for work Maintains focus on topic Attends to sequence; often using indicators (e.g., next, first, after) Includes supporting information through adjectives or explanatory sentences Varies sentence beginnings, often including prepositional phrases 	<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 Groups ideas, sometimes in paragraphs Uses more correctly spelled words than phonetic spelling 	<ul style="list-style-type: none"> Uses a plan to draft text, but is willing to amend where necessary Uses a dictionary and spelling lists to check accuracy and meaning Uses a sample checklist for revising and editing Attends to spelling, capitalization, punctuation, and tense in final drafts
WRITES IN A VARIETY OF FORMS	HANDWRITING	EFFORT
<ul style="list-style-type: none"> Shows awareness of audience in letters and when writing instructions by using second person Explains why one form is more appropriate than another Responds to literature in some detail 	<ul style="list-style-type: none"> Writes legibly using upper and lower case letters 	<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 second grade report card.

HEALTH AND FITNESS

Ways Parents Can Help



- 🚲 Throw and catch with your child, using bean bags and balls of different sizes.
- 🚲 Shop at the grocery store and have your child pick out one healthful food in each food group.
- 🚲 Create family menus with your child.
- 🚲 Clap a rhythm on a table and have your child imitate that rhythm.
- 🚲 Have your child jump rope to practice basic motor skills.
- 🚲 Design a home safety procedure and review with your child.
- 🚲 Practice with your child answers he/she can give when strangers approach.
- 🚲 Encourage your child to play with others and talk about behaviors that will encourage others to want to be friends (e.g., playing fair, taking turns, being kind).
- 🚲 Encourage team activities.
- 🚲 Talk with your child about people in the community who keep you well (e.g., dentists, doctors).
- 🚲 Have your child find his/her heart beat. With your child count how many times per minute his/her heart beats when resting and after running.
- 🚲 Discuss how activity affects the heart rate and his/her health.



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 write in a variety of ways, such as question and answer. Also have your child write notes to tell you where he/she is going when he/she goes out to play with friends.
- ✎ Encourage writing by letting your child see you write regularly with enjoyment and for communication with others.
- ✎ Encourage your child to write letters to develop a sense of voice, audience, and purpose to writing. These letters could be to family members, friends, celebrities, heroes, teachers, etc. Let your child send the letter to receive a response. Responses will encourage more writing from your child.
- ✎ Provide different types of literature for your child, such as fairy tales, poetry, folk tales, rhyming books, non-fiction and other books that interest your child and family; let your child freely explore these books.
- ✎ Encourage your child to try out descriptive words (adjectives and adverbs) in his/her writing.
- ✎ When your child is writing, ask questions, listen, and talk together about the writing instead of writing for your child. Your child needs to do the drafting, revising, and editing with you as the coach on the sidelines.
- ✎ Make a collection of your child's favorite writings in a folder or book, and read them together regularly to encourage more writing.
- ✎ Discuss with your child his/her writing, what he/she likes or dislikes about it, and how he/she can improve his/her writing.
- ✎ Provide highlighting pens, scissors, and glue or tape to encourage your child to revise his/her work. This will help your child add, delete, cut apart, and put together his/her ideas in different ways and gain clear, complete and focused ideas.
- ✎ 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.



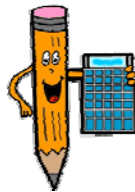
MATHEMATICS

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

In second grade, students expand their understanding of numbers to include three-digit numbers. They continue to gain proficiency in the basic addition and subtraction facts and expand concepts in measurement, using procedures to find measures (time, length). By interpreting and creating picture and bar graphs, students further develop their early understanding of statistics. Students also work with a variety of patterns and use symbols to describe numerical relationships. Students will:

Number Sense	Measurement	Geometric Sense
<ul style="list-style-type: none"> Read, write, order, compare & represent numerals to 1,000 in various ways Group objects into 1's, 10's & 100's, identify the value of the digit according to its place in the number Model, create and describe multiplication and division situations Interpret fractions as equal part of a whole or set Decide whether an estimate for a sum or difference is reasonable 	<ul style="list-style-type: none"> Use both an analog and digital clock to tell time to the minute Estimate and measure length using metric and customary units Describe the relationship between minutes, hours, days, weeks, months, years Name coins, state their values and equivalents and determine the total of a collection of coins less than \$1.00 	<ul style="list-style-type: none"> Use the attributes of geometric figures to solve spatial problems
Probability and Statistics	Algebraic Sense	Problem Solving and Communicating Mathematically
<ul style="list-style-type: none"> Collect, organize, represent and interpret data in bar graphs or picture graphs Make observations, predictions or draw conclusions from data 	<ul style="list-style-type: none"> Identify and explain patterns of addition including growing patterns and explain the rule Complete number sentences using +, -, =, > Solve equations in which the unknown and = sign appear in a variety of places 	<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"> Apply strategies & quickly recall addition and subtraction facts to at least 20 Add and subtract 2 digit numbers efficiently and accurately <p>Add and subtract two digit numbers mentally and explain the strategies used</p>	<ul style="list-style-type: none"> Persevere, does not give up Be flexible, willing to try different approaches to solve problems Participate in a variety of math experiences Extend thinking beyond minimum requirements 	



SOCIAL STUDIES

Ways Parents Can Help

- Find Lake Washington, Seattle and Puget Sound on a local map. Then find Tacoma and Gig Harbor.
- Discuss how to dispose of litter and garbage in your home and school.
- Help your child create and discuss a timeline of special events in his/her own life.
- Provide opportunities for your child to visit fire stations, police stations, schools or other community agencies to learn about the important roles of different members of society.
- Discuss with your child the various roles that each family, school, and neighborhood member plays and the importance of his/her role in these settings.
- Talk together about how disagreements can be resolved in your family, school, and neighborhood.
- Discuss with your child the activities your family does at various holidays and how these are the same or different from friends and neighbors.
- Challenge your child to use a world map to find places where goods we use come from and where our products go. Discuss these findings with your child. Encourage your child to ask a grocer where items in the produce department are grown.



The above criteria match the expectations listed on the second grade report card

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

- ☞ Have your child find things to count. As your child counts, have him/her make groups of 2's, 5's, or 10's with the items and then count by 2's, 5's, or 10's together.
- ☞ Have your child count, compare, and order whole numbers to 1000.
- ☞ Have your child practice one number fact-family a day ($7+8=15$, $8+7=15$, $15-8=7$, $15-7=8$).
- ☞ Pick a number and have your child find different pairs of numbers that can be added to or subtracted from that number. How many ways can we make 28? ($28=20+8$, $19+9$, $15+13$, $24+4$, $28-0$, $32-4$, etc.)
- ☞ Ask your child questions about coins and their values. "How many different ways can you make change for a dollar?" "Can you express that in writing?"
- ☞ With your child look for shapes in his/her environment that can be identified by name. Windowpanes might be rectangles, balls might be spheres, and tables might be squares.
- ☞ Look for opportunities to measure and estimate area, perimeter, length, weight, time, and temperature.
- ☞ Provide opportunities to play math games with your child, such as dominoes, Monopoly® or Chinese checkers.
- ☞ Regularly read math books with your child, such as, *The Teacher Who Could Not Count*, by Craig McKee and Margaret Holland, and *How The Second Grade Got \$8,205.50...*, by Nathan Zimelman.
- ☞ Have your child cut a pizza into equal pieces, count the pieces, and then describe the pieces with their fraction names such as, "There are four pieces so one piece would equal $1/4^{\text{th}}$ of the whole." (Focus on halves, thirds and fourths).
- ☞ Help your child to identify halves, thirds, and fourths of objects and sets of objects.
- ☞ Talk about how mathematics is used in everyday life. Have your child provide examples.
- ☞ Provide additional practice with + and - facts to 18.



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 test the “flow-ability” of fluids. Drop a teaspoon each of ketchup, glue, mustard and water onto tilted pieces of cardboard. Tilt the cardboard and observe which fluid flows down to the bottom quickest. Make predictions about other fluids and observe these and discuss them.
- ▶ Help your child turn mud pies into bricks by mixing soil with water until it is the consistency of pancake batter. Add dried grass clippings or straw to the mixture and then spoon the mixture into a milk carton, which has been trimmed to form a tray about one inch high. Place the carton in the sun to dry for several days. Discuss evaporation, building construction, and the use of natural resources.
- ▶ Have your child create a shadow using the sun or other sources of light. Discuss ideas such as, “What happens to shapes or objects when they are very close to the light?” “What part of the shape of an object is always in the light?”
- ▶ Read stories to your child about great scientists and inventors or inventions.
- ▶ 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.
- ▶ Encourage your child to observe and discuss science in your daily environment.

