

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

Third 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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Information in this booklet was gathered from various services including the Washington State Essential Academic Learning Requirements (EALRs) and several school districts throughout the state.



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.

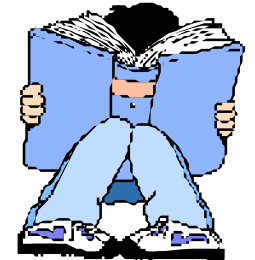


Ways Parents Can Help

- ☎ Encourage your child to pay attention when others are speaking, giving instructions, or announcements, etc.
- ☎ Encourage your child to speak fluently and expressively.
- ☎ Support your child in using age appropriate vocabulary, complete sentences, and standard grammar.
- ☎ Provide opportunities for your child to interact and have discussion with people of all ages and cultures.
- ☎ Discuss with your child the different ways people communicate in their jobs and society. (Verbal and non-verbal).
- ☎ Help your child to ask questions to clarify content and meaning.
- ☎ 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.
- ☎ Tell each other about what happened during the day.

**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

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text.

Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.

SKILLS AND STRATEGIES	ORAL READING	COMPREHENSION
<ul style="list-style-type: none"> Identifies main ideas or messages of text and evaluates how these influence meaning and the reading Reruns and self-corrects over longer passages and on a range of writing forms Identifies importance of setting in terms of characters and actions Copes with a wide range of features within a text or book 	<ul style="list-style-type: none"> Uses pace and intonation to reflect purpose and meaning when reading to others 	<ul style="list-style-type: none"> Summarizes orally and in writing information gained from text and/or illustrations Gathers and synthesizes information from paragraphs and longer texts and from a variety of sources Identifies author's intention and purpose for writing
READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES	RESEARCH SKILLS	EFFORT
<ul style="list-style-type: none"> Uses charts and tables to read and present new information, comparing, recording, summarizing, or reorganizing Uses library for specific purposes as well as for browsing Uses reading to explore ideas and gain new knowledge 	<ul style="list-style-type: none"> Gathers and synthesizes information from paragraphs, longer texts and a variety of sources (e.g. reference material and technical texts) Justifies stance on authenticity of text Considers how different text forms present a different view or emphasis on the same theme Uses tables and charts to gather information 	<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 third grade report card.



VISUAL ARTS AND MUSIC

Ways Parents Can Help

VISUAL ARTS

- Take your child outside and encourage him/her to draw the clouds, trees and other natural forms. Have your child observe and record the small difference in lightness and darkness in nature.
- Together, identify repetition of art elements in a work of art.
- Identify and describe texture, without touching, through the use of the eyes (e.g., a fluffy cloud or sharp spikes on a cactus).
- Look at things in nature that seem to have one main (positive) shape that is easy to identify (for instance, a pine tree looking like a triangle).
- Encourage your child to create three-dimensional objects by providing an assortment of materials, such as clay, wood, wire and string.
- Draw compositions with foreground and background.
- 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, special exhibitions, etc.

MUSIC

- Play some music and have your child move to the beat or clap various patterns to go with the music. Ask your child to show you the symbols for long and short sounds and a rest in music.
- Provide opportunities for your child to visit a music store and explore what materials the instruments are made from, and the sounds they make.
- With your child explore the high, medium, low and repeated sounds in the music you hear and sing.
- Have your child listen to a familiar piece of music, and identify the beginning and ending of that piece as well as phrases that are the same and different.
- Together with your child, listen to the melody and lyrics of a song and determine if they match the song's title and mood. Discuss it.
- Provide opportunities for your child to focus on obvious musical difference in volume, especially very soft and very loud.
- Encourage singing of rounds and partner songs.
- Attend a school music performance with your child.



VISUAL ARTS AND MUSIC

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

Students Will . . .

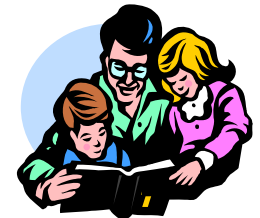
1. Understand and apply arts knowledge and skills
 - ♪ understand arts concepts and vocabulary.
 - ♪ develop arts skills and techniques.
 - ♪ understand the history and traditions of the arts in various cultures.
 - ♪ apply audience skills in a variety of arts settings and performances.
2. Demonstrate 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 every day. Think and talk about what the author intended.
- 📖 Have your child summarize orally and in writing what he/she has read.
- 📖 Provide opportunities to play word games with your child. Describe a familiar object using only adjectives (cold, angular, frosty, etc.) Can you identify the item? (Ice cubes). The game Scrabble® helps to build vocabulary and improve spelling.
- 📖 Provide reference materials at home such as almanacs, dictionaries, simple encyclopedias, atlases and thesauruses.
- 📖 Discuss with your child why you read the newspaper, magazines and books and the benefits of reading.
- 📖 Encourage your child to ask “why” questions and predict what will happen in the story and what opinions the author has as you read together.
- 📖 Challenge your child to summarize the previous day’s reading before continuing to read together.
- 📖 Encourage your child to re-read and self-correct over longer passages of reading and writing.
- 📖 Encourage use of charts and tables in a variety of written materials.
- 📖 Reinforce the importance of books by buying books as presents for family members and friends. Let your child help you choose them.
- 📖 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.
- 📖 Provide books from other cultures, lands and times available in a library or at home. Discuss cultural differences and similarities between books.
- 📖 Reinforce the importance of reading by letting your child see you and other members of the family enjoy reading on a regular basis.
- 📖 Help your child with pace and voice tone when reading aloud.
- 📖 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 read chapter books with you or those that are broken up into short sections, one chapter each night.



WRITING

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



Most third-grade students are writing longer texts when writing narratives. They embed their ideas in time and place (setting) and develop stronger characters through detail and dialogue. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common and most students are becoming more selective about vocabulary, especially when writing in task-oriented or functional forms.

WRITES CLEARLY AND EFFECTIVELY	UNDERSTANDS AND USES CONVENTIONS	UNDERSTANDS AND USES WRITING PROCESS
<ul style="list-style-type: none"> Increases range of topics, but writing shows preference Identifies time and setting and refers to those beyond introductory sections when narrating story or event Uses transitional phrases and sentences to connect episodes, descriptions, explanations, or fact 	<ul style="list-style-type: none"> Spells most grade-level words accurately (though often exhibits some carelessness in verbs and tenses) 	<ul style="list-style-type: none"> Gathers information and takes notes as part of prewriting and drafting Works for accuracy and detail at draft stage Uses more than one reference when editing - including dictionary, books, simple thesaurus
WRITES IN A VARIETY OF FORMS	HANDWRITING	EFFORT
<ul style="list-style-type: none"> Includes more specialized vocabulary in informational writing Uses adjectives, adverbs, and some similes and metaphors to form imagery or provide details Shows increasing awareness of purposes and formats in a wider range of forms 	<ul style="list-style-type: none"> Uses legible, cursive handwriting in upper and lower case letters 	<ul style="list-style-type: none"> Writes independently Participates in writing experiences Shows interest in improving writing skills

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

HEALTH AND FITNESS

Ways Parents Can Help



- 🚲 Practice with your child doing basic exercises such as stretching, jumping jacks, crunches and pushups.
- 🚲 Invent guessing games with your child: “How many skips to cross the back yard?”
- 🚲 Exercise to music with your child.
- 🚲 Point out the effects of foods on a person’s health to your child.
- 🚲 When playing board games at home with your child, expect good sportsmanship. Analyze ways in which people express feelings towards others, and identify how emotions can make people behave in certain ways.
- 🚲 Model appropriate bicycle and pedestrian safety for your child.
- 🚲 With your child, identify community resources that promote health.
- 🚲 Encourage playing of games that require taking turns. Discuss the importance of playing cooperatively with others.



HEALTH AND FITNESS

Washington State Grades K-10

Essential Academic Learning Requirements (EALRs)

Students Will . . .

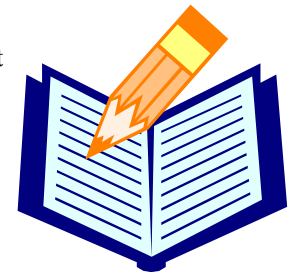
1. Acquire the knowledge and skills necessary to maintain an active life--movement, physical fitness, and nutrition
 - Y develop fundamental physical skills and progress to complex movement activities as physically able.
 - Y incorporate rules and safety procedures into physical activities.
 - Y understand 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

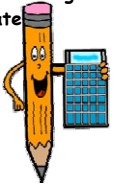
- ✎ Encourage your child to write in a variety of ways such as reports, reviews, and directions to a location, or to explain something.
- ✎ Work with your child to keep a writer's notebook including a list of topics and ideas.
- ✎ Encourage writing by letting your child see you write regularly with enjoyment and for communication with others.
- ✎ Set up a family message board for everyone to use and encourage your child to write on it.
- ✎ Encourage your child to try out descriptive words (adjectives and adverbs) in his/her 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.
- ✎ Make a collection of your child's favorite writings in a folder or book and read them together regularly to encourage more writing.
- ✎ Encourage use of a journal or personal diary.
- ✎ Provide different types of literature for your child such as varied poetry, plays, biographies and autobiographies.
- ✎ Read with your child aloud and discuss how the material sounds.
- ✎ Provide a dictionary and thesaurus for your child to check spelling and look up new words for 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 rearrange his/her ideas to achieve clearer, more complete and focused writing.
- ✎ Visit your child's teacher and find out what words your child should be spelling and writing regularly. Practice these words at home with your child.
- ✎ Discuss with your child a piece of writing and what you both like and dislike about it. Such writings could be stories, letters, and books you have read together. Discuss the author's style and viewpoint.
- ✎ In your child's writing, you should always look for what is done well and encourage your child to write by praising his/her writing.



MATHEMATICS

In third grade, students develop their fluency with addition and subtraction, while beginning to understand multiplication and division as repeated addition and subtraction, respectively. Students use standard units of measure for temperature, length, liquid, volume and weight. Students gain a broader understanding of geometry by identifying properties of shapes and line segments. Algebraic sense grows through their understanding of equality and by identifying missing numbers in addition and subtraction expressions and equations.

Students Will . . .

Number Sense	Measurement	Geometric Sense
<ul style="list-style-type: none"> Order & represent numbers to at least 10,000 in different ways Round numbers to the nearest ten, hundred or thousand Represent & solve multiplication and division situations using words, numbers, pictures, objects or equations Represent, compare and order fractions with denominators of 2 through 12 Identify equivalent fractions Apply estimation strategies to check for reasonableness 	<ul style="list-style-type: none"> Estimate, measure and compare weight and mass using US and metric units Measure temperature in degrees Fahrenheit and degrees Celsius Use estimation strategies when appropriate 	<ul style="list-style-type: none"> Identify and draw parallel, intersecting and perpendicular lines Identify and sketch right angles Identify, describe and classify quadrilaterals and triangles Calculate the perimeter of quadrilaterals
Probability and Statistics	Algebraic Sense	Computation
<ul style="list-style-type: none"> Write questions that can be answered with information from a graph Construct and analyze pictographs, frequency tables, line plots and bar graphs Explain and represent mode in data 	<ul style="list-style-type: none"> Understand and describe number patterns Write mathematical equations to solve story problems using +, -, x, =, <, >, ÷ Completes missing "number" equations Explain and use properties of operations 	<ul style="list-style-type: none"> Quickly recall multiplication facts of 1, 2, 5 and 10 Multiply any number 11 through 19 by a single digit using place value Fluently add and subtract numbers
Problem Solving and Communicating Mathematically		Effort
<ul style="list-style-type: none"> Identify the question asked in a problem Identify necessary and unnecessary information Select from a variety of problem solving strategies and use one or more strategies to solve a problem Describe how a problem is solved Analyze and evaluate whether a solution to a problem is reasonable Summarize mathematical information, draw conclusions and explain reasoning 		<ul style="list-style-type: none"> Persevere and does not give up Flexible and willing to try different approaches to solve problems Extend thinking beyond minimum requirements

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

SOCIAL STUDIES

Ways Parents Can Help

- ✦ Play a traveling game with your child by using a toy plane and a map or globe, and go in different directions from state to state, or country to country. Have your child discuss what he/she knows (from looking at the map) about each place the plane lands.
- ✦ Discuss with your child how family, school and community cooperates on activities or projects to benefit everyone in society.
- ✦ Provide opportunities for your child to visit local landmarks and community areas, then challenge your child to find them on a map.
- ✦ Discuss with your child how the democratic process is used in group decisions in families and classrooms. Let your child participate in family decisions.
- ✦ Provide opportunities for your child to visit museums and cultural events to learn about the food, clothing, art, music and language of other cultures
- ✦ Discuss with your child how grocers might use the money you pay for groceries to replenish the store, pay bills, pay employees, and support their own families.
- ✦ Consider providing your child with an allowance to help them understand the value of money and encourage them to work towards purchasing items they want.
- ✦ Discuss with your child the value of specific chores and the skills needed to complete them. Compare the chores to jobs people do in the community.



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

- ☞ Provide consistent practice with basic facts involving +, - and x
- ☞ Use a page of the classified ads to create challenges. Ask your child to “Find the largest number.” “Find the smallest number.” “Find numbers which have a five in the tens place.”
- ☞ Using a shopping catalog, go with your child on a pretend shopping trip. Pretend you have \$250.00 to spend and select items so that the total will be as close to \$250.00 as possible.
- ☞ Using various items, help your child to demonstrate relationships of ones, tens and hundreds.
- ☞ With your child practice basic math facts using pencil and paper as well as mental math.
- ☞ Have your child practice one number fact-family a day (e.g., $4 \times 5 = 20$, $5 \times 4 = 20$, $20 \div 5 = 4$, $20 \div 4 = 5$).
- ☞ Encourage your child to write about math and math solutions.
- ☞ Help your child to recognize geometric shapes (squares, rectangles, circles, triangles, etc.) in buildings and in everyday objects.
- ☞ Play “Too High - Too Low” with your child. Think of a number between 1 and 1000 and ask your child to guess the number. Tell them if they are “too high” or “too low.” Challenge your child to guess your number using fewer guesses each time.
- ☞ Encourage your child to use a variety of strategies and approaches when solving problems.
- ☞ Have your child find and cut pictures of two and three dimensional shapes from magazines or catalogs. Make a chart or collage using these pictures.
- ☞ Regularly create math problems for your child to solve, such as “Using only dimes and nickels, how many different ways can you make change for one dollar?” Ask and listen to your child explain how they would go about solving the problem and ask questions, for example, “What do you have to figure out?” “How will you get started?” “What do you already know?”
- ☞ Connect math learning to the everyday world by talking with your child when you read a map, make plans to go on a vacation, see a chart or graph, go to the bank, go shopping, etc.
- ☞ Provide opportunities to play math games with your child, such as dominoes, Yahtzee® or Battleship®.
- ☞ Regularly read math books with your child such as *The Doorbell Rang* by Pat Hutchings, and *Alexander, Who Used to be Rich Last Sunday*, by Judith Viorst.

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 and sort rocks or other objects into groups. Discuss the reason for the groupings.
- ▶ Provide an opportunity for your child to observe musical instruments and discuss the parts that vibrate to produce sound (e.g., violin or guitar and strings, voice and vocal chords, etc.)
- ▶ Have your child observe sound waves in water. Fill a metal broiler pan half full of water. Tap one end of the pan gently with a hammer. Watch the wave vibrations in the water. Experiment with tapping harder or faster.
- ▶ Provide opportunities for your child to visit a zoo, aquarium, pet shop, etc. to ask questions and discover how the needs of these animals are met in different environments.
- ▶ Enjoy a walk with your child through your neighborhood and discover how different living things meet their basic needs such as shelter, food and protection.
- ▶ Encourage your child to perform kitchen chemistry. Separately mix amounts of water and vinegar with cooking powders: water-sugar, vinegar-sugar, water-baking soda, vinegar-baking soda. Record the results.
- ▶ Challenge your child to pose questions and allow him/her to answer these questions through experimentation or reading with you. Help record his/her observations or information and discuss his/her conclusions.
- ▶ Have your child make several different paper airplanes. Change the design to make one fly the farthest, one stay in the air the longest, and one perform a loop.
- ▶ Read and discuss with your child stories and biographies about famous scientists, inventors and inventions.

