

direct experience of this) as the basis for much of your work as there will not be a lot of other data for you to collect!

- Make a wind vane – see p. 257
- Set up a flag of some sort so you can use it for Beaufort scale observations (see next page).
- Have your child make a poster-sized Beaufort scale.
- Every morning, in addition to the observations she makes, have your child enter the temperature and rain or snow amounts (if applicable) in her journal. She should note the wind direction and approximate Beaufort scale observations. Thus her Weather Journal entries will now look something like this:

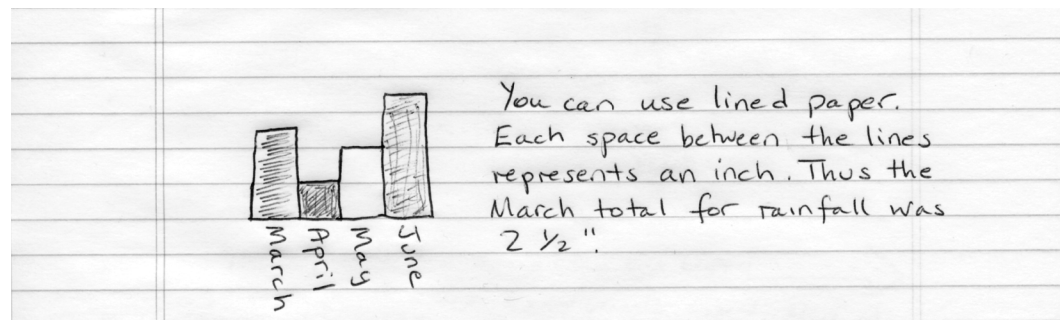
This morning it was still dark when I went out at 7am. It was very cold but there was no wind. The icicles on the garage are very long and thick.

Temperature: 22° F

Snow: 2 ½ inches fell last night.

Wind: Light breeze from the west.

A graph will look like this:



- After several weeks' collection, show your child how to make a graph of the temperature. You could then make an average from that data, but beware – such a number whilst mathematically interesting is completely abstract. What relationship to reality, to empirical experience, does the fact that the average March temperature where you live is 47° F? At this stage in your child's development, it is important that scientific and mathematical data and information be kept real and not abstract.

Comparison, however, is experiential. It means something to say that the hottest day in March was 53°; the hottest day in April was 68°; and the hottest day in May was 72°. Your child has felt that. And do the rest of the math – i.e. how many degrees hotter was the hottest May day than the hottest March day – and does the word "hot" actually work when speaking about March?

Graph and analyze data for rainfall, snow and temperature for the year and, at the end of the year, get it all out and meaningfully compare relevant data.