



LANGUAGE ARTS

1

FOR FAMILIES

FIRST GRADE

What to expect:

Children in first grade will build on the skills learned in kindergarten to grow more confident reading and writing on their own. Many children begin the year with basic reading and writing skills. At first they read simple stories with common words and then move on to more complex stories with longer sentences and more challenging vocabulary. Their writing skills are also developing throughout the year, beginning with simple sentences and moving to more detailed sentences with correct capitalization and punctuation. This information is a snapshot of learning in English language arts (ELA) for Grade 1. For a complete set of ELA academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Read words with short and long vowels like *cat*, *rope*, *week*, *boat*.
- Write words with correct letter formation.
- Write sentences using capital letters and punctuation, including detail words (colors, sizes or numbers, for example).
- Learn and use new words.
- Describe or retell a story that has been read aloud or on their own.
- Read grade-level texts aloud accurately and at the same pace as a conversation.
- Begin to use books and technology to answer questions and find information.
- Read more challenging books than in kindergarten.

What to do at home:

- Read a variety of books and ask your child how they can tell if it's a make-believe story or if it provides facts and information about something real.
- Read to your child, ask them to read to you or take turns reading pages.
- Encourage your child to explore magazines, newspaper articles and kid-friendly websites to find new information.
- Encourage your child to keep a notebook and write about their interests in different formats of their choosing (stories, lists, poems or songs, for example).

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What are you interested in knowing more about?
- What else does that make you think of?
- Where do you think we can learn more about these things?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- Who did you play with today? What did you play?
- What was your hardest rule to follow today? Why was it hard?
- What was your favorite part of the day? Why?
- Can you tell me an example of kindness you saw or showed today?

Fostering Comprehension

Children who are on their way to becoming confident readers need time to read alone and with others. Take time as a family to talk about books, magazines and other types of print with young readers. Use the following questions to help your child better understand what they are reading.

BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- Why did you pick this book?

DURING READING

- What has happened so far?
- What do you think will happen next?
- Where and when does the story take place?

AFTER READING

- What happened in the beginning, middle and end?
- What did you learn from the book?
- Does it remind you of any other books you have read?

Join the conversation!

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HEALTH - 2

FOR FAMILIES

KINDERGARTEN - SECOND GRADE

What to expect:

In these grades, children will learn skills and behaviors to help them be and stay healthy. These are the first steps toward developing a healthy lifestyle.

Health education in kindergarten through second grade will focus on learning communication, decision making, and self-management skills as they relate to nutrition, injury prevention, dental hygiene, handwashing, sun safety, social interaction and healthy relationships.

Children in kindergarten through second grade are learning to limit sugary drinks, try a variety of foods and plan a nutritious breakfast.

Accidental injury is the leading cause of death among children. It is critical that adults teach children how to be safe when in vehicles, on bikes, in contact with potentially dangerous or poisonous materials, around fire and walking in traffic. This information should be repeated often, and students should have an opportunity to repeat it and use play and role-play to show their understanding of it.

By the end of the school year, your child will:

- Know how to place foods in the five food groups (fruits, vegetables, grains, dairy and protein) and how to relate them to the United States Department of Agriculture's recommendations.
- Understand how to stay safe and avoid danger in a variety of settings.
- Recognize and communicate their feelings in a positive manner.
- Understand how healthy behaviors such as good nutrition, physical activity, plenty of sleep, use of sunscreen, positive relationships with other students, etc., lead to good health.

What to do at home:

- Help your child plan a nutritious breakfast by identifying their likes and dislikes and how those choices connect to overall health.
- Help your child search for hazardous household items such as bleach and motor oil. Afterwards, brainstorm ways the family can stay safe from these hazards.
- When your child is emotionally overwhelmed, help them learn how and when to ask for help and how to come up with a plan to calm down.

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support health learning at home. When schools and families work together as partners, it helps your child achieve academic success!



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Support your child's curiosity with questions like these:

- Why is it important to learn to express your thoughts and feelings?
- Do you think that everyone feels emotions like anger, fear, happiness, sadness and surprise? What makes you think that?
- What is a technique you use to calm down?

It's okay if you don't always have the answer to your child's questions. The best response is always, "Let's find out together."

Fostering Communication

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Support your child's communication skills with questions like these:

- What do we have in our home that keeps us safe? (Discuss smoke alarms, carbon monoxide detectors and fire extinguishers. Call the fire department for a free smoke alarm if you don't have one.)
- What is our family's emergency plan in case of a fire? (Include a smoke alarm, two ways out of each room and the family's meeting place after everyone is out of the house. Teach your child to be prepared, not scared, and practice the plan as a family.)

Fostering Connections

Making connections between different school subjects strengthens a student's overall knowledge. Connections may also be made between school learning and real-world situations. Point out these connections to your child and encourage them to find connections, too.

- Connect reading to health by reading books like "Big Smelly Bear," "Little Pea" and "Good Enough to Eat" that support good health habits.
- Connect music to health by listening to songs like "Germ Attack," "Rinse and Spit Rap" and "Milk Makes Your Bones Grow Big" that promote healthy habits.



MATH

1

FOR FAMILIES

FIRST GRADE

What to expect:

In first grade, children are becoming more independent. Their counting skills are improving, and they are beginning to learn addition and subtraction. As first-graders use math tools, ask questions and develop problem-solving strategies, they are gaining a deeper understanding of mathematical ideas by working in a classroom group, in smaller groups and on their own. Play is a developmentally appropriate method for young learners to explore the world and make sense of their environment. This information is a snapshot of learning in mathematics for Grade 1. For a complete set of mathematics standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Count forward from any number up to 100 by 1's, 2's, 5's and 10's.
- Solve addition and subtraction problems up to 10.
- Identify coins and their values.
- Create and complete repeating and growing patterns. (For example, when we count forward, numbers get bigger by one, and we use this pattern frequently.)
- Identify trapezoids (four-sided shapes with one pair of parallel sides like a lampshade, table or clock) and hexagons (six-sided shapes like a honeycomb).
- Tell time to the hour and half-hour.

What to do at home:

- Ask your child what time it is, what day of the week it is, what day tomorrow is and what day yesterday was.
- Hand your child a few coins of the same value and ask them to tell you the total amount.
- Create math problems about things happening at home. (For example, ask your child, "If we started dinner with 6 pieces of bread but have eaten 3, how many are left?")
- Identify patterns found in the real world. (For example, ask your child, "If the clock chimes once at one o'clock and twice at two o'clock, what will happen at three o'clock?")
- Separate objects into equal groups. (For example, ask your child to cut a pizza into slices so every family member has the same number of slices.)

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic success!





MATH

FOR FAMILIES

Fostering Curiosity

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Support your child's curiosity with questions like these:

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Support your child's communication skills with questions like these:

- What patterns did you see today? Where did you see them?
- Did the day go quickly or slowly today? What made it seem that way and why?
- How much more _____ do you need? How much do you have right now? How do you know?
- Did you get to listen to someone else's math idea today? What was it, and did it make sense to you?

Fostering Comprehension

Comprehension in math can be thought of as making sense of a problem or real-world situation. Children often have difficulty seeing how math connects to the real world or struggle to be sure their answer makes sense. Help your child with math comprehension by asking if their solution actually answers the problem. Asking children, "Does your answer make sense to you?" helps them stop and think deeply about the solution.

BEFORE YOU SOLVE

- What do you notice about this math problem?
- What do you wonder about it?
- What do you think will happen?

WHILE YOU SOLVE

- What has happened so far in this problem?
- What do you think will happen next?
- What information do we already know?
- How can that help you solve the problem?

AFTER YOU SOLVE

- Could this have been solved in other ways? How?
- Where else would you see situations like this?

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MUSIC

1

FOR FAMILIES

FIRST GRADE

What to expect:

Children in first grade enjoy singing and are able to “match pitch,” meaning they can hear a note and sing it the same way. They are learning about musical rhythm and melody and are growing more comfortable making up and changing songs, playing instruments and working with classmates on songs and performances.

Encourage your child to sing with you, and make sure singing is fun. Your child’s singing voice is still developing, so be positive and enthusiastic. Give your child opportunities to listen to several kinds of age-appropriate music (pop, classical, rock, hip-hop, country, etc.). Find songs with lots of repetition or clapping games, such as “This Old Man” to sing together.

By the end of the school year, your child will:

- Sing and match pitch consistently.
- Understand how the concept of musical beat is related to musical notes, such as quarter notes, quarter rests, etc.
- Understand melody, beginning with *mi-so-la* or *do-re-mi* and use the hand or body signs that go along with the melody.
- Understand musical sound (timbre), phrase, form and different meters (skipping/marching).
- Work cooperatively, singing and dancing with partners and a large group.

What to do at home:

- Ask about the songs your child is learning at school and ask them to teach them to you.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap, pat or move to the beat of a song. Dance together!
- Encourage your child’s musical interest by suggesting they practice an instrument (the ukulele, for example).
- Sing lullabies to a baby, toy, doll or pet.

You are your child’s first teacher. Learn how to support the goals of Oklahoma’s academic standards and why they are important for your child. Please be in regular communication with your child’s teachers and ask how you can support music learning at home. When schools and families work together as partners, it helps your child achieve academic success!



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MUSIC

FOR FAMILIES

Fostering Curiosity

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Support your child's musical curiosity with questions like these:

- When you hear this song, what do you like about it? If you don't like it, why not?
- What voices and instruments do you hear?

If your child seems to have an interest in music, consider researching musical artists, then listening to them or watching their videos together.

Fostering Communication

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Support your child's musical communication skills with questions like these:

- What do you think this song is about?
- How do you know? Did the words in the song tell you? Or was it the speed of the music or the instruments used?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect music with physical activity. Put on a popular song and dance with your child or dance to YouTube videos together.
- Connect music with writing by changing words to a song or inventing new verses. An easy song to start with is "Down by the Bay." Change the animals and rhyming words as you sing the song.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, talk about the musical history of the time (for example, the grunge era or early hip-hop) or events that were happening in the nation (for example, patriotic country songs from the early 2000s).

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PHYSICAL EDUCATION

1

FOR FAMILIES

YOU ARE YOUR child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support physical education learning at home. When schools and families work together as partners, it helps your child achieve academic success!

FIRST GRADE

What to expect:

In first grade, children enjoy dancing and using their imaginations when they play. They are improving their locomotor skills and are learning how to stay safe and respect other people's personal space.

First-graders will practice throwing, catching, dribbling, volleying and striking equipment (a scarf, beanbag, balloon or large ball, for example) while working individually, with partners and with small groups. Teachers will use cues to break down the skills into smaller, more understandable parts and will teach skills from easiest to most difficult to encourage proper development, competence and confidence.

By the end of the school year, your child will:

- Be able to hop, jump, gallop, jog, side-slide and skip with good form.
- Catch balls and other objects of various sizes they toss themselves or that are thrown well by others.
- Use a jump rope to jump forward (with the rope moving over the front of the body and up the back) and backward (with the rope moving over the back of the body and up the front).

What to do at home:

- Clap, pat or move to the beat of a song. Dance together!
- Ask your child to hop three times on one foot, then switch to the other foot and hop three times. Next, ask your child to hop two times on one foot, then switch. Finally, ask your child to hop one time and switch to the other foot. Tell your child the cue for skipping is "Step, hop, step, hop." With the basics down, they'll be skipping in no time!



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PHYSICAL EDUCATION

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in children, so be sure to allow plenty of playtime and physical activity. It is important to understand the differences between PE and physical activity. In PE, students learn to be physically active; physical activity is when students practice what they learn in PE. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What are different ways you can move your body?
- What activities close to home could we try as a family, like biking, hiking and canoeing?

It's okay if you don't always have the answer to your child's questions. The best response is always, "Let's find out together."

Fostering Communication

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Support your child's communication skills with questions like these:

- What did you learn about in PE class today?
- What is your favorite activity in PE class? Why?
- What makes physical activity enjoyable for you?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect science to physical activity using a nature scavenger hunt. Walk, jog, skip or gallop as you search for items on your list.
- Connect spoken language to the nature scavenger hunt by asking your child to use descriptive words to tell you about the objects they found. For example, your child could look at a leaf and say, "The leaf is pointy, brown and crunchy." Encourage your child to speak in complete sentences because it will help them learn to write in complete sentences.
- Ask your child to find a book or information about one item they found on the scavenger hunt.

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SCIENCE

1

FOR FAMILIES

FIRST GRADE

What to expect:

In first grade, children are becoming more independent as their reading skills improve and they are able to focus for longer periods of time. Building on skills learned in kindergarten, first-graders are continuing to understand more about the world around them and are active learners who are doing science to learn science. By observing the world, first-graders can come up with possible answers to questions such as “What happens when materials vibrate?”, “What are some ways plants and animals meet their needs so they can survive and grow?”, “How are parents and their offspring alike and different?” and “What objects are in the sky and how do they seem to move?” First-graders will be active learners who are doing science to learn science. For a complete set of science academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Investigate the relationship between sound and vibration and the connection between light and our ability to see objects.
- Increase their understanding of how plants and animals use the outer parts of their body to help them survive, grow and meet their needs.
- Learn how parents help their offspring survive through adaptation (for example, when a mother animal hears its offspring cry, it provides food) and study how young plants and animals are similar to, but not exactly the same as, their parents.
- Observe, describe and predict patterns in the movement of objects in the sky (the moon, stars, sun, etc.).

What to do at home:

- Help your child explore the sounds made by everyday objects and instruments, and ask them to identify the different sounds. (Examples of vibrating materials that make sound include a stretched rubber band and a plastic container with a lid.)
- Go on nature walks. Ask your child to describe parts of plants and animals and how they might help them survive. (For example, your child could point out that a rose has sharp thorns that hurt, which might keep an animal from eating them.)
- Go to the zoo or watch videos of baby animals and their parents and describe how they interact. Ask your child how the baby animals and parents look alike and different.
- Observe the sun, moon and stars often and ask your child to describe the differences in their appearance or location from observation to observation.

YOU ARE your child’s first teacher. Learn how to support the goals of Oklahoma’s academic standards and why they are important to your child. Please be in regular communication with your child’s teachers and ask how you can support science learning at home. When schools and families work together as partners, it helps your child achieve academic success!



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SCIENCE

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Fostering Curiosity

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Support your child's curiosity with questions like these:

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Support your child's communication skills with questions like these:

- Who did you play with today? What did you play?
- What was your hardest rule to follow today? Why was it hard?
- What was your favorite part of the day and why?
- Can you tell me an example of kindness you saw and/or showed today?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect science with writing and art by asking your child to draw pictures of the things they see in the world around them (for example, sometimes we see shadows and sometimes we don't, animals live in different places, etc.). Then, ask them to add words and phrases to the picture that describe the things they notice and wonder about and what might cause them or how they work.
- Connect science with engineering by asking your child what they notice and wonder about (for example, "Do you notice that dirt is carried to a new place after it rains a lot?"), then discuss what causes the things they notice, how they work or how they could be modified to work better. (For example, if you asked your child what could help keep the dirt in its place, your child could design and build a structure to hold the dirt in place.)

Join the conversation!

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SOCIAL STUDIES

1

FOR FAMILIES

FIRST GRADE

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support social studies learning at home. When schools and families work together as partners, it helps your child achieve academic success!

What to expect:

In first grade, children are becoming more independent as their reading skills improve and they are able to focus for longer periods of time. At this stage, they are ready to learn more about citizenship, economics, geography and history. They enjoy everyday tasks like cooking and taking photos, and school activities such as dressing up in career-related uniforms. First-graders ask many "what if?" questions but also need structured learning activities. This information is a snapshot of learning in first-grade social studies. For a complete set of social studies academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Know the main reasons why we have a government with rules and laws with consequences for when they are broken.
- Explain the need for money, how we earn money, how money and credit can be used to meet needs and wants, and the costs and benefits of spending and saving.
- Compare the manmade and geographical features of urban and rural communities.
- Use the cardinal directions of east, west, north and south to locate specific places on a map.
- Understand the importance of people and places from history. (For example, Washington, D.C., is the capital city for the United States.)
- Begin to understand how to put events in time order.

What to do at home:

- Read a story with your child and ask them to repeat or act out the highlights using the correct sequence of events.
- Use cardinal directions east, west, north and south in familiar places. (For example: "Turn west after you pass the park" or "Go to the south entrance of the store.")
- Discuss family rules and the consequences for breaking them.
- Start a savings account for your child and ask them to notice when and why the balance goes up and down.
- Help your child locate the seven continents and five oceans on a map or globe.
- Ask your child to describe geographic and manmade features they see in urban and rural areas.



SOCIAL STUDIES

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Support your child's curiosity with questions like these:

- If you could build a treehouse for you and your friends, how would you design it?
- If you could ask an animal any question, what question would you ask and what animal would you ask?
- Would you rather visit a beach or go to the mountains? Why?

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Support your child's communication skills with questions like these:

- If you wrote a book, what would it be about? Why?
- If you designed clothes, what would they look like?
- What makes you laugh?

Fostering Comprehension

Children who are on their way to becoming confident readers need time to read alone and with others. Take time as a family to talk about books, comics and other types of print with young readers. Use the following questions to help your child better understand what they are reading.

BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- Why did you pick this book?

DURING READING

- What has happened so far?
- What do you think will happen next?
- Where and when does the story take place?

AFTER READING

- What happened in the beginning, middle and end?
- What did you learn from the book?
- Does it remind you of any other books you have read?

Join the conversation!

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VISUAL ART

1

FOR FAMILIES

FIRST GRADE

What to expect:

Children in first grade are using their imaginations and working with others through play to make things with a variety of materials. They are able to experiment with different tools (scissors, paintbrushes, rolling pins, cookie cutters, stencils, etc.) and materials such as crayon, paper/cardboard, etc., and can describe the choices they are making when they are creating art. They are starting to understand that humans have made art throughout history for a variety of reasons.

By the end of the school year, your child will:

- Practice using common tools and materials to make art (for example, using a ruler to draw straight lines, using a stencil, etc.).
- Use art terms such as line, color, form, shape, texture, value and space to describe personal artistic choices.
- Show respect for their own artwork and artwork created by others by using positive descriptive words, such as “I like the colors you used on your sky,” “Your coloring is very neat,” etc.
- Put the pieces they have created in a safe space to create a personal collection.

What to do at home:

- Ask questions about the art your child made at school, such as “Why did you choose this color?”, “How did you feel when you made this?” and “What does this mean?”
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Be creative and use fabric, paper, beads, food, etc., to create art.
- Ask questions about consumer art (logos, food packaging, etc.), such as “Why do you think they chose that color?” and “How do you think we could make it better?”

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VISUAL ART

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and are motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's artistic curiosity with questions like these:

- When you look at this picture, what do you like about it? What do you not like about it?
- How would you make a picture like this?

If your child seems to be interested in drawing and creating, encourage them by providing supplies (paper, crayons, pencils, etc.) and draw with them. You can also use cardboard from shipping or cereal boxes to create sculptures and other things kids are interested in, like spaceships, animals, robots, etc. Find videos of how to make art online (such as Lunch Doodles with Mo Willems or Bob Ross videos) to watch together.

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's art communication skills with questions like these:

- What kinds of things do you notice the artist used in this picture? Do you see particular shapes, lines, colors or other things that went into making it?
- Which element is the most obvious? Why do you think the artist chose to highlight that element, and what could that mean?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect art with reading and writing. Ask your child to create three drawings and then think of a story that links them together. Add to the story with more drawings, then write the story on the drawing pages. Create a finished book by stapling or fastening the pages together and adding a cover.
- Connect art with history. Look at old family photos and talk about why they look the way they do. Search online for old photos of presidents or other famous Americans to examine the history of the nation through the history of photography.

Join the conversation!

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