



LANGUAGE ARTS

6

FOR FAMILIES

SIXTH GRADE

What to expect:

Children in sixth grade will read a variety of more challenging texts of different types (books, journals and scripts, for example). At this age, students are able to understand how authors support their ideas. They can study the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-grade students can provide evidence including facts, examples and details to support their ideas and opinions. Their vocabulary is also expanding. This information is a snapshot of learning in English language arts (ELA) for Grade 6. For a complete set of ELA academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

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

- State their ideas clearly in spoken presentations and in writing.
- Understand different text structures, such as description, compare/contrast, sequential, problem/solution and cause/effect.
- Include important points and details when summarizing a piece of writing.
- Edit and revise first drafts to create clear, organized writing, using appropriate punctuation, capitalization and grammar.
- Describe how setting, plot and theme (the central meaning of the text) support the author's work.
- Create essays and reports on a topic, including key details, facts and information.
- Support their opinion on a topic with evidence.
- Identify information as useful, correct and from reliable sources.

What to do at home:

- Discuss the point of view a story is told from and how it would change if another character told the story.
- Ask questions about what your child is reading or watching and ask them to provide examples to support their answers.
- Encourage your child to handwrite a thank you card to someone who has been kind or helpful to them.
- Ask your child to find and discuss interesting words in the books they are reading.
- Discuss how changing the word to one with a similar or opposite meaning would change the meaning or tone of a sentence.

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. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- Who is your favorite book character and why?
- What character in a book or movie makes you laugh the most?
- What if your favorite book got a new character from your favorite movie? Who would join the book and what would happen?

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:

- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- What was the best thing that happened today? What was the worst?
- What is something that you didn't understand in school today? What steps did you take to figure it out?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

BEFORE READING

- Have you made a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- How can you find out the meaning of words you don't understand?

AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

Join the conversation!

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MATH

6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, the mathematical skills and understanding your child is developing will be key foundations for success in high school math and college and career readiness. These include working with ratios and rates and with the building blocks for algebra, variables and variable expressions. This information is a snapshot of learning in mathematics for Grade 6. For a complete set of mathematics academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

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

- Develop stronger skills in addition and subtraction of whole numbers and in multiplication and division of fractions, decimals and mixed numbers.
- Make connections between real-world and mathematical problems involving ratios (a comparison of two or more numbers that indicates their sizes in relation to each other), area (the amount of flat space a shape takes up), mean (average), median (middle number or midpoint), mode (number that occurs the most) and range (difference between the highest and lowest number).
- Represent real-world situations and word problems as expressions, equations and inequalities. (For example, “Clara ran 10 miles, which is twice as far as Nina ran. How far did Nina run?” can be represented by $2x = 10$, with x being how far Nina ran.)
- Determine the likelihood or probability that events will occur. (For example, if you have 12 marbles in a bag and all 12 of them are green, it is certain – in other words, there is a 100% chance – you will pull a green marble from the bag.)

What to do at home:

- Ask your child to look at the same item at the store in two different sizes and determine which size is a better buy for the money.
- Pick out four items for sale at a store and ask your child to calculate the mean (average) cost of the four items and how the mean changes if an item is removed.
- Show your child how fast you are driving and ask how long it will take to get home at that rate of speed if you are 20 miles away.
- Ask your child to calculate how much money they would save when given a sale with a percentage of savings. (For example, ask your child, “If the shirt is 20% off and originally cost \$40, how much will we pay?”)

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MATH

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. Provide opportunities for your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- Do you think there are fake numbers? Why or why not?
- What would happen if we didn't have the number zero?
- If you could give one gift to every child in the world, what gift would you give and why?

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:

- What goals can you set to help you understand math better?
- What is your favorite math concept and why?
- How can you make a positive difference for someone using math today?

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 does it make you wonder about?
- What do you need to know to tackle the problem?

WHILE YOU SOLVE

- How does this problem remind you of a problem you have already solved or something you already know?
- What resources can you use to understand ideas you aren't familiar with?

AFTER YOU SOLVE

- Could this have been solved a different way? Which way is more efficient?
- Where would we see this in the real world?
- Could you help solve it when we see it again?

Join the conversation!

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MUSIC

6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, students are developing their own musical preferences and can make decisions about what they want to listen to. Singing, movement, playing instruments and working with other children continue to be the heart of the music curriculum. Activities should give students opportunities to practice and learn carefully selected, age-appropriate songs that reflect the background and experiences of the entire class.

Sixth-graders will continue to build on the foundations of their music learning from previous years but will be learning more difficult material. The most important goal of sixth grade is to sing alone and with others in unison (at the same time) and in parts. Students may also be able to learn to play an instrument in the school band or orchestra.

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

- Sing songs with various rhythms and melodies.
- Be able to read music and sight-sing simple, short melodies.
- Sing in two (where one group of students is singing a melodic line and the other group is singing a harmonic line) and three parts (where one group sings the melody and two other groups are singing harmony).
- Learn about various meters.
- Explore intervals (*do to mi* is a third because they are three steps apart, *do to so* is a fifth, etc.) and chords such as an I chord (a chord made up of three pitches, based on the first pitch of the scale *do mi so*).

What to do at home:

- Share your favorite music with your child. Ask them what they think of it and who their favorite singers are. If they don't know, do research to find out.
- Encourage your child to sing the National Anthem at sports events and sing "Happy Birthday" to others.
- Go to age-appropriate musical performances (concerts, symphonies, etc.) together.
- Encourage your child's musical interest by suggesting they practice an instrument like a saxophone, trumpet, etc.
- Use a cell phone, iPad, laptop or other electronic device to experiment with music creation apps.

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MUSIC

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Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home.

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. Consider purchasing a new or used instrument (ukulele, guitar, etc.) and find free online tutorials to help your child get started. Music composition apps and computer programs like Garageband, Chrome Music Lab or BeepBox allow children to experiment with creating their own music compositions.

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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. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original.
- Share music from your childhood or teen years. Ask your child what they think of the music. Depending on the song, share 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

6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, students will use the concepts and principles they have learned about movement to build their capability and confidence in fundamental skills, including throwing, catching and striking with rackets, clubs or bats.

Sixth-graders are able to play cooperative and competitive games in small groups and are learning how lifelong activities (spending time outdoors, dancing, individual and team sports such as bowling and tennis, etc.) are important ways to stay healthy outside of school.


Sixth-graders can assess their health-related fitness, set reasonable goals and monitor their progress. They are also learning to identify positive and negative results of stress and how to deal with each in healthy ways.

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

- Use what they have learned about movement to improve their performance in physical activities.
- Describe the components of health-related fitness and how each contributes to wellness. (For example, push-ups contribute to muscular strength, stretching contributes to flexibility, etc.)
- Come up with a personal fitness plan using data from their health assessments and fitness testing.
- Understand the importance of warming up and cooling down before and after physical activity.

What to do at home:

- Ask your child to invent a game with household items and play it together.
- Go to a sporting event or performance that includes dance or ballet.
- Look for opportunities for physical activity in your community.
- Encourage your child to participate in physical activities for enjoyment and self-expression.
- Dance together!
- Find a video game that includes physical activity and play together as a family.



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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 physical education 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 chores around the house could be a workout for the whole family, like yard work or a [car wash workout](#)?
- What outdoor activities in the area could we try out as a family, like kite flying or a walk around the [farmers market](#)?

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 are three physical activities that you really enjoy? Why?
- What do you need to participate in those activities? Think about equipment and space.
- How can you change those activities so you can do them at home or at school?

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 math with physical activity by having the whole family create and play a game together. Establish a scoring system to keep track of points for each player.
- Connect science with physical activity by planting a garden or taking a walk around the zoo.

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SCIENCE 6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, students will build on ideas and knowledge from earlier grades to learn about the physical sciences, life sciences, earth science and space science. With coaching from teachers, they will use core science ideas and scientific and engineering practices to understand and explain their scientific observations. This information is a snapshot of learning in science for Grade 6. For a complete set of science academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

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

- Describe changes in the motion of particles (solids, liquids or gases) when thermal (heat) energy is added or removed.
- Identify relationships among energy transfers, type of matter, mass (amount of matter) and the change in kinetic (in-motion) energy. (For example, a small icicle freezes quickly, while a large body of water does not.)
- Describe how sound and light waves are reflected, absorbed or transmitted through different materials (light waves through a prism, for example).
- Gather evidence that all living things are made of one or more cells and understand that groups of cells work together to perform tasks.
- Understand how sensory receptors respond to stimuli and transmit signals to the brain, resulting in immediate behaviors or storage as memories.
- Use patterns in data to describe past geologic processes, such as slow plate movements, landslides, volcanoes, etc.
- Analyze and interpret weather data that can be used for detecting and predicting future weather conditions caused by the motion of air masses.

What to do at home:

- Ask your child to draw how water particles may be interacting with each other in ice versus in water.
- Talk about why some cups keep drinks hotter or colder than other cups.
- Discuss why the grass turns brown during drier months and why it needs to be mowed after it has rained for several days.
- Find a puddle outside, then go back after the sun has come out and ask your child to explain what happened to the puddle.
- Ride or watch a roller coaster. Discuss why sometimes the roller coaster moves faster and other times more slowly.

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SCIENCE

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Fostering Curiosity

Children are naturally curious and are motivated to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture 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 curiosity with questions like these:

- If you could invent something that would make life easier for people, what would you invent and why?
- What kind of container would keep your coffee the hottest for the longest period of time?
- What would the world's fastest runners look like in slow motion?
- Tell me something about science you don't think I already know.

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

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

- What goals can you set to help you become a better person?
- What is your favorite part of the year and why?
- How can you make a positive difference for someone 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, shadows change sizes throughout the day, the temperature usually gets cooler after a thunderstorm, etc.), then add short descriptive sentences to the picture that describe the object, situation or scenario they drew and how what they know about science might be connected to it.
- Connect science with engineering by asking your child what they notice and wonder about (for example, "Do you notice that drinks stay colder longer in certain kinds of cups?"), then discuss what causes the things they notice, how they work or how they could be modified to work better. (For example, after asking your child about materials that keep drinks warm or cold, your child could try to design or make a container that keeps drinks cold for a long time.)

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SOCIAL STUDIES

6

FOR FAMILIES

SIXTH GRADE

What to expect:

Students at this age understand how to see the world from different points of view and are interested in learning new things. In social studies this year, they will explore how spatial patterns (the organization and placement of people and objects) form, change over time and relate to one another in the Western Hemisphere (North America, Central America, South America and the Caribbean). This information is a snapshot of learning in sixth-grade social studies. For a complete set of social studies 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:

- Be able to identify, locate on a map and describe major landforms and bodies of water in the Western Hemisphere.
- Understand the impact of natural disasters on human populations affected by them.
- Describe the major political and economic systems in the Western Hemisphere.
- Know the countries, major urban centers and regions in the Western Hemisphere.
- Analyze reasons for conflict and cooperation among groups, societies, countries and regions of the Western Hemisphere.
- Describe the major cultural regions of the Western Hemisphere and their general locations.
- Understand how world trade operates and how global economies are dependent on one another.
- Describe how geography impacts population location, growth and change.
- Understand what developed countries have in common and what developing countries have in common.
- Explain the impact of the distribution of major renewable and nonrenewable resources.

What to do at home:

- Plan a trip using a paper map, not GPS.
- Explore places in the Western Hemisphere with your child through virtual field trips.
- Ask your child to help you come up with a family plan to recycle and conserve energy and water.
- Ask your child to share examples of cooperation in your community (for example, a neighborhood organizes a day to make repairs, plant flowers and clean up a park).
- Ask your child to help you come up with a family plan if there is a natural disaster.
- Ask your child to find out where the products in your house were made.
- Create a map of the Western Hemisphere with your child.

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SOCIAL STUDIES

FOR FAMILIES

Fostering Curiosity

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Support your child's curiosity with questions like these:

- Where would you like to travel? How would you get there? What would you need?
- What makes a good leader? Why?
- If you had a magic wand, what would you create that would make the biggest difference in the world?

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

- How can you make a positive difference for someone today?
- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- Did you learn something that challenged you today, or was there something you didn't understand? Let's talk about it.

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help your child understand what they are reading.

BEFORE READING

- Have you made a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- How can you find out the meaning of words you don't understand?

AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme or central meaning of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

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VISUAL ART 6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, your child's artistic abilities are continuing to grow. They will begin to tell the difference between art elements like texture, value and form and recognize the details that went into creating two- and three-dimensional artworks when looking at them from different angles. Sixth-graders will be able to think about whether their artwork communicates their intended meaning and revise it if needed. They are continuing to develop a deeper understanding of why people create art and its importance throughout human history.

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

- Work with other students and use several of the group's ideas to come up with a new type of art or way to make art.
- Develop skills by using different materials and ways of making art. (For example, a student comfortable with colored pencils might try watercolors on their next project.)
- Understand that the way art materials are taken care of and cleaned can affect the environment.
- Draw a map of how to display works of art, keeping available exhibit space and the needs of viewers in mind.
- Study how a work of art's context (when, where and by whom it was created) can influence ideas, emotions and actions at the time of creation and in the future.
- Be able to tell how works of art capture the time, place, traditions, available materials, and supplies and culture in which they were created.

What to do at home:

- Display your child's artwork at home and take pictures of it to share with family.
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then share them with friends and family.
- Ask questions about the design of furniture in your home or another place familiar to your child, such as "Why do you think it was made this way?" and "What would you change?"

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 visual art learning at home. When schools and families work together as partners, it helps your child achieve academic success!



VISUAL ART

FOR FAMILIES

Fostering Curiosity

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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.

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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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