



LANGUAGE ARTS

K

FOR FAMILIES

KINDERGARTEN

What to expect:

Kindergarten is when children begin to grow academically, socially and emotionally in a more structured learning environment. Kindergartners are building their verbal communication skills and beginning to understand written language in digital and print formats. Age-appropriate technology can support literacy skills while children explore print in magazines, books, signs, menus and on products. This information is a snapshot of learning in kindergarten English language arts (ELA). 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:

- Name and write all letters.
- Identify the sounds of letters.
- Identify the separate sounds in a simple three-letter word such as *cat, sit, hen, lot*.
- Read common words found in books such as *the, I, a, see, are*.
- Ask and answer questions about a story or topic that has been read aloud.
- Participate in a discussion by taking turns listening and speaking.
- Begin writing by sounding out words.
- Learn and use new words.
- Become interested in books and writing.

What to do at home:

- Write letters on cards and ask your child to help you put them in alphabetical order.
- Give your child a word and ask them to respond with a word that rhymes, such as *cat* or *rat*.
- Read rhyming books.
- Read simple, predictable stories with your child and ask them to notice common words like *me, I, is, it, like*.
- Point out and find the meaning of unfamiliar words you and your child find in books and other places. Use these words correctly in conversation and ask your child to do the same.
- Encourage your child to spend time looking through books and exploring with writing materials like pencils, pens, markers, etc.

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 do you wonder about?
- What do you notice when you look outside?
- What book do you want to read today? 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 is your favorite food? Why?
- Tell me about a time when you did the right thing today.
- What do community helpers like principals, firefighters and nurses do for people?
- How did you help someone today?

Fostering Comprehension

Kindergarten-age children are developing early reading skills and an enjoyment of reading. Explore books, comics and other types of print together, and encourage your child to talk with you about what you are reading. 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 does this book remind you of?

DURING READING

- 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 was your favorite part of the book and why?

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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!



Fostering Curiosity

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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

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 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

K

FOR FAMILIES

KINDERGARTEN

What to expect:

Kindergarten is when children are beginning to grow academically, socially and emotionally in a structured learning environment. Families play an important role as they support and reinforce positive learning behaviors and become involved in school activities. In kindergarten, children are beginning to understand concepts that will become the building blocks for success in mathematics in later grades, including quantity, patterns, measurement and data. Explore these concepts through playful hands-on activities and by talking to children about what they notice and wonder about. Play continues to be 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 in kindergarten. 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:

- Count numbers in order to 100 by 1's and 10's.
- Separate a small group of objects such as snacks, clothing or utensils into at least two equal sets.
- Identify pennies, nickels, dimes and quarters.
- Recognize, repeat and extend patterns. (For example, students might track and identify daily and seasonal weather patterns and make predictions to extend the pattern.)
- Arrange up to six objects such as pencils and crayons according to length.
- Use smaller shapes to form a larger shape (build a house out of triangles, squares and rectangles, for example).

What to do at home:

- Give your child a group of foods from snack or mealtime (carrot sticks, slices of bread, etc.) and ask them to separate them into two equal groups.
- Ask your child to tell you which number is one more or one less when working together on counting.
- Collect random objects such as shoes, toys and books and ask your child to sort them into groups based on color, size and shape.
- Ask your child to identify, name and describe shapes from inside your house and in other familiar places. (For example, windows are rectangles, bowls are round, etc.)

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!



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MATH

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Support your child's curiosity with questions like these:

- What do you wonder about?
- What patterns do you see when you look outside?
- What book do you want to read today?

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 math communication skills with questions like these:

- What food would you like more of? Which food would you like less of? Why?
- What patterns did you discover around you today?
- What do community helpers do for people?

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?

WHILE YOU SOLVE

- What do you think will happen next?
- How much is that?
- What else do you need to figure it out?

AFTER YOU SOLVE

- Where else would we find this information?
- What would happen if we changed something about the math problem?
- Do you think it will always work this way? Why or why not?

Join the conversation!

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MUSIC

K

FOR FAMILIES

KINDERGARTEN

What to expect:

Singing and movement are the heart of the kindergarten music curriculum. Activities in music should give students opportunities to practice and learn carefully selected, age-appropriate songs that reflect the background and experiences of the entire class. Encourage your child to sing along 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.) and find songs like "The Wheels on the Bus" and "Down by the Bay" to sing together.

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

- Practice their singing voice.
- Understand musical comparisons, such as loud/quiet, fast/slow, high/low, etc.
- Keep a steady beat by clapping, patting or stepping to the beat.
- Begin to learn about musical sounds (timbre), phrase, form and different meters (skipping/marching).
- Work cooperatively, moving and singing with partners and a large group.

What to do at home:

- Ask your child to tell you about the songs they are learning at school.
- Ask your child's music teacher to suggest songs to sing at home.
- Listen to music together in the car and at home.
- Ask your student questions about music, such as "Do you think this song is fast or slow?" and "Do you like this song?"
- Clap, pat or move to the beat of a song. Dance together!
- Encourage your child to sing and dance at home with the family as the audience. Clap for each performance.
- Sing lullabies together 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!



MUSIC

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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

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 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

K

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!

KINDERGARTEN

What to expect:

In kindergarten, children will explore and enjoy dancing and using their imaginations when they play. They will be learning to move safely using a variety of locomotor skills (hop, jump, jog and skip, for example) and patterns in multiple directions, levels and speeds.

Kindergarten students are continuing to develop manipulative skills like throwing, catching, kicking, dribbling, volleying and striking. They are also learning to follow directions and work with classmates in small- and whole-class activities.

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

- Be able to hop, jump, gallop, jog, side-slide and skip while maintaining their balance.
- Step with the opposite foot when throwing a ball or other item underhand and overhand.
- Catch large balls thrown well by others.

What to do at home:

- Help your child learn how to catch slow-moving objects like a scarf or tissue. Ask your child to practice following the object with their eyes as it is thrown into the air. If the object is above the waist, fingers should point up when the object is caught. If it is below the waist, fingers should point down when the object is caught.
- Once your child has mastered throwing and catching slow-moving objects like a scarf or tissue, try a beanbag or a rolled-up pair of socks. When your child is confident in catching those, gently toss a large ball to them. Practicing a skill with progressions will help children develop confidence and competence with basic skills.



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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

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 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!

KINDERGARTEN

What to expect:

Kindergarten is when children are beginning to grow academically, socially and emotionally in a structured learning environment. Families play an important role in that growth as they model positive learning behaviors and become involved in school activities. Science can encourage this natural curiosity and help it grow. Ask your child questions like “What happens if you push or pull an object harder?”, “Where do animals live, and why do they live there?” and “What is the weather like today, and how is it different than yesterday?” This information is a snapshot of learning in science for kindergarten. 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:

- Identify patterns and changes in local weather and describe how weather forecasts help us to prepare for and respond to severe weather.
- Understand how different strengths or directions of pushes and pulls change the motion of an object. (For example, students might observe what happens when a soccer ball is kicked in one direction, and then is kicked harder in the opposite direction by another player.)
- Explain what plants and animals (including humans) need to survive and describe the relationship between their needs and where they live.

What to do at home:

- Draw what the weather looks and feels like several days in a row.
- Kick a soccer ball and talk about how a harder kick makes the ball go farther.
- Walk around your neighborhood or a local park and name the animals and plants you see, then talk about why the neighborhood or park is a good place for them to live.



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SCIENCE

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Fostering Curiosity

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Support your child's curiosity with questions like these:

- What do you wonder about?
- What patterns do you see when you look outside? (For example, trees are moving away from the direction of the wind.)
- What book do you want to read today? 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 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 is your favorite food and why?
- What rule have you followed today?
- What do community helpers do for people?
- How did you help 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, leaves change color, some animals have fur and others do not, etc.) and add words to the picture that describe the things they notice and wonder about.
- Connect science with engineering by asking your child what they notice and wonder about (for example, "Does it feel hot when we sit in the sun and not in the shade?"), then discuss what causes the things they notice, how they work or how they could be changed to work better. (For example, if you asked your child what kinds of things could block the sun from making us feel hot, your child could design and build a structure to block the sun.)

Join the conversation!

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SOCIAL STUDIES

FOR FAMILIES

KINDERGARTEN

What to expect:

Kindergarten is when children are beginning to grow academically, socially and emotionally in a more structured learning environment. Families play an important role in this growth as they model positive learning behaviors and become involved in school activities. Through activities focused on citizenship, economics, geography and history, kindergartners are beginning to understand the idea of fairness and are learning how to speak up for themselves and others. This information is a snapshot of learning in kindergarten 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:

- Understand why rules and responsibilities are important.
- Identify the United States flag and the Statue of Liberty as symbols of our country.
- Understand the purpose of the Pledge of Allegiance.
- Know the difference between a need and a want to begin learning how to use money responsibly.
- Be able to explain how a globe is a model of the Earth.
- Explain how we honor people and events of the past (for example, by establishing a national holiday in honor of Dr. Martin Luther King Jr.).
- Identify basic cardinal directions (north, south, east and west).

What to do at home:

- Point out familiar symbols, such as the swoosh for Nike or Rumble for the Oklahoma City Thunder, and talk about how they are alike and different from the way we see the Statue of Liberty as a symbol of the United States.
- Ask your child to talk about the roles and responsibilities of each member of your family.
- Help your child point to Oklahoma on a map of the United States and work together to locate other places on a globe.
- Talk about the cause and effect relationship between work and earning money (for example, you have to do your chores to get your allowance).
- Visit businesses (the bank, grocery store, etc.) and organizations (the library, YMCA, etc.) in the community.

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Support your child's curiosity with questions like these:

- If you could grow anything in the yard, what would it be and why?
- Pretend you're a chef. What would you tell me about your restaurant and what foods you would serve?
- Where would you like to travel and why? How would you get there?

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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 on 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's your superhero name, and what powers do you have?
- If you could learn a new language, what would it be?
- If you were a photographer for a day, what would you take pictures of and why?

Fostering Comprehension

Kindergarten-age children are developing early reading skills and an enjoyment of reading. Explore books, comics and other types of print together, and encourage your child to talk with you about what you are reading. 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 does this book remind you of?

DURING READING

- 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 was your favorite part of the book and why?

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VISUAL ART

K

FOR FAMILIES

KINDERGARTEN

What to expect:

Children in kindergarten are exploring imaginative play with various materials. They are able to experiment with different media (crayon, paint, paper, etc.) to create art and explain their creation process. They are understanding the world through seeing, touching, hearing and motion, and are beginning to understand artistic expression.

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

- Use various approaches to art-making, such as creating a self-portrait with crayons or Play-Doh.
- Explain the process for making art. (For example, to create a collage of an owl, students will need to decide what supplies to use and come up with steps to follow.)
- Explore art terms such as line, color, form, shape, texture, value and space. (For example, students could describe the lines they see on a picture of a turtle after using their fingers to draw them in the air.)
- Explain what an art museum is.
- Identify images in their environment and what they represent (the school mascot, for example).
- Identify and interpret art by describing details of a given work. (For example, in a work of art depicting a young girl, students might be asked to describe how old the girl is, what she is doing, what colors she is wearing, etc.)

What to do at home:

- Ask questions about the art they made at school, such as “Why did you choose this color?” 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?”

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

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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.

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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