



LANGUAGE ARTS

3

FOR FAMILIES

THIRD GRADE

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!

What to expect:

Children in third grade are beginning to use their reading skills to understand an entire text or story. They enjoy many types of reading materials, including newspapers, magazines, books, poems, comics, etc. Third-grade students will be able to use elements of stories like character (who), setting (where) and plot (what happened) in conversations about what they are reading. Their writing is becoming increasingly clear and focused, stays on topic and includes relevant details such as important people, places, dates, facts and events. Third-graders also will be able to use different kinds of writing for different purposes. This information is a snapshot of learning in English language arts (ELA) for Grade 3. 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:

- Read words in a text aloud accurately and at the same pace as a conversation.
- Grow their vocabulary by learning new words, parts of words and words with similar meanings.
- Identify different types of text (fiction and biography, for example).
- Summarize different types of text by identifying the main events or topics and important details.
- Write for different purposes, using important details and staying focused on a topic.
- Describe who is telling the story, where it takes place and what is happening.
- Use information from graphs, charts and headings in a text to better understand and write about a topic.

What to do at home:

- Discuss facts and opinions in commercials, news stories and other everyday situations.
- Ask your child what kind of text they are reading (fiction, nonfiction or poetry) and to explain how they know.
- Use difficult or unusual words in conversations to build your child's vocabulary.
- Keep a journal together. Have your child write about anything they're interested in, and respond by writing something back to your child. Use different sentence types to ask a question or show excitement.
- Help your child identify a topic of interest and look for ways to find information about it.



OKLAHOMA
Education



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 is the craziest word you have ever heard?
- What movie or book character do you wish you went to school with and why?
- How would the world be different if animals could talk?

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 food would be served at your favorite meal?
- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends? Why?

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

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

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HEALTH-5

FOR FAMILIES

THIRD GRADE - FIFTH GRADE

What to expect:

In these grades, children are building on their knowledge about nutrition, physical activity, preventing substance abuse, mental health, dental hygiene, preventing injuries, self-care and healthy relationships.

At this age, students are ready to start practicing health skills. These include how to analyze and access valid information, communicate, resolve conflict, say no, make decisions, set goals and practice self-control and self-management.

Third- through fifth-graders are able to understand how family, culture, peers, media and technology can influence their health habits and behaviors.

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

- Recognize potentially dangerous situations and use good decision-making skills to avoid risky behaviors (riding a bike without a helmet, for example).
- Understand how nutrition labels are a valid source of health information.
- Show that they understand refusal skills (saying no) in situations that could affect their health and safety.
- Define health goals, then set personal health goals and track progress toward meeting them.
- Use conflict resolution skills and calming techniques that help keep interactions with peers positive.

What to do at home:

- Talk about what cyberbullying (repeated, unwanted use of mean words or behaviors online) means, its importance and possible consequences.
- Help your child practice how to remove themselves from digital drama in a respectful way and discuss how to steer online conversations in a positive direction.
- Help your child take a break from technology and put devices away at bedtime or mealtimes.
- Talk about what to do if your child is being bullied online – step away, block the person and report the behavior to a trusted adult.

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 should you never take medicine without an adult's permission?
- What is the difference between prescription and over-the-counter medicine?

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:

- Have you ever felt peer pressure (when a friend tries to get you to do something you don't want to do)? What can you tell me about that?
- What would you say if someone asks you to do something unsafe or unhealthy?
- Who do you chat with online?
- How do people treat each other in the games and on the sites you're using?

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 writing to health education by keeping a weekly food and exercise journal. Ask your child to reflect on how they could change their habits to be more consistent with national recommendations or guidelines.
- Connect fine arts to health education by acting out scenarios that give your child the opportunity to practice saying no. Pretend to persuade your child to do something unhealthy (drink a sugary beverage, for example), and ask them to notice their feelings, state a boundary (say no) and use a refusal skill (politely decline, explain why it is not a nutritious choice, etc.).



MATH

3

FOR FAMILIES

THIRD GRADE

What to expect:

In third grade, students will build on the skills learned in first and second grade and apply what they know to more difficult mathematical tasks. Three of the most important third-grade math topics are multiplication, division and fractions, all of which are building blocks for many skills students will learn in later grades. This information is a snapshot of learning in mathematics for Grade 3. For a complete set of mathematics 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 and write numbers up to 100,000.
- Know multiplication and related division facts for whole numbers up to 10, such as $3 \times 5 = 15$ and $15/3 = 5$.
- Read and write fractions.
- Classify angles as acute (\angle), right (\perp), obtuse (\sphericalangle) and straight (—).
- Find a shape's perimeter (its total distance or the length around it).

What to do at home:

- Create your own multiplication and division games with numbered cubes, dominoes or playing cards.
- Allow your child to help measure ingredients while cooking or baking.
- Identify fractions around the house. For example, if a four-drawer dresser has socks in one drawer, then $1/4$ of the dresser has socks in it.
- Ask your child to identify the shapes and types of angles in road signs. (For example, a traffic light is a rectangle.)
- Use a ruler to measure the sides of four-sided objects in daily life (a tabletop, cell phone, etc.) and add all the sides together to find the perimeter.

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MATH

FOR FAMILIES

Fostering Curiosity

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Support your child's curiosity with questions like these:

- What geometric shapes do you see in your neighborhood, and where do you see them?
- If you had a million dollars, what would you buy first? Why?
- What patterns do you hear in your favorite song?
- How many candies could go around the edges of this brownie?

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 shapes of food does your favorite meal include?
- I think we could solve the problem this way, but what other ways could we do it?
- Where could we use multiplication and division facts at the grocery store 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 be able to solve it?

WHILE YOU SOLVE

- What have you experienced before that is similar to this problem?
- Can we use that thinking here?

AFTER YOU SOLVE

- Could this problem have been solved a different way?
- Are there other places we might see something similar to this?

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MUSIC

3

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

THIRD GRADE

What to expect:

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

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

- Learn musical pitches (*a b c d e f g*).
- Have a greater understanding of rhythms and syncopation (rhythms that are not on the beat).
- Understand the difference between a marching meter like “Boomer Sooner” and a waltzing meter (“My Favorite Things” from “The Sound of Music,” for example).
- Sing and learn about minor tonality (songs that sound sad or spooky).
- Learn various tempos (the speed of music), dynamics (the loudness and softness of music) and other music concepts.

What to do at home:

- Ask your child to sing a round (a song where one person sings ahead of or behind the other) together. Popular rounds include “Make New Friends” and “Are You Sleeping?”
- Encourage your child to sing the National Anthem at sports events, sing with you at worship services and sing “Happy Birthday” to others.
- Listen to music together in the car and at home.
- Go to short, age-appropriate concerts or musical performances together.
- Clap or move to the beat of a song. Dance together!
- Encourage your child's musical interest by suggesting they practice an instrument like a ukulele or piano.



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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 finding free online tutorials to help your child get started.

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. If there's a song your child really loves, encourage them to write a new verse, following the phrase and rhyming of the original verses.
- 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

3

FOR FAMILIES

THIRD GRADE

What to expect:

In third grade, children will focus on developing their movement skills. They will continue to improve their locomotor and manipulative skills and be able to do them at the same time (throwing a ball while hopping, for example). Their movement patterns in gymnastics and dance will also become stronger.

Third-graders are able to identify and name the cues of skills and apply them in their movement. For example, when performing the overhand throw, students may state the cues of “point, step, turn, follow-through” as they point with their non-throwing arm, step with the opposite foot, turn or rotate their torso to generate power as they release the object and finish by following through toward the target. With practice, this motion of the overhand throw becomes more fluid and accurate.

At this age, children have developed their knowledge of fitness and can name physical activities (jumping jacks, leg lifts, squats, etc.) that improve fitness. Third-graders understand and practice exercising safely and are able to follow rules and procedures for games and activities and work cooperatively with their peers.

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

- Be able to use objects while engaging in locomotor skills (for example, dribbling while walking or jogging or catching a ball while jumping) at different speeds.
- Develop more mature patterns of manipulative skills like throwing, catching, dribbling, volleying and striking with short-handled implements like bats.
- Use simple strategies and tactics in both chasing and fleeing activities.
- Learn age-appropriate dance steps selected by the teacher.

What to do at home:

- Go to a sporting event or a 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!
- Exercise together as a family. (Go on a hike at a state park, walk around the zoo or fly a kite together, 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 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!



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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 contributes to success 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 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

Increase 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 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. 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 3

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!

THIRD GRADE

What to expect:

In third grade, children are learning about the natural and physical world around them while beginning to observe, experiment and share what they have learned. Third-graders will discover answers to questions such as, "What is typical weather in different parts of the world during different times of year?", "How are organisms like plants and animals different?", "How are plants, animals and environments of the past similar to or different from the ones of today?", "What happens to organisms when their environment changes?" and "How do pushes or pulls such as gravity or magnetism on an object affect that object?" This information is a snapshot of learning in science for Grade 3. 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:

- Organize and use data such as temperature, precipitation and wind direction to predict what kind of weather will happen in a specific place during a specific season.
- Be able to describe the similarities and differences in the life cycles of plants and animals.
- Understand inherited traits (eye color, stem length, etc.) and how living things can adapt to their environment.
- Explain how differences in characteristics among members of the same species may provide advantages in finding mates, reproducing and survival. (For example, plants with thorns may be less likely to be eaten by predators.)
- Plan and conduct investigations on the effects of forces on moving objects.
- Develop an understanding of how changes in the environment make an impact on organisms. (For example, an animal without sufficient water will be forced to move to new territory in order to survive.)
- Determine the cause and effect relationships of magnetic interactions. (For example, students will examine how the distance between objects affects the strength of the force.)

What to do at home:

- Talk about what causes a swing or seesaw to move or come to a complete stop.
- Discuss the weather forecast each day, including temperature, wind and precipitation.
- Take a nature walk and notice living things and how they are able to survive in their environment.
- Visit a zoo or farm and identify how the animals and their offspring are alike and different.
- Look for things a magnet will attract or stick to.



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SCIENCE

FOR FAMILIES

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Support your child's curiosity with questions like these:

- When I kick a ball, is it possible to keep it moving without stopping? Why or why not?
- What differences do you notice between the seasons in temperature, clouds, rainfall, temperature, etc.?
- What animals could live outside close to where we live? What animals couldn't? 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 food would be served at your favorite meal?
- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends? Why?

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, adult butterflies look different from young caterpillars, some objects are difficult to see in the dark, 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 magnets interact with objects differently?"), 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 how magnets can be used to sort recyclable items, your child could research examples of how a magnetized recycling program has been engineered to work.)

Join the conversation!

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SOCIAL STUDIES

FOR FAMILIES

THIRD GRADE

What to expect:

Students at this age are growing more independent and are learning more complex material. Third-graders are beginning to apply skills from earlier grades to learn about their state. Their social studies focus this year will be on Oklahoma's natural resources, local and state governments, important economic activities and the cultures that have settled in the state. This information is a snapshot of learning in third-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 most important elected leaders of Oklahoma.
- Describe the historical importance of Oklahoma's state seal and flag.
- Understand how the development of Oklahoma's major economic activities (including oil and gas, agriculture and livestock, aviation, tourism, tribal enterprises and the military) have contributed to the growth of the state.
- Be able to identify and locate Oklahoma's major landforms, bodies of water and cities on a map.
- Describe the cultures of the American Indian tribes and nations living in present-day Oklahoma.
- Explain how the weather and environment affect the economy of Oklahoma.
- Be able to identify state and local landmarks (the State Capitol building, for example) and contributions of notable Oklahomans including Will Rogers, Wilma Mankiller, Ralph Ellison, etc.
- Understand that tribal governments have the right to self-government called sovereignty.

What to do at home:

- Be sure your child knows the names of your mayor, local state representative, state senator and city officials.
- Visit the State Capitol or local government offices.
- Visit local businesses important to your community such as the bank, hospital, etc.
- Visit local landforms and bodies of water.
- Visit local landmarks, museums, festivals or other community celebrations.
- Read books about Oklahoma or biographies about famous Oklahomans.
- Celebrate Oklahoma's birthday on November 16.

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Support your child's curiosity with questions like these:

- If you could grow up to be famous, what would you want to be famous for and why?
- If you could give \$100 to a charity, which one would you choose and why?
- If you could make a photo book of Oklahoma, what pictures would you include and why?

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- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends?

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

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author might want the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

Join the conversation!

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VISUAL ART

3

FOR FAMILIES

THIRD GRADE

What to expect:

Children in third grade are making art in a variety of ways (painting, drawing, collaging, etc.) using different materials and supplies (scissors, watercolor resist, etc.). The art they are creating may be of places and things from the world around them, and they are able to understand how to share their work with others as part of an exhibit or digitally on school websites or social media. Third-graders are able to tell how works of art from different times, places and cultures are alike and different.

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

- Gain knowledge of available resources, tools and technologies to investigate an idea through the art-making process. (For example, a student might investigate the process of printmaking by printing from a flat surface like glass or silkscreen.)
- Understand and practice how to make art safely.
- Add to or change art they have made after thinking or talking about their original creation. (For example, during printmaking lessons, after printing their work for the first time, students may see areas to change. Understanding how the ink picks up certain details may cause them to alter their design before printing again.)
- On their own or with a group, create works of art or maps of places that are part of their everyday life (for example, a map of their neighborhood that includes their drawings).
- Explore ways people have created artwork using whatever materials are available, such as found art objects like leaves, seashells, broken electronics, discarded glass, plastic bottles, driftwood, etc.

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.
- Draw a map of where you live (bedroom, apartment, house, etc.), school or neighborhood. After it is finished, look at blueprints online or street maps and talk about how you could make changes to improve the first draft of your map.

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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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