



LANGUAGE ARTS

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

FIRST GRADE

What to expect:

In first grade, children will build on the foundational skills from kindergarten to become more independent readers and writers. First grade is an important period for literary growth. Many children begin the year with limited reading and writing skills. They begin to read simple stories with common words and then move on to more complex stories with longer sentences and more challenging vocabulary. Writing develops throughout the year, beginning with children writing letters, and later, sentences with capitalization and punctuation.

This information is a snapshot of learning in first-grade 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:

- Speak using longer sentences and words than during the previous year.
- Sound out words with short and long vowels like *cat*, *rope*, *week*, *boat*.
- Use color and number words in writing.
- Write sentences using capital letters and punctuation.
- Learn and use new words.
- Describe or retell a story that has been read aloud or independently.
- Begin to use books and technology to answer questions and find information.
- Explore more challenging books than in kindergarten.

What to do at home:

- Write letters on cards and place them in alphabetical order.
- Read make-believe stories and stories about real people and events with your child.
- Read to your child, have him or her read to you or take turns reading pages.
- Challenge yourself and your child to use words from the books you are reading together in conversations.
- Encourage your child to explore magazines, newspaper articles and kid-friendly websites to find new information.
- Encourage your child to write stories or things that interest him or her in a notebook.
- Point out and describe the meaning of new words you find in books and in the world around you.



LANGUAGE ARTS

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 young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore his or her world.

Cultivate your child's curiosity with guiding questions like these:

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

Your child will have plenty of questions. It's okay if you don't have the answer every time. 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 that make your child think. Communicating with others gives children a chance to see and understand that there can be more than one idea on a given subject. Accepting these different ideas helps children learn how to get along with others. This acceptance fosters positive relationships with peers and strong self-image.

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

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

Fostering Comprehension

Children who are on their way to becoming independent readers need time to read alone and with others. Families should take time to talk about books, magazines and other types of print with young readers. Use the following questions to help your child better understand what he or she is reading.

BEFORE READING

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

DURING READING

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

AFTER READING

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

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MATH

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

FIRST GRADE

What to expect:

In first grade, children become more independent. Their counting skills will improve, and they will begin to learn addition and subtraction.

As first-graders use math tools, ask questions and develop problem-solving strategies, they gain a deeper understanding of mathematical ideas by working in a classroom group, smaller groups and independently.

This information is a snapshot of learning in first-grade mathematics. 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 forward from any number up to 100 by 1's, 2's, 5's and 10's.
- Solve addition and subtraction problems up to 10.
- Identify coins and their values.
- Create and complete repeating and growing patterns.
- Identify trapezoids and hexagons.
- Tell time to the hour and half-hour.

What to do at home:

- Ask your child what time it is.
- Hand your child a few coins of the same value and ask for the combined amount.
- Create math problems together about things happening at home. For example: "We started dinner with 6 pieces of bread but have eaten 3. How many are left?"
- Identify patterns found in the real world. For example, "The clock chimes once at one o'clock and twice at two o'clock, so what will happen at three o'clock?"
- Separate objects into equal groups. For example: Cut a pizza into slices so every family member has the same number of slices.



MATH

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Cultivate your child's curiosity with guiding questions like these:

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Fostering Comprehension

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SCIENCE

1

FOR FAMILIES

FIRST GRADE

What to expect:

In first grade, children become more independent as their reading skills improve and they are able to focus for longer periods of time. Building upon science skills from kindergarten, first-graders continue to expand their understanding of the world around them.

By observing the world, first-graders can come up with possible answers to questions such as “What happens when there is no light?”, “What are some ways plants and animals meet their needs so that they can survive and grow?” and “How are parents and their offspring similar and different?” First-graders will be active learners who are doing science to learn science.

This information is a snapshot of learning in first-grade science. 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:

- Investigate the relationship between sound and vibration and the connection between light and our ability to see objects.
- Increase understanding of how plants and animals use the outermost parts of their body to help them survive, grow and meet their needs.
- Examine the ways parents help their offspring survive and study how young plants and animals are similar to, but not exactly the same as, their parents.
- Observe, describe and predict patterns in the movement of objects in the sky (the moon, stars, sun, etc.).

What to do at home:

- Explore the sounds made by everyday objects and instruments such as tuning forks and stretched strings and ask your child to identify them.
- Go on nature walks and ask your child to describe plant and animal parts and how they might help them survive. For example: Roses have sharp thorns that hurt, which might discourage people from picking them.
- Observe the sun, moon and stars and ask your child to describe the differences in their appearance or location from observation to observation.
- Go to the zoo or watch videos of baby animals and their parents and describe how they interact. Ask your child to describe the ways baby animals and parents look alike and different.

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SOCIAL STUDIES

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FIRST GRADE

What to expect:

In first grade, children become more independent as their reading skills improve and they are able to focus for longer periods of time. At this stage, they are ready to learn about citizenship, economics, geography and history. They are interested in everyday tasks like cooking and taking photos and in dressing up in career-related uniforms or like people in their community and from history. First-graders ask many "what if?" questions but also need structured activities.

This information is a snapshot of learning in first-grade social studies. For a complete set of social studies academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

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

- Identify the main purpose of government and its rules and laws, including the idea of consequences when a law or rule is broken.
- Explain the need for money, how money is earned, how money and credit are used to meet needs and wants and the costs and benefits of spending and saving.
- Compare the physical features of urban and rural communities and identify the directions north, south, east and west.
- Understand the importance of people and places from history.
- Begin to understand the sequencing of events in time order.

What to do at home:

- Read a story with your child and have him or her retell or act out the story using the correct sequence of events.
- Use the directions east, west, north and south in familiar places. For example: "Turn west or go to the south entrance."
- Discuss family rules and consequences.
- Start a savings account and monitor increases or decreases in the account.
- Locate the seven continents and five oceans on a map or globe.
- Ask your child to describe features of urban and rural areas when in those locations.



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