

Learning Expectations

KINDERGARTEN

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a “snapshot” of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child’s program are encouraged to contact their child’s teacher or principal for more information.

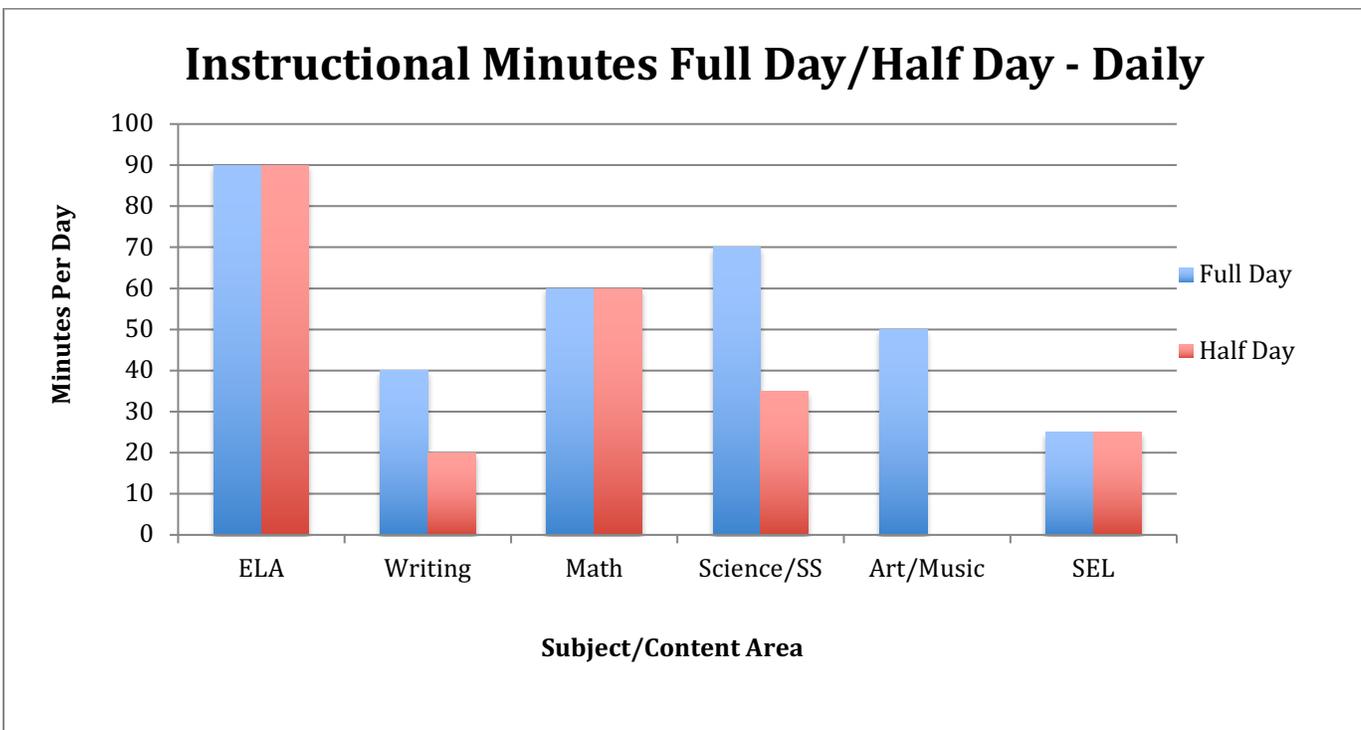
*Community Consolidated School District 89
22W600 Butterfield Road
Glen Ellyn, Illinois 60137*



Kindergarten Instructional Minutes

Full Day Kindergarten		Half – Day Kindergarten	
8:50 a.m. – 3:35 p.m.	School Day	8:50 a.m. – 11:45 p.m.	School Day
11:45 a.m. – 12:35 p.m.	Lunch /Recess		
405 minutes	Daily	175 minutes	Daily
355 instructional minutes	Daily	175 instructional minutes	Daily
90 minutes instruction	English Language Arts	60 minutes instruction	English Language Arts
60 minutes instruction	Math	30 minutes instruction	Math
40 minutes instruction	Science		
30 minutes instruction	Social Studies		
40 minutes instruction	Writing		
25 minutes instruction	Physical Education		
25 minutes instruction	Social Emotional Learning	25 minutes instruction	Social Emotional Learning
Alternating days			
50 minutes weekly	Art		
50 minutes weekly	Music		
45 minutes weekly	Library/Digital Literacy		

*These are average minutes; actual minutes may vary by day based on daily needs, projects, and instruction.





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English Language Arts

Learning new language skills is a hallmark of kindergarten. Your child will learn about the alphabet and its role in reading. Your child will practice rhyming, matching words with beginning sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. The size of your child's vocabulary is another key factor in his or her ability to read and comprehend books and stories. Your child also will begin to experiment with writing and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

A Sample of What Your Child Will Be Working on in Kindergarten

- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales
- Retelling familiar stories and talking about stories read to them using details from the text
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Stating an opinion or preference about a topic or book in writing (e.g., "My favorite book is . . .")
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)



Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

- Using knowledge of letters and letter-sound correspondences to figure out how to spell words as they sound
- Reading and understanding a story designed for early readers

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help their learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Read with your child every day, books like *Are You My Mother* by P.D. Eastman or *Green Eggs and Ham* by Dr. Seuss. Ask your child to explain his or her favorite parts of the story. Share your own ideas. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Encourage your child to tell you about his or her day at school. Keep paper, markers, or crayons around the house for your child to write letters or words or draw a picture about his or her day. Have your child describe the picture to you.
- Play word games like I Spy, sing songs like *Itsy Bitsy Spider*, and make silly rhymes together.

Mathematics



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In Kindergarten:

Students focus intensively on the two critical areas specified by the Common Core State Standards for Mathematics:

- Representing and comparing whole numbers
- Describing shapes and space

Six of eight units are devoted to number and operations. They help students learn to use numbers, including written numerals, to represent quantities and solve problems; count out a given number of objects; compare sets or numerals; and model simple joining and separating situations with objects, fingers, words, actions, drawings, numbers, and equations.

The remaining two units focus on geometry. They invite students to describe and analyze the attributes of shapes in the world around them; find, count, draw, build, and compare shapes; and fit shapes together to make other shapes and complete puzzles.

(Source: <https://www.mathlearningcenter.org/bridges>)

Talking to Your Child's Teacher:

- Focus the conversation on the critical areas of representing and comparing whole numbers and describing shapes and space.
- Ask to see a sample of your child's work. Ask the teacher questions such as: is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about mathematics, are there resources to help their learning outside of the classroom?

Visit mathlearningcenter.org/families for activities you can do with your child at home to support their learning.

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

- Counting to tell the number of objects (this will not be written work; ask the teacher for their observations of your child's progress in this area)
- Solving addition and subtraction word problems

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help their learning outside the classroom?

Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some kindergarten examples might include:

- Play "Write the next number." You write a number, and your child writes the next number.
- Ask your child questions that require counting as many as 20 things. For example, ask, "How many books do you have about wild animals?"
- Ask your child questions that require comparing numbers. "How many cars do you see, how many red cars, which color do you see more?" (Your child might use matching or counting to find the answer.)

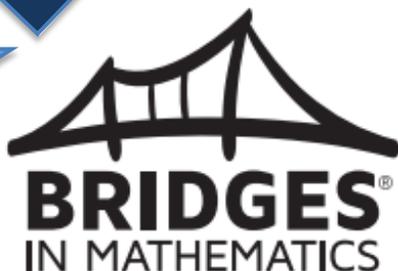


Talking to
Your
Child's
Teacher



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Mathematics



How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.



The MATH LEARNING CENTER



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Science

Next Generation Science Standards (NGSS): The NGSS were adopted by Illinois in February 2014 and were fully implemented by the 2016-2017 school year. The standards are organized by 4 Disciplinary Core Ideas (DCI).

Physical Sciences

- Force and Motion
 - Pushes and pull have different strengths and directions
- Types of Interactions
 - When objects touch, they push one another and change motion
- Relationships between Energy and Forces
 - A bigger push or pull makes things speed up or slow down more quickly
- Conservation of Energy and Energy Transfer
 - Sunlight warms Earth's surface

Engineering and Design

- Defining and Delimiting an Engineering problem
 - Asking questions, making observations, and gathering information
- Developing Possible Solutions
 - Designs through drawings or models

Earth and Space Science

- Weather and Climate
 - Sunlight, wind, snow, rain, and temperature in a region
 - People measure and record weather
- Biogeology
 - Plants and animals can change their environment
- Human Impacts on Earth Systems
 - People impact the world, but choices can reduce impact
- Natural Resources
 - Living things need water, air and resources to live
- Natural Hazards
 - Some kinds of severe weather are more likely than others in specific regions

Life Sciences

- Organization for Matter and Energy Flow in Organisms
 - All animals need food in order to live and grow



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Social Studies

The Illinois Social Studies Standards were adopted in 2017-2018.
Students learn how people live and work in different groups at home and in school.
They begin to learn about their expanding world.

Political System

- Recognize the purpose of rules and laws
- Recognize leaders (President), voters and citizens
- Make classroom rules together (teacher and students)

Economic Systems

- Understand money is used to buy goods and services
- Know Earth's resources are used in fishing, farming, building and transportation

History

- Recognize that holidays help us remember the past
- Celebrate heroes (Washington, Lincoln, Martin Luther King)

Geography

- Recognize a globe as a model of the Earth
- Understand things that change over time (seasons, weather)
- Describe ways to preserve and protect the Earth
- Describe ways to conserve the Earth's resources (water)

Social Systems

- Understand roles and interactions of individuals and groups (self, family, classroom)
- Identify chores/jobs that help one's family
- Recognize that family customs, traditions and languages are passed on through the years

Fine Arts



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Students begin to create their own art and music in kindergarten. These experiences provide a means for enjoyment and creative expression.

Art...

- Develop personal interests and ideas into art form
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music...

- General music instruction with a music teacher begins in kindergarten for full day kindergarten students.
- Kindergarteners learn about steady beat, different types of voices, good vocal technique, and how to play various instruments. Musical concepts are explored through singing, spec, instrument playing and movement.

Health & Physical Education



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Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.