

Skokie 68 Kindergarten Learning Targets

LANGUAGE ARTS

Reading

Literature

- Ask and answer questions about important details in a text with support
- Retell a familiar story and include important details with support
- Identify characters, setting and major events from a story with support
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g., storybooks, poems)
- With prompting and support, name the author and illustrator of a story and the role of each in telling the story
- Describe the relationship between illustrations and the story in which they appear
- Compare and contrast the adventures of familiar characters in stories
- Participate in group reading activities with purpose and understanding

Informational Text

- Ask and answer questions about important details in a text with support
- Identify the main topic and retell key details of a text with support
- Describe the connection between two concepts from a text (eg., individuals, events, ideas) with support
- With prompting and support, ask and answer questions about unknown words in a text
- Identify the front cover, back cover and title page of a book
- Name the author and or illustrator of a text and explain the role of each in presenting ideas and information
- Describe the relationship between illustrations and the text
- Identify the reasons an author gives to support points in a text
- Identify similarities and or differences between two texts on the same topic
- Participate in group reading activities with purpose and understanding

Writing

- Draw, write or dictate to compose an opinion piece that gives a topic or book and states my opinion about the topic or book
- Draw, write or dictate to compose an informative piece where to give information about a topic
- Draw, write and dictate to compose a story to tell about the events in the order they occurred and give a reaction to what happened
- Respond to peers' questions or suggestions by adding details to work
- Use digital tools to produce and publish my work
- Participate in research and writing projects
- With guidance and support, recall or gather information to answer a question

Speaking and Listening

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking)
- Continue a conversation over more than one discussion
- Shows understanding of a text read to them by asking and answering questions about details or for clarification
- Ask and/or answer a question to seek help or clarify understanding
- Describe familiar things and events and with prompting and support, give details about them
- Add drawings or details to a description to provide information
- Speak clearly and express thoughts, feelings and ideas

Foundational Skills/Language

- Follow words left to right, top to bottom and page by page
- Recognize that spoken words are match to written words by a sequence of letters
- Explain that words are separated by spaces in print
- Recognize and name all uppercase letters

- Recognize and name all lowercase letters
- Recognize rhyming words
- Produce rhyming words
- Count syllables in spoken words
- Pronounce separate syllables in spoken words
- Blend two or more syllables in spoken words
- Segment syllables in spoken words
- Blend onsets and rimes of single syllable words
- Segment onsets and rimes of single syllable words
- Isolate and pronounce the beginning, middle and ending sounds in CVC words
- Change individual sounds in one syllable words to make new words
- Demonstrate basic letter sound correspondence by producing the primary sound for each consonant
- Match the long and short vowel sounds with their common spelling
- Read common high frequency words
- Tell the difference between similarly spelled words by identifying the sounds of letters that differ
- Read kindergarten level texts with purpose and understanding
- Print most of the uppercase letters
- Print most of the lowercase letters
- Use nouns and verbs
- Form plural nouns orally by adding an s, or es
- Understand and use question words (e.g., *who, what, where, when, why, how*).
- Use preposition words (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in class activities
- Capitalize the first word of a sentence and the word I
- Recognize and name end punctuation
- Write letters that matches most consonant sounds
- Write letters that matches most short vowel sounds
- Spell simple words by sounding them out
- Understand that some words that are spelled the same have more than one meaning (e.g., knowing *duck* is a bird and learning the verb to *duck*). and be able to use them accurately.
- Use word beginnings and endings to understand word meanings (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*)
- With guidance and support, sort common words or objects into categories
- With guidance and support, identify antonyms of words
- With guidance and support, identify connections between words (e.g., *note places at school that are colorful*).
- With guidance and support, identify words with similar meanings by acting them out (e.g., *walk, march, strut, prance*)
- Use words and phrases that I have learned through conversation and reading

MATH

Operations and Algebraic Thinking

- In different ways, show that adding is putting groups together.
- In different ways, show that subtraction is taking apart or taking away.
- Add and subtract numbers within 10 (0-10) by using objects or drawings to represent the problem.
- Solve addition and subtraction word problems.
- Put two groups of numbers together in different ways to equal any number from 1-9
- For any number from 1 to 9, find the number that goes with it to equal 10 by using objects or drawings. Write the answer with a drawing or equation.
- Add numbers up to 5 fluently
- Subtract numbers up to 5 fluently

Numbers and Operations in Base Ten

- When given a number between 11-19, demonstrate that it contains one group of ten and some additional ones.
- When given a group of ten and some additional ones, determine the quantity between 11-19.

Measurement and Data

- Describe objects using length, width, height, weight, etc.
- Compare two objects and describe them.
- Sort objects into groups.
- Count the numbers of objects in each group.
- Organize the group by number.

Geometry

- Identify 2 dimensional shapes regardless of their orientation or size.
- Identify shapes as 2 dimensional (flat) or 3 dimensional (solid).
- Find and name 2 dimensional and 3 dimensional shapes in the environment.
- Describe the position of objects as above, below, beside, in front of, behind, and next to
- Describe a shape by telling things like the number of sides and corners
- Compare two and three dimensional shapes and tell how they are the same and different.
- Make and draw shapes.
- Put shapes together to make new shapes.

Counting and Cardinality:

- Count to 100 by ones and by tens.
- Count on beginning with any number between 1-100
- Write numbers from 0 to 20.
- Show how many objects are in a group by writing the number from 0-20.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that when counting in order, the next number said means a quantity that is one larger.
- Count an organized of group objects to match numbers from 1 to 20.
- Count a disorganized of group objects to match numbers from 1 to 10.
- Match each object with a number when counting.
- Count objects up to 20 in different ways and answer "how many" objects are in the group.
- Tell if a group of objects is greater than, less than or equal to another group.
- Tell if a number is greater than, less than, or equal to another number

SCIENCE

Life Science (T3) Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

- Observe and describe what plants and animals (including humans) need to survive.
- Use evidence to show how plants and animals (including humans) can change the environment to meet their needs.
- Create a project (eg. diagram, drawing, diorama, etc...) to represent relationships between the needs of plants and animals (including humans) and the places they live.
- Discuss solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Earth Science (T2) Weather and Climate

- Observe and share local weather conditions and describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.

Physical Science (T1) Forces and Interactions: Pushes and Pulls

- Compare how pushing and pulling on an object can make it move in different ways.
- Show different ways to change the speed or direction of an object with a push or pull.
- I can create a simple test to answer questions or test solutions to problems about pushes and pulls.
- Using information collected during an investigation, determine if the design solution works as expected.

SOCIAL STUDIES

Civics

- Describe roles and responsibilities of people in authority.
- Explain the need for and purposes of rules in various settings, inside and outside of the school.

Economics

- Explain that choices are made because there is not an unlimited supply and we cannot have everything that we want.

Geography

- Explain how weather, climate, and other environmental characteristics affect people's lives.
- Explain how people and goods move from place to place.

History

- Compare life in the past with life today.
- Identify our national holidays and the heroism and achievements of the people associated with them.

ART

Creating

- Engage in exploration and imaginative play with materials
- Create art in response to a problem
- Experiment with a variety of art making
- Identify safe materials
- Create art that represents natural environments
- Explain thinking while creating art

Presenting

- Select and explain items for a personal portfolio
- Explain the purpose of a portfolio
- Explain what an art museum is and how it differs from other types of building

Responding

- Identify uses of art
- Describe what an image represents
- List details and subject matter of works of art
- Explain why a work of art is preferred

Connecting

- Create art that tells a story about a life experience
- Identify a purpose of an artwork

MUSIC

Creating

- Create musical ideas
- Choose favorite musical ideas
- Use feedback in refining musical ideas
- Demonstrate a personal musical idea to classmates

Performing

- Demonstrate personal interest in music
- Explore and demonstrate musical contrasts such as high/low, loud/soft, same/different
- Demonstrate awareness of expressive qualities such as voice quality, dynamics, tempo
- Apply feedback to refine performances

Convey meaning through the presentation of artistic work

- Perform music with expression
- Perform appropriately for the audience

Responding

- Demonstrate preference of music
- Demonstrate music concepts such as beat and melodic direction
- Demonstrate expressive qualities such as dynamics and tempo
- Express preferences in the evaluation of music

Connecting

- Demonstrate musical ideas to peers
- Demonstrate understanding of relationships between music and other disciplines

PHYSICAL EDUCATION

Movement

- Understand personal space
- Identify these movements: hopping, skipping, speed walking, galloping, running
- Produce these movements: hopping, skipping, speed walking, galloping, running and jumping side to side

Fitness

- Understand that physical exercise increases the heart rate
- Understands that physical fitness improves overall wellness

Team Work

- Lead the class through a series of exercises
- Works independently for a short period of time
- Follow a sequence of activities
- Find a partner

Human Body Systems

- Know basic parts of the body (heart)

Health

- Understands basic hygiene: bathing, hand washing, teeth brushing, covering coughs and sneezes

Healthy Decision Making

- Differentiate between appropriate and inappropriate behaviors such as waiting your turn versus pushing in line, walking

versus running and honesty versus dishonesty

- Recognize how choices can affect health - sleep, eating properly