



SKOKIE SCHOOL  
DISTRICT 68

**District 68 Vision:**  
**To provide all students with the  
comprehensive education necessary for  
living an enriched and productive life  
in a rapidly changing world.**

## **Kindergarten Educational Program**

### **Introduction**

In District 68, we offer our students comprehensive educational programs and services. This grade level brochure is designed to provide you with an overview of the challenging curriculum we offer our students as well as to highlight many of our additional student services and programs.

If you want more information about any aspect of the kindergarten program, please contact either your child's classroom teacher or the school principal.

# Language Arts/Reading

## Instructional Program

- Listening
  - Receptive Vocabulary
  - Purposes
  
- Speaking
  - Expressive Vocabulary
  - Classroom Discussions
  
- Reading/Reading Readiness
  - Print Processing
  - Phonemic Awareness
  - Phonics
  - Comprehension
  - Multiple Genres of Literature
  
- Pre-Writing/Writing
  - Developmental Writing
  - Correct Letter Formation
  - Developmental Spelling / Sight Words
  - Language Experience/  
Class Books/Journal Writing

## By the end of Kindergarten, students will be able to:

- Follow basic directions and instructions
  
- Give full attention to a speaker
  
- Participate appropriately in classroom discussions
  
- Initiate and maintain conversation within the classroom
  
- Retell a story in sequence (use time order words/phrases)
  
- Form upper and lower letters
  
- Know that letters have sounds and match letters to corresponding sounds
  
- Understand that letters form words
  
- Discriminate language sounds (beginning consonant sounds, rhyming words)
  
- Identify upper and lower case letters by name
  
- Identify the topic of expository text
  
- Identify the character, setting, and feelings in narrative text
  
- Contribute to group writing projects

# Mathematics

## Instructional Program

- Number and Operations
- Algebraic Thinking
- Geometry
- Measurement, Time, and Money
- Data Analysis and Probability
- Communication
- Reasoning
- Connections
- Problem Solving

## By the end of Kindergarten, students will be able to:

- Sort, identify and describe attributes of two-dimensional shapes (circle, square, rectangle, triangle, ellipse, pentagon, rhombus, hexagon and octagon)
- Identify, copy, and extend and create repeating patterns
- Understand greater than, less than or equal quantities represented on a simple graph
- Skip count to 100 by 10s
- Count, represent, name, and order numbers from 0 to 30
- Make one-to-one correspondence between numbers and objects
- Create and solve number stories
- Sort, compare and order objects by attributes (size, length, weight)
- Recognize basic time sequences (day/night, morning/afternoon, yesterday/today/tomorrow, days of the week)
- Identify and count dimes, nickels, and pennies by value
- Estimate the number of objects in a collection up to 20 with reasonable accuracy

# Science

## Instructional Program

- Life Science
  - The Senses
- Physical Science
  - Solids, Liquids and Gases
- Earth Science
  - Investigating Water
  - Weather and Seasons

## By the end of Kindergarten, students will be able to:

- Identify sensory organs and their functions
- Use sensory organs to identify and describe physical properties
- Understand that eating a variety of healthful foods and getting enough exercise and rest helps people to stay healthy
- Use physical properties to sort objects (color, texture, float-sink, hard-soft, rough-smooth, magnetic and non-magnetic)
- Explain and communicate the rule for how objects were classified
- Use a variety of measurements to describe objects
- Use magnets to demonstrate push-pull forces
- Describe properties of water
- Investigate changes associated with weather and season
- Record daily weather changes
- Describe weather patterns
- Interpret data
- Investigate air and water as forces

## **Social Studies**

### **Instructional Program**

#### **Significant Questions: How can I learn about me? How can I learn about my world?**

Students will explore the concepts of belonging, self-identity, alike and different, needs and wants, and leaders as they experience and discuss personal, family, and national events and holidays.

#### **Assessments throughout the year:**

- Explain the rules in the class and why we follow them
- State ways we are alike and different
- Color land and water masses on a map
- Sort objects by needs or wants
- List four, major, personal events in sequence

### **By the end of Kindergarten, students will be able to:**

- Understand their importance as an individual and their place within a family and community
- Demonstrate cooperation, self-discipline, responsibility, and positive peer relationships
- Care for self, others, and property in a responsible manner
- Develop an appreciation of holidays and their historical/ cultural significance
- Recognize land and water masses on a globe
- Discuss current events appropriate to the kindergarten interest level
- Identify needs and wants in daily living
- Recognize similarities and differences in people and events in their lives

## Kindergarten Exploration

The kindergarten program allows students to experience many concepts through exploration and structured play. Some of these learning opportunities incorporate art, drama, learning centers, games and role playing. Through play and exploration, students build upon their communication skills, gross and fine motor skills, imagination, and self-expression. The expectation for the kindergarten student is for the child to play and work with classmates rather than simply playing or working alongside their peers. Communication skills and social skills are emphasized throughout the school day with these activities.

## Physical Education and Health

**By the end of Kindergarten, students will be able to:**

- Demonstrate large muscle coordination through walking, running, skipping, galloping, and hopping
- Identify body parts
- Understand personal space
- Demonstrate large ball handling activities such as throwing, catching, and bouncing
- Perform several basic dance movements
- Use a variety of motor activities to enhance left and right brain development
- Identify people in the school who share health-related information
- Perform actions that promote safety and healthy choices

## Art

**By the end of Kindergarten, students will have:**

- Begun to develop their creative and expressive powers
- Explored a variety of art materials and art tools

## Music

**By the end of Kindergarten, students will have:**

- Experienced a variety of song literature
  - Responded to basic note values through movement
  - Played many classroom instruments
- Been exposed to musical concepts such as high/low, loud/soft, fast/slow, and even/uneven
- Participated in an array of musical games

## Homework Expectation

Kindergarten students are not assigned daily homework assignments like students in the upper grades. However, parents are encouraged to spend time with their child engaging in activities which support learning. Some ideas for time together include:

- ❖ Reading to your child regularly
- ❖ Sharing ideas using clear, correct speech
- ❖ Providing rich experiences (visit zoos, museums, libraries)
- ❖ Stimulating your child's imagination – take time to play
- ❖ Actively listening to your child
- ❖ Celebrating your child's accomplishments to build positive self-esteem

Completing these “homework assignments” can reinforce the fundamental learning objectives in the kindergarten program.

## **Additional Student Services and Programs**

- Reading Intervention Support
- Gifted Education (grades 3-8)
- Psychologist/Social Worker Services
- Speech
- English Language Learners
- Full Continuum of Special Education Services
- Library Media Center Instruction
- Before and After School Childcare

## **Reporting Student Performance**

Keeping parents abreast of student progress is a goal for District 68 schools. Formal Parent-Teacher Conferences occur in November and March, and are accompanied by a written conference summary. Informal conferences are often held at the request of parents or teachers. Parents are always welcome to call the school staff with questions. Teachers and Building Administrators encourage parents to take an active part in the educational program.

## **Use of Technology**

District 68 provides extensive technology access to students and staff to support teaching and learning. These resources continue to be upgraded annually as part of the long range technology plan. This technology support ranges from a wide area network linking all District sites, to Internet access in each classroom, to an array of software and computer labs which support the curriculum.