



HUNTLEY 158 LEARNING GUIDE

ABOUT THIS GUIDE:

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.



KINDERGARTEN

WHAT YOU WILL FIND IN THIS GUIDE:

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

EXPECTATIONS FOR LITERACY



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

Learning to read and write:

- Play with language, rhyming, clapping out, or counting syllables. Identify beginning, middle, and end sounds in simple spoken words and manipulate those sounds (phonemic/phonological awareness).
- Understand features of texts and concepts of print: role of an author and illustrator, the parts of a book, we follow words from left to right and top to bottom across a page, that spaces separate words.
- Name all upper- and lower-case letters. Match those letters with their sounds. Write upper and lower-case letters.
- Match letters and sounds to sound out and write simple words. Focus on the most common consonant and short vowel sounds. (This may include developmental spelling - sometimes referred to as 'brave' spelling.)
- Read and reread decodable words and sentences in simple texts so the reading is smooth.

Learning about the world through text*:

- With prompting and support, ask and answer questions about stories and informational texts. Retell what happens and identify important ideas.
- Make connections across stories and text through content reading and writing.
- Show something new they have learned about a text or topic. This could be in many ways: speaking and conversation, drawing, dictating ideas, or writing words and simple sentences (may include developmental, or inventive, spelling).

**The texts used for this purpose are often read aloud, since they are more complex than the child could read alone. Texts children can read for themselves (with support as needed) may also be used.*



HOW TO SUPPORT LEARNING AT HOME:

- **Play sound games** with your child! Pick a letter sound to start as many words as you can in a sentence ("Leo Lion laughs loudly"). Make silly words ("big," "boom," "bop," "biz," "baz"). Clap out syllables. Sing songs together and call out the rhyming words.
- **Identify the sounds** in the beginning, middle, and end of spoken words. Separate words into their sounds (/b/ /a/ /t/). Then blend them back together ("b-a-t - bat!"). Manipulate those sounds (for example, change the /b/ in bat to /c/ = cat.)
- **Read aloud** to your child. Talk about what is happening and ask what they are learning.
- As the year progresses, **listen to your child read decodable words** and basic sentences. Do they move from decoding sound by sound to reading that is smooth and clear? Don't have your child simply look at pictures and guess. Make sure they are working to sound out words that contain sounds and spellings they know!
- Have your child **help with real-world writing**. Use starting sounds. Then add ending or middle sounds. ("Let's start the grocery list. What letter should you write to help me remember to buy milk?")
- **Build and play with letters** using sensory tools such as Playdough, pipe cleaners, straws, popsicle sticks, tracing or writing with sand, shaving cream, gel, etc.

ALL STUDENTS ALWAYS

EXPECTATIONS FOR MATH



»» WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Identify and write numbers 0-20. The teen numbers can be tricky so dedicate time to those until your child has mastered them.
- Count by ones and tens from any given number. By the end of the year, children should be able to count to 100.
- Count objects up to 20 to tell how many there are.
- Compare two groups of objects or written numbers, (up to 20), to tell which group, if either, has more, using *greater than*, *less than*, and *equal to*.
- Act out addition and subtraction word problems. Draw pictures to show and solve the problems. For example, 6 children are standing in a row when 3 walk away. How many children are left?
- Understand that when we add we put numbers together and when we subtract we take from a number. Add with a sum of 10 or less. Subtract from a number 10 or less.

»» HOW TO SUPPORT LEARNING AT HOME:

- Gather small similar items to **create a “counting collection.”** Have your child count the items out loud. (“One cheerio. Two cheerios.”) You can use any small object you have at home.
- Ask your child **‘how many?’** questions.
 - **For example:** “How many cheerios are in this pile? How many in that pile?” Keep the amounts fairly small, inside the range of counting words your child can say in order.
- Split the collection into two groups to ask **greater than/less than/equal to** questions.
 - **For example:** “Are there more cheerios in this group or that one?”
- Ask your child to **count objects** into piles of 10 objects. Begin by asking your child to practice rote counting to 10, and then from 10 to 20. Then practice counting by 10 to 100 (10, 20, 30...100).
- Give your child a number between 1-10 and have them **count up** from that number (Start at 6 and count up to 10.) Then choose a number between 1-20, etc., up to 100.
- **Build and play with numbers** using sensory tools such as Playdough, pipe cleaners, straws, popsicle sticks, tracing or writing with sand, shaving cream, gel, etc.

CHARACTERISTICS OF A SUCCESSFUL LEARNER IN KINDERGARTEN



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage emotions and behavior. This looks like:**
 - The ability to recognize and label emotions
 - Identifying strategies to calm oneself
 - **Seek help when needed. This looks like:**
 - Identifying the people who can give the help you need
 - **Demonstrate respect for others & work collaboratively with peers. This looks like:**
 - Working and playing well with others, taking turns and sharing.
 - Recognizing that others may feel differently from you about the same situation
 - **Make responsible decisions academically and socially. This looks like:**
 - Raising your hand and taking turns talking
 - Transitioning from one activity to the next safely
 - **Attentive and participate during instruction. This looks like:**
 - Listening when someone is speaking
 - Engaging in the activity that is expected at the time
 - **Follow classroom and school expectations. This looks like:**
 - Following directions
 - Identifying and following classroom, school, bus, and safety rules
- See [*ISBE's learning expectations for additional ideas.*](#)



HOW TO SUPPORT LEARNING AT HOME:

- Establish limits and routines and adhere to them.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (Ed. Tech 2023).
- Provide opportunities for talking about how they are feeling and how they think others may be feeling.
- Expect them to take simple responsibilities and follow simple rules, such as taking turns and waiting.
- Have opportunities to play with other children. Don't be surprised by disagreements and talk through them.
- Help them create routines that include quiet play and rest.
- Help them be responsible and discover the consequences of their own behavior.
- Reinforce, praise and encourage positive behavior.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN ART:

- **Create** art using various medias safely and responsibly.
- **Select** their favorite work of art and explain why they chose it and the process they used to create their artwork.
- **Identify** the subject and important details in a work of art.
- **Demonstrate** an understanding of the Primary Colors.
- **Use a variety** of lines to create their own artwork.



EXPECTATIONS IN MUSIC:

- **Develop** a sense of steady beat.
- **Create** dramatizations to songs, stories, and poetry through purposeful play.
- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create** and perform melodies, focusing on Sol and Mi.
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN PHYSICAL EDUCATION:

- **Introduce** the locomotor movements of running, hopping, galloping, skipping, and sliding.
- **Learn** motor skills of underhand throwing, catching a ball, dribbling a soccer and basketball.
- **Differentiate** between personal and general space, travel in different directions, and demonstrate various relationships such as on/off, in/out.
- **Share** equipment, follow safety protocols, and follow teacher prompts.
- **Recognize** that physical activity is important for good health.



EXPECTATIONS IN EXPLORE:

- **Use** scientific reasoning to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems. Collaborate and communicate effectively for specific purposes.
- **Understand** and recognize the use of force when pushing and pulling objects, investigate how speed and distance change when applying force, and identify how much force is necessary to move a heavy load.
- **Identify** the sun as our main source of light, determine how the sun's rays help to heat the Earth, and investigate the importance of shade to stay cool.
- **Identify** living things as plants or animals, investigate how animals and humans impact their natural environment, and determine how to lessen their negative impact on the environment.

EDUCATION WORDS IN KINDERGARTEN



Phonological Awareness

Phonological awareness is an umbrella term which covers basic awareness of speech sounds (knowledge that sounds make up onset-rimes, onset-rimes make up syllables, syllables make up words) and the advanced skills such as manipulation (substituting, deleting, reversing) of words. Phonological awareness is a strong predictor for a child's reading success. The awareness of sounds helps children segment and blend words together which aids in reading and spelling. The knowledge of these sounds helps children learn how to decode words (sounding them out, pairing sounds to segment), and this helps children read unfamiliar words.

Phonemic Awareness

Phonemic awareness is the most advanced level of phonological awareness. If a child has phonemic awareness, they possess the knowledge of individual phonemes (sounds of a language = phonemes). With this knowledge of individual phonemes, they are able to recognize and manipulate the sounds within words. For example, knowing that the word 'bat' starts with a /b/ sound and also knowing that if we change the /b/ to an /m/ it becomes 'mat' indicates that a child has phonemic awareness of the sounds /b/ and /m/. They understand that these are different sounds in their language and that sounds can be manipulated to produce new words.

Phonics

Phonics involves the relationship between sounds and their spelling. Phonics is different from phonological awareness because phonics refers to printed text, whereas phonological awareness refers to oral language (the sounds we hear, not the letters we read). Though strength in both of them is important for reading success, each of them play their own role. Students use the relationship between the letters in written language and the individual sounds in spoken language in order to read and spell words. The process of converting printed words into spoken words is called decoding. This involves looking at a word and connecting the letters and sounds and then blending those together to make a word.

Blending

In *Phonemic Awareness*, blending sounds into words is not done with letters. It is all auditory. A child takes individual phonemes and combines them to create a word. **For example:** /b/ /a/ /t/ = 'bat'.

In *Phonics*, blending happens when a student looks at each letter or pattern of letters in a word and puts those sounds together to read the word.

ALL STUDENTS ALWAYS

EDUCATION WORDS IN KINDERGARTEN



Segmenting

In Phonemic Awareness, segmenting words into sounds is not done with letters. It is all auditory. This is the reverse of blending. A child may tap one time for every word they hear in a sentence (I like pizza), or they may break a compound word into the two smaller words. For example: Clap the words parts in doghouse - dog ---- house. They may break a word into syllables. For example: Clap the word parts in pocket - Pock --- et. They may also break apart words into their phonemes. For example: dog /d/ /o/ /g/.

In Phonics, segmenting happens when a student is able to break a word apart into individual sounds and identify which letter makes each sound. There is a strong relationship between a child's ability to segment sounds and their ability to write since "sounding out" a word involves breaking apart the sounds and putting the corresponding letter down on the paper.

Decodable

Decodable texts are those that are connected to sound and spelling patterns that have already been taught, so most words the students read will be ones they can decode based on what they have been taught. For example, students who have learned the sounds /a/, /c/, and /t/ can decode "cat."

Automaticity

The purpose of phonics instruction is for students to learn to read through practice in reading words containing the sound/spelling patterns being taught. The goal of decoding is for students to gain automaticity, which is automatic word recognition. In order to read successfully and comprehend text, students need to be able to decode words accurately and automatically. This requires repeated opportunities to develop automaticity through practice of reading both words in isolation but also in connected text (decodable text.)

High Frequency Words

High frequency words are lists of words that occur most frequently in texts. Of these words, some are *regular* words that can be decoded by sounding out once a child has learned the sound/spelling patterns. Others are *irregular* words that contain one or more sound/spelling correspondences that are not pronounced conventionally (not following a known phonics pattern) and therefore decoding cannot be used to read the word. For example, the word *said* is irregular because it does not follow a common phonics pattern. These sometimes may be referred to as "heart words" since there are parts you need to know by "heart" and cannot sound out.

ALL STUDENTS ALWAYS

EDUCATION WORDS IN KINDERGARTEN



High Frequency Words (con't.)

For example, in the word *said*, you need to know the *ai* by heart since it cannot be sounded out by traditional means. In kindergarten, some high frequency words are considered *temporarily irregular*, meaning that a child encounters this word before all sound/spellings in the word have been taught. For example, in the early part of reading the word *for* may be irregular because the /or/ sound has not yet been taught through phonics.

Developmental Spelling (sometimes referred to as *brave spelling*)

Using spelling attempts based on letters that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

Digit

Any of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9.

Rote Counting

Counting in the traditional counting sequence.

Decompose Numbers

Decomposing a number means taking a whole number and breaking it into two smaller parts. To decompose the number 5, you can break it into smaller parts of 4 and 1, or 3 and 2. In the later part of kindergarten, children learn to decompose numbers 11-19 into tens and ones. They break the number 15 into one ten and 5 ones. This sets the foundation for place value which is important as it provides the foundation for regrouping, multiple-digit multiplication, and more in the decimal system as children develop math skills throughout the grades.

Manipulatives

Math manipulatives are objects that help support and develop a child's math skills. This helps them visualize the math in a concrete way. At home students may use any small objects to help with math: cheerios, Goldfish crackers, coins, legos, etc.