

**School District
13**



**Kindergarten
Curriculum**

Literacy

Pearson Scott Foresman's *Reading Street* literacy program for grades PreK-5 provides explicit, systematic, high-quality instruction focusing on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Award-winning literature makes learning to read and reading to learn enjoyable. As the students progress through the program, the literatures becomes more and more nonfiction based to give readers as much experience as possible with real-world text. Every selection in the program emphasizes a science or social studies concept to help meet content-area as well as literacy standards. Each selection focuses on a concept or big idea which connects vocabulary, spelling, writing, and language work. Student progress is monitored by use of multiple types of assessments which prescribe remediation and/or needs for greater challenge and differentiation. Instruction is customized as needed, delivered in whole group, small groups, or one-to-one as learner needs dictate. *Reading Street* focuses on one of six important writing traits each week; the unit writing project brings all the six traits together. Technology supports this program by providing such resources as audio text CDs, online assessments, and a large leveled reader database to provide additional materials to meet all reading abilities (students can bring home copies of stories and enjoy reading them with parents). Teachers will continue to use additional resources from our literacy centers at each school, as well as ability-appropriate novel units to enrich the students' literacy experience.

Bloomington District 13 Reading Curriculum

The goal of a balanced literacy approach to literacy is to foster life-long interest and growth in all areas of language arts: reading, writing, listening, speaking, viewing, representing, and spelling. Our purpose is for learners to have the ability to discover language patterns and rules and strategic principles for reading and writing. In addition, students need to be able to construct meaning and make connections through the use of fiction and nonfiction text. This literacy curriculum must appropriately meet the needs of all learners through a balanced literacy framework. This framework consists of: shared reading, guided reading, independent reading, writing, and word work.

Balanced Literacy Components

Shared reading

- All students read the same piece of text.
- The teacher models and demonstrates strategies.
- Students have the opportunity to practice strategies with teacher guidance.
- Thinking aloud helps to develop metacognitive skills.

Read aloud

- The teacher provides a good model of oral reading.
- Reading aloud develops students' listening skills.
- Students become engaged in quality literature.

Guided reading

- Small groups of students read material at their instructional level.
- Small groups provide opportunities to practice and demonstrate understanding of strategies.
- Small groups enable teachers to provide individual assistance to students.

Independent

- Reading material is self selected.
- Material is at the student's independent level which means student can read it fluently with 95% accuracy.
- Students practice strategies learned in shared reading lessons.

Word Work

- Students work with the skills associated with reading in small or large groups.
 - *phonics
 - *structural analysis
 - *vocabulary
 - *spelling
 - *base words and affixes

Writing

- Students respond to reading through writing.
- Writing provides opportunities to strengthen phonetic skills.
- Developing communication is the purpose of writing.

Strategies

Connecting

Enhancing text understanding by relating text to background knowledge and information. There are three types of connections: text to self, text to text, and text to the world.

Questioning

Asking questions before, during, and after reading to focus attention on significant concepts in text and deepen understanding. Questioning is used to clarify meaning.

Summarizing

The continuous process of determining important events or information from text.

Inferring

Using clues in the text and background knowledge and experiences to create an understanding and interpretation of the text.

Predicting

Thinking about what one knows and using text features to make guesses about text and making adjustments as new information is presented.

Imaging

Using details of text to create sensory images which enhance comprehension.

Vocabulary Acquisition

Learning and remembering new words encountered in text through thoughtful word selection and multiple and meaning opportunities for use.

Kindergarten/ First Grade Reading Curriculum Balanced Literacy Program

<p style="text-align: center;">Shared teacher models</p>	<p style="text-align: center;">Read Aloud teacher models</p>	<p style="text-align: center;">Guided student application of reading strategies under teacher direction</p>	<p style="text-align: center;">Independent application of reading strategies</p>	<p style="text-align: center;">Word Work small/large group or individual skill activities</p>	<p style="text-align: center;">Writing process writing, grammar and punctuation, and handwriting</p>
<ul style="list-style-type: none"> • basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling 	<ul style="list-style-type: none"> • modeling of good reading practices • engaging students in quality literature • variety of genres read at listening level • listening skills • "thinking aloud" • fluency • story elements • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling 	<ul style="list-style-type: none"> • basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling 	<ul style="list-style-type: none"> • basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling 	<ul style="list-style-type: none"> • phonemic awareness • phonetic principles • alphabet recognition • concept of word • concept of sentence • introduction to rhyming words • introduction to parts of speech • sight words • book/print conventions • synonyms and antonyms • contractions • describing words 	<ul style="list-style-type: none"> • words • sentences • developmental spelling • fundamental mechanics (basic capitalization and punctuation) • Zaner-Bloser

	8	7	6	5	4	3	2	1	K	
				All science instruction will begin with the inquiry skills section.						
EARTH		<ul style="list-style-type: none"> * volcanoes * plate tectonics * earthquakes 	<ul style="list-style-type: none"> * interactions of life * roles * ecosystems * resources * water (fresh, salt) * atmosphere * weather 	UC,C7-8 <ul style="list-style-type: none"> * rocks * minerals * fossils UD,C13 <ul style="list-style-type: none"> * solar system <ul style="list-style-type: none"> - seasons - Earth - Moon 	UC,C7 <ul style="list-style-type: none"> *erosion 	UC,C6 <ul style="list-style-type: none"> * minerals and rocks UD,C9,L2 <ul style="list-style-type: none"> * water cycle 	UC,C5 <ul style="list-style-type: none"> *Earth's surface UD,C8 <ul style="list-style-type: none"> *solar system 	UD,C7 <ul style="list-style-type: none"> *measuring weather UD,C9 <ul style="list-style-type: none"> *objects in the sky 	C4 <ul style="list-style-type: none"> *land *water *life C5 <ul style="list-style-type: none"> *weather *seasons C6 <ul style="list-style-type: none"> *sky 	
LIFE	<ul style="list-style-type: none"> * body systems <ul style="list-style-type: none"> - skeletal - digestive - circulatory - respiratory - excretory 	<ul style="list-style-type: none"> * classifying life * cells 	<ul style="list-style-type: none"> * genetics 	UA,C1 (health) <ul style="list-style-type: none"> *cells to body systems UA,C3 <ul style="list-style-type: none"> *plant growth 	UA,C1 <ul style="list-style-type: none"> *classifying living things UA,C2 <ul style="list-style-type: none"> *life cycles UA,C3 <ul style="list-style-type: none"> *adaptations 	UB,C4 <ul style="list-style-type: none"> * ecosystems UB,C5 <ul style="list-style-type: none"> * food chains * webs 	UA,C2 <ul style="list-style-type: none"> *animal characteristics 	UA, C1 <ul style="list-style-type: none"> *animals UA,C2 <ul style="list-style-type: none"> *plants UB,C3 <ul style="list-style-type: none"> *environments for living things UB,C4 <ul style="list-style-type: none"> *places to live 	C7 <ul style="list-style-type: none"> *animals C8 <ul style="list-style-type: none"> *plants C9 <ul style="list-style-type: none"> *living/ growing 	
PHYSICAL	<ul style="list-style-type: none"> * sound * light * waves * mirrors * lenses * motion * force * Newton * machines * energy resource 	<ul style="list-style-type: none"> * nature of matter <ul style="list-style-type: none"> - atoms - compounds - elements - mixtures * scientific method 		UE, C14 <ul style="list-style-type: none"> *matter 	UF,C14 <ul style="list-style-type: none"> * making and using electricity UF,C15 <ul style="list-style-type: none"> * forces and motion UF,C16 <ul style="list-style-type: none"> * simple machines 	UE,C11 <ul style="list-style-type: none"> * matter UE,C12 <ul style="list-style-type: none"> * energy UE,C14 <ul style="list-style-type: none"> * heat * light * sound 	UF,C13 <ul style="list-style-type: none"> *motion 	UE,C10 <ul style="list-style-type: none"> *matter <ul style="list-style-type: none"> -solids -liquids -gases 		
Health						Health Handbook		Health Handbook		

U=UNIT C=CHAPTER L=LESSON *SCIENCE TOPICS COVERED

SOCIAL STUDIES SCOPE AND SEQUENCE

Kindergarten

Friends and Neighbors

UNIT	CHAPTERS/LESSONS
Unit 2 Where We Live	Lesson 1 – <i>Homes</i> and Lesson 2 – <i>What is a Neighborhood?</i> Lesson 3 – <i>The City and the Country</i> Lesson 5 – <i>We Live On Earth</i> Unit Summary Chart
Unit 1 Friends and Family	Lesson 1 – <i>Friends</i> and Lesson 2 - <i>Families</i> Lesson 3 – <i>Families and Friends Celebrate</i> and Lesson 4 – <i>Communities Celebrate</i> Lesson 5 – <i>Families Near and Far</i> Unit Summary Chart
Unit 3 Working Together	Lesson 1 – <i>Rules and Laws Keep Us Safe</i> Lesson 2 – <i>Rules</i> and Lesson 3 – <i>Rule Makers</i> Lesson 4 – <i>A Special Set of Laws</i> Unit Summary Chart
Unit 5 People Work	Lesson 1 – <i>People Have Jobs</i> Lesson 2 – <i>Needs and Wants</i> and Study Skills – <i>Using Charts</i> Lesson 3 – <i>Where Things Come From</i> and Lesson 4 – <i>Goods and Services</i> Lesson 5 – <i>Spend and Save</i> Unit Summary Chart
Unit 4 I Am a Citizen	Lesson 1 – <i>The American Flag</i> and Lesson 5 – <i>Symbols of the United States</i> Lesson 2 – <i>Many States, One Country</i> Lesson 3 – <i>Citizens Have Rights and Responsibilities</i> Lesson 4 – <i>Citizens Help</i> and Reading and Thinking Skills – <i>Problem Solving</i> Unit Summary Chart
Unit 6 Things Change	Lesson 1 – <i>Then and Now</i> and Lesson 2 – <i>Days Go By</i> Lesson 3 – <i>Places Change</i> and Lesson 4 – <i>Machines and Inventions</i> Lesson 5 – <i>People Help the United States</i> Study Skills – <i>Using Time Lines</i> Unit Summary Chart

Weekly Publication – Weekly Reader

Kindergarten

Everyday Mathematics

Activities by Month

September	October	November
Simon Says Partner Match Measure, Measure on the Wall Building and Measuring in the Block Corner Coins in the Classroom Pattern Blocks Eating to Zero Number Board (0 – 10) Countdowns Age Change Give the Next Number Review Numbers 0 – 10	Children's Number Cards Number Card Activities Attribute Blocks Patterns All Around Matching Coin Game Exploring the Penny Exploring Penny Power Volume: Sand and Water Play Estimating Weight with a Rocker Balance Body Measures Telephone Book Rocker Balance Snacking Subtraction Templates Symmetry: Butterfly Marshmallows and Toothpicks	Do the Hokey Pokey Shape Pictures "Teen" Partner Game (10 – 20) Spin a Number (11 – 20) Number Line Mathematics Monster Squeeze Game Number Books: Writing Numbers 0–10 Number Stories Throughout the Year Using the Cent Sign (Pennies) State-Writing Activities Disappearing Train Fishing "What's My Rule?" Favorite Colors Graph Follow My Pattern Grab Bag "What's the Rule?"
December	January	February
Free Play with Geoboards Listen and Do (10 – 20) Interrupted Counts 1 (0 – 50) Interrupted Counts 2 (0 – 50) Meet the Calculator How Many? Calculator Displays Counting with Calculators Counting Shortcut Counting On with Calculators Counting Backwards with Calculators Number Stories with the Calculator	Measuring with Children's Feet How Big Is a Foot? Need for a Standard Measure Distance in "Feet" and Steps Count to 70 by 10's Introduction of Dime Time-Line Drawing: Art Activity Introduction to Skip Counting by 2's Counting Pairs Skip Count with Calculators Classroom Playing Cards Go Fish Top-It "Do I Have Enough" (Pennies) Count Fingers by 5's Introduction to Tally Marks Introduction of Nickel Exchange Pennies for Nickels and Dimes B-I-N-G-O Following a Simple Map	Pets Ordinal Numbers: Standing in Line Reading the Clock: the Hour Hand Only Make an Hour – Hand clock Portrait of Lincoln (Seasonal, around Feb. 12) Joining Objects Removing Objects Go Forward and Back Up Game Halves of a Whole Group Preparation for 100 Day (Seasonal, well before the 100 th day of school) Pocket Game (Counting On or Back) Introduction of Quarter Comparing Coins by Feel (Pennies, Nickels, Dimes, and Quarters) Coin Exchange Money Cube Game 1 Plus or Minus Game "Who Am I Thinking Of?" Number Hunt and 100 Chart

Kindergarten

Everyday Mathematics

Activities by Month

March	April	May
Symmetry Museum Number Grid Introduction to "Number Families" "Number Families" with Objects Fraction Stories Common Objects with 3-D Shapes Marking Off Tools for Measuring Length Introduction to Dollar Bill One-Dollar Game Change in Shape Does Not Affect Weight Graphing Dice Throws Domino "Number Families" Read My Mind Game	Attribute Game with Spinner Cards Class Collection Project Hour Hand, Minute Hand Store Adding the Minute Hands to Paper Clocks Matching Game Numbers Greater than 100 Say the Next Number (by 10's) Money Game Introduction to "What's My Rule?" with Pairs of Numbers Rope Shapes Comparing Shapes Rectangle and Rhombus "I Spy"	Measuring Plants (Jack and the Beanstalk Project) High Roller Rocker Balance and Nonstandard Weights Review of Volume Tabletop Area Covering Shapes Operator, Operator Hidden Sticks Noticing Numbers Changing Polygon Game Double-Digit Dice Game Say the Next Number (Counting Backward) "What's My Rule?" Using Numbers in Sequence
June		
Straw Shapes Tile with Pattern Blocks Review: "Who Am I Thinking Of?" How Many Hidden Objects? Class Storybook		

Kindergarten Math Curriculum

September

Establish daily math routines.

Introduce math center.

Explain number board.

October

Count forward from 0 to 21.

Count back from 10 to 1.

Read numbers 0 to 10.

Compare lengths, matching ends.

Recognize a penny and know its value.

Match one-to-one.

November

Count forward 0 to 35.

Count back 10 to 1.

Read the numbers 1 to 15.

Recognize and name triangle, square, circle, and rectangle.

Recognize simple examples of symmetry.

December

Count forward 0 to 50.

Count back 12 to 0.

Understand each "teen" number as 10 plus a digit.

Use concepts of greater and less to find a "mystery number."

Read and record amounts of pennies using a cent sign.

Generate, continue, and copy patterns.

January

Write the numbers 0 to 10.

Count forward from 0 to 70.

Count back from 15 to 0.

Skip counting with the group by 2s, 5s, and 10s.

Count with a calculator.

Explore using a variety of measuring tools.

Identify a dime and a nickel.

Participate in telling change-to-more (addition) number stories.

Discuss graph outcomes with the group.

February

Count forward from 0 to 90.

Count back from 15 to 0.

Count tally marks.

Count on, varying the starting point.

Identify a quarter.

March

Count forward from 0 to 115.

Count back from 20 to 0.

Read time to the nearest hour on an analog clock.

Participate in telling change-to-less (subtraction) stories.

Make and continue three-part patterns.

April

Count forward from 0 to 115.

Count back from 20 to 0.

Skip count by 2s, 5s, and 10s.

Write numbers from 0 to 20.

Read three-digit numbers.

Recognize and understand $\frac{1}{2}$.

Estimate time (on analog clocks) using the hour hand only.

Know the value of a penny, nickel, and dime; recognize a quarter.

Enjoy playing simple "What's My Rule?" games.

May/June

Recognize a dollar bill.

Review shapes.

Explore solid shapes.

Compare four-sided shapes.

Find unknown numbers using addition and subtraction.

Introduce a ten dollar bill.

Explore place value using calculators.

Rocket Math

District 13 connects math facts practice with students' daily mathematics instruction through the use of a supplemental curriculum called Rocket Math. The National Council of Teachers of Mathematics states that...

"...children need to develop quick recall of addition and subtraction facts by grade 2; multiplication and division by grade 4."

Learning math facts proceeds through three stages:

- 1) procedural knowledge of figuring out facts,
- 2) strategies for remembering facts based on relationships, and
- 3) automaticity in math facts—declarative knowledge.

Students achieve automaticity with math facts when they can directly retrieve the correct answer, without any intervening thought process. The development of automaticity is critical so students can concentrate on higher order thinking in math. Students who are automatic with math facts answer in less than one second, or write between 40-60 answers per minute (if they can write that quickly). Research shows that effective math facts practice proceeds with small sets of no more than 2-4 facts at a time. During practice, the answers must be remembered rather than derived. Practice must limit response times and give correct answers immediately. Automaticity must be developed with each set of facts, and maintained with the facts previously mastered, before more facts are introduced. Flashcards can also support a student's ability to respond quickly to math facts.

Science

www.hspscience.com

Dear Family,

The above address is the website of our new Science program by Harcourt School Publishers. We encourage you and your child to use the on-line educational resources which include the following:

- Age-appropriate activities to support the learning
- Biographies
- Science Glossary
- Science Up Close

Your child is also able to access his/her Science book on-line in ebook form under the tab "Harcourt eProducts." The user name and password for the ebook will be provided by your child's teacher.

Thank you for your continued support at home.

K-5 HARCOURT SCIENCE PROGRAM

Thanks to the wonderful support of our Board of Education and community, this year our school will be using the 2006 Harcourt Science program in our classrooms.

This cutting edge program has much to offer our students:

- *Hands-on investigations with each lesson
- *Rich content organized around key reading skills in a way that makes sense to children
- *Powerful graphics and visuals to aid understanding and increase interest
- *Graphic organizers to help students summarize lessons and draw conclusions
- *Exciting articles written by Weekly Reader in every chapter
- *Electronic resources (interactive web site, DVD activity videos, e-books, etc.) to help students increase opportunities for using and learning from technology
- *Strong differentiation support for learners of all abilities (ESL materials; leveled readers for every chapter to help reinforce and extend concepts, regardless of the children's reading abilities; audiotext collection)
- *Beautiful student texts (grades 2-5) that provide opportunities for children to read in the content area and make connections across the sciences and with other subject areas
- *Important correlation to the Illinois Learning Standards and the National Science Education Standards
- *Career connections to scientists and mathematicians
- *Multiple forms of assessment that allow students to demonstrate their learning in various ways
- *Many types of challenging inquiry activities to stretch students' thinking and problem-solving skills

This comprehensive program also provides the following for our parents:

- *An e-book subscription that will allow parents and children to work on science at home without having to bring home a book (excellent resource for when a child may be absent due to illness or unexpected travel, or when the child forgot the book at school)

We hope that our students and their families will greatly enjoy using these exciting new science materials this year!

Kindergarten Music

World of Music - Silver-Burdett & Ginn

Achievement in Listening

1. Ability to recognize music of different types
2. Ability to identify basic contrasts in music (high/low, fast/slow, up/down, loud/soft).

Achievement in Performance

1. Ability to sing with accuracy and smoothness within a range from C to G.
2. Sing many songs of different types
3. Play simple rhythm accompaniments to songs on rhythm instruments.

Achievement in Rhythmic Responsiveness

1. Ability to participate freely in action songs and singing games
2. Respond to the rhythm of the music he/she hears and performs with large body movements (walk, run, gallop, skip, etc.)
3. Move to show basic contracts in music (high/low/ fast slow, loud/soft, even/uneven)
4. Clap or play on a rhythm instrument simple beat patterns and rhythmic patterns

Achievement in Creativity

1. Ability to express the mood of the music through bodily movement
2. Sing spontaneously to express feelings

Achievement in Notation

1. Show melodic direction with hand levels.

Musical Concepts

Ability to recognize, conceptualize and verbalize in his/her own terms these basic contracts in music:

1. High and low
2. Up and down
3. Fast and slow
4. Loud and soft

Kindergarten Physical Education

Ball Manipulation Skills

- Bounce and catch
- Throw and catch

Beginning bowling skills

Bean Bag Skills and Activities

Body Awareness

- Identify body parts
- Laterality, symmetrical and asymmetrical
- Body shapes

Dance

- Folk dance
- Contemporary dance
- Lummi Sticks

Games

- Low organized games

Gymnastics Unit

- Tumbling skills
- Balance beam skills (low and high beams)

Health Related Physical Fitness

- Aerobic conditioning
- Abdominal endurance
- Flexibility
- Muscle strength

Hoops

- Skills
- Games and Activities

Jump Rope

- Pre-jump rope skills

Kicking Skills

- Exploratory approach

Locomotor Movement Skills

- Walk, run, jump, hop, leap, skip, slide, gallop

Miniature Golf

- Skills
- Game

Non-Locomotor Skills

- Push, pull, bend, stretch, lift, swing, turn, twist

Parachute Activities

Rolling Skills

Spacial Awareness

- Own space, room space
- Levels

Striking Skills

- Balloons
- Pilo Polo sticks

Kindergarten Art Program

<u>AREA</u>	<u>OBJECTIVES</u>
1. Drawing	Line, line repetition, crayon techniques
2. Drawing	Size variance, shape repetition, natural forms
3. Drawing	Shape, color, visual memory
4. Sculpture	Form, basic origami techniques
5. Drawing	Shape, pattern, natural forms
6. Drawing	Shape, crayon techniques, using reference photos of man-made objects
7. Drawing	Shape, color, natural forms
8. Printmaking	Texture, rubbing technique, natural objects
9. Printmaking	Texture, rubbing technique, man-made surfaces
10. Drawing	Composition, visual memory, line, shape, color
11. Painting	Introduction to tempera paint
12. Painting	Introduction to painting techniques
13. Printmaking	Mono printing techniques
14. Printmaking	Stamp printing techniques
15. Sculpture	Line, paper weaving techniques
16. Design	Basic paper techniques, draw, cut, fold, glue
17. Sculpture	Form, introduction to clay
18. Drawing	Shape, drawing natural and man-made objects
19. Design	Designing and using a pattern
20. Crafts	Collage, texture, composition
21. Drawing	Figure drawing, introduction to proportion
22. Art	Introduction to Artists Appreciation

CHARACTER COUNTS! sm

CHARACTER COUNTS is a continuing community endeavor directed toward improving and supporting positive character in young people. Bloomingdale District 13 is one of the many local Bloomingdale organizations belonging to a community partnership - the Bloomingdale CHARACTER COUNTS! Coalition.

CHARACTER COUNTS is integrated throughout District 13 and is a part of the character development framework at all grade levels, PreK - 8. CHARACTER COUNTS is based on shared beliefs and consensus values called the "Six Pillars of Character". District 13 supports the Bloomingdale CHARACTER COUNTS! Coalition mission to actively build and nurture *trustworthiness, respect, responsibility, fairness, caring, and citizenship* throughout the community.

DuJardin's staff and student body will continue to actively work to understand all that we do and say makes a difference at home, school, and in the community. Our school calendar identifies the month(s) targeted to focus on each of the "Six Pillars of Character". CHARACTER COUNTS! compliments and extends our efforts to eliminate "bully" like behaviors and live the principle that indeed, character does count. Please join the community effort to support and encourage CHARACTER COUNTS! in your family's homelife.

CHARACTER COUNTS!_{SM} is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

The Six Pillars of Character

(Definitions for Young People)

TRUSTWORTHINESS

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable —
do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family,
friends and country.

RESPECT

- Treat others with respect;
follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger,
insults and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act —
consider the consequences.
- Be accountable for your choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded;
listen to others.
- Don't take advantage
of others.
- Don't blame
others carelessly.

CARING

- Be kind.
- Be compassionate and
show you care.
- Express gratitude.
- Forgive others.
- Help people in need.

CITIZENSHIP

- Do your share
to make your school and
community better.
- Cooperate.
- Stay informed: vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

BLOOMINGDALE DISTRICT#13 – GRADES K-5

STUDY SKILLS GOALS

To provide District #13 students with a consistent format for accurately recording daily and long-term assignments and expectations in grades 4-5.

To provide teachers of students in grades K-3 with a developmentally appropriate format based on the model of the lesson plan book used by grades 4-5.

To instruct students in the correct use of the lesson plan book and to monitor its use throughout the year as needed.

To give students experience in daily, weekly and monthly planning.

To help students develop the responsibility for keeping track of their assignments and due dates.

To help students plan and budget their study time based on their plan books.

To provide students with a visual means of organization.

To provide students with a consistent organizational strategy in a visual modality for their material by using an organizational system, such as color-coded folders, expandable file, etc.

To maintain a consistent standard for headings.

Implementations of Goals

1. Each of the elementary schools will order enough plan books for every child in grades 4-5.
2. Teachers in grades 4-5 will instruct students in the correct use of the plan book and selected organizational system during the first 2 weeks of school and monitor its use throughout the year as needed.
3. Classroom teachers will require students to use the correct folder/file for their subject. The teacher may require specific colors of spirals for specific subjects.
4. Classroom teachers will require that students write their full name in an upper corner of all assignments.
5. If any type of color-coded system is used, please follow color scheme listed below:

Blue:	Math
Red:	Reading
Yellow:	L.A.
Green:	Science
Orange, Purple or White:	S.S.

Study Skills Goals – Kindergarten

- A. Daily use of a “home/school” folder and a school bag.
- B. Names on all school papers.

The use of technology is an important part of the overall learning environment throughout the Bloomingdale School District 13. It is the responsibility of each of us to prepare our students for a technological world.

Your kindergartener will be introduced to technology in the following ways:

- ✓ Discussing the advantages and disadvantages of the use of technology in today's world
- ✓ Discovering how computer technology fits into school life
- ✓ Identifying workstation components: hard drive; floppy drive and disk; CD-ROM drive and disk; printer; CPU; mouse; keyboard; microphone; speakers; and digital camera
- ✓ Practicing proper keyboarding techniques: correct posture and wrist position; typing with two hands; and locating numbers, letters, Enter, Esc, and arrow keys
- ✓ Learning why and how to take care of equipment, diskettes, and CD-ROMs
- ✓ Navigating within the Windows environment (e.g. click, drag, minimize, and maximize windows)
- ✓ Opening and closing applications
- ✓ Logging on and off a network
- ✓ Becoming familiar with age-appropriate software including entering data and navigating within a word processing document

Finally, we hope to introduce your child to use appropriate resources to enhance learning:

- ☞ Reinforcing and expanding knowledge and skills through the appropriate use of electronic tutorials, simulations, etc.
- ☞ Using appropriate multimedia resources to support learning
- ☞ Using technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories