



Our Students:

- Reach their learning potential.
- Are actively engaged in learning.
- Master essential knowledge.
- Are able to apply their knowledge in real world situations.

Our Educators:

- Provide all students with an equal opportunity to be actively engaged in their learning.
- Have high expectations for learning and provide a variety of instructional strategies.
- Motivate and nurture students in a safe environment.
- Maintain quality instruction through continued professional development.

Our Community:

- Supports learning experiences.
- Participates in the educational process.
- Collaborates to achieve the school's vision.

KINDERGARTEN CURRICULUM

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 to 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.

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 become 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-on-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.

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) • Ball & Stick handwriting (kindergarten 2010-11)

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 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

Friends and Neighbors

UNIT	CHAPTERS/LESSONS	SCHEDULE
Unit 2 Where We Live	Lesson 1- <i>Homes</i> 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	September
Unit 1 Friends and Family	Lesson 1 – <i>Friends</i> and Lesson 2 – <i>Families</i> Lesson 3 – <i>Families and Friends Celebrate</i> – Lesson 4 – <i>Communities Celebrate</i> Lesson 5 – <i>Families Near and Far</i> Unit Summary Chart	October/November
Unit 3 Working Together	Lessons 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	January
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	February
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	March
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	April/May

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!

	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 	<ul style="list-style-type: none"> * rocks * minerals * fossils * solar system - seasons - Earth - Moon 	<ul style="list-style-type: none"> * erosion 	<ul style="list-style-type: none"> * minerals and rocks * water cycle 	<ul style="list-style-type: none"> * Earth's surface * solar system 	<ul style="list-style-type: none"> * measuring weather * objects in the sky 	<ul style="list-style-type: none"> * land * water * life * weather * seasons * sky 	
LIFE	<ul style="list-style-type: none"> * body systems - skeletal - digestive - circulatory - respiratory - excretory 	<ul style="list-style-type: none"> * classifying life * cells 	<ul style="list-style-type: none"> * genetics 	<ul style="list-style-type: none"> (health) * cells to body systems * plant growth 	<ul style="list-style-type: none"> * classifying living things * life cycles * adaptations 	<ul style="list-style-type: none"> * ecosystems * food chains * webs 	<ul style="list-style-type: none"> * animal characteristics 	<ul style="list-style-type: none"> * animals * plants * environments for living things * places to live 	<ul style="list-style-type: none"> * animals * plants * 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 - atoms - compounds - elements - mixtures * scientific method 		<ul style="list-style-type: none"> * matter 	<ul style="list-style-type: none"> * making and using electricity * forces and motion * simple machines 	<ul style="list-style-type: none"> * matter * energy * heat * light * sound 	<ul style="list-style-type: none"> * motion 	<ul style="list-style-type: none"> * matter -solids -liquids -gases 		
Health						Health Handbook		Health Handbook		

***SCIENCE TOPICS COVERED**

Physical Education

Ball Manipulation Skills

- Bounce and catch
- Throw and catch

Bean Bag Skills and Activities

Body Awareness

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

Dance

- Folk dance
- Contemporary dance
- Lummi sticks

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

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
- Dile Dole sticks

Art

The main objective for the Kindergarten student is to introduce the elements of art (line, shape, color, and texture) and the media we pursue at Erickson (drawing, painting, sculpture, print-making and ceramics).

In the first project, the student is introduced to a little of everything. First, they are instructed to trace their hands. They trace them several times and cut the tracings out with scissors. Cutting is carefully demonstrated and learned. The hands that are cut out are then used to make something such as the sun, a butterfly or a tree. Students are told that these are shapes.

Next, they add texture to hand creations by gluing on yarn or glitter so the surface feels rough. Finally, the student paints a rainbow that is glued onto the project. They also learn to mix colors. The first colors are mixed to create secondary colors: blue and yellow = green, red and yellow = orange, red and blue = purple.

In a later painting project, the students first cut out shapes and glue them together to create a bubble gum machine or a fish. Next, circles are traced and acrylic paint is mixed together to create secondary colors and circles are painted.

In sculpture, the student is shown the difference between painting and sculpture. A sculpture is related to a person; it has many sides and can stand. Students use balloons or milk cartons for armature and learn to paper mache over them to create a small sculpture, which is then painted with the details put on by gluing on paper.

In ceramics, students are taught that clay is soil from ground. They learn that in order to use clay, we must first get out the air bubbles by throwing it down and wedging it so it won't blow up in the stove (kiln) that bakes it. Next, students are taught how to roll out slab, like mom rolls out cookie dough. For the first ceramic project, students use a cookie cutter of a pumpkin to cut out a small decoration which they paint. In the second project, they press their hands in clay. For their project, they learn how to cut out a symmetrical valentine from paper, put it on top of clay and then cut out or decorate it. They paint the hearts with acrylic paints.

In printmaking, they do gadget printing, putting an object such as a thread spool in paint and then stamping it on paper several times so they can see that printing is producing the same image over and over.

Kindergartners are continually cutting and gluing to increase their manipulative skills. They are introduced to artists as much as possible, considering their age.

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