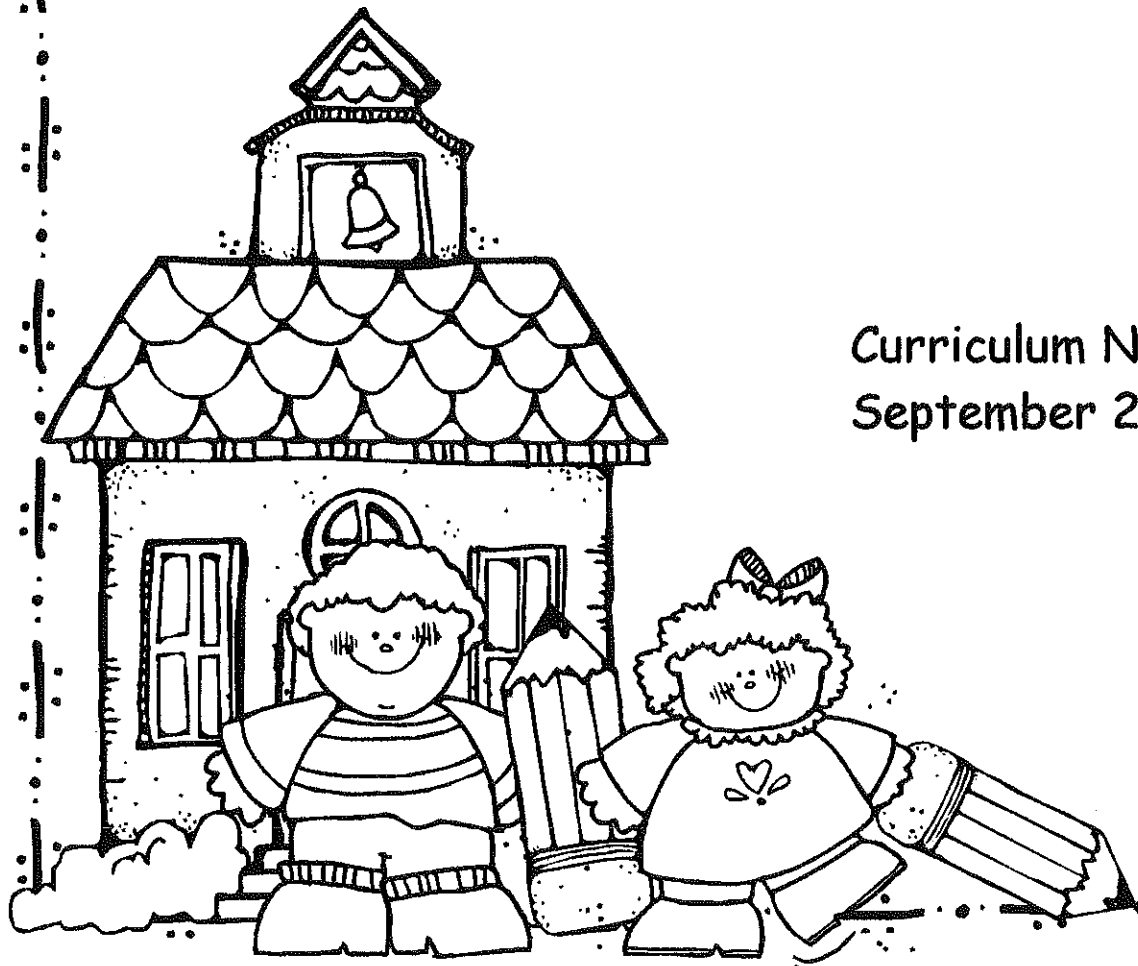




Welcome to

White Eagle Kindergarten



Curriculum Night
September 21, 2016

All I ever really needed to know I learned in Kindergarten

by Robert Fulghum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school. These are things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

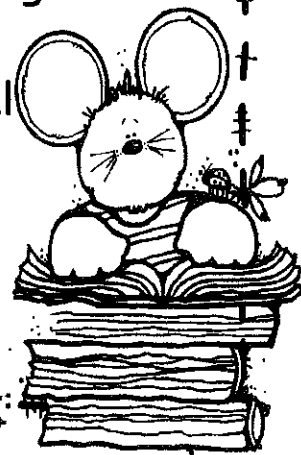
Goldfish and hamsters and white mice and even the little seed in the plastic cup—they all die. So do we. And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all—the whole world—had milk and cookies about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put back things where we found them and cleaned up our own messes. It is still true, no longer how old you are, when you go out into the world, it is best to hold hands and stick together.

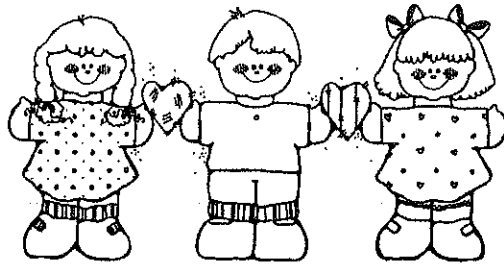
Philosophy

Kindergarten is our district's introductory experience in group learning. It is the foundation upon which all future school experiences will rest. Our program will focus on the social, emotional, physical and intellectual development of each child. Activities stress the interdependence among these aspects of the child. We place greater emphasis on academic concepts than academic skills.

Throughout the school year, children will become actively involved in learning and in exploring the environment. The teachers will facilitate learning by developing activities that integrate all subject areas. The curriculum will include units, projects, and learning centers that reflect children's diverse interests, backgrounds, and varied skill levels. Children will be provided with experiences that will enhance growth and that will enable them to continue along their individual patterns of development.



White Eagle School Kindergarten Program



What's important?

Social Development

Social development involves the child's perception and acceptance of his/her social roles and responsibilities with regard to others. Social experiences will be provided on a daily basis which will include exploring our environment and problem solving situations. Experiences will include: expression of ideas, cooperation, sharing, sense of belonging in a group, acceptance of responsibility, manners, active participation, respect for rules and authority, appropriate decision making, development of independent behaviors, and respecting the rights of others.

Emotional Development

Learning is not an isolated activity but occurs among peers with the guidance of an adult teacher. School success requires that children are capable of understanding other peoples' feelings and viewpoints, cooperating with adults and peers, exercising emotional and behavioral self-control, and resolving disagreements constructively. These qualities ensure that children can participate in learning alongside others.

Physical Development

The program will include active physical experiences daily to enhance physical growth, coordination, and attention. Experiences will include: large motor activities, fine motor activities, and hand-eye coordination.

Intellectual Development

Children will be actively involved in direct experiences which promote cognitive growth. Experiences will include: math, reading readiness, language, science, social studies, and creative arts.

Kindergarten Language Arts Curriculum

Each child arrives in kindergarten with his or her own vocabulary and basic language patterns that reflect past experiences. The kindergarten teacher begins to build learning experiences based on the speaking, listening, writing, and reading abilities of each child in a relaxed atmosphere. This environment provides an opportunity for the child to develop essential communication skills.

A good reading program is embedded in strong language program. In order to benefit from later reading instruction, young children need to be confident in their language use. They must learn that written language is a parallel system to spoken language. Most importantly, children must learn that print is meaningful. Instruction in reading will include readiness activities, phonics activities, comprehension activities, and writing activities.

The teacher will integrate all subject matter areas to extend language learning for kindergarten children. Instruction will involve discussion sessions, listening activities, the telling of stories (both by teacher and student), creative dramatics, and other means.

Class books- To further develop reading readiness and language skills; we will develop skills within a meaningful context. The children will be exposed to books, poems and songs related to various themes. We will write, illustrate, and read our own class books. Writing will be done independently or cooperatively. Writing, in itself, has various levels of development. It is important to note that each child's writing will be appropriate to his or her own level of development.

Guided reading- Kindergarten students will have the opportunity to develop reading skills through guided reading instruction. Guided reading begins with simple, repetitive, and picture-oriented text, which allows students experience independence in reading. As the student's reading skills progress, the level of reading text is adjusted for each individual student. Through guided reading instruction, students will be able to practice the application of reading skills such as concepts of print, decoding strategies, prediction and comprehension.



Math

In June, 2010, Illinois formally adopted new learning standards in Mathematics based on the Common Core. The Common Core is based on an initiative to set rigorous standards in K-12 education to ensure students graduate high school with preparation to succeed in college and careers in the 21st century. Forty-five states, including Illinois, have adopted these standards. The list of these standards can be found at: <http://www.corestandards.org/>

Our math curriculum, Eureka Math, is fully aligned to the standards. You can find more information about Eureka Math on the next page.

The Kindergarten overview is listed below:

Counting and Cardinality

Know number names and count sequence.

Count to tell the number of objects.

Compare numbers.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

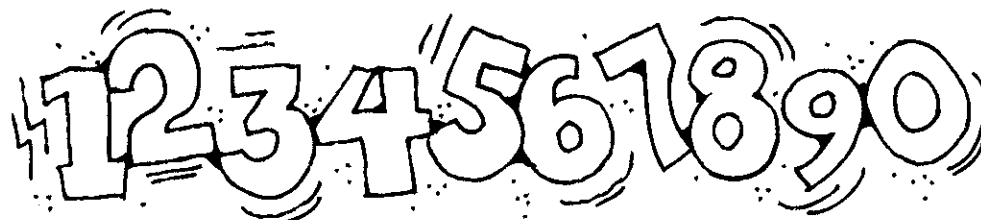
Describe and compare measurable attributes.

Classify objects and count the number of objects in categories.

Geometry

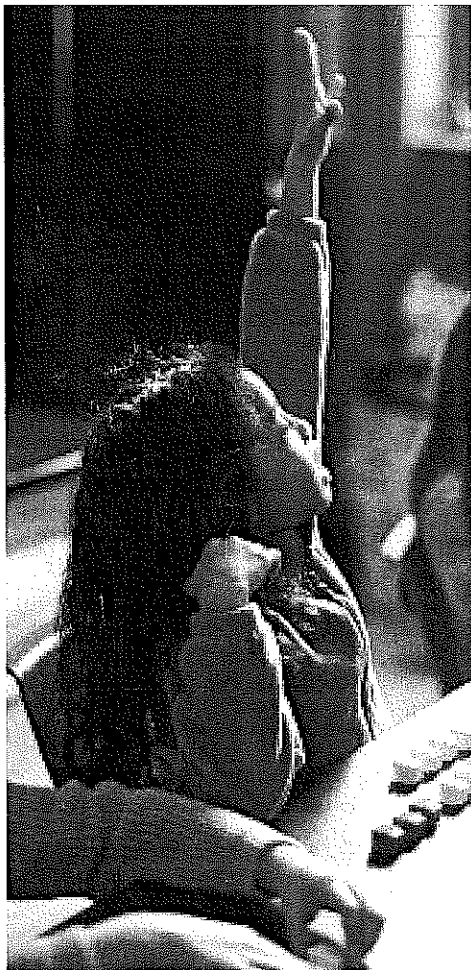
Identify and describe shapes.

Analyze, compare, create, and compose shapes.



EUREKA MATH™

A NEW CURRICULUM FOR A NEW DAY



WELCOME TO *EUREKA MATH*

As a parent, you've probably noticed that the *Eureka Math* curriculum is taught using different methods than the ones you were taught in school. Eureka was built around the core principle that students need to know more than just what works when solving a problem—they need to understand *why* it works. The curriculum goes beyond facts and formulas, teaching students to think about math conceptually. This helps students become not merely literate, but fluent in mathematics.

HOW IT WORKS

Eureka Math is designed to give students a deeper understanding of mathematics. One way this is accomplished is by following a logical progression from concrete to pictorial to abstract. To start, students learn mathematical concepts using actual objects or situations. From there, they transition into using pictures or models, such as tape diagrams, ten frames, and number bonds. Once they “see” what’s happening, they use symbols and standard algorithms because they now understand what makes those processes work.

The *Eureka* curriculum is presented as a cohesive story that flows logically from grades PK–12. This approach helps students build on what they’ve learned year after year, ensuring that they’re prepared for the challenges of today and tomorrow.

“With *Eureka Math*, my students are able to understand concepts and articulate what they’ve learned. Their fluency and confidence has improved.”

– Sonja Franklin, 3rd grade teacher



A NEW CURRICULUM FOR A NEW DAY

“Even my less confident math students increased their participation.”

-Laura Jacobsma, Instructional Coach

“With the old curriculum, we spent a little over a month each on both time and money. I was terrified, because I only had a week each this year. After the first day, my students were able to count money and tell time. It was a miraculous feeling.”

-Brittany Taraba, 2nd grade teacher

“I believe all students are capable of greatness and it's been proven in my class with *Eureka Math*.”

- Spencer Roby, 1st grade teacher

HOW IT BEGAN

The *Eureka Math* curriculum was written by a collaboration of teachers and scholars working with Great Minds, a non-profit organization that is dedicated to improving the content of instruction in America's public schools. Great Minds was established in 2007 when a group of teachers and scholars came together with the common belief that a content-rich education should be available to all American schoolchildren.

WHO USES IT

Eureka Math has been adopted by schools across the country, where they've seen 5, 10 and even 20 point gains. Polk School District in Georgia recently implemented *Eureka* in grades K - 8 and saw a 42% increase in scores among their inner city students. In Tennessee, it's the only curriculum approved from elementary to high school.

HAVE ANY QUESTIONS?

To learn more about how *Eureka Math* can set your child up for success, call (844) 853-1010 or visit eureka-math.org.

Science

Most young children are excited with the wonders of nature and are naturally curious, enthusiastic, and talkative. The function of the kindergarten Science program is to connect the child's sense of wonder with a sense of understanding. This is done by broadening the child's experiences with the world and extracting knowledge from those experiences.

Young children must gather information from their experiences and create concepts and understandings. The goal is to help children grow cognitively by developing their critical thinking skills. Critical thinking processes involve observation, classification, prediction, experimentation, recording data, and interpreting results.

Hands on Science units are an essential part of the Science program. Units are: magnet exploration (physical science), seeds to plants (life science), and ecology (earth science). In addition to these units, other science topics will encourage children to use their critical thinking skills.



Social Studies

Young children are attempting to understand their social as well as their physical world. As they move out of their homes, they become aware of many social processes in a variety of groups. They learn more about themselves in relation to others and learn how to cooperate with others.

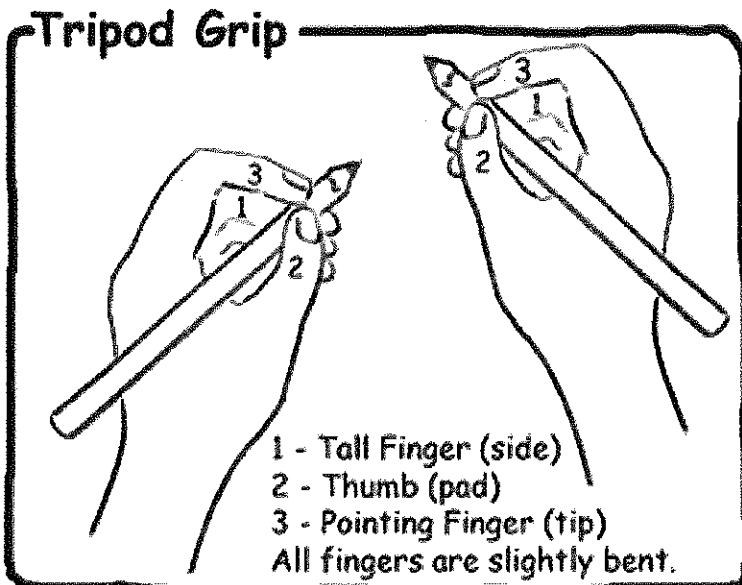
Children have a variety of opportunities to develop social skills within the classroom. This involves the child's perception and acceptance of his or her social roles and responsibilities with regard to others.

Units of study within the content of social studies will include self-awareness, family, school, safety, beginning map reading, holidays, citizenship, and problem solving.

Writing

Handwriting instruction will be formally taught using the basic letter formats and numbers paying attention to size and spacing. Children will be taught to write their names with a capital letter followed by lower case letters (John vs. JOHN).

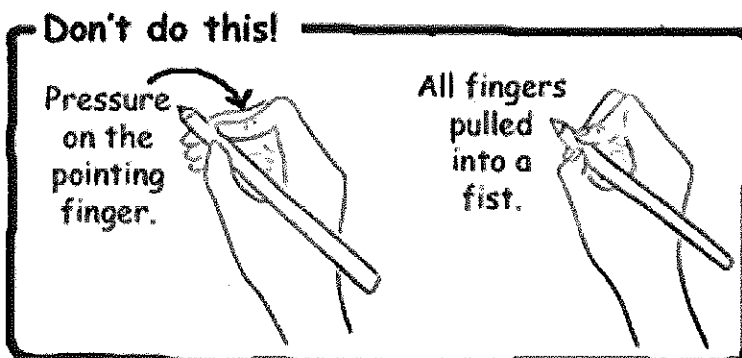
Reversals are common at the kindergarten level. Do not be concerned by this, as reversals tend to diminish as your child matures.



Students are taught to use the Tripod Grip when writing.

Fine Motor Activities for strengthening and manipulation:

- Use tongs or tweezers to pick up balls of paper, beads, cotton balls or rice.
- Squeeze water out of a spray bottle or old dish soap bottle
- Use clothespins to pick up cotton balls or small pieces of sponge. Dip the cotton or sponge into paint to make a picture.
- String various objects: beads, cheerios, fruit loops, or buttons.
- Use play dough, silly putty or clay to form shapes, letters, and numbers. Hide objects in clay for your child to find.



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Art

Formal Art instruction occurs one time per week for 50 minutes with our Art teachers, Mrs. Mills or Ms. Kochanek. Children are encouraged to express themselves through various forms of art activities. In addition, art projects are a part of weekly classroom instruction.



Music



Kindergartners enjoy 25 minutes of music instruction two times per week with our music teacher, Miss Erlenbaugh. Musical expression, rhythm, and vocal expression are introduced. Kindergarten also incorporates music daily to enhance the classroom curriculum.

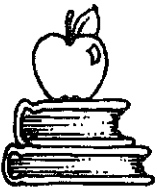
Physical Education (P.E.)

Our P.E. teacher, Miss Roseberg, meets with our students three times per week for 25 minutes in the gymnasium. Fundamental motor skills, fitness concepts and teamwork, cooperative activities, and sportsmanship are the focus of instruction for kindergartners.

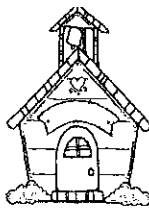


Learning Media Center (LMC)/Computer Lab

Kindergarten students have daily opportunities to check out books from the White Eagle library. Each week, students will also meet with our LMC director, Mrs. Vieira, in the library for story time, author study, and have opportunities to learn "What's New in the Library?" Each week, students will go into the Computer Lab with their classroom teacher for 25 minutes.



Communication



Your child needs to have a "take-home folder" in his/her backpack every day. Please put any notes for the teacher or office in that folder. The students will be directed to check their "take-home folder" for any "notes from home." PLEASE look in this folder every night and take out any notes/papers to help avoid any confusion.

The White Eagle School office will also send various notices home with information regarding any schedule changes or upcoming events. We are pleased to offer the district 204 website (<http://ipsdweb.ipsd.org/>) as another source of information.

You will be receiving classroom updates each week. These updates can be found in your classroom's newsletter or on your class website. You can find the newsletters/website on the White Eagle website (<http://whiteeagle.ipsd.org/Subpage.aspx?id=212>). Please take the time to read this important information to become familiar with the ongoing classroom activities. You will also find important dates to remember as well as Show and Tell topics and special supplies your child may need for an upcoming project or event.

In order to report an absence, please call the White Eagle attendance line at: 630-375-3600 (ext. 3 to leave a message)

Please send a note any time there is a change in your dismissal plan. For children who are riding the bus, we ask that you also send a note if your child is NOT to ride the bus. Unless a parent notifies us, the child will be sent home via his/her regular mode of transportation. Please note that students who are not on the school bus roster will not be able to ride the bus home with a friend.

If you occasionally pick your child up early from school, you will need to sign him/her out in the office.



Birthdays

We are happy to celebrate your child's birthday in class. Please do NOT send edible treats for your child's birthday. You may choose to celebrate your child's birthday with inedible treats (stickers, pencil, etc.), or you may choose to donate a book to the school library in honor of your child's birthday. To avoid hurt feelings, invitations to birthday parties will not be handed out at school unless there is one for every student.

Homework and Tasks for Beginning Kindergarteners



Skills to focus on

Remembering Show and Tell	Can hold a pencil properly	Write their first names
Can use scissors properly and safely	Naming and writing all upper and lower case letters of the alphabet out of order	Identifying all letter sounds out of order
Can identify and write numbers 1-10 out of order	Can count from 1-30	Naming all colors (black, blue, brown, green, grey, orange, pink, purple, red, white, yellow)
Name shapes (circle, hexagon, oval, rhombus "diamond", rectangle, triangle, square)	Can identify patterns: AB patterns- dog, cat, dog, cat ABC- red, blue, green, red, blue, green	ABB pattern- shirt, sock, sock, shirt, sock, sock AAB- mitten, mitten, hat, mitten, mitten, hat

Next skills to focus on

Write their last names	Can count from 30-100 Count backwards from 20-1	Can identify and write numbers 11 through 30 out of order
Work on positional words- above, below, inside, outside, beside, next to, far, near...	Fluently add and subtract within five Ex. $2 + 3 = 5$ or $5 - 1 = 4$	Name shapes (cube, sphere, cylinder, cone)
Blending sounds to read one syllable words that follow proper phonetics- Ex. cat, mom, pin	Work on identifying all 35 sight words- Start with 5 words and add on slowly	Work on word families (same ending) Ex.- hat, bat, sat, mat, Also work on listening and Naming and identifying rhyming words- Ex.- fed, bed, red

Writing

Step one- Have your child draw you a picture and orally explain with detail what is in the picture and what is happening. Focus on details and using action and describing words.
Step two- Have your child identify the beginning sounds in the words or objects in the picture.
Step three- Have your child identify the ending sounds in the words or objects in the picture.
Step Four- Have your child phonetically label the picture.
Step five- Have your child write at least two sentences to describe or explain the picture. Focus on your child spelling words phonetically and using sight words properly.