

# Kindergarten

## Grade Level Objectives



## Milne Grove Elementary School

**Education is our connection to the future.**

Mrs. Donna Gray, Superintendent

Mrs. Tracy Carlson, Principal

Lockport Elementary School District 91

808 Adams Street

Lockport, Illinois 60441

Phone (815) 838-0737 Fax (815) 834-4339

The grade level objectives listed in this brochure represent the course of study for this grade and provide a general focus for the instructional program in your child's grade.

The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

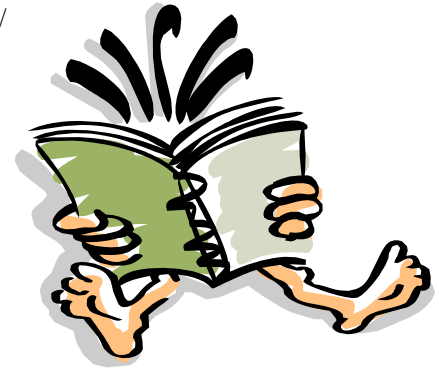
## Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

- Recognize upper and lower case letters.

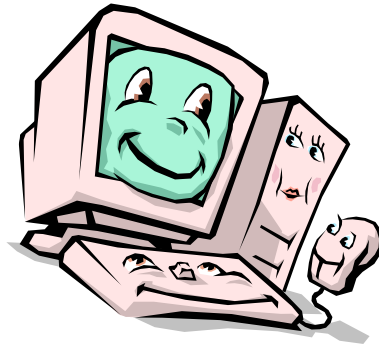
## Reading/Language Arts

- Introduce the pattern of the alphabet.
- Identify the sound/letter association of the 18 beginning consonant sounds.
- Recognize picture/word association
- Recognize high frequency words.
- Make predictions before and during the oral reading of a selection based on picture clues, prior knowledge and/or clues from the reading selection.
- Identify important themes and topics.
- Make comparisons across reading selections.
- Identify setting, characters and sequence in a selection.
- Identify how authors and illustrators use color and shape to express their ideas.
- Obtain and use information from illustrations.
- Identify setting within a literary work.
- Identify characters within a literary work.
- Identify sequence within a literary work.
- Recognize the terms fiction and nonfiction.
- Verbally respond to a selection.
- Relate character, setting and plot to real-life situations.
- Identify questions and gather information.
- Select and organize information from various sources for a specific purpose.
- Write cooperative stories based on acquired information.
- Use print resources to acquire and use information.
- Use non-print resources to acquire and use information.
- Use human resources to acquire and use information.
- Use technological resources to acquire and use information.
- Write a cooperatively developed sentence.



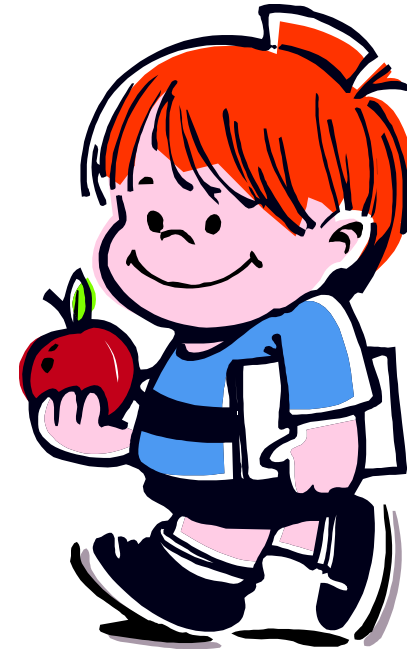
# Technology

- Identify the computer.
- Mouse skills:
  - Click
  - Click and drag
  - Double click
- Use appropriate software to practice:
  - Reading readiness
  - Phonics
  - Science,
  - Math,
  - Problem solving
  - Literature



# Math

- Recognize addition, subtraction and equal signs.
- Recognize fractions as equal parts.
- Recognize the numerals 0-20.
- Write number symbols up to 10.
- Count to 30 or more by rote.
- Add sums through six.
- Subtract sums through six.
- Compute and estimate using various tools/methods for sums through six.
- Use one-to-one correspondence to match objects to 10.
- Identify the parts of a clock.
- Identify the coins: penny, nickel and dime.
- Demonstrate the concepts of location and measurement – spatial relations, size and weight.
- Use technology and manipulatives to solve problems.
- Identify, describe and extend simple geometric patterns.
- Identify, describe and extend simple numeric patterns.



- Use appropriate vocabulary when describing and comparing elements of the images.
- Identify and demonstrate simple drawing techniques and tools.
- Identify and demonstrate simple printing techniques and tools.
- Identify and demonstrate simple resist techniques and tools.
- Identify and demonstrate simple painting techniques and tools.
- Identify and demonstrate paper construction techniques and tools.
- Create a drawing showing an object in the foreground.
- **Create a drawing showing an object in the background.**
- Create a drawing using a horizon line properly.
- Demonstrate cutting skills.
- Demonstrate folding in a horizontal, vertical and diagonal direction.
- Demonstrate gluing and assemblage skills.
- Create a paper weaving.
- Create figures with the proper appendages.
- Draw and paint a work of art with correct proportion being evident.
- Create a work of art using symmetry.
- Identify works of art in their everyday world.
- Verbally create a story to tell what the picture is about.



- Problem solve (classify, sort and create patterns).
- Solve simple number sentences with the use of manipulatives , pictures, etc.
- Describe the basic arithmetic operations of addition and subtraction.
- Recognize basic shapes including circles, squares, rectangles, ovals and triangles.
- Describe similarities and differences between the basic shapes of circles, squares, rectangles, triangles, and ovals.
- Organize and display data using real and pictorial graphs with teacher help.
- Draw conclusions such as more than and less than from pictorial graphs.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

## Science

- Describe an observed event.
- Develop questions on scientific topics
- Collect data for investigations using measuring instruments and technologies.
- Compare large-scale physical properties of matter.
- Use basic science safety practices.



## Social Studies

- Identify the purpose of geographic representations.
- Identify the characteristics of geographic representations.
- Identify the purpose of geographic representations.
- Be able to locate specific places using photographs.

# Health

- Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine, poisons, fire, tornado and strangers).
- Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
- Recognize how choices can affect health (e.g., not brushing/ tooth decay, smoking/risk of cancer and heart disease).
- Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).

# Physical Education

- Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.
- Demonstrate safe movement in physical activities.
- Follow directions and class procedures while participating in physical activities.
- Work independently on tasks for short periods of time.
- Work cooperatively with another to accomplish an assigned task.



# Music

**Understand the sensory elements, organizational principles and expressive qualities of the arts.**  
Identify a variety of sounds and sound sources (tone colors):

- Instruments
- Voices
- Environmental or other sounds

Relate symbol systems to musical sounds:

- Icons
- Syllables
- Name
- Kodaly
- Numbers
- Letters
- Sing or play on classroom instruments a variety of music representing diverse cultures and styles.



Identify the distinctive roles of:

- Artist
- Audiences

Identify how the arts contribute to:

- Communication
- Celebrations
- Occupations
- Recreation
- Know how images, sound and movement convey stories about people, places and times.

# Art

Given a select visual image, students will:

- Identify bright and dull colors.
- Express how bright and dull colors effect the mood of the picture.
- Recognize different types of lines (e.g., straight, zigzag, curved, etc.).
- Identify basic geometric shapes.
- Identify primary and secondary colors by name.
- Recognize directions of lines (e.g., diagonal, horizontal and vertical).
- Identify if work is balanced.
- Identify background.
- Identify patterns.
- Formulate an opinion about a work of art and be able to express why they feel as such.