

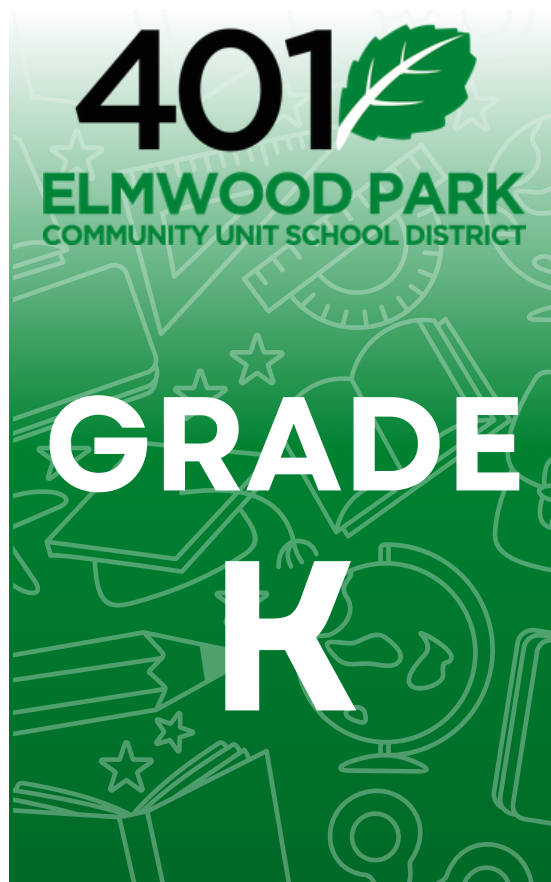
Family Guide to Support Learning

Parents and caregivers want their children to succeed in school, to be engaged and excited about learning; to build strong relationships with their teachers and peers; and to learn each year the knowledge and skills they need to be successful academically.

But it hasn't always been easy for parents and caregivers to figure out what children should know and be able to do by the end of each grade and how to discuss these topics with their children and their teachers.

This Family Guides takes the mystery out, and provide parents and caregivers with the information and tools they need to support their children academically in literacy and math, which are the building-block subjects for everything else.

With this guide, 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.



- **What Your Child Should Know & Be Able to Do**
 - What experts say is the most important content (knowledge and skills) for students to learn by end of Kindergarten.
- **Everyday Activities to Support Learning**
 - We've included some ways you can support your child in learning important content and skills in literacy and math.
- **Education Words**
 - Sometimes, you'll hear educators use a word that has a specific meaning in schools. Those words are bolded. Understanding those terms will help you speak the same language.
- **Tips for Talking with Teachers**
 - How you and your child's teacher can work together to help your child grow.
- **Parent Guide and Success Video**
 - Review the Illinois Learning Standards and view success videos of what learning looks and sounds like.



LITERACY



WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, Kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the school year.

Learning to read and write:

- Playing with language, rhyming, clapping out, or counting syllables. Identifying beginning, middle, and end sounds in spoken words (phonemic/phonological awareness)
- Naming all upper- and lower-case letters. Matching those letters with their sounds. Printing them clearly by hand, on handwriting paper.
- Matching letters and sounds to sound out and write simple words. Focus on the most common consonant and short vowel sounds. (This may include inventive spelling for writing.)
- Reading and rereading decodable words and sentences in simple texts so the reading is smooth.

Learning about the world through text: *

- Asking and answering questions about stories and texts read aloud. (Children may need some prompting.) Retelling what happened and explaining key ideas.
- Figuring out the meaning of unknown words by using pictures, context, etc. (Children may need support with pronunciation.)
- Using linking words and phrases to connect ideas (such as “also,” “another,” “more,” “but”).
- Showing something new they have learned from text or about a topic. This can be in lots of ways: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing, dictating, and writing to answer a question or describe an event or topic from a text. Children may use simple sentences and some inventive spelling.

*The texts used for this purpose are often read aloud since they are more complex than the child could read alone.

But texts children can read for themselves (with support as needed) may also be used.



EVERYDAY ACTIVITIES TO SUPPORT LEARNING WITH LITERACY

- Read aloud to your child for 20 minutes each day. Talk about what is happening. Ask what they are learning.
- Pick a topic to learn about together. Read books, look online, do things together. You can help your child build knowledge and develop a love of learning.
- 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!”).
- 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?”)



MATHEMATICS

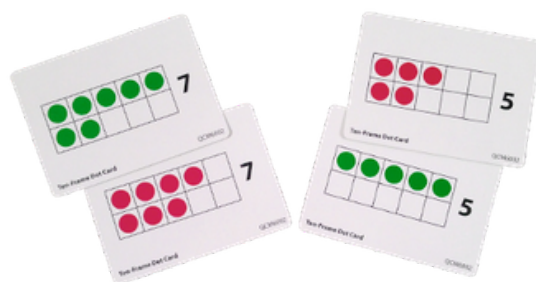
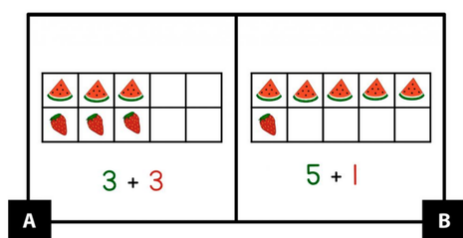


WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, Kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the school year.

- Counting to 10. By the end of the year, children should be able to count to 100.
- Counting objects to tell how many there are.
- Comparing two groups of objects to tell which group, if either, has more. (Group size of up to 20.)
- Understanding which of two written numbers between 1 and 10 is greater (6 is greater than 2).
- Acting out addition and subtraction word problems. Drawing pictures to show and solve the problems. For example, four children are standing in a row when two walk away. How many children are left?
- Adding with a sum of 10 or less. Subtracting from a number 10 or less
- Adding and subtracting very small numbers quickly and accurately ($3 + 1$).



EVERYDAY ACTIVITIES TO SUPPORT LEARNING WITH MATHEMATICS

- Gather small similar items to create a “counting collection.” Have your child count the items out loud. (“One raisin. Two raisins.”) You can use any small object you have at home.
- Ask your child ‘how many?’ questions. (“How many raisins 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. (“Are there more raisins 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).



EDUCATIONAL WORDS



Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language!

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.")

Inventive spelling

Spelling a word 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.

Phonemic awareness

The ability to recognize that spoken words are made up of individual sounds (or phonemes), and to identify, produce, and play with those individual sounds (a critical part of phonological awareness).

Phonological awareness

The ability to recognize the sounds of language, including rhyme, syllables, and the sounds in words.

Reading level

Teachers often determine the grade level at which a student is reading. But sometimes, children are then limited to reading texts at that level (typically a letter or number). This practice is one to be wary of, particularly if children are limited to reading only texts that are below the grade level goals, or texts that aren't decodable and don't match their phonics instruction.

Rote counting

Counting numbers in order (1, 2, 3, 4, 5...).

Sight words

Sight words are any words that a child can read automatically.

Sum

A sum is the result or answer we get by adding two or more numbers or terms.



TIPS FOR TALKING WITH TEACHERS

Literacy

- What are my child's strengths, and how do you use them in instruction?
- What letters and sounds should my child have mastered at this point in the year? Has my child mastered these sounds?
- Does my child have a chance to read texts that help them practice decoding sounds they are learning?
- Be sure to talk about what you are seeing at home when you are helping your child.
- What topics are children learning about through reading? What should my child be able to understand and talk about as a result of what they have read?
- Is my child able to talk, draw, or write in ways that show you they understand what they are reading and learning about? If not, what challenges are they facing?
- What kind of book(s) is my child reading during independent reading? Are they limited to a specific reading level or encouraged to select texts based on their interests?

Math

- What kinds of number problems are children learning to solve this year?
- Ask for specific updates on how your child is progressing in their understanding of the key content of the grade.
- What should my child be able to understand and talk about as a result of what they have learned?
- Is my child able to demonstrate to you that they understand what they are learning about? If not, what challenges are they facing? How can I help?

ILLINOIS LEARNING STANDARDS PARENT-GUIDE

This guide explains the Illinois Learning Standards your child will learn throughout the year and offers simple ways families can support learning at home. [Kinder Parent Guide](#)

EDUCATIONAL SUCCESS

See what success looks like by the end of the school year for Literacy and Math: [Kindergarten Success Video Clips](#)

