



Union Park School

Kindergarten 2022-2023

Welcome to Union Park Kindergarten. We are so excited for a fun school year, full of learning and adventures.. We are Toros ~ Somos Toros!

Parent Involvement

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. We believe that your trust in Union Park is required to ensure your child's success.

Sra. Olson	<p>¡Bienvenidos Familias!</p> <p>Welcome to Kindergarten at Union Park School! I have been teaching for 21 years. I grew up in San Diego, and came to Arizona to attend ASU where I earned my BA in Foreign Languages and Literatures. I completed my Post Baccalaureate in Education at Ottawa University, and Early Childhood specialty at Central Arizona College. My family and I are proud to live, work and attend DVUSD. There is no place I would rather be than teaching and learning with Kindergarteners. "We are Toros! ¡Somos Toros!"</p> <p>Teacher Contact Information Email: jennifer.olson@dvusd.org Website: https://www.dvusd.org/Domain/10748</p>
------------	--

Mrs. Ludwig	<p>I grew up right here in the valley and have lived in Arizona all of my life. For college I attended NAU, while there I obtained my bachelor's degree in Elementary Education with an emphasis in Early Childhood Education. In my free time I love riding horses, hiking all over Arizona, and spending time with my family, fiance and friends. I have four fur babies, one great dane, one boxer and two cats. I am so thankful for the opportunity to be your child's teacher! I look forward to working alongside you to support your child in their educational journey.</p> <p>Teacher Contact Information Email: amy.chapman@dvusd.org Website: https://www.dvusd.org/Domain/6788</p>
Mrs. Flory	<p>I was born in Iowa and have lived in Phoenix since I was 12. I am married and have 3 children, 1 son-in-law, 1 grandson, and 3 dogs. I've taught in Deer Valley for 23 years. Kindergarten is by far my favorite grade level to teach. I love reading, traveling, and Sunday dinners with my family.</p> <p>Teacher Contact Information Email: holly.flory@dvusd.org Website: https://www.dvusd.org/Domain/5005</p>
Mrs. Crisp	<p>Hi Kindergarten Families!</p> <p>I am so excited to start another year with my Toro Family! This will be my 17th year in education and 13th year in Kindergarten. I am an Arizona native and live in a busy house with Mr. Crisp, my two boys, and a wild kitten.</p> <p>I have a passion for teaching and learning. We are going to have lots of fun together exploring the wonders of Kindergarten. I am looking forward to getting to work with you and your family this year. We are Toros!</p> <p>Teacher Contact Information Email: Kristen.Crisp@dvusd.org Website: https://www.dvusd.org/Domain/10442</p>



ELA: English Language Arts (ELA) will be taught with the *Into Reading* curriculum. ELA includes (but is not limited to); reading, fluency, encoding, character development, comprehension, decoding, encoding, text phonemes, phonics, writing skills, and vocabulary.

(Click image below to enlarge)

Kindergarten Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

Reading Standards: Foundational Skills

- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different kinds of syllable types

- Use phonics to write words and express thoughts and ideas in writing
- Use foundational skills to access a variety of texts

Writing Standards

- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

Writing Foundations Standards

- Write upper and lowercase manuscript letters to communicate ideas
- Separate simple words into their syllables
- Write frequently used words

Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding

Language Standards

- Use common nouns and verbs
- Pluralize words by adding "s" or "es"
- Recognize and name end punctuation
- Sort common words into categories
- Use words and phrases learned from conversation and readings

<https://cms.azed.gov/home/GetDocumentFile?id=585aabc2aadebe12481b8464>

Math: *Eureka Math* is the primary resource used for Kindergarten. Through direct instruction, hands on activities, and manipulatives students will be able to explore and learn:

- Number names and counting sequences.
- Counting to tell the number of objects.
- Comparing numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11-19 to gain foundations for place value
- Use place value understanding and properties of operations to add and subtract.
- 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.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Science: A combination of materials has been curated to support the curriculum for our Kindergarten learners including: *Mystery Science*, *Picture Perfect* and a variety of hands-on learning activities. Science units include WEATHER, SPACE, LIVING THINGS, AND SOUND & LIGHT.

Social Studies: Preparing students to be an important part of their community is covered in the Social Studies curriculum. Arizona's Social Studies curriculum emphasizes civics, economics, geography and history- as four general areas of study. In kindergarten, we primarily focus on "Children as Citizens". Through the curriculum in Kindergarten students will understand their roles and responsibilities as citizens within their own context. Students will learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National Culture.

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

More information at <https://cms.azed.gov/home/GetDocumentFile?id=5bd772651dcb250b94e916e7>

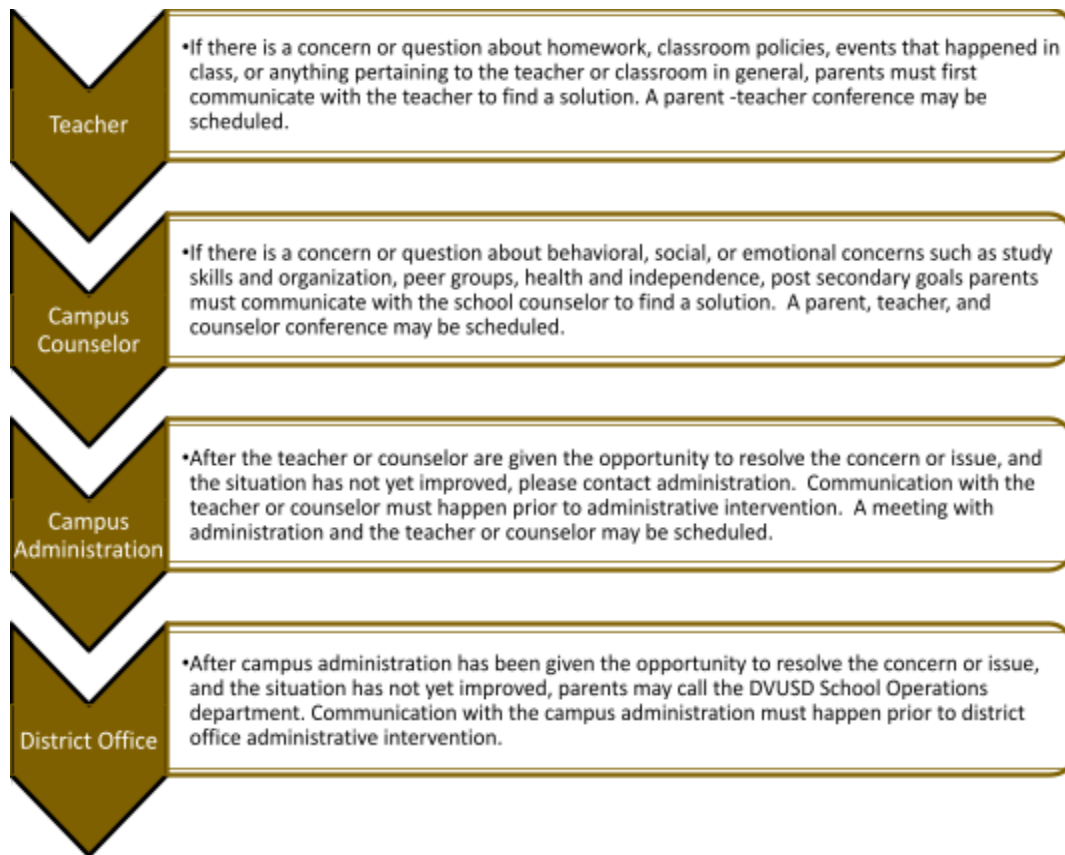
Online Resources:

- [DVUSD Math Resources for Parents](#)
- [DVUSD English Language Arts Resources for Parents](#)
- [DVUSD Social Studies Resources for Parents](#)
- [DVUSD Science Resources for Parents](#)
- [What is Depth of Knowledge \(DOK\)?](#)

Spanish Immersion: <https://www.dvUSD.org/domain/10726>



Stakeholder communication plays an important role in the success of a school. Solutions are best found at the level closest to the issue or concern. As such, we have adopted the following protocol. See below the *Communication Protocol flow chart*.



In addition to the flow chart above:

If a child's safety or school-wide safety is a concern, please contact the front office or a staff member immediately. Administration works diligently to ensure the safety of all students.

Union Park School Communication Tools:

School-wide

- ❑ [Union Park School Website](#)
- ❑ Frequent Smores via social media, email, and texts
- ❑ *Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.*
- ❑ *Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. We will respond to emails Monday through Friday from 7:00am - 5:00pm, within a 24 hour window.*

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

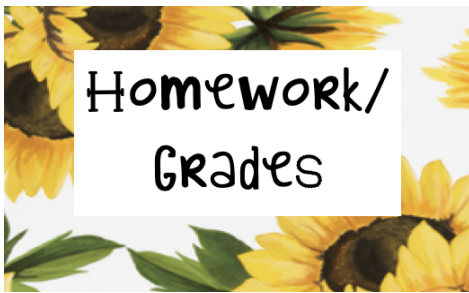
Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

PLC Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.



In DVUSD, Kindergarten has traditionally graded using standards based progressions. Formative (a snapshot of progress on a standard) assessments are used to measure student progress and growth. Progress is reported to parents through graded weekly assignments and/or progress reports. Summative assessments are used to determine final quarterly grades. Kindergarten does not utilize Powerschools to post In-Process Learning Categories, however, a minimum of one graded assignment will be sent home weekly to

show student's progress.

Report cards are sent home each quarter. These Standards Based reports reflect the progress your child has made toward various kindergarten standards and uses a grading system that reflects the developmental nature of kindergarten learning. Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.

4	Independently applies skills and content with greater depth and complexity
3	Demonstrates grade level proficiency independently
2	Demonstrates grade level proficiency with support
1	Demonstrates below grade level proficiency

WHY STANDARDS BASED GRADING?:

Parents:

- Progress reports are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Parents know in what areas their child needs more support
- Parents are empowered to increase their child's confidence and help their student set goals

Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency
- Students monitor their own progress toward the achievement of specified targets
- Specific feedback on progress helps build self-esteem, pride, and motivation

Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided
- Teachers of the same courses have aligned expectations and standards
- Assessment results help teachers determine when students need extra help and when they need more challenging work.

* In keeping with the standards based philosophy no grade is assigned for homework. Projects and activities may be sent home sporadically.

IPad help:

- ❖ Setup: <https://url.dvusd.org/ipadsetup>
- ❖ DVUSD Information Services & Technology Department for device troubleshooting needs
 - Phone: (602) 467-5140
 - Website: <https://url.dvusd.org/HomeTechHelp>

Food and Distribution Information: <https://www.dvusd.org/food>

District FAQ Document: <https://www.dvusd.org/Page/72475>