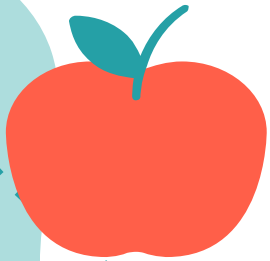


Ms. Holly's
Developmental Preschool
Curriculum
Presentation
2025-2026



Presentation Topics



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Important
school info



-Teaching developmental preschool since 2014.

-Bachelors in Early Childhood Special Education from ASU

-Arizona native

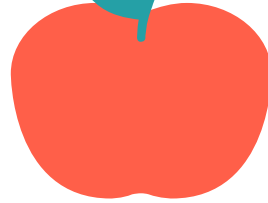
-Attended DVUSD schools as a child

-Interests include playing volleyball, cooking, shopping, being outdoors, working out, traveling

-Big sweet tooth

-Starbucks addict

About the teacher



Roxy & Riley

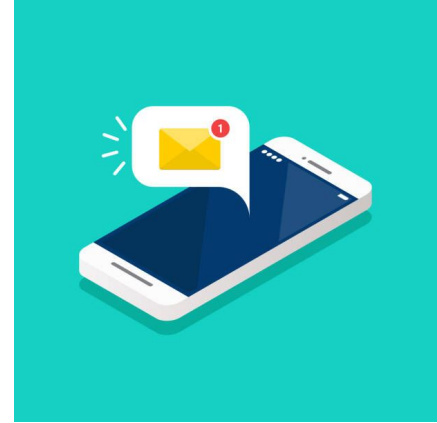


My 2 nephews



Communicating with me

1. Email
2. At pick up/drop off
3. Phone call (if urgent, call the front office)
 - a. Office #
623-445-7000
 - b. 24 hour attendance
line 623-445-4790
4. Note in backpack
5. Blackboard



24 hour policy turn around time

Daily Schedule

AM Class Schedule

- 9:15- Drop off and Outdoor free play/ bathroom
- 9:50- Arrival in classroom/fine motor activity
- 10:00- Snack then floor toys
- 10:30- Circle time
- 10:55-Small groups
- 11:10-Indoor free play
- 11:35- Closing circle/ dismissal
- 11:45- Parent pick up

SCHEDULE

9:15-9:50	 Playground	1:00-1:30
9:50-10:00	 Bathroom Break	1:30-1:40
10:00-10:10	 Fine motor	1:40-1:45
10:10-10:25	 Snack	1:45-2:00
10:25-10:35	 Floor toys	2:00-2:10
10:35-10:55	 Circle time	2:10-2:30
10:55-11:10	 Small groups	2:30-2:45
11:10-11:30	 Play centers	2:45-3:05
	 Clean up	
11:30-11:40	 Circle time	3:05-3:15
11:45	 Goodbye	3:20

PM Class Schedule

- 1:00- Drop off and Outdoor free play/ bathroom
- 1:35- Arrival in classroom/fine motor activity
- 1:50- Snack then floor toys
- 2:15- Circle time
- 2:30-Small groups
- 2:50-Indoor free play
- 3:10- Closing circle/ dismissal
- 3:20- Parent pick up

Classroom Routines



One of the most important elements of early childhood learning is following directions and routines. In our classroom we have several routines that we follow including our arrival routine, eating snack, bathroom, small group, center/free play routine, walking in a line, and more. These routines are explained verbally and with visuals displayed around the classroom, along with lots of practice!

A consistent routine can help children feel in control and comfortable, which can help them explore, learn and grow.

What happens during snack?

Snack is served family style. Students are working on:

- sharing/turn taking
- communicating and requesting wants/needs
- self control
- build relationships with other students and staff
- self help skills (cleaning up spills, throwing their trash away, washing hands)
- healthy habits
- fine motor development (scooping, tweezing, pouring)



What happens during circle time?



Children hear new words and concepts through activities like singing and reading, which can help expand their vocabulary and understanding of language.

What happens during small group?



Students engage in targeted, hands-on learning while being divided into 3 groups, each guided by a teacher/para/therapist.

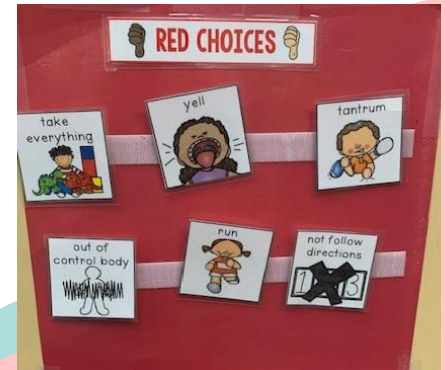


Behavior Expectations

Our classroom runs on a list of simple classroom rules that students practice daily.

Each day students can earn a gecko gold for being caught demonstrating the rules in the class (and for going above and beyond).

Gecko Gold store/treasure box occurs monthly.



Curriculum Overview



Zoophonics is a teaching method that uses animals to help children learn the sounds of letters. Each letter is associated with a different animal, and children learn to recognize the sounds of the letters by making the sound of the animal.



The Creative Curriculum[®]
for Preschool



HWT helps children learn to write letters. The program addresses all types of learners, including auditory, visual, and kinesthetic learners. It helps improve fine motor skills, letter formation, spatial awareness and body awareness.

LEARNING
Without Tears[®]



Handwriting Without Tears[®]
The Hands-On Curriculum for Handwriting Success



Assessment tool used throughout the year, to collect student data, 3x/year, in 10 areas of development: social emotional, physical, cognitive, language, literacy, math, science, social studies, the arts, and English language acquisition. The data collected informs every aspect of teaching, and is aligned to early learning standards.



TELL is a universal, Tier 1, whole-class curriculum designed to improve school readiness in oral language, pre-reading, and pre-writing. TELL includes art, fine and gross motor and music activities.

TELL
teaching early
literacy &
language



Teaching Strategies[®]
GOLD[®]

Curriculum

The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations- a research-based approach that incorporates language, literacy, and mathematics throughout the day.

The Creative Curriculum®

The Creative Curriculum®
for Preschool 




Assessment

Teaching Strategies GOLD® Overview

Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. *Teaching Strategies GOLD*® can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Using Teaching Strategies GOLD®

The primary purpose of *Teaching Strategies GOLD*® is to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders. It is important to remember that *Teaching Strategies GOLD*® is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool.



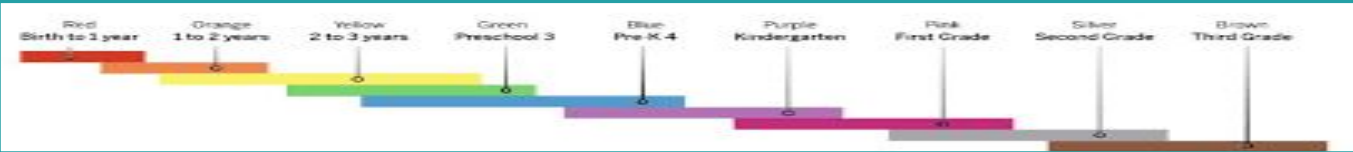
Assessment

Objective 17 Demonstrates knowledge of print and its uses

a. Uses and appreciates books and other texts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows interest in books</p> <ul style="list-style-type: none"> Gazes at the pages of a book Brings book to adult to read 		<p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> Hands teacher book and says, "Let's read <i>Corduroy!</i>" 	<p>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <ul style="list-style-type: none"> Says, "I want to read this Dr. Seuss book today." Says, "Eric Carle wrote this book. He is the author." Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted 	<p>Uses various types of books for their intended purposes</p> <ul style="list-style-type: none"> Selects a nonfiction book about insects to identify the butterfly seen on the playground 	<p>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p> <ul style="list-style-type: none"> Selects a simple storybook to read when finished with an assignment Checks the glossary when teacher suggests using it to find out the meaning of <i>gill</i> while looking at a book about sharks Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk." 	<p>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p> <ul style="list-style-type: none"> Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher Independently checks the glossary to determine the meaning of a bolded word in science text During a class discussion of <i>James and the Giant Peach</i>, describes the basic story structure 	<p>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p> <ul style="list-style-type: none"> Reads a grade-appropriate newspaper article about construction of a new recycling center Uses key words and follows hyperlinks when searching the Web for information related to a class project When writing about a poem he has read, uses the word stanza to refer to particular text 							

Notes:



- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- The Arts

Arizona's Early Learning Standards

The standards that guide our learning and curriculum
Overview of the Standards & Strands

Social-Emotional Development Standard

- Strand 1: Self-Awareness and Emotional Skills
- Strand 2: Relationships and Social Skills
- Social-Emotional Integration and Alignment

Approaches to Learning Standard

- Strand 1: Initiative and Curiosity
- Strand 2: Attentiveness and Persistence
- Strand 3: Confidence and Resilience
- Strand 4: Creativity
- Strand 5: Reasoning and Problem Solving
- Approaches to Learning Integration and Alignment

Language and Literacy Standard

- Strand 1: Language
- Strand 2: Emergent Literacy
- Strand 3: Emergent Writing
- Language and Literacy Integration and Alignment

Mathematics Standard

- Strand 1: Counting and Cardinality
- Strand 2: Operations and Algebraic Thinking

- Strand 3: Measurement and Data
- Strand 4: Geometry
- Mathematics Integration and Alignment

Science Standard

- Strand 1: Scientific Inquiry and Application
- Science Integration and Alignment

Social Studies Standard

- Strand 1: Family
- Strand 2: Community
- Strand 3: History and Events
- Social Studies Integration and Alignment

















Physical Development, Health and Safety Standard

- Strand 1: Physical Development
- Strand 2: Health
- Strand 3: Safety
- Physical Development, Health and Safety Integration


















Fine Arts Standard

- Strand 1: Visual Arts
- Strand 2: Music
- Strand 3: Creative Movement and Dance
- Strand 4: Dramatic Play
- Fine Arts Integration and Alignment





















PRE-K GOALS: Approaches to Learning

Demonstrates flexibility, imagination, & inventiveness. 	Shows interest in learning new things & trying new experiences. 	Expresses interest in people & asks questions to get information. 	Pays attention & can sustain attention when engaged in activity. 
Can return to activities after distractions & interruptions. 	Pursues challenges with a "can do" attitude. 	Copes with frustration or disappointment independently or with support. 	Establishes goals, generates plans, & follows through to completion. 
Expresses opinions or ideas. 	Views self as competent & skilled. 	Willing to take risks & consider a variety of alternatives. 	Resilient when approaching challenging tasks. 
Uses imagination to generate innovative ideas & play. 	Displays curiosity & acknowledges others' perspectives. 	Gathers and analyzes data & information to reach a conclusion. 	Recognizes relationships between cause & effect. 
Connects prior experiences with new learning. 	Able to find out what is wanted or needed to solve a problem. 	Defines the problem & brainstorms ways to solve it. 	Chooses a solution to try & checks in to see if the solution worked. 





PRE-K GOALS: Language & Literacy

Recognizes printed name & printed names of family & friends. 	Writes own name correctly. 	Speaks clearly to communicate ideas & feelings. 	Follows 2 & 3 step directions. 
Uses rich vocabulary & determines unfamiliar words using context.  thrilled	Begins to identify & produce letter sounds. A B C D E	Can differentiate between sounds that are the same & different. <i>/s/ vs. /t/</i>	Hears & shows awareness of separate words within spoken sentences. The dog ran.
Identifies & produces rhyming words. 	Recognizes words with the same beginning sound (alliteration). 	Claps & counts syllables in spoken words. 	Combines onset + rime to form a one-syllable word. <i>/c/ + /at/</i> 
Recognizes letters (uppercase & lowercase). 	Makes letters out of a variety of materials. 	Forms letters starting with large motor & progressing to fine motor. 	Holds book correctly & understands basic information (title, author, illustrator). 
Identifies characters & major events in stories. 	Asks & answers questions about stories. 	Identifies details & makes predictions about stories. 	Uses scribbles & letters to convey meaning (from left to right). 





















PRE-K GOALS: Math

Rote counts to 10 & beyond. 	Identifies numerals 0 to 10 & beyond. 	Uses a variety of materials to form numerals. 	Compares 2 sets of objects using greater than, less than, & equal to. 
Identifies quantities of 3-5 objects by subitizing. 	Matches numerals to quantities using manipulatives. 	Demonstrates rational counting & cardinality up to 10. 	Demonstrates one-to-one correspondence. 
Understands that adding increases the number in a group (addition). 	Understands that taking away decreases the number in a group (subtraction). 	Recognizes, duplicates, & fixes patterns. 	Extends & creates own patterns. 
Differentiates between letters & numbers. 	Asks questions to gather data. 	Displays data & answers questions about it. 	Compares objects (heavier, lighter, taller, shorter). 
Sorts objects by similarities. 	Uses standard & nonstandard units of measurement. 	Knows & creates basic 2D & 3D shapes. 	Uses & responds to spatial language. 

















PRE-K GOALS: Science

Shows curiosity about objects. 	Identifies attributes of objects. 	Asks & answers questions about the relationship between objects. 	Describes changes in objects. 
Shows curiosity about living things & other natural events in the environment. 	Identifies attributes of living things & other natural events in the environment. 	Asks & answers questions about the relationship between living things & other natural events in the environment. 	Describes changes in living things & natural events in the environment.
Uses a variety of tools & materials to investigate. 	Makes predictions & researches hypotheses. 	Adjusts approach if results are different than expected. 	Persists with an investigation. 
Uses a variety of materials to record & organize data. 	Identifies cause & effect relationships. 	Constructs theories to explain investigations. 	Displays & interprets data. 
Presents scientific ideas in a variety of ways. 	Conducts further investigation based on prior experience. 	Begins to describe similarities & differences. 	Practices having a STEM mindset & thinking like an scientist. 



















PRE-K GOALS: *Social Emotional*

Demonstrates self-confidence. 	Makes personal preferences known to others. 	Demonstrates knowledge of self-identify/autonomy. 	Understands similarities & difference between self & others. 
Demonstrates cultural curiosity & responsiveness. 	Associates emotions with words, facial expressions, & body language. 	Identifies, describes, & expresses own feelings. 	Identifies & describes feelings of others. 
Expresses feelings of satisfaction in independent activities. 	Expresses empathy for others. 	Understands & follows expectations in learning environment. 	Adjusts behaviors & adapts to transitions, daily routines, & unexpected events. 
Chooses appropriate words & actions. 	Expresses interest, curiosity, & trust with familiar adults & seeks their support. 	Separates from familiar adult with minimal distress. 	Responds when adults & other kids initiate interactions. 
Initiates & sustains positive interactions with adults & kids & resolves conflicts. 	Respects the rights & properties of others. 	Defends own rights & properties. 	Shows respect for materials. 




















PRE-K GOALS: *Fine Arts*

Creates own original works using a variety of materials & tools. 	Represents creative choices, ideas, experiences, & feelings with details that connect to personal meaning. 	Engages in 2 & 3 dimensional artistic investigations. 	Describes & communicates an understanding of their work. 
Experiments with a variety of vocalizations & sounds. 	Sings familiar rhymes, songs, & chants. 	Uses familiar rhymes, songs, or chants to create their own improvisations. 	Responds to different styles of music. 
Understands music in the context of daily experiences. 	Experiments with a variety of instruments. 	Dances & moves to rhymes, songs, & chants. 	Responds with movement to various sensory stimuli. 
Describes & communicates dance in the context of daily experiences. 	Assumes roles from daily activities in dramatic play. 	Uses a variety of props during dramatic play. 	Takes on more than one dramatic play role. 
Pretends an object exists without using a prop. 	Dramatizes familiar stories. 	Adds details & expresses ideas in dramatic play. 	Acts out past experiences in dramatic play. 

PRE-K GOALS: *Physical & Safety*

<p>Moves with maturing balance skills.</p> 	<p>Moves with maturing locomotor skills (leaps, gallops, skips, etc.)</p> 	<p>Moves with maturing coordination (reach, grasp, etc.)</p> 	<p>Demonstrates body, spatial, & directional awareness.</p> 
<p>Uses fingers, hands, & wrists to manipulate a variety of tools.</p> 	<p>Uses eye-hand coordination.</p> 	<p>Manipulates smaller objects & tools with wrist & squeezing motion.</p> 	<p>Uses fine motor skills in daily living.</p> 
<p>Demonstrates hygiene practices & personal care tasks with increasing independence.</p>	<p>Demonstrates healthy nutrition practices.</p> 	<p>Demonstrates active physical play & rest.</p> 	<p>Demonstrates emerging knowledge of wellness.</p> 
<p>Demonstrates emerging knowledge of oral health.</p> 	<p>Identifies & follows basic safety rules.</p> 	<p>Identifies basic signs & symbols that indicate danger.</p> 	<p>Demonstrates transportation & street safety practices.</p> 
<p>Enforces personal boundaries.</p> 	<p>Knows personal information (name, parents' names, address, phone number) and emergency safety practices.</p>	<p>Demonstrates ways to tell a trusted adult if threatened or harmed.</p> 	<p>Identifies how adults help keep us safe.</p> 

PRE-K GOALS: *Social Studies*

<p>Views self in relationship to others in a family.</p> 	<p>Identifies family members.</p> 	<p>Describes & discusses own cultural or familiar traditions.</p> 	<p>Identifies similarities & differences in own family & the families of others.</p> 
<p>Develops an awareness of personal & family history.</p> 	<p>Knows family members' roles & responsibilities at home.</p> 	<p>Demonstrates responsible behaviors.</p> 	<p>Recognizes that people rely on others for goods & services.</p> 
<p>Seeks opportunities for leadership.</p> 	<p>Describes the purpose of rules.</p> 	<p>Recognizes that people have wants & needs.</p> 	<p>Understands that choices about wants & needs must be made because of limited resources & materials.</p>
<p>Describes their role at home, at school, & in the community.</p> 	<p>Describes directionality & location within the community.</p> 	<p>Describes physical features of the community.</p> 	<p>Recognizes that people share the community with other people, plants, & animals.</p> 
<p>Knows how to care for the indoor & outdoor environment.</p> 	<p>Understands time in the context of daily experiences.</p> 	<p>Understands that events happened in the past.</p> 	<p>Communicates time & sequence vocabulary.</p> 

Ways to Help Your Preschooler Be Successful

Establish Routines

Children thrive on routines. You can help your preschooler by designating certain times for waking up, playtime, meals, getting ready for school, etc.

Encourage Independence

Encourage your child to try things for themselves before you offer support. This should include tasks such as dressing/undressing, feeding, opening containers or packages, and cleaning up after meals or playtime.

Get Plenty of Sleep

Studies show that kids ages 3-4 need between 10-13 hours of sleep per day, including naps. Inadequate sleep can have a negative impact of mental, physical, and emotional development.

Practice Skills

You can help foster a love of learning early by reading to your child daily, playing educational games, and providing opportunities for creative play. Building blocks, sorting activities, and art supplies are great ways to encourage fine motor and cognitive development.



DESERT SAGE CODE OF CONDUCT



Gecko Goals

	Learning Areas	Hallway & Walkway	Playground	Cafeteria	Restroom	Arrival & Dismissal	Gecko Gathering
	Voice Level 0-3	Voice Level 0-2	Voice Level 5	Voice Level 2	Voice Level 1	Voice Level 2-3	Voice Level 0-3
Be Safe	<ul style="list-style-type: none"> Stay in work area Hands & feet to yourself Use materials correctly 	<ul style="list-style-type: none"> Face forward & walk on the right side Hands & feet to yourself Carry your materials with care Keep sand & rocks off walkway 	<ul style="list-style-type: none"> Use equipment correctly Hands & feet to yourself 	<ul style="list-style-type: none"> Carry tray with both hands Wash hands with soap Eat only your food Hands & feet to yourself 	<ul style="list-style-type: none"> Give others their personal space Use facilities appropriately Wash hands with soap 	<ul style="list-style-type: none"> Use crosswalks Hands & feet to yourself Be calm & orderly Walk your bike on campus 	<ul style="list-style-type: none"> Stay in assigned area Hands & feet to yourself Stay with your class/group
Be Respectful	<ul style="list-style-type: none"> Follow teacher directions Follow classroom procedures Take charge of your own learning Have pride in your work Persevere in tasks 	<ul style="list-style-type: none"> Yield to others Honor our school property Be polite & use manners Be aware of others 	<ul style="list-style-type: none"> Follow monitor directions Take turns Show compassion by including others Be polite & use manners 	<ul style="list-style-type: none"> Follow monitor directions Ask permission to leave your table Wait your turn in line Show compassion by including others Be polite & use manners 	<ul style="list-style-type: none"> Honor privacy Wait your turn 	<ul style="list-style-type: none"> Follow monitor & crossing guard directions Wait patiently for gates/doors to open Yield to others Honor our school property Be polite & use manners 	<ul style="list-style-type: none"> Follow teacher directions Celebrate appropriately Be polite & use manners Be aware of others
Be Responsible	<ul style="list-style-type: none"> Whole body listening Speak kindly to others Value other's genius Show compassion for yourself & others Be a productive group member 	<ul style="list-style-type: none"> Go directly to your destination Be a positive role model Be mindful of learning areas 	<ul style="list-style-type: none"> Line up immediately at the bell or whistle Report incidents to a monitor Learn rules & follow them Care for equipment, put it away 	<ul style="list-style-type: none"> Clean up after yourself Eat your food promptly Speak kindly to others 	<ul style="list-style-type: none"> Be timely Flush, wash, dry, goodbye Clean up after yourself 	<ul style="list-style-type: none"> Put technology away Stay on sidewalks, away from cars Go directly to your destination 	<ul style="list-style-type: none"> Whole body listening Participate when appropriate Keep backpack & other items in designated area

and You'll ALWAYS Be Ready to Learn!

All Things EQ



[Parent Video - Back to School](#)



Every Day Counts

A T D V U S D





Gecko Gathering

Desert Sage's monthly community gathering where families can join teachers, staff & students as we celebrate all things happening at Desert Sage throughout the year.

8:30 a.m. – 9:00 a.m.

Desert Sage Playground Field

- Aug. 8th • Dec. 5th • April. 24th
- Sept. 12th • Jan. 16th • May 15th
- Oct. 10th • Feb. 20th
- Nov. 7th • Mar. 27th

Override Information

WHAT WILL THE DVUSD M&O OVERRIDE RESTORE FUNDS TO?

Athletics & Arts Programs

DVUSD offers competitive high school and middle school sports programs at multiple levels, and visual and performing arts such as theatre, chorus, and band for students of all talents and ages.

Free Full-Day Kindergarten

Since 2016, DVUSD has funded full-day kindergarten to our community at no out-of-pocket cost to families.

Student & Family Needs

DVUSD provides student support services such as school nurses, academic counseling, and early childhood preschool programs.

Increase Employee Pay & Maintain Class Size

Approximately 8% of employee pay comes from M&O override funding, allowing DVUSD to attract and retain teachers. This also allows DVUSD to keep the average student-to-teacher ratio at 17:1 per classroom.

Get more facts at [DVUSD.org/election](https://www.dvUSD.org/election)

Desert Sage Elementary



FOLLOW US ON SOCIAL MEDIA



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@DesertSageElem



/DVUSDDesertSage





THANK YOU!

Please reach out with questions

Email: Holly.Waterman@dvusd.org