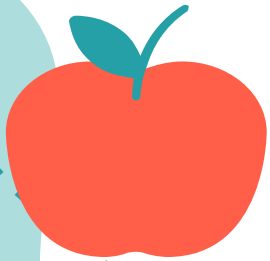


Question:
What do you think your
child learns during a
typical preschool day?

Write your thoughts down



Ms. Holly's
Developmental Preschool
Curriculum
Presentation
2026-2027



About the teacher

Ms. Holly

Taught developmental preschool for 13 years

-Bachelors in Early Childhood Special Education from ASU

-Arizona native

-Attended DVUSD schools

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

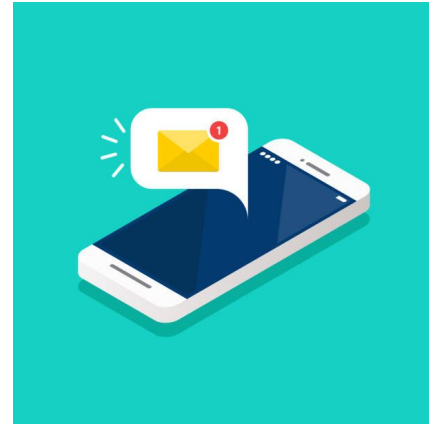
-Major sweet tooth

-Love Starbucks



Communicating with me

1. Email
2. At pick up/drop off
3. If urgent, call the front office
 - a. Office #
623-445-7000
 - b. 24 hour attendance
line 623-445-4790
4. Note in backpack/folder
5. TSG family app



-24 hour policy turnaround time

Daily Schedule

AM Class Schedule

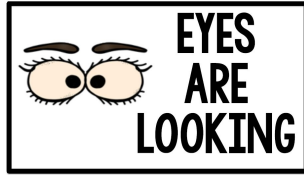
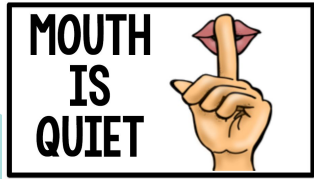
9:15- Drop off and Outdoor free play/ group bathroom break
9:50- Arrival in classroom/fine motor activity
10:00- Snack then books
10:30- Circle time
10:55-Small groups
11:10-Indoor free play
11:35- Closing circle/ dismissal
11:45- Parent pick up

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/ group bathroom break
1:35- Arrival in classroom/fine motor activity
1:50- Snack then books
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 skills are being taught here?



Skills during snack



Language & Communication Skills

- Answering questions
- Making choices
- Commenting
- Following directions
- Learning new vocabulary
- Using complete sentences

Social Emotional Skills

- waiting patiently
- accepting "no" or "all gone"
- practicing manners
- participating in conversations with peers and staff
- building confidence and independence

Sensory Development

- Exploring different textures, temperatures, smells, colors and tastes
- Tolerating unfamiliar foods
- Expanding food preferences through repeated exposure
- Using utensils with different food consistencies

Motor Skills

- Bilateral coordination
- Hand-eye coordination
- Grasp strength and utensil control
- Carrying a cup safely
- Opening wrappers

Cognitive Skills

- Counting
- Comparing quantities
- Problem solving
- Recall of routines/expectations
- Making decisions



What happens during circle time?



Circle time provides opportunities for students to participate in a group setting while developing communication, social emotional, cognitive, and motor skills. Students practice attending to activities, listening and responding, following directions, taking turns, communicating with peers and adults, and participating in songs, stories and movement activities. Circle time also supports early literacy and math skills, self-regulation, flexibility, group participation, and increasing independence with classroom routines.

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.

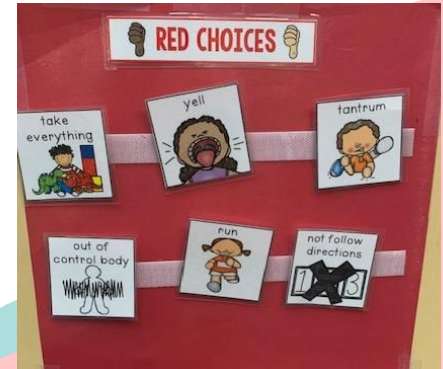
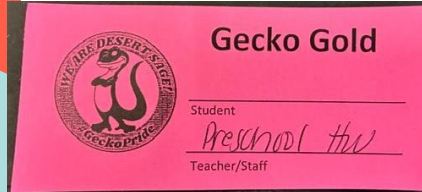


Behavior Expectations

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/making green choices (and for going above and beyond without being asked).

Gecko Gold store/treasure box occurs 1-2x monthly.



Curriculum Overview



The Creative
Curriculum®
for Preschool



Teaching Strategies®
GOLD®

LEARNING
Without Tears®



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



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

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
		Shows interest in books - Gazes at the pages of a book - Brings book to adult to read		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers Hands teacher book and says, "Let's read Corduroy!"		Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors - 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		Uses various types of books for their intended purposes Selects a nonfiction book about insects to identify the butterfly seen on the playground		Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) - 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."		Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and understands story structure - 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		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 - 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

Let's Connect

Email received from
Teaching Strategies



Family Mobile App

Download app
Teaching Strategies Family

TeachingStrategies®



Welcome to Teaching Strategies Family

Hi! Dylan's teacher has invited you to join Teaching Strategies Family! This is a resource to communicate with you and provide meaningful activities you can do at home to support your child's learning.

You have unique experience and expertise when it comes to Dylan. Please join Teaching Strategies Family today to strengthen this partnership in your child's learning journey!

Get Started Now

**Bienvenidos a Teaching
Strategies Family**



Welcome!

- 1
- 2
- 3
- 4
- 5

EMAIL ADDRESS

PASSWORD

Log In

NEED HELP LOGGING IN?

Sign in with Google

Sign in with Apple

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. 

Little Love Learning

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. 	Begins to identify & produce letter sounds. A B C D E	Can differentiate between sounds that are the same & different. /s/ vs. /t/	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. /c/ + /at/ 
Recognizes letters (uppercase & lowercase). A a	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). 

Little Love Learning

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. 

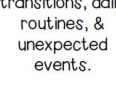
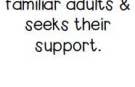
Little Love Learning

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 a scientist. 

Little Love Learning

PRE-K GOALS: Social Emotional

Demonstrates self-confidence. 	Makes personal preferences known to others. 	Demonstrates knowledge of self-identity/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. 

Little Love Learning

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. 

Little Love Learning

PRE-K GOALS: Physical & Safety

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

Little Love Learning

PRE-K GOALS: Social Studies

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

Little Love Learning

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.

Birthdays

We celebrate birthdays in the classroom at the end of the day. We will sing, take a picture of your child, and provide your child with a birthday crown and small birthday gift to take home. No food/treats advised to send in, school offers birthday bucket.



Birthday Bucket

Available through the cafeteria, order forms are online, or complete in the front office. Orders should be placed at least 2 weeks in advance.

* All orders must be pre-approved by teacher

**Confirm delivery date, time and # of children with teacher prior to ordering

Orders must be placed at least 2 weeks in advance and must be pre-paid

All orders will be delivered in party tub with a birthday card & party hat for birthday student and party napkins for class.

Item	Allergens (Top 9)	Quantity	Price Each	Total Price
Fruit Snacks (1.6oz)			1.00	
Rice Krispie Bar (1.41oz)	Barley/Wheat, Milk, Soy		1.00	
Birthday Sugar Cookie	Wheat, Milk, Egg,		1.00	
Brownie Bar	Wheat, Milk, Egg, Soy *		1.25	
Smart Popcorn	Milk		1.25	
Chocolate Chip Cookie & Milk	Wheat, Milk, Egg, Soy*		1.50	
Total Due				

Please submit order to your child's school cafeteria. Please make check payable to DVUSD.

*May contain soybean oil

ARIZONA HEALTHY SCHOOLS ACT

Parent & Guardian Information

Arizona has a new law called the Arizona Healthy Schools Act.

Here's what you need to know:

- **No Ultra-Processed Foods:** Public schools participating in federal meal programs can no longer serve or sell "ultra -processed" foods.
- **No Outside Food with Banned Ingredients:** Parents/guardians, visitors, or outside companies are not allowed to bring foods with banned ingredients to distribute or sell on campus during the school day, which is defined as midnight before to 30 minutes after the end of the instructional day. You cannot give out food that contains any of the 11 banned ingredients to any student(s).
- **When Does It Start?** The first day of school: August 3, 2026.
- **Who Does It Apply To?** Any public school must follow these new rules.

What Can I Do or Bring?

- These new rules **do not apply to parents packing their child's individual lunch or snacks.** You can still pack any lunches, snacks, or treats for your individual child. You cannot give any food containing any of the 11 banned ingredients to any other students.
- DVUSD Birthday Buckets are a great way to celebrate your child's birthday. We'll take care of the compliance part! See dvusd.org/departments/food-and-nutrition for more information.



What Exactly is Ultra-Processed?

The law defines ultra-processed foods as those with one (1) or more of the following banned 11 ingredients:

- Potassium Bromate
- Propylparaben
- Titanium Dioxide
- Brominated Vegetable Oil
- Yellow Dye 5
- Yellow Dye 6
- Blue Dye 1
- Blue Dye 2
- Green Dye 3
- Red Dye 3
- Red Dye 40



ARIZONA HEALTHY SCHOOLS ACT

Affected Foods Examples

The following examples often contain one or more ingredients restricted under the Arizona Healthy Schools Act during the school day*.

Product formulas may change, so families are encouraged to review ingredient labels carefully.

Examples of Prohibited Foods May Include:

- Flavored chips
- Hot/spicy snack foods
- Cheese-flavored crackers
- Fruity candies
- Sour candies
- Jelly beans
- Hard candies
- Taffy products
- Candy-coated chocolates
- Fruit-flavored chew candies
- Fruit rolls
- Gummy fruit products
- Frosted snack cakes
- Colored bakery treats
- Frosted toaster pastries
- Confetti or rainbow-themed desserts
- Frosted cookies
- Iced brownies and dessert bars
- Colored cereals
- Marshmallow cereals
- Fruit-flavored cereals
- Frosted cereals with colored pieces
- Ice pops
- Slushies
- Frozen character treats
- Rainbow frozen desserts
- Colored frozen novelties
- Sports drinks
- Fruit punches
- Colored juice drinks
- Soft drinks/sodas

Foods Schools May Encourage as Alternatives:

- Plain popcorn
- Pretzels
- Pirate's Booty Original
- SkinnyPop
- Fresh fruit
- String cheese
- Applesauce cups
- MadeGood snacks
- Simple Mills crackers
- Dye-free fruit snacks
- Annie's organic products
- Nature's Bakery fig bars
- Water, milk, and 100% juice

Please note: This list is intended as a general reference and does not represent an official approved or prohibited foods list. Product ingredients and formulas may change.

*The school day is defined as midnight before until 30 minutes after the instructional day.





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	- Stay in work area - Hands & feet to yourself - Use materials correctly	- Face forward & walk on the right side - Hands & feet to yourself - Carry your materials with care - Keep sand & rocks off walkway	- Use equipment correctly - Hands & feet to yourself	- Carry tray with both hands - Wash hands with soap - Eat only your food - Hands & feet to yourself	- Give others their personal space - Use facilities appropriately - Wash hands with soap	- Use crosswalks - Hands & feet to yourself - Be calm & orderly - Walk your bike on campus	- Stay in assigned area - Hands & feet to yourself - Stay with your class/group
Be Respectful	- Follow teacher directions - Follow classroom procedures - Take charge of your own learning - Have pride in your work - Persevere in tasks	- Yield to others - Honor our school property - Be polite & use manners - Be aware of others	- Follow monitor directions - Take turns - Show compassion by including others - Be polite & use manners	- Follow monitor directions - Ask permission to leave your table - Wait your turn in line - Show compassion by including others - Be polite & use manners	- Honor privacy - Wait your turn	- Follow monitor & crossing guard directions - Wait patiently for gates/doors to open - Yield to others - Honor our school property - Be polite & use manners	- Follow teacher directions - Celebrate appropriately - Be polite & use manners - Be aware of others
Be Responsible	- Whole body listening - Speak kindly to others - Value other's genius - Show compassion for yourself & others - Be a productive group member	- Go directly to your destination - Be a positive role model - Be mindful of learning areas	- Line up immediately at the bell or whistle - Report incidents to a monitor - Learn rules & follow them - Care for equipment, put it away	- Clean up after yourself - Eat your food promptly - Speak kindly to others	- Be timely - Flush, wash, dry, goodbye - Clean up after yourself	- Put technology away - Stay on sidewalks, away from cars - Go directly to your destination	- 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. 7th • Dec. 4th • April. 30th
- Sept. 11th • Jan. 15th • May 21st
- Oct. 2nd • Feb. 19th
- Nov. 6th • Mar. 19th

Cellphone Bill

DID YOU KNOW?

Arizona law limits cell phone use in schools!



AZ House Bill 2484 (A.R.S. § 15-120.05) limits student access to cell phones and personal electronic devices during instructional time.

THE LAW

Students are permitted to use their cell phone or personal device during class if:

- Its use is for educational purposes, at SRS staff discretion;
- There is an emergency; or
- The device is needed to address a medical condition.

SRES students are limited to using their phone before or after school only; phone use is prohibited during Eagles Club.

ALA students may be allowed to use their phone between classes and at lunch.

At SRS, this includes students **riding the bus** to and from school and **students attending field trips**.

CONTACTING YOUR STUDENT

If parents need to contact students during the school day, encourage them to call their school's front office or 480-362-2500.



Desert Sage Elementary



FOLLOW US ON SOCIAL MEDIA



@dvusd_desertsage



@DesertSageElem



/DVUSDDesertSage





THANK YOU!

Please reach out with questions

Email: Holly.Waterman@dvusd.org