

Developmental Preschool Curriculum Presentation 2026-2027

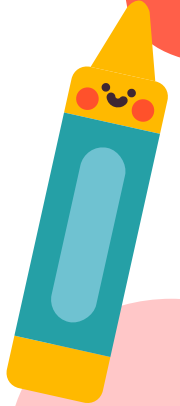




Welcome to Ms. Michelle's Classroom!

*"The goal of early
childhood education
should be to activate the
child's own desire to
learn."*

- Maria Montessori





Presentation Topics



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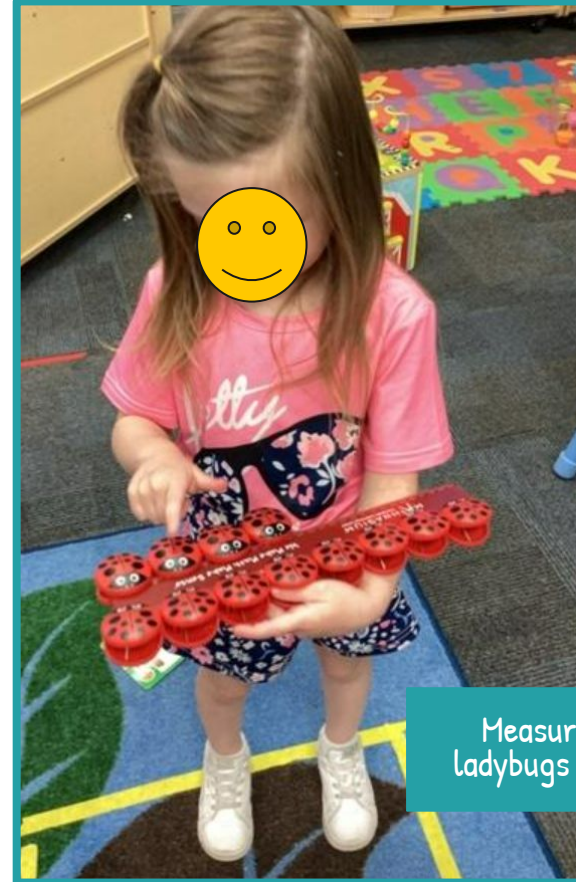
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Important
school info

Students at Work



Fine motor skills,
communication, and color
practice during "small group"



Measuring and counting
ladybugs during "floor toys"

Students at Work



Name Practice during Writing



Music and movement during Circle Time



Working hard during Small Group

Classroom Routines



One of the most important elements of early childhood learning is following directions and routines. In our classroom we have many 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 circle time?



Children learn new concepts, skills, and language through whole group activities like singing, reading, and mini lessons.

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.



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, pouring, using various serving and eating utensils)



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



Handwriting Without Tears®

The Hands-On Curriculum for Handwriting Success

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.



Teaching Strategies®
GOLD®

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.

The Creative Curriculum®
for Preschool

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®
for Preschool

Project-Based Studies: Classrooms dive into 20-day deep dives on relatable topics like seeds, trees, or buildings.

38 Objectives: Teachers track milestone progressions spanning social emotional, physical, cognitive, language, literacy, math, science, social studies, the arts, and English language acquisition..

Teacher as Facilitator: Educators guide discovery through open-ended questions and responsive observation.

The Creative Curriculum®



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
		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

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

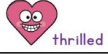
Fine Arts Integration and Alignment

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. 

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. 	Can differentiate between sounds that are the same & different. 	Hears & shows awareness of separate words within spoken sentences. 
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. 
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). 

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. 

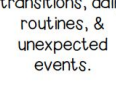
Little Love Learning

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.

Ways to Help Your Preschooler Be Successful

Benefits of Daily Reading

Building Literacy and Language Skills

By reading to your child starting at a young age, even before they're able to communicate verbally, you help lay the neurological groundwork for effective language use and literacy. [Research has found](#) that young children whose parents read to them daily have been exposed to at least 290,000 more words by the time they enter kindergarten than kids who aren't read to regularly.

Building Knowledge and Comprehension

Daily reading also helps kids build a wide base of background knowledge, which is especially helpful once they start school.

Building Empathy and Emotional Awareness

Aside from language and literacy, reading is also an important tool for helping children develop empathy. As kids read books about people whose lives are different from their own (and especially stories told from the perspectives of those people), they gain an appreciation for other people's feelings, as well as other cultures, lifestyles, and perspectives.

Building Relationships

Having time to read with a parent or caregiver isn't just about the activity of reading. It's about having consistent, focused time together, without other distractions or demands. Even a few minutes of reading together gives both you and your child a chance to slow down, connect with each other, and share an enjoyable activity.



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!



Every Day Counts

A T D V U S D



All Things EQ



[Parent Video - Back to School](#)

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THANK YOU!

Please reach out with questions.

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