



Welcome Kindergarten Parents!

This is a new and exciting time for you and your child. It will be a time of change and new beginnings – new surroundings, new friends, new skills, and new challenges. We promise to nurture and care for your child in a safe and secure environment. By working together, we will make it a happy and rewarding experience. Deer Valley Unified School District's highly-qualified teachers provide regular and ongoing communication with parents about their child's experiences and progress.

We are thrilled to offer a free full-day kindergarten program at all of our schools. We know that when our youngest students are provided with the tools necessary to develop strong academic, social, and emotional skills, they will succeed in school and in the future.

Deer Valley provides a "specials" class (art, music, or PE) every day for our kindergarteners. This unique offering gives our students the greatest opportunity to enhance overall learning, growth, creativity, and physical development. In addition, several studies have shown that these types of classes increase achievement in literacy and mathematics as well.

Deer Valley Unified School District is a prestigious, award-winning PreK-12 district where we provide multiple pathways for our students to be college and career ready when they graduate. Throughout their years in DVUSD, our students have the opportunity to enroll in a variety of specialized programs, as we work toward developing tomorrow's leaders. We will provide them with 21<sup>st</sup> century skills to compete nationally and internationally in both academic and career options that they might choose for their future.

Students are provided with technology-rich classrooms where learning extends beyond the school walls. Fine arts and full athletic programs encourage students to discover their talents and become active members of their school communities.

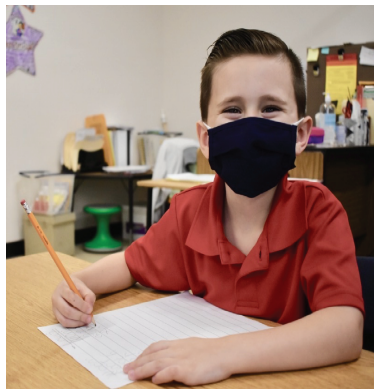
Deer Valley is committed to being the best. Educators receive a wealth of professional development and guidance in teaching. All teachers are highly-qualified and properly certified and endorsed, so they are able to provide extraordinary opportunities for every student in their classroom.

So when you ask... Why choose Deer Valley? Our response is simple. Because your student deserves the best education. Welcome to DVUSD!

A handwritten signature in black ink that reads 'Curtis Finch'.

Dr. Curtis Finch, Superintendent

# Why Choose DVUSD?



## Kindergarten Program Highlights



Free, **Full-Day** Program



**Special Classes offered every day** including:  
Art, Physical Education and Music



**Before and After School** Care Programs



Variety of **Specialized programs**, including: Science Technology Engineering and Math (STEM), Academy of Arts, various gifted program models, Spanish and Mandarin language immersion programs



92% of DVUSD K-6/K-8 Schools are **A or B - Rated Schools**



**1:1** student-to-computer ratio



**#Extraordinary support on every DVUSD campus** for students identified with disabilities including IEPs and 504 plans



94.5% of our students graduated with more than **\$63 million dollars in scholarship offers**

## Learn More

For more information about our DVUSD Kindergarten Program: [www.dvUSD.org/kindergarten](http://www.dvUSD.org/kindergarten)

## Next Steps

1. Complete Kindergarten registration packet and gather supporting documents (birth certificate, immunizations, proof of residency, copy of parental ID).
2. Turn in registration packet and supporting documents to school of your choice or at the March 4 event. (See information to the right.)
3. School registrar examines documents and follows up with parent/guardian if needed.
4. School staff confirms that all registration documents have been collected.
5. Check your mailbox/email in July for information on Meet the Teacher night and other communication from the school.
6. **Begin your child's road to success at an #Extraordinary DVUSD school!**

## Upcoming Kindergarten Events

**Feb. 25 @ 5-6:30 p.m.**

"Mapping Your Child's Success"  
Kinder Readiness Webinar

**March 4 @ 5-6:30 p.m.**

Road to Kinder Drive-Thru (Second event)  
DVUSD District Office Parking Lot  
20402 North 15th Avenue  
Phoenix, AZ 85027

*\*First 150 students to turn in registration forms will receive a free activity packet\**

**March 11 @ 5-6:30 p.m.**

"Mapping Your Child's Success"  
Kinder Readiness Webinar

**Learn more about upcoming events:**  
[www.dvUSD.org/kinderevents](http://www.dvUSD.org/kinderevents)





# 2021-2022 Instructional Calendar

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 7 - Independence Day Observed  
Offices Closed

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Aug. 2 - First Day for Students  
Aug. 6, 13, 20, 27 - Early Release - 90 min

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sep. 6-7 - Labor Day Recess - No School  
Sep. 3, 17, 24 - Early Release - 90 min

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct. 11-12 - Fall Break Days  
Oct. 1, 8, 29 - Early Release - 90 min  
Oct. 21-22 - K-12 P/T Conferences-Half Day

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Nov. 11- Veterans Day Observed  
Nov. 22-26- Thanksgiving Recess  
Nov. 5 & 19 - Early Release - 90 min

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec. 3 & 10 - Early Release - 90 min  
Dec. 16 - HS Half Day  
Dec. 17 - K-12 Half Day  
Dec 20-31- Winter Break

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Jan. 3 - Staff Development Day  
(full release)  
Jan. 14, 28 - Early Release - 90 min  
Jan 17- Martin Luther King - No School

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Feb. 4 & 11 - Early Release - 90 min  
Feb. 17-18-K-8 only P/T Conf. - Half Day  
Feb. 21 - President's Day - No School

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mar. 4, 11, 25 - Early Release - 90 min  
Mar. 14-18- Spring Break

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 15 - Spring Break Day  
\*\*\*No Early Release Days during State  
testing (testing ends on Apr. 22)  
Apr. 29 - Early Release - 90 min

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 6 & 13 - Early Release Days-90 min  
May 19 - Last day for students Half Day  
May 20 - Last day for teachers  
May 30 - Memorial Day - Offices Closed

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	First Day of School
	Early Release Days - 90 min
	1/2 Day Release - See campus web pages for release times
	1/2 Day Release - Parent Teacher Conferences
	Last Day of School
	Graduation Dates
	No School - Federal Holiday or Break

## Graduation Dates

May 16, 2022 SDOHS = 2 pm, DVHS = 4:30 pm,  
BCHS = 7 pm - early release for SDOHS, DVHS and BCHS

May 17, 2022 MRHS = 2 pm, BGHS = 4:30 pm  
early release for MRHS and BGHS

## Grading Periods

1st Quarter..... Oct. 8, 2021 (48)  
2nd Quarter..... Dec.17, 2021 (42)  
3rd Quarter..... Mar. 11, 2022 (47)  
4th Quarter..... May 19, 2022(43)

## Teacher Contract Days

186  
Student Contact Days.....180  
40th Day..... Sep. 28, 2021  
100th Day..... Jan. 18, 2022

## Early Release (90 min) PLC / PD Days

1st Semester	2nd Semester
Aug. 6	Jan. 14
Aug. 13	Jan. 28
Aug. 20	Feb. 4
Aug. 27	Feb. 11
Sept. 3	Mar. 4
Sept. 17	Mar. 11
Sept. 24	Mar. 25
Oct. 1	Apr. 29
Oct. 8	May 6
Oct. 29	May 13
Nov. 5	
Nov. 19	
Dec. 3	
Dec. 10	

\* No Early Release Days  
during State testing - through  
April 22nd

## No School - Federal Holiday or Break Days

Sept. 6-7	Labor Day Recess
Oct. 11-12	Fall Break
Nov. 11	Veterans Day
Nov. 22 - 26	Thanksgiving Recess
Dec. 20 - Jan 3	Winter Break
Jan. 17	ML King Jr. Day
Feb. 21	President's Day
Mar. 14 - 18	Spring Break
Apr. 15	Spring Break Day

Student last day - May 19  
Teachers last day - May 20

1st semester = 90 days  
2nd semester = 90 days

# GUIDE TO ARIZONA IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY

## GRADES K-12



Immunization requirements by age and grade for school attendance. Vaccines must follow minimum intervals and ages to be valid. A 4-day grace period applies in most situations.

Vaccine	4-6 Years Old Kindergarten or 1 <sup>st</sup> grade	7-10 Years Old	11 Years and Older
<b>Hepatitis B (Hep B or HBV)</b>	<b>3 doses</b> 3 doses acceptable if dose #3 was received at or after 24 weeks of age; otherwise 4 doses are required with the final dose at or after 24 weeks of age.		
<b>Poliomyelitis/ Polio (IPV or OPV)</b>	<b>4 doses</b> 3 doses acceptable if dose #3 was received on or after 4 years of age. Students who received 3 or 4 doses (with 4 weeks minimum intervals between doses) PRIOR to August 7, 2009 have met the requirement. The final dose of polio administered ON or AFTER August 7, 2009 must be given at a minimum of 4 years of age AND a minimum interval of 6 months following the previous dose.  Polio is not required for students who are 18 years of age or older.		
<b>Measles, Mumps and Rubella (MMR or MMR-V)</b>	<b>2 doses</b> Minimum recommended age for dose #1 is 12 months. A 3 <sup>rd</sup> dose will be required if dose #1 was given more than 4 days before 1 <sup>st</sup> birthday.  MMR and Varicella must be given on the same day or at least 28 days apart		
<b>Varicella (chickenpox) (VAR or MMR-V)</b>	<b>1 dose</b> Minimum recommended age for dose #1 is 12 months. 2 doses are required if the 1 <sup>st</sup> dose was given at 13 years of age or older.  MMR and Varicella must be given on the same day or at least 28 days apart		
<b>Diphtheria, Tetanus, and Pertussis</b>	<b>5 doses of DTaP, DTP or DT</b> 4 doses acceptable if last dose was given on or after 4 years of age.  A 6th dose is required if 5 doses have been given before 4 years of age.	<b>4 doses of DTaP, DTP, DT, Tdap or Td</b> 3 doses acceptable if first dose was given on or after 1 <sup>st</sup> birthday.  Tdap given at ages 7-10 will meet the 11-year-old+ Tdap requirement.	<b>1 dose of Tdap is required</b> Students must have a minimum of 3 doses of tetanus/diphtheria vaccine which may include 1 Tdap.  If Tdap has not been previously given, 1 dose of Tdap is required when at least 5 years has passed since the last dose of tetanus-containing vaccine.
<b>Quadrivalent Meningococcal (MenACWY or MCV4)</b>			<b>1 dose of quadrivalent meningococcal ACWY is required.</b> A dose administered at 10 years of age will meet the requirement.

Please see reverse for additional information and exceptions and conditions to the rules.

# GUIDE TO IMMUNIZATIONS REQUIRED FOR ARIZONA SCHOOL ENTRY

## GRADES K-12

The laws and rules governing school immunization requirements are Arizona Revised Statutes §15-871-874; and Arizona Administrative Code, R9-6-701–708. Please review the school requirements in Table 7.1 and “catch-up” schedule in Table 7.2, located in R9-6-701-708.

Students must have proof of all required immunizations in order to attend school. Parental recall or verbal history of any disease is not accepted; therefore these students must submit an ADHS medical exemption form. **Specifically with varicella (chickenpox), measles, or rubella disease a medical exemption with attached laboratory evidence of immunity is required.** Arizona law allows K-12 immunization exemptions for medical reasons, lab evidence of immunity, and personal beliefs.

Homeless students and children in foster care are allowed a 5-day grace period to submit proof of immunization records (assuming that all other students have their immunization records submitted prior to attendance at school).

For further information and guidance please review the [Arizona Immunization Handbook for Schools and Child Care Programs](#) along with [Frequently Asked Questions](#).

### Quick-Look Vaccine Exceptions and Conditions

- **Hepatitis B** – A child has received the required number of doses of hepatitis B virus (HBV) vaccine to qualify for Arizona school and child care/preschool attendance if **all** of the following apply:
  - ✓ There are at least 4 weeks between the 1st and 2nd dose of HBV vaccine;
  - ✓ There are at least 8 weeks between the 2nd and final dose of HBV vaccine;
  - ✓ There are at least 16 weeks (4 months) between the 1st and final dose of HBV vaccine;
  - ✓ **AND** the child received the final dose of HBV vaccine when they were at least 24 weeks of age.
- **Hepatitis B for students aged 11-15 years** – 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage (10mcg/1.0mL) and type of vaccine must be clearly documented. If Recombivax was not the vaccine used, a 3-dose series is required.
- **Meningococcal Vaccine** – Only quadrivalent meningococcal ACWY vaccine doses will be accepted. The only quadrivalent meningococcal vaccines given currently in the U.S. are Menactra and Menveo. The Meningococcal Polysaccharide vaccine (Menomune) was a quadrivalent vaccine so is acceptable; however, production of this vaccine was discontinued in February 2017. Students who received this polysaccharide vaccine are considered acceptable for school requirements. No monovalent or bivalent meningococcal vaccinations will be accepted (MenA, MenB, MenC, or MenC/Y).
- **Poliomyelitis (Polio)** – The U.S. currently does not give anything other than IPV (inactivated polio vaccine) whereas some foreign countries still give the OPV (oral polio vaccine). OPV given prior to April 1, 2016 will be presumed to be trivalent and therefore acceptable, regardless of country of administration. Any OPV doses administered after April 1, 2016 are presumed to be bivalent and therefore unacceptable.
- **Td Booster** – A Td booster is required 10 years after the last dose of a tetanus-containing vaccine if student is still enrolled in school.





# Kindergarten Readiness Benchmarks

What skills and knowledge should children have at the end of their preschool year?

## Math

- Categorize objects
- Count from 1 to 12
- The concept of 5 - what the symbol means and represents
- Solve simple word problems:

*"My friend has 3 apples. If I give her 2 more, how many will she have?"*

## Social / Emotional

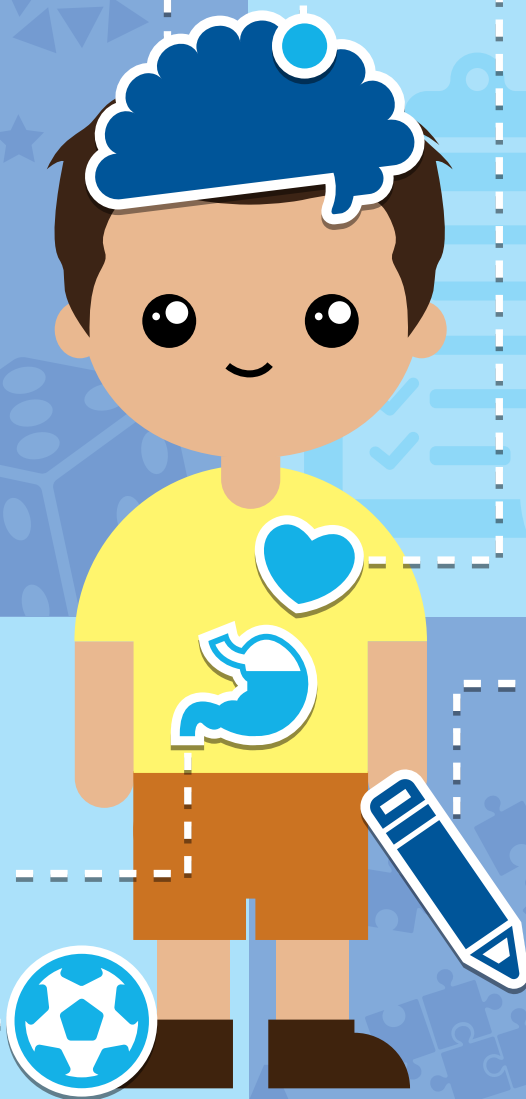
- Persist in carrying out difficult tasks
- Interact well with peers and adults
- Pay attention to teachers
- Self and impulse control
- Develop patience, planning skills, and the ability to foresee the consequences of their own actions

## Health / Nutrition

- Stay physically active throughout the day
- Meet milestones in gross / fine motor development, as well as body / spatial awareness
- Wash hands before eating, after using the toilet, and after playing outdoors
- Make healthy food choices
- Regulate food and beverage intake

## Vocabulary / Literacy

- Name objects and actions learned in the classroom that are not part of their everyday experience
- Name and differentiate parts of an object from a whole object
- Draw straight lines, diagonal lines, and circles
- Recognize upper and lower case letters
- Trace, copy, and write letters from memory



# parent ROADMAP

SUPPORTING YOUR CHILD IN KINDERGARTEN  
**ENGLISH LANGUAGE ARTS**





*America's schools  
are working  
to provide higher  
quality instruction  
than ever before.*

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.



## *What your child will be learning in kindergarten English language arts and literacy*



In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as *the*, *of*, *you*, *are*, *she*, and *my*
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

## *Partnering with your child's teacher*

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child learning to read and write?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

*In kindergarten, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.*

## READING LITERATURE

### Kindergarten Reading

- With help from the teacher, students retell stories, including key details.
- With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

### Grade One Reading

- Students retell stories, including key details, and show that they understand the lesson or moral of a story.
- Students identify who is telling the story at various points in a text.

### Grade Two Reading

- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

## READING FOR INFORMATION

### Kindergarten Reading

- With help from the teacher, students ask and answer questions about key details in a text.
- With help from the teacher, students identify what person, place, thing, or idea a picture shows.

### Grade One Reading

- Students ask and answer questions about key details in a text.
- Students use the illustrations and details in a text to describe key ideas.

### Grade Two Reading

- Students ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.



*Students will read more challenging texts and materials as they progress through grade levels.*

*Writing tasks in kindergarten may include short compositions that tell a story, share an opinion, or present information. Here are just a few examples of how your child will develop important writing skills across grade levels.*

### **Kindergarten Writing**

- Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.

### **Grade One Writing**

- Students name a topic and supply some facts about the topic.
- Students provide some sense of closure.

### **Grade Two Writing**

- Students introduce a topic and use facts and definitions to develop points.
- Students provide a concluding statement or section.



*Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.*





## *Helping your child learn outside of school*



1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

## *Additional Resources*



For more information on the Common Core State Standards for English language arts and literacy, go to <http://www.corestandards.org/ELA-Literacy/> or <http://www.commoncoreworks.org>.

For more information on helping your child become a reader, go to <http://www2.ed.gov/parents/academic/help/reader/index.html>.

# parent ROADMAP

SUPPORTING YOUR CHILD IN KINDERGARTEN  
**MATHEMATICS**





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*America's schools  
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The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In mathematics, this means three major changes. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.



## *What your child will be learning in kindergarten mathematics*



In kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes. Activities in these areas include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ )
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less

## *Partnering with your child's teacher*

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

*Here are just a few examples of the skills and strategies students will develop as they solve word problems in kindergarten.*

### Kindergarten Mathematics

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations
- Solve word problems by adding or subtracting numbers up through 10 using objects and drawings



### Grade One Mathematics

- Solve word problems by adding or subtracting numbers up through 20
- Solve addition and subtraction problems for different unknown numbers ( $20 - ? = 15$ ,  $9 + 4 = ?$ )

### Grade Two Mathematics

- Solve one- and two-step word problems by adding or subtracting numbers up through 100

### *Examples of Kindergarten Word Problems*

 <b>Addition</b>	Three red apples and three green apples are on the table. How many apples are on the table?
 <b>Subtraction</b>	Mom has ten apples. She gives one to Mary Ann. How many apples are left?

*In kindergarten your child will use a variety of pictures and models to understand and solve addition and subtraction problems.*



*Here are just a few examples of how students will work with numbers and learn to think of ten as a unit—important building blocks for understanding place value.*

### Kindergarten Mathematics

- Count to 100 by ones and tens
- Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example,  $14=10+4$ )

### Grade One Mathematics

- Understand that 10 can be thought of as a bundle of ten ones—called a “ten”
- Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)
- Add and subtract numbers through 100 using what students have learned about place value

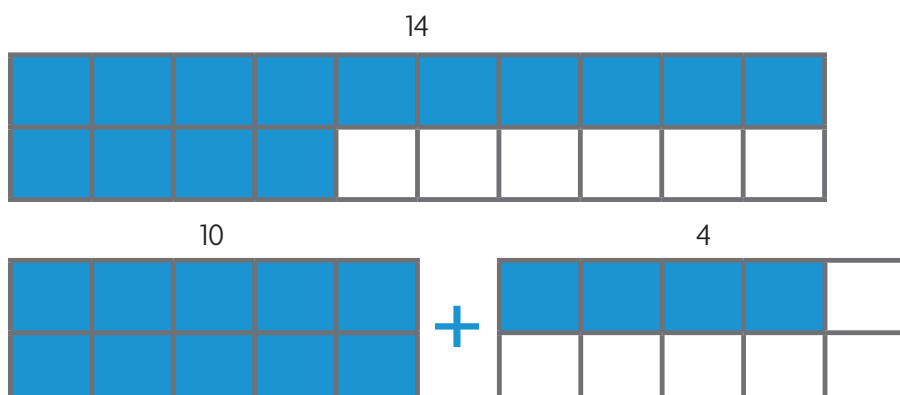
### Grade Two Mathematics

- Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value

*Your child will learn to find the “partners” that make ten for any number. This drawing shows that if you have 8, it takes 2 more to make 10.*



*From there, students learn to think of ten as a unit and to break all the teen numbers down to a ten and some leftover ones.*



## Helping your child learn outside of school



1. Use everyday objects to allow your child to count and group a collection of objects.
2. Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include  $5+5$ ,  $6+4$ ,  $8+2$ , etc. Have your child explain his or her thinking.
3. Have your child create story problems to represent addition and subtraction of small numbers. For example, “Ann had eight balloons. Then she gave three away, so she only had five left.”
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that **everyone** can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

## Additional Resources



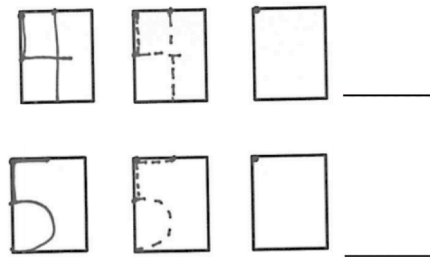
For more information on the Common Core State Standards for mathematics, go to <http://www.corestandards.org/about-the-standards/key-points-in-mathematics> or visit <http://www.commoncoreworks.org>.

For more information on helping your child learn mathematics (with activities from pre-school to grade five), go to <http://www2.ed.gov/parents/academic/help/math/index.html>.

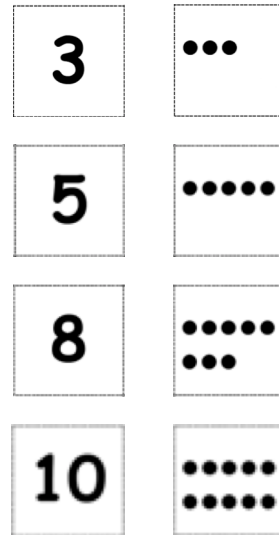


### Numbers to 10

In Module 1, students begin to observe and analyze the world around them mathematically. They will count, order, and draw up to ten objects. They will eventually work toward an understanding that each successive number names a quantity that is 1 more, and that the number before is 1 less. This is just the beginning of an exciting mathematical year for kindergarten students!



Students will practice writing numerals from 0 to 10 in this module, practicing in boxes like those above until they are comfortable using just the line.



5-group cards

### What Comes After this

**Module:** Module 2 explores two- and three-dimensional shapes. Students will learn about flat and solid shapes, and begin to use position words when referring to shapes in their environment. They will also learn to distinguish between examples and non-examples of flat and solid shapes.

### Terms, Phrases, and Strategies in this Module:

**Exactly the same/not exactly the same/the same, but:** ways to analyze objects to match or sort

**Match:** group items that are the same or that have the same given attribute

**Sort:** group objects according to a particular attribute

**Answer “how many”** when counting quantities or sets

**Counting path:** order of count, especially with large numbers

**Number story:** stories with add to or take from situations

**Zero:** understand the meaning of, write and recognize

**Number sentence:**  $3 = 2 + 1$

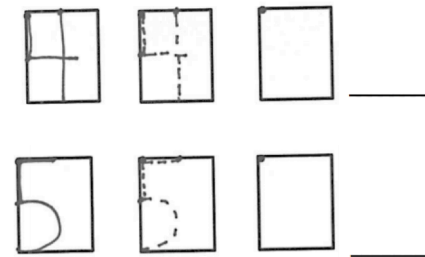
**5-group:** see box to the left

**Rows/columns:** linear configuration types

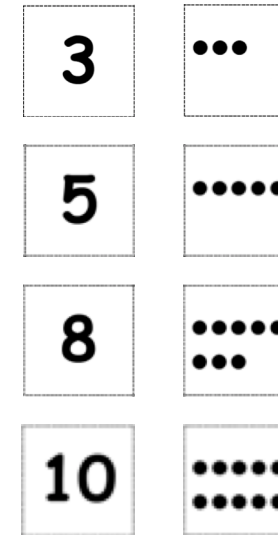
**1 more/1 less:** e.g.,  
4. 1 more is 5, and  
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### + How you can help at home:

- Have your student practice counting groups of objects in his/her environment
- In addition to counting, students can practice writing the numerals 0-10
- Practice decomposing numbers, e.g. talk about how 5 is made up of a group of 2 and a group of 3

## Key Common Core Standards:

- **Know number names and the count sequence**
  - Write numbers from 0 to 10
- **Count to tell the number of objects**
  - Understand the relationship between numbers and quantities; connect counting to cardinality
- **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from**
  - Decompose numbers less than or equal to 10 into pairs in more than one way
- **Classify objects and count the number of objects in each category**
  - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

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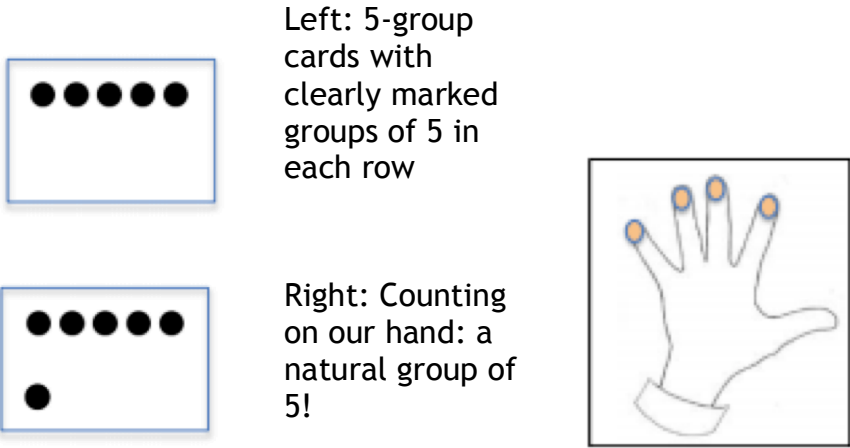
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Welcome to *A Story of Units*!

Each module’s parent tip sheet will highlight a new strategy or math model your student will be working on.

This module will feature 5-groups, as 5 is an important building block for understanding numbers 6-10. Students learn what 5 looks like, and different ways to make and count to 5.



Read on to learn a little bit about Eureka Math, the creators of *A Story of Units*:

*Eureka Math* is a complete, PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards and carefully sequences the progression of mathematical ideals into expertly crafted instructional modules.

This curriculum is distinguished not only by its adherence to the CCSS. It is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of *Eureka Math* “A Story of Units.” The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts.

The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics. Your student has an exciting year of discovering the story of mathematics ahead!

Sample Problem from Module 1:  
(Example taken from Module 1, Lesson 14)

How many apples are there all together?  
\_\_\_\_\_

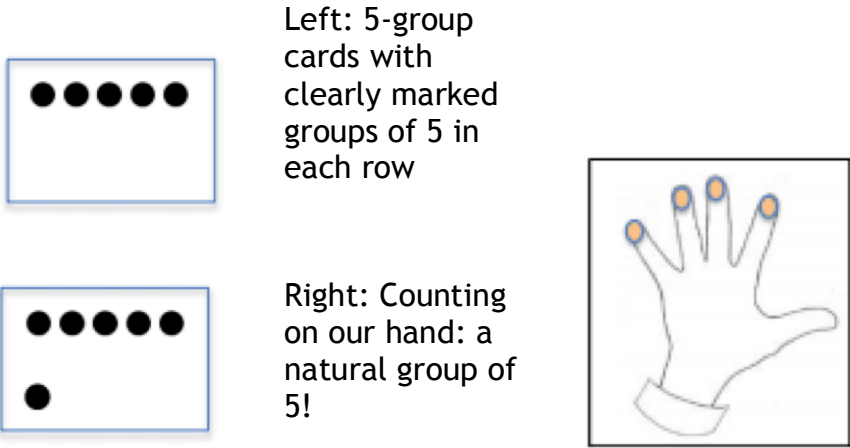
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3 apples = \_\_\_\_\_ apples + \_\_\_\_\_ apple.

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Families with preschool aged children who meet or earn less than the current Federal Family Income Guidelines are eligible.

Do you have concerns that your 2 ½ to 5 year old child may be having difficulty with the development of one or more of the following:

Speech and Language

Concepts

Socialization

Self-Help Skills

Motor Abilities

Vision or Hearing

IF SO ...

Please call

623-445-4991

to schedule an appointment for a Developmental Screening conducted by the Deer Valley Unified School District.

## Deer Valley Head Start

20402 N. 15th Ave.  
Phoenix, AZ 85027

Phone: 623-445-4991

Fax: 623-445-4988

### CLASSROOM LOCATIONS

#### **Constitution Elementary**

18440 N. 15th Ave.

#### **Esperanza Elementary**

251 W. Mohawk

#### **Sunrise Elementary**

17624 N. 31st Ave.

#### **Village Meadows Elementary**

2020 W. Morningside Dr.



### **Superintendent**

Dr. Curtis Finch

### **Governing Board**

Kimberly K. Fisher, MAFM

Jenny Frank

Ann O'Brien

Ann Elizabeth Ordway

Darcy Tweedy



# DEER VALLEY HEAD START



## Curriculum Overview





## DEER VALLEY HEAD START

In an effort to help each child and family feel comfortable in our classrooms, the Head Start Program uses several ideas to support a child's success in preschool. We call our model of how we work with children and families a "child and family centered approach."

### **We support children and their development towards success in Kindergarten through:**

- Interactions with others by respecting and celebrating differences
- Mastering new ideas
- Making positive choices
- Developing, carrying out and building upon their ideas
- Learning from their mistakes and challenges
- Having a sense of joy and wonder as they discover that learning is fun

### **To support this process with the child, the teachers and staff will:**

- Develop a relationship with the child and family
- Respect the fact that young children learn best while they are at play
- Provide a play oriented daily routine that recognizes the need to allow children the opportunity to choose an activity and discover how they can use their own ideas to make the activity meaningful to themselves and others
- Provide a safe and healthy classroom in which to work while at play
- Encourage each child to speak often and to share their ideas

### **To support the development of a relationship with the family, the teachers and staff will invite parents/guardians and extended family members to:**

- Become a part of the team that supports their child at school
- Volunteer to help in the classroom or in other ways
- Offer their ideas for daily activities
- Help to develop goals for their child
- Routinely communicate any information that will help them to be successful with their child

### **Curriculum models that influence how Deer Valley Head Start works with families and children are:**

- Best Practices as defined by:
  1. The Accreditation Standards of the National Association for the Education of Young Children (NAEYC)
  2. The Federal Head Start Performance Standards
  3. Arizona Department of Education Early Childhood Standards
  4. Arizona Department of Health Services
- High/Scope and Carter/Curtis research that supports curriculum development based **on daily observations of the ideas and interests of children and supportive adults.**



### ***"Can You Play With Me?"***

How many times a day does your child ask this question? Children start "asking" this question before they can talk. They pull your leg, they reach out their arms, they hold out a toy and they ask..."Won't you play with me?" Take advantage of this invitation. You are your child's first teacher.

Taking time to play provides an ideal opportunity for parents to engage fully with their children. Play is one of the most effective ways to communicate with your child. It is not "extra time", it is essential time. Play is necessary for the cognitive, physical, social and emotional well-being of children.

Researchers say that play is powerful. Why? When children are playing they are focused, usually in a positive state of mind and enjoying what they are doing. Because it is fun, they do it again and again and again. Repetition forms habits and habits last a lifetime.

When you enter into play with your child, you can guide, listen, role model and teach. What a wonderful way to help your child succeed!





# Community Education

*We've got what you want!*

## Deer Valley USD Community Education

7071 W. Hillcrest Blvd.  
Glendale, AZ 85310  
623-445-5018

## Registration & Payment

Childcare & Preschool  
623-445-4916  
623-445-4923  
623-445-4925  
623-445-5017

Enrichment Classes  
623-445-5019

*This mission of the  
Community Education  
Division is to deliver high  
quality, educational,  
cultural, and recreational  
enrichment programs and  
services to our community using  
aligned resources beyond the  
school day.*



## Before & After School Care

Our programs provide a safe, on-site, enriching environment for students before and/or after their regularly scheduled school day by incorporating activities indoors and out, as well as homework assistance, tutoring, and organized play. Currently at 23 locations throughout the district, care is offered on school days from 6:30 AM to the start of school and after school until 6:00 PM. ***Early entry kindergarten students are welcome to attend this program once they have reached their 5th birthday.*** Registration will begin in early 2019 for the new school year. Register early to ensure your spot as some locations may reach capacity and close to new enrollees.

## 'Sun'sational Summer Camp

Children make memorable summer experiences through educational, athletic, and social experiences in a safe, positive environment. Field trips, guest speakers, and arts & crafts make these camps fun! Offered at five regional camps for K-8 students, with one location including preschool for 3-5 year olds. Open weekdays from 6:30 AM to 6:00 PM.

## Preschool & Prekindergarten

Our half-day or full-day tuition-based programs help children ages 3, 4, & 5 years grow academically, intellectually, socially and emotionally. Programs are designed to promote enjoyment through work and play, refine gross and fine motor skills, promote physical coordination, and encourage creativity and development. Hours of operation vary by location. Watch for a new 2 year old program opening in 2019-2020.

## Enrichment Classes

A wide range of preschool through adult enrichment classes are available through Community Education, including dance, cheer, various art mediums, sports, drivers education, CPR, first aid, chess, science, and technology. Summer offerings include Art, Music, Theatre, Science, and Gifted "Rocks" camps. Refer to our complete catalog or view it online under ***Classes*** at [www.dvUSD.org/communityed](http://www.dvUSD.org/communityed).



Visit [www.dvUSD.org/communityed](http://www.dvUSD.org/communityed) for full details



# Deer Valley Family Resource Center

*Partnering with families  
to help children learn,  
grow and thrive*



- DVFRC empowers parents and caregivers to become educators themselves and join in the joy of their child's education during the critical early developmental years.
- Get the tools you need to support the learning and healthy development of your young child.



## ***Services include:***

Parent Workshops  
Play Groups  
Parent/Child Early Learning Activities



**Connecting families  
to community resources**

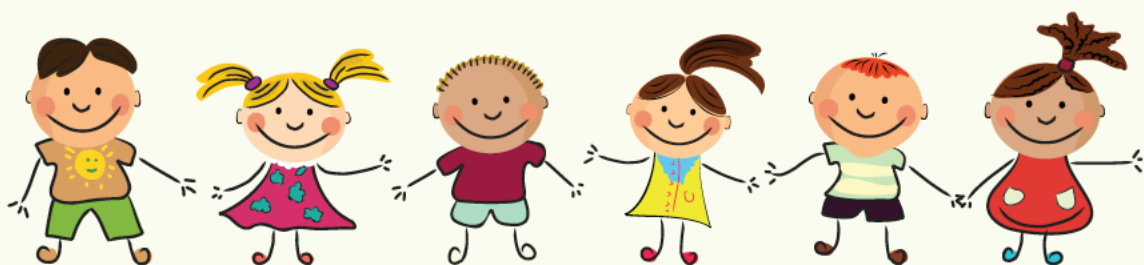


**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*  
azftf.gov



**623-376-3975**  
[www.dvUSD.org/dvfrC](http://www.dvUSD.org/dvfrC)





# DVFRFC

## Ready for School Set for Life

Monday through Friday 8:00 a.m. to 4:30 p.m.  
Hours and availability will follow DVUSD's school calendar  
Please see website for more information:  
[www.dvusd.org/dvfrfc](http://www.dvusd.org/dvfrfc)

### Copper Creek Elementary

Building 444  
7071 W. Hillcrest Blvd.  
Glendale, AZ 85310  
623.376.3975

### New River Elementary

48827 N. Black Canyon Hwy  
New River, AZ 85087  
623.376.3546

Center Coordinator

### Courtney Taylor

[courtney.taylor@dvusd.org](mailto:courtney.taylor@dvusd.org)  
623-376-3975 Office  
623.256.2561 Cell  
[www.dvusd.org/dvfrfc](http://www.dvusd.org/dvfrfc)



**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*



**DEER VALLEY**  
*Unified School District*

