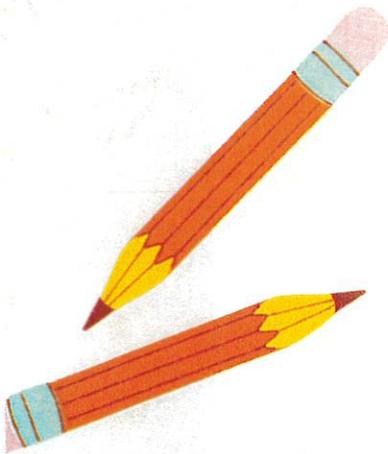


WELCOME PACKET PRE-K 2025-2026



The Towne Creek School
281-499-8030
www.thetownecreekschool.com
6:30 AM - 6:00 PM



I'M MRS. LIZ

March, 05, 1997

Age, 28

Pisces



ABOUT ME

I have been teaching closer to a decade now, and have taught all ages from infants to high school! I am married, and we have two beautiful cats together!

FUN FACTS

I read 59 books in 2024!

My Mom is also a teacher!

My favorite color is green!

MY PETS



SUGAR COOKIE & ALLEN

MY FAVORITE QUOTE

“ The best way to predict your future is to create it! ”

Educational Philosophy

Educational Philosophy

We believe that a child learns best when given opportunities to:

- Be viewed and taught as an individual with unique needs, capabilities, and learning styles
- Be an active participant in the learning process and develop at his/her own pace
- Understand his/her place in a group setting and learn a sense of responsibility to self and others.

We believe that children learn best in an environment that promotes:

- Curiosity, creativity, trust, and friendship.
- The freedom to explore, create and express ideas through a variety of teacher and child-initiated activities.
- A love of learning that will hopefully continue for years to come.

We believe that teachers are able to best serve their students and families when given opportunities to:

- Think creatively, work collaboratively, and use a variety of curriculum resources
- Learn and grow professionally with the full support of the administrative staff
- Communicate with parents on an ongoing basis

We believe that parents are able to best serve their children when given opportunities to:

- Feel part of the Towne Creek Family
- Communicate with the teacher and administration on an ongoing basis
- Participate in their child's learning experience both at school and at home

Mission Statement

At the Towne Creek School, our purpose is to provide an environment that promotes the development of the whole child; where children feel safe, secure, loved and respected; where they are given opportunities to grow to their full potential in all developmental areas, where parents and staff are partners in providing a program of the highest quality.

Drop Off/Pick Up Procedure

Towne Creek Hours of Operation are 6:30 AM-6:00 PM

Drop Off

We ask that everyone drop their child off in time for their opening circle. Circle time welcomes each child to class, introduces the theme of the week/day, and sets the expectation for what students will be doing that day.

The main doors of the school are always locked. You will receive a door code every one or two months. This code, plus the # will be used to by you to unlock the door and enter the building. Please do not share this code with others.

All students must be accompanied into the building by an adult age 18 or older. Hand sanitizer is available next to the door keypad for those who wish to use it.

Please sign your child in with the SmartCare Parent App on the tablets located on the table in front of Room 1 in the multi-purpose room. You may use your phone, a PIN that you have set up in your account, or you can get a key fob from the front office to use daily.

If you are arriving between 6:30 and 7:30 AM, Infants and Toddlers will go into a classroom. All others will stay in the multi-purpose room until 7:30. If your child brings breakfast with them, they can eat it at this time. At 7:30, all students will go to their age group classrooms. If you are arriving at 7:30 or after, please sign your child in, and walk them to their classroom.

For students who have a hard time with separation, we recommend letting your child know the routine prior to arriving in Towne Creek. Walk your child to their classroom, give them a loving goodbye and reassurance that you will be back to pick them up. Then allow the teacher to lead your child to an activity in the classroom to distract them while you leave.

Pick Up

An adult, age 18 or older, must enter the building to pick up their student.

Please sign your child(ren) out on the SmartCare Parent App using the tablet in the multipurpose room and then proceed to the classroom.

The Lunch Menu

You can find the lunch menu digitally on our website or you can find a printed copy in the Multipurpose Room on the table with the check-in tablets. The menu for the upcoming week will be available on Friday afternoon.

Tuition Statements

You should be able to access this on the SmartCare Parent app. Tuition for the upcoming month is billed on the 18th of the month prior and is due on the 1st (or half on the 1st and half on the 15th). This statement should be emailed to you on the day you are billed.

Towne Creek Closures

All planned closures and early closing dates will be listed on the school calendar on the website. A one-page yearly school calendar is also available as a link on the school calendar page.

The Door Code

A new door code will be texted to you through the SmartCare app and emailed to you as well. Generally, the code will change every two months. Please do not share this code with others.

Modes of Communication

Your child's teacher will utilize different types of communication to keep you informed of what is happening at school.

- *SmartCare Parent app – will give Infants and Toddlers daily updates on naps, diaper changes, amount eaten and how the day went. Older classes will send home weekly updates of activities in the classroom.*
- *Take Home folders- will be sent home with artwork, incident reports, permission slips, progress reports, notices of upcoming events, etc. Please be sure to look through the folder when it comes home and return it and any necessary paperwork to school the following day.*
- *Incident Reports- Will be sent home if your child is injured throughout the day. You should also receive a notification through the SmartCare app and/or a phone call alerting you to the injury.*
- *Email – Your child's teacher should provide you with their Towne Creek email. They will check this email during their planning time each day and can respond to you then.*
- *The school will contact you through email and/or text should any emergency arise or if the school should need to be closed due to weather. We will also post notices on our Facebook page and website.*
- *The Towne Creek website contains information on weekly lessons, lunch menus, school calendars, permission slips, admission forms, parent resources and more. Please be sure to check this on a regular basis. www.thetownecreekschool.com The password for the Parent resource page in 2025/2026 is Fall25.*

Dress Code

All children should dress comfortably for school. They will be playing outside or on the classroom floor and in the gym. Children should wear closed-toed tennis shoes for their safety. All children should have at least one complete change of clothing appropriate for the season. This should include socks, shoes and underwear and should be left at the school. All children will go outside each day if the temperature is above 40 degrees and below 100 degrees. On very hot or cold days, we will limit the time they spend outside. If soiled clothing is sent home, please bring a replacement set the following day.

What to Bring (Please label all items)

Students in PreK should bring the following for nap time:

- *Bed Rolls (Towne Creek will provide the nap mat)*
- *A small soft toy (optional) if this helps them to go to sleep easier.*

Students in the Infants through Twos should bring diapers, wipes, or extra sets of clothing if they happen to be potty training.

Infants and Toddlers will receive an additional list of items to bring.

Students in the Twos through Kindergarten should bring a water bottle to school every day. Towne Creek will refill their water throughout the day.

Birthday Celebrations

There are students at the school who have food allergies. For this reason, if you wish to bring birthday treats to celebrate your child's birthday at school, please speak with your child's teacher to see if there are any specific food items that cannot be brought into the room.

All birthday treats must be store-bought and have the ingredients listed on the packaging. Be sure to find out from the teacher what time of day will work best to celebrate your child's special day. Should you choose to bring party favor bags, these will not be opened at school, but instead, set home with each child to open there.

Pre-K Procedures

Morning Drop Off

If your child arrives at school before 8:30 am, drop off will be in Room 6 with Ms. Yolanda until their teacher arrives.

Because the mornings are very busy and can be a little emotional, please hug your child and say your goodbyes before your child enters the classroom. Thank you for your support!

Morning Circle Time

Morning Circle is such an important and informative part of our day. Please have your child arrive before Morning Circle. Morning Circle starts at 8:30.

What to Bring

Students should bring nap items (see Towne Creek Procedures page), extra clothes, and a water bottle to school.

Communication with Parents

I will communicate with parents using Family Folders, SmartCare App, Email, Texts or Phone Calls

Dress Code

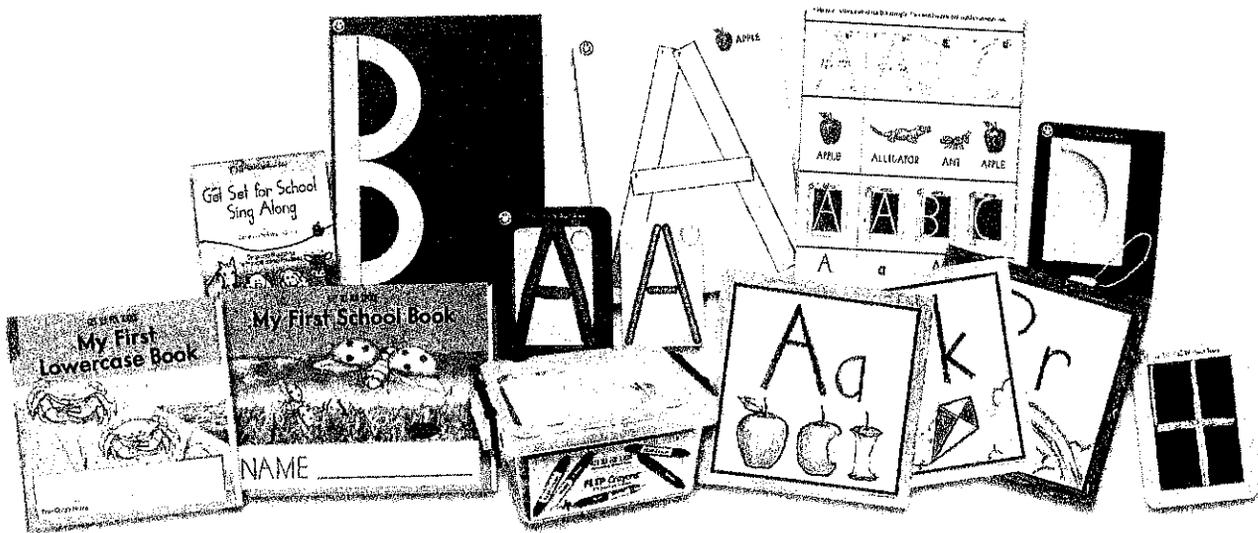
Because Pre-K students are very active outside and participate in Motor Development, they should wear tennis shoes to school. Safety First!

Pre-K Families!

We are so excited about bringing the Frog Street curriculum into our classrooms. While many things will stay the same, there are a few changes coming this year! In an effort to connect home and school, you will receive a Family Connections email from Towne Creek that is specific to Pre-K each Friday. This email will contain brief information about the coming week as well as two links. One link will be to a parent letter containing Family Connections activities for the week, and one will be to the story book of the week. This communication can also be found on the Towne Creek website in the Parent Portal (password Fall2024) under Family Connections and What's Happenings and will be posted in your child's classroom. We encourage you to take advantage of these resources as they provide valuable information about school happenings.

Looking forward to a great year,

The Pre-K Team



 Dear Family,

We are excited to share that we are using the Readiness & Writing program from Learning Without Tears® in our class this year. This program is designed to help all children develop crucial academic readiness skills that set them up for success in kindergarten and beyond. The curriculum provides active, joyful ways to learn grip, pre-writing, and social-emotional skills as they progress from scribbling, coloring, and drawing shapes to tracing and copying capital and lowercase letters and numbers.

This fun, hands-on school readiness program focuses on playful learning to develop coloring, drawing, counting, building, and handwriting readiness skills. We will make capital letters and numbers with chalk, wood pieces, and dough in the classroom. Music is important too! Just wait—you will soon be hearing your child singing new songs! We'll be writing capital letters and numbers in a crayon-based activity book, *My First School Book*. Towards the end of the year, your child may use *My First Lowercase Book* and multisensory activities to begin to practice lowercase letter formations using a pencil.

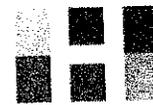
More information will be sent home throughout the school year, so you'll know what we're learning and how you can help your child at home.

Please let us know if you have any questions.

Thank you!

To learn more about the Readiness & Writing program, visit the Learning Without Tears website. LWTears.com





Dear Parents and Caregivers,

At school your child is engaging in Heggerty Phonological Awareness lessons. **Phonological awareness** allows children to recognize and work with the sounds of language. These activities are sometimes called ear exercises because the focus is on hearing the parts or sounds in words. Your child will not be seeing these words in print during phonological awareness instruction. Towards the second half of the year, your student will be working on primarily **phonemic awareness**, a subset of phonological awareness focused specifically on hearing individual sounds in words.

Why is Phonological Awareness Important?

Phonological awareness is a strong predictor of reading success. It is especially important at the earliest stages of reading development and is a foundation skill for reading and writing.

How Can You Support Phonological Awareness at Home?

Throughout the school year, you will receive newsletters sharing ideas of games or “ear exercises” you can play with your child. Phonological awareness is simple to support at home—all you need is language! Help your child understand that the words they hear in speech are made up of parts and sounds.

You can begin building phonological awareness in your child by:

- ★ Reciting nursery rhymes
- ★ Reading books with rhyming words
- ★ Playing with alliteration (words that begin with the same sound)
 - Example: Seven silly sisters said surprise!
- ★ Playing “I Spy” focusing on beginning sounds.
 - Example: “I spy something that begins with the sound /b/.” (books, ball, etc)

We look forward to supporting you and your child in building foundational literacy skills this school year! In addition to the newsletters you will receive, you can find more support and information on our website and social media pages.

Visit our website: <https://www.heggerty.org>

View lesson demonstrations: [Heggerty Phonemic Awareness - YouTube](#)

Appendix

Literacy Scope and Sequence

	ENGLISH	SPANISH	DUAL LANGUAGE	DUAL LANGUAGE	DUAL LANGUAGE	ENGLISH	SPANISH	
THEME 1	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge	
Week 1	Listening; Auditory discrimination; Segment sentences into words	Listening; Auditory discrimination; Segment sentences into words	Spoken words can be represented by print	Complete sentence stem: Bayley feels _____.	Create personal journals	Letters in child's own name	Introduction to initial sounds using "Sonidos de las letras" chart and song; letter sounds in child's name	
Week 2				Track print left to right/top to bottom	Complete sentence stem: I can _____ my _____.			Draw self and identify body parts
Week 3				One-to-one correspondence: spoken word/printed word	Complete sentence stem: I like to smell _____.			Special Delivery: illustrate and label what you like to smell
Week 4				Print directionality	Complete sentence stem: I feel _____ when _____.	Illustrate and label a feeling		Ll, Oo, Tt Name letters, compare features
THEME 2	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge	
Week 1	Listening; Auditory discrimination; Segment sentences into words	Listening; Auditory discrimination; Segment sentences into words	Leave space between words (Space Frog), point to a word, point to the space	Complete sentence stem about family jobs	Illustrate and label purchase choice	Ff, Gg, Mm Name letters, compare features	Sounds: Ff, Ss, Bb (initial sounds, associate pictures)	
Week 2				Share opinions	Illustrate and label narrative boat adventure	Ee, Rr, Ss Name letters, compare features	Sounds: Pp, Ll, Vv (initial sounds, associate pictures)	
Week 3				Research and list animals that eat lettuce	Special Delivery: illustrate pet to adopt	Aa, Bb, Pp Name letters, compare features	Sounds: Mm, Jj, Cc (hard/soft) (initial sounds, associate pictures)	
Week 4				Create a list of shared classroom supplies	Illustrate and label cookies to share	Cc, Dd, Nn Name letters, compare features	Sounds: Ll/Ii, Yy, Gg (hard/soft) (initial sounds, associate pictures)	
THEME 3	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge	
Week 1	Review compound words; segment, blend, and delete syllables	Recognize and produce rhyming words	Identify first word in sentence, begins with uppercase letter	Create graphic organizer about transportation	Express own thoughts by writing thank you note to school workers	Hh, Xx, Yy Name letters, compare features	Sounds: Tt, Dd, Qq (initial sounds, associate pictures)	
Week 2				Special Delivery: read and follow recipe (sequencing)	Illustrate and label bird feeder location	Jj, Kk, Ww Name letters, compare features	Sounds: Rr, Nn, Ww (initial sounds, associate pictures)	
Week 3				Create graphic organizer	Illustrate and label plate of healthy food	Qq, Uu, Zz Name letters, compare features	Sounds: Nñ, Kk, Xx (initial sounds, associate pictures)	
Week 4				Create timeline of dance moves	Illustrate and describe dance moves	Ii, Vv Name letters, compare features	Sounds: Ch/ch, Hh, Zz (initial sounds, associate pictures)	
THEME 4	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge	
Week 1	Recognize rhyming words	Recognize and produce alliterative words	Specific names of people and places begin with uppercase letters	Complete sentence stem: I would _____ with _____.	Illustrate pet frog activity	Sounds: Dd, Ff, Nn Sound of letter hiding in name; associate picture to letter sound	Ff, Ss, Bb (name letter, recognize and produce letter sounds)	
Week 2				Record proper nouns on chart with initial uppercase letter	Illustrate and write name of school	Sounds: Jj, Ll, Vv Sound of letter hiding in name; associate picture to letter sound	Pp, Ll, Vv (name letter, recognize and produce letter sounds)	
Week 3				Label creature using descriptive words	Illustrate and label creature using descriptive words	Sounds: Bb, Kk, Mm, Ss Sound of letter hiding in name; associate picture to letter sound	Cc (hard/soft), Mm, Jj (name letter, recognize and produce letter sounds)	
Week 4				Answer questions	Special Delivery: add personal choice to group	Sounds: Tt, Pp, Zz Sound of letter hiding in name; associate picture to letter sound	Gg (hard/soft), Ll/Ii, Yy (name letter, recognize and produce letter sounds)	
THEME 5	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge	
Week 1	Recognize alliterative words	Segment, blend, delete syllables	Identify ending punctuation: period, question mark, exclamation	Sequence construction stages	Illustrate construction job and tools needed	Sounds: Cc, Ii, Rr, Ww Review naming letter, associate picture to letter sound	Qq, Tt, Dd (name letter, recognize and produce letter sounds)	
Week 2	Identify and produce alliterative words			Complete sentence stem: I see a _____.	Little Book: <i>I See Giants</i> , What giants have you seen?	Sounds: Aa, Gg, Hh Review naming letter, associate picture to letter sound	Ww, Rr, Nn (name letter, recognize and produce letter sounds)	
Week 3	Produce alliterative words			Complete sentence stem: I see a _____.	Little Book: <i>My Classroom</i> , What do you see?	Sounds: Yy, Uu, Qq Review naming letter, associate picture to letter sound	Xx, Nñ, Kk (name letter, recognize and produce letter sounds)	
Week 4				Create a class recipe for stew	Special Delivery: create an invitation to the Art Show	Sounds: Ee, Oo, Xx Review naming letter, associate picture to letter sound	Zz, Ch/ch, Hh (name letter, recognize and produce letter sounds)	

Appendix

Literacy Scope and Sequence

	ENGLISH	SPANISH	DUAL LANGUAGE	DUAL LANGUAGE	DUAL LANGUAGE	ENGLISH	SPANISH
THEME 6	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Blend onset-rime (with and w/out picture support)	Segment, blend, delete, recognize, and produce syllables	Concept of words in sentences, sentence segmentation, recognize word length (longer, shorter), review directionality and spaces between words	Complete sentence stem: I can _____.	Little Book: <i>I Can Move</i> , How do you move?	Letter Writing Approach; ABC order: Aa, Bb, Cc	Ss (sa, se, si, so, su) Bb (ba, be, bi, bo, bu) Ff (fa, fe, fi, fo, fu) (recognize/produce syllables; letter name/sound)
Week 2				Create T-chart with location and type of transportation	Illustrate favorite way to travel, edit with TAG	Letter Writing Approach; ABC order: Dd, Ee, Ff	Ll (la, le, li, lo, lu) Vv (va, ve, vi, vo, vu) Pp (pa, pe, pi, po, pu) (recognize/produce syllables; letter name/sound)
Week 3				Create a list of clothing to pack	Special Delivery: illustrate gift suggestion; edit with TAG	Letter Writing Approach; ABC order: Gg, Hh, Ii	Jj (ja, je, ji, jo, ju) Cc (ca, co, cu) (ce, ci) Mm (ma, me, mi, mo, mu) (recognize/produce syllables; letter name/sound)
Week 4				Share personal experience by completing sentence stem: I like _____.	Little Book: <i>The Beach</i> , What do you like about the beach?	Letter Writing Approach; ABC order: Jj, Kk, Ll	Yy (ya, ye, yo, yu) Gg (ga, go, gu) (ge, gi) Ll/Ii (lla, lle, li, llo, lli) (recognize/produce syllables; letter name/sound)
THEME 7	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Blend phonemes with picture support	Segment, blend, delete, recognize, and produce syllables	Editing: check for uppercase first word and ending punctuation in a sentence	Create insect birthday guest list	Illustrate and label insect, edit with TAG	Letter Writing Approach; ABC order: Mm, Nn, Oo	Dd (da, de, di, do, du) Qq (que, qui) Tt (ta, te, ti, to, tu) (recognize/produce syllables; letter name/sound)
Week 2				Complete sentence stem: A ____ can jump.	Little Book: <i>Insects Jump</i> , How can you move like an insect?	Letter Writing Approach; ABC order: Pp, Qq, Rr	Nn (na, ne, ni, no, nu) Ww Rr (ra, re, ri, ro, ru) (recognize/produce syllables; letter name/sound)
Week 3				Complete sentence stem: I saw a _____.	Special Delivery: illustrate and label favorite insect; edit with TAG	Letter Writing Approach; ABC order: Ss, Tt, Uu, Vv	Kk (ka, ki, ko) Xx Nñ (ña, ñe, ñi, ño, ñu) (recognize/produce syllables; letter name/sound)
Week 4				Complete sentence stem: I am very busy when _____.	Little Book: <i>What Is This?</i> , Where have you seen this creature?	Letter Writing Approach; ABC order: Ww, Xx, Yy, Zz	Hh (ha, he, hi, ho, hu) Zz (za, zo, zu) Ch/ch (cha, che, chi, cho, chu) (recognize/produce syllables; letter name/sound)
THEME 8	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Review: segment sentences	Blend onset-rime with and without picture support	Revising/Editing: add second sentence to clarify; check for spaces between words and correct use of case	Create checklist of mammal characteristics	Illustrate and label mammal, edit with TAG	Letter sounds; Match upper to lower; examine confusing letters: Hh, Ll, Nn, Uu	Letter Writing Approach; ABC order: Aa, Bb, Cc
Week 2	Review: blending syllables/compound words	Blend phonemes with picture support		Create checklist of reptile characteristics	Little Book: <i>Lizards Like to Eat</i> , What do you like to eat?	Letter sounds; Match upper to lower; examine confusing letters: Bb, Dd, Pp, Kk	Letter Writing Approach; ABC order: Dd, Ee, Ff
Week 3	Review: blending and deleting syllables			Describe marine life	Special Delivery: illustrate marine animal; create graph	Letter sounds; Match upper to lower; examine confusing letters: Cc, Mm, Nn, Oo, Ss, Vv, Ww, Yy	Letter Writing Approach; ABC order: Gg, Hh, Ii
Week 4	Review: recognize rhyming words			Create bird word web graphic organizer	Little Book: <i>Birds</i> , Which bird is your favorite?	Letter sounds; Match upper to lower; examine confusing letters: Bb, Dd, Gg, Ii, Jj, Nn, Qq, Rr	Letter Writing Approach; ABC order: Jj, Kk, Ll, Mm
THEME 9	Phonological Awareness	Phonological Awareness	Concepts of Print	Shared Writing	Guided Writing	Alphabet Knowledge	Alphabet Knowledge
Week 1	Review: recognize and produce rhyming words	Review: recognize and produce rhyming words	Revising/Editing; Distinguishing letters/words/sentences	Create list of family jobs preparing for baby	Little Book: <i>I Can</i> , What can you do?	Letter sounds; Match upper to lower; examine confusing letters: Aa, Cc, Ee, Nn, Oo, Tt, Vv, Ww, Zz	Letter Writing Approach; ABC order: Nn, Nñ, Oo
Week 2	Review: blend onset-rime with and without picture support	Review: recognize and produce alliterative words		Create weather word web graphic organizer	Little Book: <i>Weather</i> , What do you do on a rainy day?	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Pp, Qq, Rr, Ss
Week 3	Review: blend phonemes with picture support	Review: blend phonemes with and without picture support		Create list of ways to protect the earth	Illustrate and label message posters	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Tt, Uu, Vv
Week 4	Review: recognize and produce alliterative words	Combine/delete compound words		Model/prompt journal revisions	Special Delivery: contribute to class book	Alphabet Knowledge Review	Letter Writing Approach; ABC order: Ww, Xx, Yy, Zz

Appendix

Math Scope and Sequence

Unit 1: Describing and Exploring Our World Mathematically

Children explore and describe the attributes of the materials they will use to model their mathematical thinking throughout the year.

Theme 1	Week 1	Free Exploration of Materials/ Introduction of the Attendance Chain
	Week 2	Spatial Relationships
	Week 3	Attributes/ Alike and Different
	Week 4	Geometric Attributes (Shape, Lines, and Curves)
Theme 2	Week 1	Measurable Attributes (Size, Length, Height, Width)

Unit 2: Developing Formal Skills for Learning Mathematics

Children develop and solidify the foundational skills in counting, sorting, and patterning they need to learn formal math concepts, such as geometry, measurement, number, and data.

Theme 2	Week 2	Understanding Quantity and Subitizing (Quantities 0-3)
	Week 3	Meaningful Object Counting (Quantities 1-5)
	Week 4	Meaningful Object Counting (Quantities 1-10)
Theme 3	Week 1	Identifying and Ordering Numerals 0-10
	Week 2	Representing Quantities with Numerals 0-10
	Week 3	Sorting by One Attribute
	Week 4	Two-Element Patterns (AB, ABB, AAB)

Unit 3: Investigating Geometry, Measurement, Number, and Data

Children apply what they have learned about counting, sorting, and patterning to make sense of geometry, measurement, number and data.

Theme 4	Week 1	2-Dimensional Shapes
	Week 2	3-Dimensional Shapes
	Week 3	Measuring via Direct Comparison
	Week 4	Sorting Data by 2 Attributes
Theme 5	Week 1	Classifying Straight-Sided Shapes (Polygons)
	Week 2	Measuring with Non-Standard Units
	Week 3	Making Shapes (Putting Together and Taking Apart)
	Week 4	Making Sets to 10 (Numeration)
Theme 6	Week 1	Rote Counting to 30 (Patterns in the Number System)
	Week 2	Three and Four-Element Patterns (ABC, ABCD, AABC)
	Week 3	Grids
	Week 4	Graphing

Unit 4: Joining, Separating, and Comparing (Number Operations)

Children extend their understanding of numbers to make sense of and show how quantities change (grow or increase) through some type of operation (putting together or taking apart).

Theme 7	Week 1	Joining Quantities (Informal Addition)
	Week 2	Separating Quantities (Informal Subtraction)
	Week 3	Part-Part-Whole Relationships
	Week 4	Comparison of Quantities
Theme 8	Week 1	One-More/ One-Less (Ordering Quantities)
	Week 2	Five and Some More (6-10)
	Week 3	Ten and Beyond (Counting Sets of 11-20)

Unit 5: Analyzing Our World Mathematically

Children apply what they have learned about mathematics to analyze more abstract concepts, such as capacity, weight, time, equal shares, surveys, and the structure of patterns.

Theme 8	Week 4	Measuring Capacity and Weight
	Week 1	Measuring Time
Theme 9	Week 2	Classifying Patterns
	Week 3	Equal Shares
	Week 4	Surveys (Mathematical Review)

Frogstreet
Frog Street Pre-K LESSON PLANNER
Theme 1: My School and Me
Week 1: My School

Wonderful Word of the Week
 classmates

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle IA.1, IA.3, II.D.1, II.D.4	Write: Welcome children; sing "My School Family" Connect: Play "Name, Name" game		Calm: Introduce S.T.A.R. breathing strategy Commit: Introduce Safekeeper Ritual and Listening Ears		
Morning Message W.C.1, I.B.3, I.K.B.1					
Daily Morning Message Sentences begin in Week 2					
Daily Sentence	Sing "The Alphabet Song"				
Phonological Awareness	Create a Letter Wall				
Concepts of Print	Match Name Cards to the Letter Wall				
Alphabet Knowledge	"It's Brain Smart Time, "Snap, Clap, Wiggle, Giggle, "Welcome to School," "Good Morning to You!"				
Music and Movement I.K.B.2, X.D.3, X.A.2, I.K.B.1					
Read-Aloud #1 IV.D.5, IV.D.11, IV.D.14, IV.D.16, IV.D.3, VIII.A.3	Chloe Gets Ready for School 1 st read of book	Compare Lunches Compare Chloe's lunch to children's lunch	Compare Morning Routines Discuss routines; compare Chloe's routine to others	Chloe's Favorite Color Recall story events and identify yellow items	Real or Make-Believe Compare two books; identify real and make-believe
Literacy Small Groups III.B.2, III.A.3, III.D.4, IV.B.1, III.E.1, V.B.1, V.A.1, V.C.1	Vocabulary Discuss classmates	Phonological Awareness Listen for target words in auditory activity	Shared Writing Record oral responses. Bayley feels	Guided Writing Create personalized journal covers	Alphabet Knowledge Sort plastic letters: straight lines, no straight lines
Math	Attendance Chain Routine Use chain links to introduce attendance taking	Explore Chain Links Explore chain link manipulatives	Explore Connecting Cubes Explore connecting cubes. Create chart showing colors.	Explore AngLegs Freely explore AngLegs and compare	Sort Manipulatives Sort a collection of manipulatives by kind
Explore Manipulatives VIA.2, VIA.4, VIA.5, VIA.6					
Read-Aloud #2 I.B.3, III.B.5, IV.D.3, IV.D.12, IV.D.14, VII.D.3, X.D.3	Sara Sidney's First Day of School 1 st read of book	What Did Sara Eat? Compare Sara's lunch to children's lunch	Compare School Routines Compare Sara's routine to children's routine	Compare Playgrounds Compare Sara's playground equipment to children's	School Workers Take school tour; compare workers with book
Practice Centers IA.2, I.B.2, I.C.2, II.A.2, II.B.2, III.B.1, IV.E.1, IV.E.2, V.A.1, VI.C.3, VII.A.2, VII.D.2, X.C.2	Writer's Corner: Explore writing tools Fine Motor: Roll, pinch, twist, grasp play dough Science: Explore tools scientists use Note: While children explore at Practice Centers, measure and record their height ABC: Explore plastic letters; put letters in order to copy name Math: Freely explore manipulatives Pretend and Learn: Pretend to be teacher and children at school				
Outdoor Activities IV.A.1, VII.C.4, X.A.3	Read <i>Sara Sidney's First Day of School</i> while outdoors and notice how much Sara Sidney enjoyed outdoor activities; compare outdoor experiences and consider what would happen if children couldn't go outside				
STEAM "S" is for Science	Days 1-3: Introduce Practice Centers and rotation				Introduce STEAM poster
III.D.1, VII.D.1, VII.D.2, VII.D.4					Explore using scientific process
Closing Circle II.D.1, III.B.2, III.D.2, VIII.A.4	Review & Reflect Send home: "My School" and "Getting to Know Your Child" family letters				

Daily Schedule

Ms. Liz's class

- 7:30-8:20 Welcome / Free Choice
- 8:30-9:00 Greeting Circle (Calendar, Learning Wall, Conscious Discipline, Morning Message, Music and Movement)
- 9:00-9:25 Snack Time/ Books and Puzzles
- 9:30-9:55 Circle Time (Read Aloud #1, Counting and Math Skill
- 10:00-10:25 Playground
- 10:30-10:45 HWT and Journal
- 10:45-11:25 Learning Activities(Practice Centers, Literacy and Art)
- 11:30-12:00 Lunch
- 12:00-12:50 Circle Time (Read Aloud #2)
- 1:00-2:20 Rest/Nap Time/Quiet Time
- 2:20-2:25 Restroom/Transition to Afternoon Activities
- 2:30-2:55 Playground/Gym
- 3:00-3:25 Snack/Puzzles/Books/Restroom
- 3:30-4:00 Closing Circle (Review and Reflect on Commitments)
- 4:00-5:00 Free Choice Centers/Free Art,Read Aloud, Group Activities and Small Centers
- 5:00-6:00 End of Day Transitions

Welcome
to Pre-K!

My School



This week, children will be introduced to their classroom, their teacher, their classmates, and to the school campus. By the end of the week, children will begin to feel right at home in their new school family. To help us get to know your child better, please complete and return the "Getting to Know Your Child" questionnaire. We are looking forward to an exciting year together!



Each week, we will be learning many new words.

We will focus on one special word each week called our "Word of the Week." We will use this word many times during our classroom day. Try using this word at home, too. You might say to your child: *Can you tell me the names of some of your classmates? What did you do at school today with your classmates?*

Word of the Week

classmates • compañeros de clase
Classmates are members of the same class.

This first week of school will be very exciting for your child with so many new things to learn including new school routines. We will be talking about routines your child does at home to get ready for school, such as getting dressed, eating breakfast, and brushing teeth. Review with your child how he or she gets ready for school. Ask: *What do you do first? Next? Last?*

We will also learn new school routines that will be a part of your child's daily experience with his or her School Family. These routines will include:

- Uniting together during the morning **Greeting Circle**
- Exploring at **Practice Centers**
- Listening to **Read-Aloud** stories
- Exploring new **Math** ideas
- Dancing and singing during **Music and Movement**
- And so much more!

Our special classmate is Fanny Frog.

She is a lovable frog puppet that children will interact with daily during their classroom experiences.



S.T.A.R.

Smile
Take a deep breath
And
Relax

Throughout the year, your child will learn calming strategies.

These strategies will help your child learn to manage feelings and deal with them in appropriate ways. Review S.T.A.R. breathing with your child: *Take in a deep breath by inhaling through your nose as if smelling a flower. Then pretend to blow out a candle as you exhale and let the air out.*

Coming Next Week: We will learn about our amazing bodies!

Pre-K Fall 2025 Weekly Themes

Date	Themes	Handwriting	Special Events
August 18 - 22	My School and Me: My School	Readiness Activities	18 - First Day of School
Aug 25 -29	My School and Me: My Body	Readiness Activities	
Sept. 1 - 5	My School and Me: My Senses	Readiness Activities	1 - Labor Day - TC Closed
Sept. 8 - 12	My School and Me: My Feelings	Readiness Activities	12 - Back to School Family Night
Sept. 15 - 19	My Family and Friends: My Family and Relatives	Readiness Activities	
Sept. 22 - 26	My Family and Friends: Pets	Pre-Writing Skills	24 - Fall Fun Day 25 - FBISD Early Release 26 - FBISD No School
Sept. 29 = Oct. 3	My Family and Friends: My Friends	Pre-Writing Skills	Oct. 1 - Progress Reports
Oct. 6 - 10	Safe, Healthy Helpful Me: Community Helpers	Pre-Writing Skills	6-10 - Fire Prevention Week 7 and 9 - Fire Truck Visit
Oct. 13 - 17	Safe, Healthy Helpful Me: Kind and Helpful Me	Pre-Writing Skills	13 - 17 - FBISD - Fall Break
Oct. 20 - 24	Safe, Healthy Helpful Me: Eating Well	Pre-Writing Skills	20 - FBISD No School 21 - Diwali 23 - Open House (Toddlers/Twos)
Oct. 27 - 31	Safe, Healthy Helpful Me: Active Me	Capital Letters and Numbers	31 - Halloween Parade
Nov. 3 - 7	Compare and Contrast: Living and Nonliving	Capital Letters and Numbers	2 - Daylight Savings 4 - Election Day
Nov. 10 - 14	Compare and Contrast: Stories	Capital Letters and Numbers	11 - Veteran's Day 13 - Open House (Threes - Kinder)
Nov. 17 - 21	Compare and Contrast: Real and Make Believe	Capital Letters and Numbers	
Nov. 24 - 28	All About Thanksgiving	Capital Letters and Numbers	24 - 28 - FBISD Thanksgiving 26 - TC Closes at 2:00 27&28 - Towne Creek Closed
Dec. 1-5	Compare and Contrast: Opposites	Capital Letters and Numbers	1-5 - Parent Teacher Conferences
Dec. 8-12	Creative Me: Under Construction	Capital Letters and Numbers	12 - Threes Jingle Jam
Dec. 15 - 19	Holidays Around the World	Capital Letters and Numbers	15 - Channukah Begins 19 - FBISD Early Release
Dec. 22 - 26	Holiday/Winter Fun		22 - 26 - FBISD Winter Break 24 -26 - Towne Creek Closed
Dec. 29 - Jan. 2	Towne Creek Closed		Dec. 29 - Jan. 2 - Towne Creek Closed

Date	Themes	Handwriting	Special Events
Jan. 5 - 9	Creative Me: Tools	Capital Letters and Numbers	8 - FBISD Back to School
Jan. 12 - 16	Creative Me: I Can Imagine	Capital Letters and Numbers	14 - Snow Day
Jan. 19 - 23	Creative Me: My Art is Me	Capital Letters and Numbers	19 - MLK - TC Closed
Jan. 26 - 30	On The Move: I Move	Capital Letters and Numbers	
Feb. 2 - 6	On The Move: Transportation	Capital Letters and Numbers	
Feb. 9 - 13	On The Move: Travel	Capital Letters and Numbers	11 - Progress Reports 12 - Special Friends Day 12 - FBISD Early Release 13 - FBISD No School 14 - Valentine's Day
Feb. 16 - 20	On The Move: Places Kids Go	Capital Letters and Numbers	16 - President's Day 17 - Lunar New Year
Feb. 23 - 27	Amazing Critters: Crawling Critters	Capital Letters and Numbers	23 - Priority Registration 27 - Rodeo Day
March 2 - 6	Amazing Critters: Hopping Critters	Capital Letters and Numbers	4 - Priority Registration Ends 6 - FBISD No School
March 9 - 13	Amazing Critters: Flying Critters	Capital Letters and Numbers	12 - Waitlist Registration 12/13 - Pre-K/K Musical
March 16 - 20	Wacky Week	Review	16 - 20 - FBISD Spring Break
March 23 - 27	Amazing Critters: Spiders, Scorpions, Worms	Capital Letters and Numbers	23 - Open Registration
March 30 - April 3	Changes: In And Around Me	Writing Lowercase Letters	3 - Good Friday - TC Closed
Apr. 6 - 10	Changes: Earth Changes	Writing Lowercase Letters	10 - Family Night
Apr. 13 - 17	Changes: Nurturing the Earth	Writing Lowercase Letters	16 - Pre-K Prom
Apr. 20 - 24	Changes: Before and Now	Writing Lowercase Letters	22 - Earth Day
Apr. 27 - May 1	Animals: Mammals	Writing Lowercase Letters	27 - May 1 - Parent/Teacher Conferences
May 4 - 8	Animals: Reptiles	Writing Lowercase Letters	8 - Muffins with Mom 10 - Mother's Day
May 11 - 15	Animals: Sea Life	Writing Lowercase Letters	14&15 - Preschool Graduation
May 18 - 22	Animals: Birds	Review	
May 25 - 29	Summer Fun!	Review	25 - Memorial Day - TC Closed 29 - Teacher Make Ready Day

Pre-K Spring 2026 Weekly Themes

TOWNE CREEK 2025-2026 CALENDAR

- 12 - FBISD 1st Day of School TC will pick up after school.
- 13 - New Student visitation 9:30-10:30 Meet & Greet the Teacher 6:30 Last Day of Summer Camp- TC will Pick up afterschool.
- 14 & 15 TC Closed. Make Ready Days No Afterschool Pickup
- 18 First Day of TC Preschool

AUGUST						
S	M	T	W	Th	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
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- 11 Progress Reports Go Home
- 12 Friend's Day
- 12 FBISD Early Release
- 13 FBISD No School \$
- 14 Valentine's Day
- 16 FBISD No School \$/President Day
- 17 Lunar New Year
- 23 Priority Registration Begins
- 27 Rodeo Day

- 1 Labor Day - Towne Creek Closed
- 12 Back to School Night 5:30
- 22 Rosh Hashanah
- 24 Fall Fun
- 25 - FBISD Early Release
- 26 - FBISD No School \$

SEPTEMBER						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
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28	29	30				

MARCH						
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22	23	24	25	26	27	28
29	30	31				

- 4 Priority Registration Ends
- 6 - FBISD - No school \$
- 12 Waitlist Registration
- 16-20 FBISD Spring Break
- 23 Open Registration
- 12 & 13 PreK/Kinder Musical

- 1 Progress Reports Go Home
- 2 Yom Kippur
- 5-11 Fire Prevention Week
- 7 & 9 Fire Truck Visit 10:00
- 13-17 FBISD Fall Break \$
- 20 FBISD No School \$
- 21 Diwali
- 23 Open House Toddlers/Twos
- 31 Halloween Parade TC

OCTOBER						
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26	27	28	29	30	31	

APRIL						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 3 TC & FBISD Closed
- 10 Family Night -TC Closes at 5:30
- 16 PreK Prom
- 22 Earth Day
- 27 to May 1 Parent Teacher Conferences

- 2 Daylight Savings Time
- 4 Election Day
- 11 Veteran's Day
- 13 3's to Kinder Open House - Close at 5:30
- 24-28 FBISD Thanksgiving Break
- 26 TC closes at 12:00 Noon
- 27 & 28 Towne Creek Closed

NOVEMBER						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 8 Muffins with Mom
- 10 Mother's Day
- 14 & 15 PreK/Kinder Graduation
- 25 - Memorial Day TC Closed
- 28 - FBISD Early Release
- 29 - TC Closed - Make Ready Day

- 1-5 Parent Teacher Conferences
- 12 Jingle Jam
- 15 Chanukah Begins
- 19 - FBISD Early Release
- 22-31 FBISD Winter Break
- 24-31 Towne Creek closed
- 26 Kwaanza

DECEMBER						
S	M	T	W	Th	F	S
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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			

JUNE						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 First Day of Summer Camp TC
- 19 Donuts with Dad
- 21 Father's Day

- 1&2 Towne Creek closed
- 1-7 FBISD Closed
- 8 FBISD Back to School
- 14 Snow Day
- 19 MLK Jr. Day - TC Closed

JANUARY						
S	M	T	W	Th	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