

Older Twos

2026-2027

Welcome Packet

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

GROWING MINDS, KIND HEARTS, BRIGHT FUTURES.

MEET THE... teacher

Ms. Cissy

WELCOME

Older Twos

CONTACT

Email: cissy@thetownecreekschool.com
Phone: 281-499-8030
Hours: 6:15 – 3:15

ALL ABOUT ME

Welcome to our class! We are so excited to have your child in our classroom this year. We look forward to getting to know your child and family. We are preparing for a fabulous year of impressive learning experiences.

My name is Cissy Camp. This is my 20th year at Towne Creek working with the Twos. I love this age group an enjoy sharing their excitement and discoveries. It is extremely rewarding to see their developmental growth throughout the school year. I have an older son and adult twins. I have been married for 40 years to a wonderful CPA. This area has been home to me since 1985, and I am looking forward to continuing my experience here at The Towne Creek School.

THESE ARE A FEW OF MY FAVORITE THINGS..

Amazon
Pappasito's
Being Outdoors
The Beach
Cooking and Baking



Miss Kylie

ABOUT ME

I have been at Towne Creek for almost two years. One of those years I taught under Mrs.Cissy. I am a Towne Creek alumni. I like reading and music. I have two puppies and a cat. I love kids and I am excited to be your teacher this year!

FAVORITES

Drinks Coffee and Matcha

Store Target

Color Pink

Candy Sour Patch Kids

CONTACT

Email: kylieshepherd2002@gmail.com

Phone: (832)421-6775

FUN FACTS

- I played tennis competitively for my whole life.
- I love Taylor Swift.
- I went to cosmetology school

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 2026/2027 is Fall26.*

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 the Toddlers through PreK should bring the following for nap time:

- *A crib sheet (Towne Creek will provide the nap mat)*
- *A small blanket (please avoid bed rolls as they are too large to store in the cubbies)*
- *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.

Two's Daily Schedule

7:30 - 9:00	Centers/Stories
9:00 - 9:25	Playground
9:30 - 9:45	Snack
9:45 - 10:15	Circle Time/Movement
9:30 - 9:55	Music Class Friday
10:15 - 11:00	Art/Learning Centers
10:30 - 10:55	Zumbini Wednesday (Twice A Month) Week B
11:00 - 11:25	Motor Development (Monday/Thursday)
11:15 - 12:00	Lunch
12:00 - 2:30	Nap/Quiet Time
2:30 - 3:00	Wake Up/Snack
3:00 - 3:30	Circle Time/Movement
3:30 - 3:55	Playground
4:00 - 4:55	Art/Learning Centers
5:00 - 5:30	Story Time
5:30 - 6:00	Clean up








Lesson Planner

Theme 1
All About Me
Week 1

My Face

Starting the Day

- *Engages in positive relationships and interactions with adults (B.1.d.)*
- *Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.)*

Language Development

- *Shows interest in songs, rhymes, and stories (C.3.a.)*
- *Engages with books and stories (C.3.c.)*
- *Understands and begins to use oral language for conversation and communication (C.2.c.)*

- [x] Precious Faces
- [x] I Look in the Mirror
- [ ] Humpty Dumpty's New Ears
- [ ] Peepers Peepers

Cognitive Development

- *Begins to demonstrate healthy and safe habits (A.1.h.)*
- *Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (D.1.b.)*

- [x] Photo Activity Cards (1-2)
- [ ] Face Puzzles
- [x] Eyes Are Helpers
- [ ] Musical Search
- [x] Safety First
- [ ] Loudest Sound

Social Emotional Development

- *Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.)*
- *Engages in positive relationships and interactions with adults (B.1.d.)*

- [x] Washington Square
- [x] What Color Are Your Eyes?
- [x] Close Your Eyes
- [ ] Silly Faces
- [ ] Special Kisses

Physical Development

- *Develops control of large muscles for movement, navigation, and balance (A.2.a.)*
- *Demonstrates receptive language and expressive language skills and communication strategies (C.1.d.)*

- [ ] Nose the Ball
- [x] Simon Says
- [ ] Mouth Moves
- [x] Stop and Go
- [x] Pat-a-Cake

Outdoor Play

- *Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (D.1.b.)*
- *Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a.)*

- [x] What Do You Hear?
- [ ] Shade Your Eyes
- [x] Bubbles

Learning Centers

- [ ] Science
  - *Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a.)*
  - *Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b.)*
- [x] Pretend and Learn
  - *Learns and uses words to describe what they are thinking and doing (E.4.a.)*
  - *Begins to develop personal relationships with peers (B.4.d.)*
- [x] Library and Listening
  - *Engages in positive relationships and interactions with adults*
  - *Engages with stories and books*
- [ ] Creativity Station
  - *Develops control of small muscles for manipulation and exploration (A.3.b.)*

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Potty Training

A. When to start potty training.

1. Parents

a . Ask the parent to initiate potty training when they feel their child is ready.
(usually around 2 1/ 2 years old)

b . Ask the parents to write a short note , telling you how they have gone about it ,
what vocabulary they use and any special instructions.

2. Teachers

The teachers feel the child is ready when :
a . He or she is dry (most of the day).
b. He or she asks to go potty.
c. He or she asks to be changed : wants to stay dry .
d. His language development is good.

B . Supplies parents need to bring.

1. Many heavy training pants.
2 . Several plastic pants to wear over training pants.
3 . Several complete changes of clothes .
Please do not use * pull - ups * this sends a mixed message to the child).

C . How to start.

1. Put the child on the potty when others are going.
2. Talk about how nice it is to wear * big girl pants * or * big boy pants *, how nice it
is to be dry.
3. It's best for boys to learn to stand up to go potty. Two year olds should all start
on the regular toilet .

D . General guidelines .

1. Don't force a child to go potty . Take time when he wants to go. Make it a
pleasant experience.
2. Give verbal praise for every effort and success the child has.
3. When accidents occur , just change him and talk about how nice dry pants are.
4. Learn the child's signals for when he needs to go.
5. There are usually several BM accidents , although the child is urinating in the potty.
Try to figure out when the child has his BM and try to have him sit on the potty around that time. Sometimes
giving a child a book to look at helps to relax him.
6. Teach the child to wipe himself.

It is important to have the parents cooperation, give parents daily reports on the child's potty training progress,
and to keep encouraging the parents as well as the child.

Frog Street Toddler Learning Goals

A. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

1. Health and Well-being

a. Shows signs of healthy development
b. Responds when physical needs are met
c. Expresses physical needs nonverbally or verbally
d. Participates in physical care routines
e. Begins to develop self-care skills
f. Begins to understand safe and unsafe behaviors
g. Develops increasing awareness of what can harm them
h. Begins to demonstrate healthy and safe habits
i. Develops positive attitudes towards eating, sleeping, toileting and active movement

2. Gross Motor Skills

a. Develops control of large muscles for movement, navigation, and balance
b. Develops increasing ability to change positions and move body from place to place
c. Moves body to achieve a goal
d. Develops awareness, understanding, and appreciation for their bodies and how they function
e. Develops confidence with moving in space, moving to rhythm, and playing near and with others
f. Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns

3. Fine Motor Skills

a. Uses hands or feet to touch objects or people
b. Develops control of small muscles for manipulation and exploration
c. Coordinates eye and hand movements
d. Uses tools and different actions on objects

B. SOCIAL AND EMOTIONAL DEVELOPMENT

1. Trust and Emotional Security

a. Establishes secure relationships with primary caregivers
b. Differentiates between familiar and unfamiliar adults
c. Shows emotional connections and attachment to others while beginning to show independence
d. Engages in positive relationships and interactions with adults
e. Develops a growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events
f. Develops confidence and ability to express emotional needs without fear

2. Self Awareness

a. Expresses needs and wants through facial expressions, sounds, or gestures
b. Develops awareness of self as separate from others
c. Shows confidence in increasing abilities
d. Shows awareness of relationships to family/community/cultural group
e. Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture
f. Develops an increasing capacity to pay attention, focus, concentrate, and be involved
g. Develops increasing ability to identify own emotional responses and those of others
h. Develops a feeling of being valued as an important individual who belongs within the group setting
i. Develops a comfort level in taking on different roles in their environment (helping others, turning off water, holding the door)

3. Self-Regulation

a. Shows ability to cope with stress
b. Develops capacity to predict routines and regular events that make up the day or the session
c. Develops an increasing awareness of the impact and consequences of their actions
d. Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation)
e. Begins to learn and internalize rules, routines, and directions
f. Develops the inclination and ability to communicate, pay attention, and respond appropriately to others

4. Relationships with Others

a. Shows interest and awareness of others
b. Responds to and interacts with others
c. Recognizes and responds to the feelings and emotions of others and begins to show concern
d. Begins to develop personal relationships with peers
e. Develops responsive and reciprocal communication skills, such as turn-taking
f. Develops emerging skills in caring and cooperation
g. Develops an increasing ability to take another's point of view and to empathize with others

C. LANGUAGE AND LITERACY

1. Listening and Understanding

a. Listens with interest to language of others
b. Responds to nonverbal and verbal communication of others
c. Increasingly understands non-verbal messages and makes non-verbal requests
d. Demonstrates receptive language and expressive language skills and communication strategies in their home language/s (may be English or other language/s)
e. Begins to understand the rules of conversation
f. Develops increasing knowledge in syntax, meaning, and vocabulary in at least one language

2. Communication and Speaking

a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes
b. Imitates sounds, gestures, signs, or words
c. Understands and begins to use oral language for conversation and communication
d. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting
e. Develops communication skills for increasingly complex purposes, such as negotiating, predicting, reasoning, and guessing

3. Emergent Literacy

a. Shows interest in songs, rhymes, and stories
b. Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration)
c. Engages with stories and books
d. Develops an expectation that words, books, and pictures can amuse, delight, comfort, inform and excite
e. Understands that pictures can represent real things in the environment
f. Hears and distinguishes the sounds and rhythms of language
g. Develops an understanding that symbols/pictures can be "read" by others
h. Develops an interest in creating and using symbols and pictures
i. Begins to learn and demonstrate how print works

D. COGNITIVE DEVELOPMENT

1. Exploration and Discovery

a. Pays attention and exhibits curiosity in people and objects
b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen
c. Shows interest in colors, shapes, patterns, and pictures
d. Makes things happen and watches for results and repeats actions
e. Develops the attitude of an "explorer"—competent, confident learner who asks questions and makes discoveries
f. Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together
g. Develops knowledge of the natural environment in the outdoor area of the program
h. Matches items that go together

2. Problem Solving

a. Experiments with different uses for objects
b. Shows imagination, creativity, and uses a variety of strategies to solve problems
c. Applies knowledge to new situations
d. Develops the ability to make decisions and choose own materials
e. Develops the confidence to explore and make sense of the world through simple problem solving and trial-and-error
f. Begins to develop interests and skills related to numbers and counting
g. Learns and begins to use math concepts during daily routines and experiences

3. Memory

a. Recognizes familiar people, places, and things
b. Searches for missing or hidden objects
c. Shows ability to acquire and process new information
d. Develops and demonstrates the ability to remember and connect new and known experiences and information

4. Imitation and Make Believe

a. Uses objects in new ways or in pretend play
b. Uses imitation in pretend play to express creativity and imagination

5. Creativity

a. Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing
b. Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music
c. Develops confidence to sing songs and to experiment with chants and pitch patterns
d. Develops familiarity with a variety of types of music, art, drama, and dance
e. Develops an expectation that types of music, art, drama, and dance can amuse, delight, inform and excite

E. APPROACHES TOWARD LEARNING

1. Curiosity

a. Demonstrates interest, curiosity, and eagerness in exploring the world around them

2. Persistence

a. Demonstrates persistence in learning and discovery

3. Attention

a. Demonstrates the ability to carry out or follow through simple tasks

4. Communication

a. Learns and uses words to describe what they are thinking and doing

Twos Rm. 12 Aug 10th -14th Ms. Cissy	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 9:00	Free Play	Free Play	Free Play	Free Play	Free Play
9:00-9:30	Playground	Playground	Playground	Playground	Playground
9:30-9:45	Snack	Snack	Snack	Snack	Snack
Circle Time 9:45-10:15	**Make Ready Day** **Towne Creek** **Closed**	**All About Me** **Make Ready Day** **Towne Creek Closed**	**My Face** Song:Eyes,Eyebrow Mouth and Nose Unite Photo Card #1 Safekeeper Box Color Of Your Eyes **Precious Faces**	Song:Two Little Eyes Photo Card #2 Special Kisses I Like Your Nose **I Look In The Mirror**	Song:I've Got Five Senses What Do You Hear? Simon Says Stop And Go **I'm Like You, Your Like Me**
10:15 - 11:00	Centers	Centers	Centers	Centers	Centers
Art			Painting Dinosaurs	Marshmallow Painting	Shaving Cream Fun
Creative Play			All Centers Are	Open	This Week
Manipulatives			Chalk Boards	Puzzles	Waffle Blocks
Table Activities			Letter of The Week A/Number of the Week 1	Color Match Bears Set	Sorting Bears
Sensory Table			Water Transfer Play	Water Transfer Play	Water Transfer Play
Discovery/Games			Giant Bubble Fun Outside	Stop Look And Listen	Make Jell-O Playdough
Pretend Play	Housekeeping	Housekeeping	Housekeeping	Housekeeping	Housekeeping
11:00-11:15	Playground	Playground	Playground	Playground	Playground
11:15-11:30	Stories/Songs	Stories/Songs	Stories/Songs	Stories/Songs	Stories/Songs
11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Quiet Time	Quiet Time	Quiet Time	Quiet Time	Quiet Time

12:30- 2:30	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time
2:30 – 3:00	Wake-up/Snack	Wake-up/Snack	Wake-up/Snack	Wake-up/Snack	Wake-up/Snack
4:00 – 5:00	Centers	Centers	Centers	Centers	Centers
Art			Play Dough With Cutters	Balloon Painting	Watercolor Paper Towel
Creative Play			All Centers Are	Open	This Week
Manipulative			Spider Man Waffle Blocks	Lego Blocks	Round Stacking Bricks
Table Activities			Matching Object To Picture	Sorting Bears	Funny Monsters Book
Sensory Table			Water Transfer Play	Water Transfer Play	Water Transfer Play
Discovery			Giant Bubble Fun Outside	Magnetic Letters	Parachute Fun
Pretend Play			Housekeeping	Housekeeping	Housekeeping
Circle Time Movement/Songs 3:00-3:30			Song:If You Name Is **Llama Llama Misses Mama**	Song:Twinkle Twinkle Little Star **Thomas and The School Trip**	Song:If I had A Little Red Box **Three Bears, ABC**
3:30 – 4:00	Playground	Playground	Playground	Playground	Playground
5:00 - 5:30	End Of The Day Story	End Of The Day Story	End Of The Day Story	End Of The Day Story	End Of The Day Story
5:30 - 6:00	Free Play	Free Play	Free Play	Free Play	Free Play

Twos Room - 12
August 10th -14th - All About Me /My Face

CLASSROOM PROCEDURES

1. Please LABEL everything.
2. Please make sure we have a complete change of clothes for your child
3. A standard size backpack
4. Your child needs a blanket and crib sheet
5. All nap items are taken home to be washed every Friday.
6. Please do not bring toys from home
7. Parents please utilize the website for What's Happening, Menu, Newsletter, Photos, School Calendar, or Events, and Permission Slips. Password is Fall2026
8. Please use the Teacher App in SmartCare to share information and sign your child in and out daily
9. Shoes for Motor Development
10. Please bring a water bottle daily when asked to

Twos Weekly Themes 2026/2027

Date	Themes	Special Events
August 12 - 14	**All About Me:** My Face	11- FBISD First Day of School 12 - Towne Creek First Day of School
Aug 17 - 21	**All About Me:** My Senses	
Aug 24 - 28	**All About Me:** Arms, Hands and Fingers	28 - Popsicles on the Playground
Aug. 31 - Sept. 4	**All About Me:** Legs, Feet and Toes	
Sept. 7 - 11	**Family and Home:** Relatives: Immediate and Extended	7 - Labor Day - Towne Creek Closed 12 - Rosh Hashanah
Sept. 14 - 18	**Family and Home**: Pets/Homes	13 - National Grandparents Day 17 - Kinder/First Open House
Sept. 21 - 25	**Fall Fun Week**	21 - Yom Kippur 23 - Fall Fun Day 24 - FBISD Early Release 25 - FBISD No School
Sept. 28 - Oct. 2	**Friends** Friends Who Keep Us Healthy	
Oct. 5 - 9	**Friends:** Friends Who Keep Us Safe	Fire Prevention Week 6 - Fire Truck Visit 8 - Fire Truck Visit/Pre-K/Threes Open House 9 - FBISD No School
Oct. 12 - 16	**Friends:** Friends With Helpful Hands	12 - Indigenous People Day
Oct. 19 - 23	**Friends:** Everyday Friends	
Oct. 26 - 30	**Opposites:** In/Out, Inside/Outside	30 - Halloween Parade 31 - Halloween 1 - Daylight Saving
Nov. 2 - 6	**Opposites:** Up/Down, Under/Over	5 - Kindergarten Information Night
Nov. 9 - 13	**Opposites:** On/Off, Open/Closed	11 - Veteran's Day 12 - Toddlers/Twos Open House
Nov. 16 - 20	**Opposites:** Big/Litte, Soft/Hard	
Nov. 23 - 27	Let's Talk Turkey	23 - 27 - FBISD Thanksgiving Break 25 - Towne Creek Closed at Noon 26& 27 - Thanksgiving Break
Nov. 30 - Dec. 4	**Shapes and Size:** Circles and Squares	
Dec. 7 - 11	**Shapes and Size:** Triangles, Stars and Hearts	5 - First Night of Hanukkah 11 - Threes Jingle Jam
Dec. 14 - 18	**Holidays Around the World**	17 - FBISD Early Release 18 - FBISD No School
Dec. 21 - 25	**Holiday Fun**	21- 25 - FBISD Winter Break 25 - Christmas Day

Twos Weekly Themes 2026/2027

		26 - Kwanzaa
Dec. 28 - Jan. 1	**Towne Creek Closed**	28 - 1 - No School - Winter Break 31 - NYE 1 - New Year's Day

Date	Themes	Special Events
Jan. 4 - 8	**Zoo Animals:** Monkeys and Apes	4 - Back to School 6 - FBISD Back to School
Jan. 11 - 15	**Zoo Animals:** Elephants and Kangaroos	13 - Snow Day
Jan. 18 - 22	**Zoo Animals:** Giraffes and Zebras	18 - MLK Day - Towne Creek Closed
Jan. 25 - 29	**Zoo Animals:** Lions and Tigers	
Feb. 1 - 5	**Farm Animals:** Horses and Cows	2 - Groundhog Day 6 - Lunar New Year
Feb. 8 - 12	**Farm Animals:** Ducks and Chickens	10 - Progress Reports 11 - FBISD Early Release 12 - FBISD No School 14 - Valentine's Day
Feb. 15 - 19	**Farm Animals:** Pigs and Goats	15 - President's Day/FBISD No School 19 - Special Friends Day
Feb. 22 - 26	**Farm Animals:** Sheep and Dogs	22- Priority Registration Begins 26 - Rodeo Day
March 1 - 5	**Traditional Tales**	5 - FBISD No School
March 8 - 12	**Wacky Week**	8 - 12 - FBISD Spring Break 14 - Daylight Saving
March 15 - 19	**Traditional Songs**	16 - Waitlist Family Registration
March 22 - 26	**On The Go:** Cars, Trucks and Buses	22 - Open Registration Begins 26 - Good Friday - TC Closed 28 - Easter
March 29 - April 2	**On The Go:** Trains and Airplanes	
Apr. 5 - 9	**On The Go:** Boats and Ships	
Apr. 12 - 16	**Week of the Young Child**	10 - 16 - Week of the Young Child 16 - Family Night
Apr. 19 - 23	**Bugs** Mosquitoes, Flies, Ants and Bees	22 - Passover Begins 22 - Earth Day 23 - Pre-K Prom
Apr. 26 - April 30	**Bugs** Caterpillars, Butterflies, Ladybugs, Dragonflies	30 - FBISD No School
May 3 - 7	**All About Mom**	5 - Cinco de Mayo 7 - Morning with Mom 9 - Mother's Day
May 10 - 14	**Rainforest**	
May 17 - 21	**Colors:** Yellow, Red, Orange, Blue, Green, Black and White	
May 24 - 28	Get Ready for Summer	27 - FBISD Early Release/TC Last Day of School 28 - TC Closed - Make Ready Day