Pre-K

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. Yolanda

WELCOME

Hello! I am Ms. Yolanda and I am honored to be your child's teacher! We are going to have a great learning experience!

CONTACT

Email: yolandac@thetownecreekschool.com
Phone: 713-443-5891
Hours: M/T/F – 7:30 – 5:00, W/Th – 7:30 -3:30
I answer calls, texts, or emails – preferred method is text, phone, then email.

ALL ABOUT ME

I have been at Towne Creek for 10 years. I am the proud mother of two wonderful adult sons. They are both near and dear to my heart. I hold a B.A. in Theater Arts of U of H and an Associate Degree in Montessori Elementary Education. I taught for 13 years in a Montessori environment. I love learning, being creative and I have an enthusiasm for life. I most enjoy sharing this with my students. It is my philosophy that teachers and parents are partners in the enrichment and education of students. I am looking forward to an exciting year. Let the joy of learning begin!

THESE ARE A FEW OF MY FAVORITE THINGS..

My favorite colors are pink, purple and orange. I like popcorn, chicken and herbal tea. I enjoy creative arts, reading, watching movies, eating good food, spending quality time with my family, and quietly relaxing.

MEET THE... teacher

Ms. Dimonique

WELCOME

Hello! My name is Dimonique and I have 21 years of early childhood experience. In March of this year, Towne Creek welcomed me onto the staff. As a teacher, it is my goal to provide the children with genuine care and a fun learning experience. This year is going to be super fun and educational!

CONTACT

Email: dimonique@thetownecreekschool.com
Phone: 281-499-8030

ALL ABOUT ME

I was born and raised here in Houston. I am 41 years old. My birthday is March 22nd. I have four children and one dog. I love family time along with personal self care days. I enjoy outdoor time, reading, binge watching TV shows and shopping! I love simplicity and quality relationships.

THESE ARE A FEW OF MY FAVORITE THINGS..

The Outdoors
Reading
Television
Shopping

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.

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	**Oo, Ii, Aa, Uu, Ee** (initial sounds, name, associate pics)
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/ll, 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: Ññ, 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/ll, 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 See Giants*, 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: *My Classroom*, What do you see?	**Sounds: Yy, Uu, Qq** Review naming letter, associate picture to letter sound	**Xx, Ññ, 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)

FS20010 © 2020 Frog Street, LLC

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 Can Move*, 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: *The Beach*, 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/ll** (lla, lle, lli, llo, llu) (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: *Insects Jump*, 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** **Ññ** (ña, ñe, ñi, ño, ñu) (recognize/produce syllables; letter name/sound)
Week 4				Complete sentence stem: I am very busy when ____.	Little Book: *What Is This?*, Where have you seen this creature?	Letter Writing Approach; ABC order: **Ww, Xx, Yy, Z,z**	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: *Lizards Like to Eat*, 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: *Birds*, Which bird is your favorite?	Letter sounds; Match upper to lower; examine confusing letters: **Bb, Dd, Gg, Il, 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 Can*, 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, Ññ, 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: *Weather*, 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 using 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

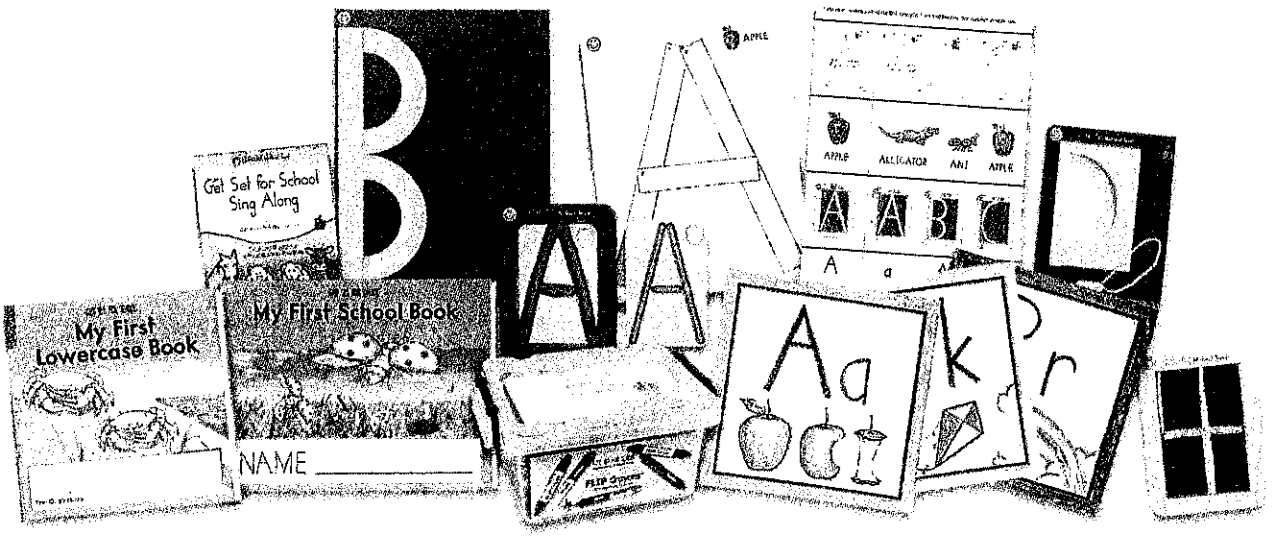
Children apply what they have learned about mathematics to analyze more abstract concepts, such as capacity, weight, time, equal shares, surveys, and the structure of patterns.

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

FS20010 © 2020 Frog Street, LLC

LEARNING Without Tears

Readiness & Writing Welcome Letter



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**



© 2026 Learning Without Tears

Pre-K Parent Newsletter

INTRODUCTION

Heggerty

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

© 2022 Literacy Resources, LLC. All Rights Reserved.

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.

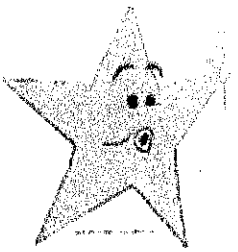
This first week of school will be very exciting for your child with so many new things to learn including new school routines. We will be talking about routines your child does at home to get ready for school, such as getting dressed, eating breakfast, and brushing teeth. Review with your child how he 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!

Frog Street Pre-K © 2020 Frog Street Press, LLC

KINDERGARTEN READINESS CHECKLIST

Little Steps Today • Bright Futures Tomorrow

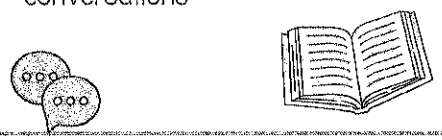
Social Emotional

- Easily separates from parent
- Follows simple directions
- Takes turns and shares
- Interacts positively with peers and adults
- Manages big feelings appropriately
- Focuses on a task for at least 10 minutes
- Waits and listens while others talk



Communication & Language

- Speaks in complete sentences
- Speaks clearly
- Understands simple questions and directions
- Listens to and answers questions about stories
- Names common objects and actions
- Engages in back and forth conversations



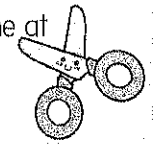
Pre-Academic Skills

- Recognizes and writes first name
- Recognizes some letters
- Counts to 10 (or higher)
- Recognizes numbers 0-10
- Counts objects one at a time by touching each one
- Recognizes colors & basic shapes
- Sorts similar items into groups



Fine-Motor Skills

- Holds pencil, crayon or marker correctly
- Draws simple shapes & lines
- Cuts simple lines and shapes with scissors
- Manipulates small objects (buttons, blocks, beads, etc.)
- Opens packages and containers
- Builds with blocks or other materials
- Turn pages of a book one at a time



Self-Care Skills

- Uses bathroom independently
- Washes and dries hands
- Wipes/blows nose
- Dresses self (buttons, zippers, shoes)
- Takes care of belongings
- Eats with a fork or spoon
- Cleans up after self
- Asks for help when needed



Physical Development

- Runs and walks without tripping and falling
- Pedals a tricycle or bike
- Balances on one foot
- Throws and catches
- Jumps with two feet
- Uses playground equipment safely
- Walks forward and backward
- Can maintain balance in everyday tasks



A NOTE TO FAMILIES:

Kindergarten is a year of growing, learning, and making friends! All students learn and grow at different paces. The best thing you can do to prepare your child for kindergarten is focus on the self-care and social-emotional skills. Reading to your child is one of the most important ways to support their academic success.



©Primary Learning Garden 2026

frogstreet

Frog Street Pre-K LESSON PLANNER

Theme 1: My School and Me

Week 1: My School

Wonderful Word of the Week

classmates

Ms. Yolanda and Ms. Dimonique

August 10 – August 14

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	**Unite:** 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 IV.C.1., I.B.3., IX.B.1.					
Daily Sentence	Daily Morning Message Sentences begin in Week 2				
Phonological Awareness	Sing "The Alphabet Song"				
Concepts of Print	Create a Letter Wall				
Alphabet Knowledge	Match Name Cards to the Letter Wall				
Music and Movement	"It's Brain Smart Time," "Snap, Clap, Wiggle, Giggle," "Welcome to School," "Good Morning to You"				
Read-Aloud #1			**Chloe Gets Ready for School** 1st read of book	**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			**Vocabulary** Discuss *classmates*	**Phonological Awareness** Listen for target words in auditory activity	**Alphabet Knowledge** Sort plastic letters: straight lines, no straight lines
Math **Explore Manipulatives**			**Attendance Chain Routine** Use chain links to introduce attendance taking	**Explore Connecting Cubes** Explore connecting cubes. Create chart showing colors.	**Sort Manipulatives** Sort a collection of manipulatives by kind
Read-Aloud #2			**Sara Sidney's First Day of School** 1st read of book	**What Did Sara Eat?** Compare Sara's lunch to children's lunch	**Compare Playgrounds** Compare Sara's playground equipment to children's
HWT			Shake Hands	Ten Little Fingers	Wood Pieces w/ Music
Journal			Straight Lines	Zig Zag Lines	Curved Lines
Art			Pre-K Headband/Art Mat	First Initial Art	Apple Art
Practice Centers	**Writer's Corner:** Explore writing tools **Fine Motor:** Roll, pinch, twist, grasp play dough **Science:** Explore tools scientists use		**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 **Note:** While children explore at Practice Centers, measure and record their height		
Heggerty	**COMING SOON**				
Outdoor Activities	Read *Sara Sidney's First Day of School* 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**	**Explore using scientific process**
Closing Circle	**Review & Reflect** Send home: "My School" and "Getting to Know Your Child" family letters				

Pre-K | Weekly Themes | 2026-2027

Date	Themes	Handwriting	Special Events
August 12 - 14	**My School and Me:** My School	Readiness Activities	11 - FBISD First Day of School 12 - Towne Creek First Day of School
Aug 17 - 21	**My School and Me:** My Body	Readiness Activities	
Aug 24 - 28	**My School and Me:** My Senses	Readiness Activities	28 - Popsicles on the Playground
Aug. 31 - Sept. 4	**My School and Me:** My Feelings	Pre-Writing Skills	
Sept. 7 - 11	**My Family and Friends:** My Family and Relatives	Pre-Writing Skills	7 - Labor Day - Towne Creek Closed 12 - Rosh Hashanah
Sept. 14 - 18	**My Family and Friends:** Pets	Pre-Writing Skills	13 - National Grandparents Day 17 - Kinder /First Open House
Sept. 21 - 25	**Fall Fun Week**	Capital Letters and Numbers	21 - Yom Kippur 23 - Fall Fun Day 24 - FBISD Early Release 25 - FBISD No School
Sept. 28 - Oct. 2	**My Family and Friends:** My Friends	Capital Letters and Numbers	
Oct. 5 - 9	**Safe, Healthy Helpful Me:** Community Helpers	Capital Letters and Numbers	Fire Prevention Week 6 - Fire Truck Visit 8 - Fire Truck Visit 8 - Threes/Pre-K Open House 9 - FBISD No School
Oct. 12 - 16	**Safe, Healthy Helpful Me:** Kind and Helpful Me	Capital Letters and Numbers	12 - Indigenous People Day
Oct. 19 - 23	**Safe, Healthy Helpful Me:** Eating Well	Capital Letters and Numbers	
Oct. 26 - 30	**Safe, Healthy Helpful Me:** Active Me	Capital Letters and Numbers	30 - Halloween Parade 31 - Halloween 1 - Daylight Saving
Nov. 2 - 6	**Compare and Contrast:** Living and Nonliving	Capital Letters and Numbers	5 - Kindergarten Information Night
Nov. 9 - 13	**Compare and Contrast:** Stories	Capital Letters and Numbers	11 - Veteran's Day 12 - Toddlers /Twos Open House
Nov. 16 - 20	**Compare and Contrast:** Real and Make Believe	Capital Letters and Numbers	
Nov. 23 - 27	All About Thanksgiving	Capital Letters and Numbers	23 - 27 - FBISD Thanksgiving Break 25 - Towne Creek Closed at Noon 26& 27 - Thanksgiving Break
Nov. 30 - Dec. 4	**Compare and Contrast:** Opposites	Capital Letters and Numbers	
Dec. 7 - 11	**Creative Me:** Under Construction	Capital Letters and Numbers	5 - First Night of Hanukkah
Dec. 14 - 18	Holidays Around the World	Capital Letters and Numbers	17 - FBISD Early Release 18 - FBISD No School
Dec. 21 - 25	Holiday/Winter Fun	Capital Letters and Numbers	21- 25 - FBISD Winter Break 25 - Christmas Day 26 - Kwanzaa

Pre-K Weekly Themes 2026-2027

Dec. 28 - Jan. 1	Towne Creek Closed	Capital Letters and Numbers	28 - 1 - No School - Winter Break 31 - NYE 1 - New Year's Day

Date	Themes		Special Events
Jan. 4 - 8	**Creative Me:** Tools	Capital Letters and Numbers	4 - Back to School 6 - FBISD Back to School
Jan. 11 - 15	**Creative Me:** I Can Imagine	Capital Letters and Numbers	13 - Snow Day
Jan. 18 - 22	**Creative Me:** My Art is Me	Capital Letters and Numbers	18 - MLK Day - Towne Creek Closed
Jan. 25 - 29	**On The Move:** I Move	Writing Lowercase Letters	
Feb. 1 - 5	**On The Move:** Transportation	Writing Lowercase Letters	2 - Groundhog Day 6 - Lunar New Year
Feb. 8 - 12	**On The Move:** Travel	Writing Lowercase Letters	10 - Progress Reports 11 - FBISD Early Release 12 - FBISD No School 14 - Valentine's Day
Feb. 15 - 19	**On The Move:** Places Kids Go	Writing Lowercase Letters	15 - President's Day/FBISD No School 19 - Special Friends Day
Feb. 22 - 26	**Amazing Critters:** Crawling Critters	Writing Lowercase Letters	22- Priority Registration Begins 26 - Rodeo Day
March 1 - 5	**Amazing Critters:** Hopping Critters	Writing Lowercase Letters	5 - FBISD No School
March 8 - 12	**Wacky Week**	Writing Lowercase Letters	8 - 12 - FBISD Spring Break 14 - Daylight Saving
March 15 - 19	**Amazing Critters:** Spiders, Scorpions, Worms	Writing Lowercase Letters	16 - Waitlist Family Registration
March 22 - 26	**Animals:** Mammals	Writing Lowercase Letters	22 - Open Registration Begins 26 - Good Friday - TC Closed 28 - Easter
March 29 - April 2	**Animals:** Reptiles	Writing Lowercase Letters	
Apr. 5 - 9	**Animals:** Sea Life	Writing Lowercase Letters	
Apr. 12 - 16	**Week of the Young Child**	Writing Lowercase Letters	10 - 16 - Week of the Young Child 16 - Family Night
Apr. 19 - 23	**Animals:** Birds	Writing Lowercase Letters	22 - Passover Begins 22 - Earth Day 23 - Pre-K Prom
Apr. 26 - April 30	**Changes:** In And Around Me	Writing Lowercase Letters	30 - FBISD No School
May 3 - 7	**Changes:** Earth Changes	Writing Lowercase Letters	5 - Cinco de Mayo 7 - Morning with Mom 9 - Mother's Day
May 10 - 14	**Changes:** Nurturing the Earth	Writing Lowercase Letters	
May 17 - 21	**Changes:** Before and Now	Writing Lowercase Letters	
May 24 - 28	Get Ready for Summer!	Review	27 - FBISD Early Release/TC Last Day of School 28 - TC Closed - Make Ready Day

Ms. Yolanda's Daily Schedule

Time	
7:30-8:20	Welcome/Free Choice
8:30-8:55	Playground
9:00-9:25	Snack Time/ Books and Puzzles
9:30-10:00	Greeting Circle
10:00-10:45	Learning Activities
10:50-11:15	Circle Time (Read Aloud #1, Math)
11:15-11:25	HWT and Journal
11:30-12:00	Lunch/Books and Puzzles
12:00-12:45	Circle Time (Read Aloud)
12:45-1:00	Prepare for Rest/Quiet Time
1:00-2:30	Rest/Quiet Time
2:30-2:55	Playground
3:00-3:25	Snack/Books and Puzzles
3:30-4:00	Closing Circle (Review and Reflect on Commitments and Learning Activities, Skills Practice and Fine Motor Skills)
4:00-5:00	Free Choice Centers/Free Art, Read Aloud, Group Activity, Small Centers
5:00-6:00	End of the Day Transitions

Specials: **Motor Dev.:** Mon/Thurs @12:30-12:55 **Music: Fri** @12:00-12:30
Zumbini (A): Wed. 12:00-12:30 **Spanish:** Thurs @12:05-12:30