



Dear "Fabulous Fours" and Pre-kindergarten Families:

Attached you will find information about the curriculum that our teachers are utilizing to prepare your little ones for Kindergarten. We hope that providing you with this information will answer some of your questions about how we approach educating our little ones here at St. Peter Preschool. We believe that early literacy skills are the foundation for all other life-long learning. If you can read and write, you can learn! Foundations curriculum is designed to support a child's early emerging understanding of the alphabet as well as letter-sound associations. BJU Press, "Footsteps for Fours" provides many learning opportunities through phonics games and songs, as well as intentional play, building on a child's natural curiosity about the world around them! This curriculum is also designed from a Biblical perspective, giving our teachers the opportunity to share with their students how to interact with each other and communicate God's love to those here at St. Peter and in the world around them!

I hope the attached information is helpful! We appreciate the opportunity to partner with our families as they seek to build a solid foundation for a lifetime of learning!

Blessings, Ms. Jan



The specific activities incorporated into the **Fundations® Pre-K Activity Set** are designed to support students' emerging understanding of the alphabetic principle of letter-sound associations, and the written language skill of manuscript letter formation. Its purpose is to teach pre-k students the names of the letters and the corresponding sounds, as well as teach them the formation of lowercase and uppercase letters. The activities included are not intended to provide a full literacy curriculum.

Skills Practiced in Fundations® Pre-K

- Letter-Sound Knowledge
- Forming Key Linkages (between letter names, formations, and sounds)
- Alphabetic Principle
- Alphabetical Order
- Letter Formation/Handwriting

Fundations® Principles of Instruction

- Explicit Instruction
- Systematic Instruction: Sequential and Cumulative
- Multisensory Instruction
- Repetition
- On the spot, supportive feedback

Research: The Importance of Early Literacy Skills

Alphabetic knowledge refers to children's familiarity with letter forms, names, and corresponding sounds, as measured by recognition, production, and writing tasks. Together, such knowledge represents an important component of emergent literacy (Whitehurst & Lonigan, 1998).

The NAEYC recognizes the development of the alphabetic principle as a goal for the preschool years (International Reading Association & National Association for the Education of Young Children, 1998). The Head Start Early Learning Outcomes Framework expects that a preschool child "recognizes and names at least half of the letters of the alphabet" and "produces the sounds of many recognized letters" (U.S. Department of Health and Human Services, Administration for Children and Families, 2015, p. 47). States that have defined pre-k learning standards include letter-naming skills.

Research confirms that it is worthwhile to teach these foundational skills in a formal and purposeful way. The National Early Literacy Panel (NELP) was convened in 2002 to review the research available on early literacy skill development in children from birth to age five. In 2008, the panel published its findings in the report titled, "Developing Early Literacy: Report of the National Early Literacy Panel." It found that conventional reading and writing skills developed from birth to age five have a clear and consistently strong relationship with later conventional literacy skills. This report identified variables that ranged from a strongly predictive to moderately predictive relationship to later literacy.

The strongest and most consistent predictors of later literacy development were found to be alphabetic knowledge, phonological awareness and memory, rapid automatic naming of letters and objects, and writing letters (NELP, 2008).

As summarized by Goodson, Layzer, Simon & Dwyer (2009, p. 6), the NELP report specified the following strong and consistent predictors:

- Knowing the names of printed letters
- Knowing the sounds associated with printed letters
- Being able to manipulate the sounds of spoken language
- Being able to rapidly name a sequence of letters, numbers, objects or colors
- Being able to write one's own name or even isolated letters
- Being able to remember the content of spoken language for a short time

Create Joyful Learning Experiences

Learning opportunities abound as students gather around the Teaching Tree with Max and his animal friends. Young learners will explore foundational math, phonics, and prereading skills with their teacher. Interactive lessons introduce music, science, language arts, social studies, and handwriting with intentional play to create a joyful and engaging experience.



Key Features

Phonics Games and Songs

Learners develop phonemic awareness with learning games and songs with Max's friends, Sidney and Sophie the squirrels. Songs and stories introduce students to word families and high frequency words for reading readiness.

Active Learning and Intentional Play

Intentional play gives students opportunities for social-emotional development, motor skill development, and development of their natural curiosity. Each learning center suggestion and group learning activity allows students to interact with each other and with their world so that they can learn through play. Independent activities and manipulatives give opportunities for hands-on learning and STEM introductions.

Teaching Biblical Perspectives

Labeled sections in the teacher edition identify opportunities for teachers to begin biblical worldview shaping. Teachers can use these shaping sections to help students develop biblical perspectives on how they interact with each other, how they communicate, and how they apply the knowledge of God.

