

# OLGC Preschool



## April 2024 Newsletter

Spring has arrived, and the flowers and trees are not the only things blooming! Our students are also growing and blossoming in so many ways. It is a privilege and a blessing for us to observe and participate in their development this year.

Beginning Monday, April 8, the children may wear their summer uniforms. The summer uniform consists of the OLGC shorts and t-shirt. Of course, on cool days, the children may continue to wear their sweatpants and sweatshirts. Keep in mind that classes are on the playground as early as 9:00 a.m. so please dress your child appropriately for the weather! Closed-toe shoes are required (no sandals or Crocs). As mentioned at Back to School Night in the fall, hair bands and hair accessories must be blue, white, or the OLGC plaid, and please do not send your child to school in jewelry. Thanks for your cooperation!

We appreciate your timeliness at morning arrival and afternoon pick-up. Please remember that school begins at 8:00 a.m. As a courtesy for those who may be caught up in the big school drop-off or unexpected traffic, we do not start marking children tardy until 8:10. Arriving after 8:10 is considered tardy. If you know that your child will be arriving late, please send us an email so that we do not delete your child from that day's lunch list!

Thank you for your generous donations of items for our Egg Hunt. The children thoroughly enjoyed this fun event!

### Reading Readiness

Reading readiness skills are the building blocks for a firm foundation in reading, and a major focus here in preschool. A number of competencies must be in place in order for a child to be a successful reader. Some of these skills, and activities to strengthen them, include:  
**Visual discrimination:** Can your child tell the difference between an M and an N? Between a b and a d? Putting together puzzles, reading "I Spy" type books, helping to match socks from the laundry are all ways to enhance visual discrimination skills.

**Phonological awareness:** an awareness that the written word corresponds to the spoken word, and the ability to work with the sounds in a spoken word. Some components include:

- Rhyming (Dr. Seuss books are great opportunities for rhyming!)
- Distinguishing the beginning sound from the rest of the word (onsets and rimes). For example, recognizing that the word "book"

consists of the onset /b/ and the rime /ook/.

- Breaking words down into individual sounds (phonemes): For example, the word *hat* can be broken down into three sounds, /h/, /a/, and /t/. Practice breaking simple words into their individual sounds as you ride in the car. Make it a game!
- The ability to segment words into syllables, such as "garden" into 'gar' and 'den'. Clap the syllables as you say the words. Try start with the names of people in your family.

**Phonics:** associating the sound with the written letter. Go on a "sound hunt." Write down a letter and have your child look for things around the house that begin with that sound.

**Tracking left-to-right:** training the eye to move across the page. When reading to your child, move your finger along under the sentence as you read.

## Important Dates

4/8: School resumes. Summer uniforms permitted. Make sure you have ordered your **lunches!**

4/19: Teacher workday, 11:15 dismissal

## A Grace for April

Thank you for the world so sweet,  
Thank you for the food we eat.  
Thank you for the birds that sing,  
Thank you, God, for everything!