



2025-2026

Hurst Eules Bedford ISD

Prekindergarten

Parent Resource Guide

Welcome to HEB ISD Prekindergarten

We are excited that you have selected our prekindergarten program to meet your child's needs. We are looking forward to our educational journey. We believe it takes a strong partnership between school, family and child to provide a foundation that guides the growth of your child in all aspects of development. Our motto is "Together is Better". Through a positive partnership, we believe a High-Quality Pre-kindergarten experience most certainly influences the rest of a child's educational progress. Entering pre-kindergarten signals the beginning of new and exciting experiences for your child.



Mission Statement:

The Prekindergarten Department is committed to those actions that bring about a comprehensive, high-quality system of services to young children. We ensure that our pre-kindergarten children have access to an early childhood education that promotes social emotional, physical and cognitive development to build a strong foundation for later academic and social competence.

What does High-Quality Prekindergarten mean?

High-Quality Prekindergarten provides a learning environment that inspires curiosity, builds confidence and fosters the love of learning.

A High-Quality Prekindergarten program should consist of the following components:

- Research-based curriculum that includes all the Texas Prekindergarten Guidelines to maximize student outcomes
- Full Day Program
- Enrollment Plan
- Concept/Skill Development & Social Emotional Instruction
- Progress Monitoring
- Certified teachers
- High-Quality Professional Development for Teachers
- Family Engagement Plan
- Data Collection & Reporting



What does Developmentally Appropriate Practice Mean and Why is it Important?

Our classrooms have lots of purposeful movement. There is much talking, playing and exploring. Such a classroom environment may be different from what you, as a parent, may have experienced where you sat quietly listening to a teacher at a blackboard.

Research tells us to be effective with young children, teaching practices need to be “developmentally appropriate”. Which means the teacher applies researched based strategies to promote optimal learning development in the classroom.

Children between 3 and 6 years of age learn far better through direct interactions than just listening to someone talk. They learn so much through play and exploration. Based on the knowledge of how children learn, we design our program to best fit the needs of our students.

On a typical day, your child will participate:

- Large and Small Group Activities
- Outside Play
- Center Time
- Technology
- STEM Activities
- Art & Music
- Story time
- Early Literacy Skills
- Social Emotional Activities (Conscious Discipline)



Curriculum

HEB ISD uses approved **TEA** approved resources for our Pre-K curriculum. The complete system provides English and Spanish materials to help foster the social-emotional, intellectual and physical development of all young children. All curriculum and activities are aligned to the **Texas Prekindergarten Guidelines**. The guidelines are based on current knowledge of theory and scientific research about how young children develop and learn.

The Guidelines are organized in 10 domains and are taught in our High-Quality Prekindergarten setting:

- **Social and Emotional Development**
- **Emergent Literacy: Language and Communication**
- **Emergent Literacy Reading**
- **Emergent Literacy Writing**
- **Mathematics**
- **Science**
- **Social Studies**
- **Fine Arts**
- **Physical Development**
- **Technology**



The examples below show how standards build from grade level to grade level. It shows why Pre-Kindergarten is so important in getting your child ready for Kindergarten. It provides a solid foundation for your child to be adequately prepared for the rigor of Kindergarten.

Language Arts (Early Literacy): Learning to read is one of the most important milestones for your child to achieve. Your child will develop the understanding of the everyday functions of print, gain the motivation to want to learn to read and the appreciation of different forms of literacy, from poems, songs, nursery rhymes to non-fiction and fiction books by being read to and interacting with stories and print.

Pre-K Guideline	Kindergarten TEK	First Grade TEK
Reading	Reading	Reading
Retells or reenacts a story after it is read aloud	Retell a main event from a story read aloud	Retell a story's beginning, middle and end with attention to the order of events in the story
Recognizes at least 20 letter sounds	Identify the common sounds that letters represent	Decode words by applying common letter-sound correspondences

Math: Pre-Kindergarten math understandings are built on informal knowledge about “*how many*”. Your child knows immediately if someone gets more cookies than they do. They like telling their age, such as holding up four fingers to tell an adult how old they are. Pre-Kindergarten uses this early interest in getting young children to explore math skills. Instruction is not limited to a one-time period but integrated throughout the day.

Pre-K Guideline	Kindergarten TEK	First Grade TEK
Number/Operations	Number/Operations	Number/Operations
Recites to count from 1 to 30	Counts by ones to 100	Reads and writes numbers to 120

Assessments

Report Cards: (Pre-Kindergarten Reports are issued 2nd – 6th Weeks.)

A parent conference will take the place of the report card of the 1st Six Weeks.

Frequently asked questions about the Pre-Kindergarten Report Card

Why does the Pre-Kindergarten Department use a report card?

- It helps to monitor student learning, the report card reflects the Pre Kindergarten Guidelines and helps to align to Kindergarten TEKS.

Will my child receive grades?

- No numerical grades will be given in Pre-K. When a child has mastered a skill a “D” will be reported for **Developed** and if they child is still working on the skill a “SD” will be reported for **Still Developing**. The **X** means not assessed during the reporting period.
- The reporting tool allows teachers to accurately communicate a student’s progress toward meeting the end of the year Pre-Kindergarten Guidelines at appropriate intervals throughout the year.
- In order to determine the report card progress, the classroom teacher collects various types of evidence to create a well-rounded picture of the student's progress towards meeting Pre-Kindergarten Guideline Outcomes. The chart below lists types of evidence a teacher should collect throughout the year:

Language Arts: Required Literacy Supplemental Assessments (Progress Monitoring 2x’s a year), Report Card Standards. Additional as needed: Observation, Work Samples, Writing Samples
Math: Required: Progress Monitoring 2 times a year, Report Card Standards. Additional: Anecdotal Records (Small group observations, Checklists) & Work Samples
Social Studies/Science: Report Card Standards, Student Responses to classroom discussions and/or Small group observations, checklists
Social Emotional/Work Habits: Needs Assessment 2 times a year, Progress Monitoring 2 times a year, Developmental Checklist (Parent), Report Card Standards Additional: Anecdotal Records, Group observations, checklists

Student ID:
 Student Name:
 Campus:
 School Year: 2023 - 2024
 Six Weeks:
 Date:

Pre-Kindergarten Assessment



Social & Emotional Development

	SD (Still Developing)		D (Developed)			
	2	3	4	5	6	
Social Skills						
Interacts with others and participates appropriately						
Takes turns						
Expresses emotions appropriately						
Develops friendships with others						
Talks at appropriate times						
Work Habits	2	3	4	5	6	
Observes classroom rules						
Makes decisions and choices						
Attends to a task until completion and works independently						
Takes care of and manages classroom material						
Fine Arts	2	3	4	5	6	
Expresses ideas using a variety of materials						
Participates in classroom music activities						
Physical Development	2	3	4	5	6	
Uses scissors with control						
Hold pencil appropriately						
Practices good habits of personal safety, health, and hygiene						
Balances on one foot						

Language and Emerging Literacy

	SD (Still Developing)		D (Developed)			
	2	3	4	5	6	
Oral Language						
Follows 2-3 step verbal directions						
Uses complete sentences of four or more words						
Phonological Awareness	2	3	4	5	6	
Recognizes rhyming words						
Counts and blends syllables						
Segments syllables to form a word						
Produce a word that begins with the same sounds as a pair of given words						
Motivation to Read	2	3	4	5	6	
Holds a book and turns pages one at a time						
Retells or re-enacts a story after it is read aloud						
Print Concepts	2	3	4	5	6	
Distinguishes between elements of print including letters, words and pictures						
Demonstrates an understanding of print directionality						
Conventions in Writing	2	3	4	5	6	
Writes own name using legible letters in proper sequence						

Social Studies, Science, and Math

	SD (Still Developing)		D (Developed)			
	2	3	4	5	6	
Social Studies						
Identifies United States and Texas Flags						
Science	2	3	4	5	6	
Recognizes changes in the environment: seasons						
Recognizes changes in the environment: life cycles						
Math	2	3	4	5	6	
Sorts objects by attribute						
Rote counts 1 - 30						
Counts up to 10 objects with one count per item						
Demonstrates use of location words						
Creates simple patterns						
Uses concrete models, creates pictorial models, and shares a verbal word problem for adding up to 5 objects						
Users concrete models or makes a verbal word problem for subtracting 0-5 objects from a set						

Letter/Sound Knowledge

*Letter-sound skills must be mastered for two consecutive six weeks to be rated as Developed.

Capital Letter Names

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lower Case Letter Names

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital Letter Sounds

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lower Case Letter Sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

Colors

red _____
 blue _____
 yellow _____
 green _____
 orange _____
 purple _____
 pink _____
 brown _____
 black _____
 white _____

Shapes

circle _____
 square _____
 triangle _____
 rectangle _____

Numbers

0 _____
 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____

Comments

Second Six Weeks:

Third Six Weeks:

Fourth Six Weeks:

Fifth Six Weeks:

Sixth Six Weeks:

Attendance

Six Weeks	Days Present	Days Absent	Days Tardy
1			
2			
3			
4			
5			
6			
Total			

Research shows that daily attendance promotes student success!

A Day in the Life of Your Pre-K Child

Schedules could look something like this
(Schedules will vary from campus to campus)

Full Day Example:

Activity
Opening Exercises/Announcement
Read Aloud (Large Group)
Small Group Rotation 1 - Centers
Math Integration with Social Studies or Science-Large Group
Gross Motor Skills – Outside Break
Bathroom Break
Large Group at the Carpet
Small Group Rotation between Teacher and Work Table
Outside Time
Lunch
Rest time
Fine Arts
Center Time/Restroom
Small Group Time/STEM
Story Time
Wrap-up/Prepare to go home/MOOSE Binder
Dismissal

Family Engagement – Together is Better!

Free Family Resources

[2-1-1 Texas](#) is a program of the Texas Health and Human Services Commission that provides a registry of resources and services by zip code. It is committed to helping Texas citizens connect with the services and resources they need

Early Childhood Intervention

In Texas, children between the ages of birth and 36 months can receive services from [Early Childhood Intervention](#) ("ECI") if their children need additional support to meet developmental milestones in areas such as language, motor development, adaptive behaviors such as feeding, or learning and play

Help for Parents/Hope of Kids: Advice from top experts for children and families. They include tips about children of all ages and video tips.

http://www.helpandhope.org/Parenting_Tips/default.asp

Texas Prekindergarten Guidelines

<https://tea.texas.gov/pkg.aspx>

HEBISD Volunteers in Public Schools (VIPS)

<https://www.hebisd.edu>



HEBISD Family Engagement & Community Outreach

<https://www.hebisd.edu>

Vroom ... Give your child a great start in life with free Vroom tips! www.vroom.org

Pre-Kindergarten Family Engagement Plan

The Pre-Kindergarten Department has developed and implemented a Pre Kindergarten Family Engagement Plan to assist the district in achieving and maintaining high levels of family engagement in pre-kindergarten and positive family attitudes toward education at the pre-kindergarten level. The plan is designed to support the six components of family engagement critical to the development of a high quality prekindergarten program. The six components and supporting family engagement activities are outlined in the plan.

<https://www.hebisd.edu/prek>

- *Family to Family Support*
- *Network of Community Resources*
- *Increase in Family Participation in Decision-Making*
- *Equip Families with Tools to Enhance and Extend Learning to Increase Student Achievement*
- *Professional Development for Educators that Support Families in Meeting their Children’s Learning Benchmarks*
- *Evaluate Family Engagement Efforts and Use Results for Continuous Improvement*

Pre-K Family Engagement Learning Compact

A compact is a commitment to sharing responsibility for student learning between the family and school. Each year the compact is revised and/or reviewed with parent input. This meeting happens late Spring of each year.



Conscious Discipline

Conscious Discipline is a comprehensive classroom management program. It is based on current brain research, child development information, and developmentally appropriate practices. It is a way of organizing classrooms around the concept of a school family. The program uses rhymes, breathing techniques and relationships to help your child build self-regulation skills. Conscious Discipline is researched-based approach to teach teachers, parents and children to:

- Set and achieve goals together
- Manage emotions instead of acting out
- Set personal boundaries to encourage mutual respect
- Resolve conflict in a way that creates closer relationships www.consciousdiscipline.com

Safe Place

Safe Place



Conscious Discipline Breathing Techniques

Your child will be taught four breathing techniques to help calm down with any situation. A young child's self-regulation system is not developed enough to self-soothe. The four breathing techniques are essential in modeling how to calm down for a young child. Deep breaths shut-off the "fight or flight" area of the brain. Below you will find the essential breathing component for emotional health.

 Drain Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "swoosh" sound and release all your muscles, draining out the stress.	 S.T.A.R. Smile. Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.
 Pretzel Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.	 Balloon Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by passing your lips, exhaling slowly, lowering your arms and making a "plop/plop" sound.

Home Connections

Six Weeks Strategies to Support Learning at Home



1st Six Weeks Home Connection

Social Skills/Work Habits

(The first weeks of school your child is busy making friends, learning, and getting acclimated to school.)

- Encourage your child to express his/her needs with spoken words in complete sentences.
- Help your child stay focused for up to five minutes by reading to him/her or playing simple games such as “I Spy”. Ex. I spy something red & green in the room.
- Review S.T.A.R breathing. (Smile and take a breath)

Language & Early Literacy Skills

- Your child will not be required to write his/her name yet. This will happen later in the year. They will be learning to recognize their names. To help at home to recognize his/her name, play the *Find Your Name* game by writing your child’s name on several pieces of paper or note cards. Place the cards around the house and have your child find them. When all cards have been retrieved, underline your child’s name with your finger while saying his/her name out loud. Talk about how many letters are in his/her name. Count them together!



- Talk about your child’s school day. Try to ask questions that require more than a yes or no answer. Ex. “What did you do at your favorite center today?”

Social Studies

- Ask your child about the school helpers they learned about in school.
- Ask your child about all the classroom helpers.

1st Six Weeks Home Connection

Math, Science & Fine Motor Skills

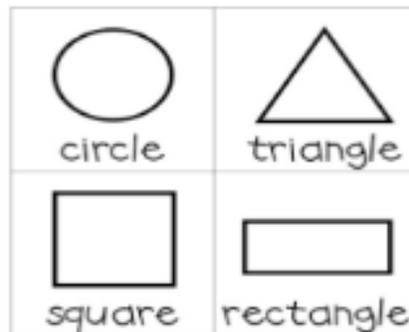
- Place cereal in a bowl & have your child pick up one piece at a time with tongs, tweezers or index finger & thumb Using these simple activities will help build fine motor skills needed to cut and hold a pencil.



- Count to 5 out loud and sort objects that are the same and different with your child.
- Sort snack food into color and/or size groups and count. (Science & Math)



- With your child, look for different shapes in your home or environment.



- Read books about counting and shapes to help build your child's math vocabulary. Ex: *Shape Capers* by Cathryn Falwell or *1,2,3 to the Zoo* by Eric Carle

2nd Six Weeks Home Connection

Social Skills/Work Habits/Motor Skills (Your child will be learning how to interact with others, take turns and follow classroom rules).

- Give your child simple 1-2 step directions at home. Ex. Pick up your shoes and put them in your closet
- Practice Balloon Breathing

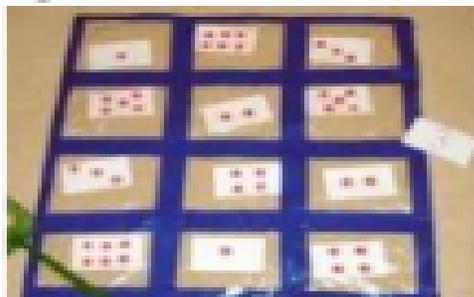
Language & Early Literacy Skills

- Talk about letters in the environment. Point out words and letters as you go about your day. Road signs, menus, store signs and food containers provide examples of letters and words in many different fonts.



Math

- Count up to 10 orally with your child
- Help your child identify the numbers 0-5. (Fun Tip: Tape Zip-lock baggies together and place number cards in the baggies. Have your child touch and count. The game mat can be used all year to practice reciting and matching numbers.



2nd Six Weeks Home Connection

Science & Social Studies

- Have your child identify their hands, feet, fingers, nose, and ears
- Talk about a fire drill plan for your home with your child



- Talk about community helpers and their jobs in your community. Ex. fire, police, librarian, sanitation, mailperson etc.
- Talk about jobs people have in your child's school and what they do. Ex. principal, assistant principal, nurse, janitor, librarian, cafeteria worker ect.

Fine Arts

(Try some of these activities to help strengthen the muscles in your child's hands so he/she will be able to hold a pencil or crayon correctly).

- Tear & glue paper to create a picture
- Play with play-dough to help develop fine motor skills

Easy Play-Dough Recipe

- 1 cup of flour, 1/3 cup of salt
- 1 tablespoon of cooking oil
- food coloring or one packet of Kool-Aide for color & smell
- Mix in bowl and store in Zip-lock baggies



3rd Six Weeks Home Connection

Social Skills/Work Habits/Motor Skills

(Continue with 2 step directions, if your child is ready for three steps give it a try.)

- Continue to encourage your child to speak in complete sentences. If a child wants a drink, encourage a complete sentence instead of one word. Ex. (I want a glass of water vs. water)

Language & Early Literacy Skills

- Practice saying nursery rhymes together. Practice “echoing” by saying a line of a rhyme or poem and have your child repeat it. Then practice “choral” responses by saying the poem or rhyme together. Talk about the words that rhyme. With enough practice, your child will be able to say the rhyme or poem on his/her own. Talk about the words that rhyme.
- Write name (letters may not be perfectly formed). Make a name puzzle by writing your child’s name on paper or note card. Write the name again on the second note card and cut it up into individual letters. Have your child put letters in the correct order of the name using the first name card as a guide. Talk about upper and lower case letters in name.



- Talk about compound words. Say the word and break up into two smaller words. Clap each word part. Ex. Rain (clap) bow (clap) = rainbow
- Read daily to your child. Talk about the cover. Look at the pictures and predict what the story might be about.

3rd Six Weeks Home Connection

Math

- Rote count up to 20. Start at one and count on to 20. When your child is ready choose a number other than 1 and count on to 20. (Ex: 8, 9, 10, 11...20)
- Make simple patterns with your child



- Sort objects into the same and different groups. Help your child sort laundry, dry cereal, toys etc. Sort by size, color or shape



Science & Social Studies

- Talk about healthy foods and exercise and why they are good for your body
- Talk about living and nonliving things. Ex. rock/ladybug, button/baby, truck/girl

Fine Arts

- Sing songs together
- Play kick ball outside to develop gross motor skills

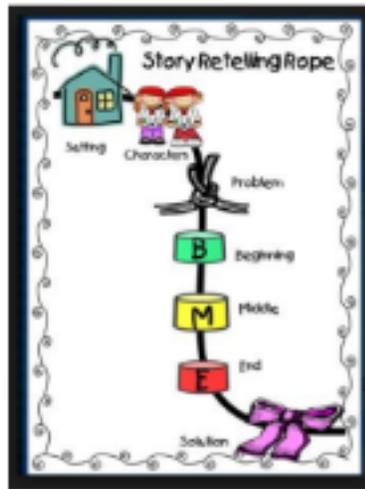
4th Six Weeks Home Connection

Social Skills/Work Habits/Motor Skills

- Engage your child in play or reading for 15 minutes to help build stamina to reach the 20 minute goal by the end of the year
- Engage your child in three-step directions
- Practice playing catch with your child
- Practice writing name

Language & Early Literacy Skills

- Continue to read with your child every day. Before reading a book, talk about the cover, author and illustrator. After reading, talk with your child about the favorite parts of the story and help your child retell the story.

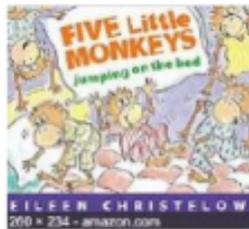


- Say a simple word and clap the syllable together (ap/ple)
- Write name (letters may not be perfectly formed) and name each letter in name.
- Read books with rhyming words. Talk about how the words sound alike at the end.

4th Six Weeks Home Connection

Math

- Continue with counting to 20 with your child (continue to 30 if your child is ready)
- Make up stories where objects are added or subtracted
- Use Play-Doh to make numbers and shapes
- Continue to find opportunities each day to count objects as high as your child is interested. Make sure your child gets to touch each one as he/she counts the objects
- Read books that encourage math talk such as 5 Little Monkeys by Eileen Costelow



Science and Social Studies

- Talk about a season changing from Fall to Winter
- Name Winter clothes
- Talk about forms of transportation. Ex. land, air, water
- Help your child recite the Pledge of Allegiance

5th Six Weeks Home Connection

Social Skills/Work Habits/Motor Skills

- Continue to work on listening up to 15 minutes to reach our goal of 20 minutes by the end of the year. Reading, playing games and engaging in conversation will help build stamina.
- Practice holding a pencil and have your child copy letters and shapes



- Follow three-step directions

Language & Early Literacy Skills

- Count words in a sentence
- Continue to read daily to your child. Help him/her retell the story. Ex: Who is in the story? Where did the story take place?
- Read any *Mother Goose* or *Dr. Seuss* books. Make up silly rhyming words after reading rhyming books or play your own game by thinking up rhymes for common words. For example, “sun”, “bun”, “run ” · Blend syllables together to make a word. Ba + by = baby
- Use upper and lower case to write name

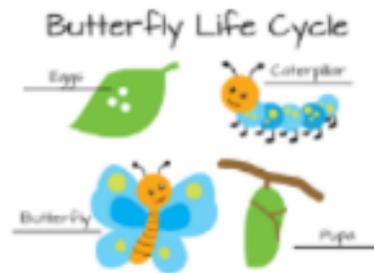
Math

- Encourage your child to count to 30 on his/her own. Support if needed.
- Talk about “putting things together” and “taking away” with objects from 0 -5.

5th Six Weeks Home Connection

Science & Social Studies

- Talk about the passing of time (Ex. Baby, Child, Adult or Morning, Afternoon, Evening)
- Talk about daily weather patterns
- Ask your child to draw and discuss a Life Cycle of a frog, person, plant or insect using prompts. What comes first, next, then and finally?



6th Six Weeks Home Connection

Social Skills/Work Habits/Motor Skills

- Listens up to 20 minutes during an activity
- Encourage your child to tell a story about a personal experience by emphasizing his/her favorite part
- Practice cutting with scissors with correct finger placement



Language & Early Literacy Skills

- Continue reading to your child especially over the summer months. Use your finger to track print as you read. Pick a sentence and count the words in the sentence. Point to a word in the sentence. (Your child may be decoding words like: cat, dog, mat. These words are called C-V-C words. Your child may know several sight words such as: *the, my, he, her*)
- Continue to play with words by clapping syllables and making rhyming words
- Talk about letters & words around the house or when you are out in the community
- Blend word parts together to make whole words. /c/ at ... cat

6th Six Weeks Home Connection

Math

- Count up to 30
- Continue to “put together” and “take away” small toys from 0-5. For example: Give your child two objects to hold. Give your child one more and ask how many do they have now.?Yes 3, you had two _____ and I gave you one more. Now you have 3 _____ all together. Repeat with different number combinations and then try the same thing with subtraction.
- Review shapes
- Match numbers to objects up from 1 to 10



Science & Social Studies

- Talk about how seasons change and how some seasons are alike and different. Make a plan for summer activities
- Talk about how the Texas and United State Flags are alike and different





Joey Martinak, Coordinator
HEB ISD Prekindergarten Department
817-399-2128
joeymartinak@hebisd.edu



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