



Key Foundations by Hatch™ and The Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Alignment



Physical Health and Motor Development		Key Foundations™ Skills
Fine Motor Skills	1. Uses hands or feet to touch objects or people	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
	2. Develops small muscle control and coordination	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
	3. Coordinates eye and hand movements	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
Social and Emotional Development		Key Foundations™ Skills
Self-Awareness	3. Shows confidence in increasing abilities	All Key Foundations™ Activities
Self-Regulation	3. Develops understanding of simple routines, rules or limitations	All Key Foundations™ Activities
Relationships with Others	2. Responds to and interacts with others	All Key Foundations™ Activities

Language and Communication Development		Key Foundations™ Skills
Listening and Understanding	1. Listens with interest to language of others	All Key Foundations™ Activities
	2. Responds to nonverbal and verbal communication of others	All Key Foundations™ Activities
	3. Begins to understand the rules of conversation	All Key Foundations™ Activities
Communication and Speaking	1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes	All Key Foundations™ Activities
	2. Imitates sounds, gestures, signs, or words	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p>
	3. Uses language to engage in simple conversations	All Key Foundations™ Activities
Emergent Literacy	1. Shows interest in songs, rhymes, and stories	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Games 21–24: Children practice matching pairs that rhyme, finding one word in a set of three words that does not rhyme, completing a sentence with a rhyming word, and thinking of a group of rhyming words.</p>
	2. Develops interest in and involvement with books and other print materials	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p>

	3. Begins to recognize and understand symbols	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
	4. Begins to develop interests and skills related to emergent writing	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
Cognitive Development		Key Foundations™ Skills
Exploration and Discovery	3. Shows interest in colors, shapes, patterns, and pictures	<p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p>

<p>Problem Solving</p>	<p>3. Applies knowledge to new situations</p>	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers</p>
	<p>4. Begins to develop interests and skills related to numbers and counting</p>	<p>Games 29–32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word.</p> <p>Games 17–20: Children practice sorting picture cards by the number of syllables in the corresponding words, matching pairs of words with the same number of syllables, finding one word from a set of three words that has a different number of syllables, and breaking a word into syllables and then pronouncing the word made by deleting the last syllable.</p>

Memory

1 . Shows ability to acquire and process new information

Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.

Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.

Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.

Games 17–20: Children practice sorting picture cards by the number of syllables in the corresponding words, matching pairs of words with the same number of syllables, finding one word from a set of three words that has a different number of syllables, and breaking a word into syllables and then pronouncing the word made by deleting the last syllable.

Games 21–24: Children practice matching pairs that rhyme, finding one word in a set of three words that does not rhyme, completing a sentence with a rhyming word, and thinking of a group of rhyming words.

Games 25–28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.

Games 29–32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word.

Games 33–36: Children practice identifying and matching initial sounds in words, identifying and discriminating between similar initial sounds in words, deleting the initial sound and pronouncing the word that remains, and swapping the initial sound for another sound and pronouncing the word that is made.

Memory		<p>Games 37–40: Children practice identifying and matching final sounds in words, identifying and discriminating between similar final sounds in words, deleting the final sound and pronouncing the word that remains, and swapping the final sound for another sound and pronouncing the word that is made.</p> <p>Games 41–45: Children practice identifying and matching the long and short vowel sounds in words.</p>
	2 . Recognizes familiar people, places, and things	<p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
	3 . Recalls and uses information in new situations	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers</p>