

Kindergarten | Habilidades y Destrezas 5

Páginas en inglés para  
llevar a casa, dirigidas  
a la familia o tutor

Take-Home Pages in English for Caregivers

# Habilidades y Destrezas 5

## **Páginas en inglés para llevar a casa, dirigidas a la familia o tutor**

### Take-Home Pages in English for Caregivers

Dear Family Member,

These letters are translations of the original Spanish documents found in the students' Activity Book. The documents were translated to facilitate caregiver support at home. Having these letters in both Spanish and English will allow adults to read the information in their preferred language. It is important to clarify that students will only complete the activities that appear in their Habilidades y Destrezas Activity Book in Spanish.

Estimada familia o tutor:

Estas cartas son traducciones de los documentos originales en español que se encuentran en el Cuaderno de actividades de los estudiantes. Los documentos se tradujeron para facilitar el apoyo que la familia o tutor ofrece a los estudiantes en casa. Al tener estas cartas tanto en español como en inglés, los adultos responsables podrán leer la información en el idioma de su preferencia. Es importante aclarar que los estudiantes solo harán las actividades que aparecen en su Cuaderno de actividades de Habilidades y Destrezas en español.

# Habilidades y Destrezas 5

## 1.2 Para llevar a casa

**Dear Family Member,**

Have your student color only the pictures that begin with a silent *h* (*higo, hormiga, girasol, horno, helado, ventana*). Then have them turn the page and trace the names of the pictures they colored.

# Habilidades y Destrezas 5

## 2.2 Para llevar a casa

**Dear Family Member,**

Your student is learning to read by blending sounds within a word. Below are a series of word cards to continue this learning at home. Have your student read the written words and then cut out each card. Your student can practice writing words by copying the words from the cards onto a sheet of paper. Please save the cards to continue practicing.

# Habilidades y Destrezas 5

## 3.2 Para llevar a casa

### **Dear Family Member,**

Please have your student say the name of the pictures out loud. Ask them to circle the picture if its name includes the /ch/ sound. Ask your student if the sound is in the first, second, or third syllable of the word. If the /ch/ sound is at the beginning, they will color the first box; if it is in the middle, they will color the second box; if it is at the end, they will color the last box (*mochila, taza, teclado, chile, Pinocho, mapache*).

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## 4.3 Para llevar a casa

**Dear Family Member,**

Have your student observe the pictures and trace the missing syllables to complete the words (*chaleco, leche, mochila, churros, chile, chamarra, lechuga, peluche*).

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## 5.2 Para llevar a casa

### **Dear Family Member,**

Help your student cut out each card; then ask them to place them on the work table, mix them up and form the words (*gato, chica, noche, hojas*). These cards can be glued to cardboard to make them more durable so your student can play with them at different times.

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## 6.3 Para llevar a casa

**Dear Family Member,**

Have your student trace the lowercase letter z and the syllables; then ask them to turn the page and repeat the procedure with the uppercase Z.



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## 7.2 Para llevar a casa

**Dear Family Member,**

Have your student cut out the pictures at the top of the activity page and glue them onto the corresponding pictures.

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## 8.3 Para llevar a casa

**Dear Family Member,**

Have your student read the words and write them under the corresponding picture (*maceta, cinco, circo* and *cebolla*).

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**8.3** Para llevar  
a casa

(continuación)

Have your student read the words and write them under the corresponding picture  
(*cereza, cerdo, cine* and *pecera*).

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## 9.3 Para llevar a casa

**Dear Family Member,**

These are the letters, syllables and the digraph *ch* that have been worked on in this first part of *Unidad 5*. Cut out each one and have your student mention the sound, draw a picture that has the initial sound, and then write a simple sentence with that same word.

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## 10.2 Para llevar a casa

**Dear Family Member,**

Have your student observe the pictures, point to the drawing and say its name out loud. Ask them to say the word several times, lengthening the initial sound, and if it starts with the syllables *ge* or *gi*, to color the picture (*girasol, gelatina, gimnasio, gato, guitarra, genio*).

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## 11.2 Para llevar a casa

**Dear Family Member,**

Have your student write the word *gelatina* on the lines following the gray dotted guides.

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## 12.3 Para llevar a casa

**Dear Family Member,**

Have your student say the name of each picture and circle it. They should use the blue crayon if the name of the picture has two /y/ sounds, the red crayon if the name has the initial /y/ sound, and the green crayon if it has /y/ in the last syllable. Other pictures are included on the back of the page. Your student can circle the picture of the *yoyo* with the three colors (*yate, playa, rayo, joya, yoyo, yema*).

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# 13.3

Para llevar  
a casa

**Dear Family Member,**

Have your student trace the corresponding name under each picture (*yate, yema, payaso, rayo, yoyo, raya, papaya, yeso*). Then, ask them to choose one of the words to write a sentence.



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**14.3** Para llevar  
a casa

**Dear Family Member,**

Have your student draw and color three things that have the /gu/ sound.

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**15.3** Para llevar  
a casa

**Dear Family Member,**

Have your student write the missing word to complete the sentences.

## Habilidades y Destrezas 5

# 16.3

Para llevar  
a casa

**Dear Family Member,**

Help your student identify the name of each picture. Ask them to circle the word that corresponds to the picture and then write it on the line (*taxi, saxofón, xilófono*).

## Habilidades y Destrezas 5

# 17.2

Para llevar  
a casa

**Dear Family Member,**

During these first months of school, we have focused on teaching students to associate specific sounds with the corresponding letter. Students must identify these sounds in order to write and read simple words. Point to each letter and ask your student to say the associated sound.

# Habilidades y Destrezas 5

## 18.3 Para llevar a casa

### **Dear Family Member,**

These are some of the words that have been worked on from *Unidad 1* to *Unidad 5*. Cut out each card and have your student mix them up and read them. Encourage your student to read them by saying the individual sounds and combining them to make the word. Then, read each word out loud and have your student write the sounds, one at a time. Save the cards for future practice.