

Grado 2 | Habilidades y Destrezas 3

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

Take-Home Pages in English for Caregivers

Habilidades y Destrezas 3

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 3

1.3 Para llevar a casa

Dear Family Member,

In the classroom we are working on a reading in which ideas are developed to save the world and about how to make new friends.

Help your student write five ideas on how to save the world.

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2.4 Para llevar a casa

Dear Family Member,

Have your student read the following words out loud and then, with a green pencil, mark the sounds /gr/, /tr/, /dr/, /cr/ and /br/ that they have practiced.

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7.2

Para llevar
a casa

Dear Family Member,

Encourage your student to read the following text with you and then encourage them to respond in writing to the following questions. Answers must contain complete sentences. For example: *"Lina fue quien hizo el experimento."*

Habilidades y Destrezas 3

10.2

Para llevar
a casa

Dear Family Member,

Your student is working with words in which there are syllables with two consonants in a row, for example: *ti-gre* or *blan-co*. Say the following 5 words out loud to your student and ask them to write them on *Página de actividades 10.3*. When they finish, check together that the writing is correct.

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11.2

Para llevar
a casa

Dear Family Member,

Your student has learned to spell words with the /j/ sound with different letters. To reinforce their knowledge, we suggest accompanying your student while they do the following activity in which they must write *j*, *ge* or *gi*, as appropriate, to complete the word. See the example.

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12.3

Para llevar
a casa

Dear Family Member,

Your student is learning to use "*sustantivos*" correctly in a sentence and to distinguish *sustantivos comunes* from *sustantivos propios*. Help them remember that there are different types of nouns: they can be people, animals, places or objects.

Read each sentence in the box and circle the *sustantivos comunes*. Then write in the next column what type of noun it is.

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15.3

Para llevar
a casa

Dear Family Member,

Your student is learning how to compare characters. In this activity, they must compare two members of their family, writing the characteristics, both physical and in personality, that differentiate these family members, or that they share. Write them in the corresponding spaces on the diagram. At the intersection of both circles, the shaded part, they should write the similarities between the two family members. Then, the distinctive characteristics of each family member go in the part of the circle that does not overlap, on the right and left sides. They can check the diagram on *Página de actividades 15.2* as a reference.

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16.4

Para llevar
a casa

Dear Family Member,

In this lesson, your student learned how to write plural nouns. To reinforce their knowledge, it is suggested that you dictate this list of words to them. Have their spelling notebook on hand so they can write them in it. Then, with a colored pencil, they should draw a circle around the -s or -es endings, as in the example. These endings indicate that the word is plural.