

Kindergarten | Habilidades y Destrezas 9

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

Take-Home Pages in English for Caregivers

# Habilidades y Destrezas 9

## **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 9

## 1.2 Para llevar a casa

**Dear Family Member,**

Your student is learning to read words with *ch*, *ll*, and *rr*. Have them cut out the words and read them out loud. Then, they should glue them onto *Página de actividades 1.3*, where appropriate.

# Habilidades y Destrezas 9

## 1.3 Para llevar a casa

**Dear Family Member,**

Have your student glue the words they cut out on *Página de actividades 1.2*, where appropriate.

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## 2.2 Para llevar a casa

**Dear Family Member,**

Your student is learning to identify complete sentences and recognize that they begin with a capital letter and end with a period. Ask them to circle the sentences that meet these characteristics.

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## 3.3 Para llevar a casa

**Dear Family Member,**

Please name the images (*foca, ventana, flor, vaca*) and have your student circle the corresponding picture. Then, ask them to write the corresponding name under each image. On the back of the page, ask them to write two sentences with any of the words.

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## 4.2 Para llevar a casa

**Dear Family Member,**

Have your student write the word that completes each sentence. Then ask them to read the sentences out loud.

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## 5.2 Para llevar a casa

**Dear Family Member,**

Have your student draw a line to match each sentence with its corresponding picture.



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## 6.2 Para llevar a casa

**Dear Family Member,**

Have your student write the word that completes each sentence. Then, ask them to read the sentences out loud.

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## 7.2 Para llevar a casa

**Dear Family Member,**

Have your student read the sentences out loud and point to the picture that describes each one. Ask them to draw a line to match each sentence with its corresponding picture.

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## 8.2 Para llevar a casa

**Dear Family Member,**

Students are reviewing words with the syllables *ge* and *gi*. This activity will help them identify them and use them in sentences. Ask your student to write the correct syllable to complete the words. Then, have them complete the sentences on the back with the corresponding words.

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### 9.5 Para llevar a casa

**Dear Family Member,**

During this lesson, your student reread the chapter “*Arroz con maíz y majarete*” from the *Libro de lectura: El maíz nos une*. Have them make a drawing of one of the two dishes mentioned in the text and, then, describe what the dish is and what country it comes from.

## 10.2 Para llevar a casa

### **Dear Family Member,**

Choose with your student a food, meal or snack made with corn that they like to prepare or that they usually eat at home. Help your student complete the following sentences with information about that food and ask them to draw it on the back of the page. During the coming days, your student will use this information to write an informative text, so they must return this page to the classroom.

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## 11.1 Para llevar a casa

### **Dear Family Member,**

Students are reviewing words with the letter *j* and the letter *y* at the beginning of words. Have your student say the name of each picture and write it on the corresponding line. Then, have them color the pictures that are spelled with the letters *j* or *y* at the beginning of each word. When they are finished, have them work on the back of the sheet (*payaso, reloj, joya, jinete, llave, jirafa, yoyo, jarabe*).

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# 12.2

Para llevar  
a casa

**Dear Family Member,**

Have your student write the names of the pictures that have *v* in them (*uvas, vestido, playa, vaquero*). Then have them flip the page and complete the sentences.

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# 13.2

Para llevar  
a casa

**Dear Family Member,**

Have your student say aloud the word that names each of the pictures. Ask them to select the word to write under each picture. Lastly, have them complete the sentences.



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**14.5** Para llevar  
a casa

**Dear Family Member,**

Your student is learning to read and write z words. Ask them to circle the word that corresponds to the image and write a sentence below that uses that word (*erizo, zorro, cereza*).

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# 15.3

Para llevar  
a casa

**Dear Family Member,**

Have your student look at the images and say their name out loud (*frijol, cocodrilo, globo, fresa, coco* and *glosario*). Then, have them draw a line to match the pictures that have the same initial sound.

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# 16.3

Para llevar  
a casa

**Dear Family Member,**

Have your student draw a line to match the images whose names rhyme. Mention first the names in the left column (*llama*, *limón* and *loro*) and then those in the right column (*toro*, *cama* and *león*).

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**17.5** Para llevar  
a casa

**Dear Family Member,**

Have your student circle the sentence that is written correctly.

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# 18.4

Para llevar  
a casa

**Dear Family Member,**

During the last two lessons, your student worked with an informational text titled "*El ajolote mexicano*." Have them color the *ajolote* and then write a title for the drawing.