

Kindergarten | Habilidades y Destrezas 6

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

Take-Home Pages in English for Caregivers

Habilidades y Destrezas 6

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 6

1.3 Para llevar a casa

Dear Family Member,

Please have your student write the corresponding name under each picture (*arroz, oruga, zorro, arpa*).

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2.2 Para llevar a casa

Dear Family Member,

Your student is beginning to practice alphabetical order. This activity will be useful for such a purpose. Have your student cut out the letters at the bottom of the activity page and glue them in the correct place.

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3.2 Para llevar a casa

Dear Family Member,

Have your student trace the words under the corresponding picture.

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4.2 Para llevar a casa

Dear Family Member,

Have your student name the pictures and circle those that begin with the sounds /t/ /r/
(*trompo, trenza, tren, tres, gelatina, brazo*).

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5.2 Para llevar a casa

Dear Family Member,

Have your student color the pictures that end in *s* with a green crayon and those that end in *es* with an orange crayon. Then have them cut out the pictures and sort them according to their plural form and glue them on *Página de actividades 5.3* (*trenes, trenzas, trompos, relojes, potras, árboles*).

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5.3 Para llevar a casa

Dear Family Member,

Have your student glue the pictures according to their plural endings. Ask them to glue in the left column those that end in *s* (*potras, trompos, trenzas*) and in the right column those that end in *es* (*trenes, relojes, árboles*).

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6.2 Para llevar a casa

Dear Family Member,

Have your student look at the illustrations and, to the right, write the syllables that make up each word. Next, have them say the words out loud, syllable by syllable, emphasizing the /p/ /r/ sounds. Finally, ask them to circle the syllables that include these sounds.

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7.2 Para llevar a casa

Dear Family Member,

Have your student trace the words under the corresponding picture.

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8.2 Para llevar a casa

Dear Family Member,

Help your student cut out the puzzle pieces and then ask them to put them together to make words. Then, have them write the words they made on the next page.

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8.3 Para llevar a casa

Dear Family Member,

Have your student write on the lines the words they formed with the puzzles, next to the group of consonants that includes (*tr: trenza; br: cebra; pr: primero, sorpresa*).

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9.4 Para llevar a casa

Dear Family Member,

These are some of the words that have been worked on in this first part of *Unidad 6*. Cut out each card and have your student mix them up and read them. Encourage them to read them by saying the individual sounds and combining them to form syllables and, finally, 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.

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10.2 Para llevar a casa

Dear Family Member,

Have your student write the name under the picture (*mosquito, corona, cobija, raqueta*).

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11.2 Para llevar a casa

Dear Family Member,

Have your student circle the picture that represents words with the /f/ /r/ sounds (*fruta, frasco, fresa, palmera*).

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12.2 Para llevar a casa

Dear Family Member,

Have your student read the written words and then cut out the cards following the dashed lines. Encourage them to write the words and ask them to copy the pattern of the cards on a sheet of paper. Save the cards so you can continue practicing daily.

Habilidades y Destrezas 6

13.2

Para llevar
a casa

Dear Family Member,

Help your student cut out the cards and place them with the picture side down. Then, ask them to turn over the cards one by one, say the word for each picture out loud, and keep only those that have the /k/ /r/ sounds (*micrófono, crayón, cebra, cráter*).

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14.3

Para llevar
a casa

Dear Family Member,

Have your student complete the sentences with the missing word according to the picture (*crin, croquetas, crucero, crayones*). Then, ask them to read the phrases.

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15.3

Para llevar
a casa

Dear Family Member,

Have your student circle the pictures whose names have /g/ /r/ (*estrella, engrapadora, cangrejo, tigre*).

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16.2 Para llevar a casa

Dear Family Member,

Have your student cut out the cards and read each one out loud. When finished, encourage them to make two groups of words: those with *gr* and those without that combination. Have them highlight the uppercase letter of the names.

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17.2 Para llevar a casa

Dear Family Member,

Have your student look at each picture and complete its name with the letters that are missing (*crayones, cangrejo, fresa, cristal*).

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18.3 Para llevar a casa

Dear Family Member,

These are some of the words that have been worked on in this second part of *Unidad 6*. Have your student save this page so that they can read the words when they need to review them. Encourage them to read them by saying the syllables and combining them to make the word. Then, read each word out loud and have your student write the words, saying them syllable by syllable. If support is needed, they can say them phoneme by phoneme.