

Kindergarten | 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,

Read the common words and have your student color blue the images that should carry *los* (for example, “*los osos*”) and color pink the images that should carry *las* (for example, “*las iguanas*”).

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2.3 Para llevar a casa

Dear Family Member,

Say the name of each picture for your student, and ask them to circle those that begin with the /l/ sound. For the images of the woman and the man, mention the names *Lola* and *Luis*. (*loro, pala, Lola, luna, sol, nube, Luis, mesa, sillón*)

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3.2 Para llevar a casa

Dear Family Member,

Have your student write the letter *I* or *L* under the pictures whose name begins with the /I/ sound. Review the names of the pictures (*luna, lagartija, Lola, pala, silla, león*).

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4.2 Para llevar a casa

Dear Family Member,

Read the names of the following pictures to your student (*dedos, luna, mono, dólar, dientes y doctor*) and then help them cut them out along the dashed line. On *Página de actividades 4.3*, have your student glue only the words that begin with /d/ (*dedos, dientes, dólar, doctor*) in the box. When finished, have them say the name of the object, body part, or profession, emphasizing the /d/ sound.

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4.3 Para llevar a casa

Dear Family Member,

From the pictures that they cut out on *Página de actividades 4.2*, please have your student glue here only those that represent an object, body part, or profession that begins with /d/.

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5.3 Para llevar a casa

Dear Family Member,

Please have your student match the words on the left with their corresponding image on the right using an arrow. Then, have them complete the letter tracing exercise.

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6.2 Para llevar a casa

Dear Family Member,

Have your student circle the objects with the initial syllable *na* in blue, those that begin with *ni* in red, and those that begin with *nu* in yellow.

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7.2 Para llevar a casa

Dear Family Member,

Please have your student trace the lowercase letter *n* and the uppercase letter *N* under the pictures whose names begin with the /n/ sound.

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8.2 Para llevar a casa

Dear Family Member,

Randomly say the letters *n, d, l, s, p, m* and the vowels. Have your student color the boxes containing the letters that correspond to that sound with the same color. Verify that they color the lowercase and uppercase forms of each letter the same color.

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9.3 Para llevar a casa

Dear Family Member,

Have your student observe the pictures, say their names out loud, and match them with the letter that begins their name. (*lupa, dado, nube, luna, loro*)

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10.3

Para llevar
a casa

Dear Family Member,

Have your student draw the character *Fede* from the *Libro grande: Mama, Lola, Lalo y Milo*. When they finish their drawing, have them write the name *Fede* on the line above the box and say it out loud.

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11.3

Para llevar
a casa

Dear Family Member,

Have your student draw their family. Then, ask them to say the word *familia* out loud.

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12.3

Para llevar
a casa

Dear Family Member,

Have your student draw an object or animal whose name begins with the syllables indicated. Say them out loud so your student can identify them.

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13.2

Para llevar
a casa

Dear Family Member,

Have your student trace the name of each picture and then read it out loud.

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14.2

Para llevar
a casa

Dear Family Member,

Have your student cut out the pictures and glue the ones that begin with the initial syllable sound *ra* (*rata, rama, rana*) on the next page under the syllable *ra*. Then have them cut out the pictures with the initial syllable sound *ro* (*rosa, roca, ropa*) and glue them on the next page under the syllable *ro*.

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15.3

Para llevar
a casa

Dear Family Member,

Have your student trace the lowercase letter *r* and the uppercase letter *R* with markers of different colors. Make sure they follow the tracing order.

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16.2

Para llevar
a casa

Dear Family Member,

Have your student cut out the pictures with the middle sound /rr/ and then glue them on the next page (*dado, perro, urraca, carro, corre, lata*).

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16.3

Para llevar
a casa

Dear Family Member,

Have your student glue here the pictures with the middle /rr/ sound from the previous page.

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17.2

Para llevar
a casa

Dear Family Member,

Your student is learning to read by blending sounds within a word. Below is a series of word cards that your student should be able to read. Help them cut out the cards. Then show them each card and ask them to read the written word. They can also practice writing words by copying them from the cards onto a sheet of paper. Please save the cards to continue practicing on a daily basis.

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18.4

Para llevar
a casa

Dear Family Member,

Please help your student cut out the letter cards and form the following words: *lado*, *nudo*, *no*, *dado*. Have your student say out loud the sound of each letter in each word that they made, and then blend the sounds to read the word. Then, have them copy each word into their notebook.