

Kindergarten | Habilidades y Destrezas 1

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

Take-Home Pages in English for Caregivers

Habilidades y Destrezas 1

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 1

1.1 Para llevar a casa

Dear Family Member,

This year's Kindergarten program consists of two strands of instruction. The first strand, *Habilidades y Destrezas*, strives to teach students the mechanics of reading and writing using a phonics approach. As part of this strand, students will learn how to hear sounds in words and write "pictures of sounds," also known as letters.

For the first few weeks students will be learning to make simple writing strokes—lines, circles, *úes*, *úes invertidas*, etc.—while also learning to hear words in sentences. Next, students will learn to hear sounds in the words. When this skill is in place, they will begin to learn the letters used to represent sounds. From time to time, we will send you an activity page like this one to explain what is being taught in the program. It will inform you of activities you can do at home to supplement and solidify the learning your student is acquiring at school.

The second strand, *Conocimiento*, strives to build students' vocabulary and background knowledge through oral language experiences. As part of this strand, students will listen to stories and nonfiction selections read aloud, participate in discussions, and complete vocabulary work.

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2.1 Para llevar a casa

Dear Family Member,

In class, we have been practicing vertical lines. Knowing how to draw a vertical line is important because vertical lines are found in a number of letters (e.g., 't', 'd', 'h'). Please have your student trace the dotted vertical lines on the front and back of this activity page, starting at the stars and moving down.

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3.2 Para llevar a casa

Dear Family Member,

In our class, we have been working on prewriting skills. Your student has not yet been taught to write letters but has been developing their fine motor skills. Below are some suggestions for activities you can do at home that will allow your student to practice and develop their hand and arm muscles and hand-eye coordination. Both are very important when learning how to use a writing utensil.

Have your student:

- build with blocks
- transfer water from one container to another with an eyedropper or spoon
- pick up small objects like beads with their eyes closed
- use tweezers to pick up crumpled bits of paper
- cut up junk mail with child-friendly scissors
- string beads onto yarn or string
- scrunch up a sheet of paper with one hand
- mold and roll modeling clay into shapes
- draw and color pictures

We recommend that your student draw and color with small pieces of crayon. Drawing with crayons provides greater sensory input than drawing with pencils or markers. This is because the wax has greater resistance to the paper than graphite or ink; the push-and-pull motion strengthens finger and hand muscles. The small size of the crayon discourages creative grips and encourages the tripod grip (shown here). Using the tripod grip will give your student better control of the shapes they draw and increase the length of time your student can write.

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4.3 Para llevar a casa

Dear Family Member,

In class, we have been practicing horizontal lines. Knowing how to draw a horizontal line is important because horizontal lines are found in a number of letters (e.g., 't', 'f', 'z'). Please have your student trace the dotted horizontal lines on the front and back of this activity page, starting on the stars and moving to the right.

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5.2 Para llevar a casa

Dear Family Member,

In class, we have been practicing circles. Knowing how to draw a circle is important because circles are found in a number of letters (e.g., 'b', 'd', 'o'). Please have your student trace the dotted circles on the front and back of this activity page, starting at the star and moving to the left.

Dear Family Member,

Up to this point in language arts class, your student has been working on sound and word awareness. Your student has not yet been taught to identify the specific sounds of Spanish or read and write letters, but we are building up to these skills. Below are some suggestions for activities you can do at home that will allow your student to practice listening to sounds and words. In addition to doing these activities, it is important that you read to your student every day.

1. Listen to Noises and Identify Them

Spoken language is made up of sounds, and the Spanish writing system represents these sounds with letters. Listening carefully to sounds and noises is an important part of learning how to read. This activity teaches your student how to listen carefully, and to think and speak about what they have heard. You can do this activity at home, when you are on a walk, when you are at the grocery store, etc.

- Find several household objects that make distinctive noises (e.g., *llaves, tijeras*).
- Use one object to make a noise.
- Ask your student what noise they heard (e.g., *tintineo, corte*).
- Ask your student what made the noise (e.g., *llaves, tijera*).
- Repeat multiple times, using various objects.
- Ask your student to compare and describe the noises. ("*¿Cuál fue el más fuerte? ¿Qué ruido escuchó primero o último?*")

2. Recall Noises

In language, sounds are combined to form words. The ability to hear these individual sounds and recall them is important for both reading and writing. Up to this point, your student has practiced listening to noises made by instruments and other objects. Recalling several noises and naming them in the order in which they occurred is very good preparation for recalling and naming the sounds in words.

- Make up to three noises in the kitchen (e.g., turn the water on, close a cabinet door, and tap a spoon on a plate).
- Ask your student what made the noises (e.g., *el agua de la canilla, la puerta del armario, una cuchara contra un plato*).
- Repeat multiple times, using various objects.
- Ask your student to close their eyes.
- Make two or three of the familiar noises.

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- Ask your student to name or recreate the noises in the order they heard them.

3. Count Words

Words consist of strings of sounds; phrases and sentences consist of strings of words. Being aware of words and their order is important for learning to read. Counting words is quite difficult for young learners. Do not be surprised if your student cannot do this right away. Practice will help improve the skill.

- Read a story to your student.
- Pick one short sentence from the story with no more than five words. Say the sentence to your student. As you speak, lift one finger for each word in the sentence.
- Let your student try to lift their fingers for each word while saying the sentence.
- Note: If counting five words is too hard, choose a shorter sentence.
- Repeat multiple times.

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7.2 Para llevar
a casa

Dear Family Member,

In class, we have been practicing diagonal lines. Knowing how to draw a diagonal line is important because diagonal lines are found in a number of letters (e.g., 'k', 'v', 'x'). Please have your student trace the dotted diagonal lines on the front and back of this activity page, starting with the small stars on top of each larger star. Your student may color the page.

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9.3 Para llevar a casa

Dear Family Member,

When we read, we follow with the finger from left to right and from top to bottom. This activity page will help familiarize your student with the directionality of reading. Please have your student name and point to the pictures in each row from left to right on the front and back of this activity page. Your student must identify the images in the row above; then the images in the second row; then the images in the third row, and finally the images in the bottom row.

10.3 Para llevar a casa

Dear Family Member,

In class, we have been practicing cup shapes. This is one of several simple shapes that we will practice for letter formation. Please have your student trace the cups along the dotted line, starting at the stars. The exercise continues on the back of this page. They may color the images after completing the tracing (optional).

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11.2 Para llevar a casa

Dear Family Member,

In class, we have been practicing hump shapes. This is one of several simple shapes that we will practice for letter formation. Please have your student make the strokes along the dotted line, starting with the stars. The exercise continues on the back of this page. They may color the images after completing the tracing (optional).

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12.3 Para llevar a casa

Dear Family Member,

On the front and back of this activity page are a number of simple shapes that we have been practicing for letter formation. Please have your student trace the dotted shapes, starting at the stars.

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13.3 Para llevar a casa

Dear Family Member,

On the front and back of this activity page are a number of simple shapes that we have been practicing for letter formation. Please have your student trace the dotted shapes, starting at the stars.

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14.2 Para llevar a casa

Dear Family Member,

On the front and back of this activity page are a number of simple shapes that we have been practicing for letter formation. Please have your student trace the shapes along the dotted line, starting at the stars.

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15.2 Para llevar a casa

Dear Family Member,

In class, we have been practicing with the + and x signs. These are some of the simple shapes that we are practicing for letter formation. Please have your student trace the + and x signs along the dotted line, starting each line on a star. The activity continues on the back of the page.

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16.2 Para llevar a casa

Dear Family Member,

On the front and back of this activity page, there is a series of simple shapes that we are practicing for letter formation. Please have your student trace the dotted shapes, starting at the stars. Then have them draw the shape without a guide, starting at the star.

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17.2 Para llevar a casa

Dear Family Member,

In class, we have been practicing drawing stick figures. This is one of several simple shapes that we are practicing for letter formation. Please have your student draw the stick figures on the front and back of this activity page. They should start at the stars and follow the dotted lines.

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18.4 Para llevar a casa

Dear Family Member,

In class, we have been using the terms *principio* and *final*. It is important for students to know these terms so they can go from the beginning to the end of a line when they start to read. On each row, please have your student color the beginning figure in green and the end figure in red. Encourage them to say the words *principio* or *final* while they color these shapes.