

Grado 2 | Habilidades y Destrezas 2

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

Take-Home Pages in English for Caregivers

Habilidades y Destrezas 2

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 2

1.2 Para llevar a casa

Dear Family Member,

Encourage your student to read the following text with you. When you finish, comment, for example, what it was about, or *“si alguna vez se han puesto a buscar figuras en las nubes.”*

Las nubes

Antonio y Elena están jugando en el jardín.

Elena miró hacia el cielo y vio una gran nube. Parecía una araña con patas largas.

Antonio se dio cuenta de que había muchas más nubes con formas de animales y frutas.

Vieron un oso, una piña, una naranja, una rana y un conejo.

Habilidades y Destrezas 2

1.3 Para llevar a casa

Dear Family Member,

Have your student read the words at the top of the page and use them to fill in the blanks. After all the sentences have been completed, ask them to read them to you again.

Habilidades y Destrezas 2

2.2 Para llevar a casa

Dear Family Member,

Encourage your student to read the following text with you. When they finish, encourage them to answer the following questions: *¿Te gustó el cuento? ¿Qué fue lo que más te gustó? ¿Hubo algo que no te gustó? ¿Qué fue?*

El ratón y el perro

Había una vez un ratón que iba caminando y se encontró con un perro. El ratón le preguntó al perro si quería ser su amigo. El perro le contestó que él no necesitaba más amigos. Luego, el ratón se fue triste hacia un río cerca de la carretera. Empezó a llover y el perro no pudo regresar a su casa. El ratón lo escuchó llorar y fue a buscarlo. Le ofreció su ayuda y lo llevó a su casa. El perro y el ratón ahora son grandes amigos.

Habilidades y Destrezas 2

5.2 Para llevar a casa

Dear Family Member,

Read each word together. During a second reading, point the letter *c* with your finger and say whether the sound is *suave* or *fuerte*.

Example: In the word *coco*, the first and third letters have a hard (*fuerte*) sound.

Habilidades y Destrezas 2

5.3 Para llevar a casa

Dear Family Member,

Your student has a new list of spelling words. The purpose of having a list of spelling words each week is to help students improve their spelling and give them the opportunity to practice at home the skills learned during the program.

By reading the stories and practicing spelling words at home, your student will be better prepared for the spelling test.

This review exercise may take you between 5 and 10 minutes. If you prefer, you can practice spelling words the same way students are tested: they read each word once, make a sentence with it, and then repeat the word one more time. There is nothing wrong with students making mistakes. The important thing is that they learn from them.

This week's spelling words are on *Página de actividades 5.2*. Keep in mind that word number 10, *alacena*, is a *Palabra de vocabulario esencial*. In other words, it is a word widely used in Spanish, and therefore it is important for your child to know and learn it.

In addition to this writing and pronunciation exercise, your student will also take home a story that we have read in class. We will continue this practice throughout the year. To work with this reading, you should have your student read the story out loud and, when finished, it is important that you discuss it together. Please remember that any practice or guidance you can give your student will help them read and write better. As always, feel free to contact me if you have any questions.

Habilidades y Destrezas 2

5.4 Para llevar a casa

Dear Family Member,

Encourage your student to read the text out loud and then discuss it. These questions can help you do this: *Antes de leer este cuento, ¿cómo pensabas que era una granja? ¿Qué opinas de no tener que comprar alimentos en el supermercado sino producirlos en sus propias casas? Si pudieras tener un animal de granja en casa, ¿cuál sería? ¿Por qué?*

Habilidades y Destrezas 2

7.3 Para llevar a casa

Dear Family Member,

This is a list of words from a story your student has read at school. We hope that your student continues to enjoy reading stories and that you also take the opportunity to read some stories to them before bed. Telling and reading bedtime stories is a valuable way to improve a student's vocabulary and to ensure their future success in school.

Below are this week's spelling words. As always, practice these words with your student each night. Read the words out loud and have them write them down. You can also ask them to copy each word three times.

Habilidades y Destrezas 2

7.4 Para llevar
a casa

Dear Family Member,

Have your student read the words at the top of the page and then complete each sentence with the correct word. After all the sentences have been completed, ask them to read the words to you again.

Habilidades y Destrezas 2

8.3 Para llevar a casa

Dear Family Member,

Have your student read the words out loud to you. Then, ask them to circle the letters that make up the diphthongs *ia* and *io*. Next, have them use the words to complete the sentences.

Habilidades y Destrezas 2

10.2 Para llevar a casa

Dear Family Member,

Your student read this chapter in class this week. Please have them read it out loud to you.

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11.3

Para llevar
a casa

Dear Family Member,

Have your student read the following chapter to you. Then, have them draw a picture about the chapter "*Ni arroz ni frijoles*" and write a sentence about what they drew.

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13.3

Para llevar
a casa

Dear Family Member,

During foundational skills time this week, we explored diphthongs. Students practiced reading words with diphthongs. A diphthong consists of two vowels together in one syllable. Have your student read the following words out loud and then identify the diphthongs.

15.3

Para llevar
a casa

Dear Family Member,

In this lesson, your student learned the use of the silent 'h'. Below is an activity that you can do with your student at home to practice using this consonant and become familiar with the pronunciation of words that contain the silent 'h' (remind them that it is called the silent 'h' because it does not represent any sound). Cut out the letter cards and place them in a bowl to stir them up in preparation for doing a word search. Read the following sentences to your student and have them identify the word that contains the silent 'h' in each sentence. Then, have them form each one of those words using the letter cards from the word search.

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15.4

Para llevar
a casa

Dear Family Member,

Have your student complete each sentence using the words and adding exclamation marks and question marks where appropriate.