

Grado 1 | 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,

The student read the chapter "*Jaime y Nana*". Read, together with your student, the following text out loud and ask them to underline the diphthong *ai*. At the end of the reading, comment on what you like that *Jaime* also likes: *¿les gustan las aves?*, *¿les gusta bailar?*, *¿les gustan los cactus?*, *¿les gustan las rocas rojas?*

Habilidades y Destrezas 3

2.3 Para llevar a casa

Dear Family Member,

Together with your student, read the chapter "*¡Un gigante!*" from the *Libro de lectura*. Together answer the following questions. Then invite them to copy a sentence from the reading that represents the illustration.

Habilidades y Destrezas 3

4.2 Para llevar a casa

Dear Family Member,

Your student read the chapter "*La visita de Leila.*" Encourage them to read the chapter out loud and discuss it afterwards. The underlined letters are the *au* diphthong that your student learned to identify.

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5.1 Para llevar a casa

Dear Family Member,

Your student learned some common words in different lessons. Have them cut out the syllable cards and shuffle them. Dictate, one by one, the common words *tiene*, *nuestro*, *juego*, *quiero* and have them form the words with the cards. Once they finish, have them point out the diphthongs they contain.

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6.2 Para llevar a casa

Dear Family Member,

Your student learned the sound and writing of words with the diphthong *ie*. Have them cut out the letter cards and, one at a time, make the words *viento*, *piel*, *cielo*, *diez* and *viejo*. As they finish each one, have them point out the diphthong in the word.

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7.2 Para llevar a casa

Dear Family Member,

This is a story your student read in school. Ask them to read it out loud and discuss the reading together.

1. *¿Cómo es el cactus gigante?*
2. *¿Por qué crees que Jaime quiere que su cactus pequeño tenga brazos?*
3. *¿Cuántos años crees que tiene el cactus gigante?*

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7.3 Para llevar a casa

Dear Family Member,

Invite your student to make a drawing about the chapter they read and discussed. Next, ask them to write a sentence that describes what happened in the chapter. Let them use their own words.

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8.2 Para llevar a casa

Dear Family Member,

This story is in the book, *Jaime y el cactus gigante*, that your student is reading in school. Ask them to read it out loud, helping them to identify the verbs that are marked in bold, and discuss the reading together. Use the following questions:

1. ¿Qué dibujo hace Jaime primero?
2. ¿Qué dibujo hace después?
3. ¿Cómo es su último dibujo?

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10.2 Para llevar a casa

Dear Family Member,

Your student has reviewed the /k/ and /s/ sounds in class. Read each of the words in the following list with your student. Ask them to read them again and underline in one color the words that have a /k/ sound in the syllables with *ca*, *co* and *cu*, and then underline in another color the words that have an /s/ sound in the syllables with *ce* and *ci*. Next, ask them to write each word in the corresponding column in the table.

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11.2

Para llevar
a casa

Dear Family Member,

In class we have been practicing writing words with diphthongs. Help your student organize the words on the left to correctly write the sentence in the corresponding box.

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13.3

Para llevar
a casa

Dear Family Member,

Your student answered questions in class about the chapter "*Paseo al parque.*" Now they must answer the following questions individually, based on the content of the chapter. Encourage them to do it.

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14.3

Para llevar
a casa

Dear Family Member,

This is a story your student read in school. Encourage them to read it out loud and talk about it with you.

Habilidades y Destrezas 3

14.4

Para llevar
a casa

Dear Family Member,

Encourage your student to complete the following sentences about the chapter "*Dibujos de los pajaritos.*"

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16.2

Para llevar
a casa

Dear Family Member,

Your student read the chapter "*Las frutas del cactus*," in class. Ask them to read it again and, as they do, identify the vocabulary that is difficult for them to pronounce. When finished, do a demonstration reading by slowly pronouncing the words that your student read with difficulty.

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17.2

Para llevar
a casa

Dear Family Member,

Your student has learned to read words with diphthongs and hiatuses. Your student should be able to read the following words after practicing them. Have them cut out the word cards. Show them the cards and ask them to read them. Encourage your student to read the words by separating them into syllables and then read the entire word together. As an extension of this activity, have them copy the words onto a sheet of paper. Save the word cards for future practice.