



Home-School Connection

Word Workout



VOCABULARY

neighborhood equipment

Try to take a walk around your neighborhood, or discuss stores and other places in the community. Have your child tell details about the type of equipment found at one or more places.

MY WORDS TO KNOW

High-Frequency Word: are

In large print, write the word **are** on a piece of paper. Read the word with your child. Have your child finger-trace the word as she or he says the letters. Then make up sentences together that begin *We are* _____.

Concept Words: sequence words

first, last, next

Line up three stuffed animals or toys. Ask your child: Which one is **first**? Which one is **next**? Which one is **last**? Reorder the animals and repeat. Find other objects to place in order.

Dear Family Member:

This week we are reading *Russ and the Firehouse*. It's about a boy named Russ who visits his uncle in a firehouse. Russ gets to help his uncle. He helps clean the fire truck! I'm learning that every book has a main idea. It's what the book is mostly about. Details tell more about the main idea. This book is about a firehouse. The details tell us what is in a firehouse.



This Week's Skills

Comprehension: main idea and details

High-Frequency Word: are

Concept Words: sequence words

Phonics: h

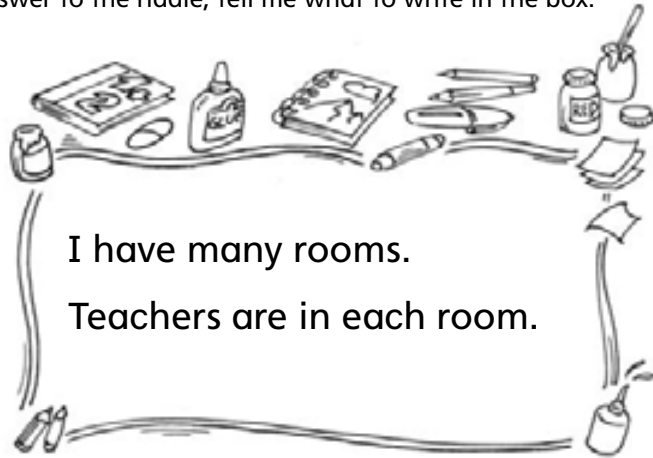
Let's **hunt** for words in our **home** that begin with the letter **h**.

Name _____

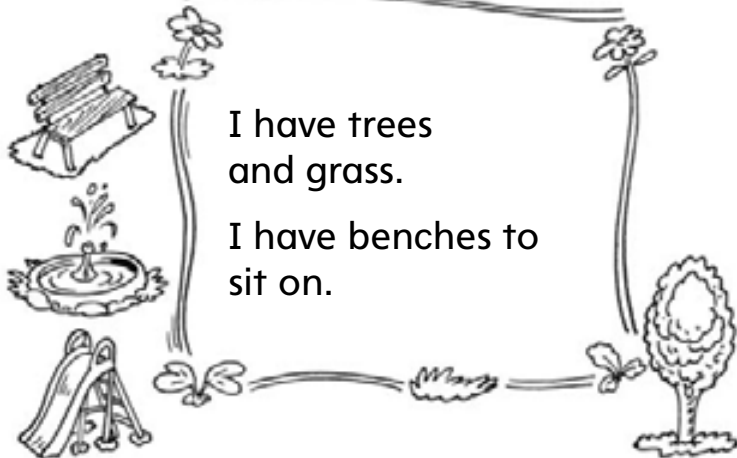
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What Am I?

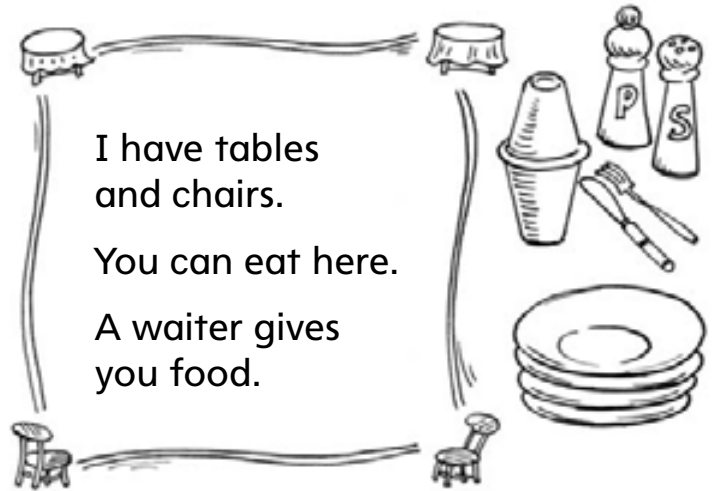
We are going to answer riddles. When you know the answer to the riddle, tell me what to write in the box.



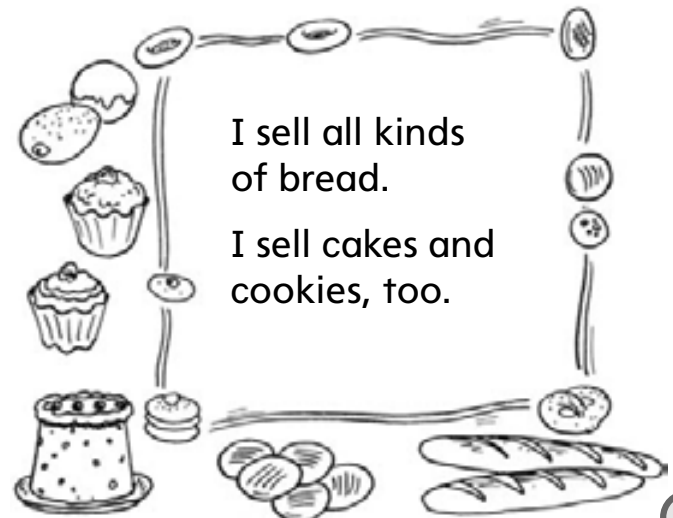
I have many rooms.
Teachers are in each room.



I have trees
and grass.
I have benches to
sit on.



I have tables
and chairs.
You can eat here.
A waiter gives
you food.



I sell all kinds
of bread.
I sell cakes and
cookies, too.



Conexión con el hogar

Ejercicio de palabras



VOCABULARIO

neighborhood equipment

Dé una vuelta alrededor de su barrio o platique sobre tiendas y otros lugares de la comunidad con su niño. Haga que su niño le cuente detalles sobre los tipos de equipo que se pueden encontrar en uno o más de esos lugares.

MIS PALABRAS

Palabra de uso frecuente: are

Escriba la palabra **are** en letras de imprenta grandes en una hoja de papel. Lea la palabra con su niño. Haga que su niño trace la palabra con el dedo a medida que va diciendo las letras. Luego formen juntos oraciones que comiencen con *We are* _____.

Palabras de concepto: palabras que indican orden

first, last, next

Ponga en fila tres animales de peluche o juguetes. Pregúntele a su niño: *Which one is first? Which one is next? Which one is last?* Cambie el orden y repita. Haga lo mismo con otros objetos.

Queridos familiares:

Esta semana estamos leyendo *Russ and the Firehouse*. Trata de un niño llamado Russ que va a visitar a su tío en la estación de bomberos. Russ ayuda a su tío. ¡Lo ayuda a limpiar el camión de bomberos! Estoy aprendiendo que todos los libros tienen una idea principal, que es sobre lo que trata el libro. Los detalles nos dan más información sobre la idea principal. Este libro trata de una estación de bomberos. Los detalles nos explican qué hay en la estación.



MIS DESTREZAS DE LA SEMANA

Comprensión: idea principal y detalles

Palabra de uso frecuente: are

Palabras de concepto: palabras que indican orden

Fonética: h

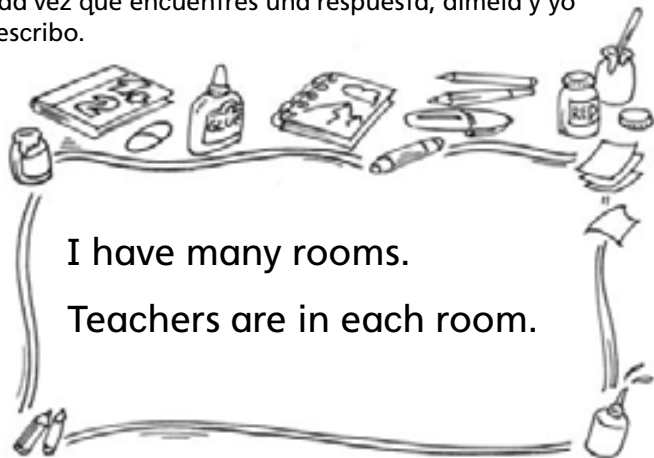
Vamos a buscar palabras que comiencen con la letra **h** en nuestro **hogar**.

Nombre _____

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¿Qué soy?

Vamos a averiguar las respuestas de estas adivinanzas.
Cada vez que encuentres una respuesta, dímela y yo la escribo.



I have many rooms.

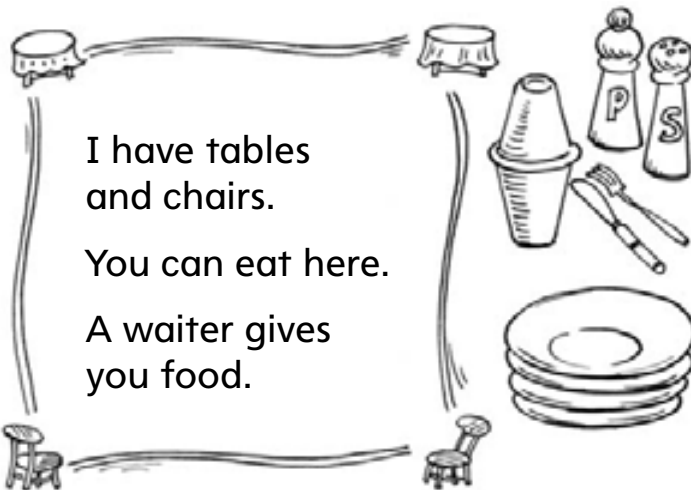
Teachers are in each room.



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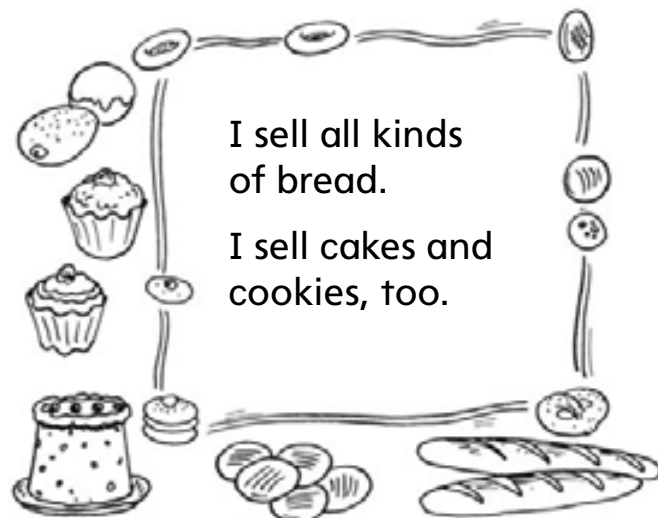
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Koneksyon lakay ak lekòl

Egzèsis sou mo



VOKABILÈ

neighborhood equipment

Eseye fè yon ti mache nan vwazinaj ou an, oswa diskite sou kèk magazen ak lòt kote nan kominote a. Fè pitit ou a rakonte kèk detay konsènan kalite ekipman ou jwenn nan youn oswa plizyè kote.

MO POU M KONNEN

Mo yo itilize souvan : **are**

An gwo karaktè, ekri mo **are** sou yon moso papye. Li mo a avèk pitit ou an. Fè pitit ou an trase mo a avèk dwèt li pandan l ap di lèt yo. Ansuit konpoze yon fraz ansanm ki kòmanse ak *We are* _____.

Mo konsèp : mo ki endike sekans

first, last, next

Aliyen twa nounous oswa jwèt. Mande pitit ou an : Kiyès ladan yo ki **first** ? Kiyès ladan yo ki **next** ? Kiyès ladan yo ki **last** ? Remete nounous yo nan lòd epi fè sa ankò. Chèche lòt objè pou mete yo nan lòd.

Chè manm fanmi :

Semèn sa a n ap li *Russ and the Firehouse*. Istwa sa a se konsènan yon tigason ki rele Russ ki al vizite tonton l nan yon kazèn ponpye. Russ jwenn yon mwayen pou l ede tonton l. Li ede tonton an netwaye kamyon ponpye a ! M ap aprann chak liv genyen yon ide prensipal. Se sou sa liv lan pale plis. Detay yo pale plis konsènan ide prensipal la. Liv sa a pale konsènan yon kazèn ponpye. Detay yo pale nou konsènan ki sa ki nan yon kazèn ponpye.



Teknik pou semèn sa a

Konpreyansyon : ide prensipal ak detay

Mo yo itilize souvan : **are**

Mo konsèp : mo ki endike sekans

Fonik : **h**

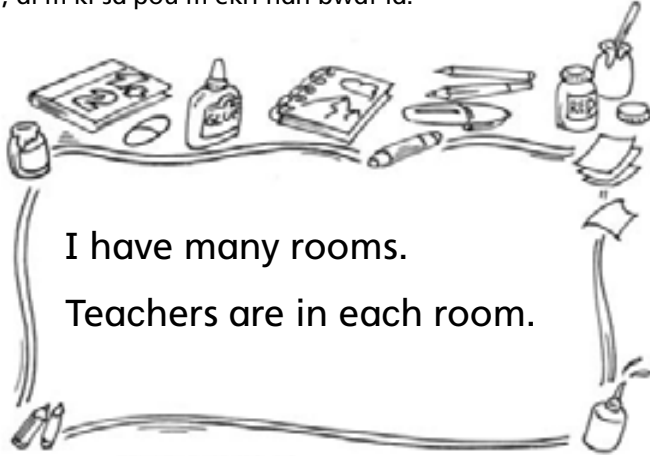
Annou fè lachas dèyè mo ki kòmanse ak lèt **h** nan kay nou an.

Non _____

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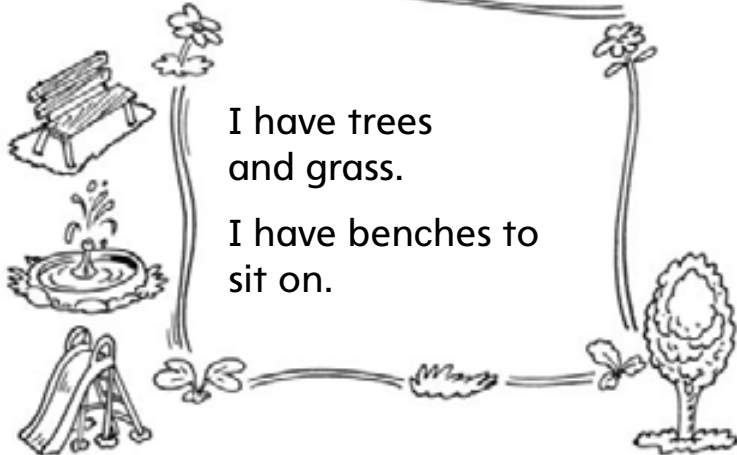
Ki sa mwen ye ?

Nou pral reponn kèk devinèt. Lè w konnen repons devinèt lan, di m ki sa pou m ekri nan bwat la.



I have many rooms.

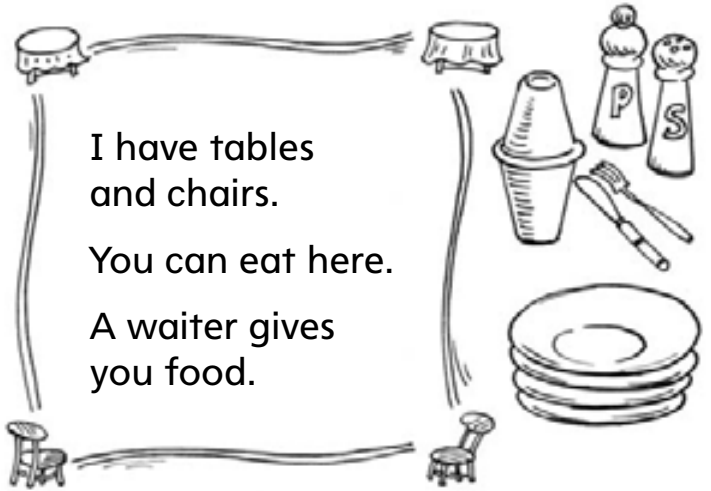
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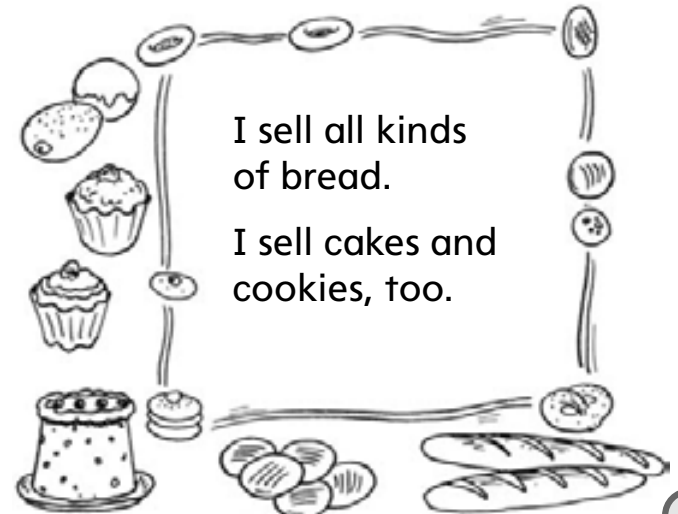
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