

Dear Families,

Your child is learning to **count up to ten objects**. You can help your child learn to count by practicing together at home.

Here are some activities to try to help your child learn to count:

1. Look at family pictures with your child. Count everyone in a picture, or count the number

of boys, girls, relatives, or friends.

2. **Count things you pass** (signs, red cars, trucks, bridges) while riding in the car or on the



Querida familia:

Su niño está aprendiendo a **contar hasta diez objetos**. Usted puede ayudar a que su niño aprenda a contar practicando juntos en la casa.

Éstas son algunas actividades que pueden hacer para que su niño aprenda a contar:

1. Mire fotos de familia con su niño. **Cuenten a todos los que aparecen en la foto**, o cuenten el número de niños, niñas, parientes o amigos.



Dear Families,

aloud by practicing some simple counting activities together at home. First, help your child learn to count from zero to ten. Then, work on the next ten numbers, eleven to twenty.

Here are some activities to try together to help your child learn to count:

1. Count from zero to ten or from zero to twenty for your child. **Have your child repeat the numbers after you.** When your child knows the order from memory, recite one or two



Querida familia:

Si su hijo está aprendiendo a contar en voz alta de memoria, Usted puede ayudarle a

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Dear Families,

Your child is learning how to **read the numerals 0-100**. We are working on saying the number

name while looking at the related numeral. You can help your child learn how to read the numerals



Querida familia:

los números mientras vemos el número escrito. Usted puede ayudar a que su niño aprenda a leer

Dear Families,

Your child is learning what quantity each numeral from 0-10 represents. For example,

four items represent the numeral 4. You can help your child by practicing at home.

Here are some activities to try:

1. Make a set of **numeral flashcards**, using index cards or pieces of cardboard. Write a numeral from 0-10 in large print on each flashcard. Hold up a numeral flashcard, and ask your child to draw that many objects. You might hold up a numeral flashcard and ask your child to clap or

2. **Prepare a short shopping list for your child.** Draw a picture to represent each item.



Querida familia:

Su niño está aprendiendo qué **cantidad representa cada número del 0 al 10**. Por ejemplo, cuatro artículos representan el número 4. Usted puede ayudarlo practicando en la casa.

1. Lleve una copia de tarjetas ilustrativas con referencias usando fichas o pedacitos de cartón.

Escriba un número del 0 al 10 con trazos grandes en cada tarjeta. Levante una tarjeta numérica



Dear Families,

Your child is working on **writing numerals in order**. There are many things you can do at

when working with your child:

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

Here are some activities to try with your child:

1. Make a **numeral tracing card**. Use a 9" × 12" sheet of heavy-grade paper or cardboard. Write the numerals 0–9 on the card. Cut a piece of tracing paper over the card, and have your



Su niño está aprendiendo a **escribir números en orden**. Son muchas las cosas que usted puede hacer en el hogar para ayudar a su niño en el desarrollo de esta destreza tan importante. Use las siguientes líneas de números como guía al trabajar con su niño:

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

1. Haga una **tarjeta de trazado de números**. Use una hoja de 9" x 12" de papel grueso o cartón. Escriba los números del 0 al 9 en la tarjeta. Fije una hoja de papel de calcar sobre la tarjeta y pida a su niño que trace cada número.
2. **Escriba los números del 0 al 9 con líneas punteadas** en una hoja de papel. Diga al

Children must be able to see differences before they can learn to read. Your child is working with the following concepts to help **develop an understanding of these differences:**

- | | | |
|---------------|--------------|-----------------|
| 1. big/little | 7. fast/slow | 13. wide/narrow |
|---------------|--------------|-----------------|

- | | | |
|----------------|------------------|----------------|
| 3. full/empty | 9. long/short | 15. many/few |
| 4. heavy/light | 10. large/small | 16. huge/tiny |
| 5. tall/short | 11. deep/shallow | 17. most/least |
| 6. fat/thin | 12. thick/thin | |



Querida familia:

Los niños deben ser capaces de distinguir diferencias antes de aprender a leer. Su niño está trabajando con los siguientes conceptos que serán útiles para **desarrollar la comprensión de estas diferencias.**

- | | | |
|-------------------|------------------|-------------------|
| 1. grande/pequeño | 7. rápido/lento | 13. ancho/angosto |
| 2. uno/uno más | 8. todos/ninguno | 14. más/menos |
| 3. lleno/vacío | 9. largo/corto | 15. muchos/pocos |



Dear Families,

It is important that children learn **directional/positional concepts**. This is an important step in getting ready to read. Your child is working with the following concepts:

- 1. ~~above/below~~
- 8. ~~forward/backward~~

- 2. front/back
- 3. in/out
- 4. behind/in front of
- 5. bottom/top
- 9. away from/toward
- 10. low/high
- 11. above/below
- 12. center/corner

- 7. up/down
- 14. right/left of others

Here are some activities to try with your child:



Querida familia:

Es importante que los niños aprendan **conceptos de dirección y posición**. Éste es un paso fundamental de la preparación para la lectura. Su niño está trabajando con los siguientes conceptos:

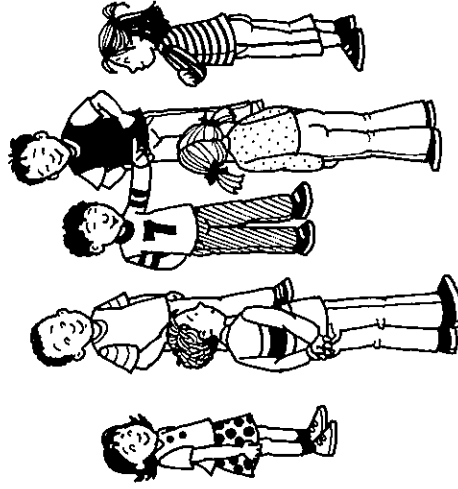
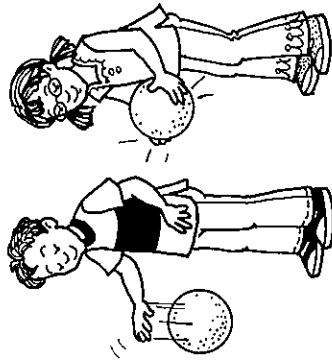
- 1. cerrado/abierto
- 2. anterior/posterior
- 8. hacia delante/hacia atrás
- 9. lejos/cerca



[The main body of the page contains multiple lines of text that are heavily obscured by black redaction bars. Only a few faint characters are visible, including '12' at the bottom left and '1' in the middle of the page.]

MY LEARNING PLAN

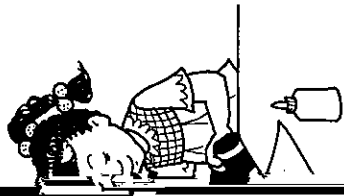
I am learning to say
numbers in order.



1, 2, 3, 4



S.



MY LEARNING PLAN

I am learning what
numerals stand for.

