

Should My Students Read the Same Book in Both Languages?

by [multilingualmania](#) on August 9, 2010

in [Bilingual Ed 101](#), [Bilingual Education](#), [Bilingual Language Development](#), [bilingual teachers](#), [Bilingualism](#), [Instructional Strategies](#), [Literacy and Biliteracy](#)

Dear Multilingual Mania,

I teach in a second grade bilingual classroom and I was wondering if you could help me out with a question that I have about teaching reading. We teach language arts in Spanish, and we are also supposed to teach language arts in English since we are getting kids ready to begin to transition into all English starting in fourth grade. My partner teacher is suggesting that we read the same exact books in both English and Spanish, and that we also have students translate what they write in Spanish into English so that they have practice also writing in English. What are your thoughts about this suggestion? Thank you, Lisa

Hi Lisa,

In order to build high levels of biliteracy, it's not necessary that students read the same exact text in both languages. What is more important is that similar reading strategies and skills are taught when reading different texts in both languages. For example, if you are reading a story in Spanish and focusing on the reading comprehension skill of "sequence of events", you can read a completely different story in English and focus on the same skill of "sequence of events". Another suggestion is that you can also read a completely different nonfiction text in English and focus on "sequencing"-such as in the sequencing of the life cycle of a butterfly. Sequencing is sequencing, no matter which language or which text is used. If students can sequence in one language, they will be able to sequence in another language.

Another strategy that you can use to build biliteracy and high levels of proficiency in both languages is to read similar books and stories between the two languages. For example, when studying about the theme of "Cinderella Tales Around the World", you might read [Estrellita de Oro](#) and other Cinderella versions in Spanish, while reading a variety of [Cinderella stories](#) in English. During instruction in both Spanish and English, you can focus on the skill of story structure, teaching about the characters, setting (i.e. where the story takes place), sequence of events, etc. Then you can compare and contrast the different versions that you have read in each language!

When writing, it's also recommended that you focus on similar skills, structures and themes between the two languages rather than having students translate the exact same text that they wrote into another language. If you are studying seals in English and want students to write a paragraph about their life cycle, habitat, adaptations, and other important information, then it makes perfect sense to study similar topics about an entirely different animal that they can write about in English!

It promotes higher levels of metalinguistic awareness (i.e., "thinking about language") when we focus on similar strategies and themes between the languages, rather than reading the same exact text in both languages. Not to mention that some students might think it is boring to read the same books in both languages and translate their writing. It's entirely possible that some students might tune out when reading in one language because they know that they will be able to read the book in the other language!

I hope this helps!
Melanie

10 Games Perfect for Your Bilingual Family Game Night

It can sometimes be a challenge to find board games and family activities that help you promote bilingualism in your household. Here are 10 perfect games for a night in with family, whether you're speaking Spanish, English or both. Even abuelita will have a great time!

Chinese checkers

Many bilingual families know this game of strategy as Damas Chinas. Fun facts about this game: It doesn't originate from China and it's not like checkers at all! Designed for two to six players, the object of the game is to get all your marbles to the opposite side before your opponents. New versions of the board offer pegs instead of marbles, making it easier for younger kids to hold and play.

Dominoes

A tactical game for two or more player. There are even special designs for kids who are old enough to start matching pictures, numbers or objects and it's great for practicing numbers in both languages. Mexican train dominoes are also a fun variation of this traditional game.

Hedbanz

One of the newer games in town has Latino families hooked! Perfect for bilingual families who want to include all ages, the simple game of "Who am I?" has everyone guessing in any language. All you need is two to six players and a fun evening awaits.

Lotería

The preferred bingo game of almost every Mexican household, lotería can be played with three players or 10! Some families even buy a second set and have more people join. Now that's a family game night!

One Up!

It's exciting when you can turn a game around and play it in Spanish as well as English! One Up is similar to Scrabble, except you can steal your opponents' words by adding a letter to create a new word—and it is easier for families with younger kids. It can be played anywhere, too. This game is perfect for new spellers and vacationing with the whole extended family!

Pick-up sticks

A game known around the world, pick-up sticks can be played in any language and remains as popular as ever.

Spot It!

Another newer game that will definitely stand the test of time is Spot It! This visual perception game, for two to eight people, has five different challenge levels. This game is easy to carry around as well, which makes it perfect when visiting toda la familia, and can be an excellent way for the kids to build vocabulary in both languages.

Table Topics Spanish Edition

Table Topics is an awesome game for casual or impromptu game nights, and a great conversation starter for the whole familia. Just pick up a card and listen to what everyone has to say about life's thought provoking questions. The red cards are the "original" questions and the green ones are all about family. It's great to hear older generations tell remarkable stories!

Zingo Spanish Edition

A must have for every bilingual family; Zingo's tiles are in Spanish on one side and English on the other. This bingo-like game is for two to six players, ages 4 and up.

Scrabble

Every family should have a Scrabble board in the game closet. Whether you have younger kids just learning to spell, or older kids who can play with the regular board in one language or the other, there's a Scrabble board for everyone. If your niños are just learning Spanish, you can make teams so the adults can help out.



Please write your name.

Name



Please draw a picture of your family.

My Family



Escribe tu nombre.

Nombre



Dibuja a ti y tu familia.

Mi Familia

Palabras de alta frecuencia para Kinder

a	me
como	mi
con	no
de	osito
el	papá
en	pero
eres	qué
es	soy
está	tengo
la	tu
le	usted
mamá	y
más	yo

Palabras de alta frecuencia-Primer grado

abuela	afuera	al	algo
allí	amigo	antes	así
bien	blanco	bonito	bueno
burro	calle	chiquito	claro
comer	cosas	crecer	cual
cuando	cuánto	del	después
digo	dió	dos	ella
escribir	ese	estaba	esto
estoy	feo	fin	flores
frío	fue	gato	gente
grande	gustar	han	hasta
hay	hombre	hormiga	huevo
jardines	kilo	lado	lleno
llevar	lugar	luna	mi
mío	mirando	mucho	muy
nada	nadar	nos	nuestro
olla	otro	partes	patito
pero	piedra	pingüino	playa
por	porque	primero	pronto
pues	quién	rápido	saber
sacapuntas	semilla	solo	su
tan	taxi	tenían	todo
triste	tuyo	un	vamos
ventana	ver	verde	vez
vi	viento	visto	ya

Palabras de alta frecuencia-Segundo grado

agua	algo	algún	amable
animales	año	árbol	aquí
aún	aunque	azúcar	bebé
blanco	cabeza	caja	camino
canción	cerca	cocina	comprar
conmigo	contento	correr	cuento
ciudad	demasiado	dentro	desde
después	encontrar	enfermo	entonces
entrar	entre	escuchar	escuela
estrella	explicar	felizmente	fiesta
fruta	fueron	ganar	gato
globo	hablar	hacer	hacia
hallar	hermano	hombre	hoy
idea	imposible	jardín	jugar
lapiz	libro	luego	malo
manzana	manana	mejor	mientras
muchísima	muñeco	música	ni
niño	noche	nube	nuevo
nunca	ojo	otro	padre
pájaro	papel	pasos	personas
pie	poco	pollo	querer
radio	rico	rojo	siempre
sigue	sobre	sombrero	sueno
suyo	también	tanto	tarde
tocar	trabajo	triste	ver

Sílabas que debo saber en Kinder

Padres: Los estudiantes deben saber leer y escribir las sílabas de la consonante marcada si se le señalan en desorden (leer) o se le dictan (escribir).

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<input type="radio"/>	z	za	ze	zi	zo	zu

Elkonin Boxes for Spanish High Frequency Words to be used in Small Reading Groups

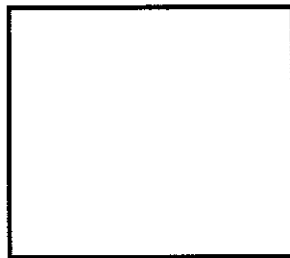
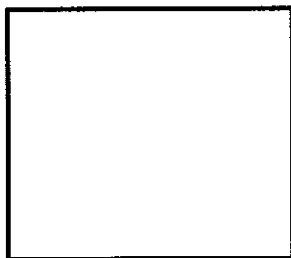
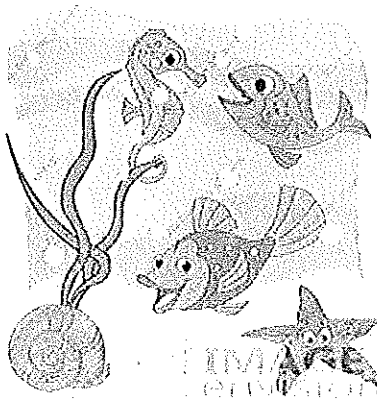
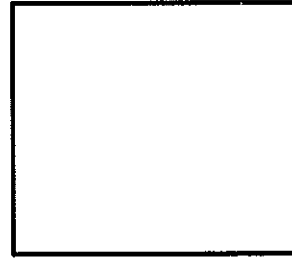
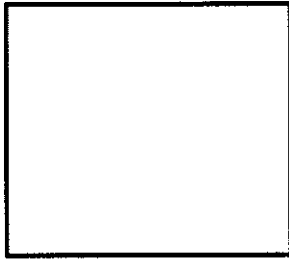
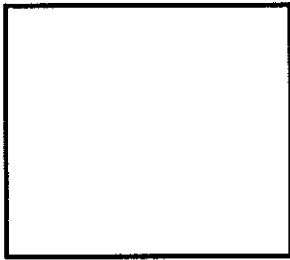
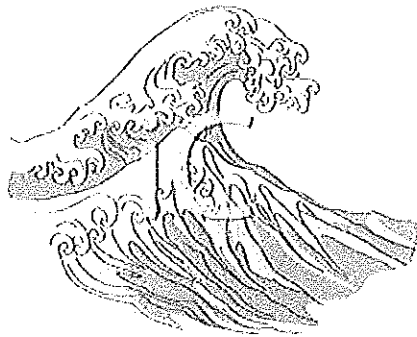
I have used these in my small groups when working on segmenting words into individual sounds or syllables. Just print, cut, and laminate so many students can practice them at a time or print as many copies as needed so all the group members can do it together. By having a box ready for each letter sound, it helps students hear ALL the parts of the word and focus on each individual sound. I have used it to just practice beginning sounds, ending sounds, and even middle sounds. I have also used it with colored cubes to represent each sound with my Kinders and move to writing the letter in each box as they get comfortable.

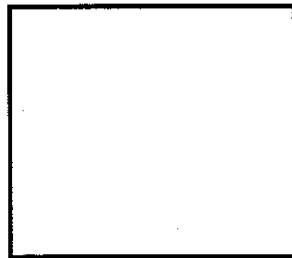
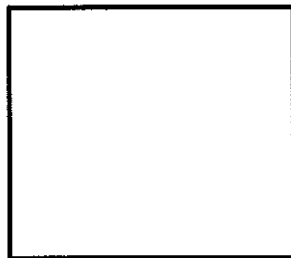
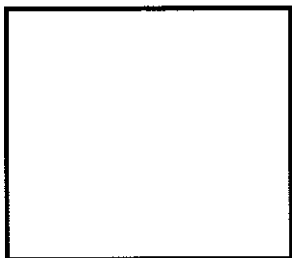
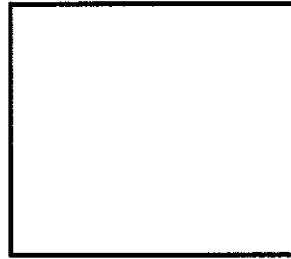
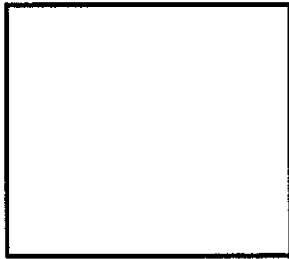
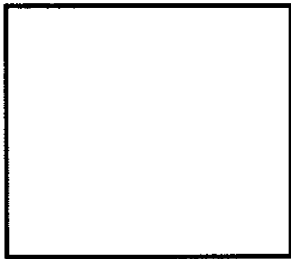
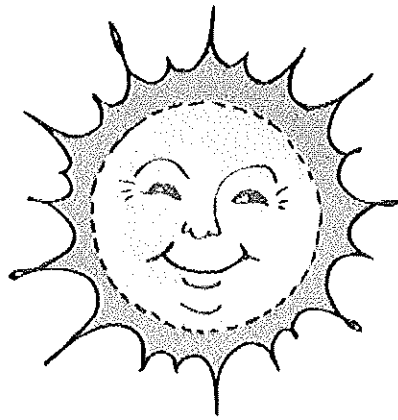
Vocabulary used: ola, mar, sol, sopa, nube, pavo, rana, vaca, mesa, mano, gato, niño, nido, dos

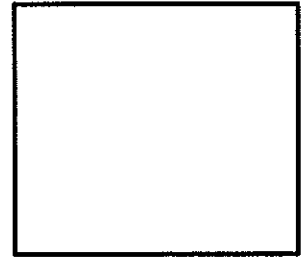
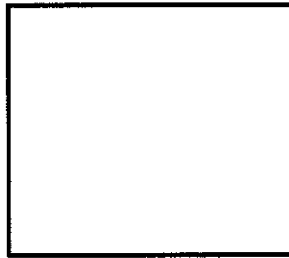
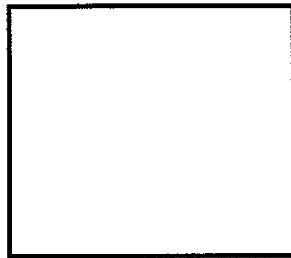
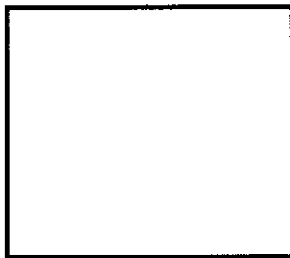
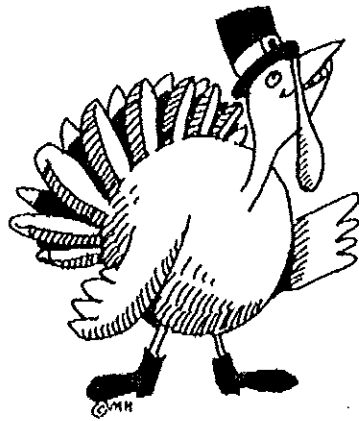
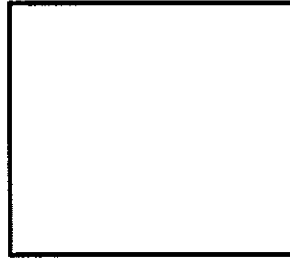
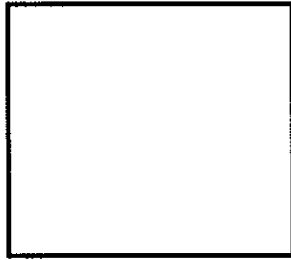
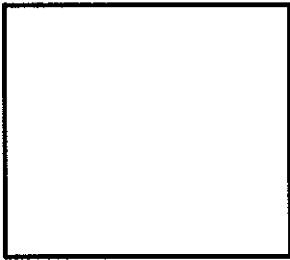
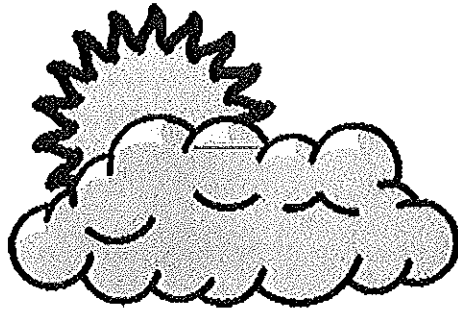
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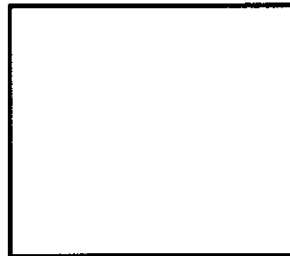
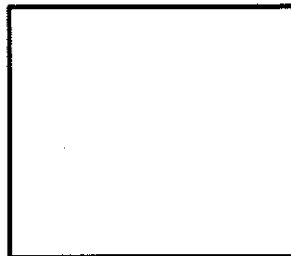
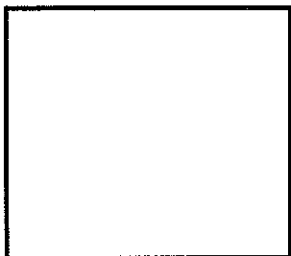
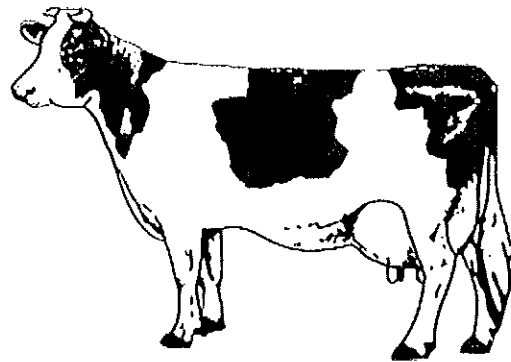
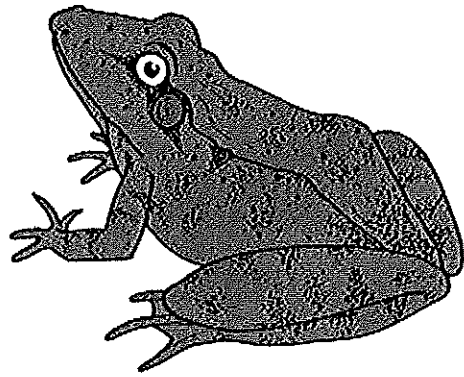
Sra. Hedberg

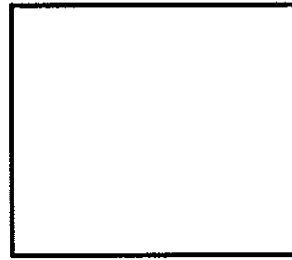
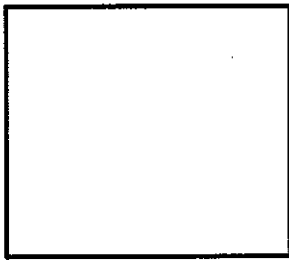
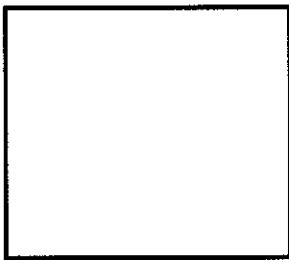
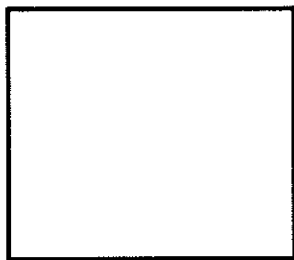
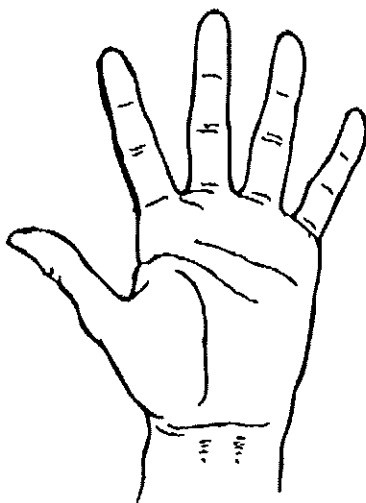
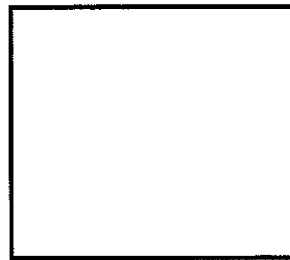
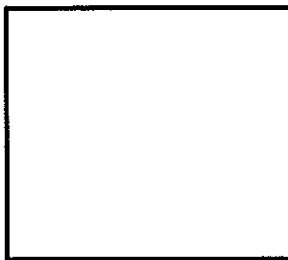
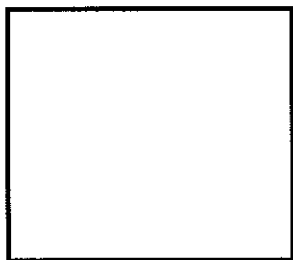
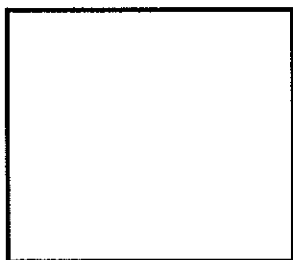
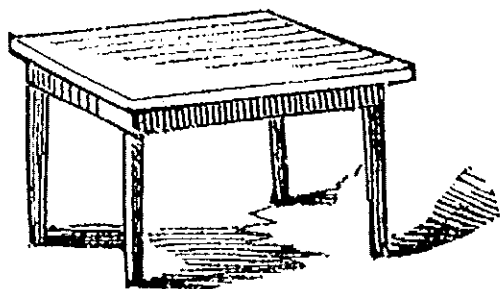
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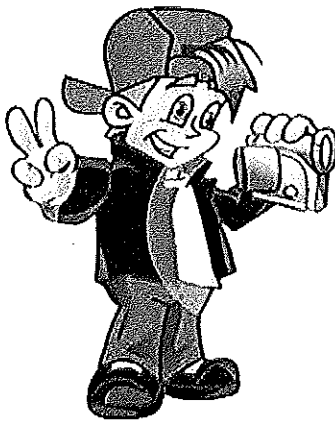
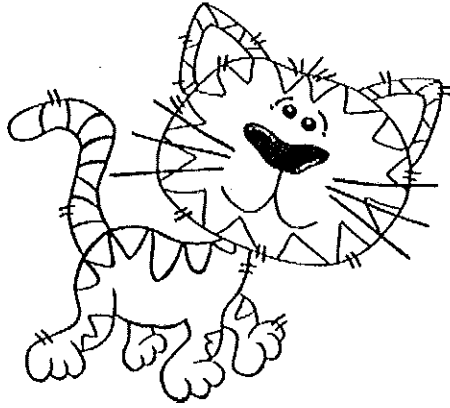




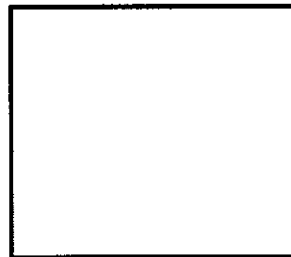
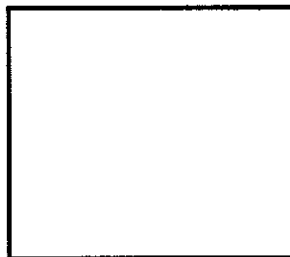


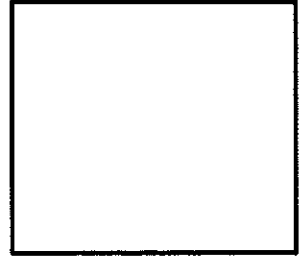
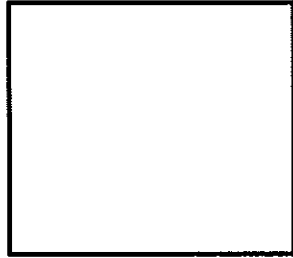
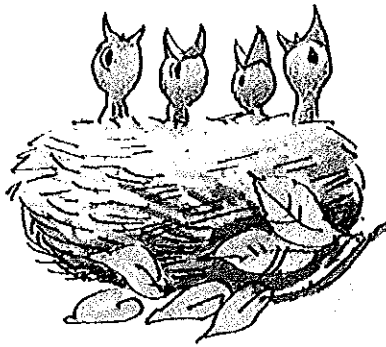




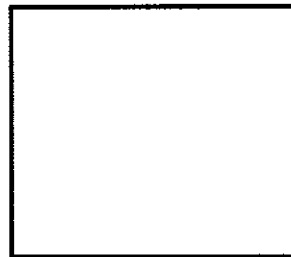
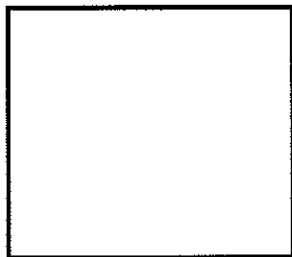
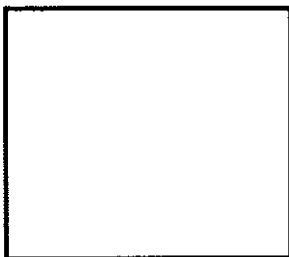


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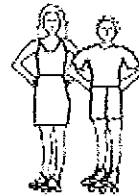
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1,2,3...



Spanish Language Word Book



By _____

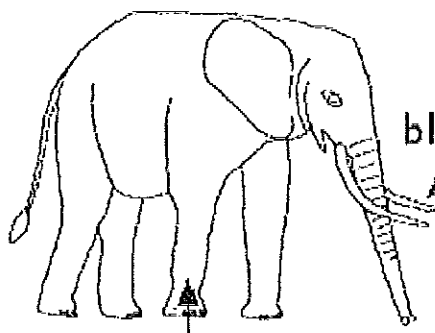
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Los Números - The Numbers

numbers

cero	0	zero
uno	1	one
dos	2	two
tres	3	three
cuatro	4	four
cinco	5	five
seis	6	six
siete	7	seven
ocho	8	eight
nueve	9	nine
diez	10	ten
once	11	eleven
doce	12	twelve

Los Colores - The Colors



blanco (white)



rojo (red)

gris (gray)

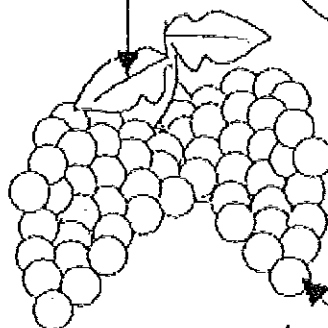


azul (blue)



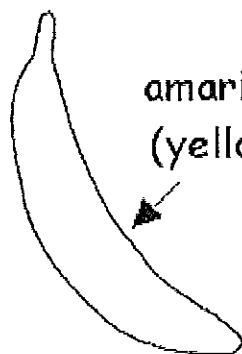
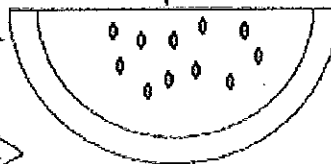
marrón
(brown)

verde (green)



morado (purple)

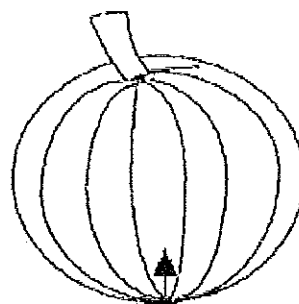
rosa (pink)



amarillo
(yellow)



negro (black)

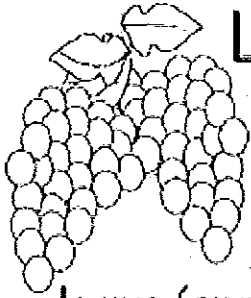


naranja (orange)

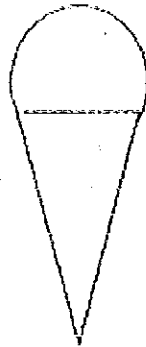
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colors

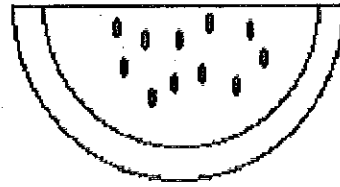
Los Alimentos - The Food



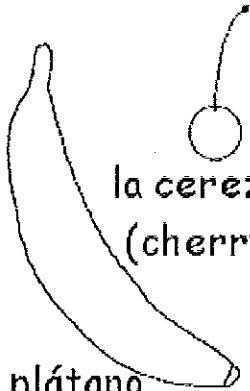
la uva (grapes)



el helado (ice cream)



la sandia (watermelon)



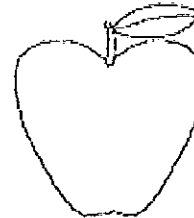
el plátano (banana)



la cereza (cherry)



los dulces (candies)



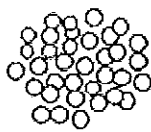
la manzana (apple)



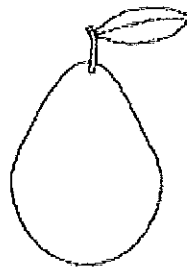
el queso (cheese)



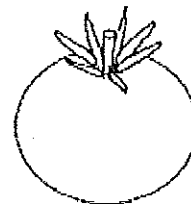
la fresa (strawberry)



los guisantes (peas)



la pera (pear)



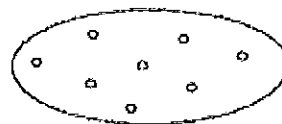
el tomate (tomato)



la cebolla (onion)



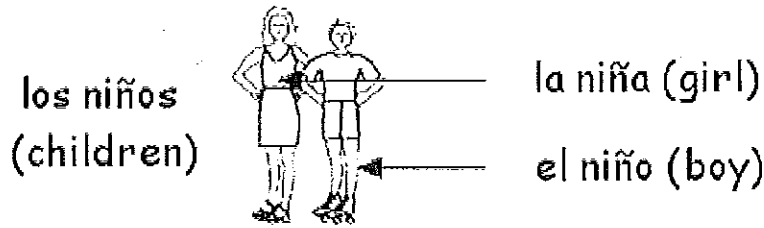
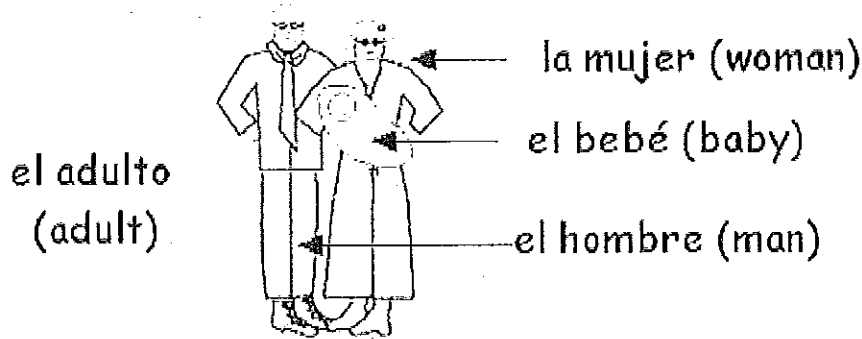
el maiz dulce (corn)



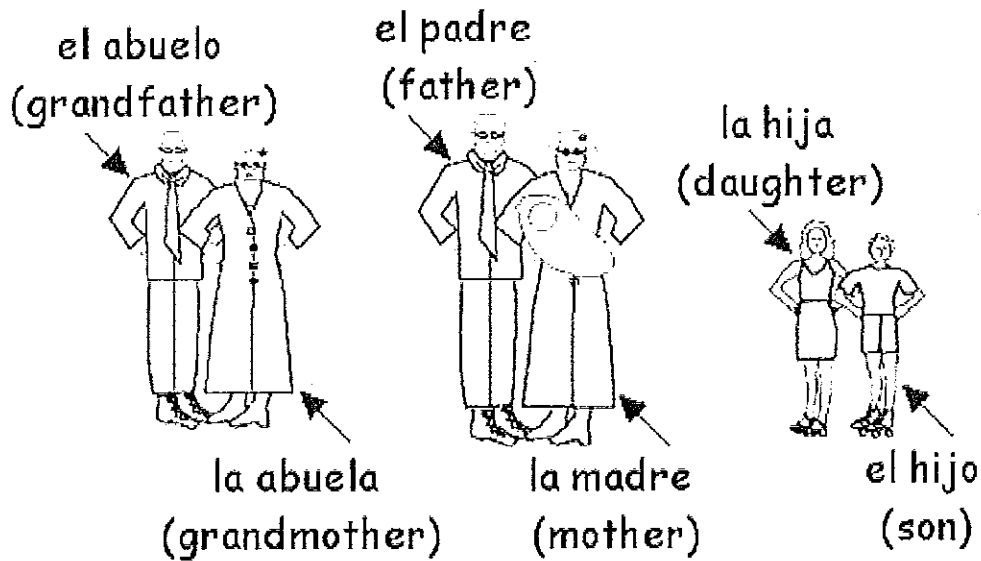
la papa (potato)

food

La Gente - The People

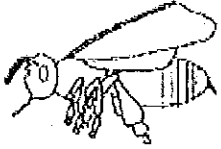


la familia (the family)

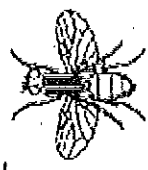


people

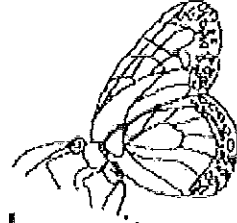
Los Animales - The Animals



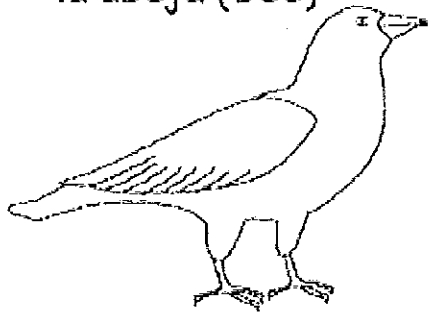
la abeja (bee)



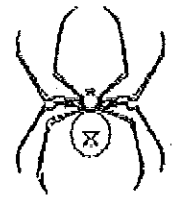
la mosca (fly)



la mariposa (butterfly)



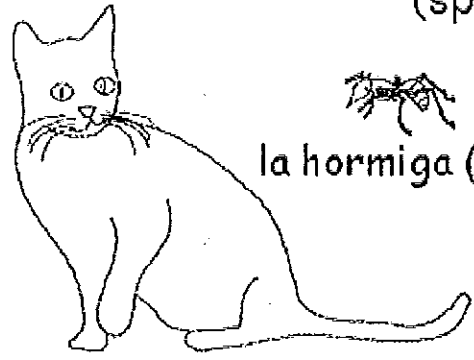
el pájaro (bird)



la araña (spider)



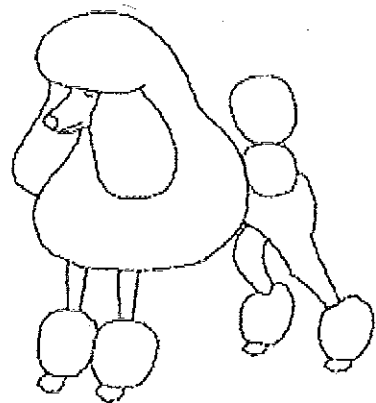
el mosquito (mosquito)



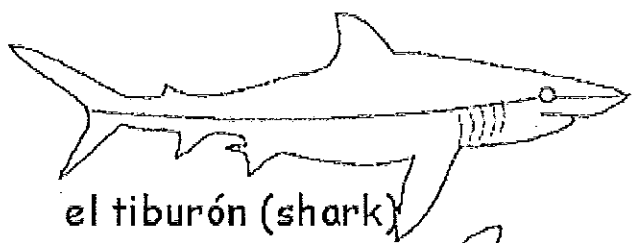
el gato (cat)



la hormiga (ant)



el perro (dog)



el tiburón (shark)



el pez (fish)

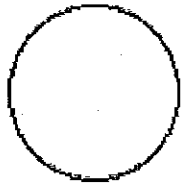


la ballena (whale)

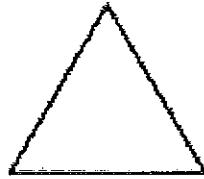
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animals

Las Formas - The Shapes



el círculo
(circle)



el triángulo
(triangle)



el cuadrado
(square)



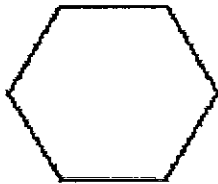
el rectángulo
(rectangle)



el corazón
(heart)



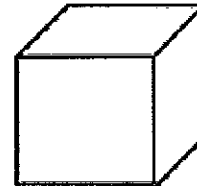
el óvalo
(oval)



el hexágono
(hexagon)

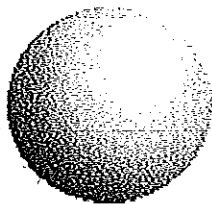


la estrella
(star)

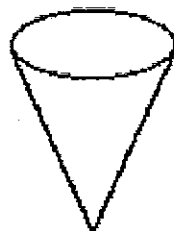


el cubo (cube)

shapes



la esfera
(sphere)



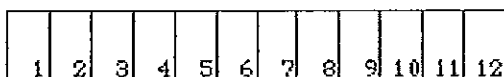
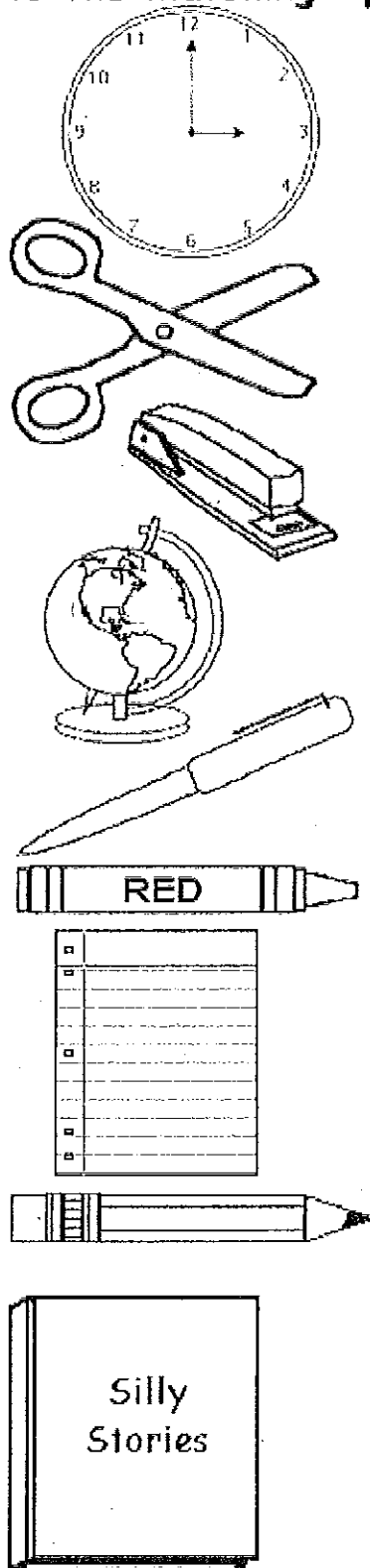
el cono (cone)



la pirámide
(pyramid)

Draw a line from each picture to the matching Spanish word.

Name _____



las tijeras

el reloj

el globo

la engrapadora

el bolígrafo

el crayón

el lápiz

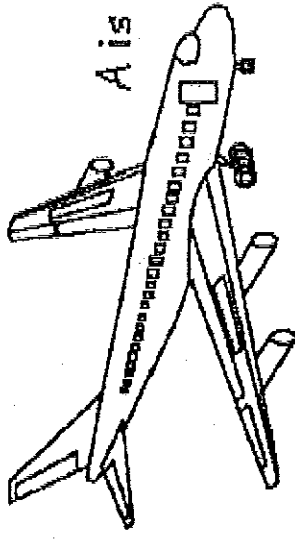
el libro

la regla

el papel

©EnchantedLearning.com

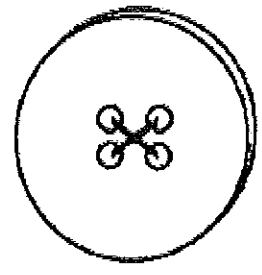
A, B



A is for airplane.

A es para avión.

cut



B is for button.

B es para botón.

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A es para...

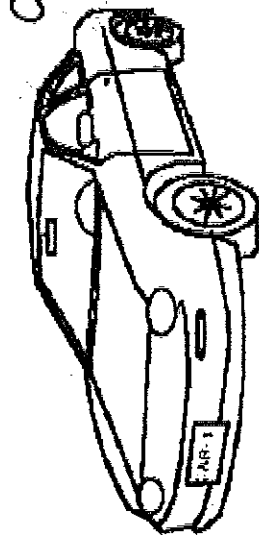
A is for...

Un libro en español e ingles.
A book in Spanish and English.

By _____

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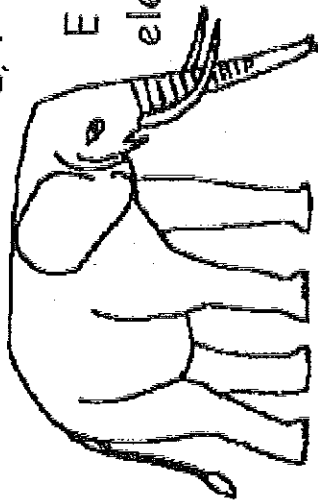
C, D



C is for car.

C es para carro.

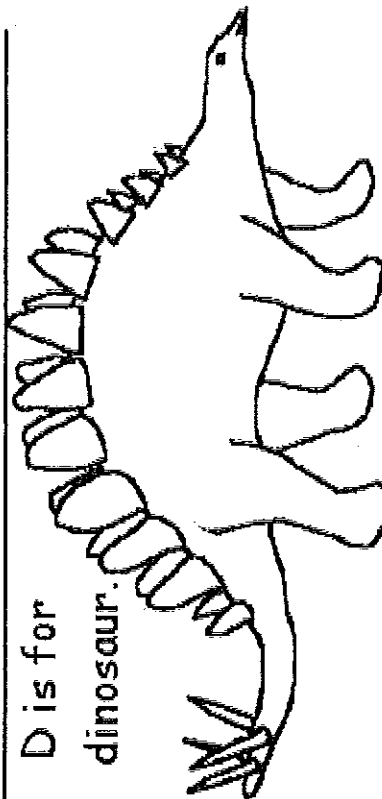
E, F



E is for elephant.

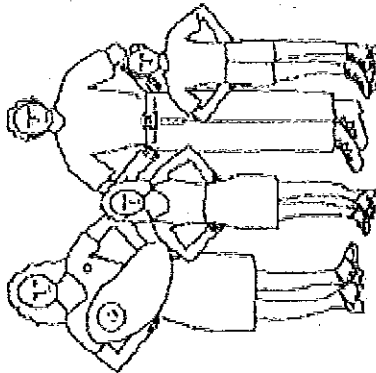
E es para elefante.

D is for dinosaur.



D es para dinosaurio.

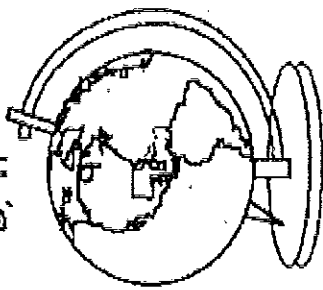
F is for family.



F es para familia.

cutte cut

G, H

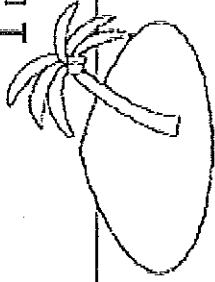


G is for globe.

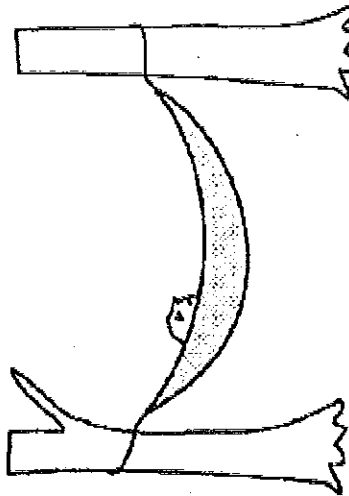
G es para globo.

I, J

I is for island.

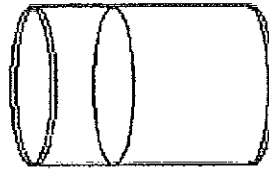


I es para isla.



H is for hammock.

H es para hamaca.

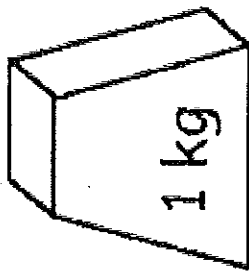


J is for juice.

J es para jugo.

cutte cut

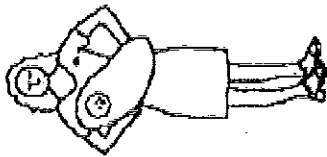
K, L



K is for kilogram.

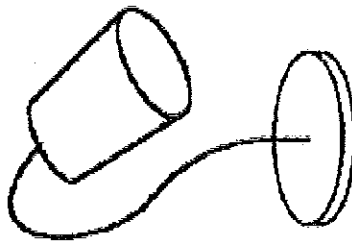
K es para kilogramo.

M, N



M is for mother.

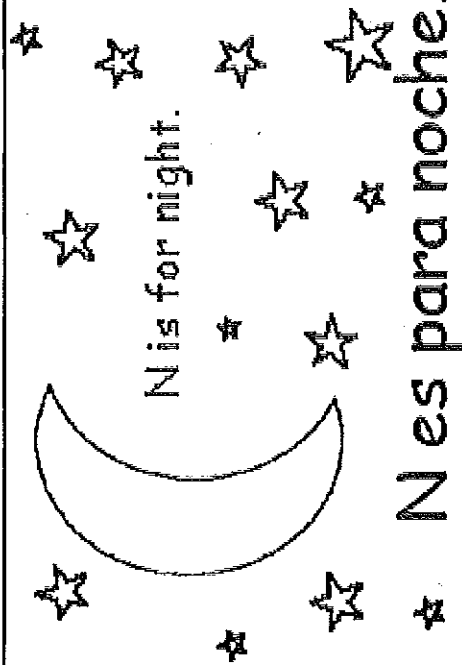
M es para madre.



L is for lamp.

L es para lámpara.

cut



N is for night.

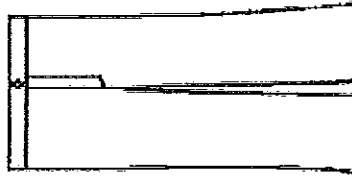
N es para noche.

O, P



O is for ocean.

O es para océano.



P is for pants.

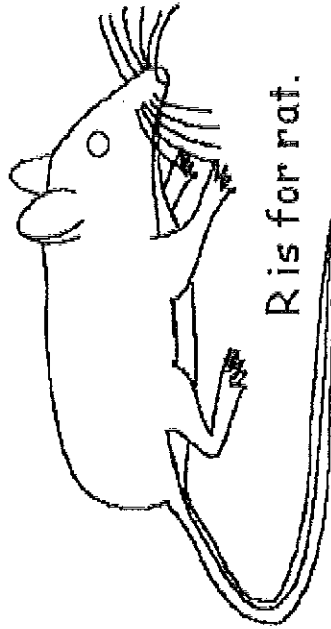
P es para pantalones.

Q, R



Q is for quintuplet.

Q es para quintillizo.

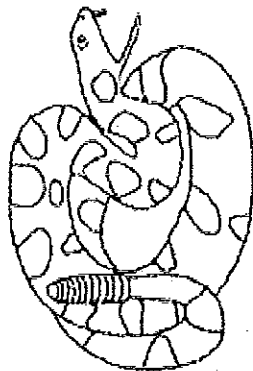


R is for rat.

R es para rata.

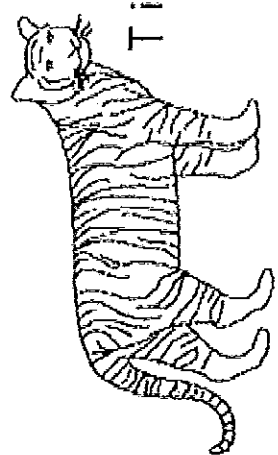
cutte cut

S, T



S is for snake.

S es para serpiente.



T is for tiger.

T es para tigre.

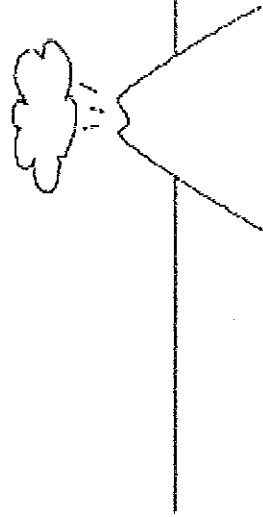
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U, V



U is for unicorn.

U es para unicornio.



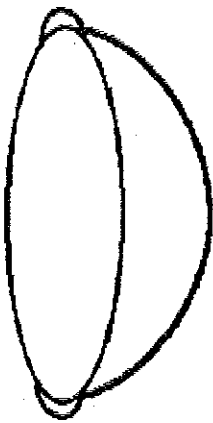
V is for volcano.

V es para volcán.

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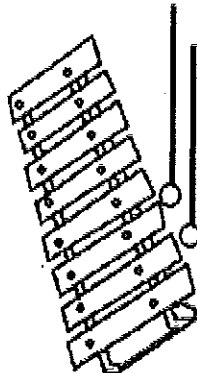
img alt="Small text 'cotte 2010' oriented vertically."/>

W, X



W is for wok.

W es para wok.

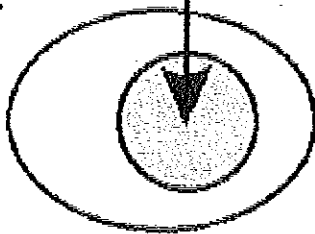


X is for xylophone.

X es para xilófono.

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Y, Z



Y is for yolk.

Y es para yema.



Z is for zigzag.

Z es para zigzag.

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cut out



kindergarten
common core
standards
in spanish

translated by
libby y. allen

Dualkinderteacher.blogspot.com

dualkinderteacher@gmail.com

Kindergarten Common Core Reading Standards

Standard	Reading Literature	Notes
RL.K.1	Yo puedo hacer y contestar preguntas de un texto.	
RL.K.2	Yo puedo volver a contar un cuento de nuevo con detalles.	
RL.K.3	Yo puedo identificar los personajes, el ambiente, y los eventos de un cuento con detalles.	
RL.K.4	Yo puedo hacer y contestar preguntas de palabras que no reconozco.	
RL.K.5	Yo puedo reconocer diferente tipos de textos como los cuentos (fantasía/ficción) y los poemas.	
RL.K.6	Yo puedo nombrar el autor y el ilustrador de un cuento y puedo decir lo que hacen.	
RL.K.7	Yo puedo usar las ilustraciones para hablar acerca de un cuento.	
RL.K.9	Yo puedo comparar y contrastar los personajes y los eventos.	
RL.K.10	Yo puedo participar en actividades de lectura.	
RL.K.10a	Yo puedo hacer conexiones con el texto.	
RL.K.10b	Yo puedo hacer predicciones del texto.	

Kindergarten Common Core Reading Standards

Standard	Reading Informatinal Text	Notes
RI.K.1	Yo puedo hacer y contestar preguntas de un texto informativo.	
RI.K.2	Yo puedo identificar el tema principal y volver a contar los detalles de un cuento.	
RI.K.3	Yo puedo mostrar la conexión entre ideas en un texto.	
RI.K.4	Yo puedo hacer y contestar preguntas acerca de palabras que no reconozco en un texto.	
RI.K.5	Yo puedo mostrar la portada, la contraportada, y la página del título de un libro.	
RI.K.6	Yo puedo nombrar el autor y el ilustrador de un cuento y decir lo que hacen.	
RI.K.7	Yo puedo describir la relación entre el ilustrador y el texto.	
RI.K.8	Yo puedo identificar las razones que da un autor para apoyar los detalles del cuento.	
RI.K.9	Yo puedo identificar las semejanzas y las diferencias entre dos libros del mismo tema.	
RI.K.10	Yo puedo participar en actividades de lectura con propósito y comprensión.	
RI.K.10a	Yo puedo usar mi conocimiento previo con la información y los eventos del texto.	
RI.K.10b	Yo puedo usar las ilustraciones y el contexto para hacer predicciones sobre el texto.	

Kindergarten Common Core Reading Standards

Standard	Reading Foundational Skills	Notes
RF.K.1	Yo puedo mostrar como se organizan los libros.	
RF.K.1a	Yo puedo seguir las palabras de la izquierda a la derecha, de arriba hacia abajo, y de página a página.	
RF.K.1b	Yo puedo reconocer que las palabras escritas representan las palabras que decimos.	
RF.K.1c	Yo puedo separar las palabras escritas con espacios.	
RF.K.1d	Yo puedo nombrar todas las letras mayúsculas y minúsculas del abecedario.	
RF.K.2	Yo puedo mostrar la comprensión de las palabras, las sílabas, y los sonidos que digo.	
RF.K.2a	Yo puedo reconocer y producir palabras que riman.	
RF.K.2b	Yo puedo contar, pronunciar, juntar, y separar las sílabas de las palabras.	
RF.K.2c	Yo puedo separar y juntar las sílabas.	
RF.K.2d	Yo puedo juntar dos y tres sonidos para formar palabras.	
RF.K.2e	Yo puedo separar cada sonido de una palabra.	
RF.K.2f	Yo puedo cambiar algunos sonidos para producir palabras nuevas.	
RF.3	Yo puedo usar mi conocimiento de sonidos y habilidades de palabras para leer palabras nuevas dentro de un texto ó en aislamiento.	
RF.K.3a	Yo puedo decir los sonidos de cada consonante.	
RF.K.3b	Yo puedo decir los sonidos de cada vocal.	
RF.K.3c	Yo puedo leer las palabras de alta frecuencia.	
RF.K.3d	Yo puedo distinguir la diferencia de las palabras similares por los sonidos.	
RF.K.4	Yo puedo leer y entender libros principiantes.	

Kindergarten Common Core Reading Standards

Standard	Writing Standards	Notes
W.K.1	Yo puedo usar una combinación de dibujos, dictado, y escritura para producir una obra acerca de algo que me gusta ó que no me gusta.	
W.K.2	Yo puedo hacer dibujos y escribir acerca de un tema.	
W.K.3	Yo puedo hacer dibujos y escribir acerca de un evento ó serie de eventos.	
W.K.5	Yo puedo usar las sugerencias de mis amigos para mejorar mi escritura.	
W.K.6	Yo puedo usar la computadora y otra tecnología para publicar mi obra de escritura.	
W.K.7	Yo puedo investigar y escribir acerca de un tema.	
W.K.8	Yo puedo investigar y escribir una respuesta para contestar una pregunta.	
	Speaking and Listening	
SL.K.1	Yo puedo participar en las conversaciones de mis amigos y adultos.	
SL.K.1a	Yo puedo seguir las reglas de cómo participar en grupos.	
SL.K.1b	Yo puedo tomar turnos para hablar y escuchar en grupos pequeños.	
SL.K.2	Yo puedo hacer y contestar preguntas acerca de los detalles para entender la información.	
SL.K.2a	Yo puedo seguir instrucciones.	
SL.K.3	Yo puedo hacer y contestar preguntas para conseguir más información si no entiendo algo.	
SL.K.4	Yo puedo describir los detalles de las personas, los lugares, las cosas, y los eventos.	
SL.K.5	Yo puedo poner detalles en mis dibujos.	
SL.K.6	Yo puedo expresar mis pensamientos, emociones, e ideas.	

Kindergarten Common Core Reading Standards

Standard	Language Standards	Notes
L.K.1	Yo puedo hablar y escribir usando la gramática correcta.	
L.K.1a	Yo puedo escribir las letras mayúsculas y minúsculas.	
L.K.1b	Yo puedo usar los sustantivos y los verbos.	
L.K.1c	Yo puedo agregar la <u>s</u> ó <u>es</u> para formar palabras plurales.	
L.K.1d	Yo puedo usar palabras correctas para hacer preguntas.	
L.K.1e	Yo puedo usar palabras de preposiciones.	
L.K.1f	Yo puedo usar oraciones completas.	
L.K.2	Yo puedo escribir oraciones completas con mayúsculas, puntuación, y ortografía correcta.	
L.K.2a	Yo puedo usar letras mayúsculas para empezar un oración.	
L.K.2b	Yo puedo nombrar y usar la puntuación correcta.	
L.K.2c	Yo puedo escribir una letra para cada sonido.	
L.K.2d	Yo puedo usar las letras que conozco para escribir.	
L.K.4	Yo puedo entender el significado de palabras nuevas.	
L.K.5a	Yo puedo clasificar objetos en grupos.	
L.K.5b	Yo puedo decir el opuesto de una palabra.	
L.K.5c	Yo puedo hacer conexiones entre palabras y como se usan.	
L.K.5d	Yo entiendo el significado de los verbos.	
L.K.6	Yo puedo usar palabras y frases que aprendí de conversaciones, libros, y la lectura.	

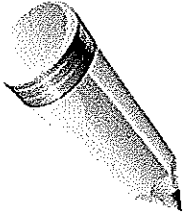
Kindergarten Common Core Math Standards

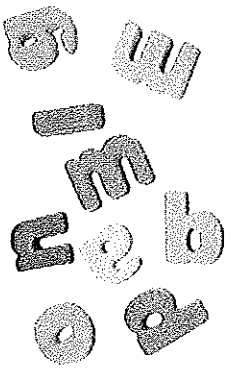
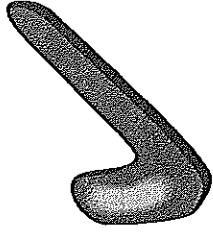
Standard	Counting and Cardinality	Notes
K.CC.1	Yo puedo contar hasta 100 de uno en uno y de diez en diez.	
K.CC.2	Yo puedo contar comenzando con cualquier número.	
K.CC.3	Yo puedo escribir los números de 0 a 20.	
K.CC.4	Yo puedo entender la relación entre los números y las cantidades.	
K.CC.4a	Yo entiendo que el número que digo es el número que corresponde a los objetos que cuento.	
K.CC.4b	Yo entiendo que número de objetos se queda igual, independiente de las veces que los cuento.	
K.CC.4c	Yo entiendo que cada número que sigue es uno más.	
K.CC.5	Yo puedo contar 20 cosas.	
K.CC.6	Yo puedo identificar si un grupo de objetos es más, menos, ó igual a otro grupo de objetos.	
K.CC.7	Yo puedo comparar dos números escritos entre 1 y 10.	
	Operations and Algebraic Thinking	
K.OA.1	Yo puedo sumar y restar usando diferente estrategias.	
K.OA.2	Yo puedo sumar y restar dentro de 10 usando dibujos ó objetos para resolver el problema.	
K.OA.3	Yo puedo descomponer los números en pares de diferente maneras.	
K.OA.4	Yo puedo sumar cualquier número de 1 a 9 para ser el total de 10.	
K.OA.5	Yo puedo sumar y restar con fluidez dentro de 5.	

Kindergarten Common Core Math Standards

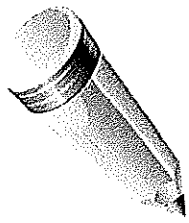
Standard	Number and Operation in Base 10	Notes
K.NO.1	Yo puedo mostrar cuantas decenas y unidades hay en un número.	
Measurement and Data		
K.MD.1	Yo puedo describir objetos por su longitud, anchura, y altura.	
K.MD.2	Yo puedo comparar dos objetos y decir cual mide más ó menos.	
K.MD.3	Yo puedo clasificar objetos en grupos.	
K.MD.4	Yo sé si es la mañana, la tarde, ó la noche. Yo puedo decir si algo sucedió hoy ó ayer.	
K.MD.4a	Yo puedo nombrar los días de la semana.	
K.MD.4b	Yo puedo decir la hora que algo sucede.	
Geometry		
K.G.1	Yo puedo decir si un objeto está arriba, abajo, al lado, adentro ó atrás.	
K.G.2	Yo puedo identificar las formas.	
K.G.3	Yo puedo identificar formas planos y formas sólidas.	
K.G.4	Yo puedo comparar las características de las formas.	
K.G.5	Yo puedo dibujar y construir formas.	
K.G.6	Yo puedo usar dos formas para hacer una forma nueva.	

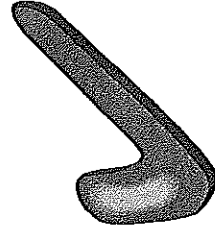
Nombre _____ Haga Diga Mezcla Escribe

Haga Diga Mezcla	Revisa	Escribe
el	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
la	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
yo	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
en	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



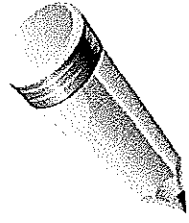
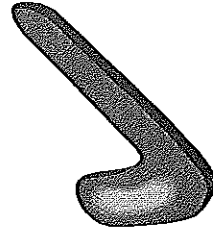
Nombre _____ Haga Diga Mezcla Escribe

Haga Diga Mezcla	Revisa	Escribe
veo	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
es	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
mi	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
un	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

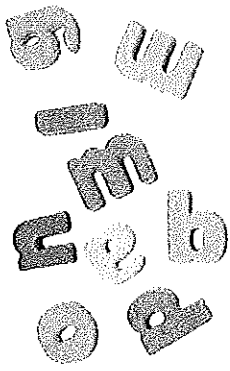
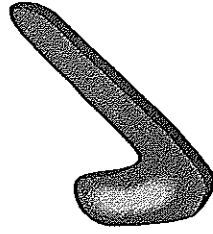
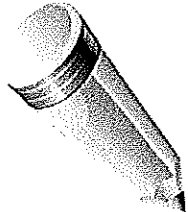


Nombre _____ Haga Diga Mezcla Escribe

Haga Diga Mezcla	Revisa	Escribe
me	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
las	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
mamá	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
papá	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

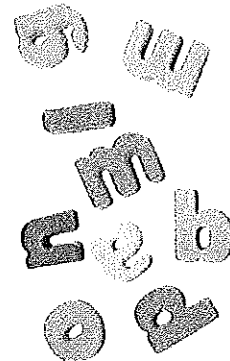
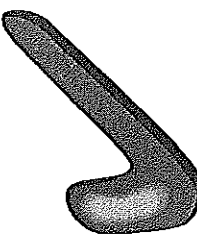
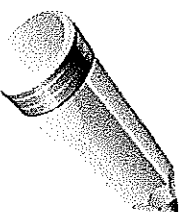


Nombre _____ Haga Diga Mezcla Escribe

Haga Diga Mezcla	Revisa	Escribe
mira	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
los	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
gusta	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
tengo	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		

mira, los, gusta, tengo

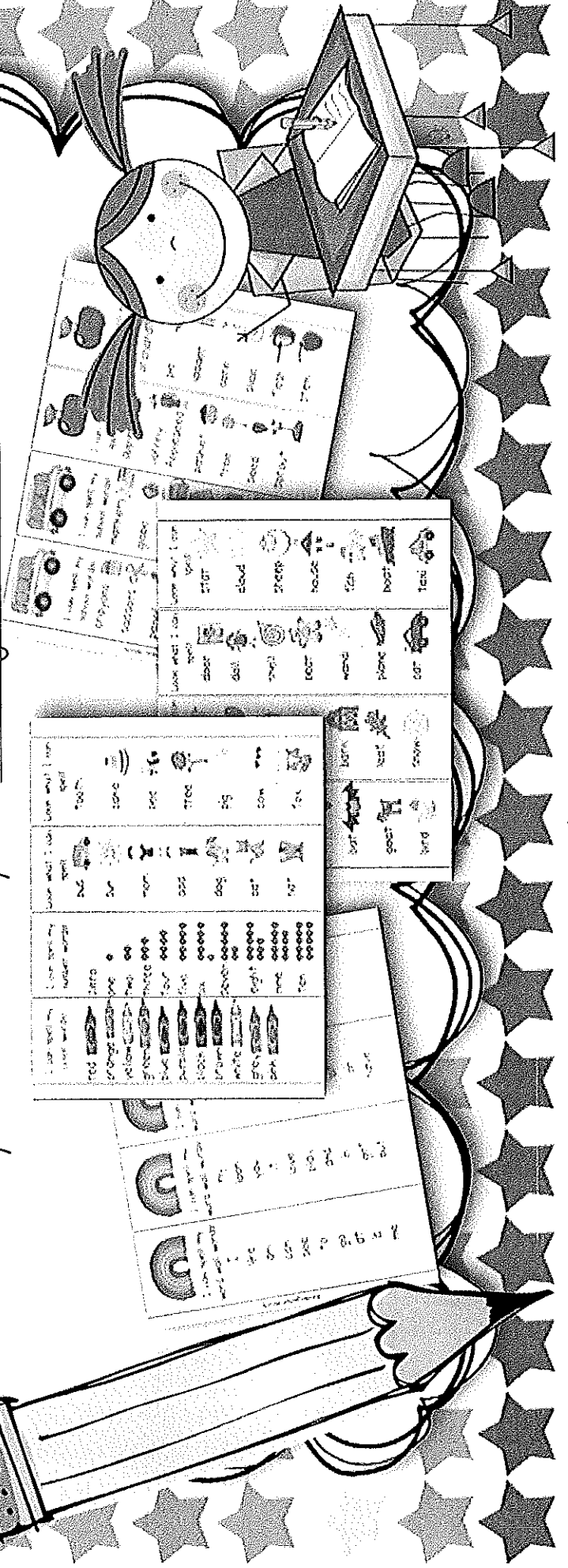
Nombre _____ Haga Diga Mezcla Escribe

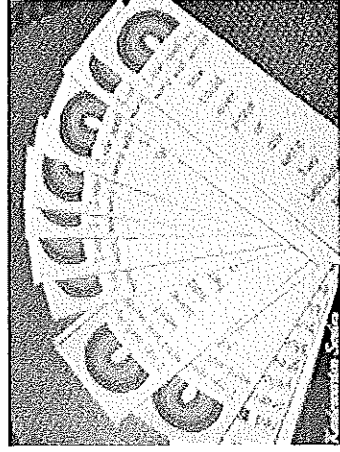
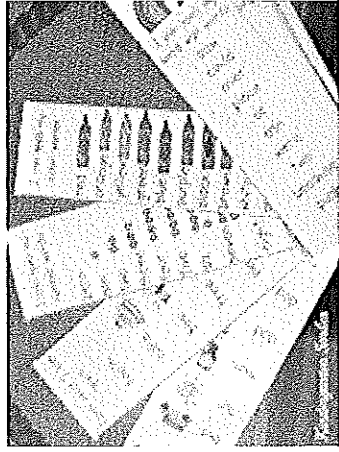
Haga Diga Mezcla	Revisa	Escribe
con	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
puedo	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
escuela	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
voy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		

Writing and word work

cards!

By Caitlin Clabby at Kindergarten Smiles

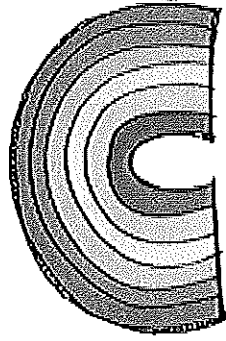




After printing the word work cards, cut them apart, punch a hole in the corner, and add a binder ring....Ta-da! you have a wonderful center ready to go!

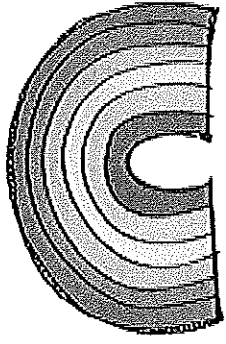


My students used these with magnetic letters and white boards the first week of school! Look how great they did!!



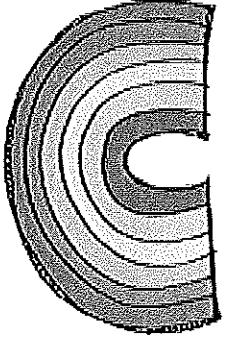
I can spell my
word wall words!

I
like
am
can
see
to
go
at
is
me



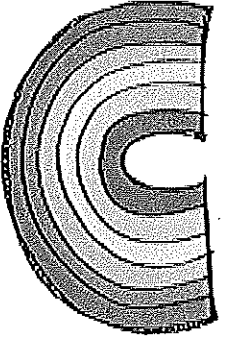
I can spell my
word wall words!

my
look
you
it
love
play
and
in
get
but



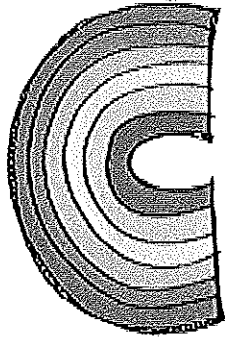
I can spell my
word wall words!

not
big
us
up
has
yes
make
of
on
have



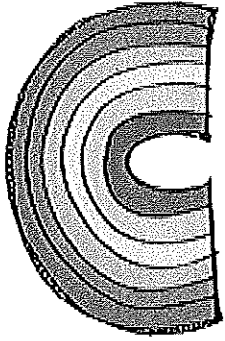
I can spell my
word wall words!

went
come
said
here
are
for



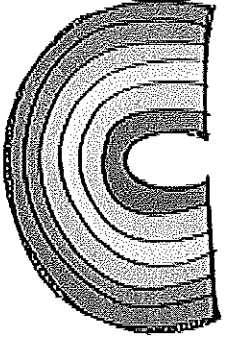
I can spell my
word wall words!

did
he
so
come
for
into
all
how
this
such



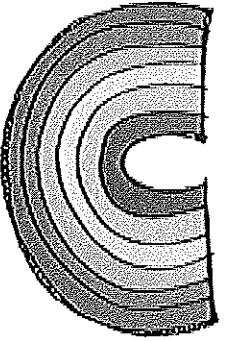
I can spell my
word wall words!

more
will
she
had
said
got
him
if
her
use



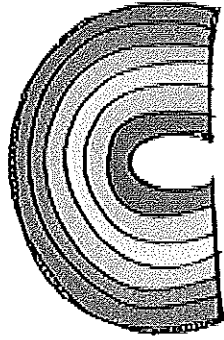
I can spell my
word wall words!

very
then
here
was
they
out
his
from
bring
going



I can spell my
word wall words!

just
our
little
your
put
are
what
came
that
time



I can spell my
word wall words!

saw

could

over

place

or

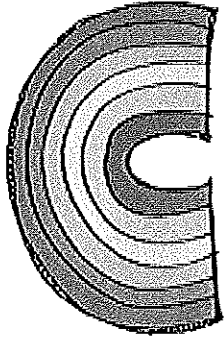
ask

were

two

because

push



I can spell my
word wall words!

eat

after

back

both

people

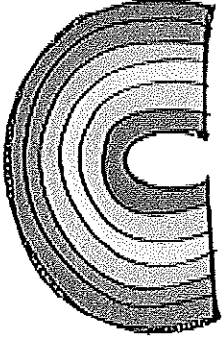
first

ride

there

many

don't



I can spell my
word wall words!

rain

always

made

other

give

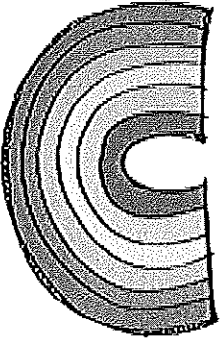
them

keep

each

which

once



I can spell my
word wall words!

better

where

about

every

with

been

school

when

I can spell my
color words!

red 

orange 

yellow 

green 

blue 

purple 

black 

brown 


white 

gray 


pink 

I can spell my
number words!

zero

one 


two 


three 

four 

five 

six 

seven 

eight 


nine 

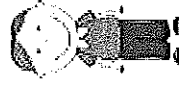
ten 

Look what I can
spell!

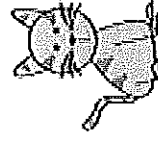
bus 

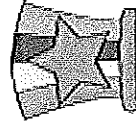
sun 

mom 


dad 

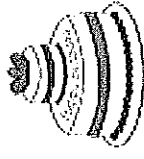
dog 

cat 

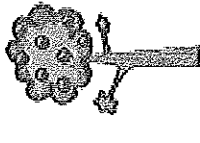
hat 

Look what I can
spell!

tooth 

cake 

bee 

tree 

pig 

cow 

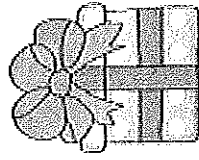
fox 

Look what I can

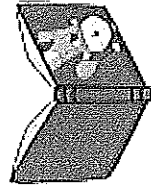
spell!



crab



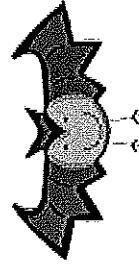
gift



book



corn



bat



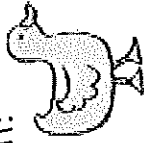
goat



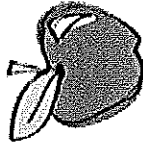
bird

Look what I can

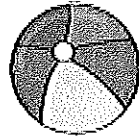
spell!



duck



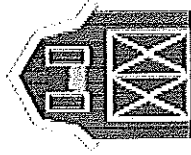
apple



ball



moon



barn



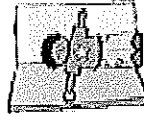
leaf



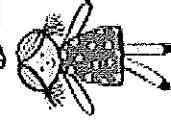
snow

Look what I can

spell!



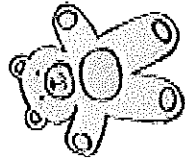
door



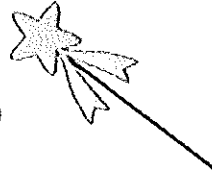
doll



shell



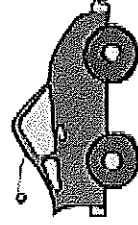
bear



wand



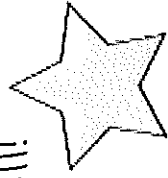
plane



car

Look what I can

spell!



star



cloud



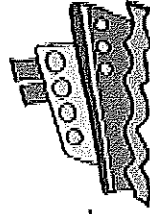
sheep



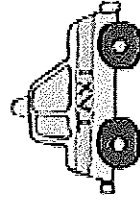
house



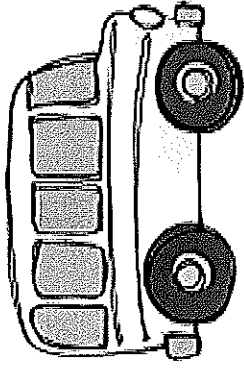
fish



boat



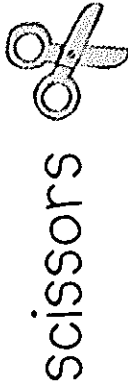
taxi



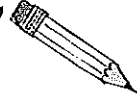
I can spell my
school words!



crayons



scissors



pencil



paper



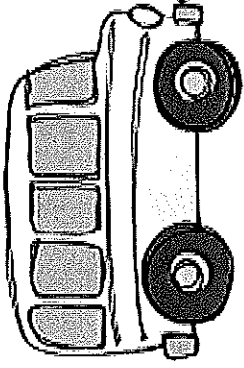
glue stick



glue



eraser



I can spell my
school words!



markers



globe



backpack



book



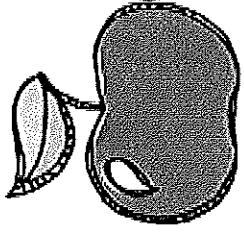
lunchbox



ruler



teacher



I can spell my
apple words!



apple



Johnny

Appleseed



basket



tree



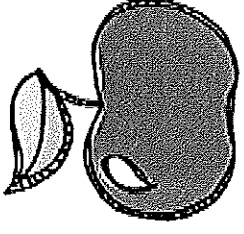
seed



sprout



orchard



I can spell my
apple words!



pie



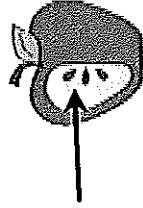
ladder



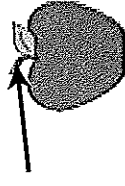
core



slice



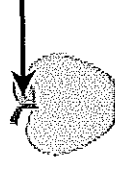
flesh



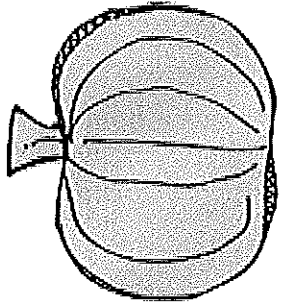
stem



seed



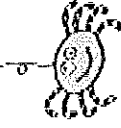
leaf



I can spell my
Halloween words!



cat



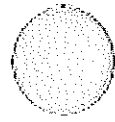
spider



bat



ghost



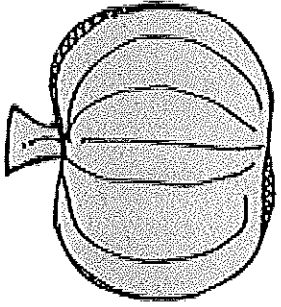
full
moon



witch



cauldron



I can spell my
Halloween words!



candy



costumes

skeleton



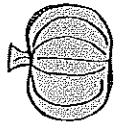
mummy



haunted
house



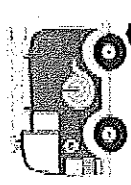
jack 'o
lantern



pumpkin



I can spell my fire
safety words!



truck



firefighter



ladder



extinguisher



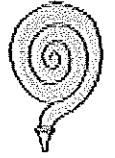
hydrant



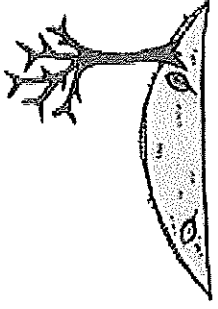
hat



fire



hose



I can spell my

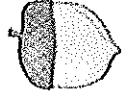
Fall words!



leaf



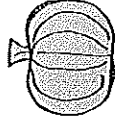
leaves



acorn



apple



pumpkin



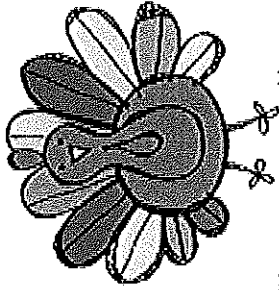
scarecrow



basket



rake



I can spell my

Thanksgiving words!

corn



cornucopia



pie



turkey



bread



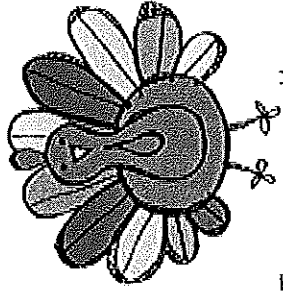
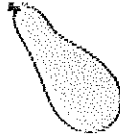
salad



roll



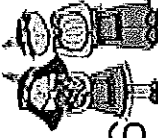
squash



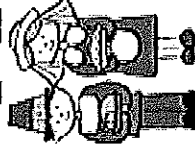
I can spell my

Thanksgiving words!

Native
Americans



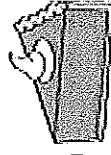
Pilgrims



pot



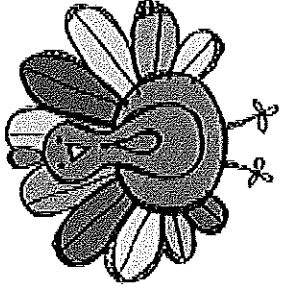
pumpkin
pie



gravy



cranberry
sauce



I can spell my

Thanksgiving words!

potatoes



football



mom



dad



grandma



grandpa



brother



sister



I can spell my
election words!

vote



ballot



ballot
box



Obama



Romney

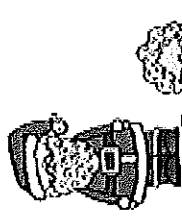


United
States of
America

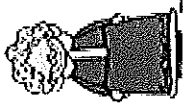


Happy Holidays!

I can spell my Christmas words!



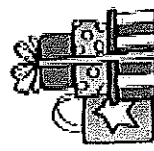
Santa



Mrs. Claus



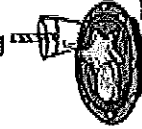
tree



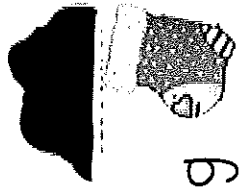
presents



fireplace



cookies



coal

stocking

Happy Holidays!

I can spell my Christmas words!



bag



list



North Pole



Elf



reindeer



sleigh



candy cane

Happy Holidays!

I can spell my Christmas words!



wreath



ornament



star



lights



hot

chocolate



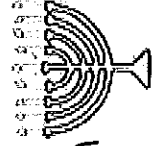
bell



angel

Happy Hanukkah

I can spell my Hanukkah words!



menorah



candle

shalom-achons



dreidel



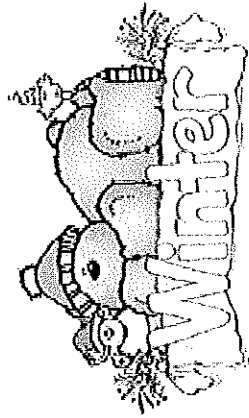
latke



star



gift



I can spell my
winter words!



mittens



igloo



tree



skiing



snowflakes



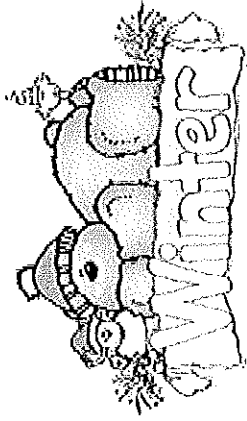
snowboard



snowballs



snow angel



I can spell my
winter words!



penguin



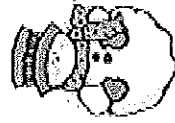
bear



scarf



mountains

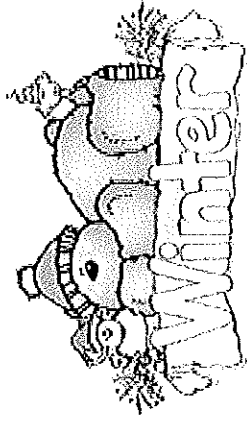


snowman

ice



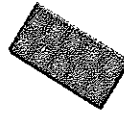
sled



I can spell my
winter words!



marshmallow



chocolate



whipped cream



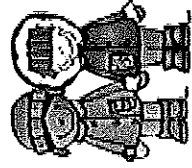
milk



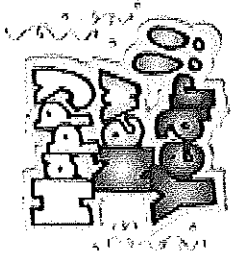
hot
chocolate



ice skate



cold



I can spell my New
Year's words!



Father
Time



balloons



confetti



celebrate



clock



hat



party



I can spell my Valentine's words!

candy



chocolate



heart



cupcake



cookie



lollipop



strawberry



I can spell my Valentine's words!

milkshake



love



friends



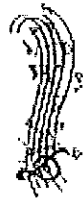
box



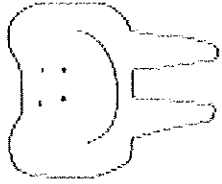
flowers



music



letter



I can spell my Dental Health words!

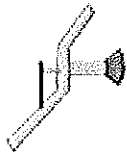
dentist



floss



chair



tooth



toothpaste



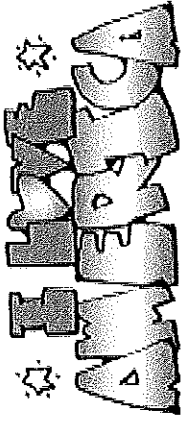
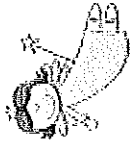
toothbrush



pillow



fairy



I can spell my America words!

Lincoln



Washington



star



eagle



flag



Statue of Liberty



Capitol

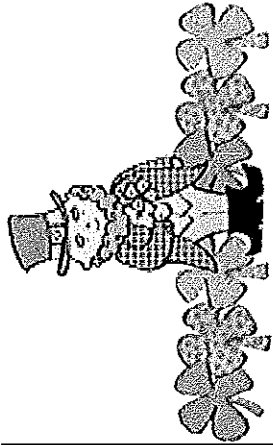


United States




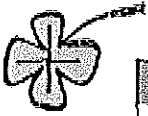

Liberty bell








I can spell my St. Patrick's words!

clover 

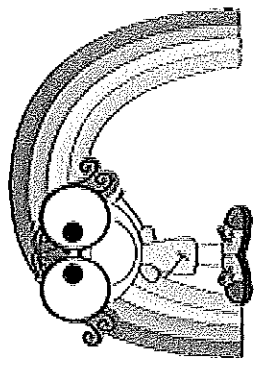
shamrock 
flag 

hat 

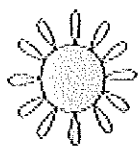
Irish girl 
leprechaun 

rainbow 

pot of gold 




I can spell my Weather words!


sun 

cloud 


wind 

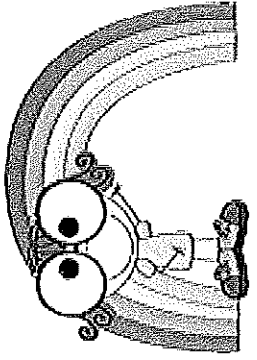
leaf 

rain 


umbrella 

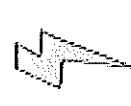
drop 

tornado 




I can spell my Weather words!


rainbow 


lightning 

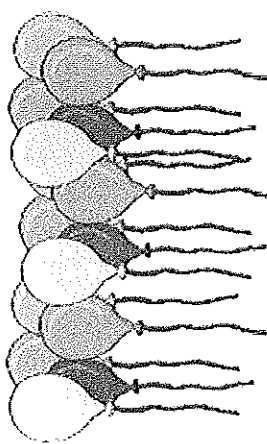
snow 

icicle 


cold 

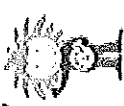
hot 

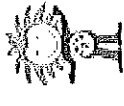
thermometer 





I can spell my favorite book words!


cat 


Thing 1 

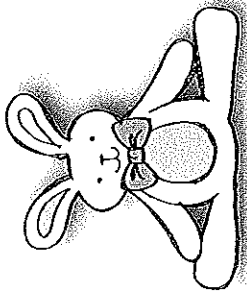
Thing 2 

fish 

reading 

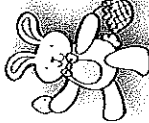
green eggs and ham 

book 

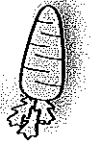


I can spell my
Easter words!

bunny



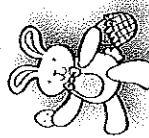
carrot



basket



hunt



chick



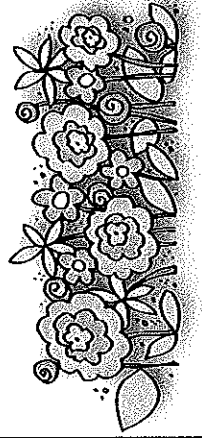
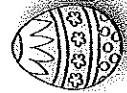
jelly beans



peeps

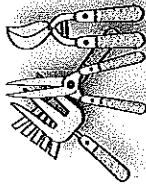


egg



I can spell my
Garden words!

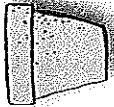
tools



vegetables



pot



bush



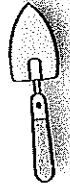
flower



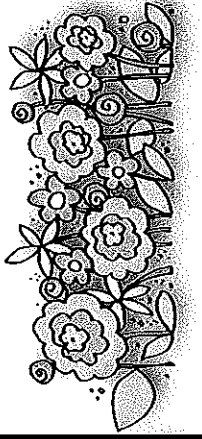
snail



shovel



seed



I can spell my
Garden words!

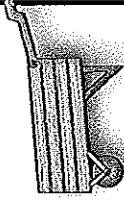
worm



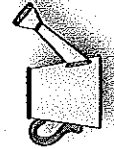
hose



barrel



watering
can



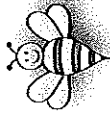
ladybug



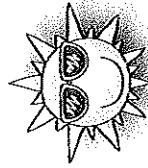
fence



bee



sun



Happy Earth Day!

I can spell my
Earth Day words!

Earth



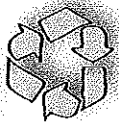
protect



peace



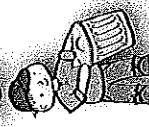
recycle



flower



garbage

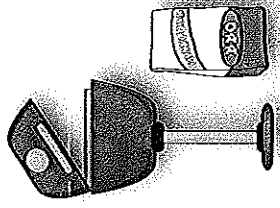


plant



tree





I can spell my
Barbecue words!

ice cream

ketchup

mustard

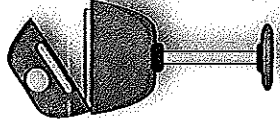
salad

steak

ribs

lemonade

bench



I can spell my
Barbecue words!

basket

grill

hotdog

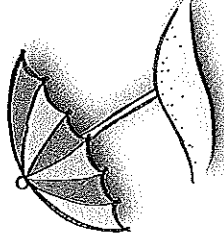
hamburger

chicken

corn

chips

watermelon



I can spell my
Beach words!

sun

camera

sunglasses

towel

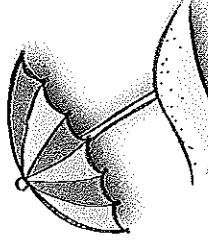
tube

goggles

sandcastle

sunscreen

lighthouse



I can spell my
Beach words!

ball

surfboard

snorkel

bucket

shovel

chair

shells

umbrella

