

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Campus \_\_\_\_\_

# Kindergarten

*Spanish*

*Week Three*

*April 13-17*

Mount Pleasant ISD

Libro original en inglés de nivel B

Libro de nivel • C

# La caminata de Enrique

Escrito por Marilyn Edna Slevin • Ilustrado por Penny Weber

## La caminata de Enrique

Un libro de lectura de Reading A-Z, Nivel C • Número de palabras: 55

### Conexiones

#### Escritura y arte

¿Qué otros animales podría Enrique encontrar durante su caminata? Haz un dibujo y escribe acerca de ellos.

#### Ciencias

¿Qué estación del año crees que sería la mejor para ir de caminata donde tú vives? ¿Por qué?  
Comparte tus ideas con un compañero.



Reading A-Z

Visita [www.readinga-z.com](http://www.readinga-z.com) para obtener miles de libros y materiales.

# La caminata de Enrique



Escrito por Marilyn Edna Slevin  
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[www.readinga-z.com](http://www.readinga-z.com)



## Pregunta principal

¿Dónde hace su caminata Enrique?

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Traducido por Lorena F. Di Bello

Ilustrado por Penny Weber

Escrito por Marilyn Edna Slevin

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Libro original en inglés, Nivel B

Henry's Hike

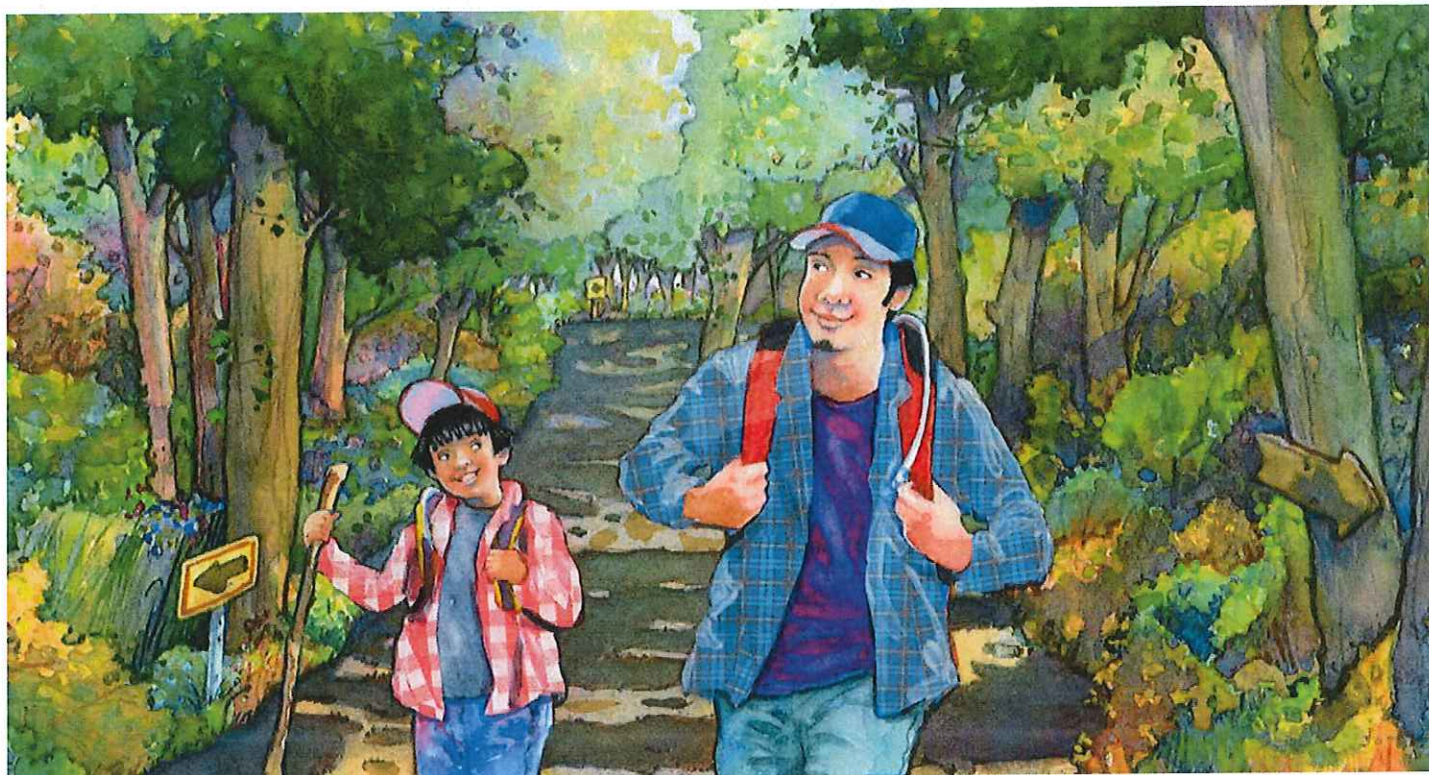
Libro de lectura Nivel C

La caminata de Enrique

## Palabras para aprender

caminata  
estranque  
lodo

pasar  
sendero  
venado

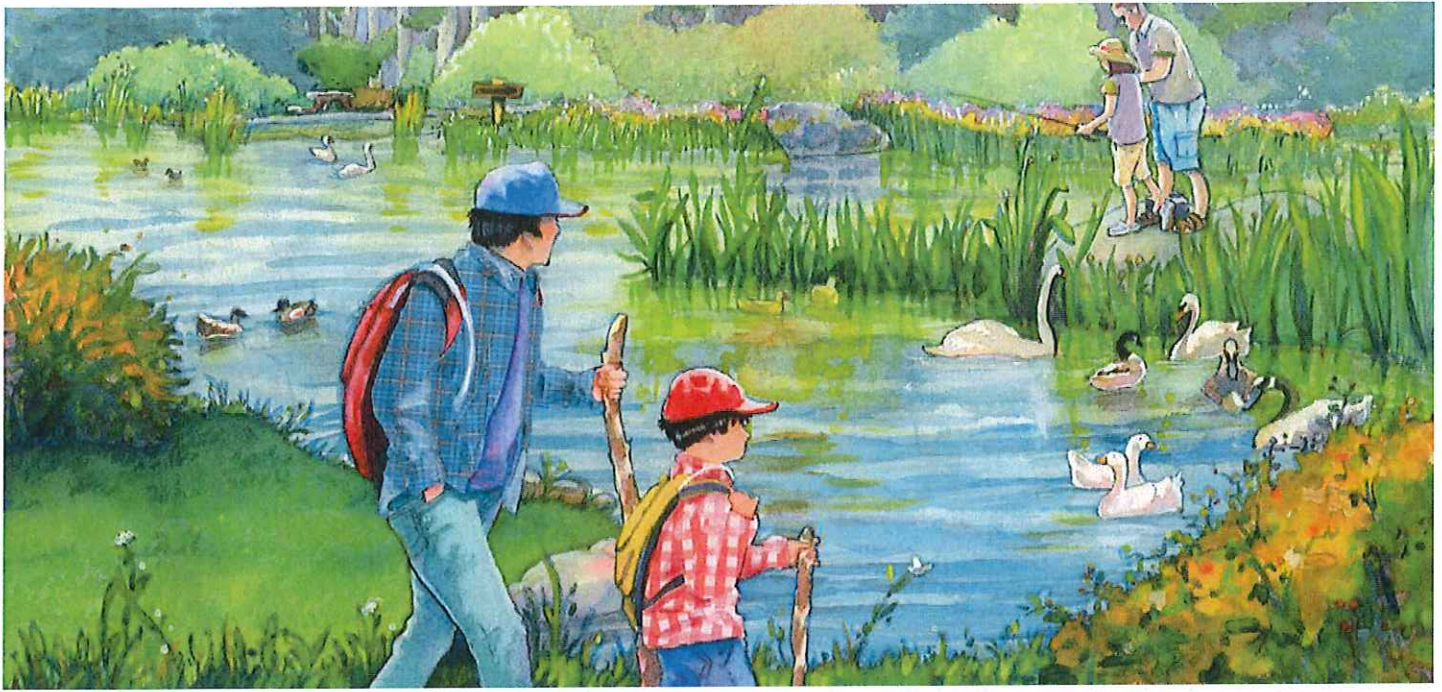


Enrique va de caminata por el sendero.

4



Enrique va de caminata por el parque.



Enrique va de caminata rodeando el estanque.

La caminata de Enrique • Nivel C

5



Enrique va de caminata por el lodo.

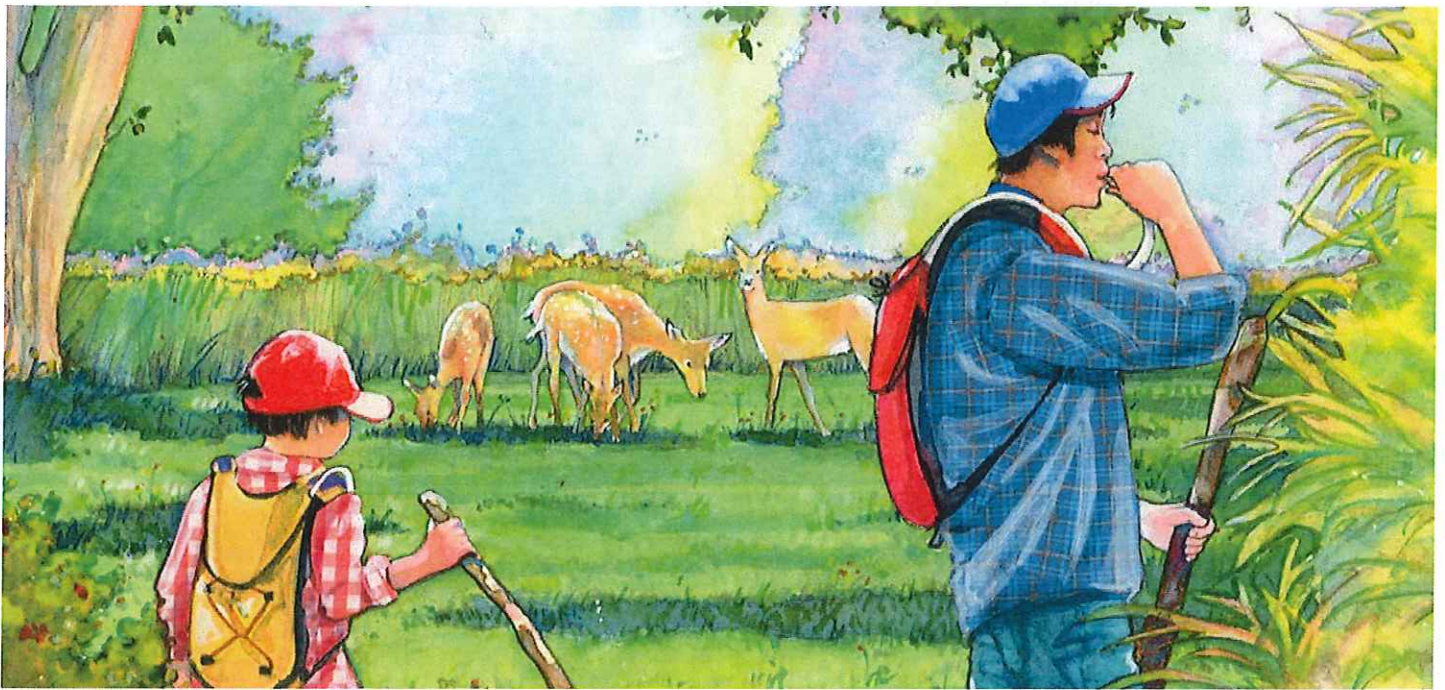
6



Enrique va de caminata colina arriba.

La caminata de Enrique • Nivel C

7



Enrique va de caminata cerca de los venados.

8



Enrique va de caminata colina abajo.

La caminata de Enrique • Nivel C

9



Enrique va de caminata hasta el carro.

10



La caminata de Enrique

¿Qué ve Enrique durante su caminata?

*Idea principal y detalles*

**Reading A-Z**



La caminata de Enrique

¿Por qué otros lugares podría Enrique ir de caminata?

*Crear*

**Reading A-Z**



La caminata de Enrique

¿Qué cosas le gusta hacer a Enrique?

*Análisis del personaje*

**Reading A-Z**



La caminata de Enrique

¿Por qué Enrique va de caminata con un adulto?

*Evaluar*

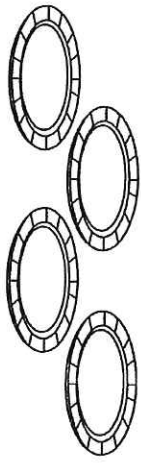
**Reading A-Z**





# Understanding 1 More

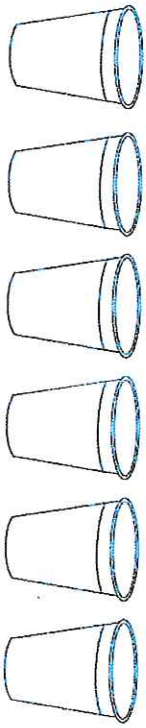
Name \_\_\_\_\_

**Example**

4

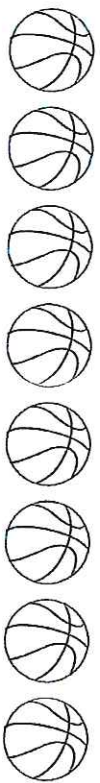
**1 More**

5



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

# Understanding 1 More continued

Name \_\_\_\_\_

## Example



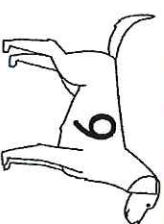
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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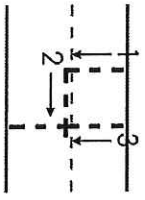
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

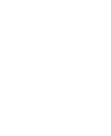
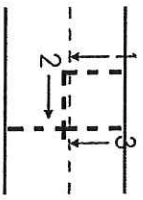
# Making 3, 4, and 5

Name \_\_\_\_\_

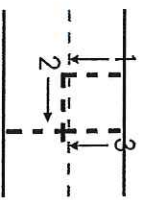
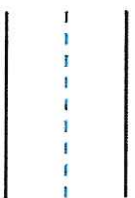
## Example



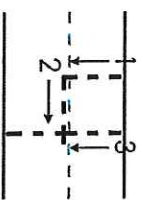
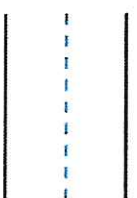
1 and



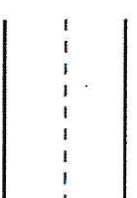
0 and



2 and



3 and

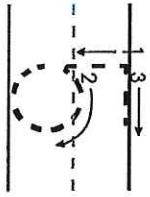


Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.



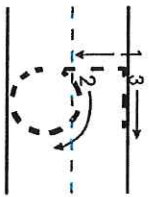
# Making 3, 4, and 5 continued

Name \_\_\_\_\_



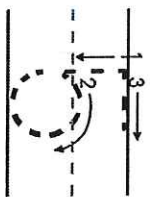
4 and

\_\_\_\_\_  
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\_\_\_\_\_



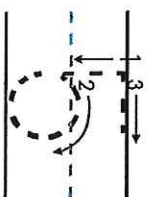
2 and

\_\_\_\_\_  
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\_\_\_\_\_



5 and

\_\_\_\_\_  
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\_\_\_\_\_



3 and

\_\_\_\_\_  
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\_\_\_\_\_

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.