

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Campus \_\_\_\_\_

# Kindergarten

*English*

*Week Three*

*April 13-17*

Mount Pleasant ISD

LEVELED BOOK • B

# Henry's Hike

Written by Marilyn Edna Slevin • Illustrated by Penny Weber

## Henry's Hike

A Reading A-Z Level B Leveled Book • Word Count: 40

### Connections

#### Writing and Art

What other animals could Henry see on his hike?  
Draw a picture and write about them.

#### Science

Which season do you think would be the best  
for hiking where you live? Why?  
Share your ideas with a partner.



 **Reading A-Z**

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.



# Henry's Hike



Written by Marilyn Edna Slevin  
Illustrated by Penny Weber

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

Where does Henry hike?

<b>LEVEL B</b>	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

[www.readinga-z.com](http://www.readinga-z.com)

All rights reserved.

Henry's Hike  
Level B Leveled Book  
© Learning A-Z  
Written by Marilyn Edna Slevin  
Illustrated by Penny Weber

deer  
hikes  
mud  
past  
pond  
trail

Words to know

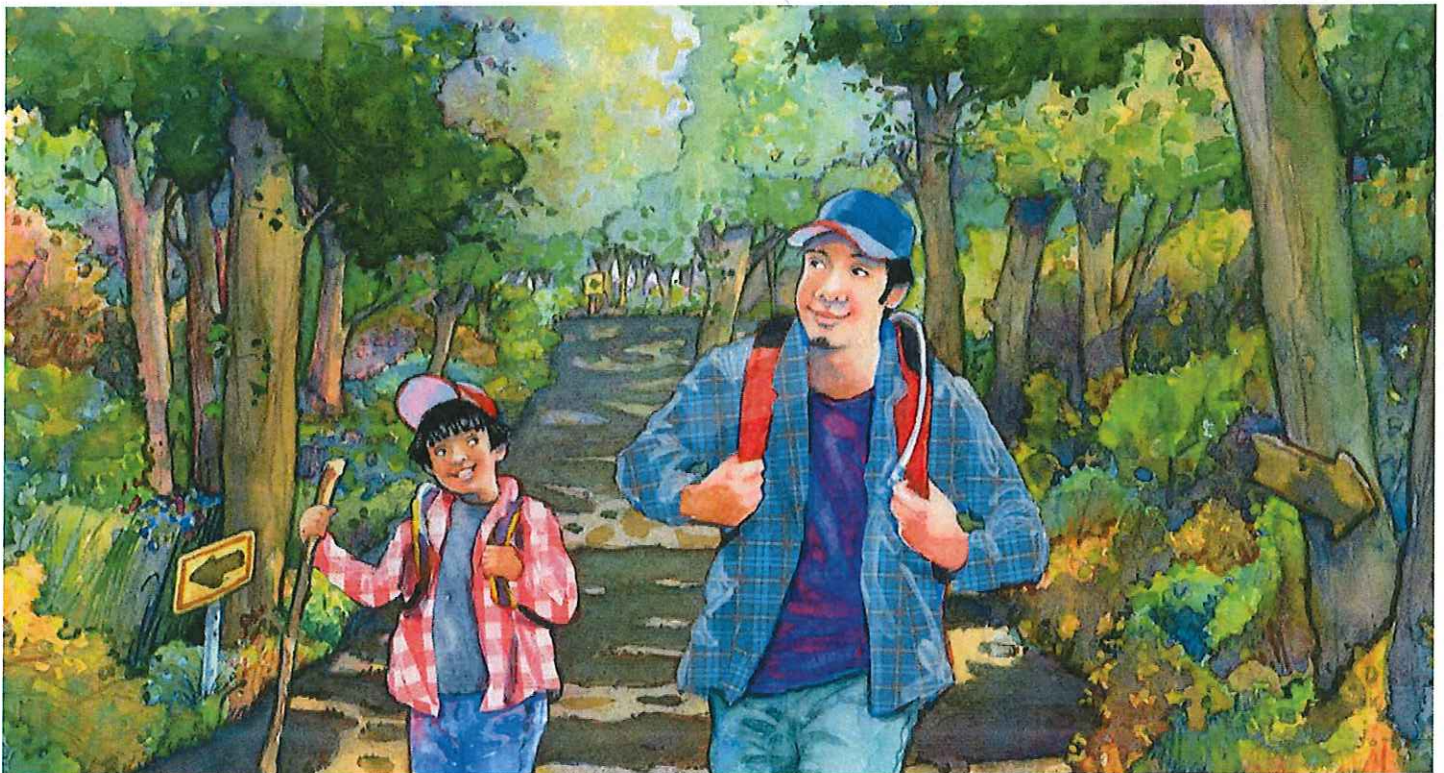




Henry hikes into the park.

Henry's Hike • Level B

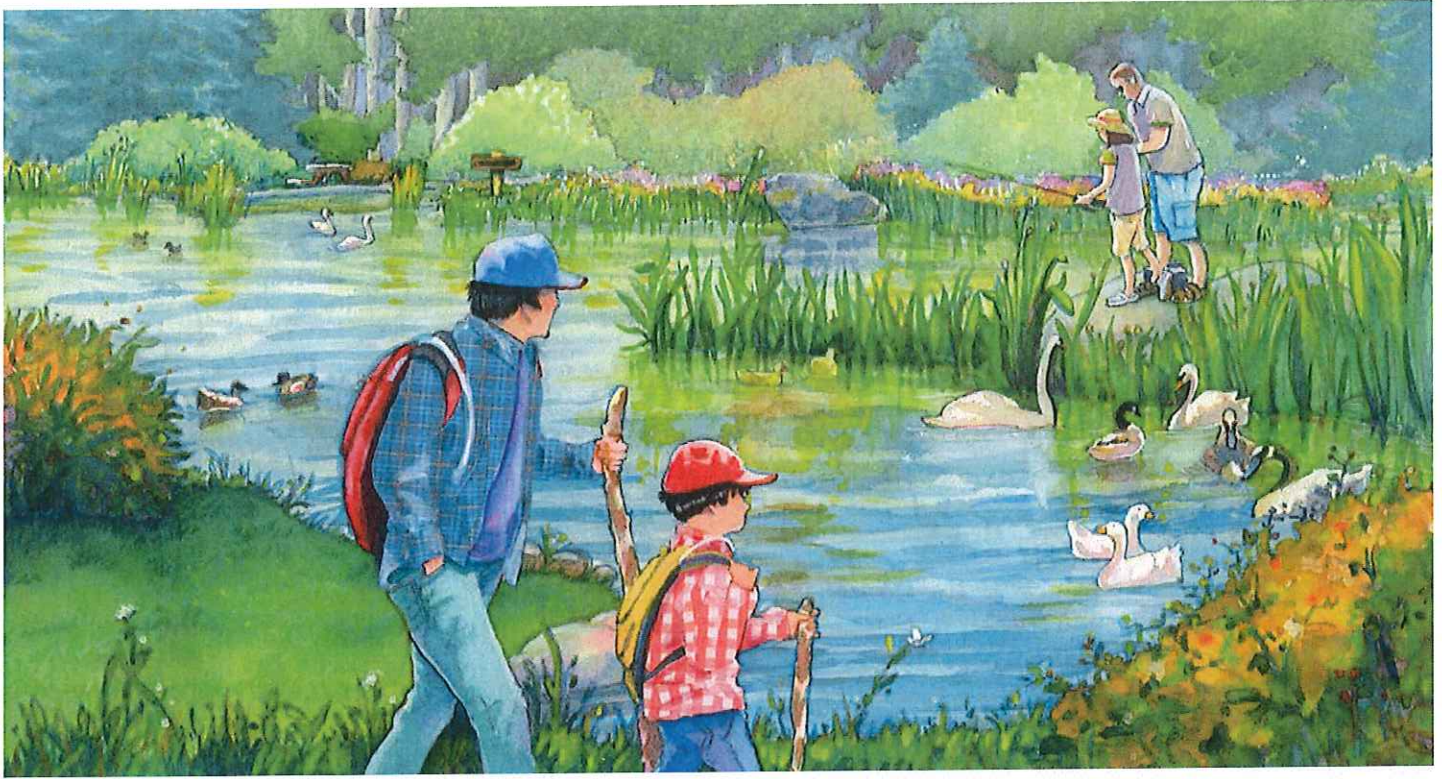
3



Henry hikes on the trail.

4





Henry hikes around the pond.

Henry's Hike • Level B

5



Henry hikes in the mud.

6





Henry hikes up the hill.

Henry's Hike • Level B

7



Henry hikes past the deer.

8





Henry hikes down the hill.

Henry's Hike • Level B

9



Henry hikes to the car.

10



**B** Henry's Hike

What does Henry  
see on his hike?

*Main Idea and Details*

**Reading A-Z**



**B** Henry's Hike

Where else could  
Henry hike?

*Create*

**Reading A-Z**



**B** Henry's Hike

What kinds of things does  
Henry like to do?

*Analyze Character*

**Reading A-Z**



**B** Henry's Hike

Why does Henry hike  
with an adult?

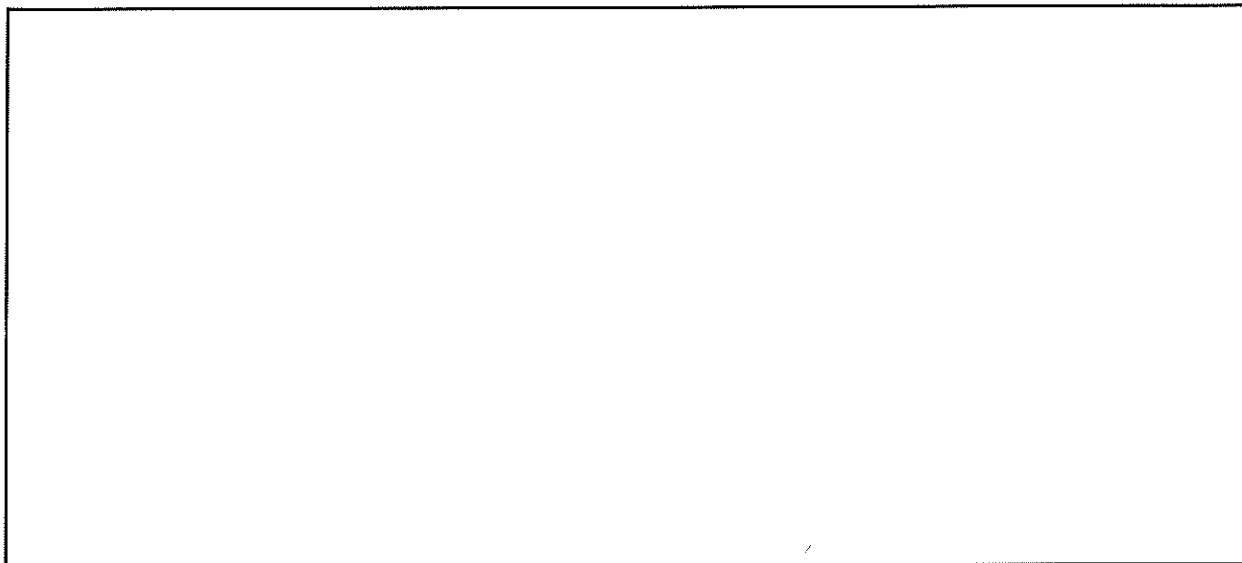
*Evaluate*

**Reading A-Z**



# Kindergarten

What other animals could Henry see on his hike? Draw a picture and write about them.



---

---

---

---

---

---

---

---

---

---

---

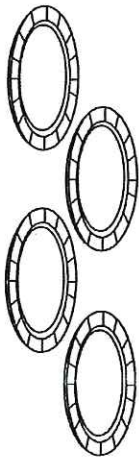
---



# Understanding 1 More

Name \_\_\_\_\_

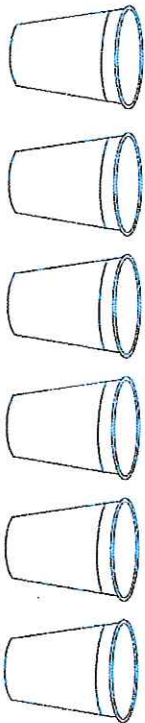
**Example**



4

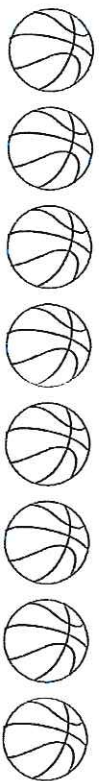
**1 More**

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
---	---	---	---	---	---	---	---	---	----



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



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



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



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

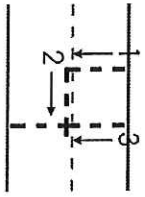
Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.



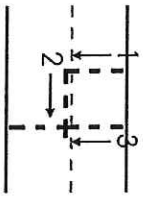
# Making 3, 4, and 5

Name \_\_\_\_\_

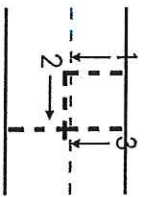
## Example



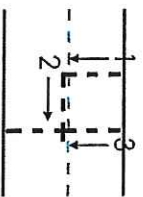
1 and

3

0 and

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

2 and

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

3 and

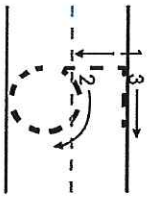
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.



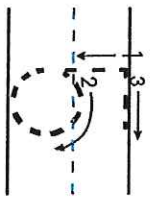
### Making 3, 4, and 5 continued

Name \_\_\_\_\_



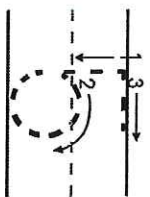
4 and

\_\_\_\_\_  
-----  
\_\_\_\_\_



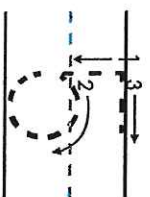
2 and

\_\_\_\_\_  
-----  
\_\_\_\_\_



5 and

\_\_\_\_\_  
-----  
\_\_\_\_\_



3 and

\_\_\_\_\_  
-----  
\_\_\_\_\_

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.