

# NPS ESL Learning Plan

Grades 3-5



Students will engage in independent reading of self-selected, level appropriate texts.

*\*NPS Literacy Model PK-12*

- I can expand vocabulary when reading (3.4, 4.4, 5.4)
  - Independent reading menu
- I can read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry (3.5, 4.5, 5.5)
  - Independent reading menu
- I can read and demonstrate comprehension of nonfiction texts (3.6, 4.6, 5.6)
  - Independent reading menu

# Directions - Direcciones - Instructions – Mga direksyon

- Read self selected, level appropriate books from school or from home. You will chose 1-2 activities per day. Write the title and author of each book in the reading log and complete the activity in a notebook or on paper. Read the books multiple times silently or out loud for fluency.
- Lea libros autoseleccionados, apropiados para el nivel de la escuela o de su hogar. Elegirás 1-2 actividades por día. Escriba el título y el autor de cada libro en el registro de lectura y complete la actividad en un cuaderno o en papel. Lea los libros varias veces en silencio o en voz alta para tener fluidez.
- Lisez les livres sélectionnés par vous-même et de niveau à l'école ou à la maison. Vous choisirez 1 à 2 activités par jour. Écrivez le titre et l'auteur de chaque livre dans le journal de lecture et terminez l'activité dans un cahier ou sur papier. Lisez les livres plusieurs fois en silence ou à haute voix pour la fluidité.
- Basahin ang sarili na napili, antas ng naaangkop na mga libro mula sa paaralan o mula sa bahay. Pipili ka ng 1-2 na aktibidad bawat araw. Isulat ang pamagat at may-akda ng bawat libro sa pagbasa ng tala at kumpletuhin ang aktibidad sa isang kuwaderno o sa papel. Basahin ang mga libro nang maraming beses nang tahimik o malakas para sa pagiging mahusay.

# Reading Menu

Name: \_\_\_\_\_

**NPS ESL**  
Independent Reading Menu: List 1

Read self selected, level appropriate books from school or from home. You will chose 1-2 activities per day. Write the title and author of each book in the reading log and complete the activity in a notebook or on paper. Read the books multiple times silently or out loud for fluency.

What was your favorite part from tonight's reading and why?	Find three new words that are interesting, funny, or important. Use each word in a new sentence.	Can you relate to the story? Why or why not? Write 1-3 sentences.	What is the most important thing you have learned from the book?
Complete this sentence: I liked / did not like this book because...	Complete this sentence: This book made me feel...	Complete this sentence: The story was about...	Complete this sentence: You should read this book because...
Make a prediction about what you think will happen next in your story.	Summarize tonight's reading with 3-5 sentences.	What happened at the beginning, middle and end of your story?	What is the main idea of your story? Write 1-3 sentences.
Draw a picture of something interesting or important that the author describes. Write 1-2 sentences to describe your picture.	Draw a picture of the setting of the story. Write 1-2 sentences to describe your picture.	Draw a picture of the main character or characters. Describe the characters in 1-3 sentences.	Write one fact and one opinion about tonight's reading.

# Reading Menu

Name: \_\_\_\_\_

**NPS ESL**  
Independent Reading Menu: List 2

Read self selected, level appropriate books from school or from home. You will chose 1-2 activities per day. Write the title and author of each book in the reading log and complete the activity in a notebook or on paper. Read the books multiple times silently or out loud for fluency

<p>Answer the three prompts below about your book:</p> <ul style="list-style-type: none"> <li>• I was surprised by..</li> <li>• I noticed...</li> <li>• I liked..</li> </ul>	<p>Summarize tonight's reading with 3 to 5 sentences.</p>	<p>Answer the three prompts below about your book:</p> <ul style="list-style-type: none"> <li>• I would change...</li> <li>• I was excited..</li> <li>• I felt...</li> </ul>	<p>Which character do you think is the most like you? Why do you think that? Please explain in 3-5 sentences.</p>
<p>Which character is the most like you? Why do you think that?</p>	<p>Please find 10 verbs in the text. Write the verbs in a list. Write 3 new sentences with 3 of the verbs.</p>	<p>Write 3 sentences using the verb <u>to feel</u> about the characters in your book. He/she/It feels _____ because ...</p>	<p>Answer the three prompts below about your book: I enjoyed... I predict... I wish...</p>
<p>What happened at the beginning, middle and end of your story? Use first, then , next and finally to explain.</p>	<p>Draw a picture of the characters in the book. Write a dialogue with them talking to each other about events in the book.</p>	<p>What is the setting of your book? Describe the setting and explain why you like or do not like it.</p>	<p>What is the mood of tonight's reading? How can you tell (Moods can be: happy, sad, gloomy, etc.)? How do you know?</p>
<p>Pick 3 words to describe tonight's reading. Use them in a sentence.</p>	<p>Create 3 questions using who, where, when, why, how or what. Then answer your questions using complete sentences.</p>	<p>Write down 2 questions you have after completing tonight's reading.</p>	<p>What did you learn tonight with your reading? A new word, a new idea, new information? Please explain.</p>

# ESL 'At Home' Reading Log

Name: \_\_\_\_\_

# ESL 'At Home' Reading Log

Name: \_\_\_\_\_

[illegible]



# NPS ESL Learning Plan

## Newcomer/Emergent Reader

### Grades 3-5

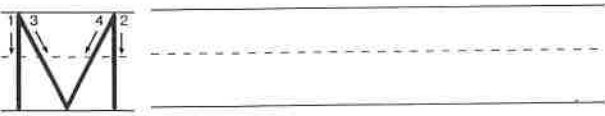
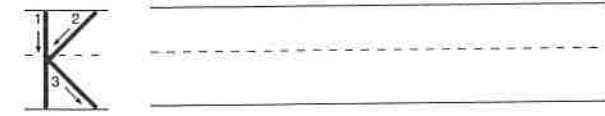
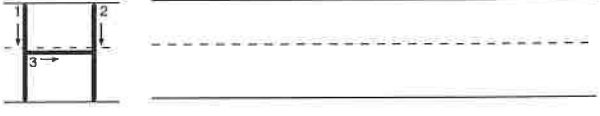
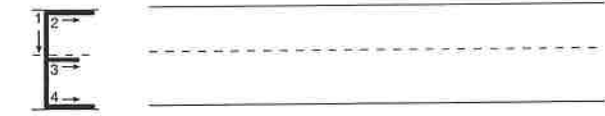
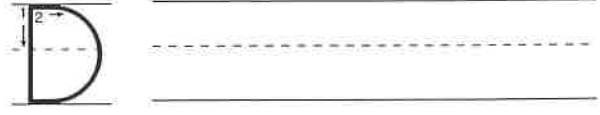
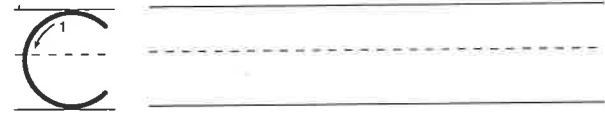
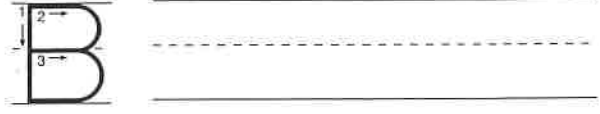
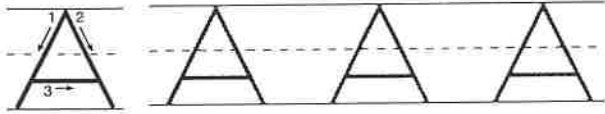


- I can identify and print capital and lowercase letters (K.10a)
  - The alphabet writing, (Pages 33-36)
  - Picture dictionary, (Pages 37-41)
  - Action word dictionary, (Pages 94-99)
- I can use adjectives to describe location, size, shapes, and colors (K.7g)
  - Colors, (Pages 6-10)
  - Prepositions with animals, (Pages 73-89)

\*Standards used are appropriate for EL newcomers and emergent readers, grades 3-5.

# The Alphabet—1

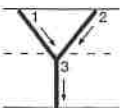
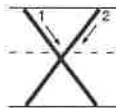
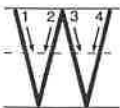
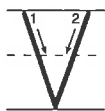
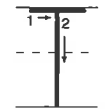
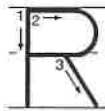
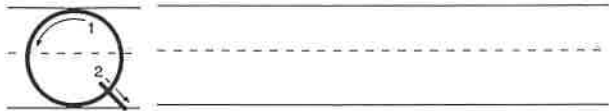
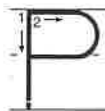
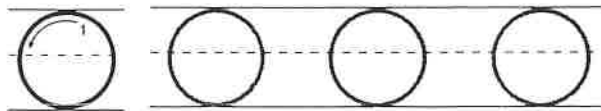
**Write the letters.**





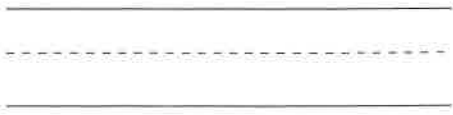
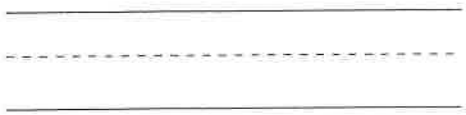
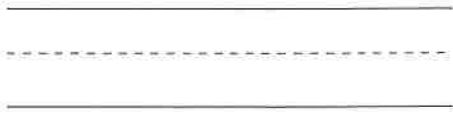
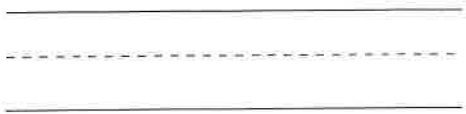
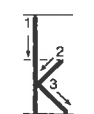
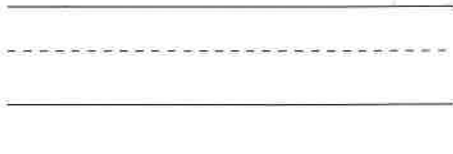
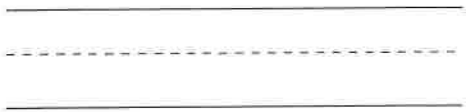
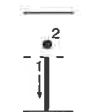
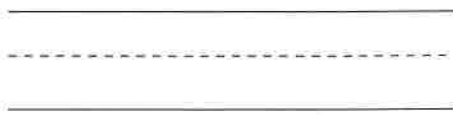
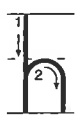
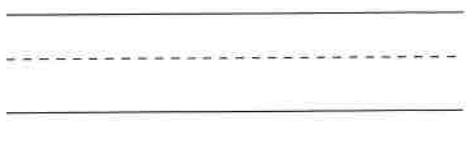
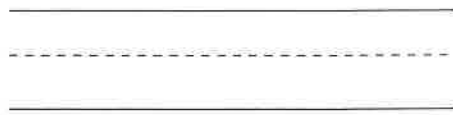
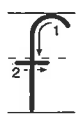
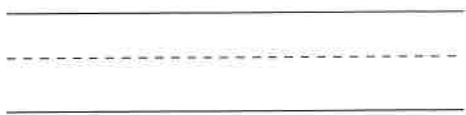
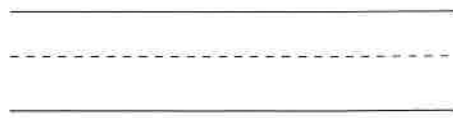
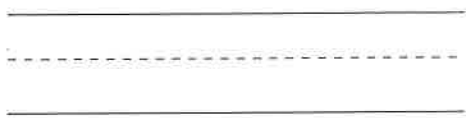
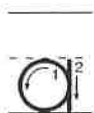
# The Alphabet—2

Write the letters.



# The Alphabet—3

**Write the letters.**


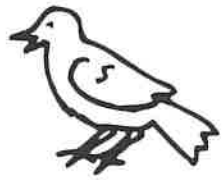

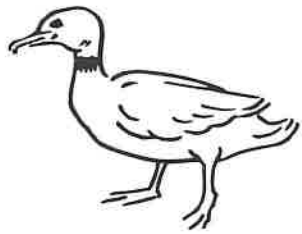




# The Alphabet—4

Write the letters.

# Alphabet Dictionary—1

**Color the picture.**  
**Then write the word.**

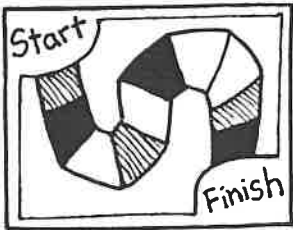

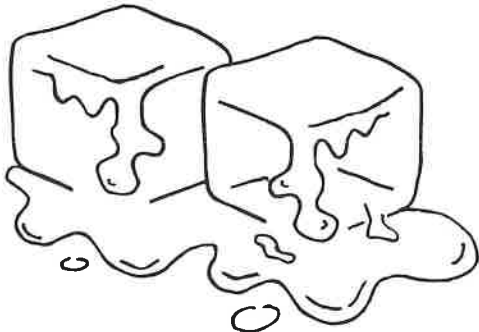

<p>A a  apple</p>	<p>B b  bird</p>
<p>_____</p>	<p>_____</p>
<p>C c  cap</p>	<p>D d  duck</p>
<p>_____</p>	<p>_____</p>
<p>E e  eraser</p>	<p>F f  fish</p>
<p>_____</p>	<p>_____</p>

**Match the uppercase and lowercase letters.**

<p>E a</p> <p>A e</p>	<p>D b</p> <p>B d</p>	<p>C c</p> <p>F f</p>
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# Alphabet Dictionary—2

**Color the picture.**  
**Then write the word.**



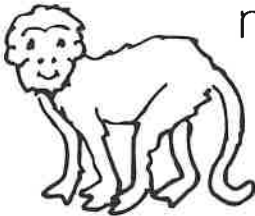
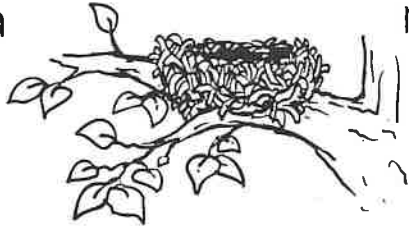
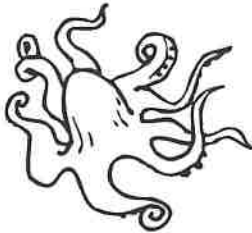

<p>G g                      game</p> 	<p>H h                      house</p> 
<p>I i                      ice</p> 	<p>J j                      jacket</p> 

**Match the uppercase and lowercase letters.**

<p>J                      i</p> <p>I                      f</p> <p>F                      j</p>	<p>A                      g</p> <p>H                      a</p> <p>G                      h</p>
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# Alphabet Dictionary—3

**Color the picture.**  
**Then write the word.**




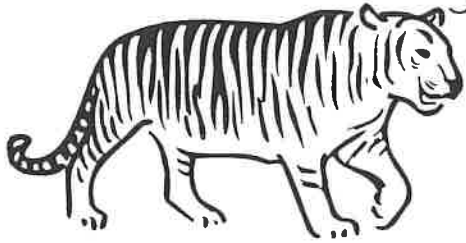

K k  king	L l  lettuce
<hr/> <hr/>	<hr/> <hr/>
M m  monkey	N n  nest
<hr/> <hr/>	<hr/> <hr/>
O o  octopus	P p  pencil
<hr/> <hr/>	<hr/> <hr/>

**Match the uppercase and lowercase letters.**

M ——— n N ——— m H ——— h	P ——— b K ——— k B ——— p	O ——— c C ——— o L ——— l
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# Alphabet Dictionary—4

**Color the picture.**  
**Then write the word.**

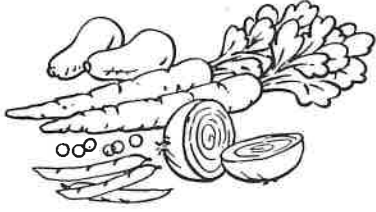

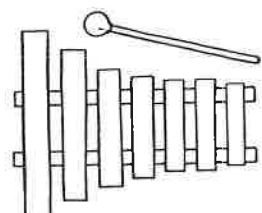

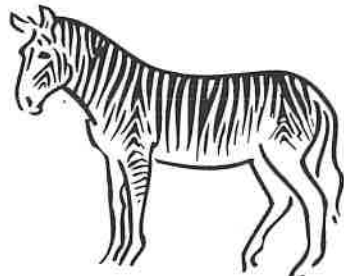
<p>Q q queen</p> 	<p>R r ring</p> 	<p>S s seal</p> 
<p>T t tiger</p> 	<p>U u umbrella</p> 	

**Match the uppercase and lowercase letters.**

<p>Q ——— u</p> <p>U ——— q</p> <p>P ——— p</p>	<p>R r</p> <p>S f</p> <p>F s</p>	<p>T k</p> <p>H t</p> <p>K h</p>
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# Alphabet Dictionary—5

**Color the picture.**  
**Then write the word.**

<p>V v vegetables</p> 	<p>W w whale</p> 	
<p>X x xylophone</p> 	<p>Y y yo-yo</p> 	<p>Z z zebra</p> 

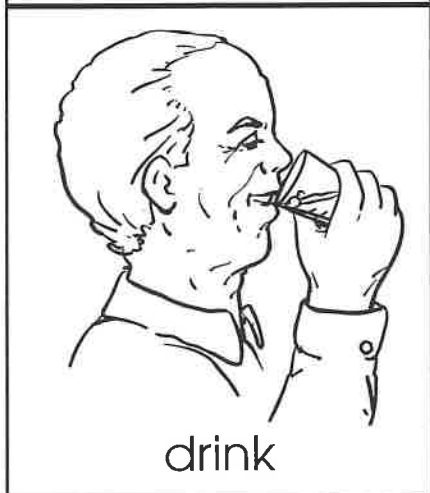
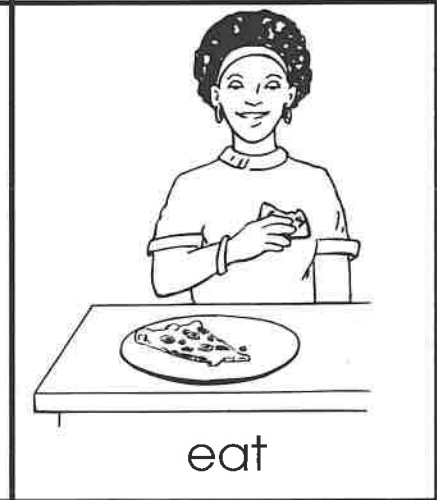
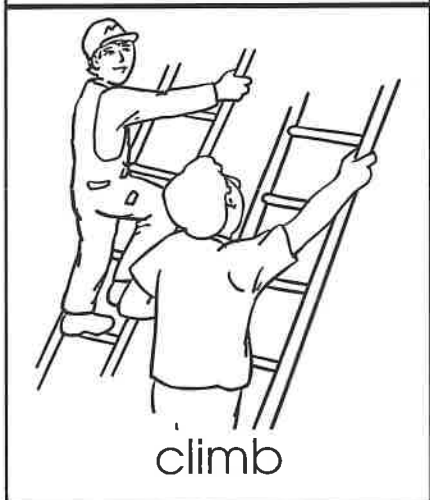
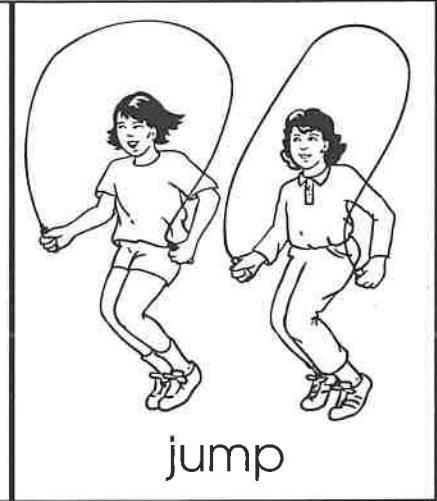
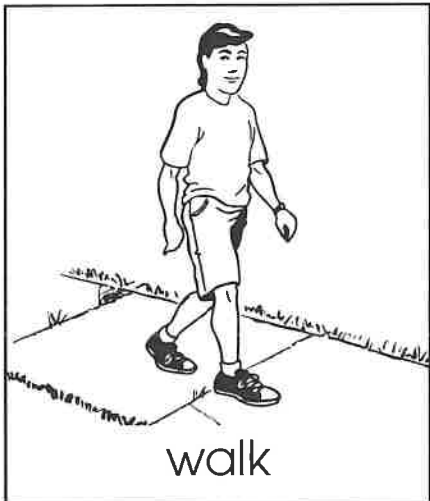
**Match the uppercase and lowercase letters.**

<p>M W Y</p> <p>y m w</p>	<p>X Y V</p> <p>y v x</p>	<p>Z S A</p> <p>s z a</p>
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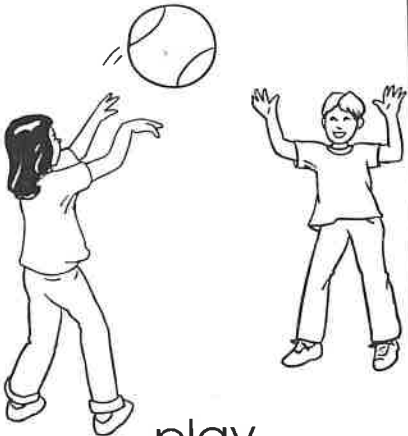


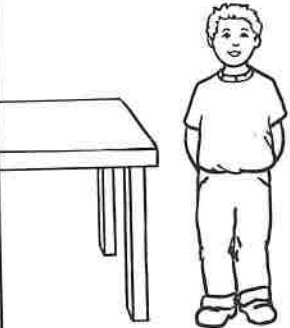


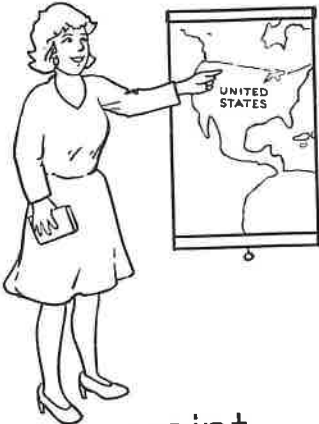


# Action Word Dictionary—1

**Look at the pictures. Read the words.  
Write the words in your ESL notebook.**



# Action Word Dictionary—2

Look at the pictures. Read the words.  
Write the words in your ESL notebook.

 <p>play</p>	 <p>read</p>	 <p>write</p>
 <p>stand</p>	 <p>look</p>	 <p>listen</p>
 <p>point</p>	 <p>sing</p>	 <p>open</p>

# Write the Missing Letters—1

**Write the missing letters.**  
**Use your Action Word Dictionary**  
**to help you.**



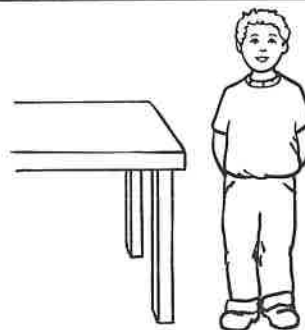
l \_ i \_ s \_ t \_ e \_ n \_



s \_ l \_ e \_



p \_ o \_ \_ \_ t \_



s \_ t \_ \_ \_ d \_



\_ \_ l \_ i \_ m \_ \_



d \_ \_ \_ n \_ k \_

## Write the Missing Letters—2

**Write the missing letters.**  
**Use your Action Word Dictionary**  
**to help you.**



w \_ r i t e \_



\_ k n o c k \_



\_ a s k \_



j u m p \_



\_ e a d \_



\_ o o \_

# Read, Match, and Write Action Words—1

**Match each word to the correct picture.  
Then write the word.**

1. read



2. drink



3. sleep



4. play



5. walk



6. jump



read

# Read, Match, and Write Action Words—2

Match each word to the correct picture.  
Then write the word.

1. eat




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2. run




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3. write




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4. sing




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5. open




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6. climb



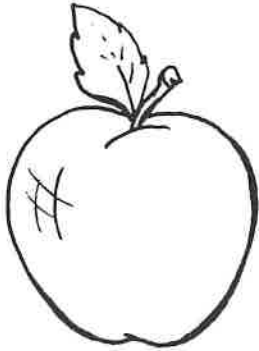

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Name \_\_\_\_\_

What color is it ?



apple

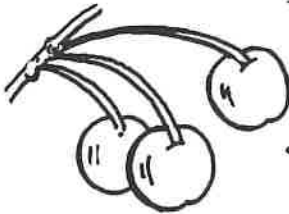
red

The apple is red.



tomato

The tomato is red.



cherries

The cherries are red.



roses

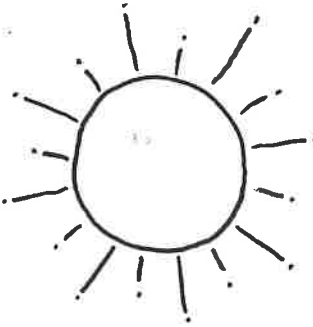
The roses are red.

6. Objectives: To understand and respond to the question "What color is it?"; to read sentences with singular or plural subjects and notice the use of the words is and are; to reinforce the color word red; to learn new words: apple, cherries, tomato, roses. Procedure: Point to the apple. Say, "Apple. This is an apple. What color is an apple? The apple is red." Point to the tomato. Say, "Tomato. This is a tomato. What color is it? The tomato is red." Continue. Say, "Read the sentences. Color the letters in the word 'red' red. Color the apple red. Color the tomato red. Color the cherries red. Color the roses red. Copy the sentences."

Name \_\_\_\_\_

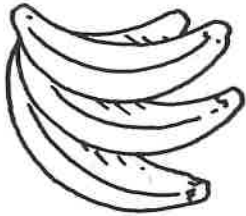
# What color is it ?

## yellow



sun

The sun is yellow.



bananas

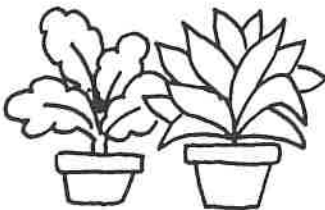
The bananas are yellow.



turtle

## green

The turtle is green.



plants

The plants are green.

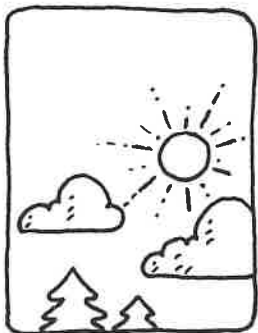
7. Objectives: To continue noticing the use of is and are; to reinforce the color words yellow and green; new words: sun, bananas, turtle, plants. Procedure: Point to the sun and say, "Sun. This is the sun. What color is the sun? Yellow. The sun is yellow. What else is yellow? Can you see anything yellow in this room? Look at the trees and plants. They are green. What else is green? Read the sentences. Color the word 'yellow' yellow. Color the turtle and the plants green. Color the word 'green' green. Copy the sentences."



Name \_\_\_\_\_

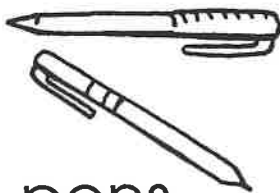
What color is it ?

blue



sky

The sky is blue.



pens

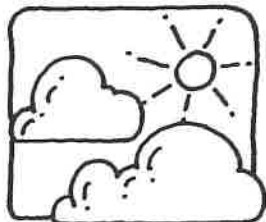
The pens are blue.

white



shirt

The shirt is white.



clouds

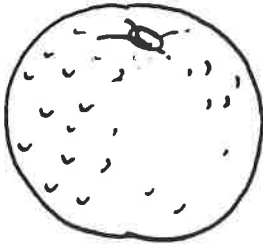
The clouds are white.

8. Objectives: To learn the color names blue and white; to reinforce agreement between subject and verbs is or are; new words: sky, cloud, shirt. Procedure: Teach the words blue and white using crayons and chalk. Point out the window to the sky and say "sky." If it happens to be blue today, say, "The sky is blue." If not, point to the sky in the picture and say, "The sky is blue." Continue with each item on the page. Then say, "Color the pictures. Color the word 'blue' blue. Color the word 'white' white with chalk. Copy the sentences."

Name \_\_\_\_\_

What color is it ?

orange



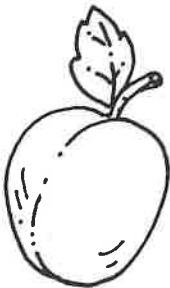
orange

The orange is orange.



flowers

The flowers are orange.



plum

purple

The plum is purple.



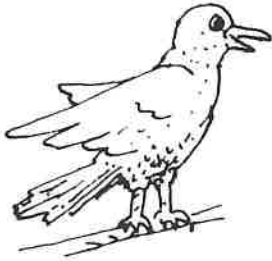
grapes

The grapes are purple.

Name \_\_\_\_\_

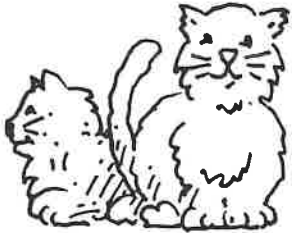
What color is it ?

black



crow

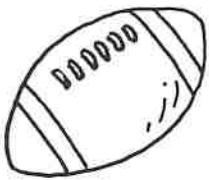
The crow is black.



cats

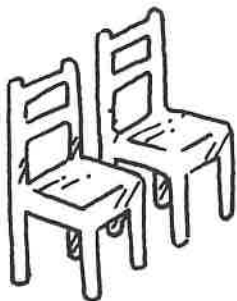
The cats are black.

brown



football

The football is brown.



chairs

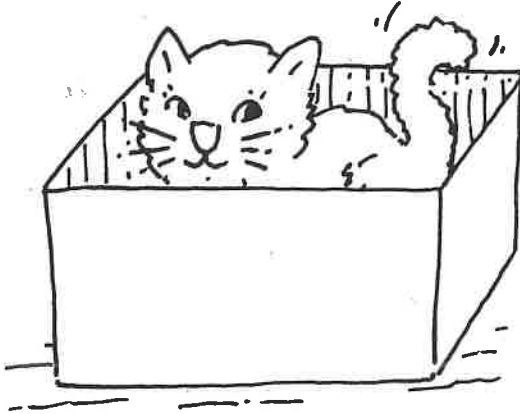
The chairs are brown.

10. Objectives: To learn the colors black and brown; to reinforce agreement between subject and the verbs is and are; new words: football, cats, crow. Procedure: Teach the colors brown and black with crayons. Point to each item and say the name of it for student to repeat. Then say, "Read the sentences." When complete, say, "Color the pictures. Color the word 'brown' brown. Copy the sentences."

Name \_\_\_\_\_

# in

1.



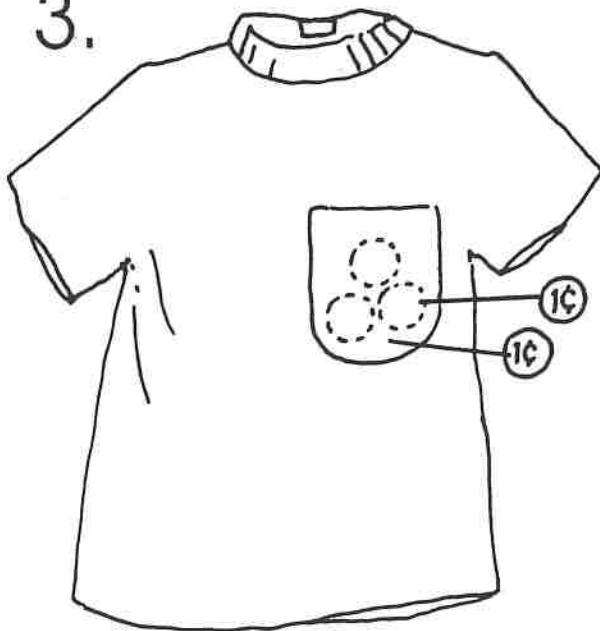
in the box

2.



in the house

3.



in the pocket

4.



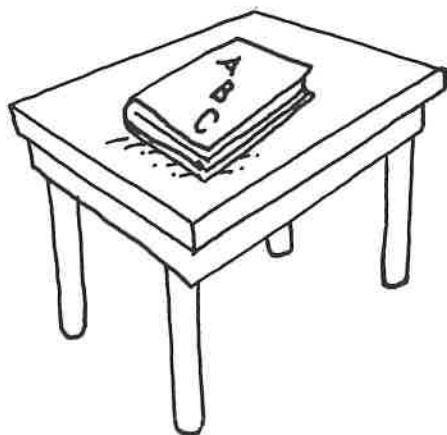
in the bag

73. Objectives: To understand and use the preposition *in*; to respond to the question "Where is \_\_\_\_\_?" with a prepositional phrase answer; new words: *box, pocket, bag*.  
Procedure: Point to the pictures as you give a complete sentence for each picture; the student reads the phrases after you. Ask, "Where is (the cat)? In (the box). And so forth. Give instructions for the student to follow with some small objects on the desk: "Put the (penny) in the (box)." Point to each picture and say, "Make a sentence for each picture. (The cat is in the box.) (And so forth.) Color the pictures. Copy the words. Write complete sentences on a separate sheet of paper."

Name \_\_\_\_\_

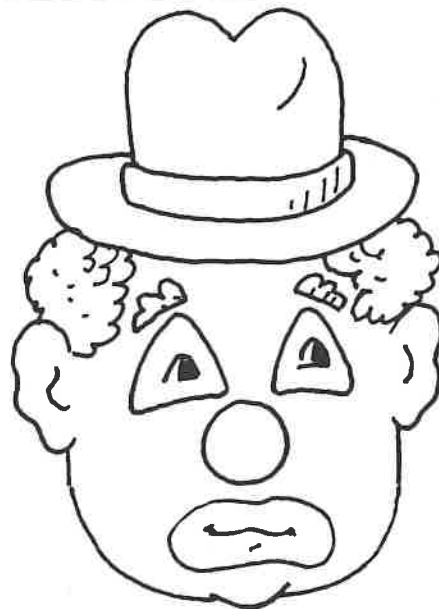
# on

1.



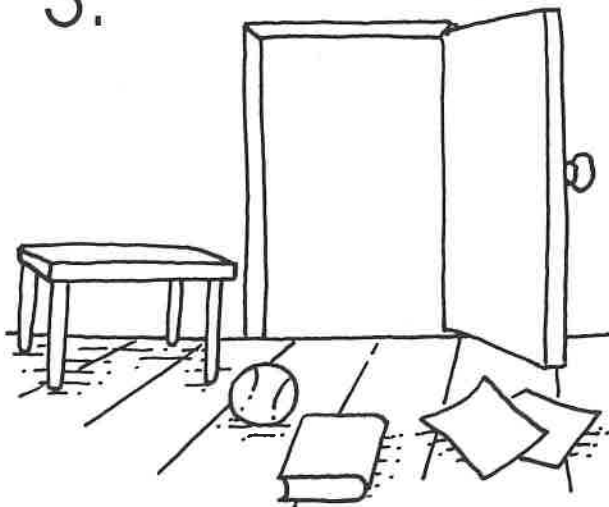
on the table

2.



on his head

3.



on the floor

4.



on the horse

74. Objectives: To understand and use the preposition *on*, to reinforce prepositional phrase word order: new words: *floor, horse*. Procedure: Read the title, point to each picture and say a complete sentence. Have the student read the prepositional phrase after you. Say each phrase at random and have the student tell you the number of the correct picture. Say, "Read the phrases under each picture." Give instructions for the student to follow with small objects on the desk: "Put the (pencil) on the (paper)." Make a sentence for each picture. (The book is on the table.) Copy the words. Write complete sentences on another sheet of paper. Color the pictures.

Name \_\_\_\_\_

# next to

1.



next to the  
blackboard

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



next to the  
house

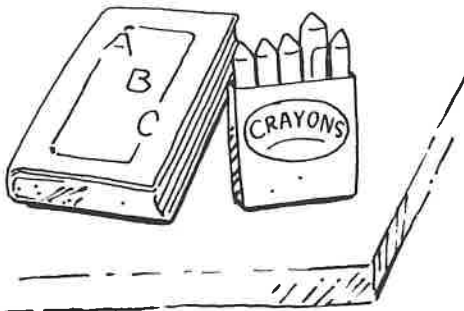
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



next to the  
book

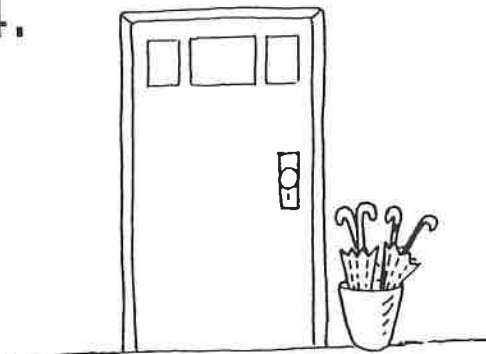
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



next to the  
door

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

75. Objectives: To understand and use the preposition *next to*; to reinforce prepositional phrase word order. Procedure: Gather small objects on the desk. Give the student instructions, and demonstrate: "Put the (crayons) next to the (pencil case)." Point around the room at children or objects and say, "(Don) is next to (Jennifer)." Point to each picture and give a complete sentence. Have the student read the phrase. Say, "Make a sentence for each picture. Copy the words here. Color the pictures. Write the sentences on another sheet of paper."

76. Objectives: To learn to say and read names of farm animals; to reinforce sentences with the prepositions in, on, next to. New words: farm, barn, plus animal words. Procedure: Read the title. Say, "This is a farm. Here are many animals on the farm." Teach the animal names. Point to the words and read, having the student read after you. Point to the first word and say, "What's this word?" (pig) "Where is the pig? What letter is next to the pig? (L) Write the letter 'L' next to the word pig. Do the rest of the words. Color the picture. Copy the names of the animals on a separate sheet of paper."

Name \_\_\_\_\_



# On the farm



- |                |                   |                  |
|----------------|-------------------|------------------|
| 1. pig _____   | 5. goat _____     | 9. rooster _____ |
| 2. horse _____ | 6. cat _____      | 10. bee _____    |
| 3. cow _____   | 7. dog _____      | 11. mouse _____  |
| 4. sheep _____ | 8. chickens _____ | 12. flies _____  |

Name \_\_\_\_\_

## Where is it ?

---

1. The horse is \_\_\_\_\_.

2. The rooster is \_\_\_\_\_.

3. The goat is \_\_\_\_\_.

A. on the barn.

B. next to the barn.

C. in the barn.

77. Objective: To distinguish in, on, next to. Procedure: Say, "Look at the picture of the farm. Where is the horse? (in the barn) Where is the rooster? (on the barn) Where is the goat?" (next to the barn). Read the title and the first sentence fragment. Say, "Finish the sentence. The answer is here. (Point to the three answers.) Which is correct? The horse is on the barn, the horse is next to the barn, or the horse is in the barn? Write the complete sentences on a separate sheet of paper."



# over

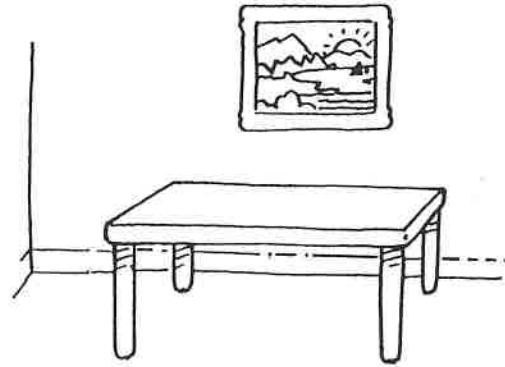
Name \_\_\_\_\_

1.



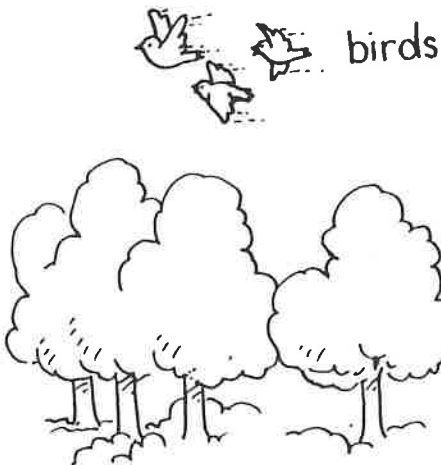
over the city

2.



over the table

3.



over the trees

4.



over the house

78. Objectives: To understand and use the preposition over; to reinforce prepositional word order; new words: airplane, city, balloons, birds. Procedure: Hold an object over the desk and say, "The (pen) is over the desk." Point to each picture and make a sentence for it. "The airplane is over the city." (And so forth.) Say the sentences at random and have the student tell the number of the picture. Say, "Read the phrases. Make a complete sentence for each picture. Color the picture. Copy the words here. Write complete sentences for each picture on a separate sheet of paper."

Name \_\_\_\_\_

# under

1.



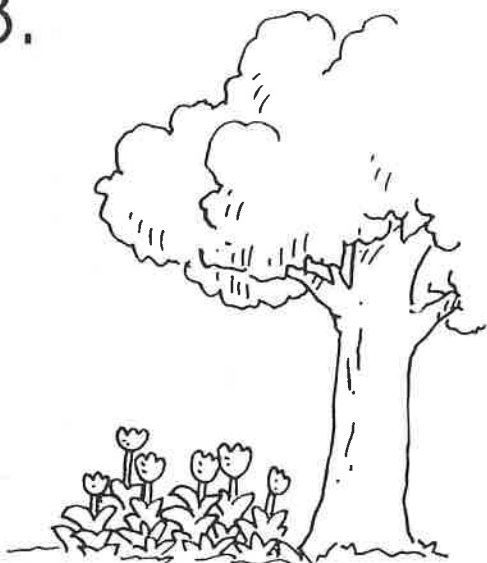
under the car

2.



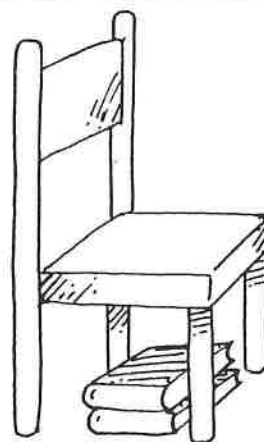
under the  
umbrella

3.



under the tree

4.



under the  
chair

79. Objective: To understand and use the preposition under; to reinforce prepositional word order. Procedure: Place several objects under other objects on and around the student's desk. Make sentences. "The (dictionary) is under the (desk)." Then give directions to follow: "Put the (pen) under the (book)." Read the title and the phrases under each picture and have the student read after you. Say a sentence for each picture and have the student tell you the number of the picture. Say, "Copy the words. Color the pictures. Write a complete sentence for each picture on a separate sheet of paper."

Name \_\_\_\_\_

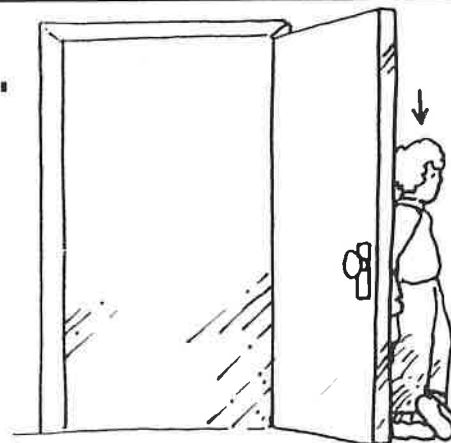
# behind

1.



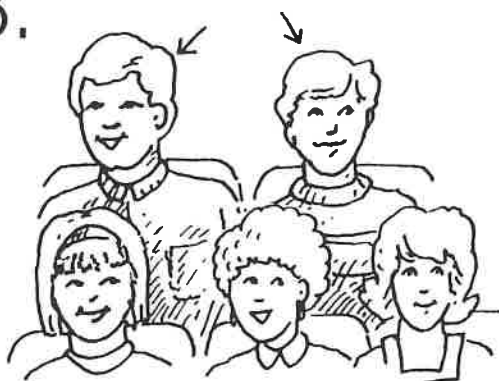
behind Jim

2.



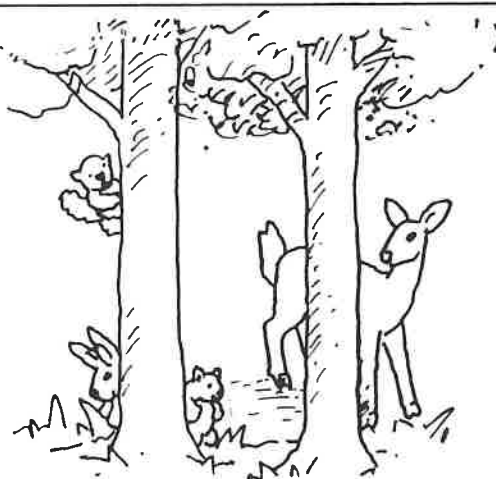
behind the  
door

3.



behind the  
women

4.

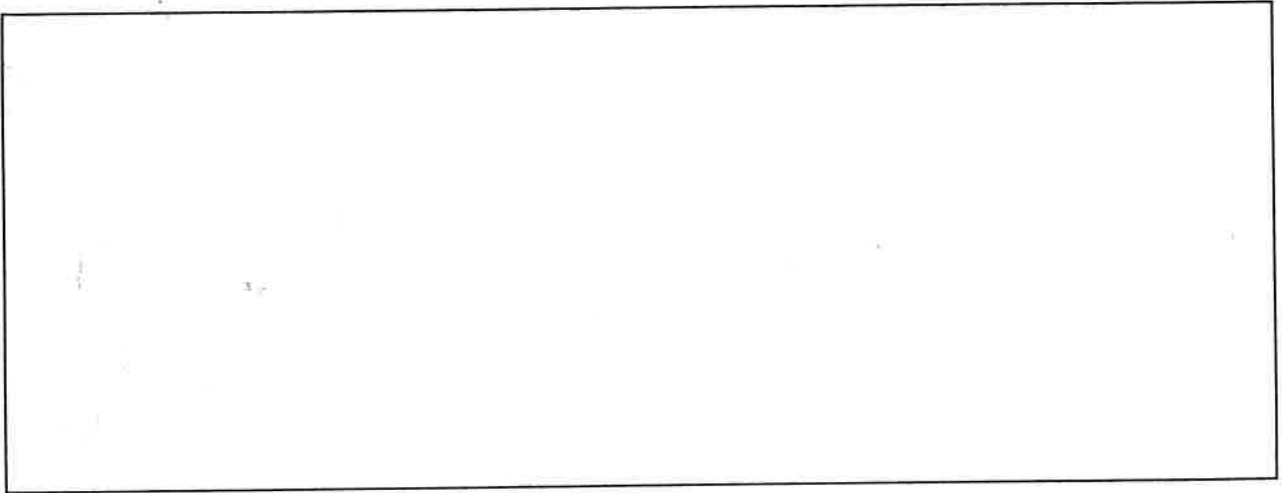


behind the  
trees

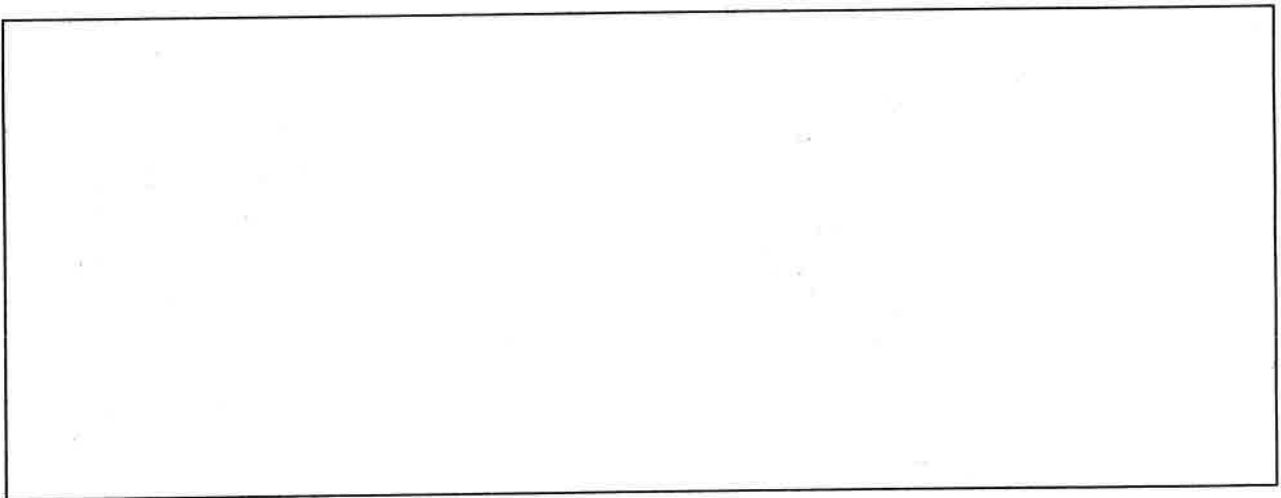
80. Objectives: To understand and use the preposition behind; to reinforce prepositional word order. Procedure: Line up several toy objects on the desk. Point to each as you say, "The horse is behind the truck." Point to students in the room and say "Don sits behind Jane." Give directions to follow, such as "Put the cat behind the horse." Go behind (another student)." Read the title and the phrases under each picture. Make sentences about the pictures at random and have the student tell which picture it is. Say, "Read the phrases. Make a complete sentence for each picture. Copy the words here. Color the pictures. Write complete sentences on another sheet of paper."

Name \_\_\_\_\_

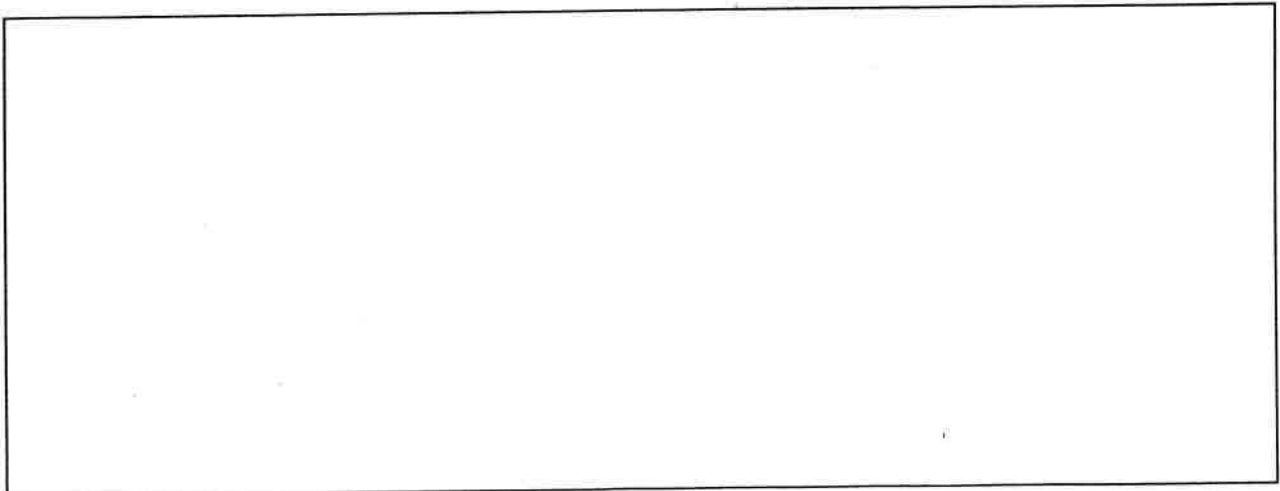
# Draw



1. The bird is over the house.



2. The mouse is under the hat.



3. The car is behind the bus.

Name \_\_\_\_\_

# In the woods



1. deer \_\_\_\_

2. bird \_\_\_\_

3. squirrel \_\_\_\_

4. rabbit \_\_\_\_

5. fox \_\_\_\_

6. skunk \_\_\_\_

7. raccoon \_\_\_\_

8. bear \_\_\_\_

9. owl \_\_\_\_

82. Objective: To learn the names of animals that live in the woods. Procedure: Teach the names of the animals. Read the words and have the student read after you. Point to the first word. "What's this? (Deer) Where is the deer? What letter is next to the deer? (D) Write the letter 'D' next to the word deer. Do the rest of the animals. Color the picture. Copy the names of the animals on a separate sheet of paper."

Name \_\_\_\_\_

# Where are the animals ?

1. The deer is \_\_\_\_\_ the \_\_\_\_\_.

2.

3.

4.

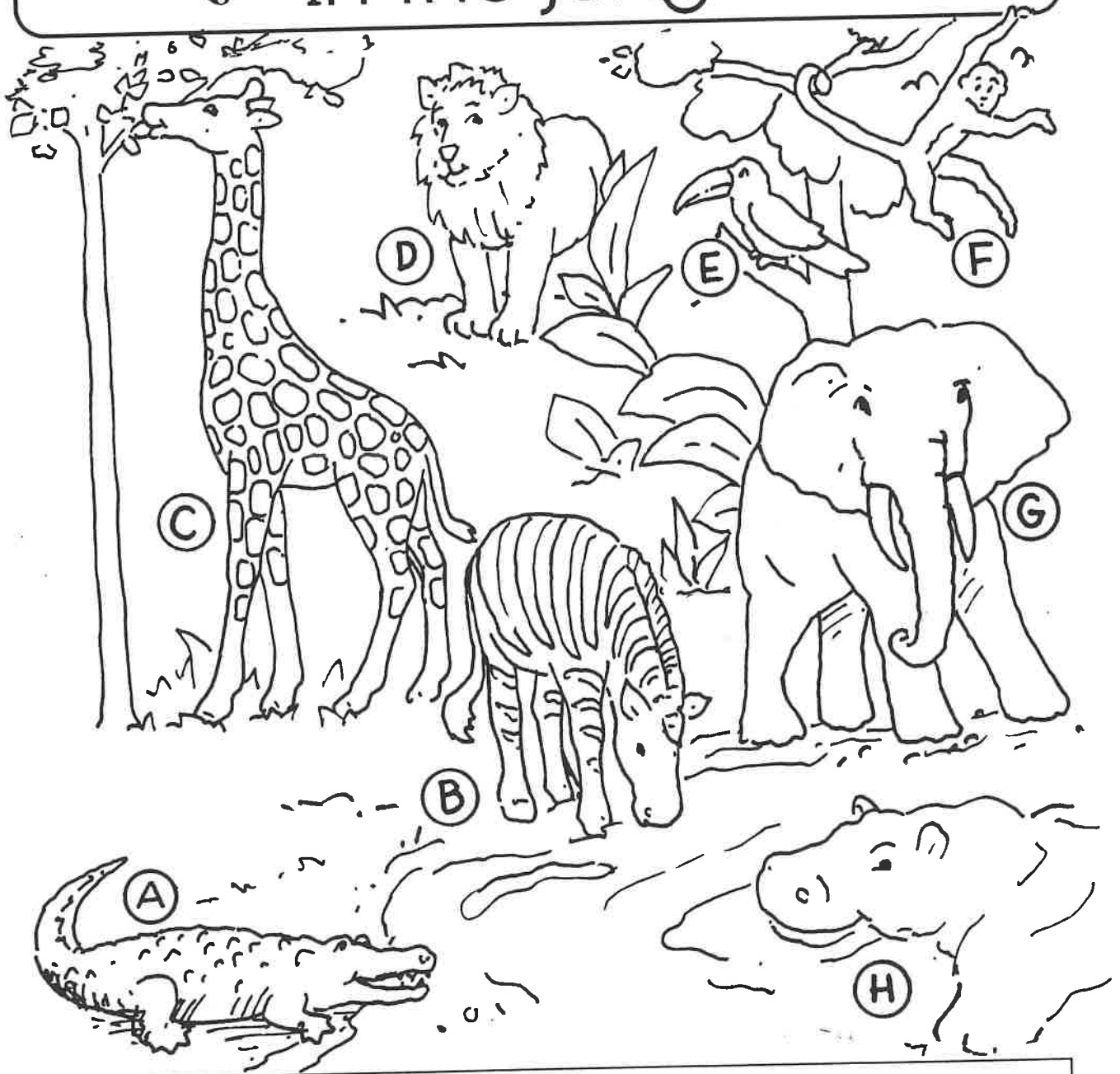
5.

6.

83. Objectives: To review and reinforce prepositions; to reinforce the names of animals. Procedure: Look at the picture on page 82 and ask, "What animal is behind a tree? (A deer) What animal is behind the rabbit? (A fox) What animal is in a tree? (An owl) What animal is on a nest? (A bird) What animal is under a squirrel? (A skunk) What animal is over the rabbit? (A bird)" Say, "Make a sentence telling where the (deer) is. Write sentences that tell where the animals are."

Name \_\_\_\_\_

## In the jungle



1. monkey \_\_\_\_
2. zebra \_\_\_\_
3. lion \_\_\_\_
4. giraffe \_\_\_\_

5. hippo \_\_\_\_
6. elephant \_\_\_\_
7. alligator \_\_\_\_
8. bird \_\_\_\_

84. Objective: To learn the names of wild animals. Procedure: Teach the names of the animals in the picture. Read the animal words, and have the student read after you. Point to the first word: "What's this word? (Monkey) Where is the monkey? What letter is next to the monkey? (F) Write the letter 'F' next to the word monkey. Do the rest of the animals. Color the picture. Copy the names of the animals on a separate sheet of paper."

Name \_\_\_\_\_

# Where are the animals ?

1. The hippo is \_\_\_\_\_ the water.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



86. Objective: To learn the names of animals that live near or in the water. Procedure: Teach the names of the animals in the picture. Read the words as student reads them after you. Point to the first word. Say, "What's this word? (Frog) Where is the frog? What letter is next to the word 'frog' (D) Write the letter 'D' next to the word 'frog'. Do the rest of the animals. Color the picture. Copy the names of animals on a separate sheet of paper."

Name \_\_\_\_\_



## Near the water



1. frog \_\_\_\_

2. fish \_\_\_\_

3. duck \_\_\_\_

4. turtle \_\_\_\_

5. insect \_\_\_\_

6. snake \_\_\_\_

7. bird \_\_\_\_

Name \_\_\_\_\_

# Where are the animals ?

1.

2.

3.

4.

5.

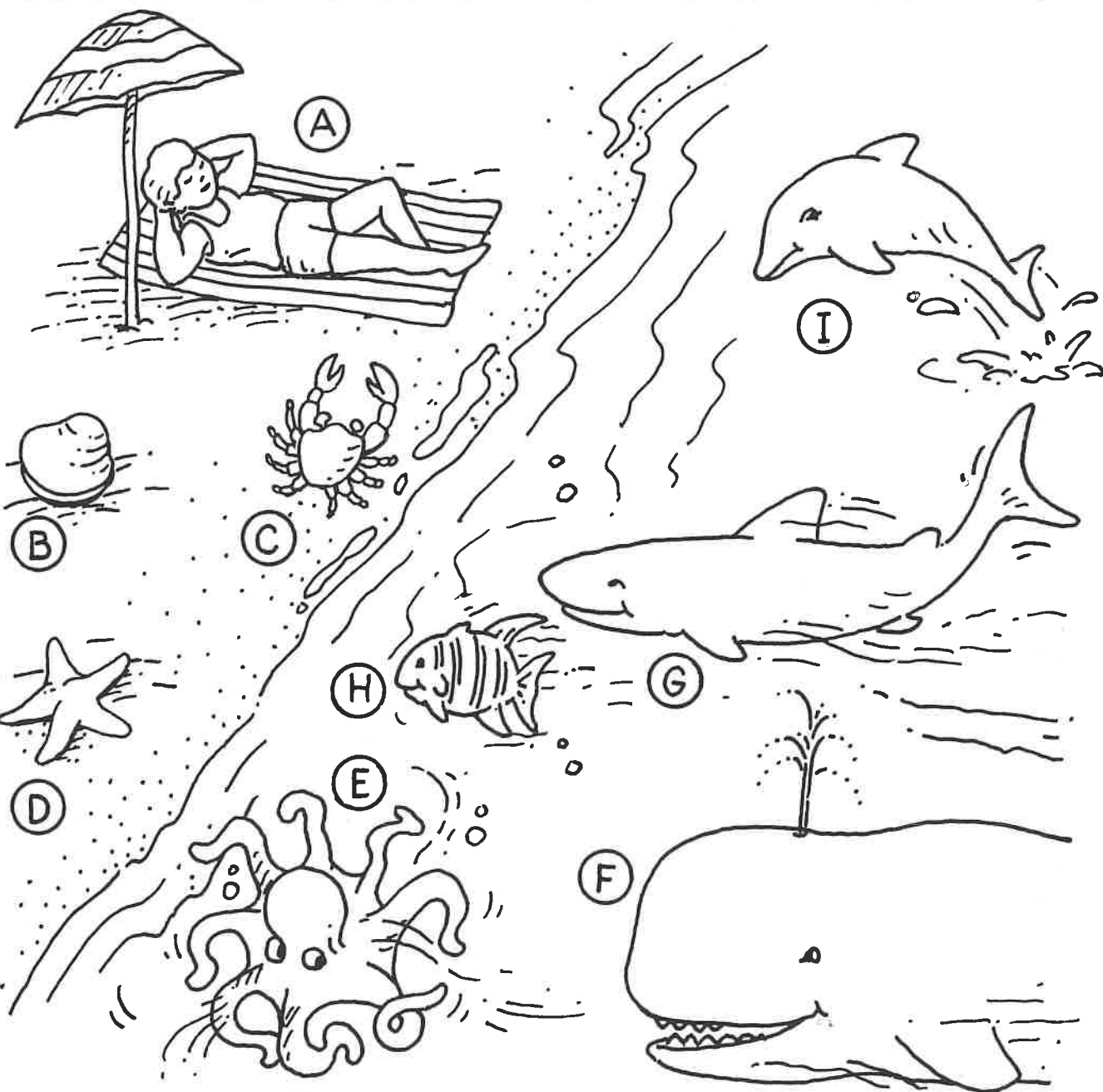
6.

87. Objectives: To write sentences using prepositional phrases; to reinforce names of animals. Procedure: Ask, "What animal is next to a tree? What animal is in the water? What animal is over the grass? What animal is on a rock? What animal is behind a little fish? Write sentences about the animals that tell where they are."

88. Objective: To learn the names of animals that live in and near the ocean. Procedure: Teach the names of the animals. Read the words and have the student read after you. Read the first word. Say, "What's this word? (Fish) Find a fish. What letter is next to the fish? (H) Write the letter 'H' next to the fish. Do the rest of the animals. Copy the names of the animals. Color the picture."

Name \_\_\_\_\_

# By the sea



1. fish \_\_\_\_\_
2. person \_\_\_\_\_
3. whale \_\_\_\_\_
4. shark \_\_\_\_\_
5. crab \_\_\_\_\_

6. clam \_\_\_\_\_
7. starfish \_\_\_\_\_
8. dolphin \_\_\_\_\_
9. octopus \_\_\_\_\_

Name \_\_\_\_\_

# Where are the animals ?

1.

2.

3.

4.

5.

6.

89. Objectives: To write sentences using prepositional phrases; to reinforce spelling of the names of animals. Procedure: Look at page 88. Ask, "What animal is behind a little fish? (Shark) What animal is next to a person? What animals are in the water? What animals are on the land? Write sentences that tell where the animals are."