

THE BRAVEST MAN IN THE WORLD

LESSONS FOR:

POINT OF VIEW WRITING

HISTORICAL & NON-FICTION

PAIRED TEXTS

DIALOGUE

GRADES 3-5



**MENTOR TEXT
CLUB**
by **jivey**

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2020-2020 school year
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is coming soon that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Story Elements](#)

[Mentor Sentence Student Page](#)

[Character Analysis](#)

[Mentor Sentence Assessment](#)

[Wallace Hartley](#)

[Story Arc](#)

[John Astor](#)

[Character Development](#)

[Paired Text Questions](#)

[Sensory Details](#)

[Fictional Narrative](#)

You'll need: The Bravest Man In The World by Patricia Polacco

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Bravest Man in the World</u> for enjoyment. Identify the conditions in historical fiction and nonfiction. Identify why this book is historical fiction.	Show students the mentor sentence. Discuss the real things that notice about the sentence emphasizing dialogue and quotation marks.	Students will plan out a historical fiction story from the point of view of Wallace using a story arc.
DAY TWO	Students will describe a character trait of Jonathan on the Titanic through his thoughts, words, and actions.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of quotation marks.	Students will think about the thoughts, words, and actions needed to describe Wallace and the character they want him to be in their story.
DAY THREE	Students will read a historical fiction story about Wallace Huxley and identify the author's purpose. Use the information in the article.	Discuss how the sentence could be revised to make it better. Allow students to revise the sentence and share.	Students will list sensory details they want to be sure are included in their story.
DAY FOUR	Students will read a nonfiction article about John Jacob Astor and reflect on if he was presented accurately in the book.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students should draft their narrative, making sure to follow their arc, include dialogue, character support, and sensory details.
DAY FIVE	Students will compare and contrast the two articles.	Students will practice focusing more on the "beginning" (or the end) as a "character".	Students will complete their story arc, including dialogue, character support, and sensory details.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed:

Mentor Text (The Worst Man in the Village)

Mentor Sentence Cards

Student Notebooks

If you are new to using mentor sentences, I encourage you to watch the videos to read and watch the videos to see the implementation and how to easily get started with them:

[MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the sentence that all the students have read, not point out the dialogue/quote in a sentence if they don't see this is the focus. For example, if they haven't learned about prepositional phrases, you don't need to cover just because it's on the list.)

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the way/why quotation marks are used in the sentence, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will write the same or different sentence using the same structure but writing about what they would like to write about. Before to share the sample first and allow the students to notice what is the same/different from the original.

Day 5: Students will show what they have learned with an editing assessment.

Monday - possibilities of things to notice

*quotation marks – dialogue
proper noun – Mr. Hartley
interrogative within dialogue
adverb – shyly
complex sentence
prepositional phrase
past tense
first person point of view

Tuesday - label the sentence

Mr. Hartley, sir, deck – nouns
can – helping
you, me, this – pronouns
teach, asked – verbs
to do – infinitive
how, shyly – adverbs
as – subordinating conjunction
on – preposition
the – article
promenade – adjective

"Mr. Hartley, sir, can you teach me how to do this?" I asked shyly as we walked on the promenade deck.

complete subjects
simple subjects

complete predicate
simple predicate

Wednesday - possibility of revised sentence

"Mr. Hartley, sir, can you please teach me how to do this?" I asked shyly as we strolled on the promenade deck.
(added adverb please and changed walked to vivid verb)

Thursday - possibility of imitation sentence

"Mrs. Weeks, ma'am, may I have some sandwiches and tea?" I asked hungrily as I stared at her silver tray.

"Mr. Hartley, sir, can you teach me how to do this?" I asked

Id

~ The Bravest Man in the World

~ The Bravest Man in the World

~ The Bravest Man in the World



Quotation marks are used to set off dialogue, or a tag-telling words in dialogue. If the dialogue comes first, the tag follows with a comma before the quotation mark. If the tag comes first, the quotation mark follows with a comma before the dialogue. Sometimes tag words are used to introduce the dialogue. If you are lost on this ship, "Mr. Hartley said quietly, "we'll help you find your family." Cut out the speech bubbles below and glue down only the pointed side in your notebook so that it makes a flap. Under each flap, rewrite the dialogue with quotation marks and tags.

You've changed your stars this day, lad.

Haven't you heard this ship is unsinkable?

Iceberg! How could that be?

By have row only a few on that

Are we going to all right, Mrs. Weeks?

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
"Mr. Hartley, sir, can you teach me how to do this?" I asked shyly as we walked on the promenade deck.

Add quotation marks to the following sentences:

- "I want to play as wonderfully as you do!" I pleaded after his shift was over.
- He asked, "Can you read music, lad?"
- "I learned my pieces by memorizing them from the man who taught me," I muttered.

Fill in the blanks with verbs- said is not correct. Answers will vary

6. "Watch now," he began to play.
7. "You want in to play with us lads?" Dub invited

8. "You want in to play with us lads?" Dub invited

HISTORICAL FICTION: MENTOR TEXT

Core Anchor Standards: RL.5

Duration: 45 MINUTES

Objectives: Students will identify similarities and differences between historical fiction and nonfiction.

Material de

The Bravest Man by Patricia MacLaccollo

Story Elements Comparison

Actions: Read The Bravest Man in the World to the students for enjoyment. ****NOTE:** after the ship hits the iceberg, a crewman uses the word “damned.” You could skip the word if you feel they can’t handle it, or explain that it isn’t a curse word in this context, it means to condemn something because of the suffering it causes.

Discuss with students how this story was not true but the setting (time, place) was accurate. Was the fiction realistic? The main characters were fictional except for Wallace H. Hufschlager, who was fictional, but the dialogue and actions were realistic for the time period. Compare the Story Elements to compare an actual story to compare the differences of historical fiction and non-fiction.

Story Elements

Historical
Fiction

Both

Nonfiction

characters are a mix
of fictional and real
people from the time
period

there is a conflict or
problem and a
solution to the problem

there is dialogue
between characters
that didn't occur,
but makes sense for
the time period

character feelings
are described in
detail

authentic time in
history with a real
place and events

written about the
past

completely factual

only real people are
described

people read nonfiction
to learn more about
a person, place, thing,
or event in history

it may include a
table of contents,
glossary, captions,
and other text
features

PLAN A STORY

Core Anchor Standards: W.3, W.5, RL.1, RL.2

Duration: 45 MINUTES

Objective: Students will plan a story.

Materials Needed:

The Bravest Man in the World, Patricia Polacco

Story Arc Activity

Actions: Remind students of the story, The Bravest Man in the World. Discuss with students how this book is written in mostly first person point of view, from the grandfather's point of view. (The first few and last few pages are third person.)

Brainstorm together as a class how this story might have been different from Wallace Hartley's point of view.

Possibilities of things to think about:

- how a grandfather's story might be different
- how feelings about the war might change Jonathan's story
- how it felt to stay on the ship and work

Work through the story arc to help them plan their story and make sure they include all of the important parts in their story.

If students aren't familiar with a story arc, first, you might want to work through one to chart the story that occurred in The Bravest Man in the World. Point out where the arc might look different or change when told through Wallace's eyes.

Name: _____

Date: _____

Story Arc

PREVIEW

PREVIEW

PREVIEW



Name: _____

Date: _____

PREVIEW

PREVIEW

PREVIEW

Story Arc

Jonathan
He
Mr. Weeks

Jonathan
wants to play
the violin like
Mr. Hartley

Mr. Hartley
gives Jonathan
an extra violin
to practice

Mr. Hartley
loved him
and secures him a
music school

The Titanic
hit an iceberg
sinking and Mr.
Hartley stays
on

Jonathan gets
off the Titanic
with Mrs. Weeks
and lives with her

falling action

exciting or
suspenseful
moment

rising action

problem

exposition

resolution

CHARACTER: MENTOR TEXT

Core Anchor Standards: RL.1, RL.2, RL.3

Duration: 25 MINUTES

Objective: Students will prove a character's trait through his thoughts, words, and actions.

Materials Needed:
The Bravest Man in the World by Patricia Polacco
Character Analysis Activity

Actions: Remind students that you've read the book, The Bravest Man in the World. Have students orally summarize the book with a focus on the main character (the grandfather) and how Wallace Hartley changed his life.

Complete the activity as a whole group mini-lesson, so you can refer back to pages in the book, or students could complete with a partner or in small groups and then come back together to discuss the book.

Name: **POSSIBLE ANSWERS**

Date: _____

The Bravest Man In The World

Describe Jonathan on the Titanic through his thoughts, words, and actions.

thoughts

persister

thought of how proud his mother would be as he played with all his soul

words:

"I want to play as wonderfully as you do!"

"Mr. Hartley, can you teach me how to swim?"

"We can't leave Mr. Hartley. We just can't!"

actions:

he practiced every waking hour

he impressed Mr. Astor

he begged Mr. Hartley to get on the lifeboat

PREVIEW

CHARACTER DEVELOPMENT

Core Anchor Standards: W.3, W.4, W.5, RL.3

Duration: 25 MINUTES

Objective: Students will plan a character's trait of a narrative through his thoughts, words, and actions.

Materials Needed:

The Bravest Man by Patricia Polacco

Character Development Act

Actions: Remind students of the character analysis activity that was completed for Jonathan. Explain they will be completing the organizer again, but this time as a plan for how they will develop Wallace in their own story.

Encourage them to think about the kind of character they want Wallace to be in their story, and how they could show this trait through his thoughts, words, and actions.

Discuss how there could still be elements and choices that should remain the same as the story- they don't need to change the plot, just showing how it could be different if Wallace had told a different story for the same character.

This could be a guided activity where students brainstorm ideas for the same trait, or they could do this independently to ensure unique, creative ideas.

PREVIEW

Name: **SAMPLE**

Date: _____

Wallace Hartley

Develop Wallace's character by planning his thoughts, words, and actions.

PREVIEW

thoughts:

thoughts

didn't want to see Jonathan in
trouble for being a stowaway

Jonathan reminds him of himself
when he learned to play violin

words:

"Take this violin so that you can practice!"

"Mr. Astor, you've never seen anything like
this boy. His talent is brilliant."

"Mrs. Weeks, he has no family. Keep him safe."

actions:

he gave Jonathan a violin

he arranged for Mr. Astor
to hear Jonathan play

he made sure Jonathan
would be safe

PREVIEW

INTEGRATE INFORMATION

Core Anchor Standards: RI.1, RI.2, RI.3, RI.9, W.8

Duration: 45 MINUTES

Objective: Students will read a nonfiction article, listen to the author's note, then speak and write about the subject knowledgeably.

Materials/Prep:

Wallace Hartley article

Notes/Summary Page

The Bravest Man in the World by Patricia Polacco

Actions: Remind students of the discussion around historical fiction and nonfiction texts. They will read a short biography of Wallace Hartley to learn about his life and the violin he played on the Titanic. Students should take basic notes on what they learn.

Read the author's note to the students from the back of The Bravest Man in the World about Wallace's violin. Discuss what was shared in both the article and the author's note, and what new information was revealed in the author's note. (Both discuss the engraving on the violin as proof to his fiancée. The author's note notes the uncertainty of whether the violin was recovered. The article shares a primary source quote from her diary proving it had been returned.)

Students should summarize what happened to Wallace Hartley's violin using information from both the article and the author's note.

PREVIEW

Wallace Hartley

Wallace Hartley was destined to have a music career from an early age. His father was a church organist in the family's local church in England. And when he was 15, Wallace played violin in the local orchestra and toured England and played in the orchestra for several years.

In 1909, when he was 31, Wallace left the orchestra to work for the Cunard Line as a musician on the ships RMS Lucania, RMS Lusitania, and RMS Mauretania. He played after dinner concerts and the music for Sunday church services.

In 1912, the White Star Line hired Wallace to be the bandmaster for their new extravagant ship, RMS Titanic. He was sad to leave his fiancée, Maria, in London, but he thought his opportunity on such a luxurious ship would help him get future work. Sadly, the evening of April 14, 1912, the Titanic hit an iceberg. He became known as the man who led the five-man orchestra to play for the passengers as the ship sank.

Wallace's violin was recovered from the waters where the ship sank and eventually returned to his fiancée, Maria. It was certain that it was his violin because of the engraving which read: 'For Wallace on the occasion of our engagement from Maria. The violin was given to me in July of 1912 when she was "most grateful to a man who gave me the most precious gift of my life" - Wallace's violin.'



Wallace Hartley & His Violin

Read the biography about Wallace Hartley. Write down important notes.

- Wallace Hartley was born in England
- He played violin from an early age
- He was a musician for the Cunard Line
- He was the bandmaster on the Titanic
- Wallace was engaged to be married to Maria
- He died when the Titanic sank, leaving the violin
- Maria gave him his violin for their engagement
- The violin was found and returned to her

What happened to Wallace's violin after the ship sank?

The violin was recovered from the waters, but it isn't in perfect condition. It was returned to his fiancée, Maria. When Maria died, her sister inherited the violin.



SENSORY DETAILS

Core Anchor Standards: RL.1, W.3, W.4, W.5

Duration: 30 MINUTES

Objective: Students will read a nonfiction article, listen to the author's note, then speak and write about the subject knowledgeably.

Materials Needed:

The Bravest Man by Patricia Polacco

Sensory Details Activity

Actions: Patricia Polacco is a wonderful mentor for using sensory details in writing.

Remind students that sensory details are those that make you feel as though you are there with description that appeals to the five senses - sight, touch, taste, smell, and sound.

Just these two sentences help us visualize the moment Mrs. Weeks walked in and the way she looked. *Just then, there was light upon the door. A rosy-cheeked stout woman with coral-bright hair, with sandwich in hand, had trilled in.* Allow students to point out sensory details, (maybe even smell (the) the sandwich).

Read the last paragraph on the page with the night sky as the background about when the ship hit the iceberg. Students should fill in their sensory details activity with the descriptions Patricia Polacco shared.

Then, they should continue the activity by thinking of their own story they have been planning from Wallace's point of view. What sensory details and descriptions will they want to include? Students should brainstorm more descriptions on the activity that will apply to the story.

Name: **POSSIBLE ANSWERS** Date: _____

Sensory Details

Brainstorm details that should be described with the five senses in the story from Wallace's point of view.

SMELL

lights flickered
people fell
everyone stood still (motionless)

SOUND

ship shuddered and r
engines stopped
everyone was quiet
someone called out

SMELL

FEEL

ship shuddered and r
shar pump
en to
ship shuddered and vibrated

TASTE

PREVIEW

CONSTRUCTED RESPONSE

Core Anchor Standards: RI.1, RI.2, RI.3, RI.9, W.1, W.9

Duration: 45 MINUTES

Objective: Students will read a nonfiction article and reflect to answer the constructed response question.

Materials Needed:

John Jacob Astor article

Constructed Response prompt

Actions: Discuss what they know about John Astor from the book, The Bravest Man in the World. Ask, what do they believe was fiction, and what was based on truth? (John was the richest man on the Titanic, was returning to New York, but probably did not secure a boy's musical future.)

Students should read the short biography of John Jacob Astor. Discuss the information from the article that is confirmed by the text. (John is wealthy, he is from New York.) Allow students to share other interesting information they learned about him.

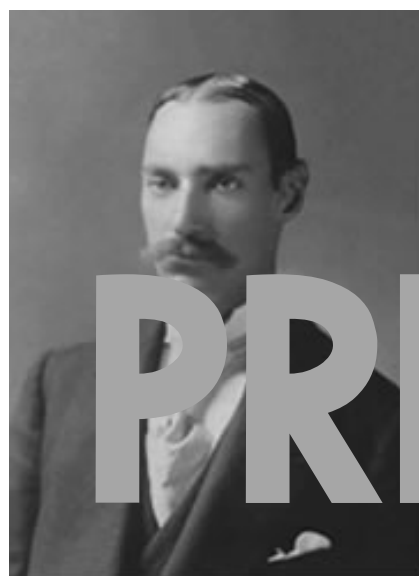
Students should answer the constructed response prompt. Allow students to discuss their reasoning and reflection after they have written.

John Jacob Astor

John Astor IV was born into one of the wealthiest families in the United States. His great-grandfather's fortune was made in fur trade and real estate. John inherited that love of real estate and created his own wealth, worth over 150 million dollars.

In 1897, at the age of 33, John built the Astoria Hotel in New York next to the Waldorf Hotel. They joined to make the Waldorf-Astoria, which is still a famous luxury hotel today. He also had two other hotels: the Hotel St. Regis and the Knickerbocker.

John wasn't only known for real estate, though. He was also an author, a soldier, and an inventor! He wrote a science fiction novel about living on Saturn and Jupiter in the year 2000 called Journey in Other Worlds. John was appointed a lieutenant colonel in the Spanish-American War. He even saved his yacht that was used by the American government in the war. John also invented several machines, like the bicycle brake and a turbine engine.



In 1911, John married Madeleine Force. They travelled to Egypt and France on an extended honeymoon, and decided to return to New York as first class passengers on the RMS Titanic. John was the richest person on the ship, but that still didn't save his life. When the Titanic sank, John, his wife, and a few other people were the only ones allowed to go into lifeboats. John was saved, but he went down with the ship.

Name: **POSSIBLE ANSWERS** Date: _____

Do you think John Astor really could have secured a spot at a major music institute in New York for a boy like Jonathan?

Answer will be but I'll be supporting with reasoning and evidence.

PREVIEW

Yes, because he lived in New York and was a rich man who helps you become famous and have connections to help others in need.

No, because although he lived in New York, his interests were in real estate, not music. He probably didn't have a connection to music schools.

PREVIEW

PREVIEW

CREATE A FICTIONAL NARRATIVE

Core Anchor Standards: W.3, W.4, W.5

Duration: TWO 45 MINUTE PERIODS

Objective: Students will write a narrative.

Materials Needed:

Completed Story

Completed Character Reflection

Sensory Details Chart

Narrative Checklist

Paper for Story

Actions: Students should use the brainstorming they have done over the last few lessons to write their story. Go over the checklist with them so that they know what should be included in their narratives.

take a few more:

Students could type this to publish their story if you have additional time in your schedule.

Name: _____ Date: _____

FICTIONAL NARRATIVE CHECKLIST

- ☐ use one point of view to tell the story
- ☐ use consistent pronouns
- ☐ let the scene establish character and setting
 - ☐ use sensory details
 - ☐ dialogue
 - ☐ thoughts and feelings revealed
- ☐ story unfolds in sequence
 - ☐ describe events and experience
 - ☐ use sensory details
 - ☐ use transition words and phrases
 - ☐ rising and falling action
- ☐ edit for errors
 - ☐ correct punctuation and capitalization
 - ☐ use quotation marks and tags correctly
 - ☐ check for complete varied sentences

Fictional Narrative Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Story is well developed and stays on topic</p> <p>Consistent details are shared</p> <p>Supporting details are provided</p>	<p>Story is developed and mostly stays on topic</p> <p>Supporting details are provided (may be listed)</p>	<p>Story is not developed and does not stay on topic</p> <p>No supporting details are provided</p>
Organization	<p>Uses a strong lead and provides a conclusion to wrap up the story</p> <p>Organizes an event sequence that is mostly orderly;</p>	<p>Uses a strong lead or provides a conclusion to wrap up the story</p> <p>Organizes an event sequence that is mostly orderly;</p>	<p>Does not use a strong lead or provide a conclusion to wrap up the story</p> <p>Lacks organization of events</p>
Style	<p>Shows descriptive details and uses appropriate language to remain with one point of view</p>	<p>Some descriptive details are shared</p> <p>Language mostly expresses one point of view</p>	<p>Lacks descriptive details</p> <p>Language does not express a consistent point of view or is not appropriate for the task</p>
Grammar and Conventions	<p>Handwriting is clear & legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Consistent use of tense and verb types</p>	<p>Handwriting is mostly legible</p> <p>A few errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

PAIRED TEXT INTEGRATION

Core Anchor Standards: RI.1, RI.2, RI.3, RI.9

Duration: 30 MINUTES

Objectives: Students will analyze and evaluate content presented in two texts.

Materials needed:

Wallace

John Jacob Astor

Paired Question Activity

Actions: Depending on previous work with paired texts, this activity could be done in guided groups, whole group, or independently. The students should use both texts to support their answers on the questions activity.

Find more information about using paired texts in the classroom on my website:

[ALL ABOUT PAIRED TEXTS](#)

[ALL ABOUT ANNOTATION](#)

[ALL ABOUT TDQs](#)

Answer these questions about Wallace Hartley and John Jacob Astor.

1. How many ships did Wallace Hartley work on before the Titanic?

- a. 1 b. 2 ☒ c. 3 d. 4

2. How did John Jacob Astor earn most of his fortune?

- a. ☒ fur trade b. real estate
c. writing a book d. inventing a bicycle brake

3. Why did Wallace Hartley agree to be the bandmaster on RMS Titanic?

He hoped it would help him get future work.

4. The words *luxurious* and *ostentatious* are best used in the title of the Titanic by a synonym:

- ☒ a. expensive b. ocean liner
c. famous d. horrible

5. What did the two men have in common?

They both were on the Titanic when it sank (and died).

6. Which sentence would most likely match the point of view of John Astor?

- a. I only travel in third class because of my wealth.
b. I will go and become wealthy with my fiancée's gain.
c. My travels around the world have earned me millions of dollars.
☒ d. After traveling the world, I'm ready to return to New York.



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