

# IF I BUILT A SCHOOL

LESSONS FOR:

**DESCRIPTIVE EXPOSITORY TEXT**

**RELATIVE PRONOUNS**

**VOCABULARY**

**POETRY**



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

**GRADES 3-5**

# 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 included 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](mailto: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 click on the link to prompt you to share the files with your own Google Drive account. (You may want to create a folder for all of the files.)

[Response to Literature](#)

[Mentor Sentence Student Page](#)

[Vocabulary: Context Clues](#)

[Mentor Sentence Assessment](#)

[Analyze a Poem](#)

[Plan a New School](#)

[Vocabulary: Multiple Meanings](#)

[Expository Text Writing](#)

[Assessment: 106](#)

[Assessment: Vocabulary](#)

You'll need: If I Built a School by Chris Van Dusen

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>If I Built a School</u> for enjoyment. Students will complete response paragraphs to express their opinion.	Show students the mentor sentence. Discuss the parts things that notice about the sentence emphasizing the relative clause.	Students will plan the design of a new school in a room area of a school.
DAY TWO	Students will use visual clues in the text to interpret the meaning of vocabulary.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review relative pronouns.	Students will use the plan to write a draft of a descriptive expository text.
DAY THREE	Students will analyze an text to determine the descriptive language.	Discuss how the sentence would be revised to make it better, allow students to revise the sentence and share.	Students will revise for descriptive language, as well as illustrate a partner's description of a school room to detail enough descriptive included.
DAY FOUR	Students will interpret multiple meanings of the vocabulary in the text.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	
DAY FIVE	Assess students on their understanding of vocabulary, their comprehension and identification of descriptive and figurative language.	Practice focus skill more with writing sessions (or use the card as a "challenge").	Students should publish their drafts.



# MENTOR SENTENCE

Core Anchor Standards: L.1, L.3, L.5, 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: You are not required to use mentor sentences, but encourage them. You are not required to visit the website to read or watch videos on Mentor Sentences (If I Can't Read A Story) or to complete the activities. To ease the transition, start 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. They will notice all the words in the sentence, but point out the relative clause if they don't see this is the focus. Talk about how it describes the classroom. Then the students will write in more detail.

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? 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 imitate the mentor sentence by keeping the style and structure but writing about what you would write about. Start with the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will notice what they have learned with a guided assessment.

**Monday** - possibilities of things to notice  
 \*relative pronoun - that  
 complex sentence  
 compound words - classrooms, schoolyard  
 simile  
 rhyme - towers/flowers  
 prepositional phrases  
 plural nouns - classrooms, towers, flowers

**Tuesday** - label the sentence

All - pronoun  
 of, onto, from - prepositions  
 the - article  
 classrooms, towers, schoolyard, flowers - nouns  
 are - helping verb  
 built, sprout - verbs  
 that - relative pronoun  
 colorful - adjective

All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.

complete subjects  
 simple subjects

complete predicates  
 simple predicates

**Wednesday** - possibility of revised sentence

All of the classrooms are built onto gigantic towers that sprout from the schoolyard like colorful flowers.  
 (added adjective)

**Thursday** - possibility of imitation sentence

All of the students climb into a pod that races through glass tubes like lightning on a rod.

All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.

PREVIEW

All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.  
 ~If I Built A School

All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.  
 ~If I Built A School

All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.

PREVIEW

Relative pronouns are words that connect phrases and clauses. They are used to combine two or more sentences into one. Fill in a relative pronoun that connects the two sentences and write the correct form.

ANSWER KEY

Cut out the activity cards and glue them onto the worksheet.

Relative Pronouns

WHO

connects to a person

THAT

connects to a thing

WHICH

connects to a thing

I think the builder who built this school should be banned.  
 We ride around in hover desks that don't touch the ground.

My teacher, who is standing on the air, is looking at the robot.

The pod is a deep pod that surrounds the basketball court.  
 The pod is a deep pod that surrounds the basketball court.  
 The pod is a deep pod that surrounds the basketball court.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.



1. Circle 4 mistakes in the sentence.  
 Rewrite the sentence correctly:  
All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers.

Fill in the missing relative pronoun in each sentence.  
 \_\_\_\_\_ that \_\_\_\_\_ who \_\_\_\_\_ whose

- The teacher uses a stylus that magically writes in the air.
- The boy's class, whose guests would include the principal, is the most interesting.
- The library has books that pop out to the max.
- The basketball player who is on the trampoline court, is practicing every day.
- Our teacher whose class is the loudest, is the one we write to.
- We love our art teacher who lets us spray the walls with paint.

PREVIEW

# RESPONSE TO LITERATURE

Core Anchor Standards: RL.1, RL.6, W.1,  
W.4, W.5, W.9

Duration: 45 MINUTES

Objective: Students will reflect on the book and respond.

Material(s) Needed:

If I Built A School, Chris Van Dusen

Response to Literature sheet

Response Prompt

Actions: Read the book, If I Built A School to the students for enjoyment. Stop along the way and ask students about some of Jack's ideas- could they really happen? Are they possible, or even realistic? Would any of the ideas cause problems for students or teachers?

Go over the book with the students for the first time to ensure that they include all of the key points when they begin writing. Pass out the response prompt, or share in the book for them to write in a journal or separate paper.



# RESPONSE TO LITERATURE CHECKLIST

- summarize the text(s)
- include title and author
- only give important details
- restate the prompt/question, and answer
- make connections to the text(s)
- provide specific examples from the text(s)
- give personal or real world examples
- edit for errors
  - correct capitalization
  - correct punctuation
  - check for complete varied sentences

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

Which of Jack's ideas was your favorite? Is it realistic?  
Would it cause any problems in the real world?

PREVIEW

PREVIEW

PREVIEW

Which of Jack's ideas was your favorite? Is it realistic?

Would it cause any problems in the real world?

The book If I Could Build a School Like Star Van Dusey had a Jack's plan of the school he would design if he was in charge of building it. He has some creative ideas about using pods in glass tubes to get to class quickly, sitting in hover desks, and even a zip line and a twisty slide on the playground!

My favorite idea of Jack's was the specialty buses they would use for field trips. It reminds me of the Space School Bus! It would be so much fun to go wherever we wanted with no limits. It's very realistic, though, since there isn't one vehicle that could go under water, blast off like a rocket, and drive like a car.

Going on field trips to a place like Mars would be a problem if it happened in the real world. It would take really long time and would need to have special equipment for all the students for their safety, which would be very expensive.

# Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Clearly identifies the text, the author, and the prompt</p> <p>Addresses the prompt effectively, staying on topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text and author</p> <p>Answers the prompt mostly staying on topic</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited content of the topic</p> <p>Provides little to no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Effective introduction and conclusion</p> <p>Paragraphs are effective and well organized with supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Each paragraph is mostly organized with connecting and supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of connecting and supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

# PLAN A NEW SCHOOL

Core Anchor Standards: W.2, W.4, W.5

Duration: 45 MINUTES

Objective: Students will plan the room designs of a new school.

Materials Needed:

If I Built It book (Chris Jensen's planning page (choose version to use with students)

Actions: Remind students of the creative ideas that Jack had for a school. They weren't very realistic, but they were what he wished a school could include.

Depending on the amount of time you have, and the amount of collaboration you want for students, there are two ways to move forward with the plans:

Plan 1:

Each student will plan one room/area of the school. Give each student the planning page and have them write details of what they want in each room/area of the school. You also could give students several of the one-room planning pages\* so they could draw and write details.

Plan 2:

Students will get into small groups to plan one room/area of the school together. They should draw and write details of what will be in their design. Assign each group a different room/area so that at the end, the whole class will have an entire school designed.

*\*\*Print the one-room planning page twice (two pages side by side) to give a larger and still have plenty of room for drawing/labeling.*

# PREVIEW



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

# If I Built A School

Lobby/Hallways

Classroom

Library

PREVIEW

Gym

Cafeteria

Playground

PREVIEW

Art

Music

Science

PREVIEW

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

# If I Built A School

Which room or area of the school are you designing?

**PREVIEW**

Draw it! Don't forget to label the details in your design.

**PREVIEW**

**PREVIEW**

# VOCABULARY: CONTEXT CLUES

Core Anchor Standards: RL.4, RL.7, L.4

Duration: 20 MINUTES

Objective: Students will determine the meaning of tier 2 words in the mentor text using context clues.

Materials needed:

*If I Build a School* by Chris Madden

Vocabulary words from

What Do You Think? Activity

Actions: Return to the pages where the vocabulary words are found and re-read only those pages to complete the activity. Show students how important illustrations in picture books can be to help us determine the meaning of words. Walk through each word and look at the clues in the pictures that show the meaning of each word. The first three words in particular can have various meanings, so using context of the sentence and pictures will help decide what they mean in those particular sentences.

*\*I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you'd like.*

# PREVIEW

flock

pod

PREVIEW



© jivey

© jivey

annoy

collide

PREVIEW



© jivey

© jivey

genuinely

contract

PREVIEW



© jivey

© jivey

Name: **ANSWER KEY**

Date: \_\_\_\_\_

# WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

**PREVIEW**

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
<b>flock</b>	verb	Puppies in the picture are running to them	gather in a group
<b>pod</b>	noun	The picture shows a carlike container	a small unit, like a vehicle
<b>spool</b>	verb	The eraser all rolling out of the ground	push up out of the ground
<b>collide</b>	verb	Desks in the picture are bumping	crash
<b>genetically</b>	adverb	The picture shows mixed up	related to genes, or the traits of a living thing
<b>retract</b>	verb	These are wheels on the bus in the picture	pull in or withdraw

**PREVIEW**



# DRAFT DESCRIPTIVE EXPOSITORY TEXT

Core Anchor Standards: W.2, W.4

Duration: 45 MINUTES

Objective: Students will write to describe their imaginary school.

Materials Needed:  
diagram drawings  
draft paper

# PREVIEW

Actions: Students should use their plans to write about their imaginary school (or room if you are following plan 2). Remind them of the details Jack shared in the book to help the reader visualize what would be in each room and how the school would look. They should also describe their school/room with great detail. Encourage them to look at their drawings/lists/labels they made to be sure to include as much detail as possible.

# PREVIEW

# PREVIEW

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

# IF I BUILT A SCHOOL

PREVIEW

PREVIEW

PREVIEW

# ANALYZE A POEM

Core Anchor Standards: RL.1, RL.2, RL.4, L.5, W.2

Duration: 30 MINUTES

Objectives: Students will analyze the structure of a poem as well as identify descriptive language.

Materials needed:  
excerpt from If I Stayed in A School

Actions: Read the excerpt from the book together. Discuss how the book is written in rhyme, so the excerpt is a poem, organized by stanzas. In a story or an essay, the writer organizes ideas in paragraphs. In a poem, the poet organizes ideas in stanzas. Label each stanza as well as the rhyme scheme, then dive into close reading the poem.

Out to the side, list what each stanza is all about (the gist or the main idea of each) as you read it again a second time. Take time to discuss the figurative language as well as all of the descriptive words, prepositional phrases, and vivid verbs that helps the reader visualize. (You might want to have students underline or highlight these details to make them stand out.) This will reinforce that you want students to do in their writing lessons.

Point out the vocabulary words again and allow them to remind you of the meaning. You can also talk about the sentence fragments and how they contribute to the rhythm of the poem (and even the word "'cause" instead of because), as well as the punctuation used throughout the poem.

# PREVIEW

# If I Built A School

a Right off the lobby, to get to your class,

You'd get to class

a I'd use a **sky tube** made of glass,

quickly in a **pod** that

b You can **press** the number, then **BOOM!**

travels in a **glass tube**.

b In order to **connect** you're **not** at your **door**

PREVIEW

c All of the classrooms are **built onto towers**

c That **sprout from the schoolyard like colorful flowers.**

d And **like giant petals that welcome the day,**

The classrooms are

high in the air on

towers. The roofs open

to let sunlight in.

2 d The roofs open up in a **similar** way.

e **Panels fold back** and they let in the sun,

e Which **frankly** makes being there that much more fun.

PREVIEW

f No **one** in your **room** **lost** it **ground?**

f That **free-floating platform** is **where** you **would** stand.

The **teacher** would

stand on a platform

that floats and write

with a magic pen.

3 g And using a **stylus**, you write in the air.

g No blackboard. No whiteboard. No, nothing is there.

h Your words just **appear** and they **magically glow.**

h (Don't ask how this works 'cause I really don't know.)

i But you're not the only one **floating around.**

The students' desks also

i Check out the **desk**. They **don't touch** the **ground**.

at, and they have

j These **really** **hover** **desks**. So **how** they **slide**

**bummers** in **case** they **run**

j They **even** **have** **bummers** in **case** you **collide.**

**collide** her.

PREVIEW

# REVISE FOR DESCRIPTIVE LANGUAGE

Core Anchor Standards: W.2, W.4, W.5, L.5

Duration: TWO 45-MINUTE PERIODS

Objective: Students will draw a partner's room to determine if enough description was used in their draft to help them visualize the room.

Materials Needed:  
draft from previous lesson  
drawing paper

Actions: Remind students of the descriptive and figurative language used in the book (which they also identified in the poem). Ask them to look over their draft from the previous day. Could they add more description to help the reader visualize their school/room? Ask students, "if someone read their draft, could they draw it the way you wanted it to look?" Allow them to revise for more details. \*\*Challenge them to include figurative language!\*\*

Students should then draw with a partner (if using poem 2, someone who is NOT also designing the same room). They will take turns reading about one room to the other partner. Illustrates how to visualize from text. If they are writing about an entire school, they should choose one room to read about to their partner.) Students should then reflect on their partner's drawing- does it include everything you imagined? Is your writing clear and detailed enough that it is represented in the illustration?

take a fun challenge:

Have students write to compare how their partner's room is different from the one in their own school.



# VOCABULARY: MULTIPLE MEANINGS

Core Anchor Standards: RL.4, L.4

Duration: 20 MINUTES

Objective: Students will use words that have multiple meanings and apply the correct word/context to sentences.

Materials needed:

If I Build a School, Chris Van Dusen

Multiple meanings activity

# PREVIEW

Actions: Review the definitions of each of the vocabulary words and point out how the part of speech changes the way a word is used, and can change the meaning of a word.

Work through each of the sentences together, identifying the part of speech of each word to help them determine which definition is correct in the context of the sentence.

# PREVIEW

# PREVIEW

# MULTIPLE MEANINGS



Some words have different meanings based on how they are used in a sentence.

Circle the number of the meaning of each sentence. Use the definitions below.

## flock

- (noun) a group of birds that travel together
- (noun) a group of animals that are kept together
- (verb) to move to a group

## pod

- (noun) protective case of a seed
- (noun) a group of animals that travel together
- (noun) a unit or container that transports

## sprout

- (verb) to begin to grow out of something, especially plants
- (noun) the shoot of a plant

The man was sprouting his beard in just a few days of not shaving. 1 2

We witnessed a pod of dolphins swim around the boat. 1 2 3

The shepherd tended to the flock of sheep in the field. 1 2 3

The escape pod should only be used in an emergency. 1 2 3

My noodle dish was topped with bean sprouts for extra flavor. 1 2 3

All of the children flocked to the ice cream truck with their money. 1 2 3

The children podded around the pod and ate the seeds inside. 1 2 3

The flock of geese flew in the shape of a V. 1 2 3

# ASSESS LEARNING

Core Anchor Standards: RL.1, RL.2, RL.4,  
RL.5, RL.7, L.4, L.5

Duration: 25 MINUTES

Objective: Students will identify elements of a poem and descriptive language. They will also demonstrate vocabulary comprehension.

Materials needed:

The Star Poem

Show What You Know assessment

Actions: Give students the poem and direct them to do any or all of the following:

label the stanzas and rhyme scheme

write the gist of each stanza

underline/highlight the descriptive language

underline/highlight the figurative language and interpret the meaning

(I did not notice the rhyming in the poem so you could adjust for ability of your students.)

Give students the show what you know assessment to demonstrate vocabulary comprehension.

# PREVIEW

The Star  
by Jane Taylor

1 **P** Twinkle, twinkle, in the sky,  
I wonder what you are,  
So above all worldly things,  
How bright and beautiful you are.

This is a bright star in the sky, but she doesn't know what she really is.

**b** Like a diamond in the sky.

2 **c** When the blazing sun is gone,  
**c** When he nothing shines upon,  
**d** Then you show your little light,  
**d** Twinkle, twinkle, all the night.

When the sun goes down, the star comes out to shine.

3 **P** When the heaven in the dark,  
Through the window of my chamber,  
I look out, and do but see  
Your little light among the stars,  
How could I be so wondrous vain,  
To call myself a nightingale,  
If you did not twinkle so.

As someone looks in through the window, the star is so bright that she can't see.

4 **g** In the dark blue sky you keep,  
**g** And often through my curtains peep,  
**b** For you never shut your eye,  
**b** Till the sun is in the sky.

The star shines all night long until the sun comes up again.

5 **e** As your bright and tiny spark,  
From heaven you down to the world  
Look down the narrow lane in  
The dark, and though I know not  
Though I know not what you are,  
How bright and beautiful you are,  
How could I be so wondrous vain,  
To call myself a nightingale,  
If you did not twinkle so.

The star shines the way in the dark, and though she doesn't know what she is, she wants it to keep shining.

**a** Twinkle, twinkle, little star.

# SHOW WHAT YOU KNOW



1. Which word has the same meaning as emerge?  
a. withdraw      **b. sprout**      c. collide

2. In the picture, the seed is beginning to \_\_\_\_\_.

- a. pod      **b. sprout**      c. collide



3. Write ONE sentence using the word flock twice in two different ways:

*flock: (noun) a group of birds that travel together*

*(noun) a group of animals that are kept together*

*emerge to no longer in a group*

**acceptable sentences**

**example: the flock of geese flocked to the lake.**

4. Where would an escape pod likely be found?

- a. spaceship**      b. classroom      c. garden

5. The two cars collided in the intersection. The cars \_\_\_\_\_ each other.

6. What would a cat look like if it was genetically modified with wings?  
**possible answer: The cat would have wings and feathers.**

# PUBLISH

Core Anchor Standards: W.2, W.4

Duration: 45 MINUTES

Objective: Students will publish their revised draft

Materials needed:  
revised draft from previous lesson  
publishing paper

# PREVIEW

Actions: Students should neatly rewrite or type their revised drafts. If time allows, they could also illustrate. These would make a great hall display for descriptive writing!

# PREVIEW

# PREVIEW

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

# IF I BUILT A SCHOOL

PREVIEW

PREVIEW

PREVIEW





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