

THE BRAVEST MAN IN THE WORLD

LESSONS FOR:

POINT OF VIEW WRITING

HISTORICAL & NON-FICTION

PAIRED TEXTS

DIALOGUE



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

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 Best Man in the Village)

Mentor Sentence cards

Student Notebooks

If you are new to using mentor sentences, I encourage you to watch the videos, read and watch videos on 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. The words that make the sentence all the better should be the point of the dialogue. Note: In a park 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 their own sentence copying the 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

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

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 – noun
- relative

PREVIEW

“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 predicator
simple predicator

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 shyly as we walked on the promenade deck.
~ The Bravest Man in the World

“Mr. Hartley, sir, can you teach me how to do this?” I asked shyly as we walked on the promenade deck.
~ The Bravest Man in the World

PREVIEW

Quotation marks are used to tell someone what another person has said. They are also used to tell someone what you are thinking or feeling. If the sentence is a question or exclamation, no comma is needed before the opening quotation mark. Sometimes tags are used to tell the reader who is speaking. If the tag comes first, the comma goes after the tag. If the tag comes second, the comma goes before the closing quotation mark. If the sentence is a question or exclamation, no comma is needed before the opening quotation mark. Sometimes tags are used to tell the reader who is speaking. If the tag comes first, the comma goes after the tag. If the tag comes second, the comma goes before the closing quotation mark.

You've changed your stars this day, lad.

Haven't you heard this ship is unsinkable?

Iceberg! How could it be?

... have rowed only a few ... that

Are you going to ... all right, Mrs. Weeks?

PREVIEW

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.

... of ... heart as well ... Hartley ... together ... follow the music so that ... play

6. “Watch out,” he began ...
Fill in the ... verbs- said is ... answers will vary

7. “... a ... Hartley ...”, “so you can practice, practice, practice.”

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.

Materials Needed:

The Bravest Man in the World by Patricia Polacco

Story Elements Comparison

PREVIEW

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. The situation is fictional, but the characters are realistic. The dialog and actions were realistic for the time period. Complete the Story Elements Comparison activity to compare the differences of historical fiction and nonfiction.

PREVIEW

PREVIEW

Story Elements

Historical Fiction

Both

Nonfiction

PREVIEW

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

authentic time in history with a real place and events

completely factual

only real people are described

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

written about the past

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

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

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

character feelings are described in detail

PREVIEW

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 Activities

PREVIEW

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 a wonder might change
- how it felt to say a true story about a ship

PREVIEW

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.

PREVIEW

Name: _____

Date: _____

PREVIEW

PREVIEW

PREVIEW

Story Arc



scene

Name: _____

Date: _____

Story Arc PREVIEW

Jonathan Weeks
He comes from a poor background.
Mr. Hartley
Mrs. Weeks

Jonathan wants to play the violin like Mr. Hartley

Mr. Hartley gives Jonathan an extra violin to practice

Mr. Hartley's teacher loved him and secures him a spot at a music school

The Titanic hit an iceberg

The Titanic sinks and Mr. Hartley saves Jonathan

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

exposition

problem

rising action

exciting or suspenseful moment

falling action

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 pages.

PREVIEW

PREVIEW

The Bravest Man In The World

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

PREVIEW

thoughts
persister
thought of how proud his
be as he played with all his soul

words:

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

PREVIEW

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

actions:

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

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 Brazen Man by Wallace by Patricia Polacco

Character Development Organizer

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 actions that should be 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 about the same events.

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

Wallace Hartley

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

PREVIEW

thoughts
compassion
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 needed:

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 which was revealed to the 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

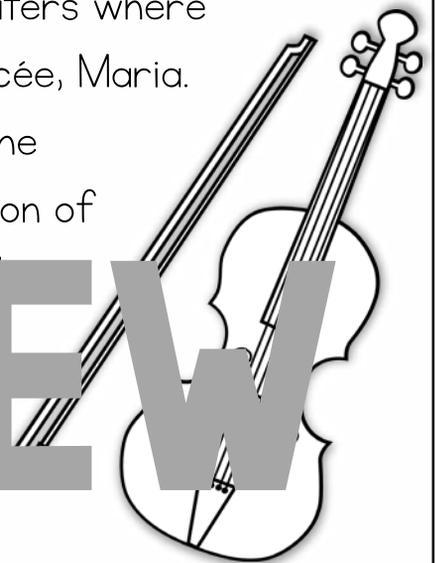
Wallace Hartley

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 at the age of 15, Wallace played with a professional orchestra in London, England and stayed in the city 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 found in July of 1912 when she was "most grateful to a man who gave me the most precious gift of my late fiancé's violin."



Wallace Hartley & His Violin

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

PREVIEW

- 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

PREVIEW

- 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 good 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 Brazen Man by Wallace 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 talked. *Just then, the door was lighted up with the glow of a woman with curly brown hair, with sandy cheeks, and a tattered in. How students to point out the sensory details, maybe the smell (the) the author wrote.*

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 their story.

Sensory Details

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

SEE
lights flickered
people fell
everyone stood still (motionless)

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

SMELL
PREVIEW

FEEL
ship ch
shar bump
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.

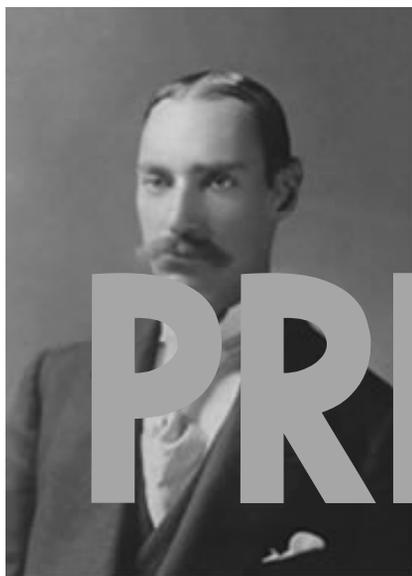
PREVIEW

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 served as yacht captain used by the American government in the war. John also invented several things, 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 the Titanic didn't have enough lifeboats. When the Titanic sank, John was one of the few men and women on the ship who were the only ones allowed to get into lifeboats. He was saved, but he went down with the ship.

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" but I'll be supporting with reasoning and evidence.

PREVIEW

Yes, because he lived in New York and was rich. He 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.

PREVIEW

PREVIEW

take a few more:

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

FICTIONAL NARRATIVE CHECKLIST

- use one point of view to tell the story
- use consistent pronouns
- let the scene to show 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 developed and stays on topic</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 so the story is out of order; missing problem and solution</p>
Style	<p>Show-don't-tell descriptive details are shared</p> <p>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>Some variation in sentence 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 ANNOTATIONS](#)

[ALL ABOUT TDQs](#)

PREVIEW

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 both used in the Titanic story. Which word is best represented by a synonym:

- a. expensive** b. clean lines
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 be glad to become wealthy with my fiancée's gain.
c. My travels in England have earned me millions of dollars.
d. After traveling the world, I'm ready to return to New York.



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