

Grade 4 Writing Workshop

WRITING WORKSHOP

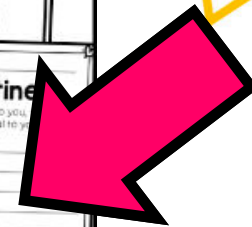
Realistic Fiction
Prewriting Lessons



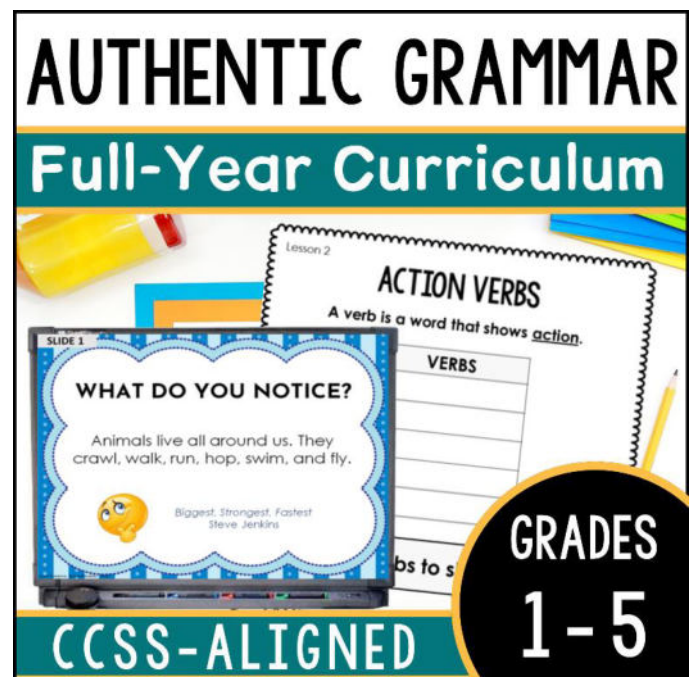
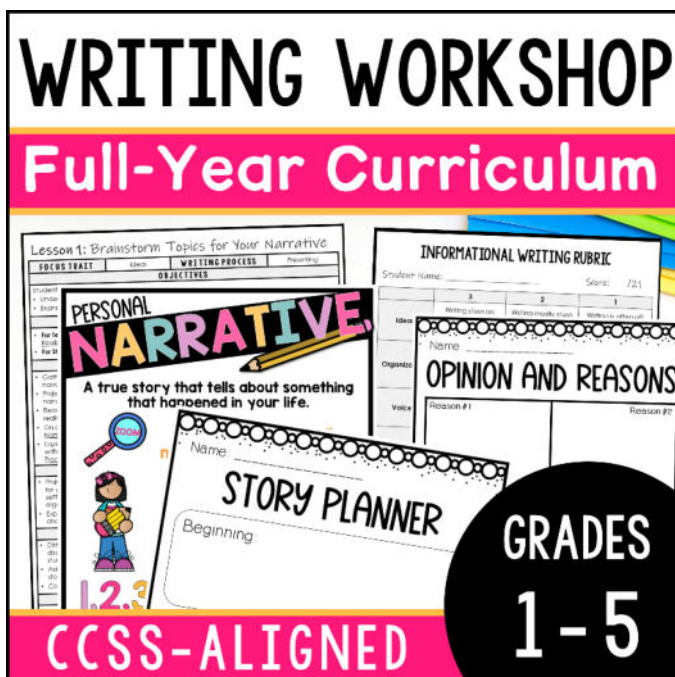
FREE YEAR OF WRITING PROMPTS



Click to get
your free
bundle!



GRAB A VALUE-PACKED BUNDLE!



TEACHER DIRECTIONS

What's Included:

- Conferencing schedule and forms
- 5 prewriting lesson plans to be taught over 5 days
- Posters that align with lesson plans
- Graphic organizers that align with lesson plans
- Writing samples that align with lesson plans
- Draft Paper

Directions for preparing the unit:

1. Print the Conference Schedule on page 7 and create your schedule. Put it in a conference binder.
2. Print a Conference Form on page 8 for each student and put the forms in your conference binder.
3. Find a hard copy (or Youtube version) of this mentor text:
 - Grace for President by Kelly DiPucchio

Directions for teaching a lesson:

1. Print your daily lesson plan.
2. Read the "Materials" section of your lesson plan and prepare the necessary materials:
 - Print and laminate posters.
 - Print and make student copies of organizers.
3. Set up your classroom for the lesson.
4. Use the lesson plan to teach your lesson.

CONFERENCING



HOW TO CONFERENCE

What is a writing conference?

- A writing conference is a one-to-one interaction between an individual student writer and the teacher with the goal of helping the student's writing to improve.

How do I implement conferences?

- Print the Conference Schedule on page 7 and put it in a binder. Write down a list of students that you plan to meet with on each day of the week. You can either meet with each student every week or meet with each student every two weeks.
- Create a conference binder to store each student's Conference Form.
- Print out a Conference Form on page 8 for each student and put the forms in your conference binder.
- During the "Writing Time" of your lesson, meet with the students according to your Conference Schedule.
- As you meet with individual students, use your corresponding Conference Form to record the date and the writing unit your class is working on. Look over each student's writing and share one or two strengths that you see in his/her writing. Record your student's strengths on the conference form. Then, look over your student's writing and share one weakness that you see in his/her writing. Record your student's weaknesses on the conference form. With your student, create one writing goal to work on before your next conference and record it. Follow up with that goal at the beginning of your next conference.
- Note: Each conference should last no longer than five minutes. It helps to set a timer!

CONFERENCE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of					
Week of					
Week of					
Week of					
Week of					
Week of					

CONFERENCE FORM

Student's Name: _____

Date	Unit	Strengths	Weaknesses	Goal

Lesson 1: Brainstorm Topics for Your Narrative

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
<p>Students will...</p> <ul style="list-style-type: none">Understand the characteristics of realistic fiction.Brainstorm topics for their realistic fiction narrative.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>Grace for President</u> read aloud by Kelly DiPucchio, <u>Realistic Fiction</u> poster, <u>The Writing Process</u> poster, chart paper, <u>Brainstorm</u> organizer, Realistic Fiction YouTube videoFor Students: <u>Brainstorm</u> organizer			
MINI-LESSON			
<ul style="list-style-type: none">Gather students and explain that in this unit, we will learn how to write a realistic fiction narrative. Have students share their prior knowledge about realistic fiction.Show the Realistic Fiction video to help your students understand realistic fiction.Project the <u>Realistic Fiction</u> poster. Discuss the definition and characteristics of a realistic fiction narrative.Read aloud <u>Grace for President</u> to students. Discuss the characteristics of realistic fiction that we see displayed in this story.On a chart paper record the characters, setting, problem, and solution in <u>Grace for President</u>.Explain that today we will begin writing our own realistic fiction narrative. Explain that good writers always prewrite before they write a story. Explain the prewriting stage with <u>The Writing Process</u> poster.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Brainstorm</u> organizer. Explain that the first thing you need to do is brainstorm ideas for your realistic fiction narrative. Invite your students to help you think of potential characters, settings, problems, and solutions for your story. Write down the class's ideas on your <u>Brainstorm</u> organizer.Explain that you now need to select which ones you will include in your story. Circle the characters, setting, problem, and solution you will include in your story.			
WRITING TIME			
<ul style="list-style-type: none">Distribute the <u>Brainstorm</u> organizer to students. Pair students and ask partners to take turns discussing their ideas for characters, settings, problems, and solutions for their story. Remind students to write their ideas down on their organizer as they are discussing.Ask students to circle the characters, setting, problem, and solution they will include in their story.Conference with individual students as the class brainstorms.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share what they worked on today and provide them with positive feedback. (Optional: You may want to put their work under a document camera.)			

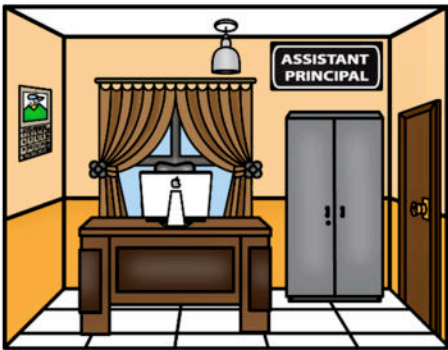
REALISTIC FICTION

A made-up story that could actually happen in real life.



➤ The characters could be real people.

➤ The setting is real.



➤ There is a realistic problem and solution.

➤ The author tells about events in order.



➤ The author uses words like: *He, She, They, Her, Them.*

REALISTIC FICTION

A made-up story that could actually happen in real life.



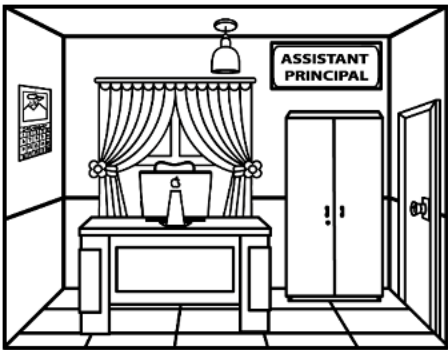
➤ The characters could be real people.

➤ The setting is real.

➤ There is a realistic problem and solution.

➤ The author tells about events in order.

➤ The author uses words like: *He, She, They, Her, Them.*



THE WRITING

PROCESS



PREWRITING

Brainstorm ideas and organize them with a graphic organizer.



DRAFTING

Write sentences and paragraphs using your prewriting.



REVISING

Improve the draft by adding, removing, moving, and substituting words and sentences.



EDITING

Correct errors in capitalization, punctuation, spelling, and grammar.

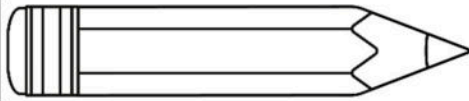
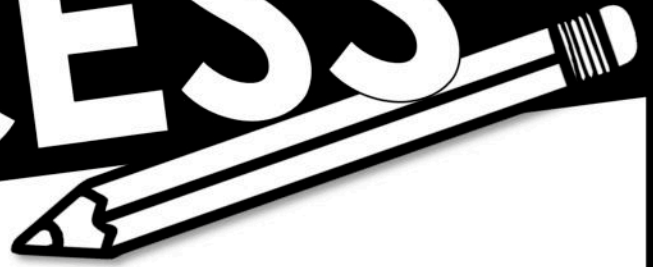


PUBLISHING

Create a final draft and share it.

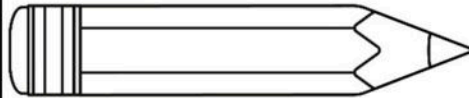
THE WRITING

PROCESS



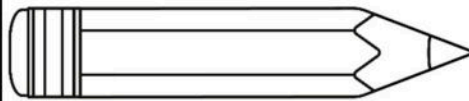
PREWRITING

Brainstorm ideas and organize them with a graphic organizer.



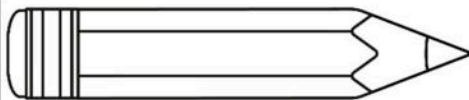
DRAFTING

Write sentences and paragraphs using your prewriting.



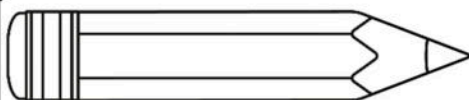
REVISING

Improve the draft by adding, removing, moving, and substituting words and sentences.



EDITING

Correct errors in capitalization, punctuation, spelling, and grammar.



PUBLISHING

Create a final draft and share it.

Name: _____

BRAINSTORM

Characters



Setting



Problem



Solution



Name: _____

BRAINSTORM

Characters

- Jeff and his brothers
- Emily and her mom
- Olivia and her classmates



Setting

- At a fair
- On a hike in the woods
- At a new school



Problem

- Get stuck on the Ferris wheel
- Find a lost puppy
- Feels nervous and lonely



Solution

- The Ferris wheel gets repaired
- They find the puppy's owner
- Makes new friends at recess



Lesson 2: Plan Your Realistic Fiction Narrative

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
Students will...			
<ul style="list-style-type: none">Understand that authors plan their realistic fiction narrative before writing.Plan the characters, setting, problem, and solution for their realistic fiction narrative.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>Grace for President</u> read aloud; <u>The Writing Process</u> poster, <u>Realistic Fiction</u> poster; <u>Brainstorm</u> organizer from lesson 1, <u>Story Planner</u> organizerFor Students: <u>Brainstorm</u> organizer from lesson 1; <u>Story Planner</u> organizer			
MINI-LESSON			
<ul style="list-style-type: none">Review what realistic fiction is as well as its characteristics using the <u>Realistic Fiction</u> poster.Remind students that we are in the prewriting stage of the writing process. Review the prewriting stage with <u>The Writing Process</u> poster.Explain that in the last lesson we chose characters, a setting, a problem, and a solution for our story. Today we will think of more details we could include in our story for each of these parts.Read the beginning of <u>Grace for President</u> and discuss some of the details the author includes for the characters and setting. Then, read the middle of the story and discuss some of the details the author includes for the problem. Last, read the ending of the story and discuss some of the details the author includes for the solution.Explain that when writing realistic fiction, we want to use many details to describe our beginning, middle, and ending.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Brainstorm</u> organizer from lesson 1. Remind students which characters, setting, problem, and solution you are going to include in your story.Explain to students that just like the author of <u>Grace for President</u>, you want to include many details in your story. It helps to first talk about your ideas with others to help you think of details to include.Model telling about your characters, setting, problem, and solution to your students. Include details such as what your characters and setting look like, what led to the problem and solution, etc. Invite your students to ask you questions to help you think of more details to include.Project your <u>Story Planner</u> organizer and model how to draw pictures and/or write specific details about your beginning (characters/setting), middle (problem), and ending (solution).			
WRITING TIME			
<ul style="list-style-type: none">Ask your students to take out their <u>Brainstorm</u> organizer from lesson 1. Pair students and ask them to describe the characters, setting, problem, and solution in detail to one another. Remind them to ask each other questions to give ideas for further details to include in their story.Distribute the <u>Story Planner</u> organizer and ask students to draw pictures and/or write details about their beginning, middle, and ending.Conference with individual students as the class works on their writing.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share what they worked on today and provide them with positive feedback. (Optional: You may want to put their work under a document camera.)			



Name: _____

STORY PLANNER

Beginning:

Middle:

Ending:



Name: _____

SAMPLE STORY PLANNER

Beginning:

- Olivia is a new student at a new school
- Olivia is nervous about making friends

Middle:

- Olivia's teacher introduces her
- Olivia trips as she walks to her desk
- At recess Olivia sits by herself
- A girl named Emma introduces herself

Ending:

- Olivia becomes friends with Emma and Alice
- Olivia wants to invite them to her birthday party

Lesson 3: Plan Your Characters and Setting

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
Students will...			
<ul style="list-style-type: none">Understand that authors plan details about their characters and setting before writing.Plan details about their characters and setting.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>The Writing Process</u> poster, <u>Characters</u> poster, <u>Setting</u> poster, <u>Grace for President</u> read aloud, <u>Story Planner</u> organizer from lesson 2, <u>Character Planner</u> & <u>Setting Planner</u> organizersFor Students: <u>Story Planner</u> organizer from lesson 2, <u>Character Planner</u> & <u>Setting Planner</u> organizers			
MINI-LESSON			
<ul style="list-style-type: none">Remind students that we are in the prewriting stage of the writing process. Review the prewriting stage with <u>The Writing Process</u> poster.Explain that in the last lesson we mapped out the characters, setting, problem, and solution for our story. Today we will plan more specific details for our characters and setting.Project the <u>Characters</u> poster and discuss some of the ways authors describe and develop characters in their story.Project the <u>Setting</u> poster and discuss some of the ways authors describe and develop the setting in their story.Read part of <u>Grace for President</u> and discuss specific details we learn about the characters and setting from the book. (Optional: Record ideas on chart paper.) Discuss with your students how these details enhance the story.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Story Planner</u> and review the characters and setting you plan to include in your story.Project your <u>Character Planner</u> organizer. Model how to write the names of your characters in the boxes on the left and how to write more details about them in the boxes on the right.Project your <u>Setting Planner</u> organizer. Model how to write specific details about your main setting and additional settings.			
WRITING TIME			
<ul style="list-style-type: none">Ask your students to take out their <u>Story Planner</u> and to review the characters and setting they plan to include in their story.Distribute a <u>Character Planner</u> and a <u>Setting Planner</u> to students. Explain how they need to use these planners to brainstorm more specific details about their characters and setting that they can include in their story. Encourage students to refer to the <u>Characters</u> & <u>Setting</u> posters. Remind students that they do not need to write in complete sentences for this writing activity.Conference with individual students as the class works on their writing.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share with the class what they worked on and provide positive feedback to them. (Optional: You may want to put their work under a document camera.)			

CHARACTERS

People or animals in a story.

DESCRIBE CHARACTERS WITH....

Physical Traits

Strengths

Weakness

Names

Feelings

Thoughts

Actions

Friends

Interests

Adjectives



CHARACTERS



People or animals in a story.

DESCRIBE CHARACTERS WITH....

Physical Traits

Strengths

Weakness

Names

Feelings

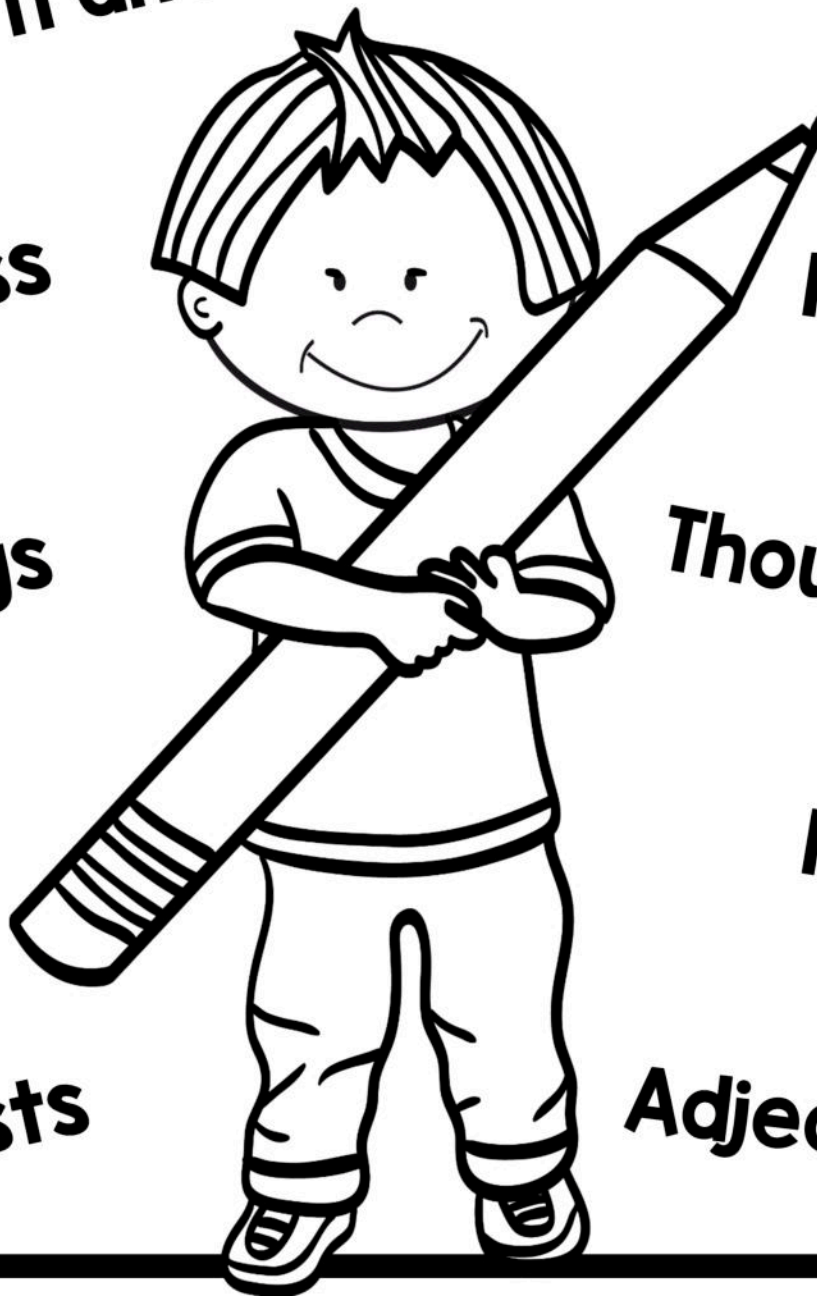
Thoughts

Actions

Friends

Interests

Adjectives



SETTING



Where and when the story takes place.



DESCRIBE IN DETAIL...

Where the majority of the story takes place.

An old house named "Franklin" with an old chair named "Fred" and an old bed named "Roxanne". The house has a gate with no name because two of its hinges are rusted off.

When the story happens.

Over the course of days in the woman's old age after her loved ones had already passed on.

Additional settings.

The dogcatcher's kennel. It has a big yard full of white dogs and black dogs and brown dogs.

SETTING



Where and when the story takes place.

DESCRIBE IN DETAIL...



Where the majority of the story takes place.

An old house named "Franklin" with an old chair named "Fred" and an old bed named "Roxanne". The house has a gate with no name because two of its hinges are rusted off.

When the story happens.

Over the course of days in the woman's old age after her loved ones had already passed on.

Additional settings.

The dogcatcher's kennel. It has a big yard full of white dogs and black dogs and brown dogs.

Name: _____

CHARACTER PLANNER

Directions: Describe 3 characters in your story.

Which adjectives would you use to describe them? Who are their friends? Describe their physical traits, interests, strengths, weaknesses, thoughts, feelings, and actions.

Main
Character:

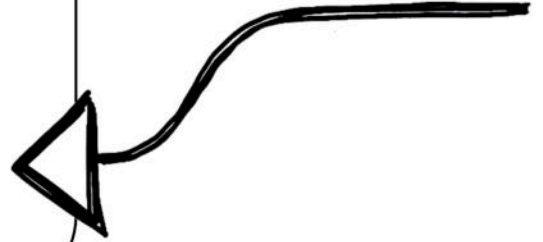
Character #1:

Character #2:

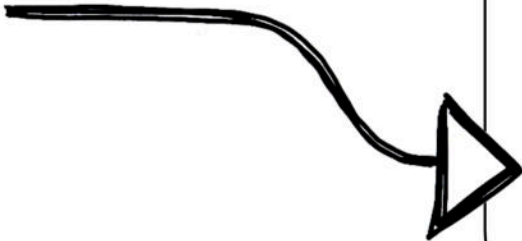
Name: _____

SETTING PLANNER

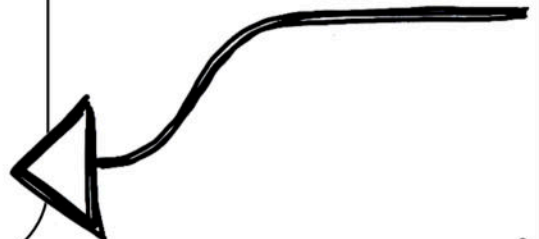
**Describe where
most of the story
takes place.**



**Describe when the
story takes place.**



**Describe
additional
settings.**



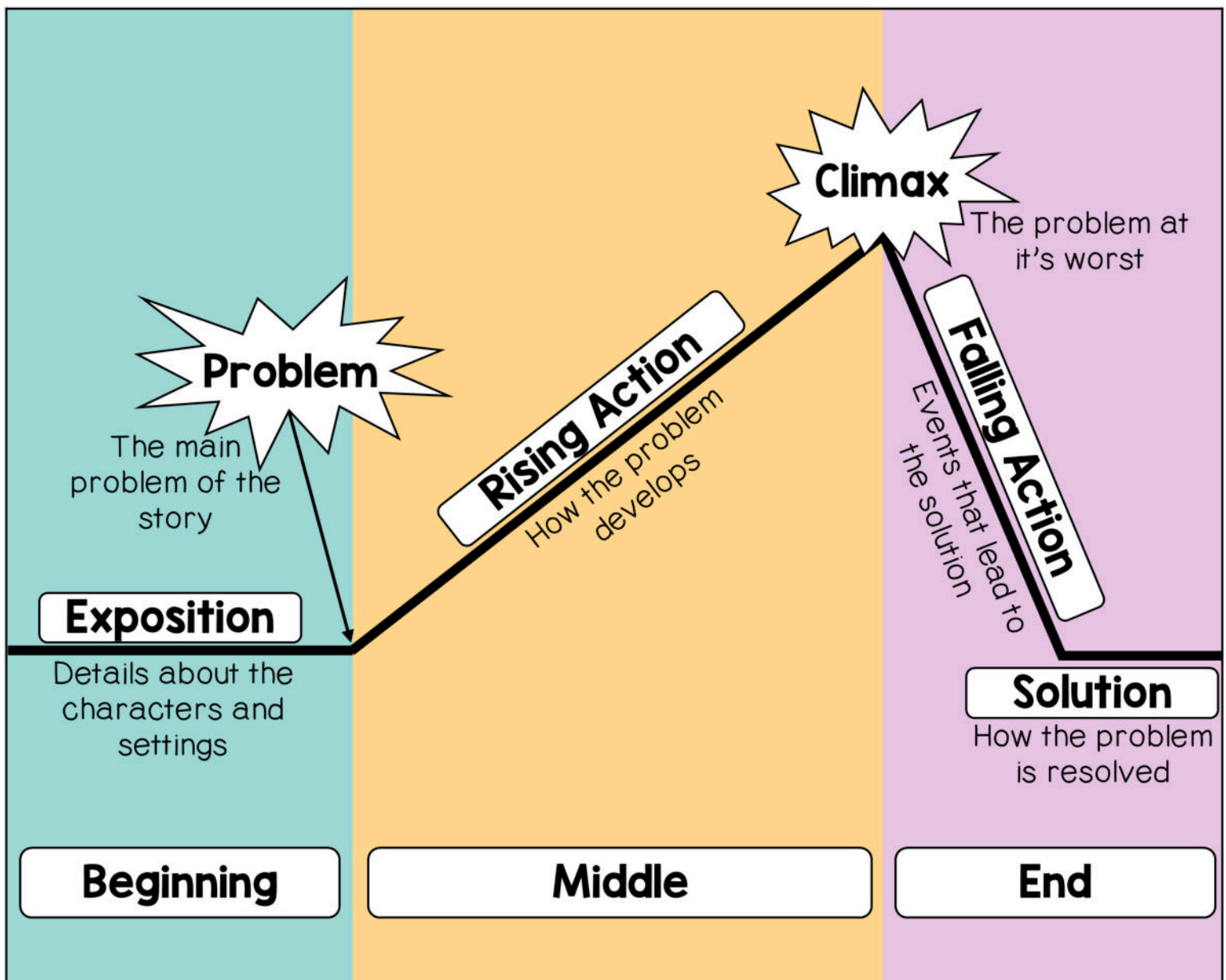
Lesson 4: Plan Your Problem and Solution

FOCUS TRAIT	Ideas	WRITING PROCESS	Prewriting
OBJECTIVES			
<p>Students will...</p> <ul style="list-style-type: none">Understand that authors plan details about their plot before writing.Plan details about their problem and solution.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>The Writing Process</u> poster, <u>Grace for President</u> read aloud, <u>Plot</u> poster, <u>Story Planner</u> organizer from lesson 2, <u>Plot Planner</u> organizer for modelingFor Students: <u>Story Planner</u> organizer from lesson 2, <u>Plot Planner</u> organizer			
MINI-LESSON			
<ul style="list-style-type: none">Remind students that we are in the prewriting stage of the writing process. Review the prewriting stage with <u>The Writing Process</u> poster.Explain that in the last lesson we planned specific details about our characters and setting for our story. Today we will plan specific details about our plot.Project the <u>Plot</u> poster and discuss the different aspects of a plot that authors include in their realistic fiction narratives. In the last lesson we planned details about our exposition, and today we will plan details for the rest of our plot: the problem, rising action, climax, falling action, and solution.Read <u>Grace for President</u> and discuss specific details we learn about the plot in this book, specifically the problem, rising action, climax, falling action, and solution. (Optional: Record ideas on chart paper.) Discuss with your students how these details enhance the story.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Story Planner</u>. Remind your students of the problem and solution you plan to include in your story.Project your <u>Plot Planner</u>. Model how to complete it, thinking aloud as you write specific details for your problem, rising action, climax, falling action, and solution.			
WRITING TIME			
<ul style="list-style-type: none">Ask your students to take out their <u>Story Planner</u> and to review the problem and solution they plan to include in their story.Distribute a <u>Plot Planner</u> organizer to students. Explain how they need to use these planners to brainstorm more specific details about the problem, rising action, climax, falling action, and solution of their story. Remind students that they do not need to write in complete sentences for this writing activity.Conference with individual students as the class works on their writing.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share with the class what they worked on and provide positive feedback to them. (Optional: You may want to put their work under a document camera.)			

THE PLOT



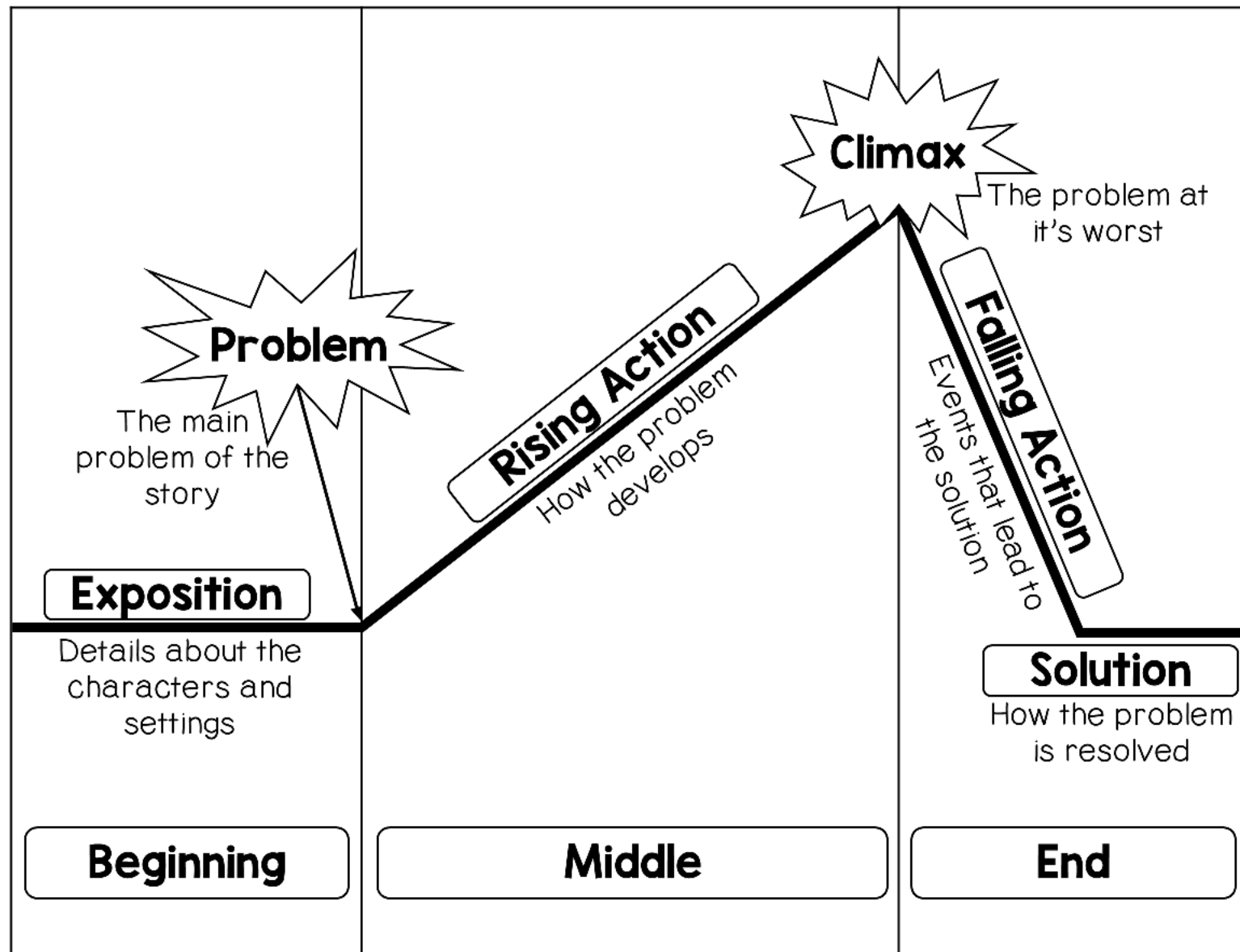
The sequence of events
in a story.



THE PLOT



The sequence of events in a story.



Name: _____

PLOT PLANNER

Problem:

The main problem
in the story

Rising Action:

How the problem
develops

Climax:

The problem at its
worst

Falling Action:

Events that lead to
the solution

Solution:

How the problem is
solved

Lesson 5: Organize Your Ideas

FOCUS TRAIT	Organization	WRITING PROCESS	Prewriting
OBJECTIVES			
Students will...			
<ul style="list-style-type: none">Understand that authors organize their ideas before writing.Organize their realistic fiction narrative with a stoplight organizer.			
MATERIALS			
<ul style="list-style-type: none">For Teacher: <u>The Writing Process</u> poster, <u>Character Planner</u>, <u>Setting Planner</u>, and <u>Plot Planner</u> from lessons 3 & 4, <u>Stoplight Writing</u> poster, <u>Stoplight Organizer</u>, <u>Words for Transitions</u> posterFor Students: <u>Character Planner</u>, <u>Setting Planner</u>, and <u>Plot Planner</u> from L. 3 & 4, <u>Stoplight Organizer</u>			
MINI-LESSON			
<ul style="list-style-type: none">Remind students that we are in the prewriting stage of the writing process. Review the prewriting stage with <u>The Writing Process</u> poster.Explain that in the last lesson we planned details about our plot and today we will organize our ideas. Explain that we will use the stoplight method to organize our writing.Project the <u>Stoplight Writing</u> poster. Explain how green means "go" and write your beginning, yellow means "slow down" and tell what's happening, red means "stop" and give more details, and green at the end means "go" and write your ending.			
TEACHER MODELING			
<ul style="list-style-type: none">Project your <u>Stoplight Organizer</u>. Model how to color all of the circles for stoplight writing (see <u>Sample Stoplight Organizer</u>). Explain that you will use your <u>Character Planner</u>, <u>Setting Planner</u>, and <u>Plot Planner</u> to help you fill out each section of the <u>Stoplight Organizer</u>. Also explain that you do not need to write in complete sentences on your organizer.Explain that for the "Beginning" section of your <u>Stoplight Organizer</u>, you will introduce your characters and setting. Model how to use your <u>Character Planner</u> and <u>Setting Planner</u> to help you do this.Explain that for the "Middle" yellow light sections, you will write what happened first, next, then, and last. Model how to use your <u>Plot Planner</u> to help you think of which events to include.Show students the <u>Words for Transitions</u> poster and explain how authors use these words to help their readers know when events are happening. Model how to choose a transition word for each blank in the yellow light sections.Explain that for the "Middle" red light sections, you will tell more details about the yellow light sections beside them. Model how to use the <u>Plot Planner</u> to help you do this.Explain that for the "Ending" section of your <u>Stoplight Organizer</u>, you will write about your solution. Model how to use your <u>Plot Planner</u> to help you do this.			
WRITING TIME			
<ul style="list-style-type: none">Ask your students to take out their <u>Character Planner</u>, <u>Setting Planner</u>, and <u>Plot Planner</u>.Distribute the <u>Stoplight Organizer</u> and ask students to color the circles on it.Ask students to use ideas from their planners to complete their <u>Stoplight Organizer</u>. Remind students that they do not need to write in complete sentences.Conference with individual students as the class works on their writing.			
SHARING TIME			
<ul style="list-style-type: none">Invite a few students to share what they worked on today.			

STOPLIGHT WRITING



 **Go! Write a beginning.**

 **Slow Down! Transition to the first event.**

 STOP! Give more details.

 **Slow Down! Transition to the next event.**

 STOP! Give more details.

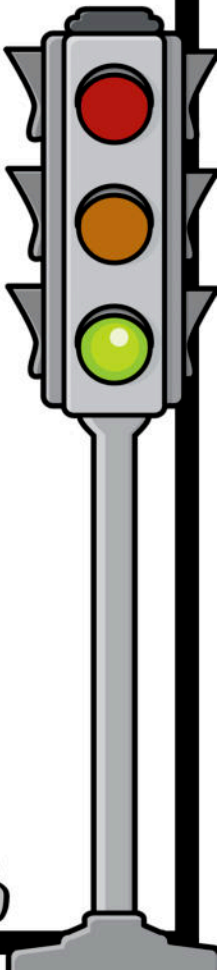
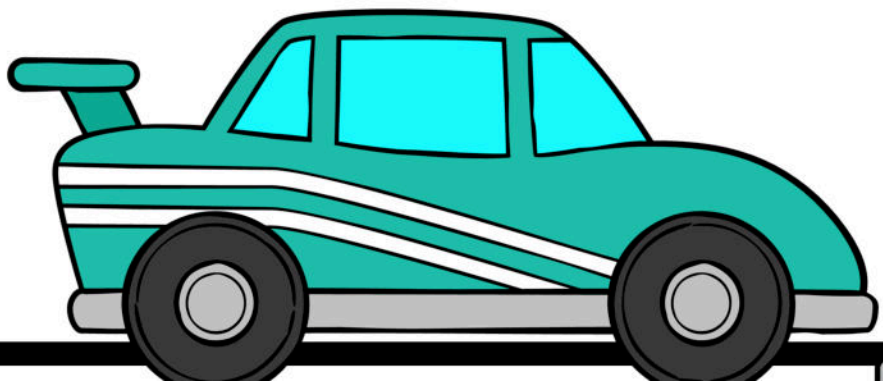
 **Slow Down! Transition to the next event.**

 STOP! Give more details.

 **Slow Down! Transition to the final event.**

 STOP! Give more details.

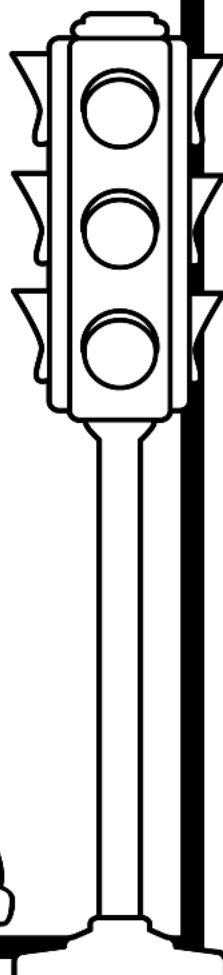
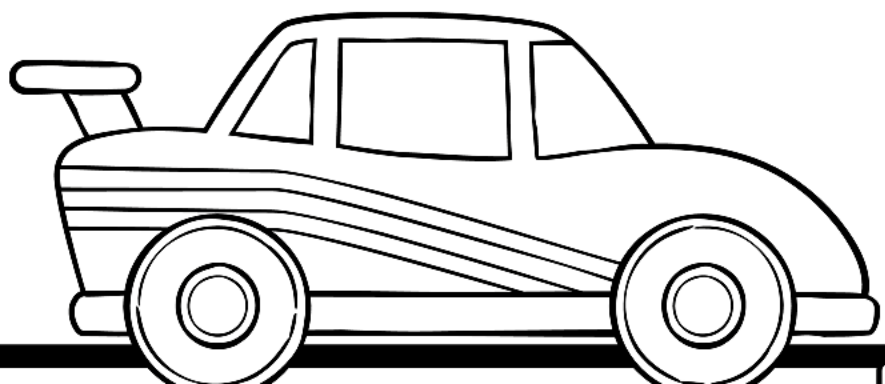
 **Go! Write an ending.**



STOPLIGHT WRITING



- ☐ **Go! Write a beginning.**
- ☐ **Slow Down! Transition to the first event.**
 - ☐ STOP! Give more details.
- ☐ **Slow Down! Transition to the next event.**
 - ☐ STOP! Give more details.
- ☐ **Slow Down! Transition to the next event.**
 - ☐ STOP! Give more details.
- ☐ **Slow Down! Transition to the final event.**
 - ☐ STOP! Give more details.
- ☐ **Go! Write an ending.**



Name: _____

STOPLIGHT ORGANIZER

☐ Beginning


Middle

① What happened first?  ☐ Give more details:

-
-
-

② What happened next?  ☐ Give more details:

-
-
-

③ Then what happened?  ☐ Give more details:

-
-
-

④ What happened last?  ☐ Give more details:

-
-
-

☐ Ending

SAMPLE STOPLIGHT ORGANIZER

Beginning

Olivia's first day at a new school and she is nervous. She is
walked to her new classroom by her principal

Middle

<p>1 What happened first?</p> <p><u>After she walks in</u> Olivia's teacher introduces her to the class</p>	<p>Tell more details:</p> <ul style="list-style-type: none">• tells the class she's from Boston• notices what some of her classmates look like
<p>2 What happened next?</p> <p><u>Then</u> Olivia trips as she walks to her desk</p>	<p>Tell more details:</p> <ul style="list-style-type: none">• hurries to her desk• thinks a girl with brown hair tripped her• puts her face down on her desk
<p>3 Then what happened?</p> <p><u>Next</u> It was time for recess</p>	<p>Tell more details:</p> <ul style="list-style-type: none">• Olivia follows the class outside• sits by the wall by herself• a nice girl walks up to her
<p>4 What happened last?</p> <p><u>Then</u> The girl introduces herself</p>	<p>Tell more details:</p> <ul style="list-style-type: none">• the girl tells Olivia her name – Emma• Emma explains that the other girl (Alice) didn't trip her on purpose• Emma brings Alice over to them

Ending

Olivia learns that Alice tripped her by accident. They
become friends. Olivia wants to invite them to her birthday.

WORDS FOR TRANSITIONS



**Words that help organize the story
and show the sequence of events.**

Beginning

First,
To start,
At the beginning,
First of all,

Middle

Next,
Then,
Later,
After,

End

Last,
Finally,
In the end,
At last,

Telling When

One morning,	One evening,	Yesterday,
One afternoon,	One day,	Once,

Passing of Time

The next morning,	In the evening,	After a while,
In the afternoon,	That night,	An hour later,
Later that day,	A few minutes later,	Meanwhile,

WORDS FOR TRANSITIONS



**Words that help organize the story
and show the sequence of events.**

Beginning

First,
To start,
At the beginning,
First of all,

Middle

Next,
Then,
Later,
After,

End

Last,
Finally,
In the end,
At last,

Telling When

One morning,	One evening,	Yesterday,
One afternoon,	One day,	Once,

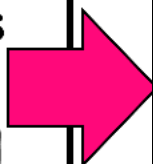
Passing of Time

The next morning,	In the evening,	After a while,
In the afternoon,	That night,	An hour later,
Later that day,	A few minutes later,	Meanwhile,

BUY A BUNDLE AND SAVE!

Great Value!

This full-year writing workshop bundle includes 5 writing units aligned to CCSS, including 4 genre-specific units (personal narrative, realistic fiction, informational, and opinion.)



WRITING WORKSHOP

Full-Year Curriculum

Lesson 1: Brainstorm Topics for Your Narrative

INFORMATIONAL WRITING

Teaches true facts about a topic.

SETTING PLANNER

Describe what most of the takes place

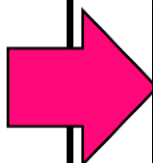
OPINION AND REASONS

CCSS-ALIGNED

GRADE 4

Great Value!

This full-year grammar bundle includes 30 five-day grammar lessons that teach grammar in the context of writing using mentor sentences and authentic writing activities.



AUTHENTIC GRAMMAR

Full-Year Curriculum

Lesson 30

DIALOGUE

WHAT DO YOU NOTICE?

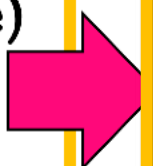
"Trying to be cool is exhausting," said the new bird.

CCSS-ALIGNED

GRADE 4

BEST Value!!!

This ultimate full-year bundle combines both bundles (above) and includes ALL of the grammar lessons and writing units you'll need for your writing block this year!



GRAMMAR & WRITING

Full-Year Curriculum

INFORMATIONAL WRITING

Teaches true facts about a topic.

DIALOGUE

WHAT DO YOU NOTICE?

CCSS-ALIGNED

GRADE 4

THANK YOU!



Thank you for downloading this resource! I truly appreciate every purchase, and I hope you love it.

If you do, please consider leaving some feedback in my TPT store to earn credits for future resource purchases! Go to "My Purchases" on TPT to leave a review.

Click [here](#) to follow me on TPT.

TERMS OF USE

Your download of this resource entitles you to use it **in your own classroom only**. It cannot be posted anywhere online. If you'd like to share it with colleagues, please purchase additional licenses at a discount.

Thank you for respecting my hard work and terms of use!

You may...	You may NOT...
Use this product for personal use or in your own classroom .	Benefit financially from this product in any way. Copy or modify any part of this product.
Make enough copies for your own class . Please purchase additional licenses at a discount for others to use this product.	Share this product with your entire team or school without purchasing an additional license for them.
Save this file to your personal or school computer .	Post this product anywhere online (free or for sale) or on shared drives/clouds.

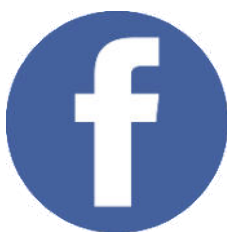
LET'S CONNECT!



TPT Store



Blog



Facebook
Group



Pinterest



Email Me



Freebies