

CURRICULUM DEVELOPMENT PROCESS

This project consisted of developing writing curriculum for an entire school year for third grade.

YEAR-LONG SCOPE WITH STATE STANDARDS

First, I mapped out the entire year for 3rd grade writing (pages 2-3). I used the Common Core state standards to see which writing skills students needed to learn in third grade, and I set up a year-long plan that allowed students to build on their skills from the previous year, progress throughout the year, and prepare for the next grade.

LESSON PLANS WITH LEARNING OBJECTIVES

After I finished mapping out writing for the year, I built out the lesson plans (page 8), starting with the learning objectives. Then, I developed the corresponding worksheets (page 24), added differentiation (page 30), and created references (page 41) and practice resources (page 47) for each week.

In this sample, you can see week 2 fully developed with these elements as students learn to cite text evidence in their writing.

YEAR-LONG WRITING OVERVIEW

Week	Essay	Writing Prompt	CCSS
0	Routines & Procedures	None	N/A
1	Restate & Answer	Various	W.3.4, W.3.10
2	Cite Text Evidence	Various	RL.3.1, W.3.4, W.3.10
3	RACE	Various	RL.3.1, W.3.4, W.3.10
4	Personal Narrative 1	Problem Faced for Summer	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10
5	Personal Narrative 1	Problem Faced for Summer	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10
6	Personal Narrative 1	Problem Faced for Summer	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10, W.3.5
7	Personal Narrative 2	Feeling Excited	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10
8	Personal Narrative 2	Feeling Excited	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10, W.3.5
9	Assessment	Strongest Emotion	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10, W.3.5, W.3.6
10	Informational Essay 1	Who's Your Real-Life Hero?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10
11	Informational Essay 1	Who's Your Real-Life Hero?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10
12	Informational Essay 1	Who's Your Real-Life Hero?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10, W.3.5
13	Informational Essay 2	What Is School Like?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10
14	Informational Essay 2	What Is School Like?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10, W.3.5
15	Informational Essay 3	How Do You [Chore]?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10
16	Informational Essay 3	How Do You [Chore]?	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10, W.3.5
17	Assessment	How-To	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.8, W.3.10, W.3.5, W.3.6

YEAR-LONG WRITING OVERVIEW

Week	Essay	Writing Prompt	CCSS
18	Opinion Essay 1	Cats vs Dogs	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O
19	Opinion Essay 1	Cats vs Dogs	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O
20	Opinion Essay 1	Cats vs Dogs	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O, W.3.5
21	Opinion Essay 2	How Much Recess?	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O
22	Opinion Essay 2	How Much Recess?	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O, W.3.5
23	Opinion Essay 3	Favorite Season	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O
24	Opinion Essay 3	Favorite Season	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O, W.3.5
25	Assessment	Video Games vs Sports	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O, W.3.5, W.3.6
26	Research Essay 1	Animals	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10
27	Research Essay 1	Animals	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10
28	Research Essay 1	Animals	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10, W.3.5
29	Research Essay 2	Biography	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10
30	Research Essay 2	Biography	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10, W.3.5
31	Research Essay 3	State History	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10
32	Research Essay 3	State History	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10, W.3.5
33	Assessment	Historical Figure	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.7, W.3.8, W.3.10, W.3.5, W.3.6
34	Opinion Essay	Uniforms vs Free Dress	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O
35	Opinion Essay	Uniforms vs Free Dress	W.3.4, W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, W.3.1.O, W.3.5
36	Personal Narrative	Wrong Side of the Bed	W.3.4, W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, W.3.10, W.3.5



Cite Text Evidence

DAILY SEQUENCE

Use Exact Words
Sentence in Quotes
Tag & Quote
Variety of Tags
Assess or Reteach

DIFFERENTIATION

Reference Sheets
Task Cards
Practice Pages



OVERVIEW

LESSON STRUCTURE

This resource has 5 days of lessons. Each day has the same layout.

LESSON PLANS

Reference the lesson plan to prepare for each day and see what the lesson entails. This is a broad overview of what you will be doing.

TEACHER MODEL PAGES

Use these pages to model how to cite text evidence. Use the think-aloud method to help students understand the steps. The font is large to make it easier to project the page. Follow the I Do, We Do, You Do method and gradually release responsibility to students.

A script for Day 1 is also included to help you with the think-aloud process of the I Do portion of the lesson. You can use this as a model for the rest of the week as needed.

STUDENT WORKSHEETS

These worksheets act as formative assessments. Have students complete the daily worksheet and monitor the classroom to give students feedback. I encourage teachers to let their students self-grade or grade with a partner so they can get immediate feedback and to make grading easier for the teacher. Consider only putting the worksheet from Day 4 or 5 in the gradebook. (See lesson plan notes.)

ANSWER KEYS

Use the answer keys for the teacher modeling pages to make sure you are teaching correctly. Use the worksheet answer keys to correct student work, either during self-grading or after collecting students' work. Remember that questions can be answered multiple ways.

POSTERS

There are a few posters that are introduced as part of a lesson. These can be used as reference pages so students can be reminded of the steps to cite text evidence. Some are written into the lesson plans this way. Others are listed under differentiation materials.

Day	Broad Focus	Daily Skill
1	Cite Text Evidence	Use exact words from the text in your answer.
2		Add a sentence from the text in quotes.
3		Cite the text using a tag and a quote.
4		Use a variety of tags.
5		Assess or reteach.

OVERVIEW

DIFFERENTIATION

Children are unique, and their learning should be too! There are several differentiation resources included, as well as a list of suggestions you can implement as needed. If your whole class can benefit from one of the differentiation strategies included here, use the supports with everyone!

After teaching a lesson, review students' work to determine what extra supports students might need for the next day. Use the next page for supports beyond what is listed on the lesson plans.

POSTERS

Have students reference the posters throughout the week to help them remember the steps to cite text evidence.

BOOKMARK

Give students a bookmark with the steps to cite the text so that they can reference this information easily.

TASK CARDS

Have students who are struggling to cite text evidence complete the "Quotation Mark Task Cards" for more practice. Do this in small groups. Allow students to reference posters for support.

Students who need more of a challenge can complete the "Task Card Conversation" worksheet to practice writing dialogue. Allow them to reference the "Dialogue Rules & Examples" poster for support.

JOSEPHINA'S JOURNEY PRACTICE WORKSHEETS

Have students who need more practice or who finish early complete the "Josephina's Journey" worksheets. Students should not be required to complete all 10 questions in one sitting. Instead, ask them to do a few questions each day according to the expectations of the day's lesson.

POEM PROMPT

There is a poetry prompt for early finishers or free time.

STUDENT REFERENCE BINDERS

I have used multiple methods of giving students reference materials and have found that using binders and full-size papers that are three-hole punched is the easiest way to do it because you don't have to waste time cutting and pasting in class. Do this with the posters as needed.

WHOLE CLASS WORKSHEET CORRECTIONS

To give students immediate feedback on their work (and to save you time!), correct formative assessment worksheets as a whole class. You can have students pair up and swap their work for grading, or have students clear their desks of pencils and erasers as they pick up their pen to correct.

I recommend collecting and grading Day 4 or 5 as a summative assessment that goes in the gradebook.

DIFFERENTIATION TO CITE TEXT EVIDENCE

Content	Oral Instructions	Give students oral directions along with the written directions.
	Review	Review skills that students need to know in order to understand the lesson.
	Visual Cues	When teaching the content, utilize reference sheets and modeling pages so students can see what you're talking about.
Process	Reward Progress	Reward students for finishing each step by putting a sticker on their paper next to the question they just completed.
	Chunking	Give directions for each step separately.
	Dictation	Allow students to verbalize their responses for a teacher to write down or utilize speech-to-text technology on a blank document.
	Extend Time	Give students extra time to complete their work.
	Flexible Grouping	Group and regroup students according to ability for reteaching.
	Individual, Partner or Group	Allow students to work individually, with a partner, or in a small group as they practice new skills according to their preferences.
	Color Code	Help students keep track of the words they need to cite by having them highlight it before writing it in their answer.
	Reference Sheets	Give students reference sheets with the steps to cite the text.
	Checklist	Have students utilize the checklist on the side of their worksheet.
	Visual Cues	Have students reference the checklist on the worksheets and the posters to help them cite text evidence.
Product	Oral Presentation	Allow students to give an oral presentation of their work, rather than writing down their answers.
	Questions Required	Have students choose 2 questions to complete, rather than 3.
Environment	Flexible Seating	Allow students to choose their own seating. For example, provide balance balls, desks, and pillows.
	Group Seating	Provide space for students to work collaboratively.
	Lighting	Adjust lighting as needed to meet students' needs.
	Noise-Cancelling Headphones	Provide students with noise-cancelling headphones to limit distractions.
	Peers	Provide seating near or away from peers, depending on needs.
	Preferential Seating	Provide seating close to the teacher or whiteboard.
	Quiet Spaces	Provide students with quiet spaces without distractions
Routines	Create routines for students so they know how to get support when needed.	
If you want more information about differentiation strategies, read my blog HERE .		

CITE THE TEXT – DAY 1



Objective	I can refer to the text to find the answer to the question. I can include exact words from the text in my answer.
CCSS	CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Materials	"Teaching Cite the Text Day 1 Answer Key" (teacher) "Teaching Cite the Text Day 1" model page (teacher) "Cite the Text Day 1" worksheet (student) "Cite the Text Day 1 Answer Key" (teacher)
Hook	<i>Hey class, I wanted to let you know something. Everyone who is wearing socks today is secretly an alien. (Pause.) Do you believe me?</i> <i>[No!]</i> <i>What if you heard something like this? (Use an exaggerated news reporter voice.) "The president is warning the nation that the alien mothership has been spotted. Prepare for an alien invasion." Would you be more likely to believe a news headline that quoted the president?</i> <i>[Yes!]</i> <i>It's important that we show where our information is coming from because it helps our readers understand how trustworthy the information is. Let's practice.</i>
Background	Restate the question (Students should know how to do this before you teach this lesson.)
Formative	"Cite the Text Day 1" worksheet
Summative	"Cite the Text Day 5" worksheet
Differentiation	Highlight the words from the text that you are citing. Use the scaffolded worksheet to show students which section of the passage each answer is in to modify the amount of reading required. Restate the question for students and have them concentrate on answering it. Reteach with "Josephina's Story" worksheets. Have students complete a few questions in a sitting according to the day's lesson's expectations.
I Do	Present "Teaching Cite the Text Day 1" model page and model answering the first 2 questions using the think-aloud approach. (Use the script to get you started.) <i>Students will restate the question and answer it with exact words from the passage in quotes, using one sentence. (See answer keys for examples.)</i>
We Do	Invite students to help you answer the last question on the model page. Check for understanding and give feedback. Reteach as needed.
You Do	Have students complete the "Cite the Text Day 1" worksheet. Correct with a partner or as a class for immediate feedback and easy grading.

CITE THE TEXT – DAY 2



Objective	<p>I can refer to the text to find the answer to the question.</p> <p>I can answer the question in my own words.</p> <p>I can include exact words from the text in my response.</p>
CCSS	<p>CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
Materials	<p>“Teaching Cite the Text Day 2 Answer Key” (teacher)</p> <p>“Teaching Cite the Text Day 2” model page (teacher)</p> <p>“Cite the Text Day 2” worksheet (student)</p> <p>“Cite the Text Day 2 Answer Key” (teacher)</p>
Hook	None
Background	None
Formative	“Cite the Text Day 2” worksheet
Summative	“Cite the Text Day 5” worksheet
Differentiation	<p>Highlight the words from the text that you are citing.</p> <p>Use the scaffolded worksheet to show students which section of the passage each answer is in to modify the amount of reading required.</p> <p>Restate the question for students and have them concentrate on answering it.</p> <p>Reteach with “Josephina’s Story” worksheets. Have students complete a few questions in a sitting according to the day’s lesson’s expectations.</p>
I Do	<p>Present “Teaching Cite the Text Day 2” model page and model answering the first 2 questions using the think-aloud approach.</p> <p>(Use the script from Day 1 as a sample if needed.)</p> <p><i>Students will restate the question and answer it in their own words, adding a sentence from the passage in quotes without a tag. (See answer keys for examples.)</i></p>
We Do	<p>Invite students to help you answer the last question on the model page.</p> <p>Check for understanding and give feedback. Reteach as needed.</p>
You Do	<p>Have students complete the “Cite the Text Day 2” worksheet.</p> <p>Correct with a partner or as a class for immediate feedback and easy grading.</p>

CITE THE TEXT – DAY 3



Objective	I can refer to the text to find the answer to the question. I can answer the question in my own words. I can include a tag and a citation with exact words from the text in my answer.
CCSS	CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Materials	“What Is a Quote?” poster (teacher) “Quotes Rules Explanation” poster (teacher) “Quotes Rules & Examples” poster, 3-hole punched (all) “Tags for Quotes and Citations” poster, 3-hole punched (all) “Teaching Cite the Text Day 3 Answer Key” (teacher) “Teaching Cite the Text Day 3” model page (teacher) “Cite the Text Day 3” worksheet (student) “Cite the Text Day 3 Answer Key” (teacher)
Hook	None
Background	None
Formative	“Cite the Text Day 3” worksheet
Summative	“Cite the Text Day 5” worksheet
Differentiation	Provide posters for reference. Provide “Using Quotation Marks” bookmarks for reference. Reteach with “Quotation Mark Task Cards”. Extend learning with “Quotation Mark Task Cards Conversation”. Allow students to utilize the “Dialogue Rules and Examples” poster. Highlight the words from the text that you are citing. Use the scaffolded worksheets to limit the amount of reading required. Restate the question for students and have them concentrate on answering it. Reteach with “Josephina’s Story” worksheets. Have students complete a few questions in a sitting according to the day’s lesson’s expectations.
I Do	Present “What Is a Quote?” poster and teach through it. Present “Quotes Rules Explanation?” poster and teach through it. Present “Quotes Rules & Examples” poster and teach through it. Pass out to students. Present “Teaching Cite the Text Day 3” model page and model answering the first 2 questions using the think-aloud approach. (Use the script from Day 1 to help you if you need more support.) <i>Students will restate the question and answer it in their own words. They’ll add a citation, including a tag and exact words in quotes. (See answer keys for examples.)</i>
We Do	Invite students to help you answer the last question on the model page. Check for understanding and give feedback. Reteach as needed.
You Do	Have students complete the “Cite the Text Day 3” worksheet. Correct with a partner or as a class for immediate feedback and easy grading.

CITE THE TEXT – DAY 4



Objective	<p>I can refer to the text to find the answer to the question.</p> <p>I can answer the question in my own words.</p> <p>I can include a tag and a citation with exact words from the text in my answer.</p> <p>I can practice using a variety of tags for my citations.</p>
CCSS	<p>CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
Materials	<p>Posters from Day 1 as needed for reference</p> <p>"Teaching Cite the Text Day 4 Answer Key" (teacher)</p> <p>"Teaching Cite the Text Day 4" model page (teacher)</p> <p>"Cite the Text Day 4" worksheet (student)</p> <p>"Cite the Text Day 4 Answer Key" (teacher)</p>
Hook	None
Background	None
Formative	"Cite the Text Day 4" worksheet (Practice using a variety of tags, but do not test on this.)
Summative	"Cite the Text Day 5" worksheet (Or Day 4 if you want to reteach on Day 5)
Differentiation	<p>Provide posters for reference.</p> <p>Provide "Using Quotation Marks" bookmarks for reference.</p> <p>Reteach with "Quotation Mark Task Cards".</p> <p>Extend learning with "Quotation Mark Task Cards Conversation". Allow students to utilize the "Dialogue Rules and Examples" poster.</p> <p>Highlight the words from the text that you are citing.</p> <p>Use the scaffolded worksheets to limit the amount of reading required.</p> <p>Restate the question for students and have them concentrate on answering it.</p> <p>Reteach with "Josephina's Story" worksheets. Have students complete a few questions in a sitting according to the day's lesson's expectations.</p>
I Do	<p>Review "What Is a Quote?" poster if needed.</p> <p>Review "Quotes Rules Explanation?" poster if needed.</p> <p>Review "Quotes Rules & Examples" poster if needed.</p> <p>Present "Teaching Cite the Text Day 4" model page and model answering the first 2 questions using the think-aloud approach.</p> <p>(Use the script from Day 1 to help you if you need more support.)</p> <p><i>Students will restate the question and answer it in their own words. They'll add a citation, including a variety of tags and a quote. (See answer keys for examples.)</i></p>
We Do	<p>Invite students to help you answer the last question on the model page.</p> <p>Check for understanding and give feedback. Reteach as needed.</p>
You Do	<p>Have students complete the "Cite the Text Day 4" worksheet.</p> <p>Correct with a partner or as a class for immediate feedback and easy grading.</p>

CITE THE TEXT – DAY 5



Objective	<p>I can refer to the text to find the answer to the question.</p> <p>I can answer the question in my own words.</p> <p>I can include a tag and a citation with exact words from the text in my answer.</p>
CCSS	<p>CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
Materials	<p>Posters from Day 1 as needed for reference</p> <p>“Teaching Cite the Text Day 5 Answer Key” (teacher)</p> <p>“Teaching Cite the Text Day 5” model page (teacher)</p> <p>“Cite the Text Day 5” worksheet (student)</p> <p>“Cite the Text Day 5 Answer Key” (teacher)</p>
Hook	None
Background	None
Formative	Previous worksheets
Summative	<p>“Cite the Text Day 5” worksheet (Or Day 4 if you want to reteach on Day 5)</p> <p>The summative assessment should assess students’ use of the tags that are given to them.</p>
Differentiation	<p>Provide posters for reference.</p> <p>Provide “Using Quotation Marks” bookmarks for reference.</p> <p>Reteach with “Quotation Mark Task Cards”.</p> <p>Extend learning with “Quotation Mark Task Cards Conversation”. Allow students to utilize the “Dialogue Rules and Examples” poster.</p> <p>Highlight the words from the text that you are citing.</p> <p>Use the scaffolded worksheets to limit the amount of reading required.</p> <p>Restate the question for students and have them concentrate on answering it.</p> <p>Reteach with “Josephina’s Story” worksheets. Have students complete a few questions in a sitting according to the day’s lesson’s expectations.</p>
I Do	<p>Review “What Is a Quote?” poster if needed.</p> <p>Review “Quotes Rules Explanation?” poster if needed.</p> <p>Review “Quotes Rules & Examples” poster if needed.</p> <p>Present “Teaching Cite the Text Day 5” model page and model answering the first 2 questions using the think-aloud approach.</p> <p>(Use the script from Day 1 to help you if you need more support.)</p> <p><i>Students will restate the question and answer it in their own words. They’ll add a citation, including a tag and a quote. (See answer keys for examples.)</i></p>
We Do	<p>Invite students to help you answer the last question on the model page.</p> <p>Check for understanding and give feedback. Reteach as needed.</p>
You Do	<p>Have students complete the “Cite the Text Day 5” worksheet.</p> <p>Collect and grade.</p>

TEACHING CITE THE TEXT SCRIPT

I'm going to show you how to cite the text when you answer a question about a passage. Remember, it's important to show our readers where our information is coming from because it helps us show that our answer is true and trustworthy. Today we'll look at an easier way to cite text evidence, but we'll add steps throughout the week. Let's look at how to cite the text.

Show the "Teaching Cite the Text Day 1" model page.

Read the short paragraph and the first question.

Before I cite the text, I can use what I know about restating the question to start my response. I can restate the question "What are 3 examples of flora?" by saying "Three examples of flora are..."

Write "Three examples of flora are"

The answer to this question comes from the information in the paragraph. If I look at the paragraph, I can find the answer in the sentence. "Flora refers to all the plants that grow in an area, like trees, flowers, and grass."

In the future, we'll quote entire sentences, but for now, I will just take the answer to question. My question is "What are 3 examples of flora?" My answer is "trees, flowers, and grass."

I will highlight these words in the paragraph to show my answer and to show where it is coming from.

Highlight the words "trees, flowers, and grass".

These are the exact words I will include in my answer. That's what a citation is - information from a text that I include in my writing. Today, I am only citing the answer portion of the sentence. I have already highlighted the answer. Now I will add those exact words to my answer.

Write "trees, flowers, and grass." (Do not include quotation marks yet.)

Finally, I need to show that these words came from someone else. To do that, I can include quotation marks. Later, I will use words to tell my readers where this information came from, but for now, I will just use the quotation marks to show that these words are not my own.

Write quotation marks around the words "trees, flowers, and grass."

If I look at my answer now, I can see that I have restated the question with the words "Three examples of flora are" and I have included my answer with the words "trees, flowers, and grass." I have shown my readers that this answer came from someone else by using quotation marks.

I'm going to show you one more example and then we can do one together.

Show and read the second question.

We can use the same steps we used for the first question to answer this one.

First, I am going to restate the question. "What do flora and fauna refer to?" by saying, "Flora and fauna refer to ..."

Write "Flora and fauna refer to"

The answer is in the paragraph I read. I see the answer in the first sentence. "Flora and fauna are two words that we use to talk about different living things."

Today I am just going to use the portion of this sentence that has the answer, rather than the whole sentence.

My question is "What do flora and fauna refer to?" My answer is "different living things" so I'll highlight it.

Highlight the words "different living things".

These are the exact words I will include in my answer, so, for today, that is my citation. I have already highlighted the answer. Now I will add those exact words to my answer.

Write "different living things." (Do not include quotation marks yet.)

Finally, I need to show that these words came from somewhere. To do that, I can include quotation marks.

Write quotation marks around the words "different living things."

Now my answer is restated with the words "Flora and fauna refer to" and answered with the words "different living things." I have shown that this is a citation by using quotation marks.

Let's do another example together.



TEACHING CITE THE TEXT DAY 1

Flora and fauna are two words that we use to talk about different living things. Flora refers to all the plants that grow in an area, like trees, flowers, and grass. Fauna, on the other hand, refers to all the animals that live in an area, like birds, insects, and mammals. So, when we talk about flora, we are talking about plants, and when we talk about fauna, we are talking about animals.



What are 3 examples of flora?



What do flora and fauna refer to?



What are 3 examples of fauna?



TEACHING CITE THE TEXT DAY 2

Plants are made up of a few different parts, including the roots, stem, leaves, flowers, and seeds. The roots hold the plant in place and absorb water and nutrients from the soil. The stem holds the plant upright and helps transport water and nutrients from the roots to the leaves. The leaves take in carbon dioxide from the air and use sunlight to make food for the plant. The flowers are how the plant makes seeds, and the seeds are how new plants grow!



What do the roots of a plant do?



What does the stem of a plant do?



What do the leaves of a plant do?



TEACHING CITE THE TEXT DAY 3

Photosynthesis is the way plants make their own food. Just like we need food to grow and stay healthy, plants need food too! They make their food using sunlight, water, and carbon dioxide from the air. The leaves of the plant use the energy from the sun to turn the water and carbon dioxide into a type of food called glucose. Wouldn't it be cool to be able to make your own food like a plant does?



What process do plants use to make food?



Where do the leaves of the plant get energy from?



Where can we find carbon dioxide?



TEACHING CITE THE TEXT DAY 4

Marsupials are similar to mammals but have one important difference. Marsupials have fur or hair and feed their babies milk from their bodies, just like mammals. However, marsupials give birth to babies that are not fully developed. Their babies are very small and crawl into a pouch on their mother's belly when they're born. There, they drink milk until they grow bigger. Kangaroos, koalas, and opossums are all marsupials. Marsupials are best known for how their babies grow.



How many differences are there between marsupials and mammals?



What is different about a marsupial's baby?



What do marsupial babies do in their mother's pouch?



TEACHING CITE THE TEXT DAY 5

Insects are a type of animal that have three body parts: a head, a thorax, and an abdomen. Insects also have six legs and two antennae, and most have wings. Insects also have an exoskeleton, which is a hard, protective outer shell that covers their bodies. Insects breathe through small holes on the sides of their bodies called spiracles. They can see very well with their compound eyes, which are made up of many tiny lenses. Some examples of insects include butterflies, bees, ants, and grasshoppers.



Do all insects have wings?



What is on the outside of an insect's body?

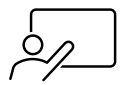


What kind of eyes do insects have?



TEACHING CITE THE TEXT ANSWER KEY DAY 1

Flora and fauna are two words that we use to talk about different living things. Flora refers to all the plants that grow in an area, like trees, flowers, and grass. Fauna, on the other hand, refers to all the animals that live in an area, like birds, insects, and mammals. So, when we talk about flora, we are talking about plants, and when we talk about fauna, we are talking about animals.



What are 3 examples of flora?

Three examples of flora are "trees, flowers, and grass."



What do flora and fauna refer to?

Flora and fauna refer to "different living things."



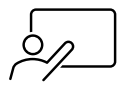
What are 3 examples of fauna?

3 examples of fauna are "birds, insects, and mammals."



TEACHING CITE THE TEXT ANSWER KEY DAY 2

Plants are made up of a few different parts, including the roots, stem, leaves, flowers, and seeds. The roots hold the plant in place and absorb water and nutrients from the soil. The stem holds the plant upright and helps transport water and nutrients from the roots to the leaves. The leaves take in carbon dioxide from the air and use sunlight to make food for the plant. The flowers are how the plant makes seeds, and the seeds are how new plants grow!



What do the roots of a plant do?

The roots of a plant keep the plant in one spot and get food and water from the dirt. "The roots hold the plant in place and absorb water and nutrients from the soil."



What does the stem of a plant do?

The stem of a plant keeps the plant straight and takes food and water to the leaves. "The stem holds the plant upright and helps transport water and nutrients from the roots to the leaves."



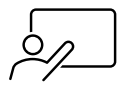
What do the leaves of a plant do?

The leaves of a plant absorb carbon dioxide and sunlight for energy. "The leaves take in carbon dioxide from the air and use sunlight to make food for the plant."



TEACHING CITE THE TEXT ANSWER KEY DAY 3

Photosynthesis is the way plants make their own food. Just like we need food to grow and stay healthy, plants need food too! They make their food using sunlight, water, and carbon dioxide from the air. The leaves of the plant use the energy from the sun to turn the water and carbon dioxide into a type of food called glucose. Wouldn't it be cool to be able to make your own food like a plant does?



What process do plants use to make food?

The process plants use to make food is called photosynthesis. In the text it says, "Photosynthesis is the way plants make their own food."



Where do the leaves of the plant get energy from?

The leaves of the plant get energy from the sun. The author tells us, "The leaves of the plant use the energy from the sun to turn the water and carbon dioxide into a type of food called glucose."



Where can we find carbon dioxide?

We can find carbon dioxide in the air. The passage states, "They make their food using sunlight, water, and carbon dioxide from the air."



TEACHING CITE THE TEXT ANSWER KEY DAY 4

Marsupials are similar to mammals but have one important difference. Marsupials have fur or hair and feed their babies milk from their bodies, just like mammals. However, marsupials give birth to babies that are not fully developed. Their babies are very small and crawl into a pouch on their mother's belly when they're born. There, they drink milk until they grow bigger. Kangaroos, koalas, and opossums are all marsupials. Marsupials are best known for how their babies grow.



How many differences are there between marsupials and mammals?

There is one difference between marsupials and mammals.

The paragraph explains, "Marsupials are similar to mammals but have one important difference."



What is different about a marsupial's baby?

A marsupial's baby is different because it is not fully developed.

According to the author, "marsupials give birth to babies that are not fully developed."



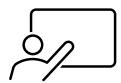
What do marsupial babies do in their mother's pouch?

Marsupial babies drink milk in their mother's pouch. The text explains, "There, they drink milk until they grow bigger."



TEACHING CITE THE TEXT ANSWER KEY DAY 5

Insects are a type of animal that have three body parts: a head, a thorax, and an abdomen. Insects also have six legs and two antennae, and most have wings. Insects also have an exoskeleton, which is a hard, protective outer shell that covers their bodies. Insects breathe through small holes on the sides of their bodies called spiracles. They can see very well with their compound eyes, which are made up of many tiny lenses. Some examples of insects include butterflies, bees, ants, and grasshoppers.



Do all insects have wings?

No, not all insects have wings. In the text it says, "Insects also have six legs and two antennae, and most have wings."



What is on the outside of an insect's body?

There is an exoskeleton on the outside of an insect's body. The author tells us, "Insects also have an exoskeleton, which is a hard, protective outer shell that covers their bodies."



What kind of eyes do insects have?

Insects have compound eyes. The passage states, "They can see very well with their compound eyes, which are made up of many tiny lenses."



CITE TEXT EVIDENCE DAY 1

Nature's Peace by Elizabeth Zandstra

Oh, how I love to be outside.

To breathe the fresh and fragrant air.

To feel the sunshine warm my skin.

And to know that nature's always there.

The rustle of leaves in the breeze.

The chirping of birds in the trees.

The buzzing of bees on the flowers.

Nature's song soothes and empowers.

I walk through fields and meadows wide.

And marvel at the beauty inside.

The vibrant colors of the blooms.

The gentle rustling of the plumes.

The earth beneath my feet.

The sky above so vast and sweet.

In nature, I find a peace so pure.

A calm that's ever true and sure.

Directions

Read the poem and answer the questions.

Restate and answer each question completely.

Use exact words from the poem in your answer.

Put the exact words from the poem in quotation marks.

1. What does speaker like to do outside?

2. Where does the speaker walk?

3. How does the speaker describe the sky?



CITE TEXT EVIDENCE DAY 2

The Lily-Hassan Plant by Elizabeth Zandstra

Once upon a time, there were two best friends named Lily and Hassan. They loved going on adventures and exploring the world around them. One day, they decided to go on a hike in the forest behind their house.

As they walked through the forest, they saw all kinds of plants and animals. They saw tall trees with green leaves, colorful flowers, and squirrels running up and down the tree trunks. They even saw a family of deer walking through a meadow.

As they were walking, Lily noticed something strange growing on the side of a tree. It was a small plant with big, bright green leaves and little purple flowers. She had never seen anything like it before.

Lily and Hassan decided to take a picture of the plant and show it to their science teacher at school to see what type of plant it was. The next day, they brought the picture to school and showed it to their teacher, Ms. Flores.

Ms. Flores was very excited to see the picture. She told Lily and Hassan that they had discovered a new type of plant, and they should give their discovery a name.

Lily and Hassan thought about it for a while and decided to call it the Lily-Hassan plant, after themselves.

From that day on, Lily and Hassan felt proud of their discovery. They continued to explore the forest and find new things, but the Lily-Hassan plant would always be their favorite discovery.

Directions <input checked="" type="checkbox"/>
Read the poem and answer the questions. <input type="checkbox"/>
Restate and answer each question in your own words. <input type="checkbox"/>
Cite text evidence in your answer. <input type="checkbox"/>
Write your evidence as a complete sentence in quotation marks. <input type="checkbox"/>

1. Where did the two kids decide to go on a hike?

2. What were the squirrels doing?

3. What did Lily and Hassan do with the plant?



CITE TEXT EVIDENCE DAY 3

Field Guides by Elizabeth Zandstra

Field guides are people who love nature and want to share their knowledge with others. They are experts in plants and animals. Their job is to lead groups of people on nature walks and tours, where they help identify different species of plants and animals.

Field guides have a lot of knowledge about the environment they work in. They know the names and features of different plants and animals. They also know how to safely explore nature without harming any plants or animals.

Field guides have many different skills that they use on the job. For example, they need to be able to identify different birds by their songs or the way they fly. They also need to know how to track animals by looking for clues like footprints or droppings. Field guides are often skilled at using binoculars and other equipment to help people get a closer look at plants and animals.

To become a field guide, you need to have a lot of knowledge about nature. Many field guides study biology or ecology in college to gain the knowledge they need. They also spend a lot of time outdoors exploring and learning about nature.

Field guides work in many different places, from national parks to private wildlife reserves. They can lead tours in these places to show people what plants and animals live in the area.

Being a field guide is a great job if you love nature and enjoy sharing your knowledge with others. You get to spend lots of time outdoors, learning about the world around you and helping others appreciate it too.

Directions <input checked="" type="checkbox"/>
Read the story and answer the questions. <input type="checkbox"/>
Restate and answer each question in your own words. <input type="checkbox"/>
Cite text evidence by including a tag and a quote in quotation marks. <input type="checkbox"/>
Use a tag: <ul style="list-style-type: none">• In the text it says.• The author tells us.• The passage states. <input type="checkbox"/>

1. What is a field guide's job?

2. How does a field guide track animals?

3. What are two examples of places a field guide might work?



CITE TEXT EVIDENCE DAY 4

Finding the Lavasoa Dwarf Lemur by Elizabeth Zandstra

In the early 2000s, a team of researchers went to the island of Madagascar to study the variety of lifeforms that live there. Madagascar is off the coast of Africa and has a lot of different animals, including lemurs.

One day, the scientists found a lemur that was different from any lemur they had ever seen before!

This lemur had big, bright orange eyes and a fluffy, striped tail. It also had a distinctive call that sounded like a mix between a cat's meow and a bird's tweet. The scientists were very excited to have found a new species of lemur, so they brought some of them back to their lab to study.

After studying the lemur carefully, the scientists discovered that it was, in fact, a brand-new species that had never been seen before! They gave it a special name, the Lavasoa dwarf lemur, after the forest where they found it.

The discovery of the Lavasoa dwarf lemur was a significant event because it showed that there are still new animals to discover in the world. It was one of the first new lemur species to be discovered in over a decade, and it showed the importance of protecting Madagascar's ecosystem. Today, the Lavasoa dwarf lemur is considered a rare and endangered species, and it continues to be studied by researchers.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says,
- The author tells us,
- The passage states,

1. Where is Madagascar?

2. What did the lemur's eyes look like?

3. Why did the scientists name the lemur the "Lavasoa dwarf lemur"?



CITE TEXT EVIDENCE DAY 5

Exploration by Elizabeth Zandstra

Exploration is the act of going to new places to learn and discover things. One of the exciting things about exploration is discovering new animals.

When explorers go to a new place, they bring tools and equipment to help them discover new animals. They might bring binoculars to see animals that are far away, nets to catch animals, and cameras to take pictures of animals they find. They also bring field guides to help them identify the animals.

Sometimes, explorers discover animals that nobody knew existed. This is called a new species. When a new species is discovered, scientists study it to learn more about it. They want to know what it eats, where it lives, and how it behaves. They also want to know if it is endangered or needs protection.

In addition to finding new species, explorers will find animals that have already been discovered in a place they've never been found before. For example, they might find a bird in a rainforest that nobody knew lived there. Finding a known animal in a new place is called an extension. Discovering extensions helps scientists understand how animals move and adapt.

Exploration is an exciting way to discover new animals. Even though explorers do not find new animals every time they travel, going to new places and being in nature is always exciting.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says,
- The author tells us,
- The passage states,

1. What would an explorer use to see animals that are far away?

2. What three things do explorers want to know about new species?

3. What is it called when an animal is found in place they've never been seen before?



WRITE A POEM

Directions: Write your own acrostic poem about nature. Each line of your poem should begin with a letter from the word "nature". You can choose to make your poem rhyme or not, it's up to you!

N

A

T

U

R

E



CITE TEXT EVIDENCE DAY 1

Nature's Peace by Elizabeth Zandstra

Directions

Read the poem and answer the questions.

Restate and answer each question completely.

Use exact words from the poem in your answer.

Put the exact words from the poem in quotation marks.

Oh, how I love to be outside. Q1

To breathe the fresh and fragrant air.

To feel the sunshine warm my skin.

And to know that nature's always there.

The rustle of leaves in the breeze.

The chirping of birds in the trees.

The buzzing of bees on the flowers.

Nature's song soothes and empowers.

I walk through fields and meadows wide.

And marvel at the beauty inside.

The vibrant colors of the blooms.

The gentle rustling of the plumes. Q2

The earth beneath my feet.

The sky above so vast and sweet.

In nature, I find a peace so pure.

A calm that's ever true and sure. Q3

1. What does speaker like to do outside?

2. Where does the speaker walk?

3. How does the speaker describe the sky?



CITE TEXT EVIDENCE DAY 2

The Lily-Hassan Plant by Elizabeth Zandstra

Directions <input checked="" type="checkbox"/>
Read the poem and answer the questions. <input type="checkbox"/>
Restate and answer each question in your own words. <input type="checkbox"/>
Cite text evidence in your answer. <input type="checkbox"/>
Write your evidence as a complete sentence in quotation marks. <input type="checkbox"/>

Once upon a time, there were two best friends named Lily and Hassan. They loved going on adventures and exploring the world around them. One day, they decided to go on a hike in the forest behind their house. Q1

As they walked through the forest, they saw all kinds of plants and animals. They saw tall trees with green leaves, colorful flowers, and squirrels running up and down the tree trunks. They even saw a family of deer walking through a meadow. Q2

As they were walking, Lily noticed something strange growing on the side of a tree. It was a small plant with big, bright green leaves and little purple flowers. She had never seen anything like it before.

Lily and Hassan decided to take a picture of the plant and show it to their science teacher at school to see what type of plant it was. The next day, they brought the picture to school and showed it to their teacher, Ms. Flores. Q3

Ms. Flores was very excited to see the picture. She told Lily and Hassan that they had discovered a new type of plant, and they should give their discovery a name.

Lily and Hassan thought about it for a while and decided to call it the Lily-Hassan plant, after themselves.

From that day on, Lily and Hassan felt proud of their discovery. They continued to explore the forest and find new things, but the Lily-Hassan plant would always be their favorite discovery.

1. Where did the two kids decide to go on a hike?

2. What were the squirrels doing?

3. What did Lily and Hassan do with the plant?



CITE TEXT EVIDENCE DAY 3

Field Guides by Elizabeth Zandstra

Directions <input checked="" type="checkbox"/>
Read the story and answer the questions. <input type="checkbox"/>
Restate and answer each question in your own words. <input type="checkbox"/>
Cite text evidence by including a tag and a quote in quotation marks. <input type="checkbox"/>
Use a tag: <ul style="list-style-type: none">• In the text it says.• The author tells us.• The passage states. <input type="checkbox"/>

Field guides are people who love nature and want to share their knowledge with others. They are experts in plants and animals. Their job is to lead groups of people on nature walks and tours, where they help identify different species of plants and animals. Q1

Field guides have a lot of knowledge about the environment they work in. They know the names and features of different plants and animals. They also know how to safely explore nature without harming any plants or animals.

Field guides have many different skills that they use on the job. For example, they need to be able to identify different birds by their songs or the way they fly. They also need to know how to track animals by looking for clues like footprints or droppings. Field guides are often skilled at using binoculars and other equipment to help people get a closer look at plants and animals. Q2

To become a field guide, you need to have a lot of knowledge about nature. Many field guides study biology or ecology in college to gain the knowledge they need. They also spend a lot of time outdoors exploring and learning about nature.

Field guides work in many different places, from national parks to private wildlife reserves. They can lead tours in these places to show people what plants and animals live in the area. Q3

Being a field guide is a great job if you love nature and enjoy sharing your knowledge with others. You get to spend lots of time outdoors, learning about the world around you and helping others appreciate it too.

1. What is a field guide's job?

2. How does a field guide track animals?

3. What are two examples of places a field guide might work?



CITE TEXT EVIDENCE DAY 4

Finding the Lavasoa Dwarf Lemur by Elizabeth Zandstra

In the early 2000s, a team of researchers went to the island of Madagascar to study the variety of lifeforms that live there. Madagascar is off the coast of Africa and has a lot of different animals, including lemurs. Q1

One day, the scientists found a lemur that was different from any lemur they had ever seen before!

This lemur had big, bright orange eyes and a fluffy, striped tail. It also had a distinctive call that sounded like a mix between a cat's meow and a bird's tweet. The scientists were very excited to have found a new species of lemur, so they brought some of them back to their lab to study. Q2

After studying the lemur carefully, the scientists discovered that it was, in fact, a brand-new species that had never been seen before! They gave it a special name, the Lavasoa dwarf lemur, after the forest where they found it. Q3

The discovery of the Lavasoa dwarf lemur was a significant event because it showed that there are still new animals to discover in the world. It was one of the first new lemur species to be discovered in over a decade, and it showed the importance of protecting Madagascar's ecosystem. Today, the Lavasoa dwarf lemur is considered a rare and endangered species, and it continues to be studied by researchers.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says,
- The author tells us,
- The passage states,

1. Where is Madagascar?

2. What did the lemur's eyes look like?

3. Why did the scientists name the lemur the "Lavasoa dwarf lemur"?



CITE TEXT EVIDENCE DAY 5

Exploration by Elizabeth Zandstra

Exploration is the act of going to new places to learn and discover things. One of the exciting things about exploration is discovering new animals.

When explorers go to a new place, they bring tools and equipment to help them discover new animals. They might bring binoculars to see animals that are far away, nets to catch animals, and cameras to take pictures of animals they find. They also bring field guides to help them identify the animals. Q1

Sometimes, explorers discover animals that nobody knew existed. This is called a new species. When a new species is discovered, scientists study it to learn more about it. They want to know what it eats, where it lives, and how it behaves. They also want to know if it is endangered or needs protection. Q2

In addition to finding new species, explorers will find animals that have already been discovered in a place they've never been found before. For example, they might find a bird in a rainforest that nobody knew lived there. Finding a known animal in a new place is called an extension. Discovering extensions helps scientists understand how animals move and adapt. Q3

Exploration is an exciting way to discover new animals. Even though explorers do not find new animals every time they travel, going to new places and being in nature is always exciting.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says,
- The author tells us,
- The passage states,

1. What would an explorer use to see animals that are far away?

2. What three things do explorers want to know about new species?

3. What is it called when an animal is found in place they've never been seen before?



CITE TEXT EVIDENCE DAY 1 ANSWER KEY

Nature's Peace by Elizabeth Zandstra

Directions

Read the poem and answer the questions.

Restate and answer each question completely.

Use exact words from the poem in your answer.

Put the exact words from the poem in quotation marks.

Oh, how I love to be outside. Q1

To breathe the fresh and fragrant air.

To feel the sunshine warm my skin.

And to know that nature's always there.

The rustle of leaves in the breeze.

The chirping of birds in the trees.

The buzzing of bees on the flowers.

Nature's song soothes and empowers.

I walk through fields and meadows wide.

And marvel at the beauty inside.

The vibrant colors of the blooms.

The gentle rustling of the plumes. Q2

The earth beneath my feet.

The sky above so vast and sweet.

In nature, I find a peace so pure.

A calm that's ever true and sure. Q3

1. What does speaker like to do outside?

The speaker likes to "breathe the fresh and fragrant air" outside.

2. Where does the speaker walk?

The speaker walks "through fields and meadows wide".

3. How does the speaker describe the sky?

The speaker describes the sky as "vast and sweet".



Directions

Read the poem and answer the questions.

Restate and answer each question in your own words.

Cite text evidence in your answer.

Write your evidence as a complete sentence in quotation marks.

CITE TEXT EVIDENCE DAY 2 ANSWER KEY

The Lily-Hassan Plant by Elizabeth Zandstra

Once upon a time, there were two best friends named Lily and Hassan. They loved going on adventures and exploring the world around them. One day, they decided to go on a hike in the forest behind their house. Q1

As they walked through the forest, they saw all kinds of plants and animals. They saw tall trees with green leaves, colorful flowers, and squirrels running up and down the tree trunks. They even saw a family of deer walking through a meadow. Q2

As they were walking, Lily noticed something strange growing on the side of a tree. It was a small plant with big, bright green leaves and little purple flowers. She had never seen anything like it before.

Lily and Hassan decided to take a picture of the plant and show it to their science teacher at school to see what type of plant it was. The next day, they brought the picture to school and showed it to their teacher, Ms. Flores. Q3

Ms. Flores was very excited to see the picture. She told Lily and Hassan that they had discovered a new type of plant, and they should give their discovery a name.

Lily and Hassan thought about it for a while and decided to call it the Lily-Hassan plant, after themselves.

From that day on, Lily and Hassan felt proud of their discovery. They continued to explore the forest and find new things, but the Lily-Hassan plant would always be their favorite discovery.

1. Where did the two kids decide to go on a hike?

The two kids decided to go on a hike in the woods. "One day, they decided to go on a hike in the forest behind their house."

2. What were the squirrels doing?

The squirrels were running around. "They saw tall trees with green leaves, colorful flowers, and squirrels running up and down the tree trunks."

3. What did Lily and Hassan do with the plant?

Lily and Hassan took a picture of the plant. "Lily and Hassan decided to take a picture of the plant and show it to their science teacher at school."



CITE TEXT EVIDENCE DAY 3 ANSWER KEY

Field Guides by Elizabeth Zandstra

Field guides are people who love nature and want to share their knowledge with others. They are experts in plants and animals. Their job is to lead groups of people on nature walks and tours, where they help identify different species of plants and animals. Q1

Field guides have a lot of knowledge about the environment they work in. They know the names and features of different plants and animals. They also know how to safely explore nature without harming any plants or animals.

Field guides have many different skills that they use on the job. For example, they need to be able to identify different birds by their songs or the way they fly. They also need to know how to track animals by looking for clues like footprints or droppings. Field guides are often skilled at using binoculars and other equipment to help people get a closer look at plants and animals. Q2

To become a field guide, you need to have a lot of knowledge about nature. Many field guides study biology or ecology in college to gain the knowledge they need. They also spend a lot of time outdoors exploring and learning about nature.

Field guides work in many different places, from national parks to private wildlife reserves. They can lead tours in these places to show people what plants and animals live in the area. Q3

Being a field guide is a great job if you love nature and enjoy sharing your knowledge with others. You get to spend lots of time outdoors, learning about the world around you and helping others appreciate it too.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says.
- The author tells us.
- The passage states.

1. What is a field guide's job?

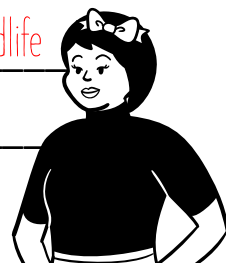
A field guide's job is to lead people on nature walks and help identify plants and animals. In the text it says, "Their job is to lead groups of people on nature walks and tours, where they help identify different species of plants and animals."

2. How does a field guide track animals?

A field guide tracks animals by looking for footprints or droppings. The author tells us, "They also need to know how to track animals by looking for clues like footprints or droppings."

3. What are two examples of places a field guide might work?

Two examples of places a field guide might work are national parks and private wildlife reserves. The passage states, "Field guides work in many different places, from national parks to private wildlife reserves."



CITE TEXT EVIDENCE DAY 4 ANSWER KEY

Finding the Lavasoa Dwarf Lemur by Elizabeth Zandstra

In the early 2000s, a team of researchers went to the island of Madagascar to study the variety of lifeforms that live there. Madagascar is off the coast of Africa and has a lot of different animals, including lemurs. Q1

One day, the scientists found a lemur that was different from any lemur they had ever seen before!

This lemur had big, bright orange eyes and a fluffy, striped tail. It also had a distinctive call that sounded like a mix between a cat's meow and a bird's tweet. The scientists were very excited to have found a new species of lemur, so they brought some of them back to their lab to study. Q2

After studying the lemur carefully, the scientists discovered that it was, in fact, a brand-new species that had never been seen before! They gave it a special name, the Lavasoa dwarf lemur, after the forest where they found it. Q3

The discovery of the Lavasoa dwarf lemur was a significant event because it showed that there are still new animals to discover in the world. It was one of the first new lemur species to be discovered in over a decade, and it showed the importance of protecting Madagascar's ecosystem. Today, the Lavasoa dwarf lemur is considered a rare and endangered species, and it continues to be studied by researchers.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag like:

- In the text it says,
- The author tells us,
- The passage states,

1. Where is Madagascar?

Madagascar is off the coast of Africa. The text explains, "Madagascar is off the coast of Africa and has a lot of different animals, including lemurs."

2. What did the lemur's eyes look like?

The lemur's eyes were big and bright orange. The article tells us, "This lemur had big, bright orange eyes and a fluffy, striped tail."

3. Why did the scientists name the lemur the "Lavasoa dwarf lemur"?

The scientists named the lemur the "Lavasoa dwarf lemur" because of the forest where the lemur was found. According to the passage, "They gave it a special name, the Lavasoa dwarf lemur, after the forest where they found it."



CITE TEXT EVIDENCE DAY 5 ANSWER KEY

Exploration by Elizabeth Zandstra

Exploration is the act of going to new places to learn and discover things. One of the exciting things about exploration is discovering new animals.

When explorers go to a new place, they bring tools and equipment to help them discover new animals. **They might bring binoculars to see animals that are far away, nets to catch animals, and cameras to take pictures of animals they find.** They also bring field guides to help them identify the animals. Q1

Sometimes, explorers discover animals that nobody knew existed. This is called a new species. When a new species is discovered, scientists study it to learn more about it. **They want to know what it eats, where it lives, and how it behaves.** They also want to know if it is endangered or needs protection. Q2

In addition to finding new species, explorers will find animals that have already been discovered in a place they've never been found before. For example, they might find a bird in a rainforest that nobody knew lived there. **Finding a known animal in a new place is called an extension.** Discovering extensions helps scientists understand how animals move and adapt. Q3

Exploration is an exciting way to discover new animals. Even though explorers do not find new animals every time they travel, going to new places and being in nature is always exciting.

Directions

Read the story and answer the questions.

Restate and answer each question in your own words.

Cite text evidence by including a tag and a quote in quotation marks.

Use a tag:

- In the text it says.
- The author tells us.
- The passage states.

1. What would an explorer use to see animals that are far away?

An explorer would use binoculars to see animals that are far away. In the text it says, "They might bring binoculars to see animals that are far away, nets to catch small animals, and cameras to take pictures of animals they find."

2. What three things do explorers want to know about new species?

Three things explorers want to know about new species are what the animal eats, where it lives, and how it behaves. The author tells us, "They want to know what it eats, where it lives, and how it behaves."

3. What is it called when an animal is found in place they've never been seen before?

When an animal is found in a place they've never been seen before, it is called an extension. The passage states, "Finding a known animal in a new place is called an extension."



Cite the Text

There are a few extra resources to support you and your students with using quotation marks and citing the text.

Posters

Use the posters as a point of reference in your classroom. Print for each student and three-hole-punch so students can put them in their reference binders.

Bookmarks

Use the bookmarks as a quick reference for students as they learn how to use quotation marks.

Consider taping to students' desks for students who are struggling to remember how to use quotation marks correctly.

Task Cards

Use the task cards with students who are struggling to understand how to write quotes by giving them extra opportunities for practice. Students can practice on their own, with a partner, in a small group, or with the teacher. Consider doing a few task cards per day. (Worksheet 1)

You can also use the task cards for early finishers. Have them further their skills by practicing writing out the quotations in dialogue or paragraph form. Consider having students complete a few task cards per day. (Worksheet 2)

You can further vary the difficulty level by providing a reference sheet with the rules of quotation marks or requiring students to complete the task cards on their own.

- Print cards on cardstock.
- Print corresponding worksheets on paper.

Josephina's Journey Worksheets

Use these worksheets with students who need more opportunities for practice. Students can practice on their own, with a partner, in a small group, or with the teacher.

Consider doing a few questions per day. (This is NOT designed to be completed in one sitting.) Give students clear expectations of what you want them to do, as expectations during the lesson progress throughout the week. This can help vary the difficulty level appropriately for students.

Provide students with a reference sheet with the rules of quotation marks to help them as needed.

WHAT IS A QUOTE?

A QUOTE HAS TWO PARTS

“Apples float on water,” the text says.

Quote

what is being said or the exact words from a text

Tag

the phrase that tells you where the information is from or who is speaking



FEATURES OF QUOTES

Capital Letter

Quotation Marks

The author says, “It’s true!”

Comma

End Punctuation



QUOTES

RULES EXPLANATION

The article states, "A hippopotamus can run faster than a person."

When the tag is first, end it with a comma. Write a quotation mark before your quote and begin your quote with a capital letter. Add a period before your ending quotation marks.

"An ostrich's eye is bigger than its brain," the passage continues.

When the quote is first, end the quote with a comma instead of a period. Your tag should start with a lowercase letter.

The author exclaims, "Caterpillars have 12 eyes!"

When the tag is first, you can end your quote with an exclamation mark.

"Owls can't move their eyes!" the text says.

When the quote is first and you want to end it with an exclamation mark, keep it instead of changing it to a comma.

The reader asks, "Can hummingbirds fly backward?"

When the tag is first, you can end your quote with a question mark.

"What color is hippopotamus milk?" the student wonders.

When the quote is first and you want to end it with a question mark, keep it instead of changing it to a comma.



QUOTES

RULES & EXAMPLES

Tag First?	End the tag with a comma.	Finish the quote with the appropriate punctuation.	The girl said, "I will."
			The boy shouted, "I won't!"
			The girl asked, "Why?"

Quote first?	The tag is lowercase	Turn the period to a comma.	"I can do it tomorrow," he said.
		Keep the question mark.	"Can I do it tomorrow?" she asked.
		Keep the exclamation point.	"Tomorrow!" she yelled.

If the quote is a complete sentence, capitalize the first letter.

"Capitalize the first letter of a sentence."

Quotation marks go around the complete sentence.

Place them before the first letter and after the end punctuation mark.

"Put quotes around the sentence."

TAGS FOR QUOTES AND CITATIONS

Directions: Reference this page for examples of tags you can use when you cite the text. Check to make sure the tag works in your sentence and use correct grammar.

The text states,

The passage explains,

One example from the passage is

On page 5 it states,

Paragraph 2 says,

In the text it says,

The author said,


The article tells us,

In the book it says,

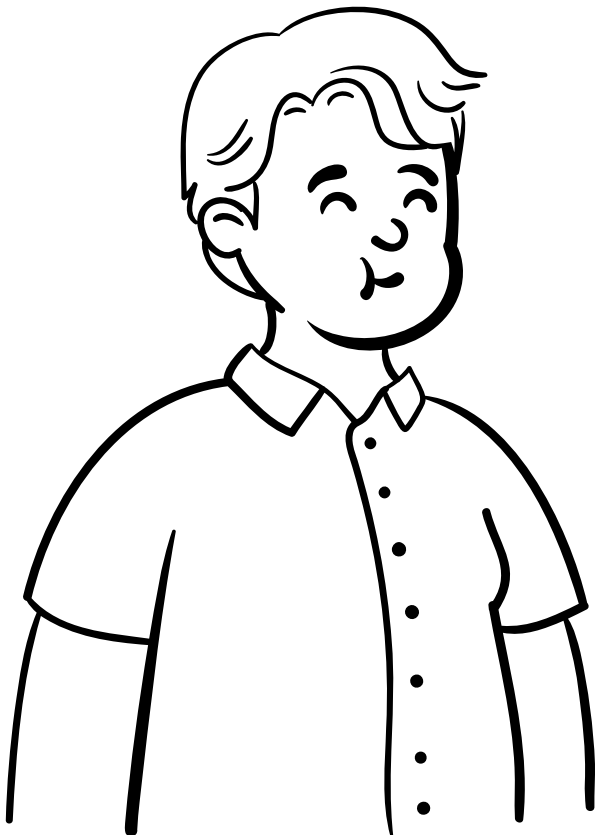
According to the text,

For instance,

For example,



"Tell me it's
a quote."





DIALOGUE

RULES & EXAMPLES

Every time there is a new speaker, start a new line.

Indent each new line.

"What do you want to do tomorrow?" Dacia asked.

"I don't know," Gio responded. "I'm tired and don't want to think about making plans."

Collin looked up thoughtfully. "Isn't the new movie coming out tomorrow? We could see that."

Dacia smiled and shouted, "That's perfect! I really wanted to see it. I forgot it was coming out so soon."

"That sounds good to me," Gio shrugged.

"Then it's settled," Collin said decidedly.

USING QUOTATION MARKS

Tag first?	End the tag with a comma and finish the quote with the appropriate punctuation.	The girl said, "I will."	Quote first?	The tag is lowercase.	Turn the period to a comma.	"I can do it tomorrow," he said.
		The boy shouted, "I won't!"			Keep the question mark.	"Can I do it tomorrow?" she asked.
		The girl asked, "Why?"			Keep the exclamation point.	"Tomorrow!" she yelled.

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USING QUOTATION MARKS

Tag first?	End the tag with a comma and finish the quote with the appropriate punctuation.	The girl said, "I will."	Quote first?	The tag is lowercase.	Turn the period to a comma.	"I can do it tomorrow," he said.
		The boy shouted, "I won't!"			Keep the question mark.	"Can I do it tomorrow?" she asked.
		The girl asked, "Why?"			Keep the exclamation point.	"Tomorrow!" she yelled.

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USING QUOTATION MARKS

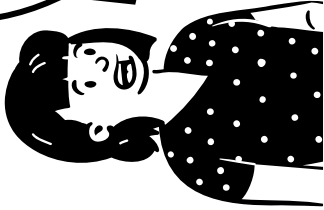
Tag first?	End the tag with a comma and finish the quote with the appropriate punctuation.	The girl said, "I will."	Quote first?	The tag is lowercase.	Turn the period to a comma.	"I can do it tomorrow," he said.
		The boy shouted, "I won't!"			Keep the question mark.	"Can I do it tomorrow?" she asked.
		The girl asked, "Why?"			Keep the exclamation point.	"Tomorrow!" she yelled.

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1

Do you want
to play
foursquare?

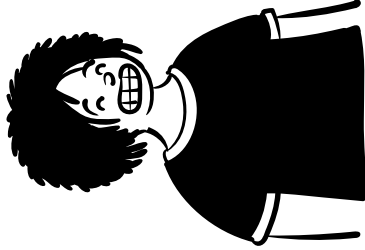
Mei



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2

Jamal



I do!

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3

Let's play
something
else.

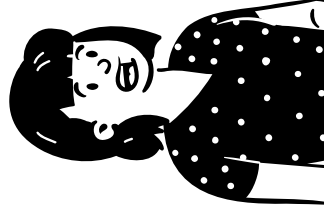
Tiana



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4

Mei



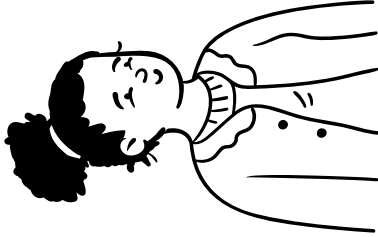
Like what?

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5

Tiana

Let's play
tag.



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6

Jamal

I'm game!

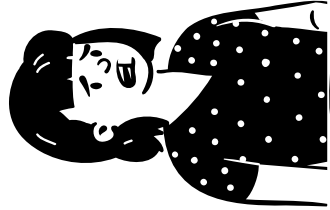


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7

Mei

That's
boring.



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8

Jamal

What about
kickball?

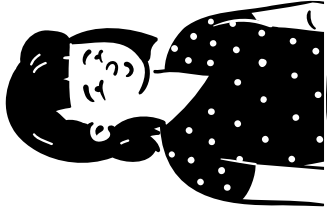


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9

Yeah, I'll
play
kickball.

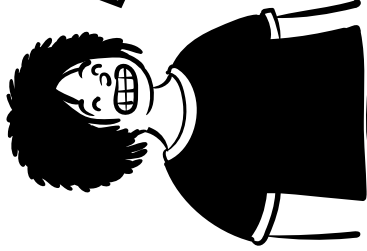
Mei



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10

Jamal



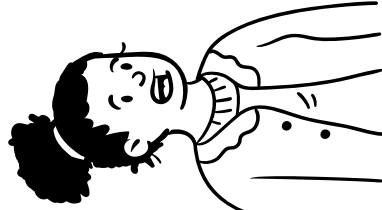
Finally!

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11

Who gets to
pitch?

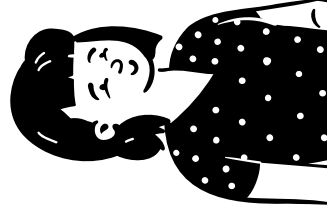
Tiana



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12

Mei



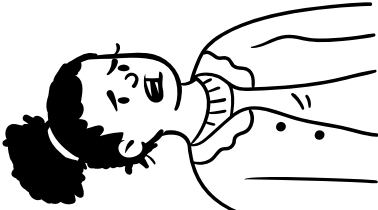
I volunteer.

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13

Tiana

Didn't you
pitch last
time?

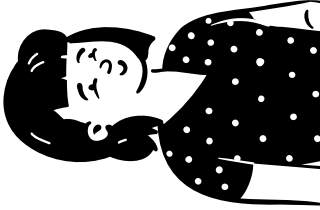


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14

Mei

Oh, yeah.
You can.

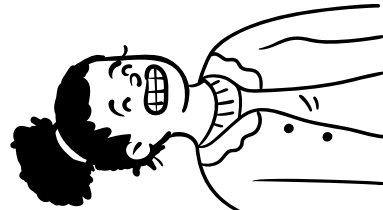


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15

Tiana

Thanks! You
can next
time.



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16

Jamal

Are you
ready?



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17

Jamal

Recess is
going to be
over soon.
Let's go!

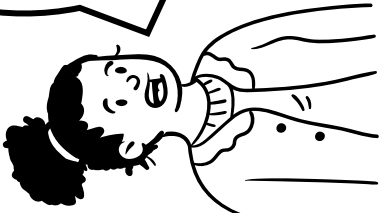


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18

Tiana

Here comes
the pitch!
Are you
ready?



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19

Jamal

That's the
bell. It's time
to go inside.

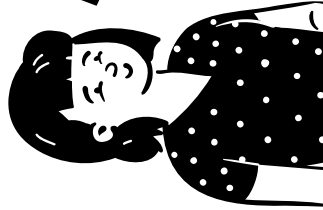


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20

Mei

I guess we'll
have to wait
until tomorrow.
Race you inside!



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QUOTATION MARK TASK CARDS

Directions: Write a quote with a tag for each task card below. Use proper formatting. Include some answers with the tag first and some with the tag last.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____



JOSEPHINA'S JOURNEY

BY ELIZABETH ZANDSTRA

There was a girl named Josephina who loved to play and have fun but did not like doing everything else she was supposed to do. She would rather sleep in than get up when her alarm went off, and she preferred to play and skip her schoolwork and chores.

One morning, Josephina woke up late because she ignored her alarm - again. She didn't have time to eat breakfast or brush her teeth, so she hurried to school without doing either. In her rush, she forgot her homework and her lunchbox.

When Josephina got to school, her teacher was already in the middle of their first lesson. She sat down quietly but had a hard time focusing on the lesson. Her teacher reminded her that being responsible meant taking care of herself and doing what she needed to do. Josephina leaned forward on her desk feeling tired, hungry, and annoyed with herself.

That day at the end of lunch period, Josephina made plans with her classmates to play a game they had made up together. She was excited until she realized she couldn't join them because she had to wait for her dad to bring her lunch to school. She knew he had to take time off work to do that for her. Even though he smiled as he dropped off her forgotten lunchbox, she realized how inconvenient it was for him to take time out of his day to help her when she had been the one who forgot. She realized that her actions didn't just make her own life harder - it affected others as well.

After school, Josephina went to her neighbor's house to play. They had so much fun playing the game from recess that Josephina didn't realize how late it had become. When she got home, her mother asked if she had any homework. Josephina remembered that she had schoolwork from the lesson she had missed that morning, as well as some missing math homework from the day before.

While her family watched a movie after dinner, she sat at the kitchen table, finishing her schoolwork. When she finished, she started to watch the end of the movie, but her mom gently reminded her to take out the trash first. She sighed but remembered that she had passed the trashcan a few times already, hoping someone else would do her chore for her. By the time she came back inside from taking out the trash, the movie was over, and it was time to get ready for bed.

In that moment, Josephina realized she wanted the next day to go differently. While her siblings were using the bathroom, she prepared a healthy lunch for the next day and put it in the fridge. She got ready for bed and set her alarm to its loudest setting and put it across the room so she couldn't hit snooze.

The next day, Josephina woke up to her alarm and had to get out of bed to turn it off. As soon as she stood up, she was already half awake, so she got dressed, ate breakfast, and brushed her teeth. By then, she was wide awake and remembered to pack her backpack with her homework and the lunch she had packed the night before. At school, she felt alert and focused. She was excited to eat the healthy food she had packed for herself and was relieved to turn in the rest of her missing assignments. She organized her desk and backpack during her free time so that she could keep track of everything. She even finished her homework assignment while she was waiting for her parents to pick her up.

Josephina's teacher noticed her effort and encouraged her. Josephina felt proud of herself and realized that it was easier to be responsible than deal with the consequences of being irresponsible. She was also able to help her friends with their homework for the first time.

As the school year came to an end, Josephina felt proud of all that she had done. She had learned that being responsible for herself isn't always easy, but helped her feel good about herself, and it made her a better friend and student. Josephina learned that being responsible for yourself is important because it helps you stay prepared, organized, and confident.

JOSEPHINA'S JOURNEY, PART 1

Directions: Answer each question below using exact words from the text in your answer. Highlight the sentence from the story that has the answer.

Note: The answer to each question is in the paragraph with the same number. For instance, the answer to question 3 is in paragraph 3.

1. What would Josephina like to do instead of getting up when her alarm went off?

2. What did Josephina forget when she was rushed on her way to school?

3. How did Josephina feel when she sat at her desk?

4. What did Josephina's dad have to do to bring her lunch to school?

5. What schoolwork did Josephina have to do after playing with the neighbor?

JOSEPHINA'S JOURNEY, PART 2

Directions: Answer each question below using exact words from the text in your answer. Highlight the sentence from the story that has the answer.

Note: The answer to each question is in the paragraph with the same number. For instance, the answer to question 7 is in paragraph 7.

6. What did Josephina's family do while she did her missing schoolwork?

7. Where did Josephina put her alarm that night?

8. What did Josephina do during her free time the next day?

9. What was Josephina able to do for the first time after being more responsible?

10. Why is being responsible for yourself important?

JOSEPHINA'S JOURNEY ANSWER KEY

BY ELIZABETH ZANDSTRA

There was a girl named Josephina who loved to play and have fun but did not like doing everything else she was supposed to do. She would rather sleep in than get up when her alarm went off, and she preferred to play and skip her schoolwork and chores. 1

One morning, Josephina woke up late because she ignored her alarm - again. She didn't have time to eat breakfast or brush her teeth, so she hurried to school without doing either. In her rush, she forgot her homework and her lunchbox. 2

When Josephina got to school, her teacher was already in the middle of their first lesson. She sat down quietly but had a hard time focusing on the lesson. Her teacher reminded her that being responsible meant taking care of herself and doing what she needed to do. Josephina leaned forward on her desk feeling tired, hungry, and annoyed with herself. 3

That day at the end of lunch period, Josephina made plans with her classmates to play a game they had made up together. She was excited until she realized she couldn't join them because she had to wait for her dad to bring her lunch to school. She knew he had to take time off work to do that for her. Even though he smiled as he dropped off her forgotten lunchbox, she realized how inconvenient it was for him to take time out of his day to help her when she had been the one who forgot. She realized that her actions didn't just make her own life harder - it affected others as well. 4

After school, Josephina went to her neighbor's house to play. They had so much fun playing the game from recess that Josephina didn't realize how late it had become. When she got home, her mother asked if she had any homework. Josephina remembered that she had schoolwork from the lesson she had missed that morning, as well as some missing math homework from the day before. 5

While her family watched a movie after dinner, she sat at the kitchen table, finishing her schoolwork. When she finished, she started to watch the end of the movie, but her mom gently reminded her to take out the trash first. She sighed but remembered that she had passed the trashcan a few times already, hoping someone else would do her chore for her. By the time she came back inside from taking out the trash, the movie was over, and it was time to get ready for bed. 6

In that moment, Josephina realized she wanted the next day to go differently. While her siblings were using the bathroom, she prepared a healthy lunch for the next day and put it in the fridge. She got ready for bed and set her alarm to its loudest setting and put it across the room so she couldn't hit snooze. 7

The next day, Josephina woke up to her alarm and had to get out of bed to turn it off. As soon as she stood up, she was already half awake, so she got dressed, ate breakfast, and brushed her teeth. By then, she was wide awake and remembered to pack her backpack with her homework and the lunch she had packed the night before. At school, she felt alert and focused. She was excited to eat the healthy food she had packed for herself and was relieved to turn in the rest of her missing assignments. She organized her desk and backpack during her free time so that she could keep track of everything. She even finished her homework assignment while she was waiting for her parents to pick her up. 8

Josephina's teacher noticed her effort and encouraged her. Josephina felt proud of herself and realized that it was easier to be responsible than deal with the consequences of being irresponsible. She was also able to help her friends with their homework for the first time. 9

As the school year came to an end, Josephina felt proud of all that she had done. She had learned that being responsible for herself isn't always easy, but helped her feel good about herself, and it made her a better friend and student. Josephina learned that being responsible for yourself is important because it helps you stay prepared, organized, and confident. 10

JOSEPHINA'S JOURNEY ANSWER KEY

This answer key shows one version of answers. However, if you want students to concentrate on a different day's skill, their answers may be different.

1. What would Josephina like to do instead of getting up when her alarm went off?
Josephina would like to sleep in instead of getting up when her alarm went off. The text says, "She would rather sleep in than get up when her alarm went off."
2. What did Josephina forget when she was rushed on her way to school?
Josephina forgot her homework and lunchbox when she was rushed on her way to school. The story tells us, "In her rush, she forgot her homework and her lunchbox."
3. How did Josephina feel when she sat at her desk?
Josephina felt tired, hungry, and annoyed when she sat at her desk. The author states, "Josephina leaned forward on her desk feeling tired, hungry, and annoyed with herself."
4. What did Josephina's dad have to do to bring her lunch to school?
Josephina's dad had to take time off work to bring her lunch to school. The passage explains, "She knew he had to take time off work to do that for her."
5. What schoolwork did Josephina have to do after playing with the neighbor?
Josephina had to do the schoolwork from her missed lesson and missing math homework. The author says, "Josephina remembered that she had schoolwork from the lesson she had missed that morning, as well as some missing math homework from the day before."
6. What did Josephina's family do while she did her missing schoolwork?
Josephina's family watched a movie while she did her missing schoolwork. The story explains, "While her family watched a movie after dinner, she sat at the kitchen table, finishing her schoolwork."
7. Where did Josephina put her alarm that night?
Josephina put her alarm across the room that night. The passage tells us, "She got ready for bed and set her alarm to its loudest setting and put it across the room so she couldn't hit snooze."
8. What did Josephina do during her free time the next day?
Josephina organized her desk and backpack during her free time the next day. The author explains, "She organized her desk and backpack during her free time so that she could keep track of everything."
9. What was Josephina able to do for the first time after being more responsible?
Josephina was able to help her friends with homework for the first time. The text says, "She was also able to help her friends with their homework for the first time."
10. Why is being responsible for yourself important?
Being responsible for yourself is important because it helps you with preparation, organization, and confidence. The end of the story says, "Josephina learned that being responsible for yourself is important because it helps you stay prepared, organized, and confident."

Thank you!!



THANK YOU for your purchase! I know you have a lot of options, so I appreciate that you chose me. I hope that you're happy with this resource and that it allows you to cut down on your prep time and get back to the Heart & Soul of Teaching.

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