

A person wearing a white fencing uniform is holding a silver fencing mask. The mask has a mesh face and a chin strap. The person's hands are visible, wearing white gloves. The background is a plain, light color.

BLACK

BLACK

BROTHER,

BROTHER,

Novel Study

Unit Contents

- 28 Chapter Questions Assignments
 - 14 Comprehension & 14 Analysis Assignments
- 28 Close Reading Assignments & 4 Novel Analysis Tasks
- 14 Mini-Quizzes – Check for Understanding
- 4 Novel Quizzes – Comprehension & Analysis (1 Per Part)
- Final Novel Assessment – A & B Differentiated Format
- Nonfiction Resources – Informational Texts & Activities
 - 7 Nonfiction Readings – A & B Response Formats
 - 1 Pre-Reading Activity, 3 Extension Activities & Final Project
- 4 Vocabulary Sets – Each Set Includes Crossword Puzzle, Practice Assignment, Quiz
- Instructional Pacing Guide & 20 Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

Chapter Questions A

BLACK BROTHER,
BLACK BROTHER 

Reading Response 1.a: Chapters 1-3
Black Boy, The Walk, Jail

Name: _____

1. Where does the story take place in the first chapter? What aspects of the setting does Donte describe as important? Support with evidence.

2. Why is Donte in the school office? How do the adults in the office treat him? Why do they treat him in this way? Support with evidence from the text.

3. Donte explains that he is bullied by everyone – adults and students. What events from these chapters prove his statement? Support with textual evidence.

4. What causes Headmaster McGeary to call the police? What do you think the headmaster *should have* done instead of calling the police? Support with textual evidence.

5. Who is Donte's brother? How is Donte's brother's experiences at school different? Why are they different? Explain and support with evidence from the text.

➤ 14 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Chapter Questions A

6. Summarize Donte's flashback to Alan and his first days of school at Middlefield Prep. What is it mostly about? Support with evidence from the text.

7. Where do the police officers take Donte? What happens in this place? How do others treat him? Support with textual evidence.

8. How do we see the importance of Donte's family in these chapters? Explain at least two ways and support with details from the text.

VISUALIZE THE TEXT

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.



Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

Chapter Questions B

BLACK BROTHER,
BLACK BROTHER

Reading Response 1.b: Chapters 1-3
Black Boy, The Walk, Jail

Name: _____

1. Describe at least two conflicts Donte faces at Middlefield Prep. What kind of conflicts are they? How do they affect Donte? Support with evidence.

2. How does the headmaster respond to Donte's explanations, feelings, and body language? What do these responses reveal about his perception of and feelings about Donte? Support with evidence from the text.

3. The headmaster's interaction with Donte is wrong in several ways. How is it wrong? What should the headmaster have done in order to treat Donte with respect and dignity? Explain with textual evidence.

4. How are Trey's experiences at school different than Donte's? How does Trey react to seeing Donte handcuffed by police? How does Trey's reaction affect Donte? Explain with textual evidence.

5. What does Donte's flashback to his first day of school reveal about his experiences at Middlefield? How do those experiences connect with the way the students treat him as he is driven away by the police?

➤ 14 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

Chapter Questions B

6. What mood does the jail create? How does this affect Donte? What conflict does it create in him? Support with evidence from the text.

7. How is the author's use of color with the descriptive language – specifically black and white – effective in these chapters? What idea or theme does it help emphasize or reveal? Support with textual evidence.

8. How do Donte's experiences in these chapters influence the way he sees himself? Explain at least two ways and support with details from the text.

CRITICAL QUESTIONS

Directions: Based on this reading, identify a reference, description, or statement that makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this topic?

Textual Evidence	Questions
Quiz:	

➤ Critical Questions Section – Springboard for Discussion

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

Close Reading Resources

BLACK BROTHER,
BLACK BROTHER

Close Reading 1.a: Chapters 1-3
Black Boy, The Walk, Jail

Name: _____

Conflict

- Conflict is the struggle between opposing _____, _____, or _____.
- Conflict affects _____, builds _____, and drives _____.

There are four types of conflicts explained below. On the blank, write the type of conflict. Circle the conflict that is an internal conflict.

- Character vs. _____ = a character struggles against another character or group.
- Character vs. _____ = a character faces an internal struggle.
- Character vs. _____ = a character struggles against larger social forces such as the government, laws, or social expectations.
- Character vs. _____ = a character struggles against the natural world and forces beyond their control.

Identifying & Analyzing Conflict

In the first chapters, Donte describes many conflicts that he faces. First, reread the chapters. Then, determine three conflicts Donte faces. Analyze the conflicts below.

Conflict – In the space below, summarize one conflict Donte faces in the first three chapters. Include the type of conflict and support with evidence.

Question	Conflict Analysis
How does this conflict affect or influence the characters' actions or feelings?	
How does this conflict build suspense in the story?	
How does this conflict drive the plot forward?	

© 2021 LIT Lessons 7

➤ 28 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

Close Reading Resources

BLACK BROTHER,
BLACK BROTHER 

Close Reading 2.b: Chapters 4-6
Rescue: In Black & White, Home, Suspended
Name: _____

Character

Authors use two types of characterization to reveal the traits of the characters in their stories.

- _____ Characterization = The author or character tells readers character traits.
- _____ Characterization = Readers must infer character traits by examining character thoughts, actions, words spoken, and relationships with others.

Directions: Let's take a closer look at Donte and determine his character traits. Read and fill in the organizer with details that reveal his character. Then, complete the activity that follows.

Direct Characterization – What character traits does Donte tell the reader he has?	Indirect Characterization – Write down Donte's thoughts, actions, words spoken, and relationships with others that reveal his character.
	Words:
	Thoughts:
	Actions:
	Other characters' reactions to him:

1. How would *you* characterize Donte? What kind of person do you think he is? Support your answer with details from the text.

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks


➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

Close Reading Resources

Defining Self

Directions: After you analyze Donte's character, let's examine how Donte views himself and how he thinks others view him. In the graphic organizer, write down evidence that shows how Donte sees himself or defines himself. In the column on the right, write down evidence that shows how Donte thinks others define him.

How does Donte define himself?	How does Donte think others define him?
	

2. Do you think the way Donte defines himself is influenced by how others define him? Why or why not? Support your answer with details from the text.

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

Assessment Resources

BLACK BROTHER, Reading Check 1
BLACK BROTHER ✎ Name:

Chapters 1-3
Black Boy, The Walk, Jail

1. Who does the headmaster call when Donte slams his backpack down?
2. What do Alan and his followers chant as Donte is driven away?
3. From where do Donte and his family move?

BLACK BROTHER, Reading Check 3
BLACK BROTHER ✎ Name:

Chapters 7-9
Making Plans, Revelation, Quest

1. What sport does Donte want to learn?
2. Who does Donte want to teach him the sport you identified in #1?
3. What court case made state bans on interracial marriage illegal?

BLACK BROTHER, Reading Check 2
BLACK BROTHER ✎ Name:

Chapters 4-6
Rescue: In Black & White, Home, Suspended

1. What is Donte's mom's profession?
2. What do Donte's parents believe is the cause of Donte's arrest?
3. What is Donte's ethnic heritage? Name two.

BLACK BROTHER, Reading Check 4
BLACK BROTHER ✎ Name:

Chapter 10
Try and Try Again

1. Where does Donte go every day during his suspension?
2. What does Donte's mom still like to play?
3. Donte gets upset when Mr. Jones calls him _____. (Fill in the blank)

➤ 14 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms™ for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

Assessment Resources

BLACK BROTHER,
BLACK BROTHER 

Novel Quiz 1: Part 1 The Crime
Black Boy – Try and Try Again

Name: _____

SECTION I: Order the following events of the novel in chronological order

- _____ - As Donte serves his school suspension at home, he brainstorms a plan to get back at Alan.
- _____ - After several days of asking, Arden Jones agrees to be Donte's coach.
- _____ - Donte is arrested at school and escorted out of the building to the patrol car by the police.
- _____ - Donte's parents pick him up at the satellite jail, and his mom plans to sue the school.
- _____ - Donte goes to the Boys & Girls Club in Boston for several days and ends up helping around the gym.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Donte is arrested at school for punching another student in the face.
- _____ - When Donte is leaving school in the police car, Trey asks Donte what he does wrong.
- _____ - Arden Jones used to be an Olympic fencer and won a gold medal in the games.
- _____ - Donte plans to get back at Alan for bullying him by flooding his locker at school.
- _____ - Donte and Trey are biracial, and Donte looks like their father while Trey looks like their mother.

SECTION III: Fill-in-the-blank

1. Donte wants to learn to _____ (sport) with the help of Arden Jones.
2. Alan bullies Donte at school and taunts him by calling him _____.
3. Trey gives Donte a _____ that leads him to seek out a former Olympian for help.
4. Donte's family used to live in _____ but moved to Newton, a suburb of Boston.
5. The Middlefield Prep gymnasium is named after _____'s family.

SECTION IV: Multiple-choice

1. _____ What type of figurative language is used in the following sentence?
"Go home, kid. You're interfering with my work." He stands tall; his face, a scowling mask.
 - a. Simile
 - b. Personification
 - c. Metaphor
 - d. Idiom
2. _____ What main conflicts does Donte face in Part One of the novel? (Choose **two** answers)
 - a. Bullying at school
 - b. Lack of support from his parents
 - c. Failed to make the fencing team
 - d. Racism and bias at Middlefield Prep

➤ 4 Novel Quizzes – 1 per Part of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

Assessment Resources

BLACK BROTHER,
BLACK BROTHER 

Final Literary Assessment – A

Name: _____

Character Quote Matching

Match the correct quote OR description to the right character.

1. _____ Donte	A. "Milk opal...Popular in Jamaica. Told my mother I wanted a dreaming stone."
2. _____ Trey	B. "Yeah. But I shouldn't have to. Kept hoping kids would see how fly you are. Just you. Nothing to do with me."
3. _____ Mrs. Ellison	C. "I'm proud of you. I know it was hard."
4. _____ Mr. Ellison	D. "His hatred caused a reaction. I'm not excusing myself. I'm responsible. Should've kept focused on my goals. Should've known bullies, biased people, can't see clearly."
5. _____ Coach	E. "You don't get to bring your New York behavior here. You don't get to yell at me or anyone else."
6. _____ Zarra	F. "I want to file a civil rights case. For you, and other students of color who are punished disproportionately."
7. _____ Alan	G. "Look around...No one expected us to be here. We're here. Black kids."
8. _____ Headmaster McGeary	H. "Clumsy brother?"

Figurative Language Matching

Write the correct type of figurative language on the blank, using S for simile, M for metaphor, P for personification, and H for hyperbole.

- _____ I'm bigger, more than that. Though sometimes I feel like I'm swimming in whiteness.
- _____ The patrol car is beyond school sight. Beyond sound. But the chant still chases me.
- _____ He's tall ... but his skin is black marble. He grins. "I'm Zion."
- _____ Another push-up. Fast, then another. And another. My arms and back are on fire.
- _____ The soft bed even hurts. I'm going to lie here forever.

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners

➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links for ALL Resources

Vocabulary Resources

BLACK BROTHER,
BLACK BROTHER 

Vocabulary Practice 2

Name: _____

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- _____ - The runner sprinted with such agility that spectators were afraid he was going to trip and fall.
- _____ - The players were unfazed by the opposing team's taunts. They were able to ignore the insults and play their best.
- _____ - The new student was so arrogant. Many tried to befriend her despite her shyness.
- _____ - The groundskeeper tried to conjure the beehive from the shed so no one else would get stung.
- _____ - The shop owner mistakenly considered all young children delinquents and refused to let any enter the store without their parents.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Vulnerable – SYNONYMS	Contradicting – SYNONYMS
Strong Protected Considerate At risk Unsafe Immune Understanding Irate	Supporting Quiet Helpful Respectful Calm Deny Frustrated Dispute
Obedient – ANTONYMS	Revelation – ANTONYMS
Good Rebellious Respectful Shy Timid Fearful Unruly Impatient	Concealment Discovery Cover Surprised Humbling Secret Careful Skeptical

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Agility** – _____

2. **Arrogant** – _____

3. **Vulnerable** – _____

➤ 4 Vocabulary Lists - Word Location

➤ Google Forms™ for Easy Grading

➤ 4 Vocabulary Practice Assignments

➤ Multi-Model & Engaging

Vocabulary Resources

BLACK BROTHER,
BLACK BROTHER

Vocabulary Check 3

Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Anticipating	a. Antonym: Unready
2. _____ Exhilarated	b. Definition: Without conscious thought
3. _____ Instinctively	c. Definition: Feeling, showing, or expressing understanding
4. _____ Relentless	d. Synonym: Thrilled or excited
5. _____ Sympathetic	e. Synonym: Persistent or nonstop

SECTION II: Fill in the blank with the correct word

1. The family's cell phone data is _____ used by the teenagers in comparison to the parents.
2. After years of tutoring, the teacher became a trusted _____ to the student when he went to college.
3. The new toddler took a few _____ steps into the classroom and then ran back to her parents.
4. The interviewee was _____ by the lengthy interview process. They even had to do a presentation in front of twenty current employees.
5. Her _____ personality was often mistaken for overconfidence. She was simply unafraid to express her opinion.

ASSERTIVE – DISPROPORTIONATELY – INTIMIDATED – MENTOR – TENTATIVE

© 2021 LIT Lessons 24

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

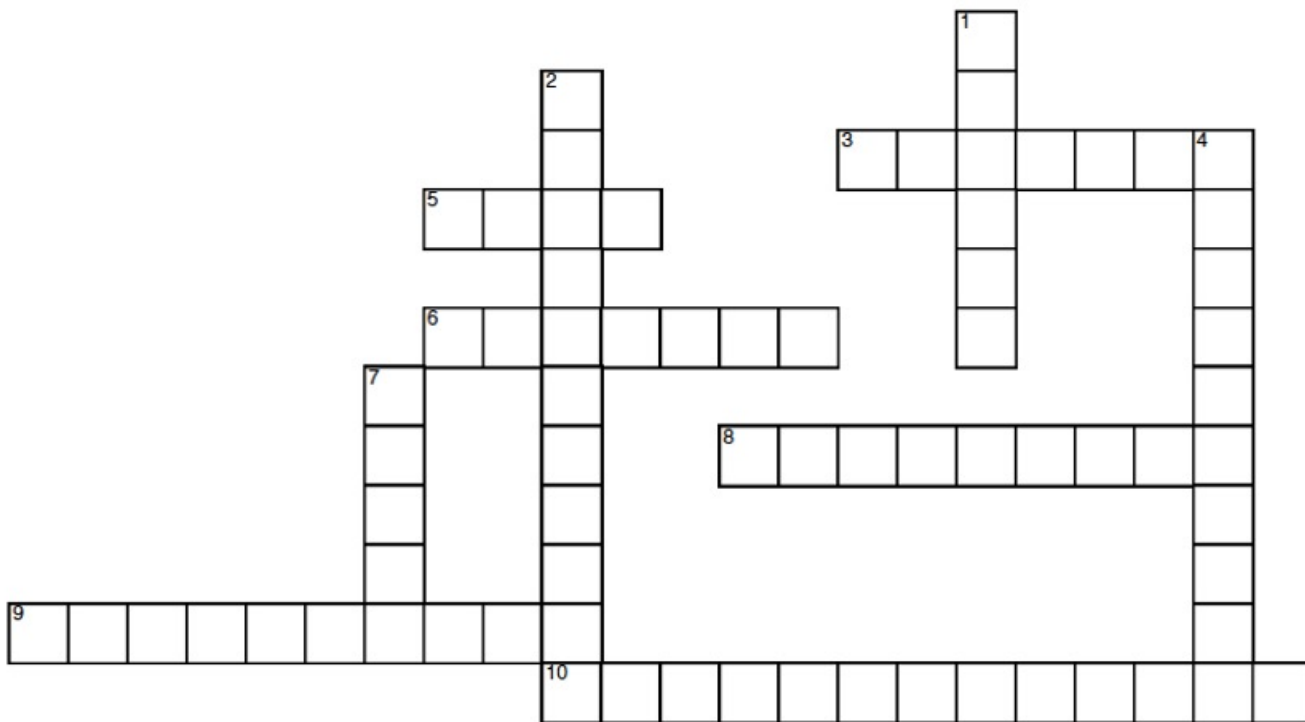
Vocabulary Resources

**BLACK BROTHER,
BLACK BROTHER**

Crossword Puzzle 1

Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 3 An action or strategy carefully planned to achieve a specific end
- 5 An attitude that always favors one way of feeling or acting over any other, especially when it comes to a thing, person, or group
- 6 Although the young kid tried to explain the reason behind their poor choices, they still struggled to _____ their actions.
- 8 A favoring or dislike of something without good reason
- 9 The couple's _____ of lawyers being heartless was quickly proven wrong when the one they hired showed nothing but compassion, respect, and care.
- 10 When all the young workers at the company received bonuses, the older employees felt _____ against. They all did the same work, yet not everyone was rewarded.

DOWN

- 1 Antonym: Tolerance
- 2 Synonym: Change or alter
- 4 Antonym: Forget or ignore
- 7 Synonym: Bluff or trick

WORD BANK: BIAS, DISCRIMINATED, FEINT, JUSTIFY, PREJUDICE, RACISM, STEREOTYPE, STRATEGIZE, TACTICS, TRANSFORMED

- 4 Crossword Puzzles
- Use for Centers or Rotation Model
- Graphic Organizers & Activity
- Answer Key & Google Slides™ & Forms™ Links

Informational Texts

ANCIENT FENCING

Informational Text 1

Name:



The stone carving above is from the Temple of Ramses III in Medinet Habu (c. 1190 BCE). In the middle of the image, two Egyptian fencers engage in competition.

When you were younger, did you ever pretend to swordfight with your friend? Whether using sticks, play swords, or even a pool noodle, these spontaneous, imaginary duels just might be instinct. The impulse may have been passed down for generations. It can be a playful game, but its one rooted in a long, storied history dating to ancient times. The sport of fencing itself also shares these origins. In fact, the fencing history traces its beginning to images in one temple from a famous civilization that flourished¹ thousands of years ago.

From Ancient Egypt...

In a temple in Luxor, sculpted stone walls depict two competitors dueling with swords while wearing protective gear. Behind them spectators watch and cheer on the athletes as they wage their battle. The scene may sound quite familiar, but this fencing match took place in Ancient Egypt over 3,000 years ago. While not much else is known about **Ancient Egyptian fencing**, the stone images do show competitors using swords with covered points, arm guards, masks and other protection. The images depict² fencing, and the stone relief is one of the first fencing matches ever recorded. It shows that the sport of fencing has been part of the fabric of human civilization for millennia.

...To Ancient Greece & Ancient Rome

Records about ancient fencing competitions and duels remain scarce. We do know the activity continued in Ancient Greece though. Fencing teachers, called **hoplomachie**, taught students in Athens in the 5th century, and the sport was even included during the first ancient Olympics. However, the sport looked vastly different than the sport as we know it today. In Ancient Greece, participants learned the art of combat,³ which meant they used shields and other weapons, both of which are not used in fencing today.

➤ 7 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading

Informational Texts

In Ancient Rome, the art of combat became part of soldiers' and gladiators' training. Instructors taught sword combat in schools and students would practice with wooden swords. Soldiers used combat techniques⁴ in battle, and gladiators competed against one another in highly public, violent combats in arenas.

Over time, sword training evolved⁵ and took numerous forms as it spread throughout Europe during the Middle Ages. Different instructors taught different techniques and approaches. As a result, **fencing schools** emerged across the continent to provide some consistency.⁶ Participants used skills learned at these schools to fight in duels, survive war, and protect themselves from criminals. Meanwhile, in the schools, swordsmanship, fencing, and the art of combat continued to develop. Later, another invention forced fencers to learn how to handle a sword more skillfully. The introduction of gunpowder and guns caused massive changes to combat. The sword skills learned in response included techniques that more closely resemble⁷ the sport of fencing as we know it today.

Fechtbuch von 1467

(Combat Manual of 1467 by Hans Talhoffer)

Talhoffer was considered an unbeatable swordsman and incredible teacher of the German school of fencing.



Library of Congress, 2021667792 World Digital Library

➤ Format A & B – Text Features, Main Idea, Analysis

➤ Pair with Novel – Cross-Text Connections

➤ Critical Thinking Opportunities

➤ Answer Key & Google Slides™ Links

GLOSSARY OF TERMS

¹ Flourish: grow or develop in a healthy or vigorous way

⁵ Evolve: develop gradually, especially from a simple to a more complex form

² Depict: show or represent by a drawing, painting, or other art form

⁶ Consistency: a sticking with one way of thinking or acting

³ Art of combat: Any of various arts of self-defense usually practiced as sport

⁷ Resemble: look or seem like

⁴ Technique: skill or ability in a particular field

Extension Activities

PERCEPTION VS. REALITY

Extension Activity 1

Name: _____

For the start of this activity, jot down your thoughts on the sport of fencing. Complete the graphic organizer below.

When I hear about the sport of fencing, thoughts that come to mind are...	When I hear about the sport of fencing, the images that come to mind are...
Discussion: Discuss your perceptions of fencing with your classmates. What do others think about fencing?	Discussion: Discuss your perceptions of fencing with your classmates. What images come to mind when fencing is mentioned?

1. What are some similarities between you and your classmates' perception and ideas about fencing? What are some differences? Explain them below.

2. When images of fencing come to mind, what similarities exist? How are images of fencing different?

- 1 Pre-Reading Activity
- 3 Extensions Activities – Deepen Understanding of Fencing
- Research Activities – Develop Analysis Skills
- Build Foundational Knowledge

Extension Activities



LIFE INFORMATION

Birthdate/Death & Birthplace:

Important Family, Athletes & Friends:

Entry Into Fencing:

INFLUENTIAL EVENTS TIMELINE



ACCOMPLISHMENTS

1.

2.

3.

Glue Top of Page Two Here

© 2021 LIT Lessons 18

- Final Project – Symbolism of the Sword
- Pair with Novel & Informational Texts – Cross-Text Connections
- Prompts Require Evidence-based Responses
- Cross-Curricular Learning

* Bonus Resources *

Day 2 <i>Black Brother, Black Brother</i> Reading 1 History of Fencing	
Essential Question(s)	
<ul style="list-style-type: none"> How does conflict affect characters, create suspense, and drive the plot of the story? OR What is the point of view of the text? How does the point of view influence the reader's understanding of the text? When and where did the sport of fencing develop? What other sports are similar to fencing? 	
Essential Standard(s) Covered	
<ul style="list-style-type: none"> RL.6.5 – Analyze how conflicts affect characters and contribute to a story's development OR RL.6.6 – Describe how a narrator's or speaker's point of view influences how events are described RI.6.6 – Determine an author's point of view or purpose in a text and explain how it is conveyed WHST.6.7 - Conduct short research projects to answer a question 	
Lesson Overview	
Bell Ringer	<ul style="list-style-type: none"> Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?
Vocabulary	<ul style="list-style-type: none"> Introduce Set 2 and complete a graphic organizer to define terms
Literary Notes	<ul style="list-style-type: none"> Conflict / Point of view notes – feel free to extend into a mini-lesson on conflict/point of view if needed
Reading	<ul style="list-style-type: none"> Read Chapters 1-3 – reading can be aloud, in groups, or independently
Reading Analysis	<ul style="list-style-type: none"> Reading Response 1 A and/or B Chapters 1-3, Close Reading 1: Conflict or Point of View
Informational Text	<ul style="list-style-type: none"> Informational Text 2: Fencing Evolves – complete text analysis A and/or B
Extension Activity	<ul style="list-style-type: none"> Activity 2: Japanese Fencing – Kendo research
Option: Facilitate a discussion with students about the connection between the history of fencing/nonfiction resources and the novel. How do they connect? How do they help you better understand the novel?	
Resources Needed	
<ul style="list-style-type: none"> Novel: <i>Black Brother, Black Brother</i> Vocabulary: Set 2, graphic organizers (Vocabulary Resources) Reading Response 1 A and/or B Chapters 1-3 (Chapter Questions Resources) Close Reading 1: Conflict or Point of View (Close Readings Resources) Informational Text 2: Fencing Evolves (Nonfiction Resources – Informational Texts) Activity 2: Japanese Fencing (Nonfiction Resources – Extension Activities) Exit Ticket Form (Assessment Resources) 	
Homework	
<ul style="list-style-type: none"> Novel Reading 2 – Chapters 4-6 (<i>Optional</i>) 	
Assessment	
<ul style="list-style-type: none"> Exit Ticket – What is the point of view of the novel? 	

➤ 4-WEEK Unit with Novel Study Implementation Suggestions

➤ Standards Alignment

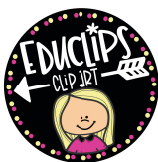
➤ 20 Instructional Lesson Plans

➤ Pacing Guide

Terms of Use

This downloadable resource supplies one single-teacher license for use in your classroom. Photocopying of this product is allowed only for the classroom use of the purchaser. Replication of this product, in whole or in part, for commercial sale or broader distribution is strictly prohibited. This product also may NOT be shared electronically, digitally, or otherwise in a manner that violates the Terms of Use detailed by LIT Lessons. **For explicit information on permissions, Please see the Terms of Use document included with this resource.** Thank you for your cooperation and understanding.

- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.



- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!