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[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
Ashley

# GOOGLE SLIDES

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [I'm not Scared, I'm Prepared Book Companion](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

Click "Assign" in the top right corner if you're ready to post!

This product is meant to be used in "edit" mode (not "presentation" mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

[Helpful links for using Google Classroom:](#)

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

# BOOK COMPANION



**I'm not Scared, I'm Prepared by Julia Cook**  
**Published by National Center for Youth Issues**

This book companion lesson was created with written permission from the author.

## Session Objective:

\*Students will identify ways to stay safe during a school lockdown.

## Materials:

\*Book: I'm not Scared, I'm Prepared by Julia Cook.

\*Handouts, scissors, tape/glue, pencils.

## Guiding Questions:

\*What are some ways to stay safe during a lockdown?

\*What are some things NOT to do during a lockdown?

## ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)

\*Behavior: Self-Management: Personal Safety Skills. (B-SMS 9)

\*Behavior: Social Skills: Social Maturity and behaviors appropriate to the situation and environment. (B-SS 9)

## SEL Competencies:

\*Responsible Decision-Making: Solving Problems.

## Session Details

\*Say "Today we are going to be reading a book called "I'm not Scared, I'm Prepared" by Julia Cook. In it, Ant and his classmates learn how to stay safe during an intruder lockdown." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Ant's teacher's perspective might be that she needs everyone quiet and listening to her to stay safe, but Ant's perspective might be that he is scared and wants to know what is going on." Complete the perspective handout (p. 12). Say "Solving problems during emergency situations is very hard. The best thing we can do is to practice and be prepared. That way if a scary situation ever does occur, we already know what to do." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our Safety Plan", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

# BOOK COMPANION



I'm not Scared, I'm Prepared by Julia Cook

## Table of Contents



Story Map.....p. 5



Cut and Paste .....p. 6-7



Story Questions .....p. 8-9



Think & Discuss .....p. 10-12



Character Perspective .....p. 13



Social-emotional Learning .....p. 14



Draw & Write .....p. 15-19



Writing Craftivity .....p. 20-23



Creative Activity .....p. 24-25



Posters .....p. 26-27



Answer Keys .....p. 28-29

NAME: \_\_\_\_\_

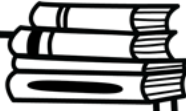
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# Story Map



Setting:

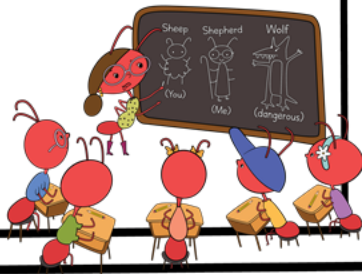


**I'm not  
Scared,  
I'm  
Prepared  
by Julia  
Cook**

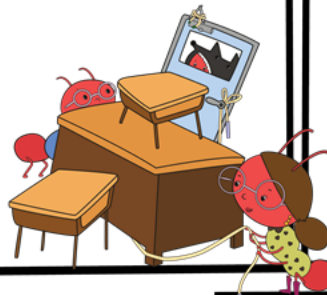
Characters:



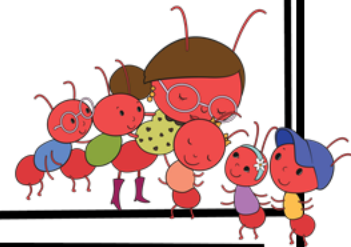
Beginning:



Middle:



End:



Problem:



Solution:

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Cut & Paste

Cut and paste the lockdown actions into safe or not safe boxes.

Safe

Safe

NOT Safe

Safe

Safe

NOT Safe

Safe

Safe

NOT Safe

Cut each lockdown action out and paste to the correct Safe or Not Safe spot.



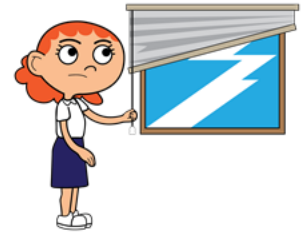
Staying quiet.



Hiding away from doors/windows.



Going near windows.



Staying calm.



Listening for instructions.



Opening the door during lockdown.



Going to your lockdown area.



Barricading the door.



Ignoring a lockdown alert.



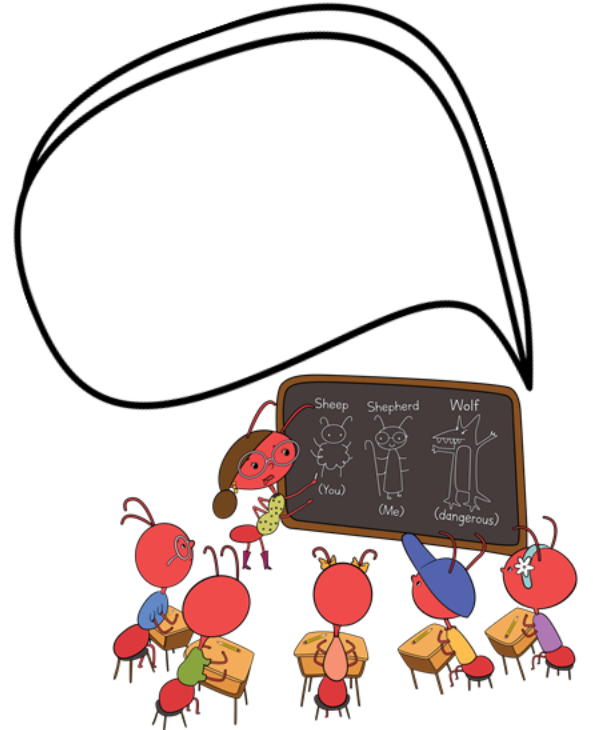
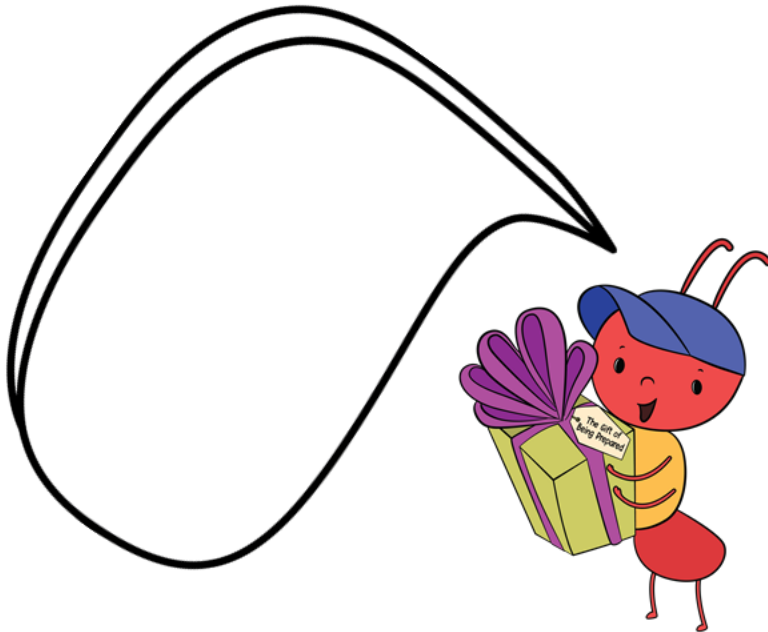
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# I'm not Scared, I'm Prepared.

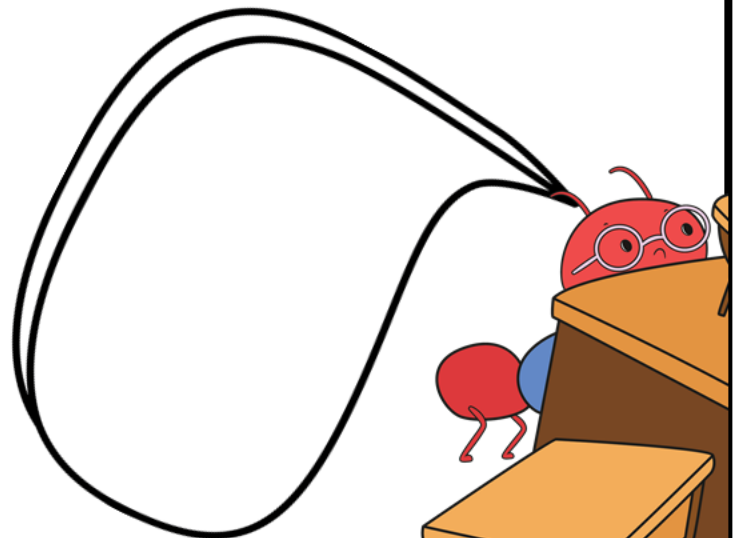
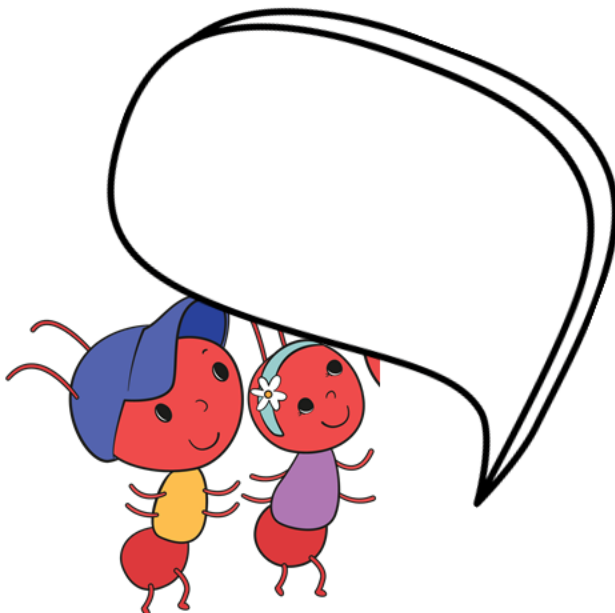
What did ant's teacher teach them about?

What is the name of the drill that the ants learn?



What does the acronym ALICE stand for?

During the lockdown, where do the ants hide?



NAME: \_\_\_\_\_

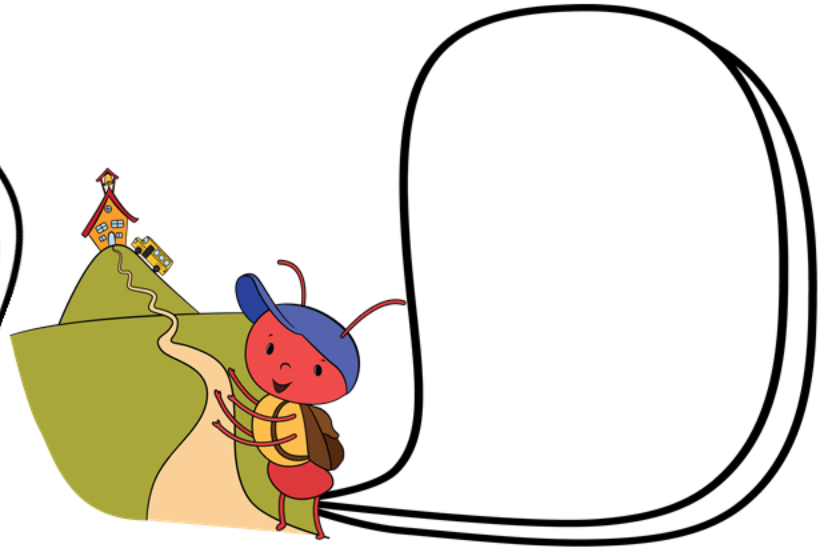
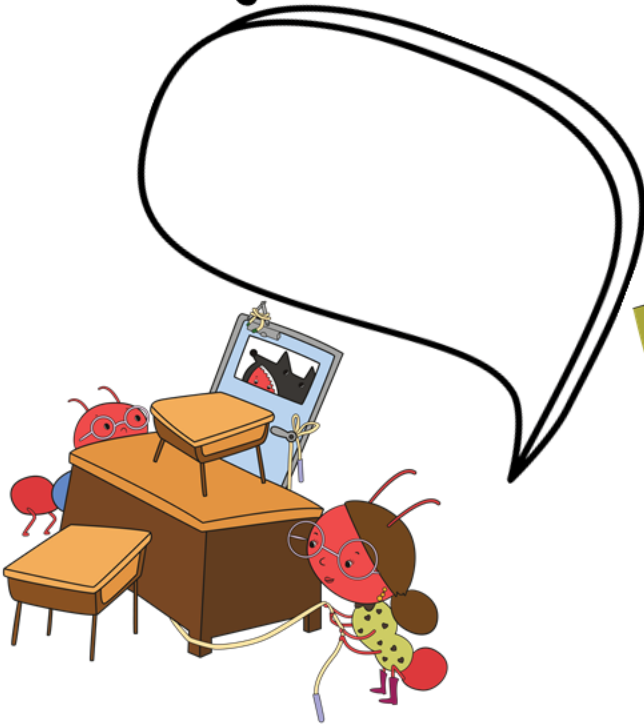
DATE: \_\_\_\_\_

Story   
Questions

# I'm not Scared, I'm Prepared.

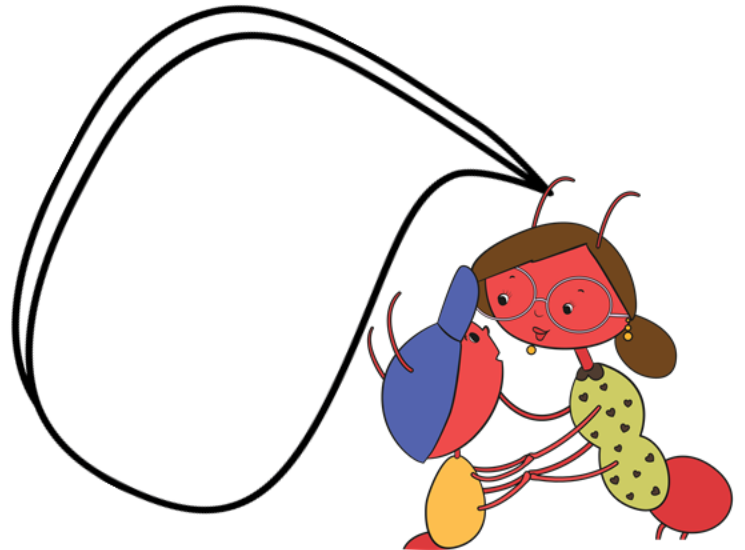
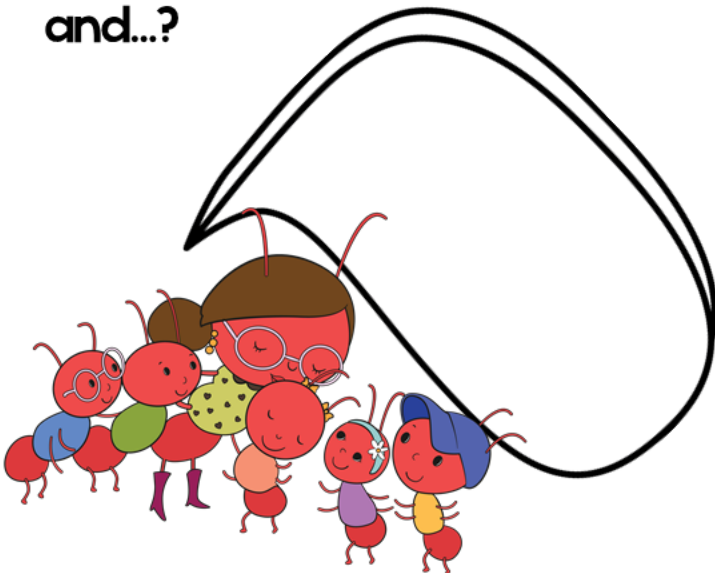
What do the teacher and students do to make it harder for the wolf to get in the room?

When the ants run away, how do they run?



The teacher says the students must remember to "Stop, look, and...?"

Who does the wolf represent in the story?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Think & Discuss



What are some other safety drills we practice for?

Why do we practice what to do in an emergency situation?



How do you think the Ants felt when they were practicing the lockdown drill? How would you feel?



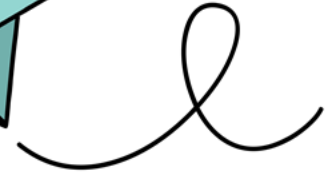
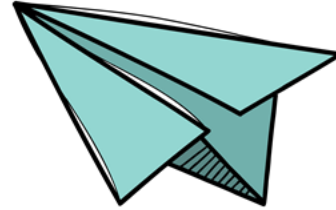
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



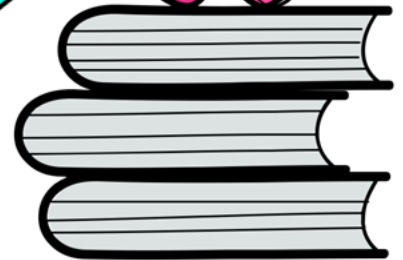
Think &  
Discuss

Why is it important to STOP, LOOK,  
and LISTEN during a drill?



What would happen during an  
emergency if we did not  
practice for one?

What would it be like if everyone  
was prepared for an  
emergency situation?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



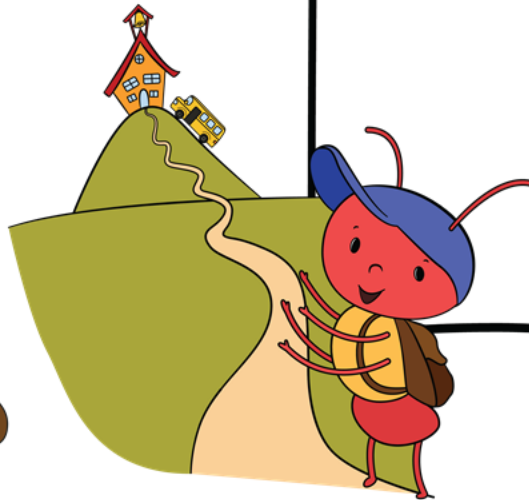
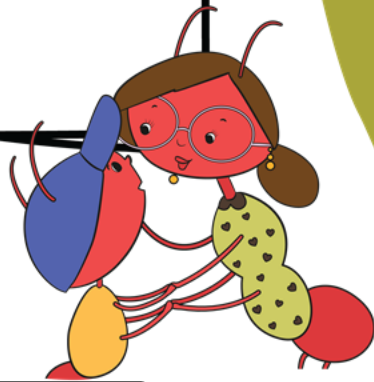
Think & Discuss

# Explain each of the Safe Responses

and when you should use them.

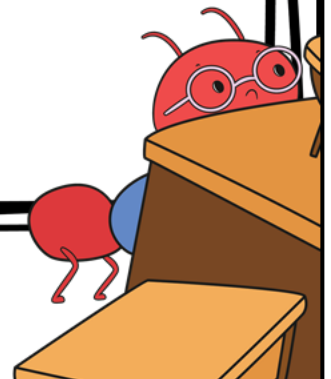
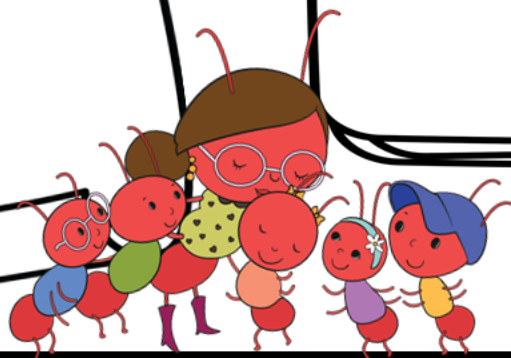
Alert Others

Run Away



Stay quiet.

Hide away from windows/doors.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Think & Discuss



Put a checkmark on what you should do during a lockdown in each situation. More than one checkmark may apply.

There's a lockdown...

Run away.

Stay quiet.

Hide.

Listen to instructions.

I'm in my classroom.				
I'm in the library.				
I'm in the bathroom.				
I'm in the hallway.				
The intruder is in my Classroom.				
The lockdown alert just went off on the loudspeaker.				
The intruder is trying to get into my classroom.				
My teacher is giving us instructions what to do.				
The intruder is near my classroom door.				
The intruder is outside of the school.				
My teacher yells for us to run away.				

# Character Perspective



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


Think about the different perspectives that each character from the book during lockdowns. Write in the boxes below what you think their perspectives might be.



**Ant**



**Ant's Teacher**



**Ant's Classmates**



**Perspective means:**

A way of thinking about and understanding something; a point of view.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Responsible  
Decision-  
Making:  
Solving  
Problems**



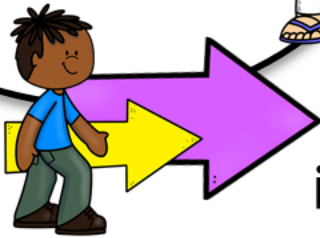
Analyze the situation.



Think of possible solutions.



Evaluate the positive and negative consequences of each solution.



Decide and implement a solution.

During what situations do you struggle to solve problems?



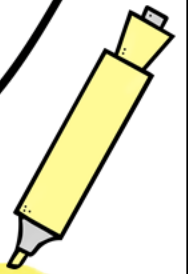
What are some ways to be a better problem solver?



**Solving Problems means:**

the process of achieving a goal by overcoming obstacles.

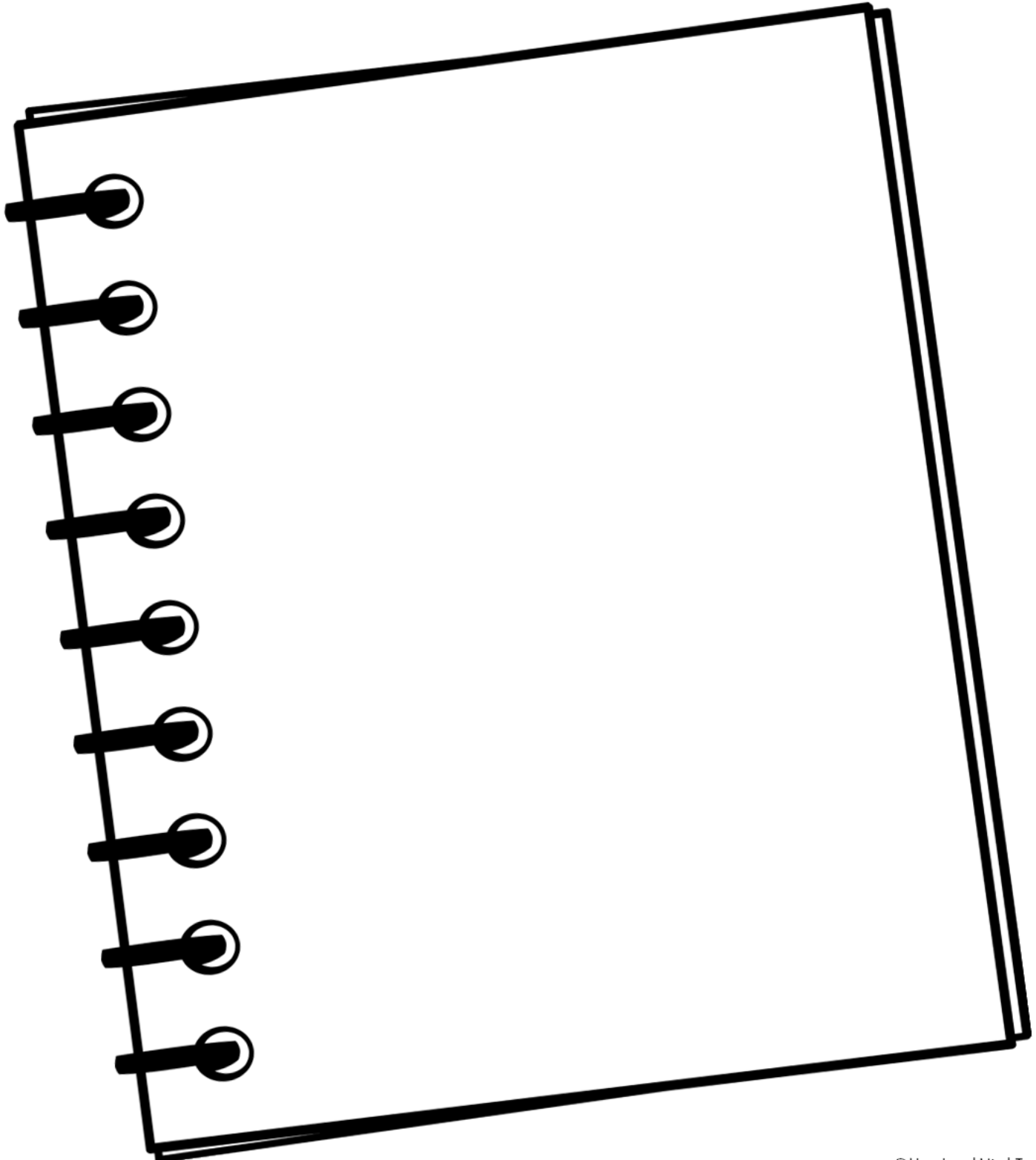
# Draw & Write



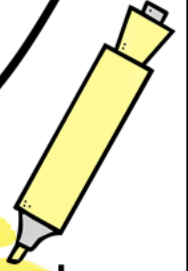
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Draw a situation that you were scared but prepared in.  
Show what happened, how it felt, and what you would do different.**



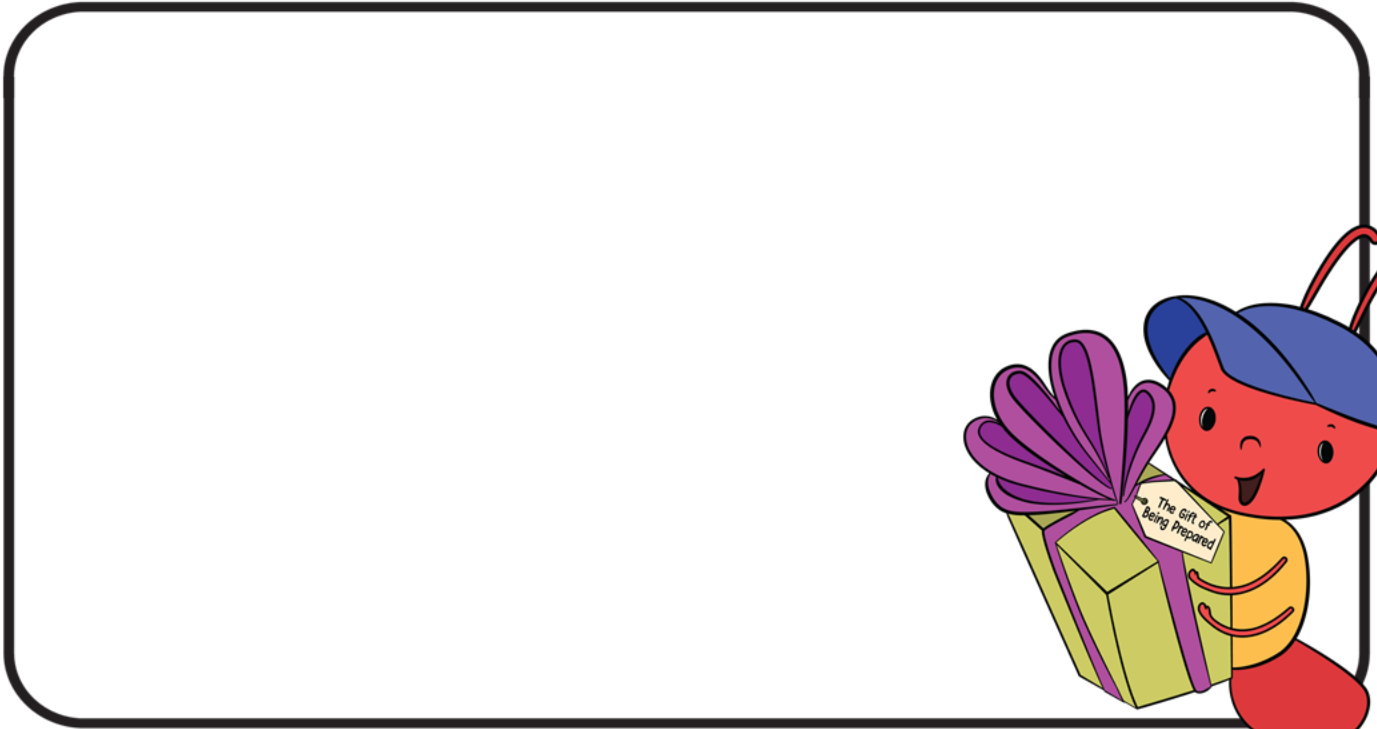
# Draw & Write



NAME: \_\_\_\_\_

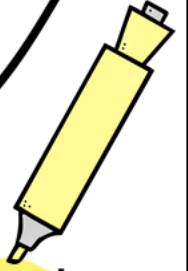
DATE: \_\_\_\_\_

**Describe a situation that you were scared but prepared in.  
Explain what happened, how it felt, and what you would do different.**



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

# Draw & Write



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Describe a situation that you were scared but prepared in.

Explain what happened, how it felt, and what you would do different.

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.





**\*Cut out and glue  
to the top of the  
writing page.**





: During a lockdown, I am  
**prepared** because I know to:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines for writing.



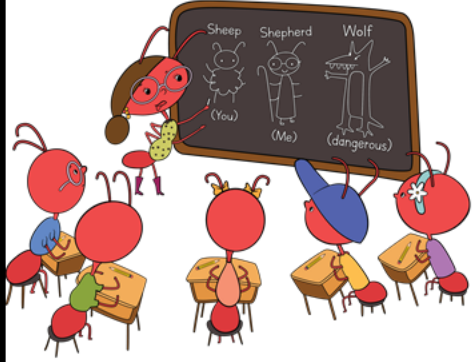
: During a lockdown, I am  
**prepared** because I know to:

Handwriting practice lines consisting of four sets of three horizontal lines each (top solid, middle dashed, bottom solid).





Creative  
Activity



# my SAFETY PLAN!

Draw your  
plan here



Describe how your safety plan looks:

Describe how your safety plan makes you feel:

By:

# MY SAFETY PLAN

Draw your  
plan here



Describe the steps of your safety plan:

By:

# Ways to be **PREPARED** during an intruder lockdown.



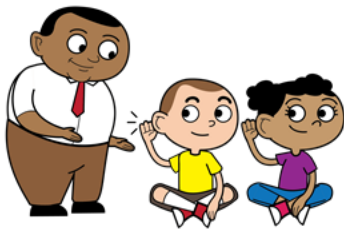
Stop what you  
are doing.



Stay quiet.



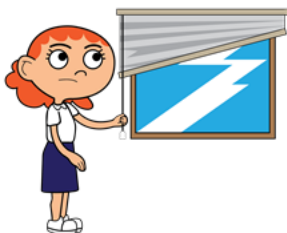
Be calm, you  
know what to do.



Listen for  
instructions.



Hide and huddle  
together.



Stay away from  
doors or windows.

# Ways to be **PREPARED** during a school evacuation.



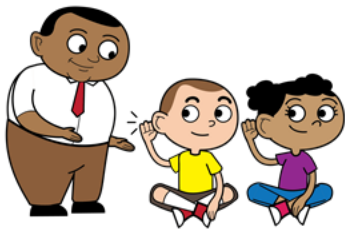
Stop what you  
are doing.



Stay quiet.



Be calm, you  
know what to do.



Listen for  
instructions.



Move quickly to the  
designated meeting place.



Check in with your teacher  
or a faculty member.



# I'M Not Scared, I'M Prepared!

What did ant's teacher teach them about?

Safety during lockdowns.

What is the name of the drill that the ants learn?

Sheep, Shepherd, and Wolf Drill.

What does the acronym ALICE stand for?

Alert, Lockdown, Inform, Counter, and Evacuate.

During the lockdown, where do the ants hide?

He interrupted him.

What do the teacher and students do to make it harder for the wolf to get in the room?

Barricade the door.

When the ants run away, how do they run?

Zig Zag.

The teacher says the students must remember to "Stop, look, and...?"

Listen.

Who does the wolf represent in the story?

A dangerous intruder.

# Answer Key: p. 13



## Think & Discuss



Put a checkmark on what you should do during a lockdown in each situation. More than one checkmark may apply.

There's a lockdown...

Run away.

Stay quiet.

Hide.

Listen to instructions.

	Run away.	Stay quiet.	Hide.	Listen to instructions.
I'm in my classroom.		✓	✓	✓
I'm in the library.		✓	✓	✓
I'm in the bathroom.		✓	✓	
I'm in the hallway.	✓			
The intruder is in my Classroom.	✓			
The lockdown alert just went off on the loudspeaker.		✓	✓	✓
The intruder is trying to get into my classroom.		✓	✓	
My teacher is giving us instructions what to do.		✓		✓
The intruder is near my classroom door.		✓	✓	
The intruder is outside of the school.		✓	✓	✓
My teacher yells for us to run away.	✓			

**Black & White Version**

# BOOK COMPANION



**I'm not Scared, I'm Prepared by Julia Cook**  
**Published by National Center for Youth Issues**

**This book companion lesson was created with written permission from the author.**

## Session Objective:

\*Students will identify ways to stay safe during a school lockdown.

## Materials:

\*Book: I'm not Scared, I'm Prepared by Julia Cook.

\*Handouts, scissors, tape/glue, pencils.

## Guiding Questions:

\*What are some ways to stay safe during a lockdown?

\*What are some things NOT to do during a lockdown?

## ASCA Standards Alignment:

\*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)

\*Behavior: Self-Management: Personal Safety Skills. (B-SMS 9)

\*Behavior: Social Skills: Social Maturity and behaviors appropriate to the situation and environment. (B-SS 9)

## SEL Competencies:

\*Responsible Decision-Making: Solving Problems.

## Session Details

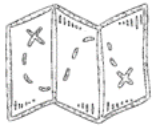
\*Say "Today we are going to be reading a book called "I'm not Scared, I'm Prepared" by Julia Cook. In it, Ant and his classmates learn how to stay safe during an intruder lockdown." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Ant's teacher's perspective might be that she needs everyone quiet and listening to her to stay safe, but Ant's perspective might be that he is scared and wants to know what is going on." Complete the perspective handout (p. 12). Say "Solving problems during emergency situations is very hard. The best thing we can do is to practice and be prepared. That way if a scary situation ever does occur, we already know what to do." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our Safety Plan", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

# BOOK COMPANION



I'm not Scared, I'm Prepared by Julia Cook

## Table of Contents



Story Map.....p. 5



Cut and Paste .....p. 6-7



Story Questions .....p. 8-9



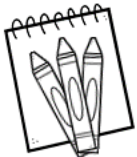
Think & Discuss .....p. 10-12



Character Perspective .....p. 13



Social-emotional Learning .....p. 14



Draw & Write .....p. 15-19



Writing Craftivity .....p. 20-23



Creative Activity .....p. 24-25



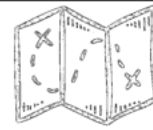
Posters .....p. 26-27



Answer Keys .....p. 28-29

NAME: \_\_\_\_\_

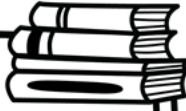
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# Story Map



Setting:

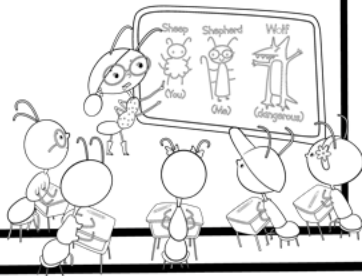


**I'm not  
Scared,  
I'm  
Prepared  
by Julia  
Cook**

Characters:



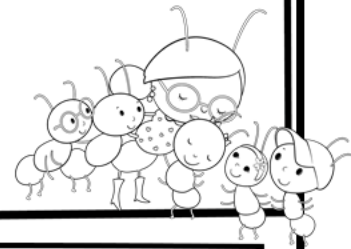
Beginning:



Middle:



End:



Problem:



Solution:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Cut & Paste

Cut and paste the lockdown actions into safe or not safe boxes.

**Safe**

**Safe**

**NOT Safe**

**Safe**

**Safe**

**NOT Safe**

**Safe**

**Safe**

**NOT Safe**

Cut each lockdown action out and paste to the correct Safe or Not Safe spot.

  
Cut & Paste

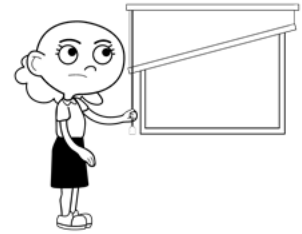
Staying quiet.



Hiding away from doors/windows.



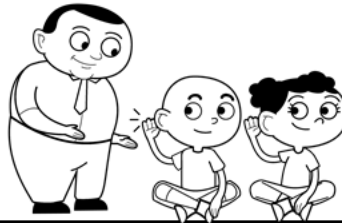
Going near windows.



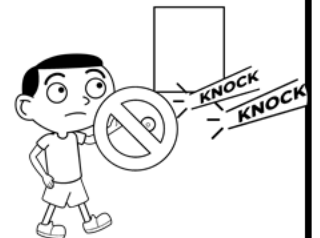
Staying calm.



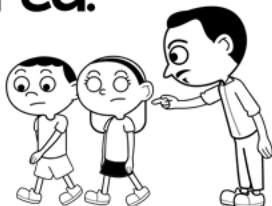
Listening for instructions.



Opening the door during lockdown.



Going to your lockdown area.



Barricading the door.



Ignoring a lockdown alert.



NAME: \_\_\_\_\_

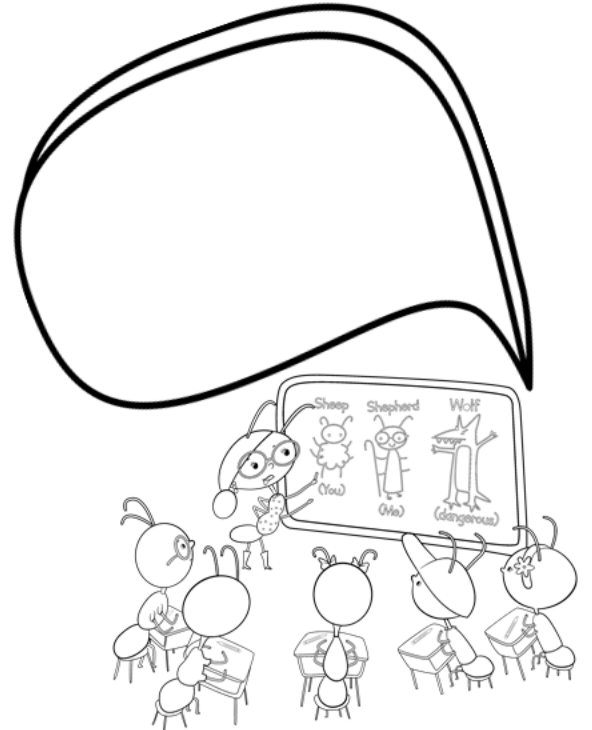
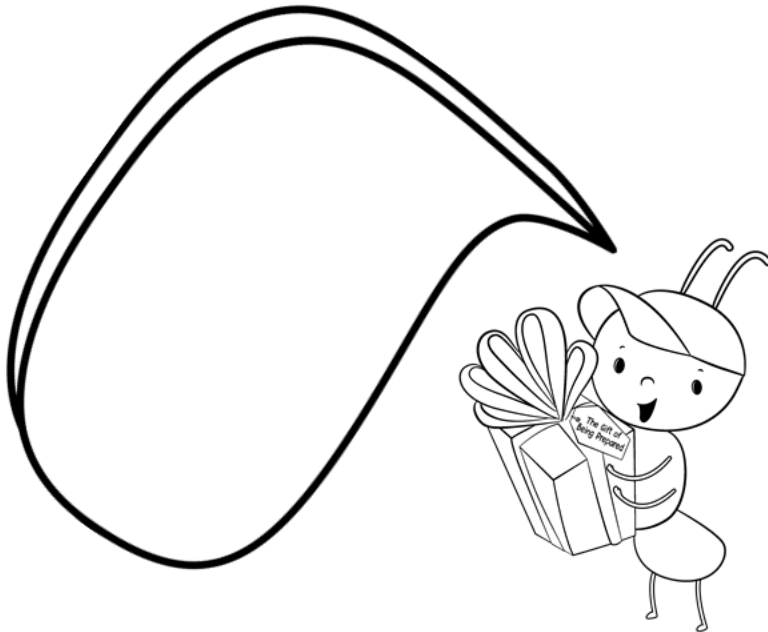
DATE: \_\_\_\_\_

Story   
Questions

# I'm not Scared, I'm Prepared.

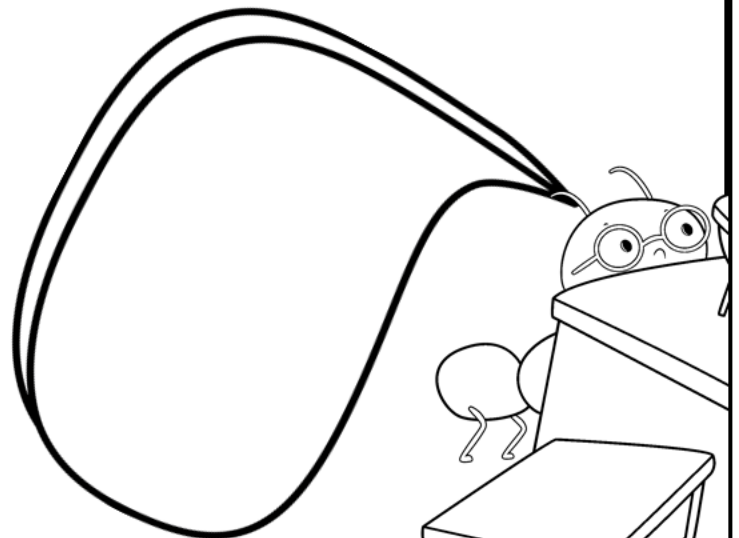
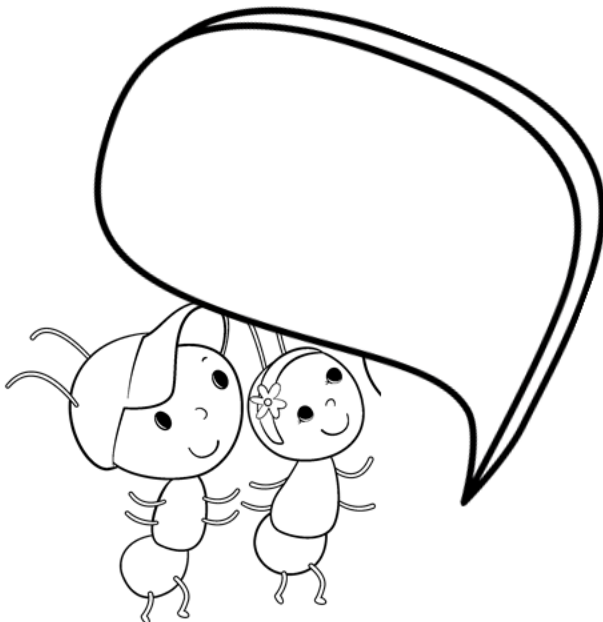
What did ant's teacher teach them about?

What is the name of the drill that the ants learn?



What does the acronym ALICE stand for?

During the lockdown, where do the ants hide?



NAME: \_\_\_\_\_

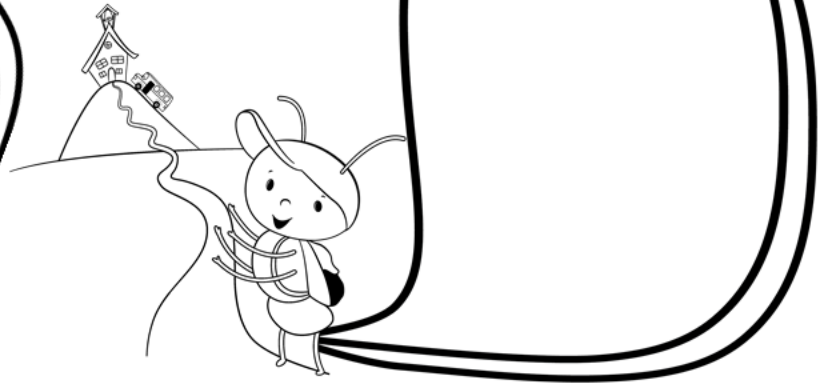
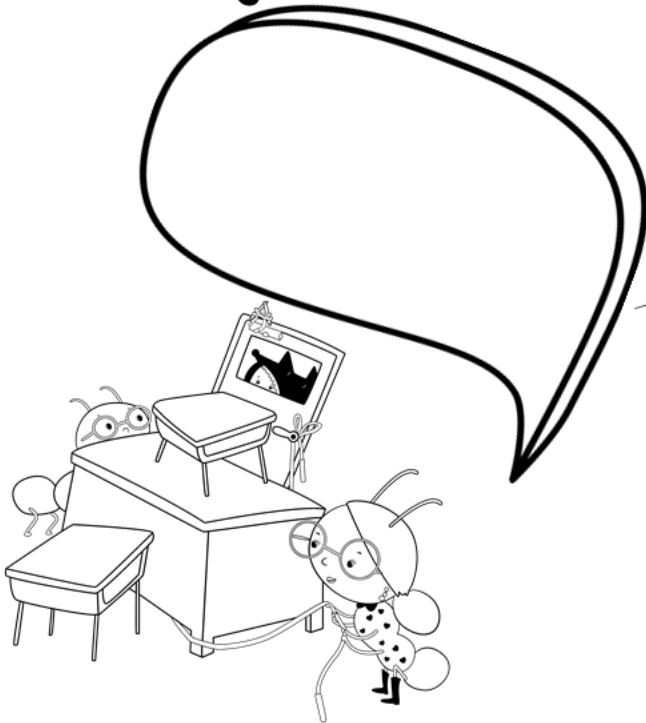
DATE: \_\_\_\_\_

Story   
Questions

# I'm not Scared, I'm Prepared.

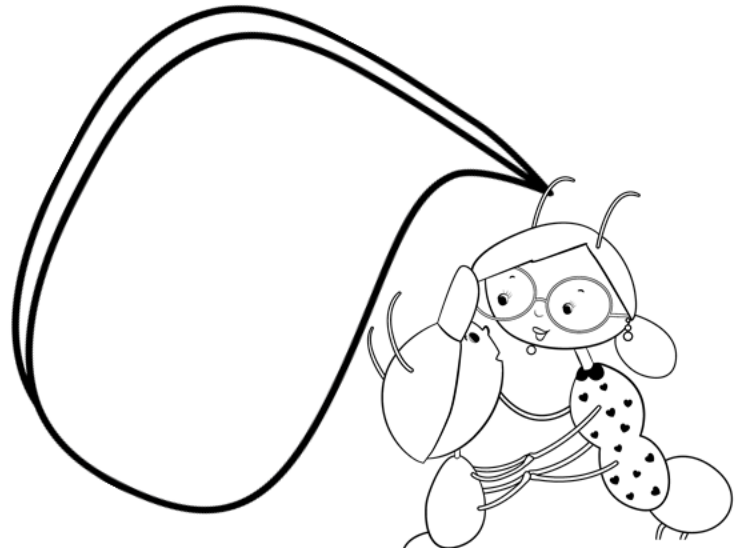
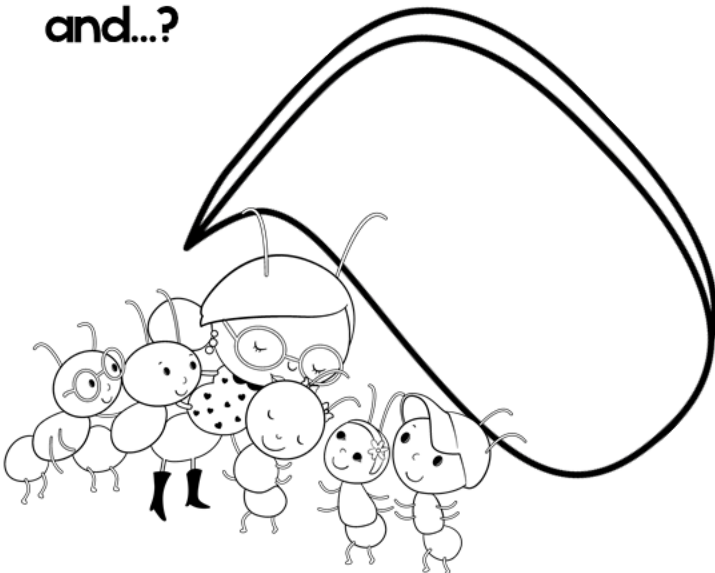
What do the teacher and students do to make it harder for the wolf to get in the room?

When the ants run away, how do they run?



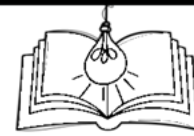
The teacher says the students must remember to "Stop, look, and...?"

Who does the wolf represent in the story?

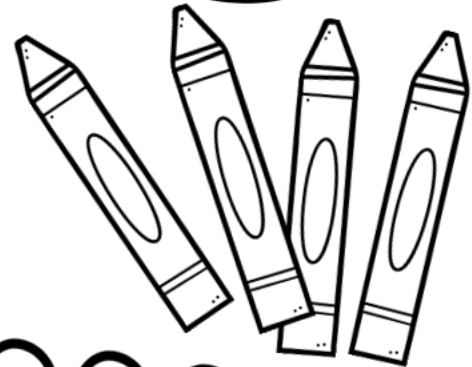


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Think & Discuss



What are some other safety drills we practice for?

Why do we practice what to do in an emergency situation?

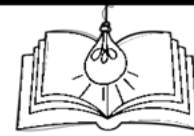


How do you think the Ants felt when they were practicing the lockdown drill? How would you feel?



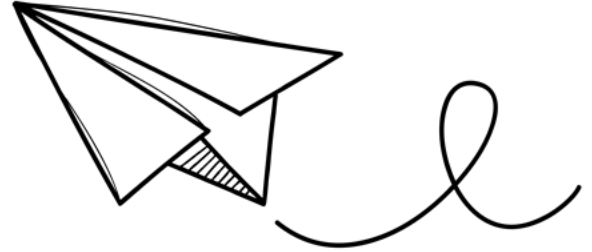
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



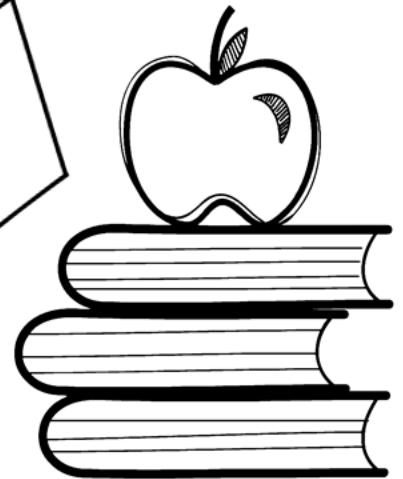
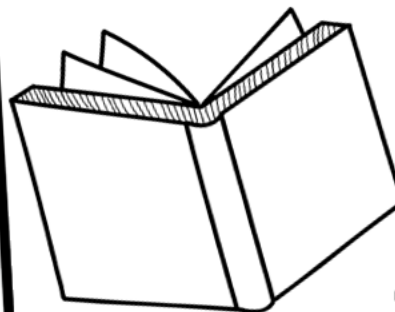
Think &  
Discuss

Why is it important to STOP, LOOK,  
and LISTEN during a drill?



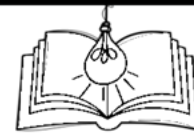
What would happen during an  
emergency if we did not  
practice for one?

What would it be like if everyone  
was prepared for an  
emergency situation?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Think &  
Discuss

# Explain each of the Safe Responses

and when you  
should  
use them.

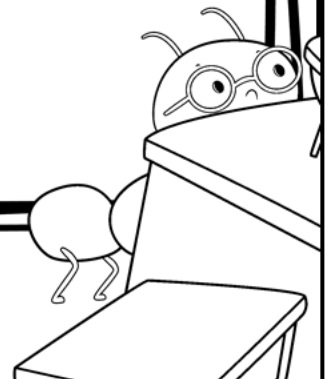
Alert Others

Run Away



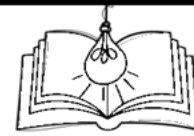
Stay quiet.

Hide away from  
windows/doors.

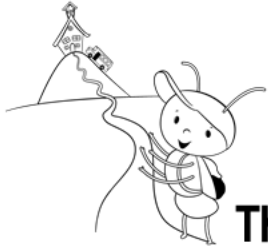


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



## Think & Discuss



Put a checkmark on what you should do during a lockdown in each situation. More than one checkmark may apply.

There's a lockdown...

Run  
away.

Stay  
quiet.

Hide.

Listen to  
instructions.

	Run away.	Stay quiet.	Hide.	Listen to instructions.
I'm in my classroom.				
I'm in the library.				
I'm in the bathroom.				
I'm in the hallway.				
The intruder is in my Classroom.				
The lockdown alert just went off on the loudspeaker.				
The intruder is trying to get into my classroom.				
My teacher is giving us instructions what to do.				
The intruder is near my classroom door.				
The intruder is outside of the school.				
My teacher yells for us to run away.				


# Character Perspective




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Think about the different perspectives that each character from the book during lockdowns. Write in the boxes below what you think their perspectives might be.

**Ant**

**Ant's Teacher** 

**Ant's Classmates** 



**Perspective means:**

**A way of thinking about and understanding something; a point of view.**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Responsible  
Decision-  
Making:  
**Solving  
Problems**



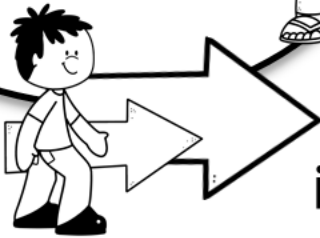
Analyze the situation.



Think of possible solutions.

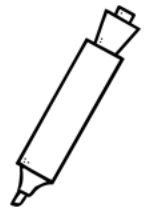


Evaluate the positive and negative consequences of each solution.

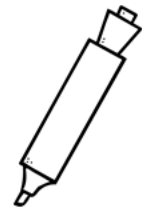


Decide and implement a solution.

During what situations do you struggle to solve problems?



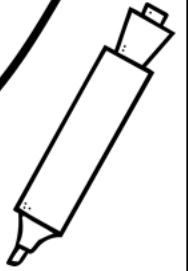
What are some ways to be a better problem solver?



**Solving Problems means:**

the process of achieving a goal by overcoming obstacles.

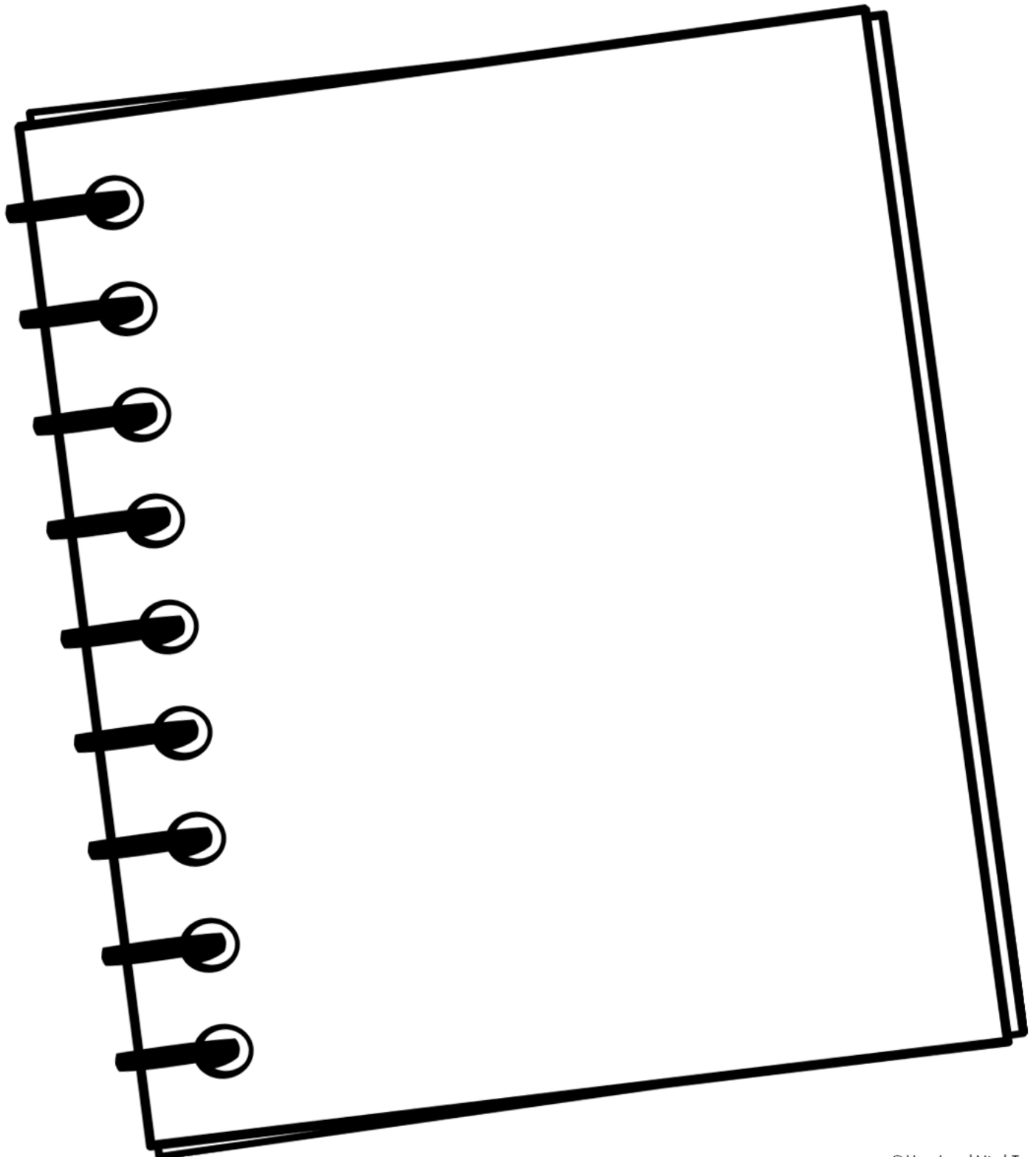
# Draw & Write



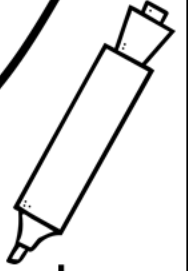
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Draw a situation that you were scared but prepared in.  
Show what happened, how it felt, and what you would do different.



# Draw & Write



NAME: \_\_\_\_\_

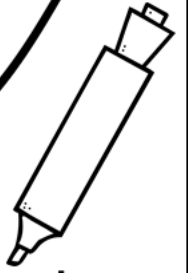
DATE: \_\_\_\_\_

Describe a situation that you were scared but prepared in.  
Explain what happened, how it felt, and what you would do different.



Handwriting practice lines consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

# Draw & Write



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Describe a situation that you were scared but prepared in.  
Explain what happened, how it felt, and what you would do different.

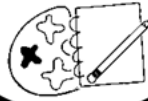
A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated down the page.





**\*Cut out and glue  
to the top of the  
writing page.**





: **During a lockdown, I am**  
**prepared** because I know to:

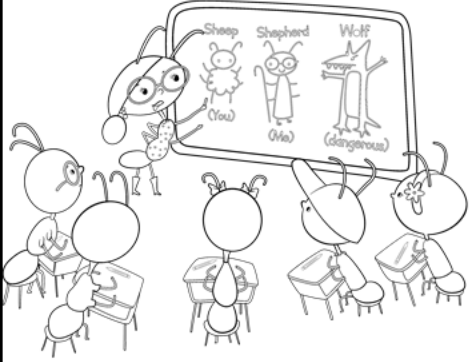
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines provided for writing.



: **During a lockdown, I am**  
**prepared** because I know to:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated four times for writing.





# my SAFETY PLAN!

Draw your  
plan here



**Describe how your safety plan looks:**

**Describe how your safety plan makes you feel:**

**By:**

# MY SAFETY PLAN

Draw your  
plan here



**Describe the steps of your safety plan:**

**By:**

Ways to be  
**PREPARED**  
during an intruder lockdown.



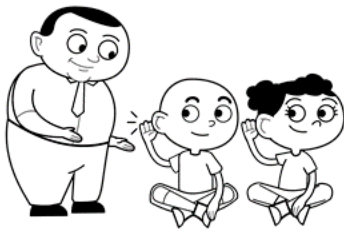
**Stop what you  
are doing.**



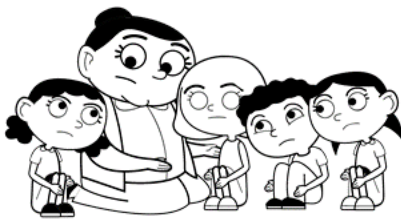
**Stay quiet.**



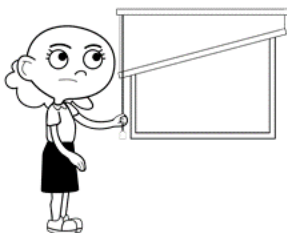
**Be calm, you  
know what to do.**



**Listen for  
instructions.**



**Hide and huddle  
together.**



**Stay away from  
doors or windows.**

Ways to be  
**PREPARED**  
during a school evacuation.



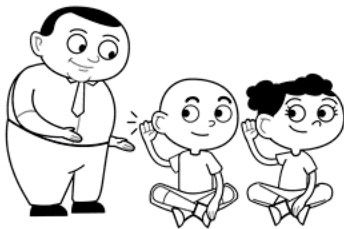
**Stop what you  
are doing.**



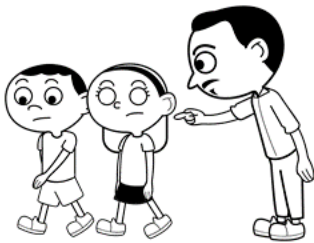
**Stay quiet.**



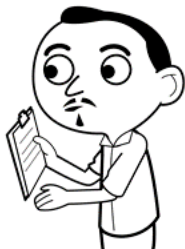
**Be calm, you  
know what to do.**



**Listen for  
instructions.**



**Move quickly to the  
designated meeting place.**



**Check in with your teacher  
or a faculty member.**



# I'M Not Scared, I'M Prepared!

What did ant's teacher teach them about?

Safety during lockdowns.

What is the name of the drill that the ants learn?

Sheep, Shepherd, and Wolf Drill.

What does the acronym ALICE stand for?

Alert, Lockdown, Inform, Counter, and Evacuate.

During the lockdown, where do the ants hide?

He interrupted him.

What do the teacher and students do to make it harder for the wolf to get in the room?

Barricade the door.

When the ants run away, how do they run?

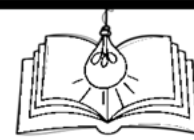
Zig Zag.

The teacher says the students must remember to "Stop, look, and...?"

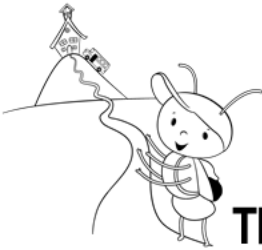
Listen.

Who does the wolf represent in the story?

A dangerous intruder.



Think & Discuss



Put a checkmark on what you should do during a lockdown in each situation. More than one checkmark may apply.

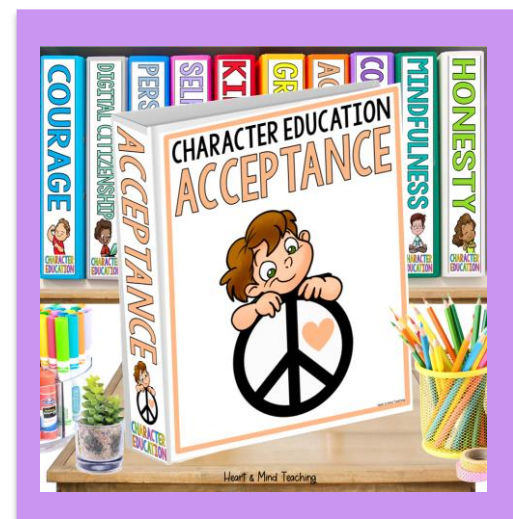
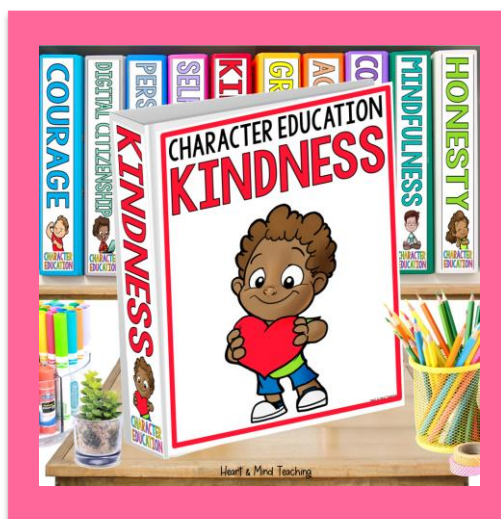
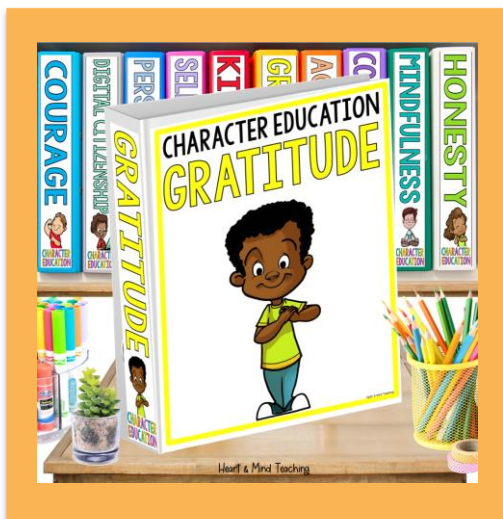
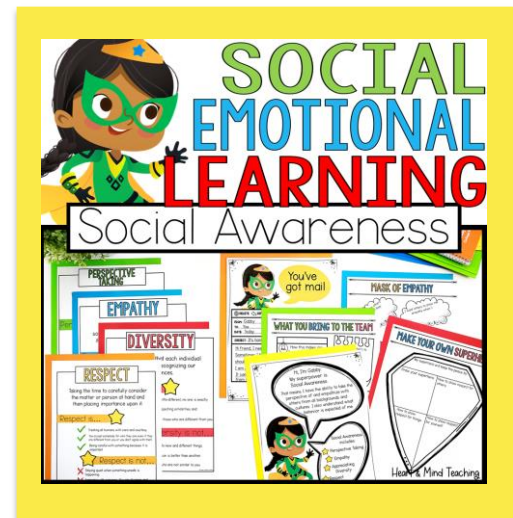
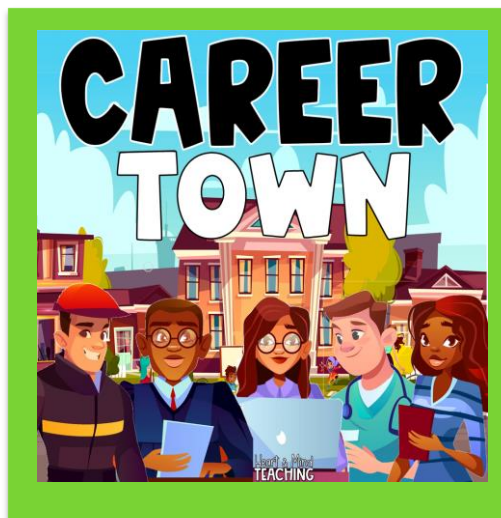
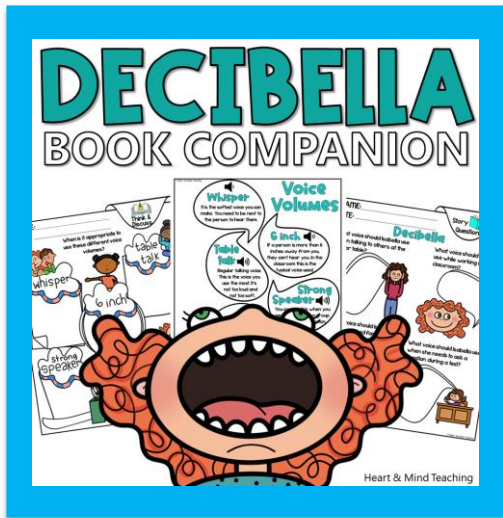
There's a lockdown...

Run away. Stay quiet. Hide. Listen to instructions

	Run away.	Stay quiet.	Hide.	Listen to instructions
I'm in my classroom.		✓	✓	✓
I'm in the library.		✓	✓	✓
I'm in the bathroom.		✓	✓	
I'm in the hallway.	✓			
The intruder is in my Classroom.	✓			
The lockdown alert just went off on the loudspeaker.		✓	✓	✓
The intruder is trying to get into my classroom.		✓	✓	
My teacher is giving us instructions what to do.		✓		✓
The intruder is near my classroom door.		✓	✓	
The intruder is outside of the school.		✓	✓	✓
My teacher yells for us to run away.	✓			

# CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



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with Laura & Ashley



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

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- ♥ Tier 1, 2, and 3 research-based resources.
- ♥ No contracts, cancel anytime.

HEART + MIND  
TEACHING



# THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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