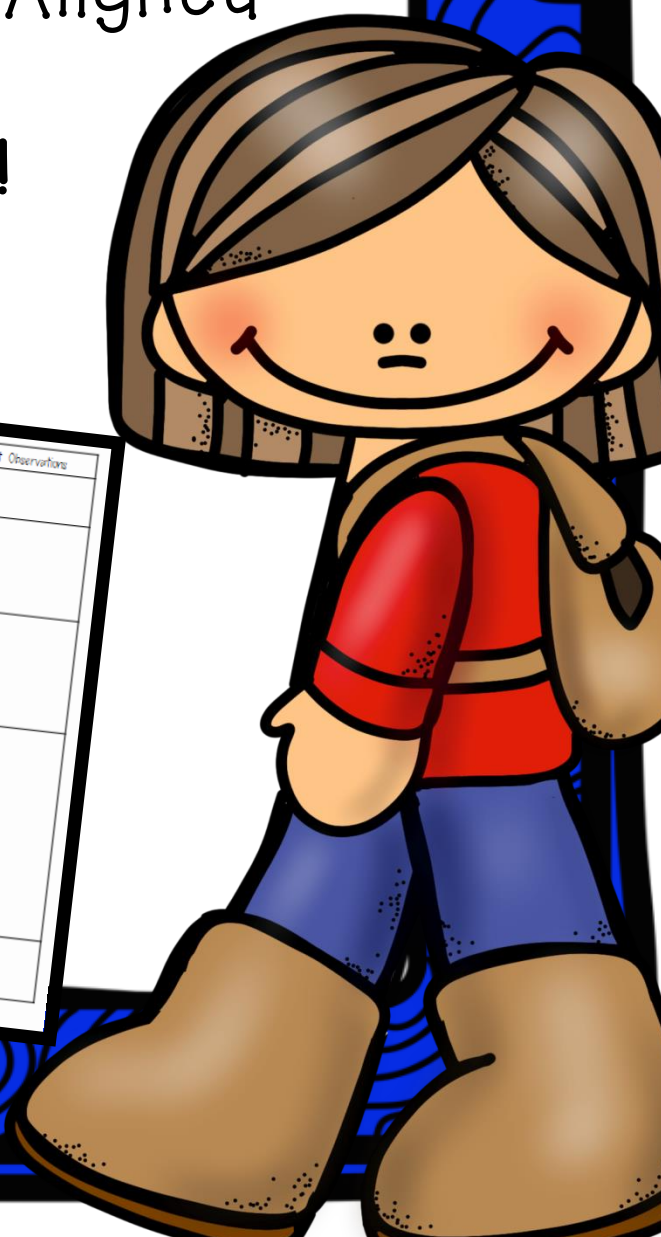
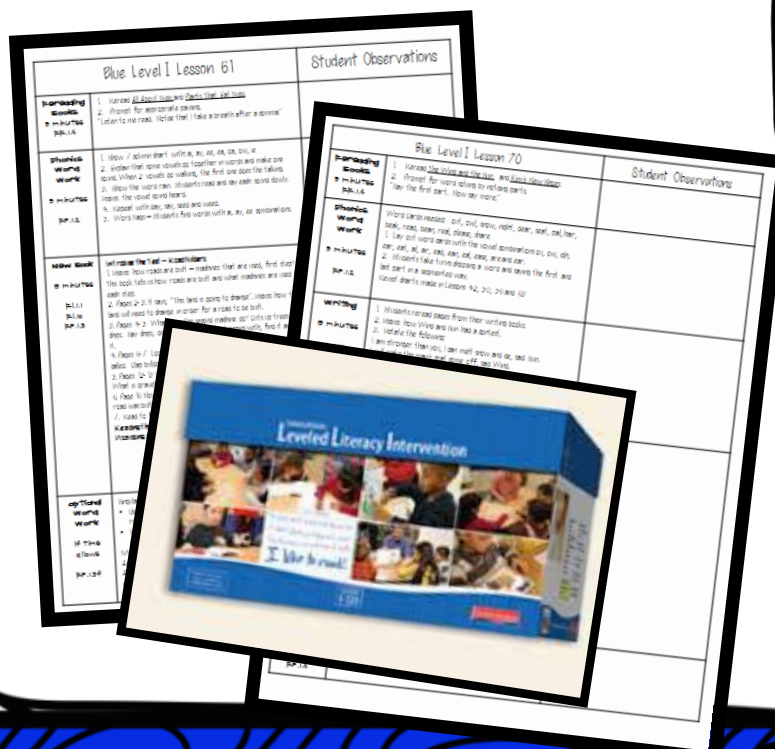


# Leveled Literacy Intervention

Blue System - Level I  
Lesson Plans  
Common Core Aligned

Just Print and Go!



Blue Level I Lesson 61		Student Observations
<b>Rereading Books</b> 5 minutes <b>RP.1.4</b>	1. Reread <u>All About Bugs</u> and <u>Plants That Eat Bugs</u> . 2. Prompt for appropriate pausing. "Listen to me read. Notice that I take a breath after a comma."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Show 7 column chart with: ai, ay, ee, ea, oa, ow, ie 2. Explain that some vowels go together in words and make one sound. When 2 vowels go walking, the first one does the talking. 3. Show the word rain. Students read and say each sound slowly. Discuss the vowel sound heard. 4. Repeat with day, say, seed and weed. 5. Word Bags – Students find words with ai, ay, ee combinations.	
<b>New Book</b> 15 minutes  <b>RI.1.1</b> <b>RI.10</b> <b>RF.1.3</b>	<b>Introduce the Text – Road Builders</b> 1. Discuss how roads are built – the machines that are used; the first step? This book tells us how roads are built and what machines are used for each step. 2. Pages 2-3. It says, "This land is going to change". Discuss how the land will need to change in order for a road to be built. 3. Pages 4-5 What does the second machine do? Cuts up trees into chips. Say <b>chips</b> , discuss what 2 letters it begins with, find it and say it. 4. Pages 6-7 Look at label on the pictures. Discuss what the machine is called. Clap bulldozer and say it. 5. Pages 12-13 It says "Next, the trucks dump gravel on the road". What is <b>gravel</b> ? Say gravel. Clap it. 6. Page 16 Now the road is finished. How has the land changed since the road was built? 7. Read to find out how roads are built. <b>Reading the Text:</b> Reinforce checking the meaning with the words <b>Discussing and Revisiting the Text</b> What are some of the different machines that are used to build a road? What happens first, next, and last in building a road? How do trucks help make the road strong?	
<b>optional word work</b>  If time allows  <b>RF.1.3f</b>	<b>Singular and Plural Nouns</b> <ul style="list-style-type: none"> <li>Use magnetic letters to add endings to make singular words plural: road, hole, chip, tree, stump</li> <li>Write push on the whiteboard. Demonstrate how to add –es to make pushes. Clap the word. Notice the –es adds a syllable.</li> </ul> <b>My Words</b> Add pushes to My Words. Highlight es Add blacktop. Clap the word. Discuss meaning and how it is a compound word.	

Blue Level I Lesson 62		Student Observations
<b>Rereading Books</b> 5 minutes RP.1.4	1. Reread <u>All About Bugs</u> and <u>Plants That Eat Bugs</u> . 2. Prompt for appropriate pausing. "Listen to me read. Notice that I take a breath after a comma."	
<b>Phonics word work</b> 5 minutes RF.1.2	1. Show 7 column chart with: ai, ay, ee, ea, oa, ow, ie 2. Explain that some vowels go together in words and make one sound. When 2 vowels go walking, the first one does the talking. 3. Show the word meat. Students read and say each sound slowly. Discuss the vowel sound heard. 4. Repeat with seat and cheat. Repeat with oa: boat, float, coat 5. Word Bags — Students find words with ea and oa combinations.	
<b>writing</b> 15 minutes L.1.1a L.1.2a L.1.2b L.1.2d L.1.2e	1. Students reread pages from their writing books. 2. Use interactive writing to construct sentences such as: 1. A machine cuts the trees downs. 2. A machine pushes away rocks and tree stumps. 3. A machine puts dirt on the road. 4. A machine sprays water. 5. A truck dumps little bits of rock. 6. A machine puts blacktop down. 4. Prompt for quick writing of repeated word: machine 5. Clap multisyllable words — pushes, blacktop 6. Prompt students to say words slowly and listen for sounds in sequence. 7. Reread sentences and illustrate them.	
<b>New Book</b> 5 minutes RL.1.2 RF.1.4	<b>Introduce the Text — The Perfect Picnic</b> 1. Review the Fox Family. In this story, the Fox Family decides to go on a picnic. 2. Page 3 What do mother, father and Andy bring to the picnic? 3. Pages 4-5 Discuss what Roxy and Andy bring. Say <b>boat</b> . What vowel sound do you hear? 4. Pages 8-9 Why didn't the family get very far? 5. Pages 12-13 What does the family decide to take? Say <b>blanket</b> . Clap it. 6. Read to find out how the picnic turns out. <b>Reading the Text:</b> Reinforce intonation <b>Discussing and Revisiting the Text</b> • Ask for examples of what everybody wants to bring to the picnic. • Why does Andy think that picnics are too much work? • How does Andy figure out what is needed for a picnic.	
<b>optional word work</b> RF.1.3f RF.1.4	<b>Poem:</b> Read poem "The Cat of Cats". Reread with students alternating lines. Discuss meaning of poem. Clap everlasting <b>Whiteboard:</b> Write <b>everlasting</b> . Insert lines between each syllable. Discuss word parts.	

Blue Level I Lesson 63		Student Observations
<b>Rereading Books</b> 5 minutes <b>RF.1.4</b>	1. Reread <u>The Perfect Picnic</u> and <u>Road Builders</u> . 2. Reinforce the use of multiple sources of information. "Try that again and make it sound right and look right."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Show 7 column chart with: ai, ay, ee, ea, oa, ow, ie 2. Explain that some vowels go together in words and make one sound. When 2 vowels go walking, the first one does the talking. 3. Show the word snow. Students read and say each sound slowly. Discuss the vowel sound heard. 4. Repeat with flow, flow, cried, tried 5. Word Bags – Students find words with ow, ie combinations.	
<b>New Book</b> 15 minutes <b>RI.1.1</b> <b>RI.10</b> <b>RF.1.3</b>	<p><b>Introduce the Text – All About Dinosaurs</b></p> 1. Discuss what you already know about dinosaurs. This book tells us some of the things that scientists know about dinosaurs." 2. Pages 2-3. It says, "No one has ever seen a dinosaur". How do scientists know what dinosaurs looked like? 3. Pages 4-5 What do scientists use to learn about dinosaurs? It says, they clean the bones? Say <b>clean</b> . What does clean start with it. Find it. 4. Pages 6 What will this part of the book be about? Discuss Heading.. 5. Pages 7 – Discuss picture. 6. Page 8-9 What is different about the 2 pictures? 7. 7. Read about all the things scientists know about dinosaurs. <p><b>Reading the Text:</b> Reinforce taking longer words apart to read them</p> <p><b>Discussing and Revisiting the Text</b></p> What do scientists know about dinosaurs from their bones and teeth? What kinds of dinosaurs were there? Analyze the last page – discuss why the dinosaur was probably a big meat eater.	
<b>optional word work</b>  <b>RF.1.3f</b>	<p><b>Magnetic Letters</b></p> Write two and three-syllable words from the book. Students make words with magnetic letter and break them into syllables. . <p><b>Word Bags</b></p> Give students word cards: soon, room, moves, hold, push, over, done, carry, pack. Take turns reading the words Sort words in word bags according to word parts or patterns.	

Blue Level I Lesson 64		Student Observations
<b>Rereading Books</b> 5 minutes RF.1.4	1. Reread <u>The Perfect Picnic</u> and <u>All About Dinosaurs</u> . 2. Prompt for use of multiple sources of information. “What would make sense, sound right and look right?”	
<b>Phonics word work</b> 5 minutes RF.1.2	1. Show 4 column chart with: -ack, -eck, -ick, -uck 2. Write the word back. Discuss how some words have patterns that end with a vowel and 2 consonants. 3. Write pack and track. What do you notice? 4. Repeat with deck, wreck, peck, pick, sick, lick, duck, luck and truck. 5. Magnetic Letters— Make words with VCC ending consonant clusters.	
<b>writing</b> 15 minutes L.1.1a L.1.2a L.1.2b L.1.2d L.1.2e	1. Students reread pages from their writing books. 2. Write 2-3 sentences about dinosaurs. e.g., Some dinosaurs had horns and some had spikes. Some ate plants and some ate meat. Some dinosaurs ate dinosaurs. 3. Write dinosaur for students to copy. Support writing with sound boxes. 4. Reread sentences and illustrate them. 5. Locate a word in the text quickly.	
<b>New Book</b> 5 minutes RI.1.1 RI.1o RF.1.3	<b>Introduce the Text – A Party for Panda</b> 1. This books is about a real panda cub and how she grows and changes during the first year of her life. 2. Pages 4-5 – See what the panda looked like when she was born. It says, “She was only as big as a stick of butter” Say <b>butter</b> . Clap it. 3. Pages 6-7 How does the mother panda care for the baby? 4. Pages 8-9 It says, “The vets at the zoo checked the panda cub” What would you see first in <b>vets</b> ? Say it. Find it. 5. Pages 10-11 How has the panda changed? 6. Pages 12-13 What things doe the mother panda teach her cub? <b>Reading the Text:</b> Reinforce effective problem-solving actions. <b>Discussing and Revisiting the Text</b> <ul style="list-style-type: none"> <li>What do pandas look like when they are babies.</li> <li>What does a mother panda do to show she loves her baby?</li> <li>What does the mother panda teach the baby cub?</li> <li>How is a mother panda like our own mothers?</li> <li>How do you know vets take good care of the panda?</li> </ul>	
<b>optional word work</b> RF.1.3f RF.1.4	<b>Syllables</b> Read and clap the following words: perfect, very, carry, scooter, panda. Choose 2 words to write in My Words. Word Bags Read word cards and identify letter pattern or sound in the word. .	

Blue Level I Lesson 65		Student Observations
<b>Rereading Books</b> 5 minutes <b>RP.1.4</b>	1. Reread <u>A Party for Panda</u> and <u>All About Dinosaurs</u> . 2. Reinforce the use of multiple sources of information. "Try that again and make it sound right and look right."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Show 7 column chart with: ai, ay, ee, ea, oa, ow, ie 2. Explain that some vowels go together in words and make one sound. When 2 vowels go walking, the first one does the talking. 3. Add one word to each column: paint, play, need, treat, boat, tow, tie 4. Have students read and say each word slowly. Identify the vowel sound and the letters that make the sound. 5. Magnetic Letters— Make one word for each letter combination on the chart. 6. My words — Add one word with each letter combination to My Words.	
<b>New Book</b> 15 minutes <b>RI.1.1</b> <b>RI.10</b> <b>RF.1.3</b>	<b>Introduce the Text — The Fun Club Goes to the Post Office.</b> 1. Review previous Fun Club books. What do you think the characters will do at the post office? 2. Pages 2-3 Miss Dimple says, "Let's mail these letters" 3. Pages 4-5 What does Miss Dimple do first? Next? 4. Pages 10-11 It says some people have mailboxes at the post office and some have mailboxes at home. Find <b>mailboxes</b> . Clap it. 5. Pages 14-15 Miss Dimple says, "Look in your mailboxes tomorrow. You may get a surprise." What will the surprise be? 6. Read and find out where the mail goes and what the surprise is. <b>Reading the Text:</b> Prompt/ Reinforce effective problem solving actions. "Does that look right and sound right?" <b>Discussing and Revisiting the Text</b> What happened to the letters when Miss Dimple mailed them? Which Fun Club member had a mailbox at the post office? How do you know the children had fun visiting the post office?	
<b>optional word work</b>  <b>RF.1.3f</b>	Have students read the following words: away, day, deck, eat, feel, keep, luck, need, pick, rain, sea, sleep and wait <b>Word Bags</b> Sort words: <ul style="list-style-type: none"> <li>Words that have letter combinations that represent long vowel sounds</li> <li>VCC ending consonant clusters.</li> </ul> <b>My Words</b> Choose one word from each pile and write in My Words.	

Blue Level I Lesson 66		Student Observations
<b>Rereading Books</b> 5 minutes <b>RF.1.4</b>	1. Reread <u>The Fun Club Goes to the Post Office</u> and <u>A Party for Panda</u> . 2. Prompt for use of multiple sources of information. "Think of what would make sense, sound right, and look right."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Review that some vowels go together in words and make one sound. When 2 vowels go walking, the first one does the talking. 2. Write oa. Discuss sound. Write oat and pronounce it. Write oats, coat, boat, float and oatmeal. Read each word and use in a sentence. 3. Repeat with oad – road, toad, load 4. My Words – Choose 2 oa words to write in My Words 5. Word Bags – Give students the following words to read and add to their bags: today, happens, ready and show.	
<b>writing</b> 15 minutes <b>L.1.1a</b> <b>L.1.2a</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2e</b>	1. Students reread pages from their writing books. 2. Use interactive writing to construct sentences that explain how the Fun Club Members got their letters from Miss Dimple: <ol style="list-style-type: none"> <li>Miss Dimple put the stamps on letters</li> <li>She put the letters in the slot</li> <li>The post office marked the stamps.</li> <li>The post office sorted the letters into piles.</li> <li>The mail truck delivered our letters to us.</li> </ol> 3. Write words – Miss Dimple and office 4. Have students listen for sounds in sequence and write them – post, piles, slot 5. Reread sentences and illustrate them.	
<b>New Book</b> 5 minutes <b>RL.1.2</b> <b>RF.1.4</b>	<b>Introduce the Text – The Perfect Picnic</b> 1. Review the Fixit Family. What kinds of things do you expect to happen in this story? 2. Page 2-3 Point out the house and the roof. Nana says "Its going to rain". 3. Pages 4-5 Rose has a problem in this story. She wants to help fix the roof, but they tell her she is too little. 4. Pages 6-7 Nana told Rose to cheer up. What does that mean? 5. Page 10 Rose fixed the roof on her playhouse while the Fixit family worked to fix the roof on the house. 6. Pages 12 – Discuss what is happening on this page. 7. Read and find out what happened when it started to rain. <b>Reading the Text:</b> Prompt/Reinforce for effective problem solving actions. "Does that make sense? Look right?" <b>Discussing and Revisiting the Text</b> How did Rose feel when they told her she was too little? How do you know that Rose does a better job fixing her roof than they do? How did Rose feel when the family asked her to help the roof on the house? Have you ever felt like Rose?	
<b>optional word work</b> <b>RF.1.3f</b> <b>RF.1.4</b>	<b>clean, cheer, take, takes, worms, today, leak, leaking, you, your you're</b> Write words letter by letter, cluster by cluster Write words all at once – students identify what they notice in the words. Read the word and then say another word with the same pattern.	

Blue Level I Lesson 67		Student Observations
<b>Rereading Books</b> 5 minutes <b>RF.1.4</b>	1. Reread <u>The Fun Club Goes to the Post Office</u> and <u>The New Roof</u> . 2. Reinforce the use of multiple sources of information. "Try that again and make it sound right and look right."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Review patterns in words. Write ail and ale. Discuss vowel sound. 2. Make 4 column chart with ail, ale, ait, ate. Write examples below each pattern. Use each word in a sentence. Suggested words: sail, pail, nail, sailing, raining, rained; pale, stale, sale; wait, waited, waiting, bait, painter, late, later, gate, plate, date 3. Read whole chart <b>My Words</b> Choose two examples to write in My Words.	
<b>New Book</b> 15 minutes <b>RI.1.1</b> <b>RI.10</b> <b>RF.1.3</b>	<b>Introduce the Text – The Fun Club Goes to the Vet Clinic</b> 1. Review previous Fun Club books. What do you think you will learn in this book. 2. Title page – Read names of characters 3. Pages 2-3 Miss Dimple has a dog named meatball. They take him to the vet. 4. Page 4-5 Point out Dr. Grimes. Discuss what he is doing? 5. Page 9 This is Kate. Discuss how she is looking at cat poo for worms. Say <b>worms</b> . What letter does it begin with? Find it 6. Page 10 Keb wants to know if there is an operating room. Discuss operating room. Say <b>operating</b> . Clap it. Find it. 7. Pages 12-13 See how Dr. Grimes checked Meatball. 8. Page 14 Dr. Grimes tells Miss Dimple to feed Meatball more and bring her back. 9. Read to find out what happened. <b>Reading the Text:</b> Prompt/ Reinforce effective problem solving actions. "Does that look right and sound right" <b>Discussing and Revisiting the Text</b> What did the learn at the vet clinic? What does a vet do to help animals get well, stay well? How do they feel when they find out Meatball is going to have puppies?	
<b>optional word work</b>  <b>RF.1.3f</b>	<b>Word Bags</b> Read through words and find words with patterns. Add to My Words. Highlight the patterns. Assess knowledge of high-frequency words.	

Blue Level I Lesson 68		Student Observations
<b>Rereading Books</b> 5 minutes <b>RF.1.4</b>	1. Reread <u>The Fun Club Goes to the Vet Clinic</u> and <u>The New Roof</u> . 2. Prompt for use of multiple sources of information. "Think of what would make sense, sound right, and look right."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Make 3 column chart. Review how students know parts/patterns that are in words. 2. Write -air and -are on chart. Discuss vowel sound +r 3. Write air, hair, pair, fair. Read each word and use it in a sentence 4. Write bare, share, dare. Read each word and use it in a sentence. **SAVE CHART FOR LESSON 69**	
<b>writing</b> 15 minutes <b>L.1.1a</b> <b>L.1.2a</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2e</b>	1. Students reread pages from their writing books. 2. Discuss what students learned about vet clinic. Dictate the following: Miss Dimple took Meatball to the vet clinic. Meatball was not sick. Meatball was going to have puppies. 3. Have students clap words – Dimple, Meatball and clinic 4. Use parts of words to help write new words. 5. Model changing puppy to puppies. 6. Reread sentences and illustrate them.	
<b>New Book</b> 5 minutes <b>RL.1.2</b> <b>RF.1.4</b>	<b>Introduce the Text – Kim's New Shoes</b> 1. Review the Kim and Lizzy Series. Title Page – Point out Kim and Lizzy. 2. Page 2 Point out Kim and her mom. Her mom is saying "You need new shoes". 3. Turn page – Kim wants shoes just like her old ones, but she couldn't choose what color. Mom had to wait and wait. 4. Page 8 – Mom is tapping her foot. 5. Page 9 – What do you notice about the expression on Kim's face? Why might she look like that? 6. Read about what happens with Kim's new shoes. <b>Reading the Text:</b> Prompt/Reinforce for effective problem solving actions. "Does that make sense? Look right?" Prompt to notice pictures and think about how characters are feeling. <b>Discussing and Revisiting the Text</b> How do you know that Kim has a problem choosing the color of her new shoes? Why do you think Lizzy had the same problem as Kim? How did the girls help solve each other's problem?	
<b>optional word work</b> <b>RF.1.3f</b> <b>RF.1.4</b>	Vowel combination cards – play concentration Suggested words: chair, hair, chain, brain, bare, bear, dear, clear, share, lean, clean, moose, choose, cheer, deer, cheek, week, dare	

Blue Level I Lesson 69		Student Observations
<b>Rereading Books</b> 5 minutes <b>RR.1.4</b>	1. Reread <u>The Fun Club Goes to the Vet Clinic</u> and <u>Kim's New Shoes</u> . 2. Prompt for word solving by having students look for word parts. "Say the first part. Now say more."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	1. Display/Review 3 column chart made in Lesson 68.. 2. Add -ear to the chart. 3. Write ear, dear, hear and fear. Read each word and use it in a sentence. 4. Have students suggest more words with the same pattern. 5. Read the chart **Save the chart for Lesson 70	
<b>New Book</b> 15 minutes  <b>RL.1.2</b> <b>RF.1.4</b>	<p><b>Introduce the Text – The Wind and the Sun</b></p> 1. Discuss how this story is a classic tale. Classic tales have talking animals in them. However, in this book, the characters are the wind and the sun. 2. Cover – Look at picture and read title. 3. Pages 2 Wind and Sun are bragging to each other about who is stronger. Wind says that he can bend trees, and Sun brags that he can make plants grow. 4. Page 4 Wind said he had a great idea. Say, clap and find " <b>idea</b> ". 5. Page 5 Wind said "let's have a contest". The contest in this story is to see who can make the man take off his coat. 6. Look closely at the man. He is a traveler. Predict what sun and wind might do to make the coat come off. 7. Pages 6-7 Discuss what is happening 8. Page 8 – The man grabbed his hat and tied it on tight. He traveled on. Say, clap and find " <b>traveled</b> ". 9. Page 9 – Wind blew even harder. Say and clap " <b>even</b> " 10. Read to find out what happened. <p><b>Reading the Text:</b> Prompt to use phrasing, word stress and intonation. "Put your words together to sound like talking."</p> <p><b>Discussing and Revisiting the Text</b></p> Why did Wind and Sun have a contest? Why didn't the man take off his coat when Wind blew hard? How did the Sun make the man take off his coat? Compare a strong wind with a breeze.	
<b>optional word work</b>	<p><b>Homophones</b></p> Discuss how some words sound the same but they are spelled differently and mean different things. Write "meat" and meet". Use them in a sentence and talk about what they mean. Have students suggest more words. Such as: two, too; here, hear; fair, fare; rode, road; blue, blew; sun, son. Write each word, use in a sentence and talk about the meaning.	

Blue Level I Lesson 70		Student Observations
<b>Rereading Books</b> 5 minutes <b>RP.1.4</b>	1. Reread <u>The Wind and the Sun</u> and <u>Kim's New Shoes</u> . 2. Prompt for word solving by noticing parts. "Say the first part. Now say more."	
<b>Phonics word work</b> 5 minutes <b>RF.1.2</b>	Word Cards needed: out, owl, snow, night, dear, seat, pail, hair, beak, read, bean, real, please, share 1. Lay out word cards with the vowel combinations ou, ow, igh, ear, eat, ail, air, ead, ean, eal, ease, are and ear. 2. Students take turns choosing a word and saying the first and last part in a segmented way. Revisit charts made in Lessons 42, 50, 56 and 63	
<b>writing</b> 15 minutes <b>L.1.1a</b> <b>L.1.2a</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2e</b>	1. Students reread pages from their writing books. 2. Discuss how Wind and Sun had a contest. 3. Dictate the following: I am stronger than you, I can melt snow and ice, said Sun. I will make the man's coat come off, said Wind. Sun got very hot and made the man take off his coat. 4. Prompt students to say words slowly to listen for the sounds, and write the letters that represent them. 5. Prompt for quick, accurate writing of high-frequency words.	
<b>New Book</b> 5 minutes <b>RL.1.2</b> <b>RF.1.4</b>	<b>Introduce the Text – Kim's New Shoes</b> 1. Review the Kim and Lizzy Series. Title Page – Point out Kim and Lizzy. 2. Page 2 Point out Kim and her mom. Her mom is saying "You need new shoes". 3. Turn page – Kim wants shoes just like her old ones, but she couldn't choose what color. Mom had to wait and wait. 4. Page 8 – Mom is tapping her foot. 5. Page 9 – What do you notice about the expression on Kim's face? Why might she look like that? 6. Read about what happens with Kim's new shoes. <b>Reading the Text:</b> Prompt/Reinforce for effective problem solving actions. "Does that make sense? Look right?" Prompt to notice pictures and think about how characters are feeling. <b>Discussing and Revisiting the Text</b> How do you know that Kim has a problem choosing the color of her new shoes? Why do you think Lizzy had the same problem as Kim? How did the girls help solve each other's problem?	
<b>optional word work</b> <b>RF.1.3f</b> <b>RF.1.4</b>	Vowel combination cards – play concentration Suggested words: chair, hair, chain, brain, bare, bear, dear, clear, share, lean, clean, moose, choose, cheer, deer, cheek, week, dare	

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