



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 3

School: North County Charter School

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 3/18/2022 _JJK_____ (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

NCCS continues to monitor and support our African American students. Our MTSS team monitors all students who are below grade level, regardless of race. We provide extra supports within the classroom by way of a facilitative teacher and support for our tiered instruction. Additionally, are currently providing an afterschool boot camp for our identified LQ students which provided specific academic support in a small group setting. Finally, each grade level team discusses students who are struggling, grades, curriculum, standards, and other components necessary to ensure academic success during our Weekly Wednesday Principal's lunch meetings. This is a great opportunity to support each team and ensure that all levels of support are being offered to all our students.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 3

Date of Summary: 3/30/2022

School: North County Charter School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

Strategy AAAP 1.1 (ALL SCHOOLS): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	1/6, 1/10, 1/11, 1/19, 1/24, 2/1, 2/4, 2/8, 2/9, 2/10, 2/14, 2/15, 2/17, 2/23, 3/3, 3/15
Summary of Observation(s)	Multiple lessons on Martin Luther King. Black History month was celebrated school wide as well as in every class. Famous African Americans were highlighted every day on the video announcements.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3								
	Kindergarten		First		Second		Third	
	#	%	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	0	0	1	.01	0	0	0	0

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students	NA
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students	

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
African American (%)	White, Non-Hispanic (%)
NA	

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Date(s) of Problem-Solving Session(s) for <u>Discipline</u>	NA
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Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	We did not have any discipline issues to address.
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	2/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	Discussed individual gains and areas of improvements. Discussed FSA Bootcamps candidates. Discussed Diagnostic 2 results. Discussed successful completion rates for IReady lessons. Discussed Lower Quartile students.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
African American (#)	White, Non-Hispanic (#)

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Timeframe of Reported Out-of-School Suspensions	
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Select one:

- ☒ No out-of-school suspensions were assigned during this time frame.
☐ All out-of-school suspensions were pre-approved by a principal supervisor.

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)	NCCS does not have a SIP.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System	3/18/22 Extracurricular activities are communicated to all of our families in various different methods. Our only extracurricular activity this spring is the Track Team. There are 24 students on the 4 th and 5 th grade teams and which is line with our school percentages.
SECONDARY ONLY Number of Students Participating in the African American Student Council (All Grade Levels)	

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Date of Interview	Percentage of Interviewers on Interview Committee by Race
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	African American (%)	White, Non-Hispanic (%)
NA		

Artifacts

AAA Date – Percentage of IReady lesson passed to date

Kindergarten

A.C. – 96%
L.H. – 100%
B.M. – 97%
Z.M. – 100%
L.M. – 85%
K.W. – 78%
C.L. – 95%

1st grade

C.J. – 97%
L.K. – 92%
K.M. – 100%
A.P. – 91%
L.C. – 90%
A.M. – 81%
A.M. – 91%
E.M. – 96%
D.O. – 85%
J.P. – 71%

2nd GRADE

J.D. – 90%
I.E. – 75%
A.J. – 100%
K. H. – 70%
L.M. – 85%
J.D. – 85%
P.G. – 77%

3rd grade

L.F. – 76%
H.J. – 67%
Z.T. – 97%
A.J. – 91%
J.L. – 70%
C.O. – 100%
K.W. – 76%
T.B. – 94%
M.D. – 82%
L.F. – 76%

rooted in **reading**

2ND
GRADE

JANUARY

2ND GRADE READ ALOUD ACTIVITIES & LESSONS



title:

→ Martin Luther
King, Jr.
amy
biography

by: amy lemons + katie king

THE AUTHORS:



Amy & Katie
LEMONS KING



Let's Chat:

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- Please do NOT post on the internet for others to view.
- Please do NOT use this resource to create other resources to sell or give away.

DR. KING BIO

	Reading	Comprehension	Vocab	Grammar
M	<p>Before reading a nonfiction book about MLK, discuss what your students already know about him. When we are reading today we will be finding key events in the story.</p>	<p>How to find Key Events: Use the poster and graphic organizer to help find key events and use nonfiction text features.</p>	<p>Begin introducing vocabulary words to the students. Use the word and definition cards.</p> <p>Choose a vocabulary prompt or vocabulary 4-square to dig deeper with one of the words.</p>	<p>Posters: Commas in a Series and Writing Dates- Use these posters when introducing commas to the class.</p> <p>Dates About Me: Students fill out the graphic organizer and write dates correctly.</p>
T	<p>Read another biographical MLK book to your class. As you are reading, locate new key events that may be different from what was read yesterday. Why do different authors include different events?</p>	<p>Use Dr. King's Dates to order events in Dr. King's life. Discuss key events in his timeline.</p> <p>Key Events Sort: Students sort the events in their notebooks and determine which events are important.</p>	<p>Continue using the cards and definitions to discuss the vocabulary words.</p> <p>Choose a vocabulary prompt or vocabulary 4-square to dig deeper with one of the words.</p>	<p>MLK's Dynamic Dates Booklet: Students use this booklet throughout the MLK unit to record important dates about Dr. King's life.</p> <p>Major Events Flapbook: Students cut the dates apart and glue underneath the correct flap. Then, students write the date correctly.</p>
W	<p>MLK Nonfiction Passage: Students will read the passage about MLK and pay close attention to the key events that are included</p> <p>Anchor Chart: Describe MLK</p> <p><small>ROOTED in Reading</small></p>	<p>MLK Directed Drawing and Writing: Students draw MLK and write about him. Students include key events they have learned this week.</p>	<p>Continue discussing and reviewing the vocabulary words.</p> <p>Choose a vocabulary prompt or vocabulary 4-square to dig deeper with one of the words.</p>	<p>MLK Timeline: Students put the events in sequential order. Then, students write in commas where needed. Students color the image of MLK and glue it to the top of the event order.</p>

DR. KING BIO

READING

COMPREHENSION

VOCAB

GRAMMAR

**T
H**

Today we will focus on **MLK quotes** that have made an impact on our world. We will look at specific quotes, discuss their meaning, and respond to the quotes.

Use the quote poster and discuss the quote and what it means to the students. Students will then use the four quotes to respond to in their spirals. Students glue under the top rectangle so that they can write underneath the quote in their spirals.

Continue discussing and reviewing the vocabulary words.

Match It Up!
Students will match the vocabulary words to the correct definition

Commas in a Series: Am I Correct?
Students read the sentences and determine whether or not the commas are used correctly. If the commas are not used correctly, students write the sentences correctly on the recording sheets.

Am I Written Correctly? Sort:
Students sort the word series depending upon whether they are written correctly or not.

F

Fictional Passage and Comprehension Check

Read the Martin King Luther, Jr. Reader and complete the follow-up activity (Feel free to complete this earlier in the week too!)

Rooted in Reading
Katie King's Blog

I Have A Dream text-to-self connection:
Students have read a lot of MLK quotes about his dreams and wishes. Today, students will write about the dreams that they have and make the peaceful earth craft to display with it.

You can use the I Have a Dream Anchor Chart with this activity.

Today students will complete a vocabulary quiz. There are two options:
1. Students read the sentences and match the vocabulary word to the correct sentence.
2. Students read the words in sentences. Students write new sentences with the word and illustrate.

Commas in a Series Sentence Cards: Print on colored paper and laminate for durability. Students can write the commas on the sentence cards with expo markers. Students can also write the sentences with commas on the recording sheet.

COMPREHENSION



DR. KING

BEFORE	AFTER
1. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry	1. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry
2. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry	2. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry
3. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry	3. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry
4. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry	4. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry
5. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry	5. What type of book is this? a. Fiction b. Biography c. Non-fiction d. Poetry

COMP

1. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
2. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
3. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
4. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
5. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry

Voca

1. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
2. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
3. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
4. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
5. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry

Peaceful pla

1. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
2. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
3. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
4. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
5. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry

Dr. Martin Luther King, Jr.

1. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry
2. What type of book is this?
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b. Biography
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3. What type of book is this?
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a. Fiction
b. Biography
c. Non-fiction
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5. What type of book is this?
a. Fiction
b. Biography
c. Non-fiction
d. Poetry

KEY EVENTS

- MLK was writing passages at the age of 14 to express his feelings and make people think.
- In 1960 Dr. King moved back to Atlanta to help lead marches and protests.
- MLK Jr. constantly spoke of not using violence and to instead use words.
- When MLK was six his best friend told him he wasn't allowed to play with him anymore.

IRRELEVANT INFO

- Young Martin and his friends enjoyed riding bikes when they were younger.
- MLK Jr. and his dad were both born with the name Michael.
- Martin's childhood home in Atlanta was painted yellow.
- Baseball, football, and basketball were Martin's favorite sports.

KEY FACTS

- LOOK FOR** bold words to learn new and important vocabulary. These bold words will be defined either in the glossary or in a caption.
- USE YOUR INDEX** when you are trying to find specific events throughout the book.
- LOOK AT THE SUBHEADING** before you read a page. It will tell you what to expect on that page and you can think about what you already know before you start reading.

FINDING KEY FACTS

- Dr. Martin Luther King, Jr.
- Look at the text your teacher asked you to read and write down what you learned.
- equality**
- They are words the author wants us to understand.
- Practice using an index to help you find specific words. What index did you use? Write and draw.
- Index**
- An index helps you find topics faster.**
- Look at a subheading. Does it prepare you for what you have read? Write a sentence about what you learned.
- Martin was a good student in school. The heading told me about the text on the page.**

DR. KING'S WORDS

"Hate cannot drive out hate. Love can."

We should show love, treat others nicely and stay a way from hate.



Dr. King's Words

Dr. King's Words

Dr. King's Words



Before Reading: What do you know about Dr. Martin Luther King, Jr?



Before Reading: Do you know what a biography is? Have you read a biography before?



What/who did Dr. King want equality for? Why was it so difficult for people to understand?



Imagine a world where everyone got along and loved one another. Explain what that would be like.



How can you use the information that you learn about Dr. King?



Why did the people listen to Dr. King? How did he influence those around him?



Why was marching important? What was the goal?



What do you learn from hearing the "I Have a Dream" speech?



Why was important that the people protest and march in a nonviolent way?



Would you be able to speak in front of thousands of people like Dr. King? Why or why not?



What is Dr. King remembered for? Explain.



Have you ever seen something that you thought was unfair? How did you react?



What are some of the important dates you have learned while reading about Dr. King?



How can we carry out Dr. King's dream? What can we do at school and in our community?



How can we make sure that we treat others equally?



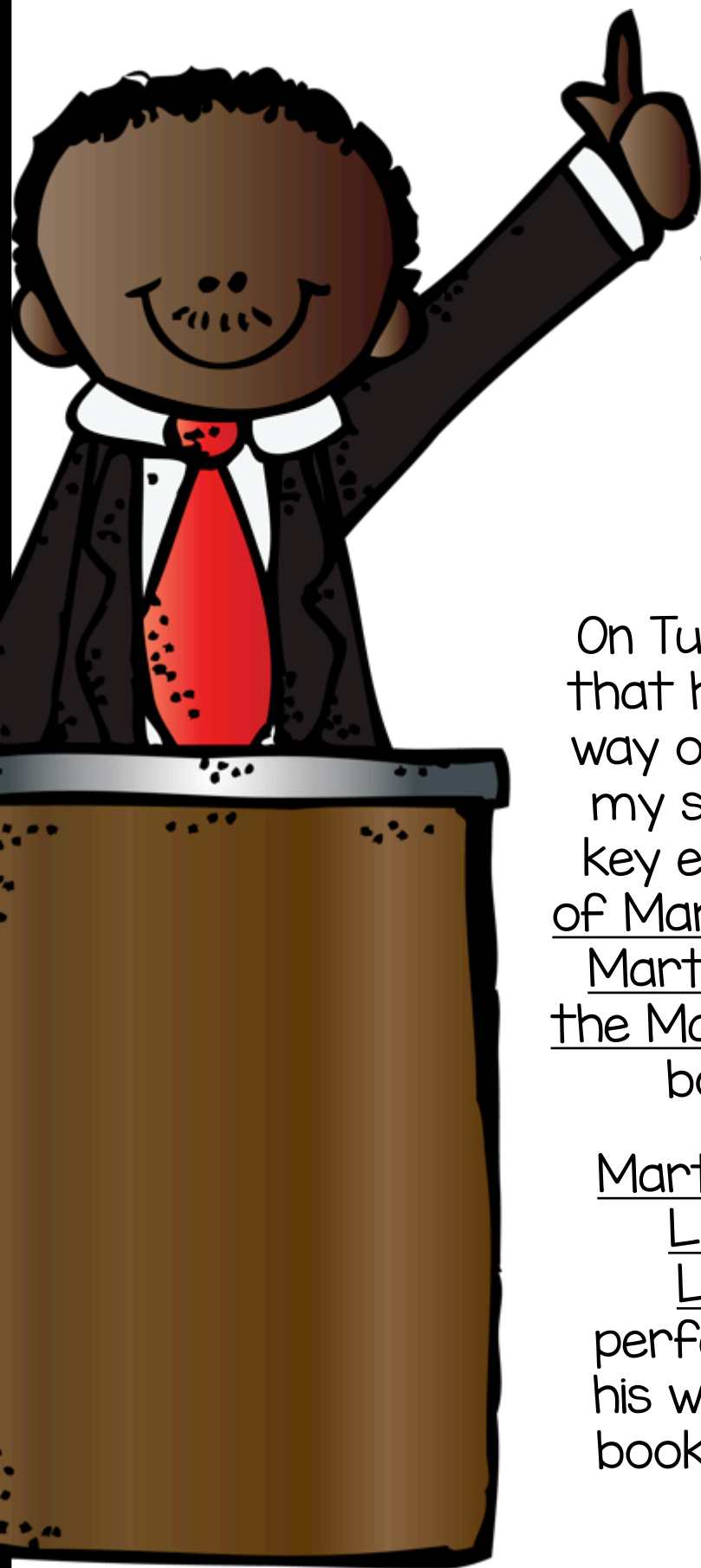
What dreams do you have for our world?



Discuss things you can do to help make our world a more peaceful place to live.



Talk about a time when someone showed you kindness and respect. What did they do? What did it feel like?



You can use any texts that you would like for this MLK Jr. unit. These are some options to help you organize your mentor texts. I will be using the National Geographic Kids Martin Luther King, Jr. on Monday.

On Tuesday I will use books that have a more narrative way of writing so I can help my students learn to find key events. A Picture Book of Martin Luther King Jr. and Martin Luther King Jr. and the March on Washington are both great options.

Martin's Big Words: The Life of Dr. Martin Luther King Jr. is perfect for focusing on his words. I will use this book on Wednesday and Thursday.

Key Facts

{Important Information}

*Look for

bold words

to learn new and important vocabulary.

These bold words will be defined either in the glossary or in a caption.

*Use your **Index** when you are trying to find specific events throughout the book.

*Look at the **subheading** before you read a page. It will tell you what to expect on that page and you can think about what you already know before you start reading.

KEY FACTS

{IMPORTANT INFORMATION}

★Look for

bold words

to learn new and important vocabulary. These bold words will be defined either in the *glossary* or in a *caption*.

★Use your **Index** when you are trying to find *specific events* throughout the book.

★Look at the

subheading

before you read a page. It will tell you *what to expect* on that page and you can think about what you already know before you start reading.



KEY FACTS

{IMPORTANT INFORMATION}

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subheading

before you read a page. It will tell you *what to expect* on that page and you can think about what you already know before you start reading.



Name: _____

Finding Key Facts

Dr. Martin Luther King, Jr.

Look at the text your teacher read to you and find some bold words. Why are these words important?

Practice using an index to help you find specific events. What topic did you locate? Write and draw about what you learned.

Look at a subheading. Does it prepare you for what you read under it? Write a sentence about what you learned.



Name: _____

FINDING KEY FACTS

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 events. What topic did you locate? Write and draw
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Look at a subheading. Does it prepare you for what you
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KEY EVENTS

IRRELEVANT INFO

Young Martin and his friends enjoyed riding bikes when they were younger.

When MLK was six his best friend told him he wasn't allowed to play with him anymore.

MLK was writing speeches at the age of 14 to express his feelings and make people think.

Baseball, football, and basketball were Martin's favorite sports.

MLK Jr. and his dad were both born with the name Michael.

MLK Jr. constantly spoke of not using violence and to instead use words.

In 1960, Dr. King moved back to Atlanta to help lead marches and protests.

Martin's childhood home in Atlanta was painted yellow.

Dr. King's WORDS

“Hate
cannot
drive out
hate.
Only love
can do
that.”



Cut around the boxes and glue under “Dr. King’s words. Under the flap write about what his words make you think.

Dr. King’s Words

“Love is the key to the problems of the world.”

Dr. King’s Words

“When the history books are written someone will say there lived black people who had the courage to stand up for their rights.”

Dr. King’s Words

“Love is the key to the problems of the world.”

Dr. King’s Words

“When the history books are written someone will say there lived black people who had the courage to stand up for their rights.”

Dr. King’s Words

“Sooner or later, all the people of the world will have to discover a way to live together.”

Dr. King’s Words

“I have a dream that one day in Alabama little black boys and black girls will join hands with little white boys and white girls as sisters and brothers.”

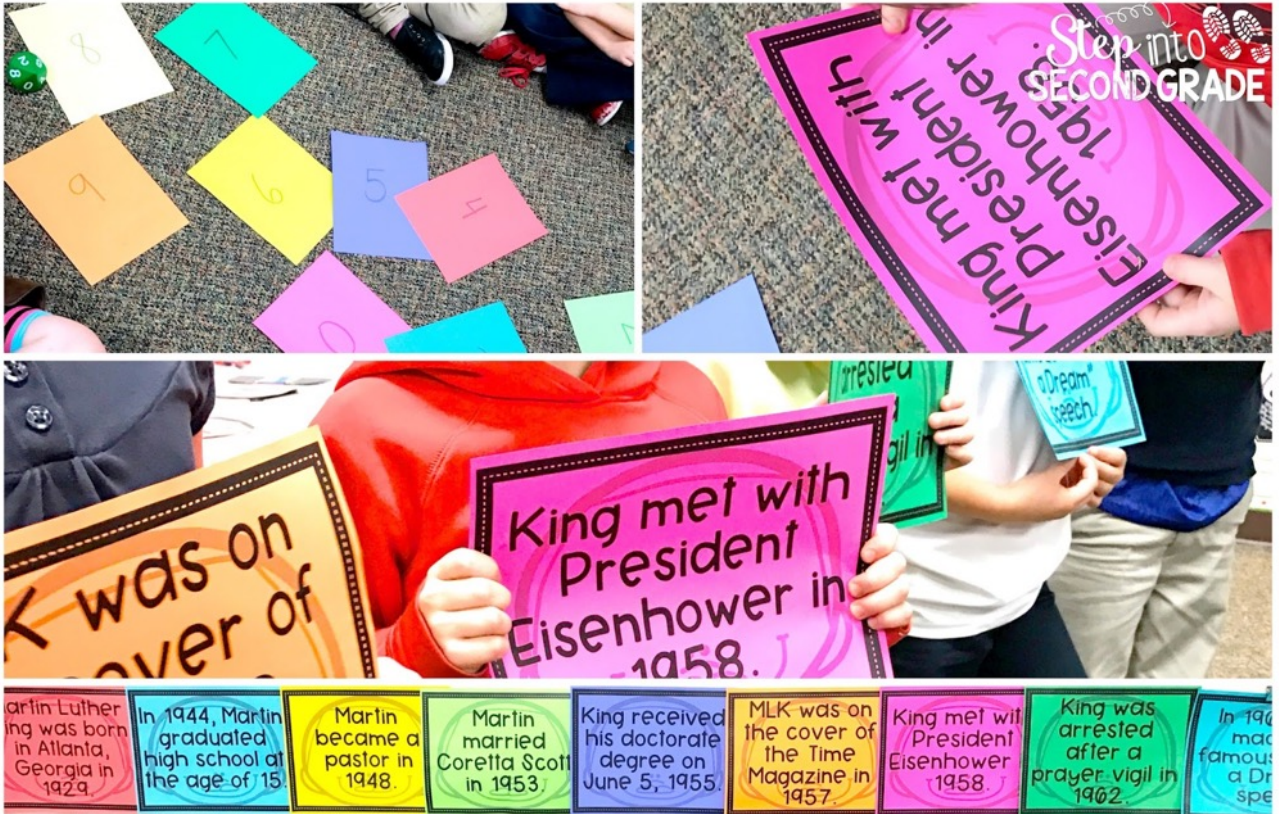
Dr. King’s Words

“Sooner or later, all the people of the world will have to discover a way to live together.”

Dr. King’s Words

“I have a dream that one day in Alabama little black boys and black girls will join hands with little white boys and white girls as sisters and brothers.”

DR. KING'S DATES



These important dates can be used with grammar or during the comprehension component. Randomly number the events from 0-9 to match a 9 sided dice. Students roll the dice and chose the event that match the number rolled. Students discuss and order the events as a class. Rolling the dice is a lot of fun, plus you can really focus on the organization component of a biography. You can also just mix up the cards and have students order the dates together.

Martin Luther
King was born
in Atlanta,
Georgia in
1929.

**Martin
graduated from
high school in
1944 at the age
of 15.**

**Martin
became a
pastor in
1948.**

**Martin
married
Coretta Scott
in 1953.**

King received
his doctorate
degree on
June 5, 1955.

MLK was on
the cover of
the Time
Magazine in
1957.

King met with
President
Eisenhower in
1958.

King was
arrested
after a
prayer vigil in
1962.

In 1963, MLK
made his
famous "I Have
a Dream"
speech.

King received
the Nobel
Peace Prize on
December 10,
1964.

Name: _____

{Fiction Passage}



Peaceful Playgrounds

Directions: Read the passage and answer the questions.

Josie sprinted around the bases as her teammates cheered her on loudly from the sideline. She jumped on home plate only a second before the kickball whizzed past her back. The kids surrounded her with sweaty hugs and applause. Josie glanced up and saw a boy sitting and watching the game. His shoulders were **slumped** over and he was leaning against a tree by himself. "Hey guys, why don't we invite him to play on our team?" Josie asked. "Josie, we have plenty of teammates and look at him. He's so small, I bet he can't kick the ball really far." Adam stated. "Really Adam? Is that important? I am pretty sure if you were left out, that you would want us to include you."

Josie marched over to the boy and reached out her hand. "Hi! My name is Josie. What's yours?" The boy **hesitated** and then reached out his hand to Josie, "Mark." "Well, hello Mark! We really need a second baseman! Would you like to join our game?" Josie asked. Mark grinned from ear to ear and jogged out to the second base. Within minutes, Mark was joining in with the cheers and even made a big play. Josie smiled as she remembered the words of her teacher, "All it takes is for one person to stand up for what's right."

1. What do you think **slumped** means?

2. **Hesitated** is a synonym for what word?
a. cried b. paused c. looked
3. Why didn't Adam want Mark to play?
a. too small b. too many kids c. both of these
4. Josie listened to her teacher's advice.
True or False
5. How can you tell Mark was excited about joining the game?

Name: _____

{Nonfiction Passage}



Dr. Martin Luther King, Jr.

Directions: Read the passage and answer the questions.

ROOTed in Reading
Building King's Dream Schools

Bus Boycott

In Montgomery, Alabama, a black woman named Rosa Parks was arrested for not giving up her seat on the bus to a white person. Dr. King led a protest.

"There comes a time when a person gets tired of being kicked about."

This boycott lasted about a year and the end result was no more "White Only" sections on buses.

March on Washington

In 1963, Dr. Martin Luther King, Jr. led two hundred thousand people in a March on Washington. This is where he gave his famous "I Have a Dream" speech to people of all colors.

"I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Laws were changed as a result of Dr. King's hard work and powerful words.

1. Highlight key events. Write about what you learned.

2. Write three questions that you still have about Dr. Martin Luther King, Jr. ?

Name: _____



{MLK Jr.}

COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer in a complete sentence.

1. Where was Dr. King born?
 - a. Dallas, Texas
 - b. Charleston, South Carolina
 - c. Montgomery, Alabama
 - d. Atlanta, Georgia
2. What type of award did Martin Luther King, Jr. win?
 - a. Citizenship Award
 - b. Noble Peace Prize
 - c. Caldecott Medal
 - d. Newbery Medal
3. Dr. King was a speaker, preacher, and activist.
 - a. True
 - b. False
4. What did Dr. King think that people should do when others were being treated unfairly?
 - a. ignore and mind their own business
 - b. speak up for people
 - c. look the other way
 - d. none of the above
5. Dr. Martin Luther King, Jr.'s most famous speech is called "I have a Dream."
 - a. True
 - b. False



- 6-10. Use pictures and words to describe Dr. Martin Luther King Jr.'s impact.

Name: _____



{MLK Jr.}

ANSWER key

●●● Directions: Circle the correct answer or answer in a complete sentence.

1. Where was Dr. King born?
 - a. Dallas, Texas
 - b. Charleston, South Carolina
 - c. Montgomery, Alabama
 - d. Atlanta, Georgia

2. What type of award did Martin Luther King Jr win?
 - a. Citizenship Award
 - b. Noble Peace Prize
 - c. Caldecott Medal
 - d. Newbery Medal

3. Dr. King was a speaker, preacher, and activist.
 - a. True
 - b. False

4. What did Dr. King think that people should do when others were being treated unfairly?
 - a. ignore and mind their own business
 - b. speak up for people
 - c. look the other way
 - d. none of the above

5. Dr. Martin Luther King Jr.'s most famous speech is called "I have a Dream."
 - a. True
 - b. False

Name: _____

DR. MARTIN LUTHER KING, JR.

Directions: Circle the correct answer.



1. Where was Dr. King born?
 - a. Dallas, Texas
 - b. Montgomery, Alabama
 - c. Atlanta, Georgia

2. What month do we celebrate Martin Luther King Jr. Day?
 - a. March
 - b. January
 - c. September

3. Dr. King was a pastor, speaker, and leader.
 True or False

4. What type of award did Dr. King receive?
 - a. Good Citizen Award b. Caldecott Medal
 - c. Nobel Peace Prize

5. What did Dr. King's father do for a living?
 - a. banker b. doctor c. professor d. pastor

6. What did Dr. King fight for?
 - a. equality b. nutrition c. education

7. Dr. King's famous speech was titled, "People Everywhere."
 True or False

8. What did Dr. King believe people should do when others were being treated unfairly?
 - a. ignore one another
 - b. use their words to speak to one another
 - c. start a fight
 - d. none of the above



NONFICTION READER

Life as a Student

Having a father as a preacher most likely attributed to Martin maturing at such a young age because he learned about the hardships other people were going through. He began to read at a very young age before

Leaving a Legacy

Dr. King never stopped working for the people.

ard work, we can live in unity. Things have improved greatly, but there is much work to do to ensure that all people have equal rights. Dr. King dreamed of a world without hate and violence. He encouraged justice whenever he spoke. We can see the impact he made every year on

Making his Mark

Dr. Martin Luther King, Jr. became a leader after college. He began speaking up for the poor. Dr. King led a protest in hopes that people of all races could live life together. Not everyone agreed with Dr. King. They were so angry about the segregated ways of the past that they were resistant to change that would bring equality to all. Many people treated him unfairly, but he always showed love and peace to everyone, even those who were being hateful. He did not give

MARTIN LUTHER KING, JR.



Life as a Boy

Martin Luther King was born on January 15, 1929 in Atlanta, Georgia. Martin grew up with his mother, father, sister, and brother. His father was a pastor and his mother was a teacher. Martin liked to play baseball, football, and basketball. He also liked to ride his bicycle and to sing. At a very young age, Martin learned that not all people were treated equally.



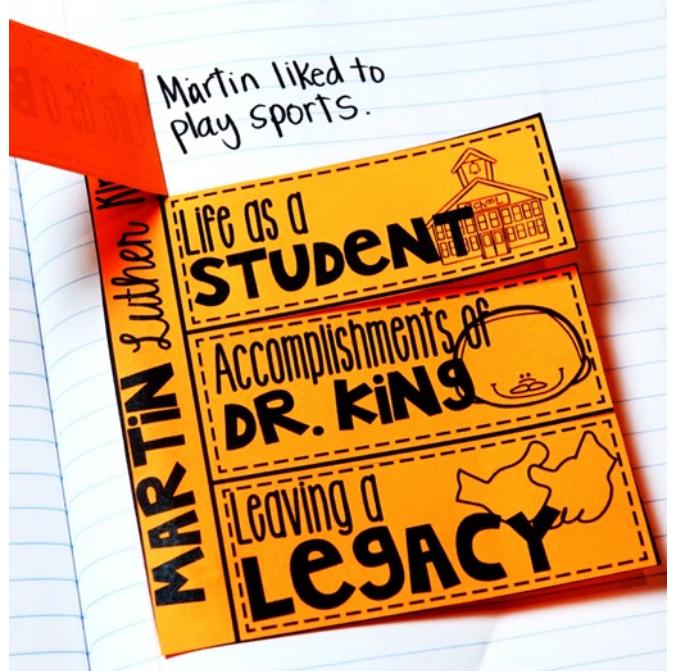
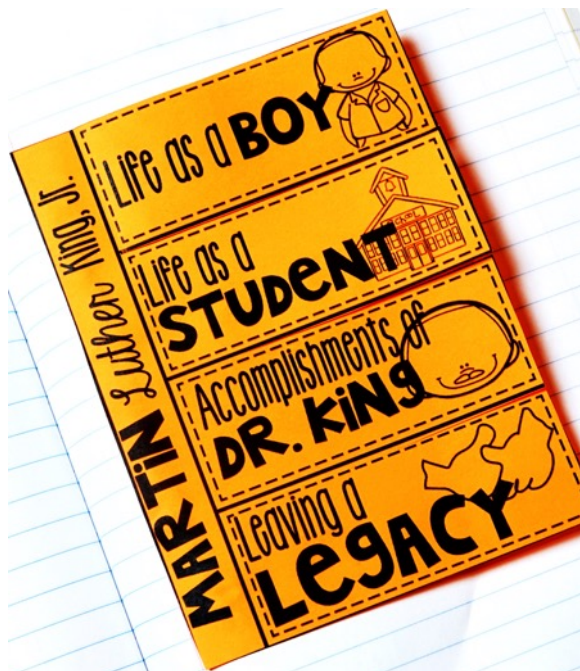
Life as a Boy

Martin Luther King was born on January 15, 1929 in Atlanta, Georgia. Martin grew up with his mother, father, sister, and brother. His father was a pastor and his mother was a teacher. Martin liked to play baseball, football, and basketball. He also liked to ride his bicycle and to sing. At a very young age, Martin learned that not all people were treated equally.



There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

NONFICTION READER



Directions: Cut out the flap-ups. Cut in between each flap. Put glue under "Martin Luther King, Jr.," Write under each flap

MARTIN *Luther* King, Jr.

Life as a **BOY**



Life as a **STUDENT**



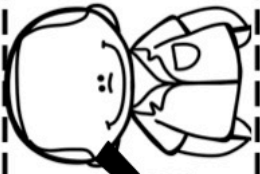
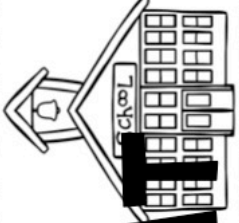


Accomplishments of **DR. KING**







Leaving a **LEGACY**



Directions: Cut out the flap-ups. Cut in between each flap. Put glue under "Martin Luther King, Jr.," Write under each flap

MARTIN <i>Luther King, Jr.</i>	
 Life as a BOY	
 Life as a STUDENT	
 Accomplishments of DR. KING	
 Leaving a LEGACY	

Directions: Cut out the flap-ups. Cut in between each flap. Put glue under "Martin Luther King, Jr.," Write under each flap

MARTIN <i>Luther King, Jr.</i>	
 Life as a BOY	
 Life as a STUDENT	
 Accomplishments of DR. KING	
 Leaving a LEGACY	

ANCHOR CHARTS

LET'S Describe

DR. MLK JR.



Describe MLK, Jr and write about
important events

MARTIN Luther KING



minister

peaceful

helpful

loving

kind

caring

brave

hopeful

calm

leader

determined

speaker

persistent

hero

friendly

courageous

compassionate

believer

fair

peacemaker

LET'S

Describe

ANCHOR CHART FOR MLK

D

R.

M

L

K

J

R.



ANCHOR CHART FOR MLK

DR. MLK, JR.

DR. MLK, JR.

DR. MLK, JR.

DR. MLK, JR.

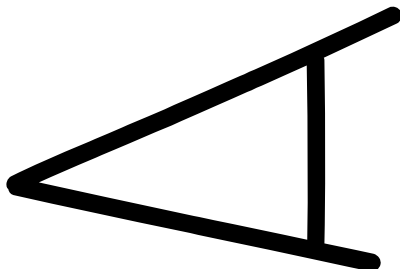
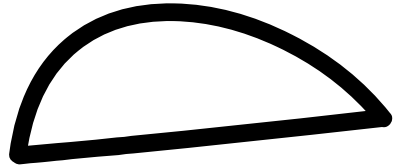
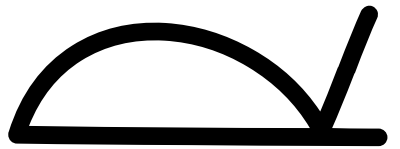
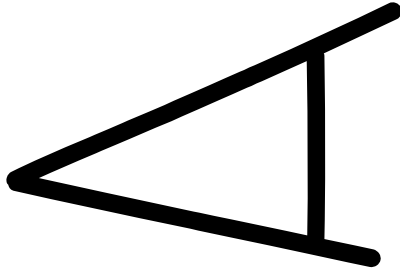
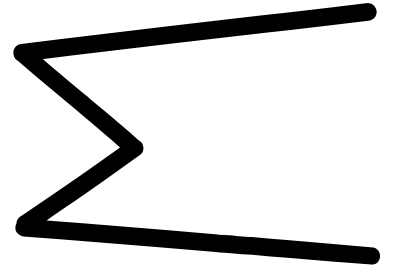
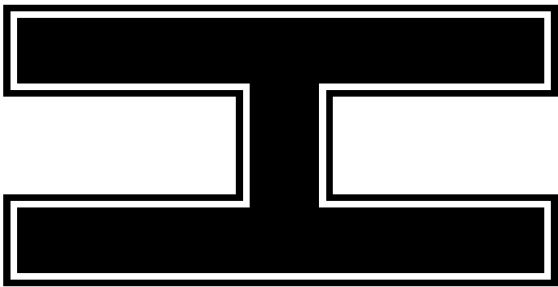
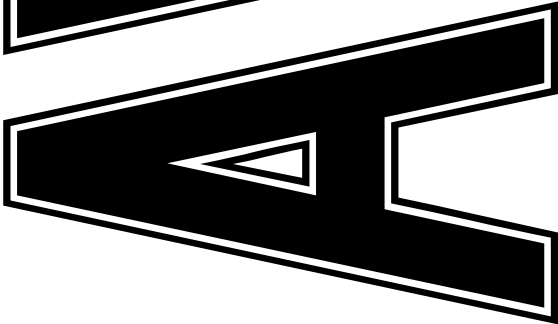
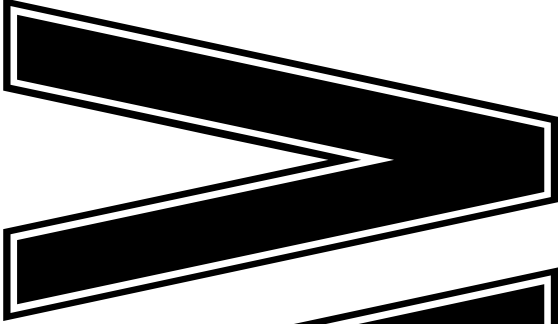
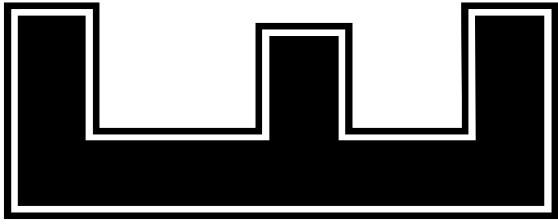
DR. MLK, JR.

DR. MLK, JR.

ANCHOR CHARTS



I Have a Dream Chart: Write about the dreams that your students have, or use this to write MLK quotes





HATE
CANNOT DRIVE
OUT HATE.
ONLY LOVE CAN
DO THAT.

-Dr. Martin Luther King, Jr.

ANCHOR CHART FOR MLK

MY DREAM

MY DREAM

MY DREAM

MY DREAM

MY DREAM

MY DREAM

ANCHOR CHART FOR MLK

QUOTE:

QUOTE:

QUOTE:

QUOTE:


QUOTE:

QUOTE:

DRAW & RESPOND

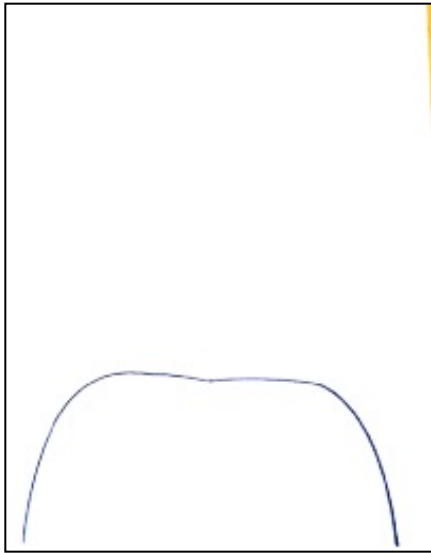


Martin Luther King, Jr. Directed Drawing: Students draw MLK, Jr. and write about him.

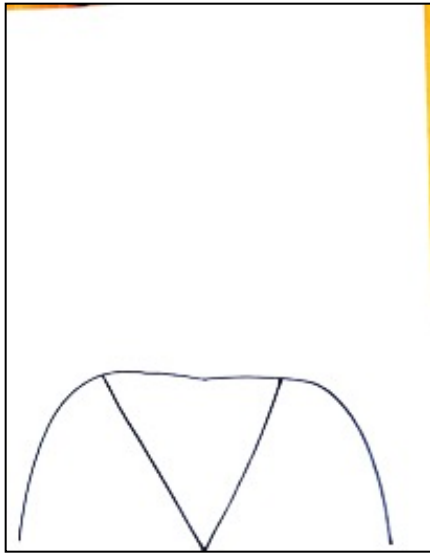
DR. MARTIN LUTHER KING, JR. 

Martin Luther King worked diligently for equal rights. He is a hero because he helped change the world.

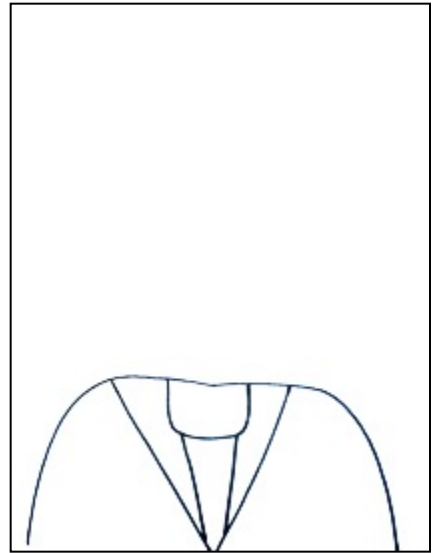
Name: _____



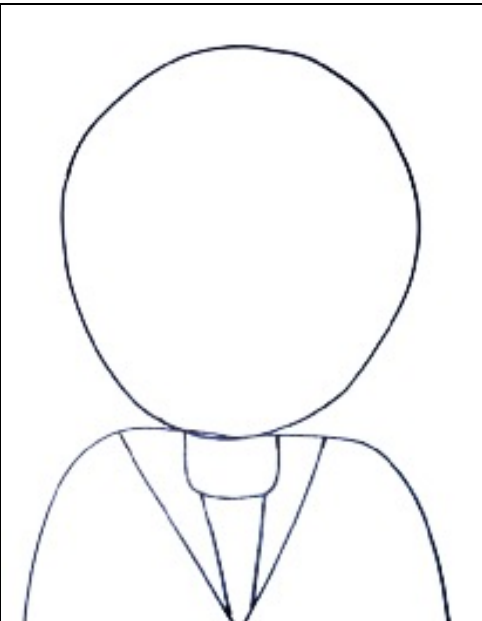
Draw the shoulders
towards the bottom
of the paper.



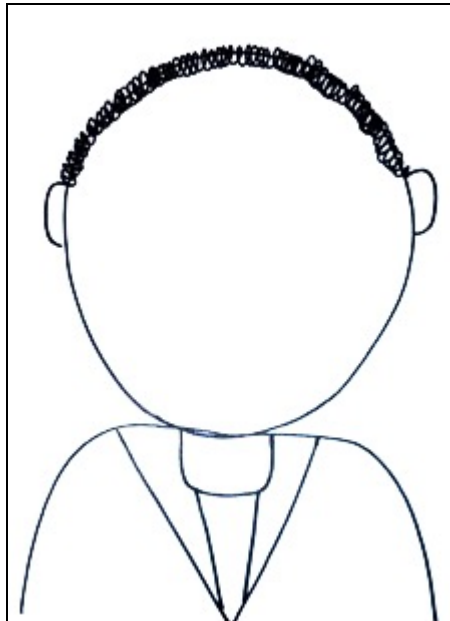
Draw the shirt.



Draw the tie.



Draw the face.



Draw the ears and
hair.



Draw the details of
the face.



DR. MARTIN LUTHER KING, JR.



Name: _____

DR. MARTIN LUTHER KING, JR.



Name: _____

DR. MARTIN
LUTHER KING, JR.



Name: _____

DR. MARTIN
LUTHER KING, JR.



Name: _____

DR. MARTIN
LUTHER KING, JR.



Name: _____

DR. MARTIN
LUTHER KING, JR.



Name: _____

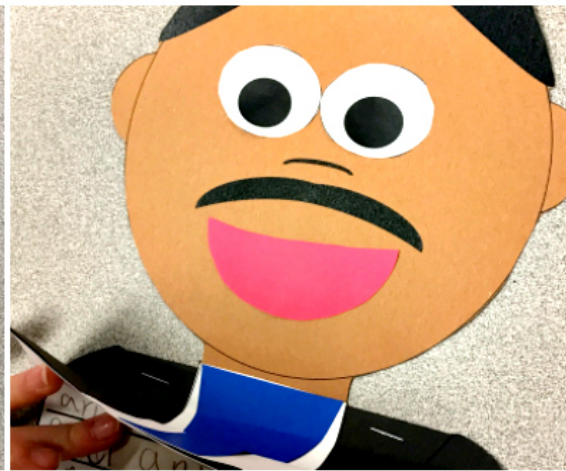
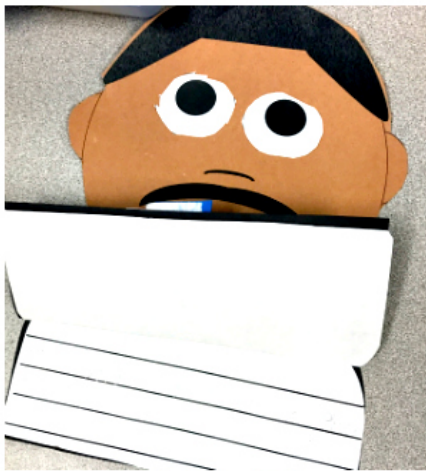
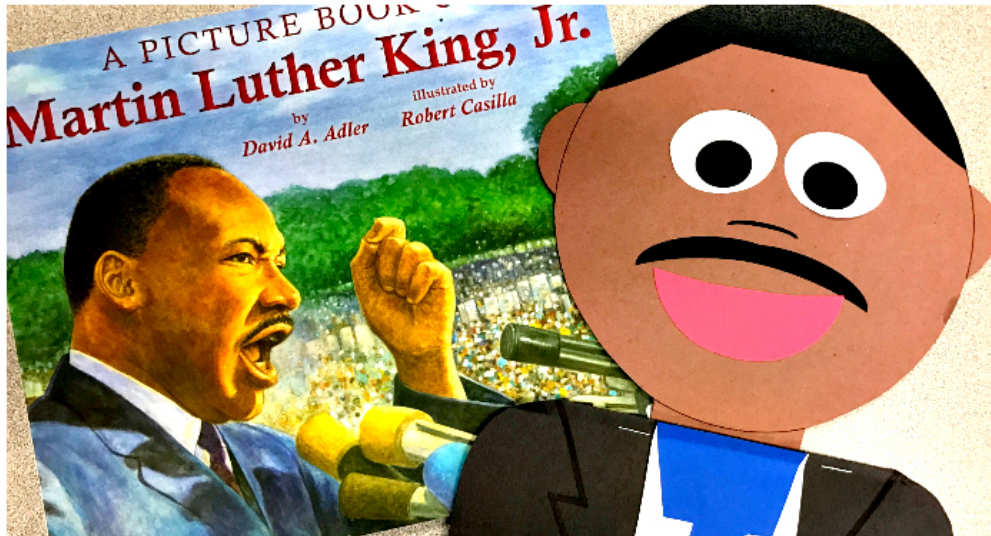
MLK traits (glue around directed drawing)

PEACEFUL	LOVING	CARING	HOPEFUL
LEADER	SPEAKER	HERO	COURAGEOUS
BELIEVER	PEACEMAKER	MINISTER	HELPING
KIND	BRAVE	CALM	DETERMINED

MLK traits (glue around directed drawing)

PEACEFUL	LOVING	CARING	HOPEFUL
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BELIEVER	PEACEMAKER	MINISTER	HELPING
KIND	BRAVE	CALM	DETERMINED

DR. MLK, JR BOOKLET



This booklet can be used to record information about Dr. MLK, Jr.

MLK Booklet

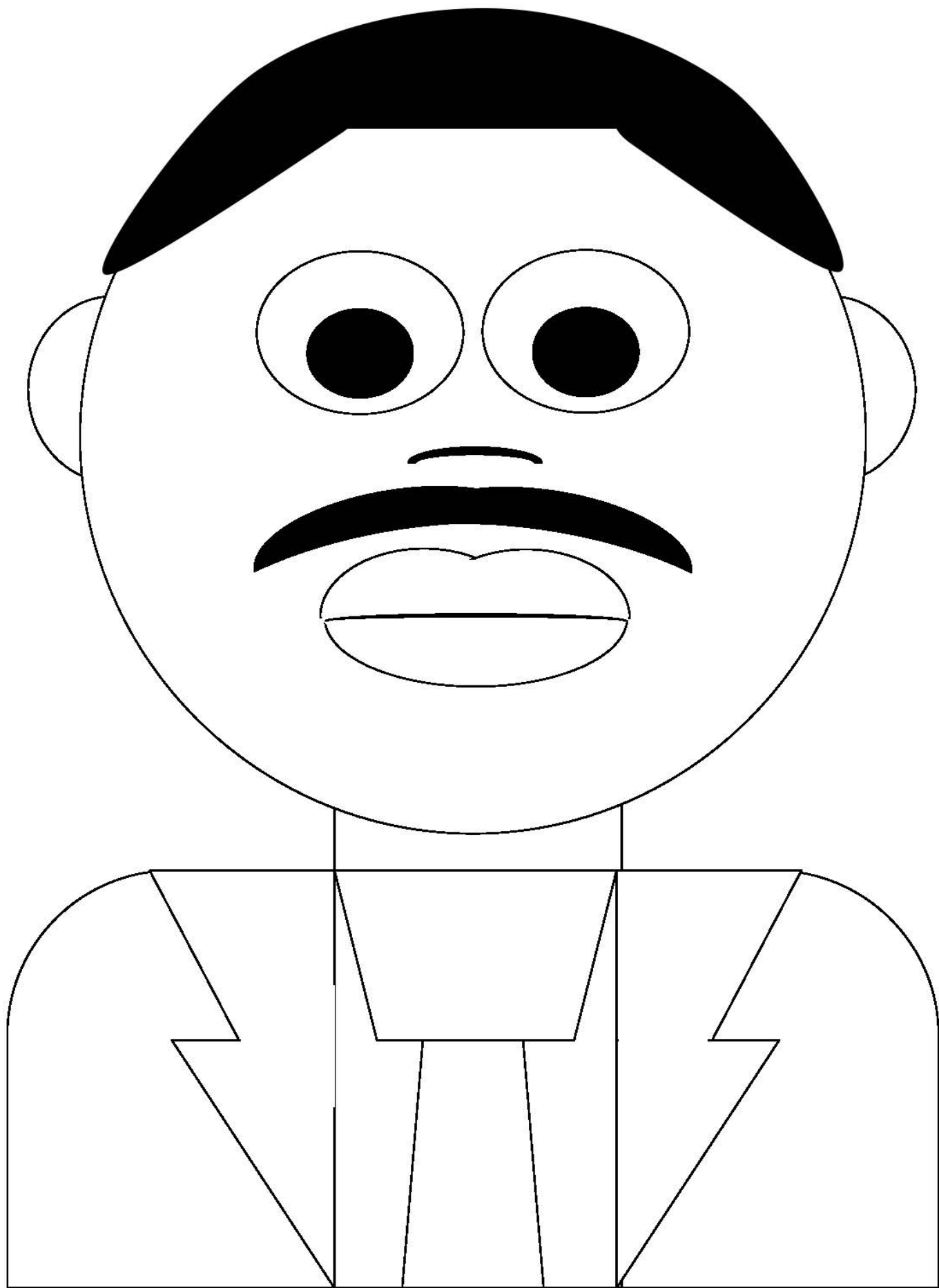
Students make MLK. His suit jacket becomes a booklet after students fold and staple the pages inside. Students can write about MLK on each page.

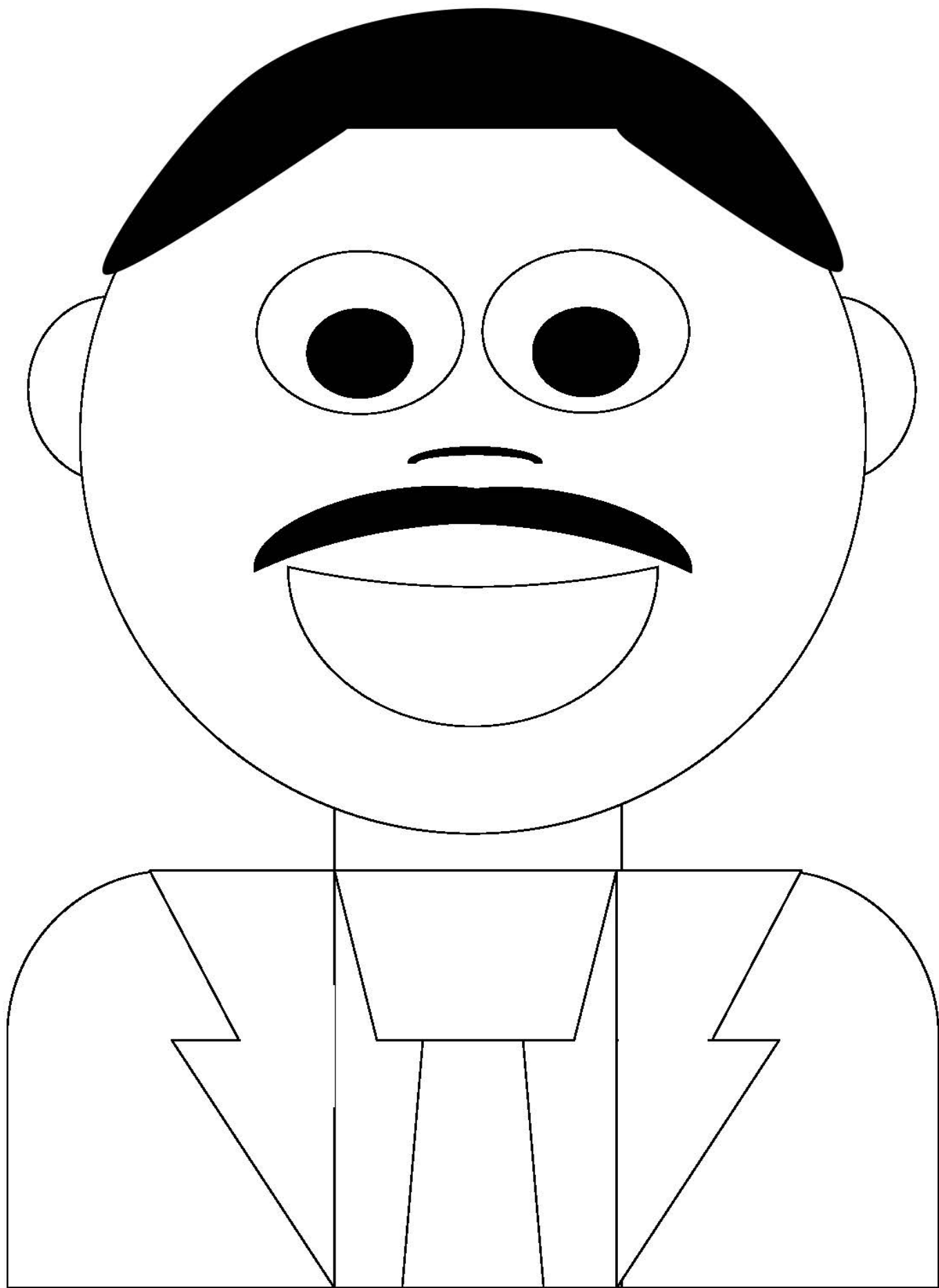


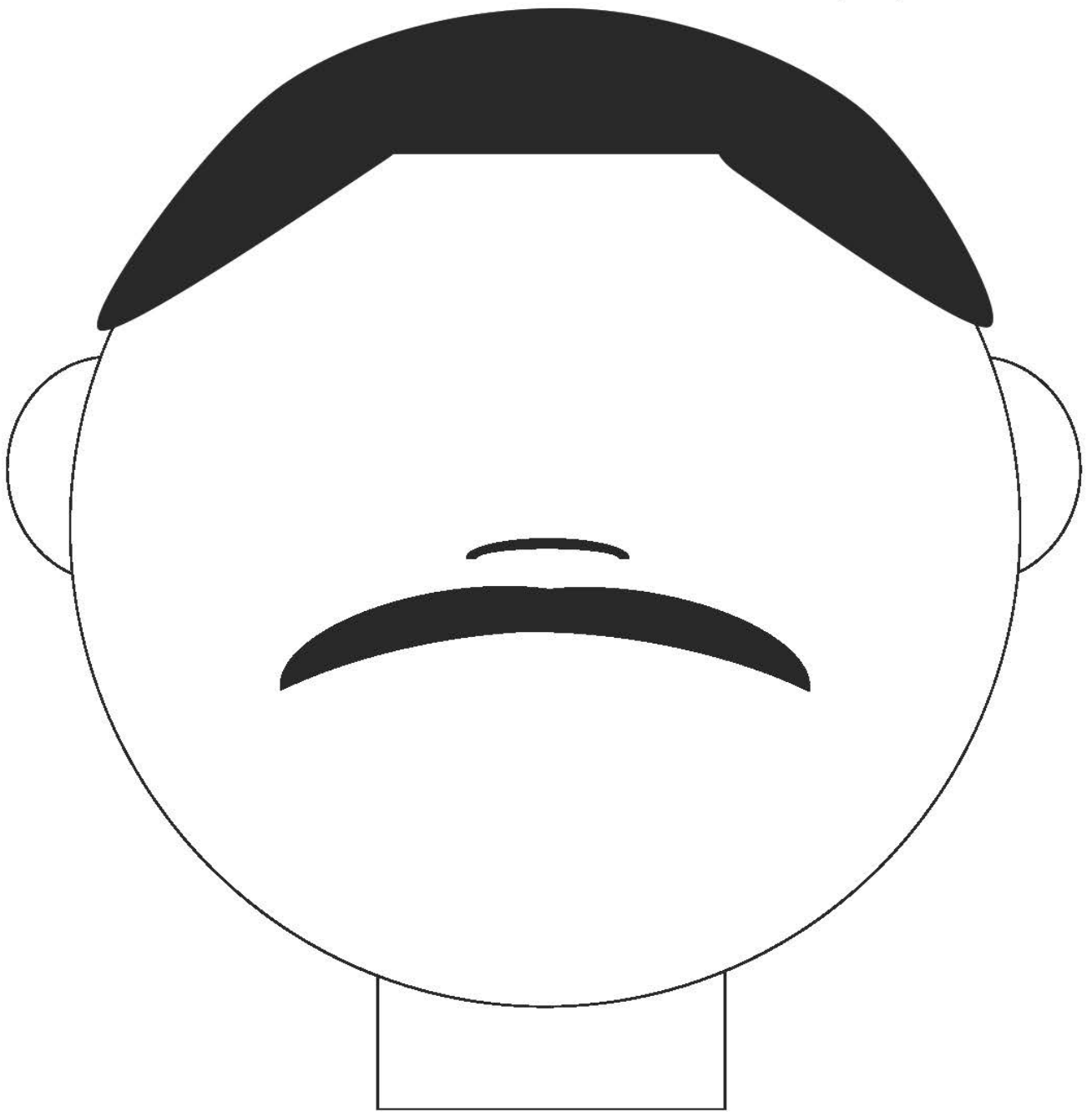
Thinking that everyone was not treated to
us was a good thing. He knew
his son was being abused and
wanted him to be treated better.
MLK as a child

MLK as an adult
MLK graduated at a young age
from Morehouse College. He received
his doctorate at the age of 25. He
married Coretta Scott in 1953.

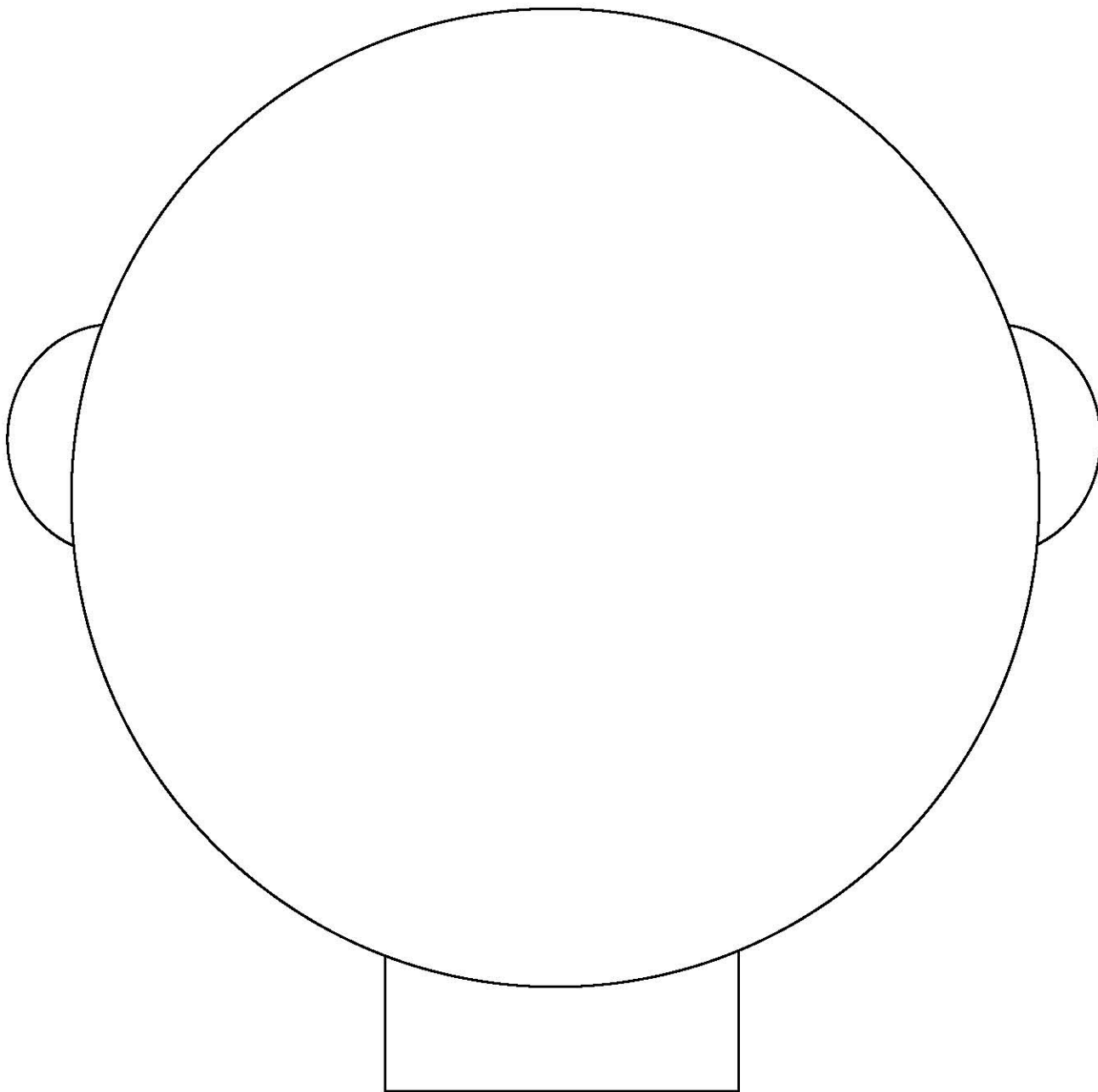
MLK as a child
Martin grew up in Atlanta, Georgia.
He enjoyed playing sports, and
he was a good student. He learned
quickly that everyone was not treated fairly.



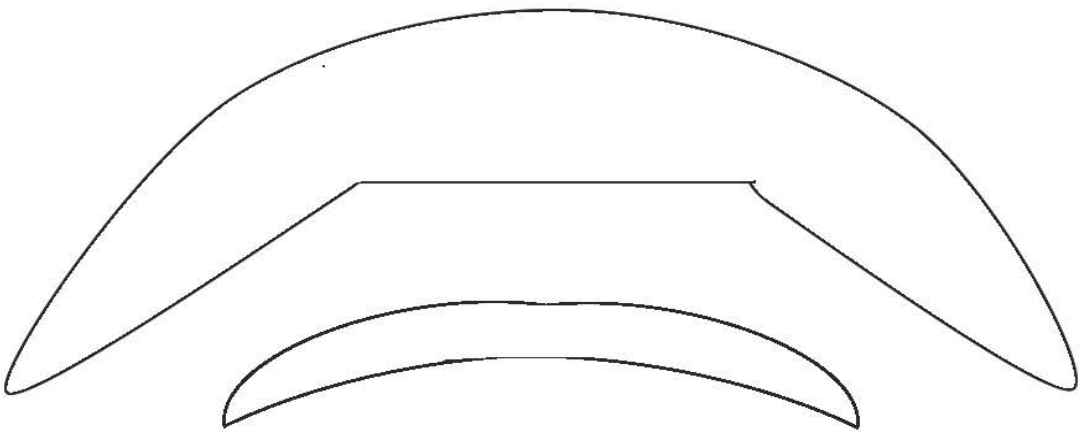
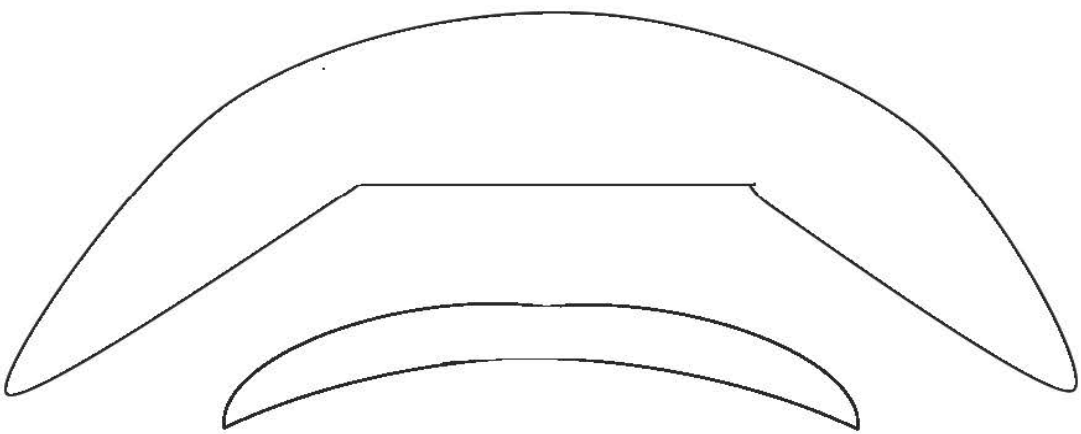
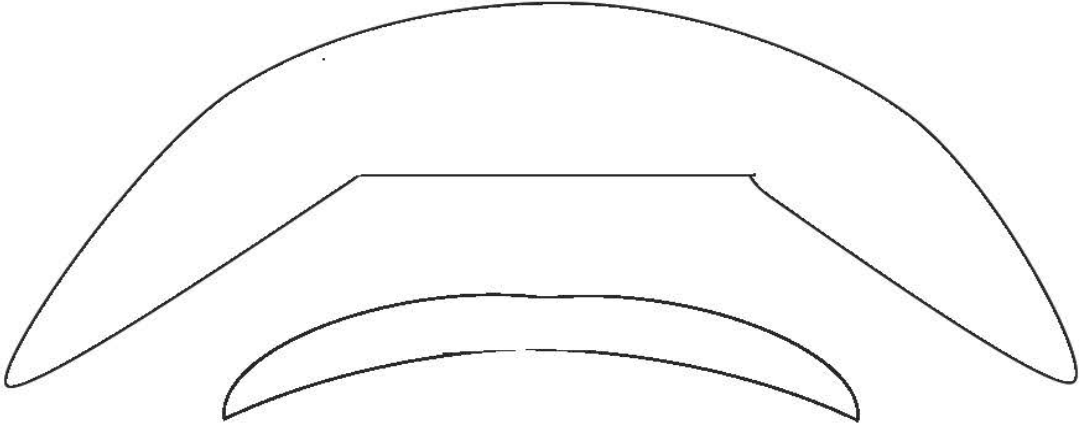
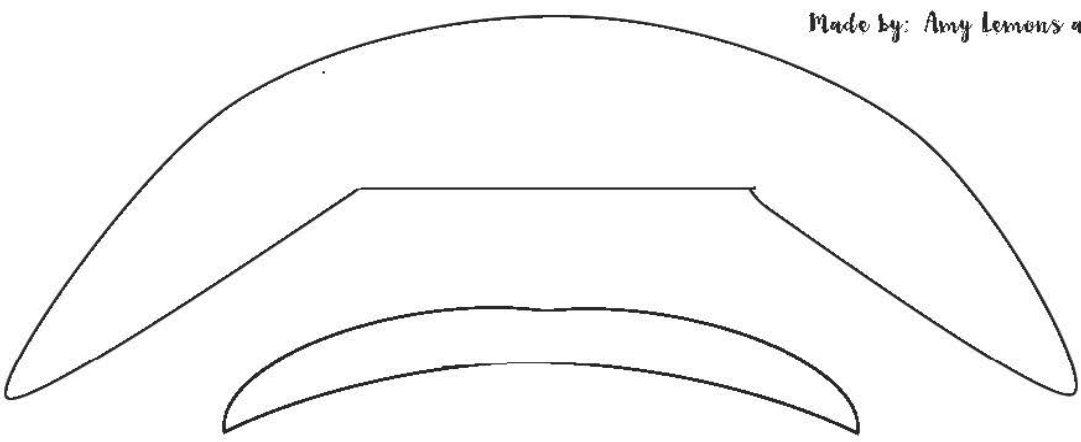




head with mustache and hair: brown paper



head without hair: brown paper

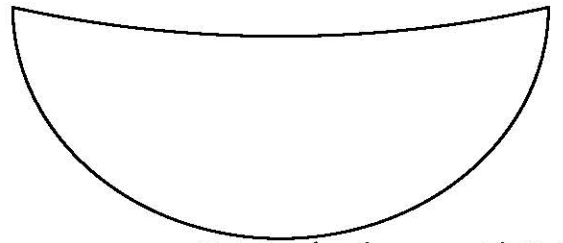
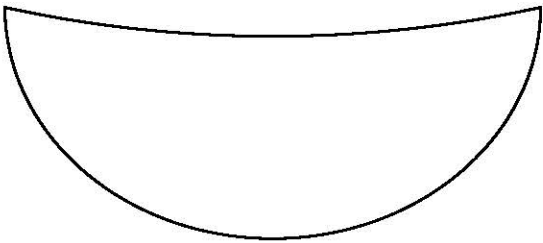
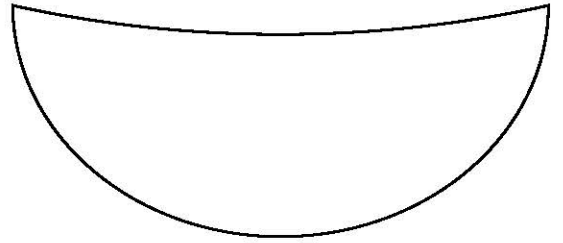
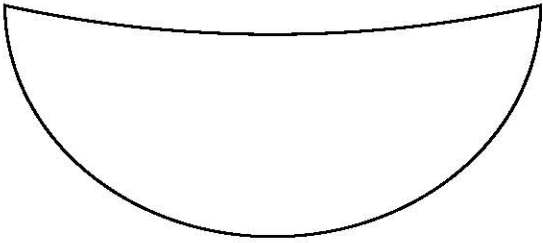
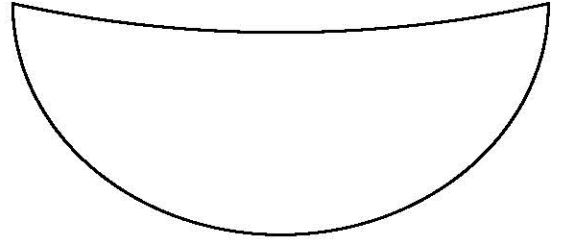
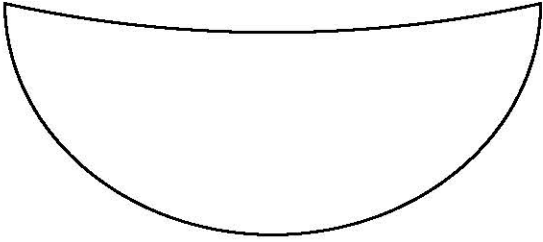
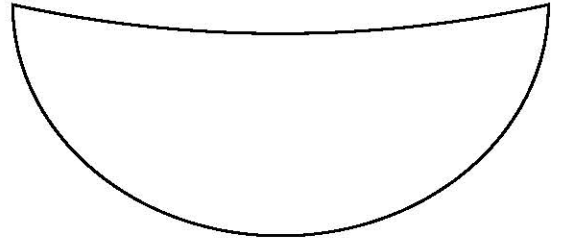
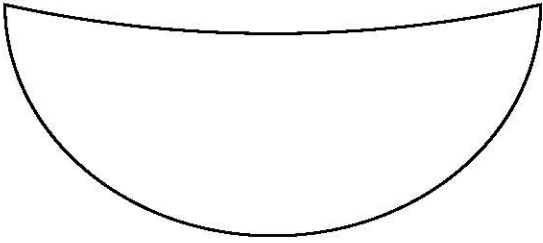
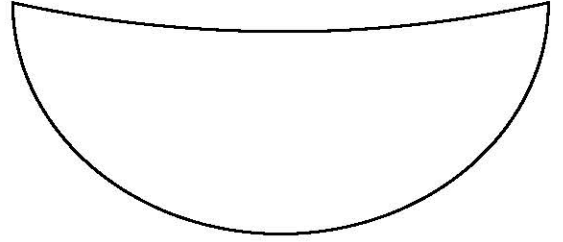
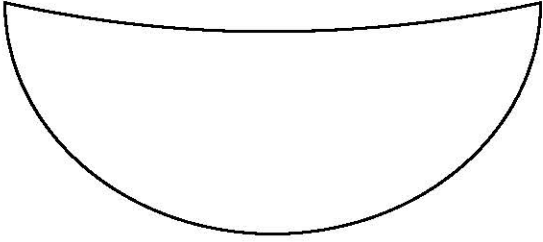
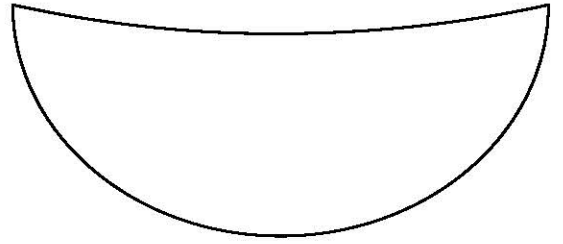
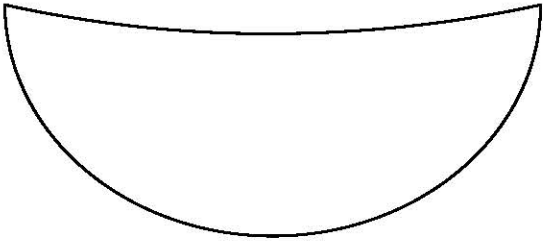


hair and mustache: black paper

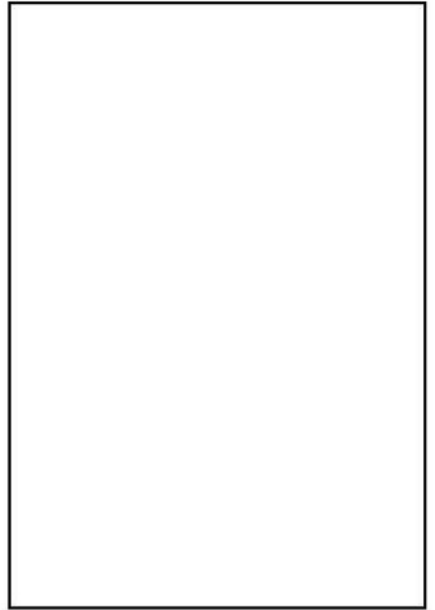
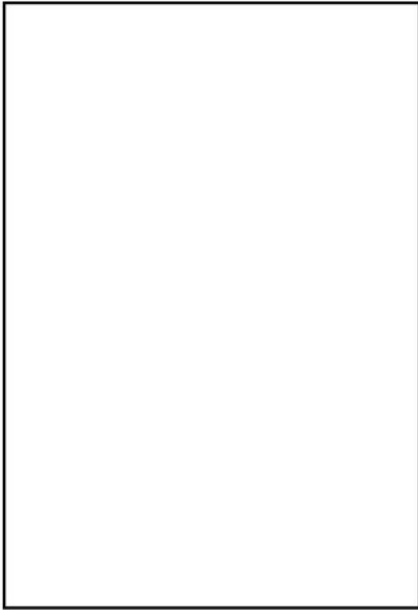
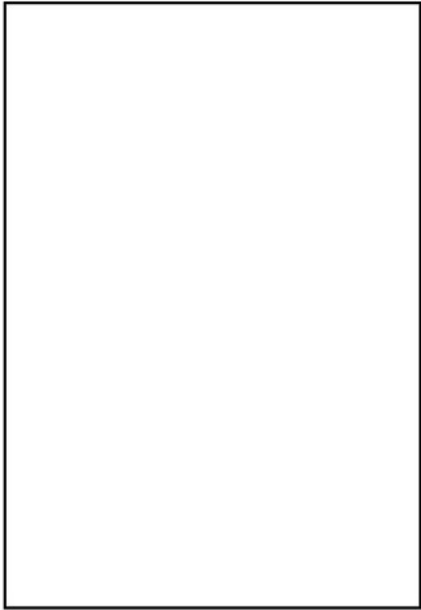
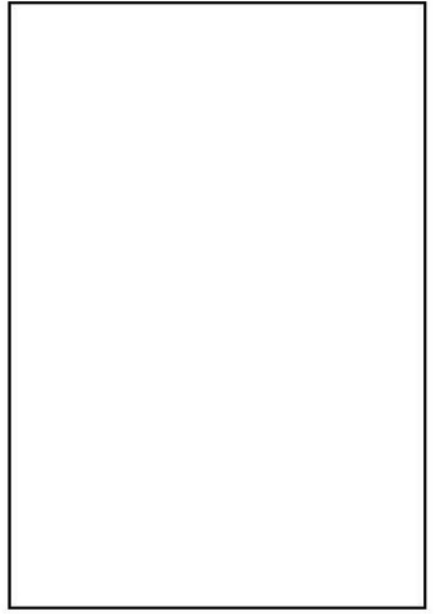
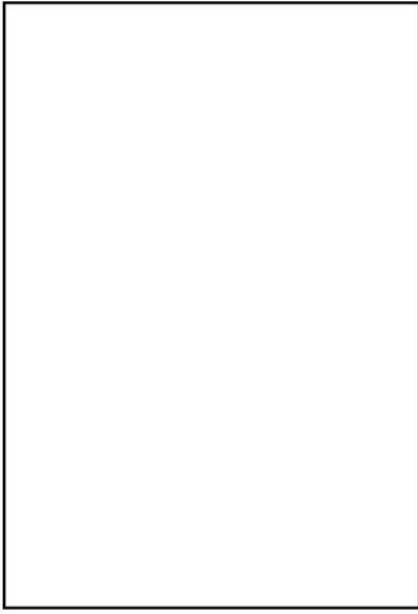
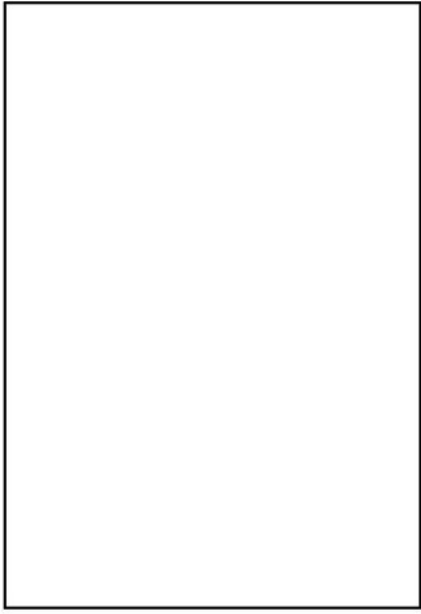
A 6x4 grid of 24 identical circular icons. Each icon consists of a large outer circle with a smaller, solid black inner circle centered within it. The icons are arranged in two groups of three rows each, with a gap between the groups. Each group contains two columns of three icons.

A 7x3 grid of 21 identical line drawings. Each drawing is a horizontally-oriented, rounded shape with a horizontal line through the middle, resembling a simplified face or a cross-section of a fruit. The shapes are arranged in 7 rows and 3 columns.

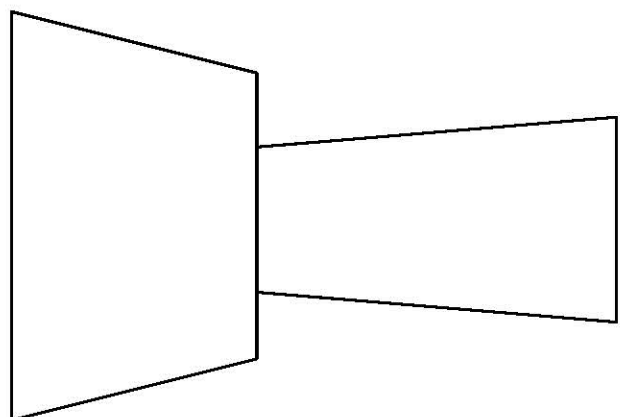
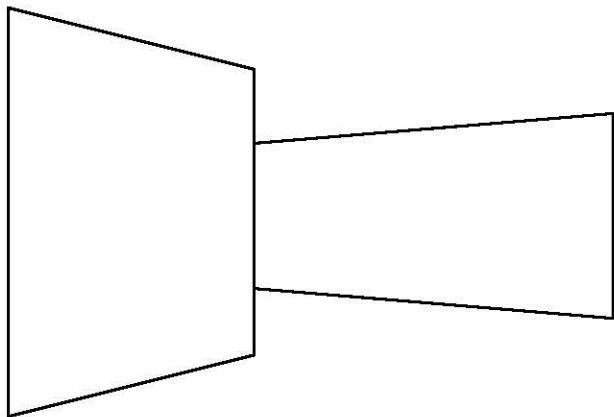
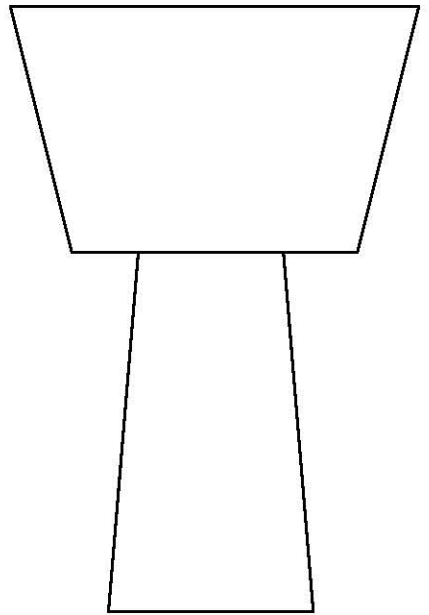
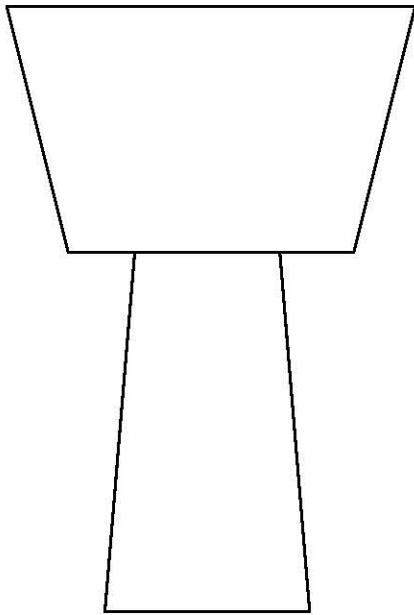
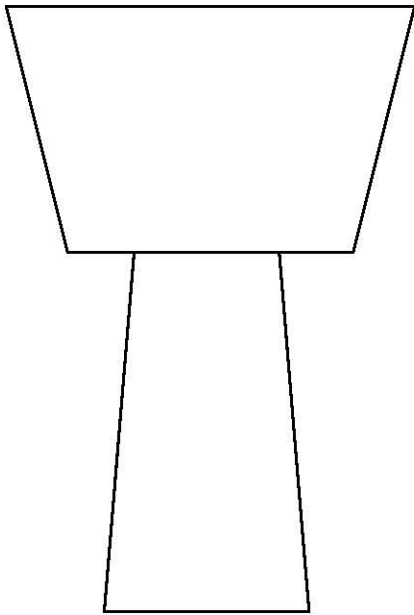
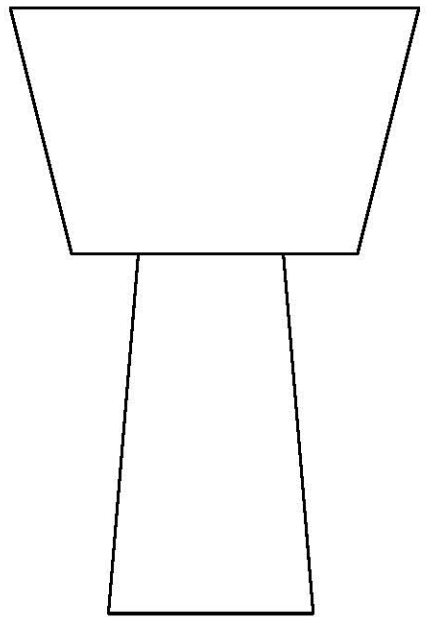
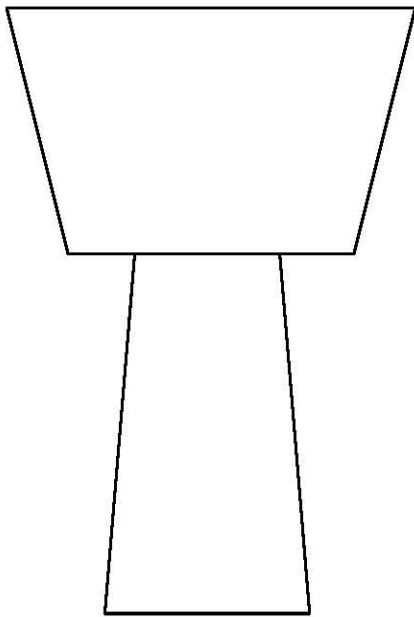
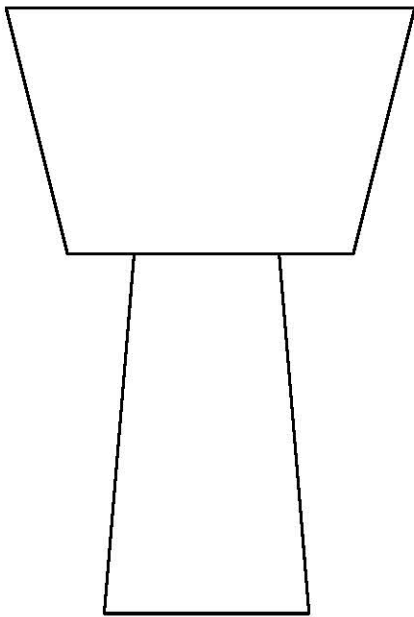
mouth: option 2



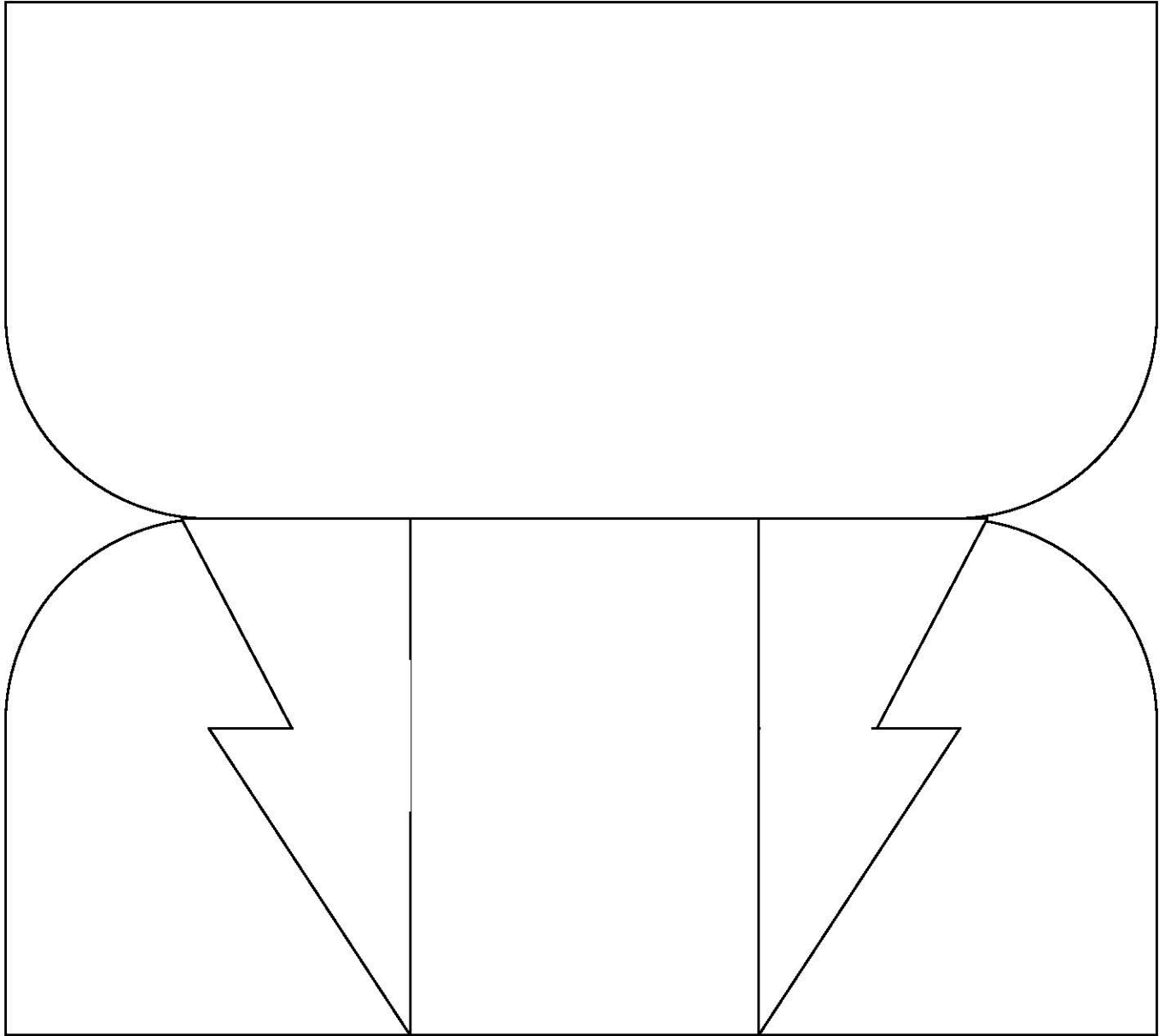
shirt: white paper



tie: Colored paper



suit jacket: colored paper, fold in half



booklet pages: staple inside of suit jacket

A rectangular page with a rounded top. It contains four horizontal lines for writing, spaced evenly down the page.

A rectangular page with a rounded top. It contains four horizontal lines for writing, spaced evenly down the page.

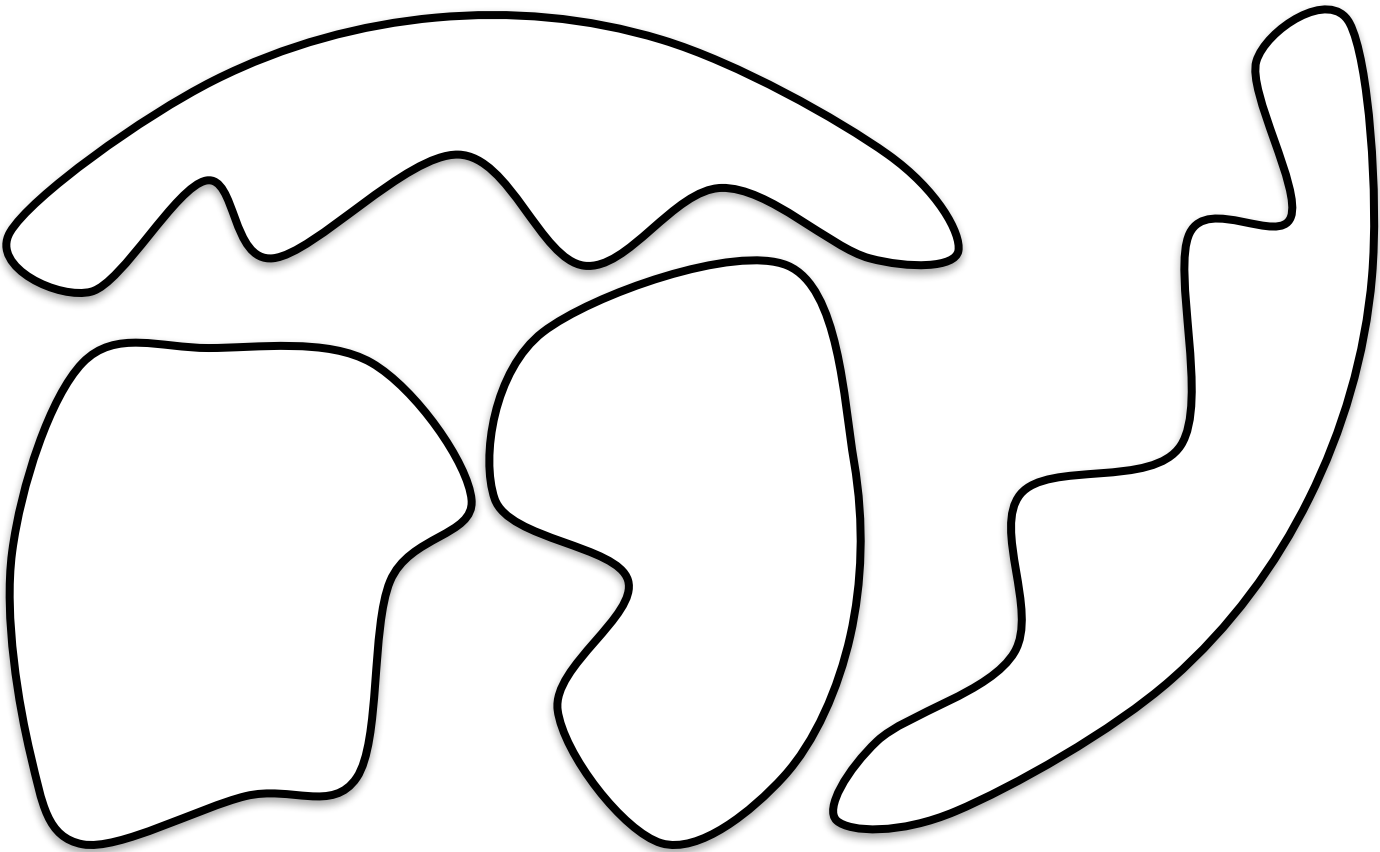
A rectangular page with a rounded top. It contains four horizontal lines for writing, spaced evenly down the page.

READING RESPONSE

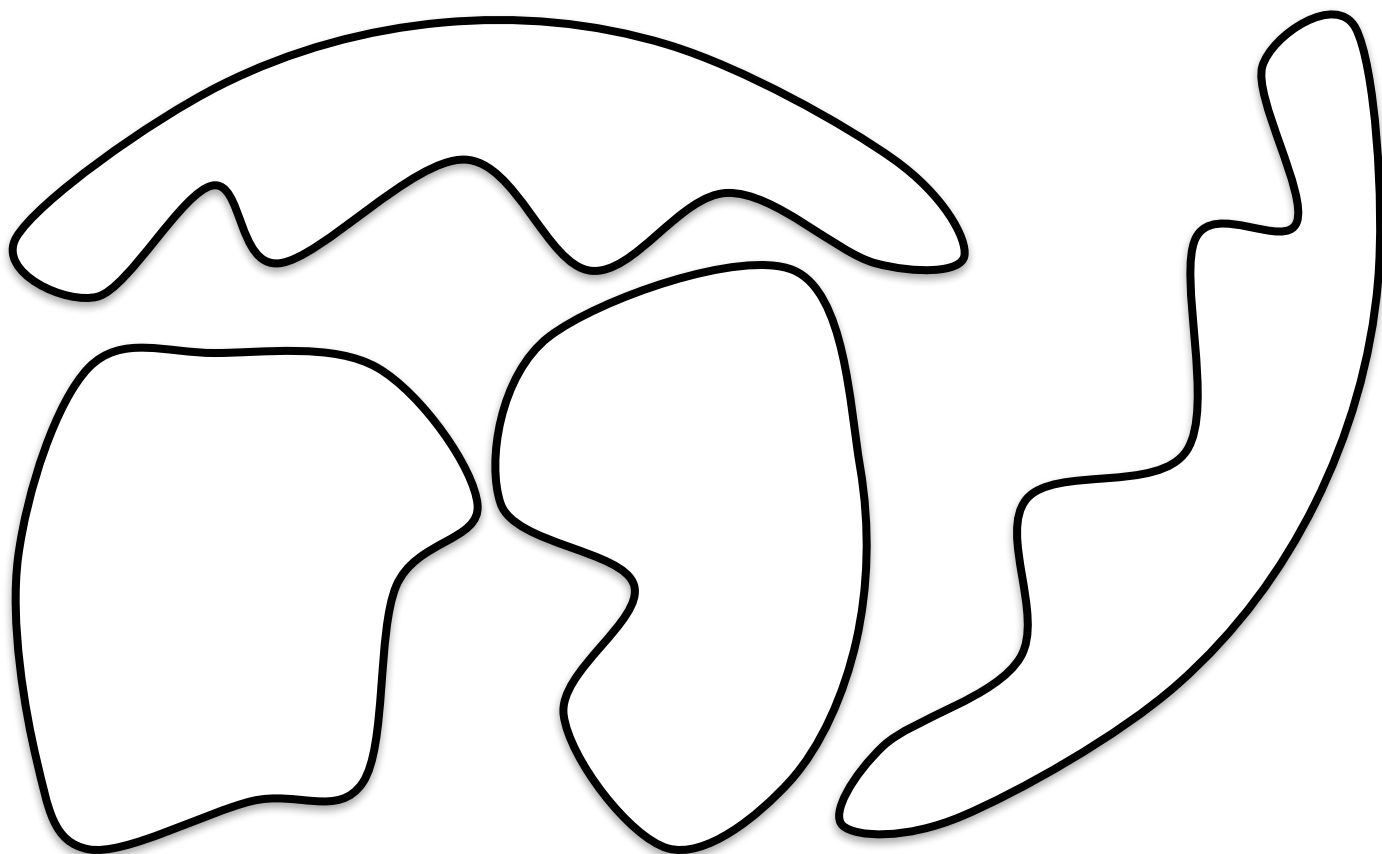


I Have a Dream Craft: Students write about their dreams in the heart booklet that is stapled to the front of the earth.

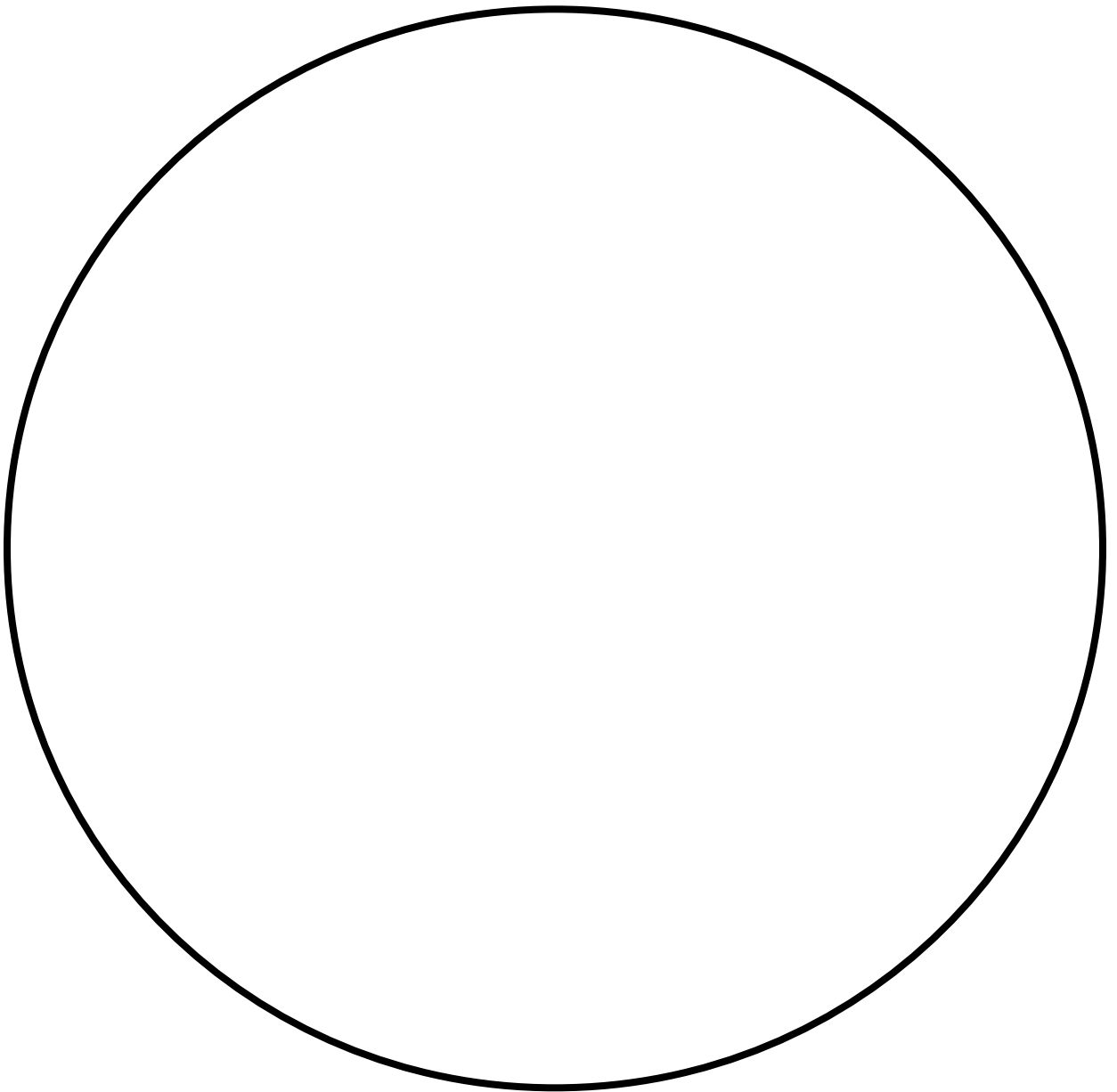




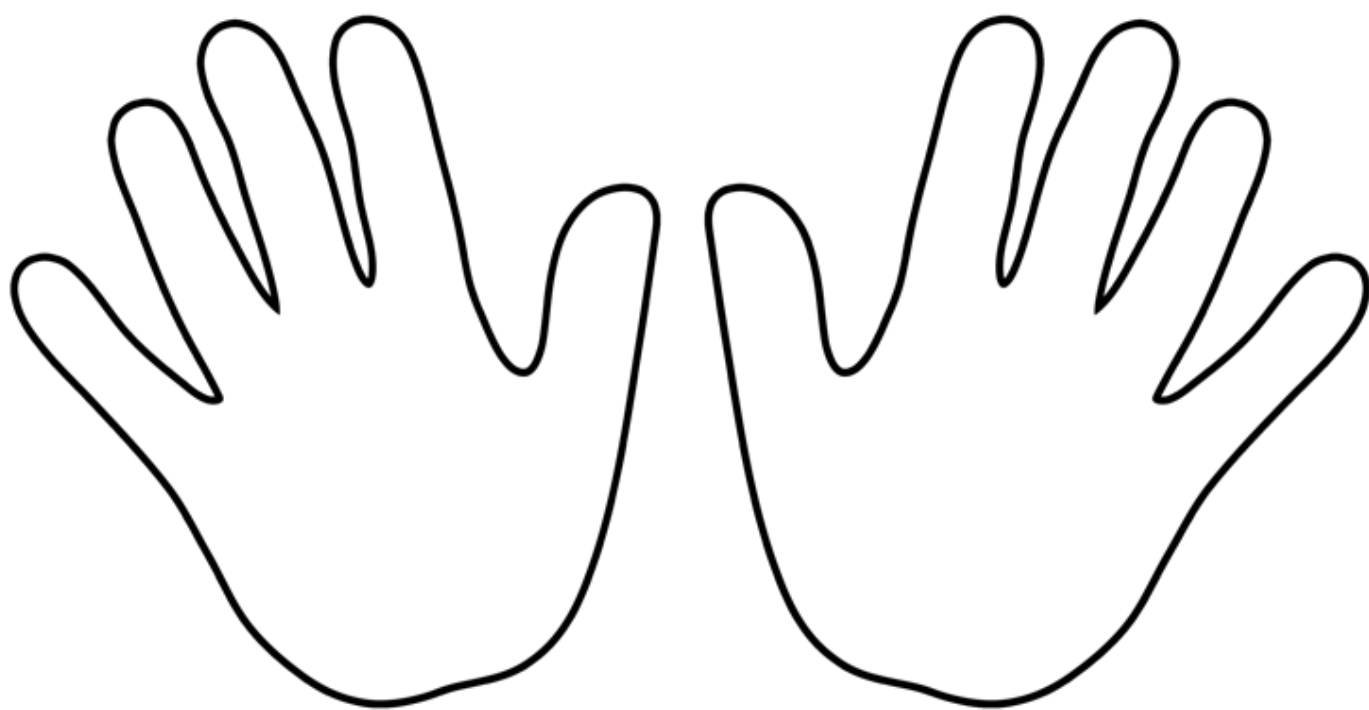
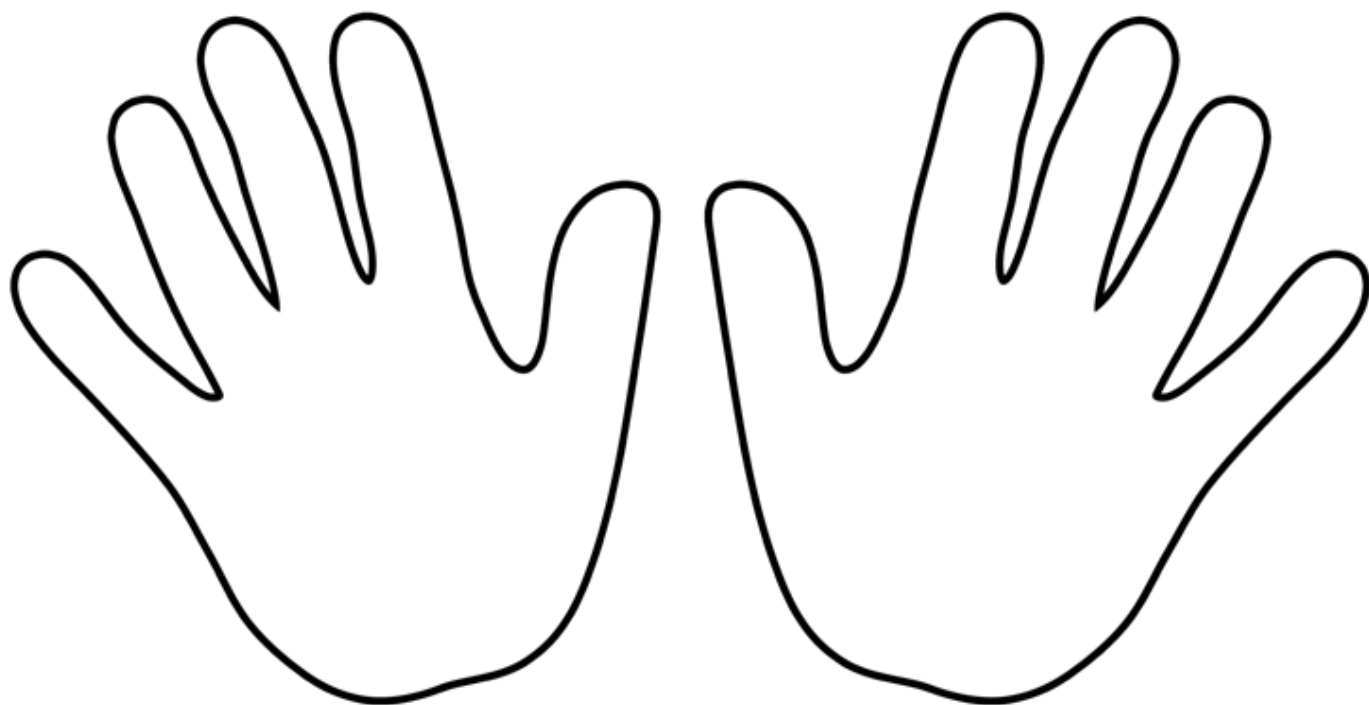
Land- each student needs one set on green paper



Earth- each student needs one on blue paper



Hands- each student needs two on skin-colored paper





**I HAVE
A DREAM**



**I HAVE
A DREAM**

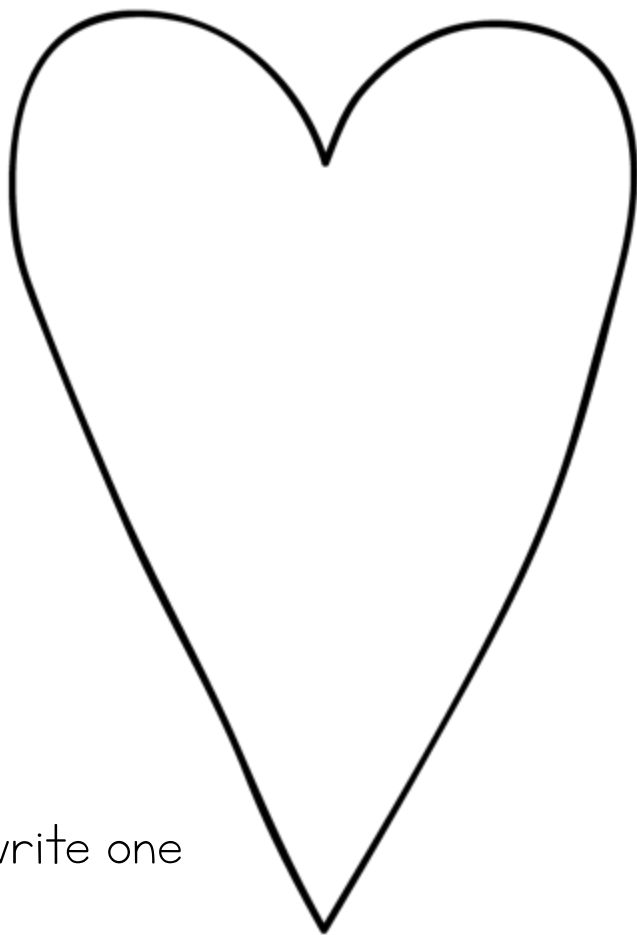
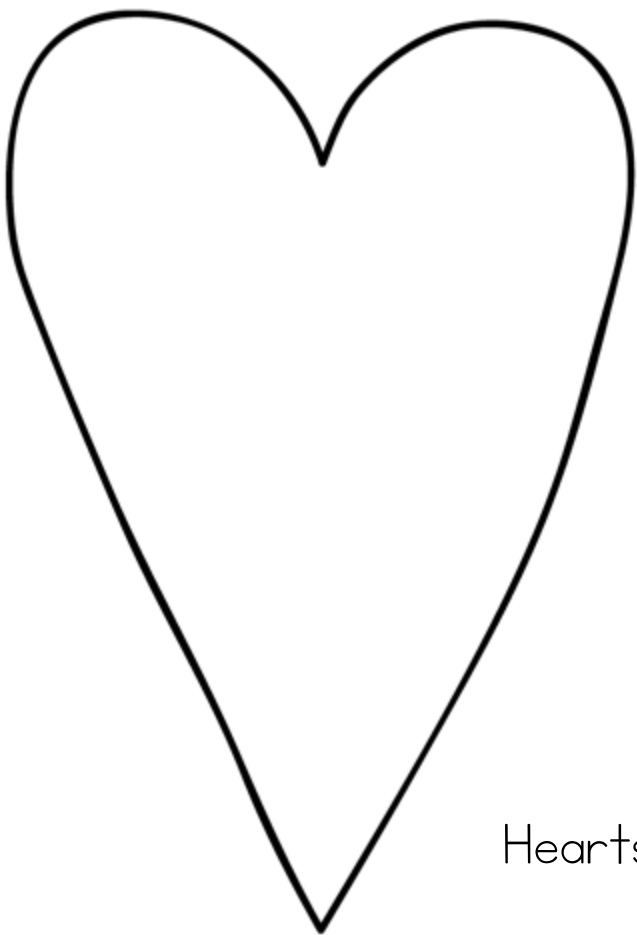
Heart- each student
needs one on
red paper



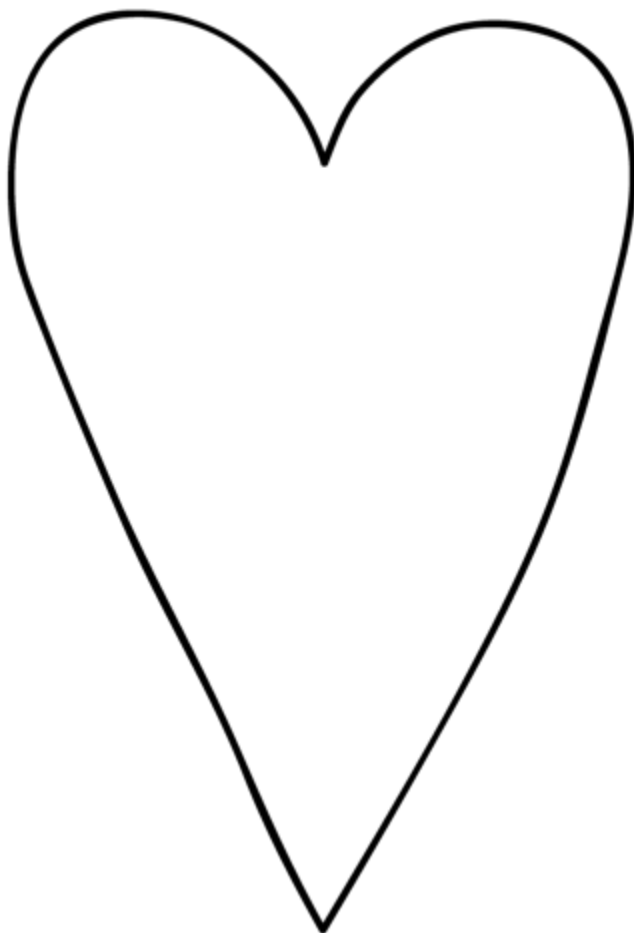
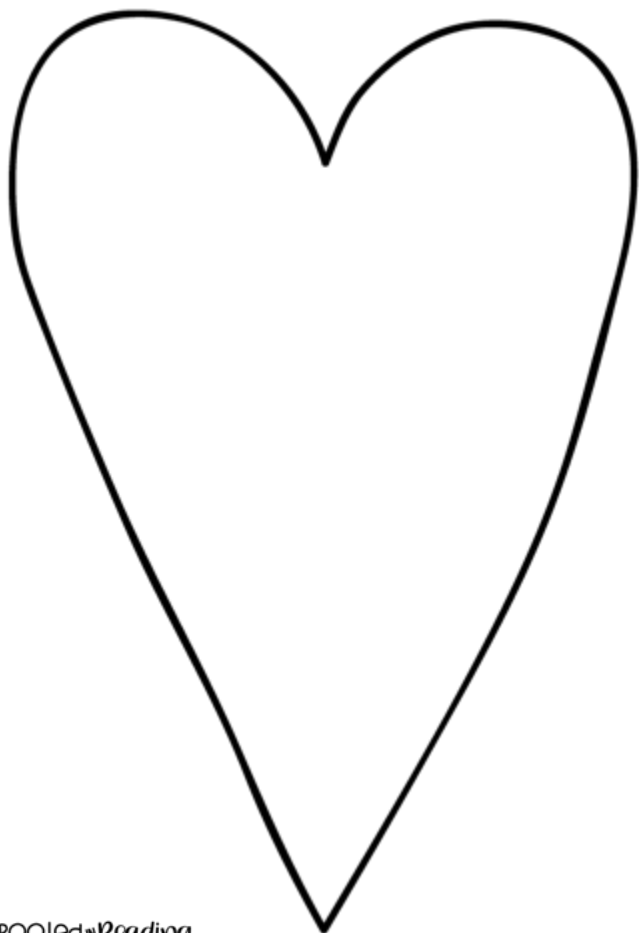
**I HAVE
A DREAM**



**I HAVE
A DREAM**



Hearts to write one



I HAVE
A DREAM

Name: _____

I HAVE
A DREAM

Name: _____

I HAVE
A DREAM

Name: _____

I HAVE
A DREAM

Name: _____

I HAVE
A DREAM

Name: _____

I HAVE
A DREAM

Name: _____

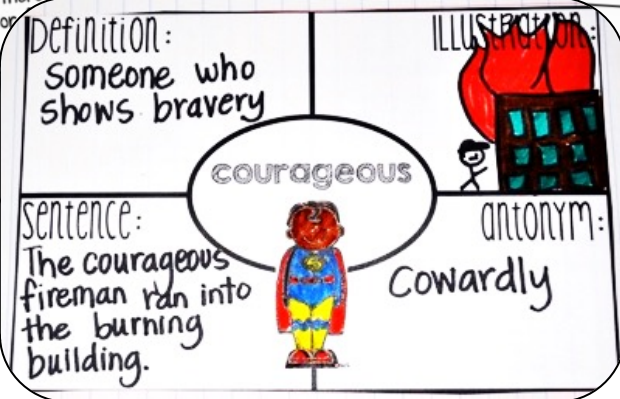
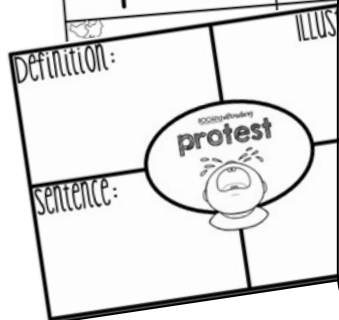
VOCABULARY

freedom	the power to do what you want
protest	to show that you don't approve of something at a public event
leader	someone who guides other people; someone who leads a group
equality	having the same rights
peace	when there is no war or fighting

speech	a spoken expression of ideas that is made by someone speaking in front of a group of people
segregate	to separate groups of people because of their race, religion, etc.
boycott	to refuse to buy, use, or participate in something as a way of protesting
minister	a person whose job involves leading church services

DR. MLK JR

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march	to walk with a large group of people who are supporting something
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protest: to show that you don't approve of something at a public event
Imagine that recess has been cancelled for the year.
Create a sign to protest.

BRING BACK RECESS!

WE NEED EXERCISE

leader: someone who guides other people
Write about someone you know who is a leader.

My sister is the captain of the soccer team. She leads their warm-ups.

equality: having the same rights
Explain why it is important for people to be treated equally.

Everyone should be treated equally because no one is better than the other.

peace: when there is no war or fighting
How can we have peace in our country and world?

We can have peace by being kind to one another and by standing up for what is right.

march: to walk with a large group of people who are supporting something
Describe one of the marches you have read about this week.

Dr. King led the March on Washington where 200,000 people marched with him for equality.

freedom: the power to do what you want
Explain what freedom means to you.

Freedom means that I am able to pursue any and all of my dreams.



freedom

the power to do what
you want



protest

to show that you don't
approve of something at
a public event



leader

someone who guides
other people; someone
who leads a group



equality

having the same rights



peace

when there is no war
or fighting



march

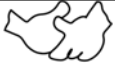
to walk with a large group of
people who are supporting
something





speech

a spoken expression of ideas that is made by someone speaking in front of a group of people



segregate

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boycott

to refuse to buy, use, or participate in something as a way of protesting



minister

a person whose job involves leading church services



DR. MLK JR

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minister	a person whose job involves leading church services

MLK Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

freedom: the power to do what you want
Explain what freedom means to you.

protest: to show that you don't approve of something at a public event
Imagine that recess has been cancelled for the year.
Create a sign to protest.

leader: someone who guides other people
Write about someone you know who is a leader.

equality: having the same rights
Explain why it is important for people to be
treated equally.

peace: when there is no war or fighting
How can we have peace in our country and
world?

march: to walk with a large group of people who are supporting something
Describe one of the marches you have read
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Explain what freedom means to you.

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Describe one of the marches you have read
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Definition:

Illustration:

ROOTED in Reading
making literacy a joyful experience

freedom



Sentence:

antonym:

Definition:

Illustration:

freedom



Sentence:

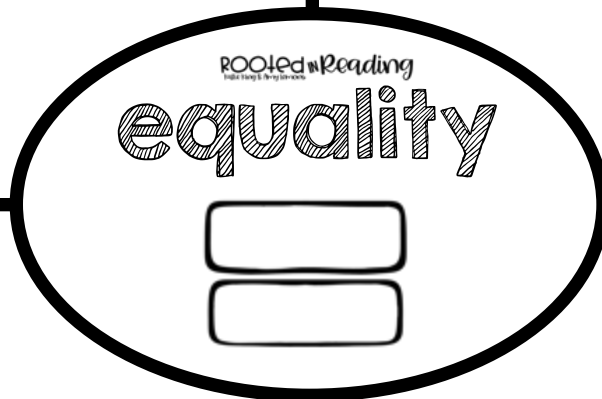
antonym:

Definition:

Illustration:

Sentence:

antonym:

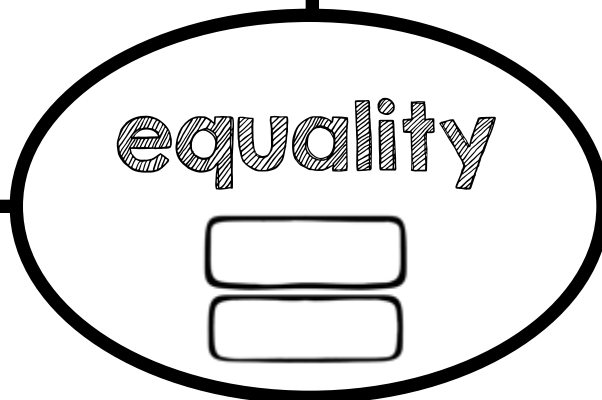


Definition:

Illustration:

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antonym:



Definition:

Illustration:

Rooted in Reading
making literacy a joyful experience

protest



Sentence:

antonym:

Definition:

Illustration:

protest



Sentence:

antonym:

Definition:

Illustration:

Sentence:

Antonym:



Definition:

Illustration:

Sentence:

Antonym:



Definition:

Illustration:

ROOTED in Reading
making literacy a part of every day

leader



Sentence:

antonym:

Definition:

Illustration:

leader



Sentence:

antonym:

Definition:

Illustration:

Rooted in Reading
making literacy a family affair

march



Sentence:

antonym:

Definition:

Illustration:

march



Sentence:

antonym:

Name: _____

Match It Up!



	someone who guides other people; someone who leads a group
	when there is no war or fighting
	the power to do what you want
	to walk with a large group of people who are supporting something
	to show that you don't approve of something at a public event
	having the same rights

freedom

protest

leader

equality

peace

march

Name: _____

Vocabulary Quiz

Martin Luther King Jr.



•freedom

•protest

•leader

•equality

•peace

•march

Directions: Use each word once to complete the sentence.

1. My class went on a _____ through the neighborhood to support our classmate who was sick and in the hospital.
2. Jerome is a wonderful _____ because he can get people to listen to him, and they do the right thing.
3. Kids in the United States are very lucky to have the _____ to pick their future jobs.
4. _____ means that all people, no matter who they are, have the same rights.
5. At recess we try to play in _____ without anyone fighting or getting hurt.
6. There was a _____ outside of Sea World because people were unhappy with how the orca whales were being treated.

Name: _____

VOCABULARY

Martin Luther King Jr.



Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

1. The minister at church encouraged us to help out at the soup kitchen today.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture related to the first sentence.

2. The class president gave a speech about what she plans to do to help our school.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture related to the second sentence.

3. After Rosa Parks was arrested, people boycotted the buses until they were listened to.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture related to the third sentence.

4. Jim Crow laws were a series of rules that were meant to separate, or segregate, people of different races.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture related to the fourth sentence.

GRAMMAR

Posters: Commas in a Series and Writing Dates- Use these posters when introducing commas to the class.

Dates About Me: Students fill out the graphic organizer and write dates correctly

MLK's Dynamic Dates Booklet: Students use this booklet throughout the MLK unit to record important dates about Dr. King's life.

Major Events Flapbook: Students cut the dates apart and glue underneath the correct flap. Then, students write the date correctly.

MLK Timeline: Students put the events in sequential order. Then, students write in commas where needed. Students color the image of MLK and glue it to the top of the event order.

Commas in a Series: Am I Correct? Students read the sentences and determine whether or not the commas are used correctly. If the commas are not used correctly, students write the sentences correctly on the recording sheets.

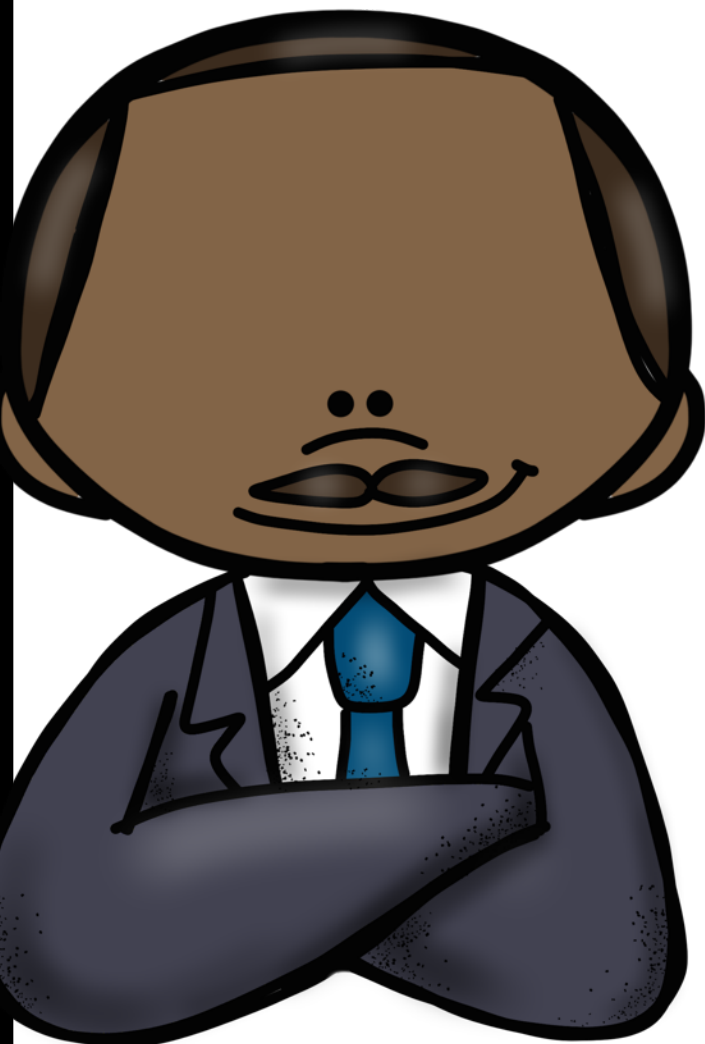
Am I Written Correctly? Sort: Students sort the word series depending upon whether they are written correctly or not.

Commas in a Series Sentence Cards: Print on colored paper and laminate for durability. Students can write the commas on the sentence cards with expo markers. Students can also write the sentences with commas on the recording sheet.



WRITING dates

you can write the date
using the month, day, and
year



Dr. Martin
Luther King,
Jr. was
born on
**January 15,
1929.**

COMMAS IN A series

you can use commas to separate three or more words or phrases in a series



Dr. Martin
Luther King, Jr.
was a minister,
leader, and
activist.

Dates About Me!

TODAY'S DATE:

MY NAME:

MY BIRTH DATE:

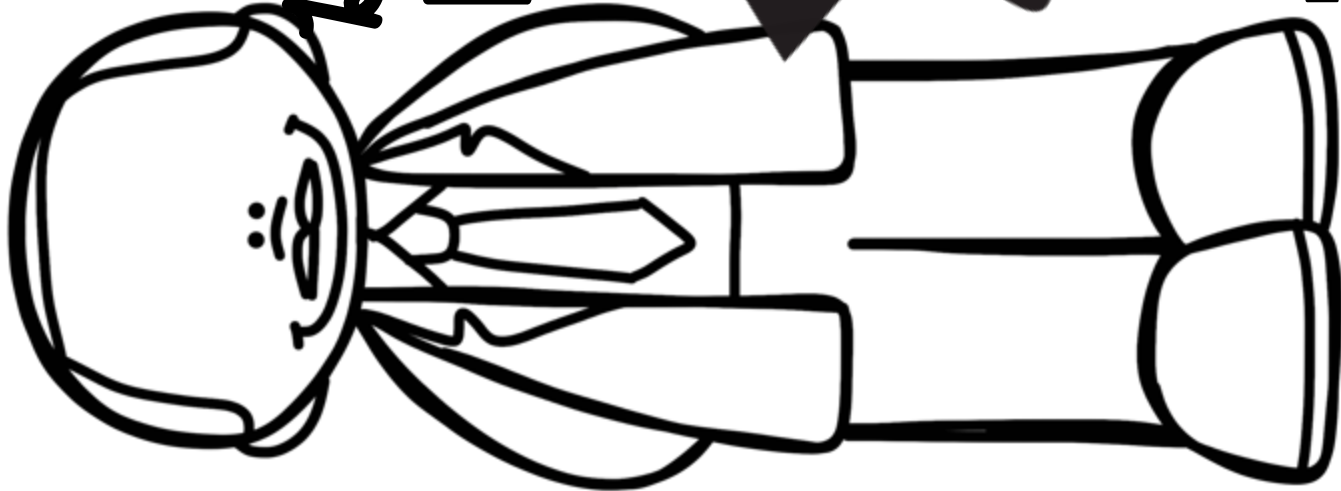
FIRST DAY OF SCHOOL:

MY PICTURE:

MLK'S

Dynamic

Dates

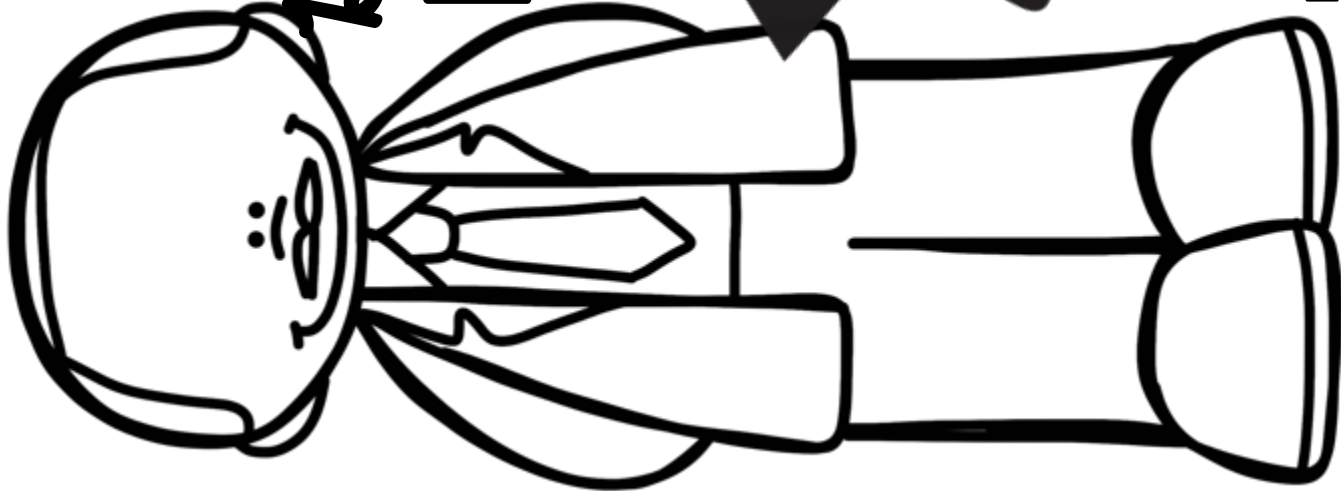


by: _____

MLK'S

Dynamic

Dates



by: _____

IMPORTANT DATES:

[illegible]

IMPORTANT DATES:

[illegible]

IMPORTANT DATES:

IMPORTANT DATES:

Major Events Flapbook

Fold on the black line, cut on the dotted lines. Glue the dates under the correct flap. Now, write the dates correctly under each flap.

Name: _____

Martin Luther King, Jr. was born on:	Martin Luther King, Jr. got married on:	MLK, Jr. gave the "I Have a Dream Speech" on:	MLK, Jr. received the Nobel Peace Prize on:
---	--	--	--

Rooted in Reading

Use these dates for the flapbook. Glue under the correct flap. Write the date correctly.

month:	day:	year:
Jan	15th	1929

month:	day:	year:
Jun	18th	1953

month:	day:	year:
Aug	28th	1963

month:	day:	year:
Dec	10th	1964

month:	day:	year:
Jan	15th	1929

month:	day:	year:
Jun	18th	1953

month:	day:	year:
Aug	28th	1963

month:	day:	year:
Dec	10th	1964

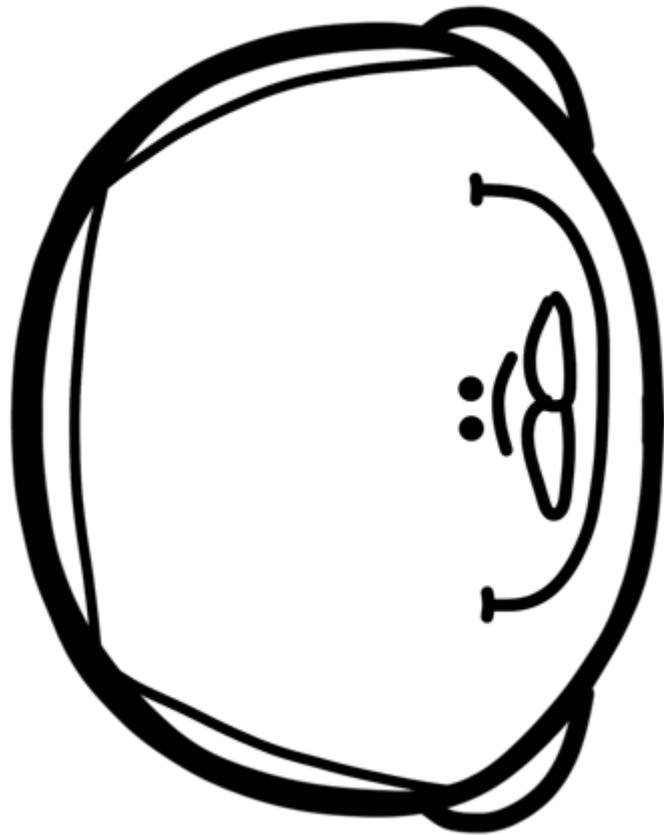
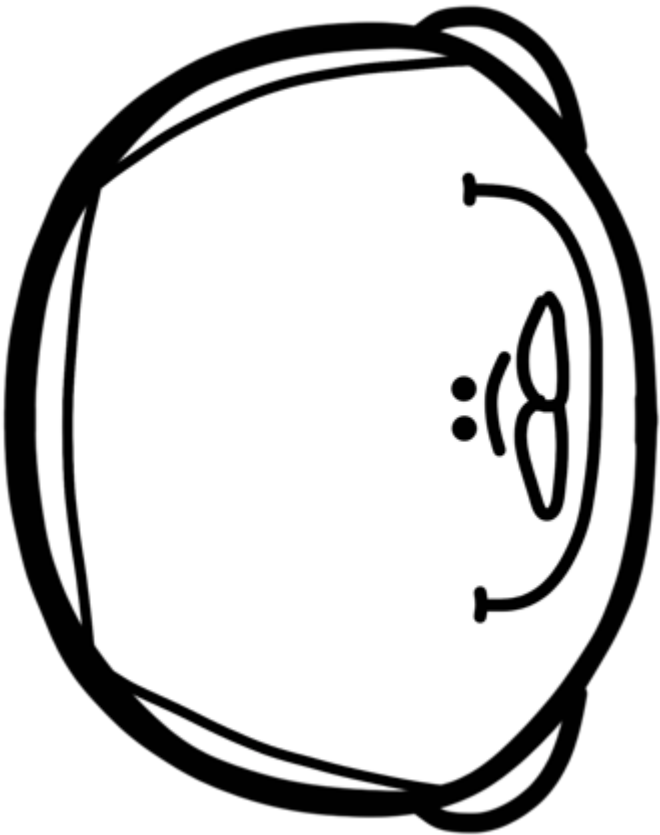
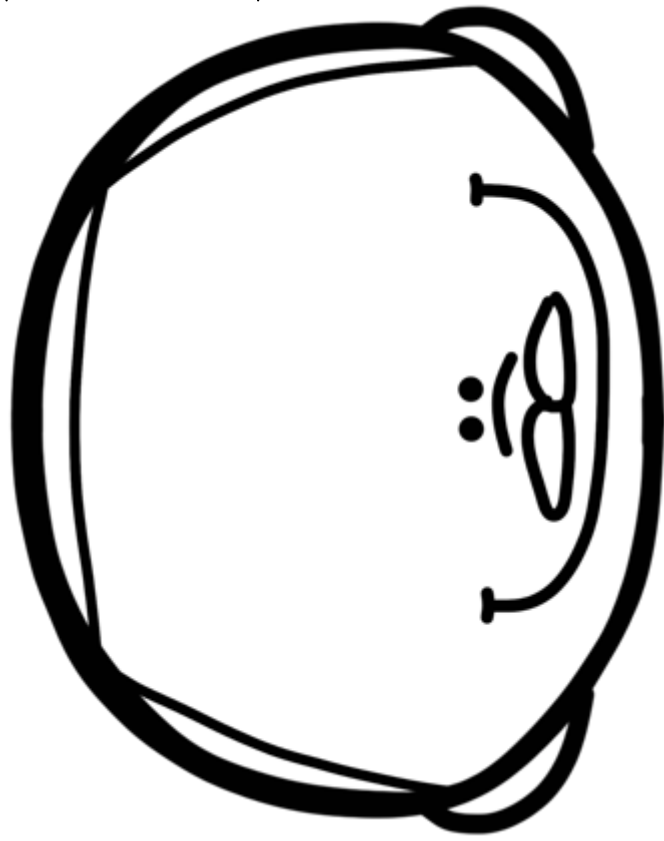
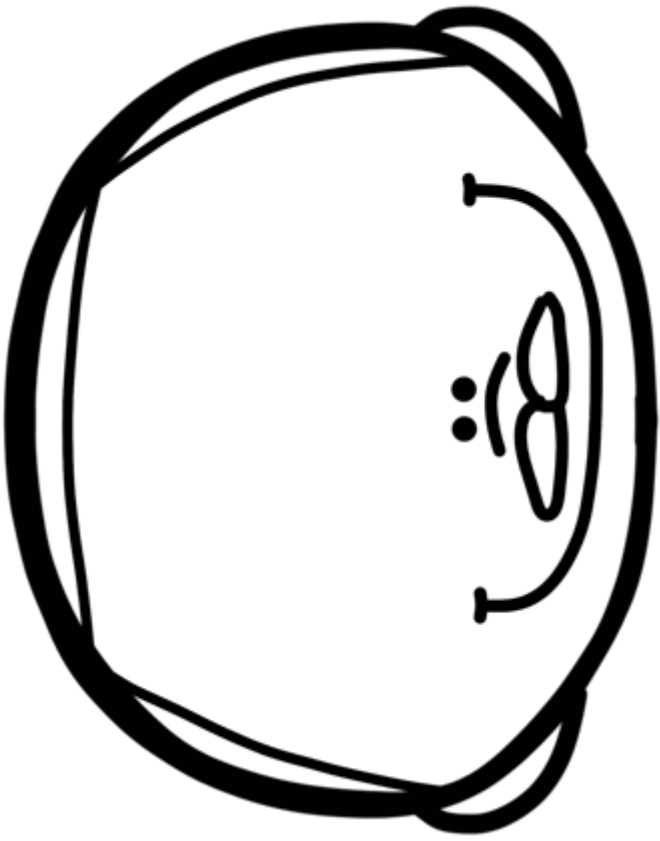
month:	day:	year:
Jan	15th	1929

month:	day:	year:
Jun	18th	1953

month:	day:	year:
Aug	28th	1963

month:	day:	year:
Dec	10th	1964

Each student colors one MLK, Jr. to put at the top of their timeline.



Students cut out the important events/dates and put them in order. Then, students add the commas to make the date correct. Glue together with the image of MLK, Jr.

King becomes an ordained pastor on February 25 1948.

MLK, Jr. delivers his first national address on May 17 1957.

MLK, Jr. was born on January 15 1929.

King delivers his final speech, "I've Been To The Mountaintop" on April 3 1968.

King gets married to Coretta Scott on June 18 1953.

King delivers the "I Have a Dream" speech on August 28 1963.

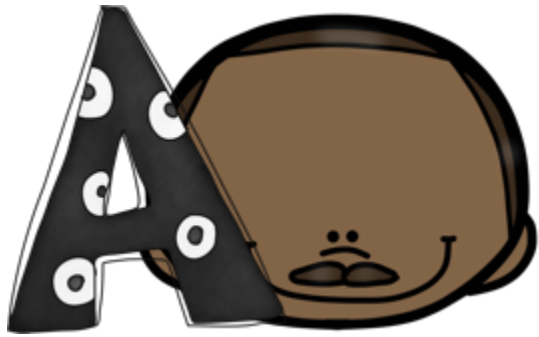
MLK, Jr. starts college on September 20 1944

MLK, Jr.'s first child is born on November 17 1955.

King gets his doctorate degree on June 5 1955.

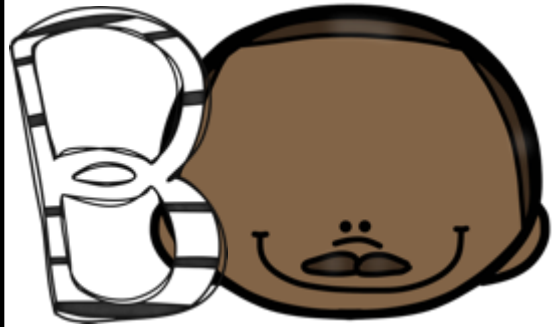
Martin Luther
King, Jr. was
brave, kind, and
loving.

Written correctly?
YES or NO



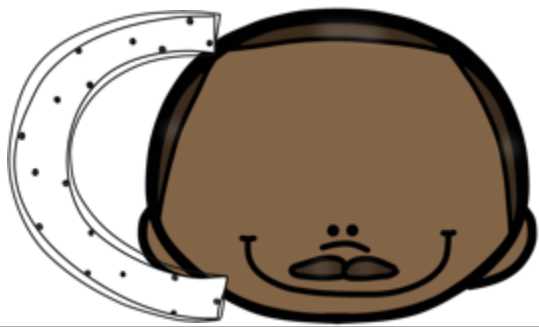
He led protests
and marches and
boycotts.

Written correctly?
YES or NO



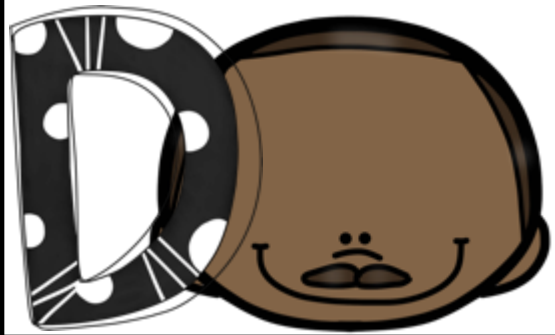
MLK, Jr. had a
mother, father
brother and sister.

Written correctly?
YES or NO



As a child he
played baseball,
football, and
basketball.

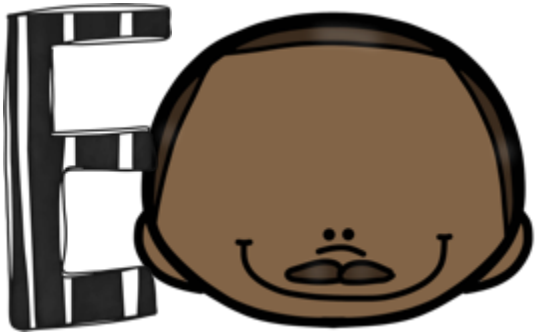
Written correctly?
YES or NO



Martin didn't
understand why he
couldn't visit the same
parks, pools, and hotels
as everyone else.

Written correctly?

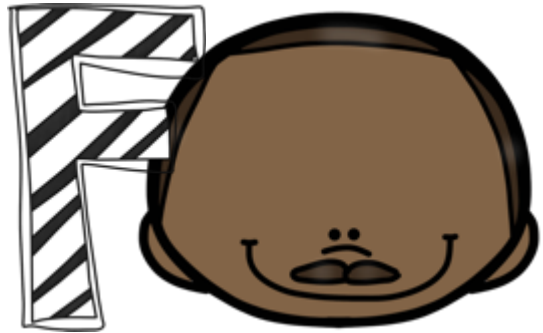
YES or NO



MLK, Jr. was a
minister and
leader and
speaker.

Written correctly?

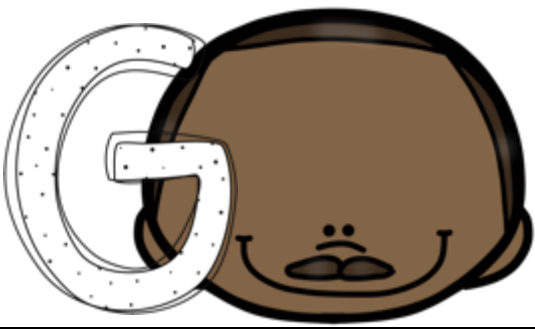
YES or NO



As a leader, Martin
met with other great
leaders, politicians, and
activists.

Written correctly?

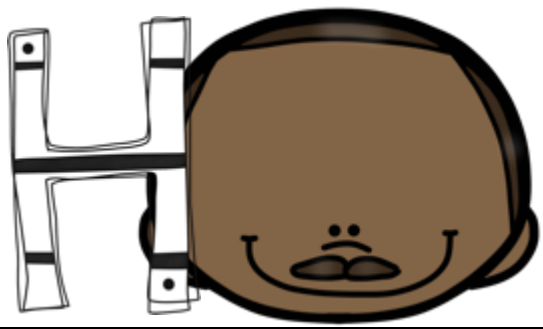
YES or NO



MLK, Jr. wanted
there to be
freedom justice
and peace.

Written correctly?

YES or NO



Name: _____

AM I CORRECT?

Read the sentences. If the sentences have the commas written correctly, write yes. If not, write no.

A		E	
B		F	
C		G	
D		H	

If the sentences are NOT written correctly, write them the right way below:

Name: _____

AM I WRITTEN CORRECTLY?

Cut out the words at the bottom. Sort the words into the two categories.

YES

NO

yellow, red, and
green

toys candy, and
books

sleep, eat, and,
play

sweet, sour, and
salty

pizza nachos and
peanuts

tennis, soccer,
and baseball

eyes, ears, and
nose

,dogs, cats, and,
birds

Annie, Joelle, and
Peter

soup, crackers, and
ginger ale

coats boots, and
scarves

first, second,
and, third

1. The students go to gym class music and art.

2. Dogs cats and fish make good pets for kids.

3. Did you see the blooming flowers big trees
and bright skies while you were at the park?

4. My family likes to eat pizza spaghetti and
hot dogs for dinner.

5. In the spring, we play basketball soccer and baseball.

6. The little girl asked for silver necklaces diamond rings and pink bracelets.

7. We ordered nachos drinks and popcorn at the basketball game.

8. My favorite colors are blue green and yellow.

9. In science, we studied reptiles amphibians
and mammals.

10. The baseball team practices on Monday
Wednesday and Friday.

11. Would you like water soda or juice?

12. We traveled to New York North Dakota and
West Virginia.

Name: _____

COMMAS IN A SERIES



Write the sentences with the commas in the correct place.

1.

2.

3.

4.

5.

6.

Name: _____

COMMAS IN A SERIES



Write the sentences with the commas in the correct place.

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Name: _____

COMMAS IN A SERIES



Write the sentences with the commas in the correct place.

1.

2.

3.

4.

5.

6.

Name: _____

COMMAS IN A SERIES



Write the sentences with the commas in the correct place.

7.

8.

9.

10.

11.

12.

DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

MENTOR SENTENCE:

The time is always right,
to do what's right.

Name _____

DAILY DEEP DIVE

- Dr. Martin Luther King, Jr.

MENTOR SENTENCE

The time is always right, to do what's right.

EXPLAIN IT!

What do you think this quote means?

It is always a good idea to do
the right thing & make right choices.

LOOK AT IT!

Highlight the nouns yellow.

Highlight the verbs blue.

Now, write your own words:

NOUN: preacher VERB: speak

Name _____

DAILY DEEP DIVE

- Dr. Martin Luther King, Jr.

FIX IT UP!

Edit the sentence for errors.

the time is always ~~right~~ ^{right} to do what's right.
The time is always right, to do
what is right.

THINK ABOUT IT!

What are three things you can do that are "right?"

1. Behave in class.
2. Be nice to everyone.
3. Pick up my trash.

MENTOR SENTENCE:

The time is always right,
to do what's right.

- Dr. Martin Luther King, Jr.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt.

Students will complete a task each day as a response to the mentor sentence from the book.

The time is always right, to do what's right.

- *Dr. Martin Luther King, Jr.*

MONDAY

What do you think this quote means?

TUESDAY

Highlight the nouns yellow.

Highlight the verbs blue.

Now, write your own words:

NOUN: _____ **VERB:** _____

WEDNESDAY

Edit the sentence for errors. Write it the correct way.

the time is always write, too do what's right

THURSDAY

What are three things you can do that are "right?"

Name: _____

DAILY DEEP DIVE

- Dr. Martin Luther King, Jr.

MENTOR SENTENCE

The time is always right, to do what's right.

EXPLAIN IT!

What do you think this quote means?

LOOK AT IT!

Highlight the nouns yellow.

Highlight the verbs blue.

Now, write your own words:

NOUN: _____ **VERB:** _____

Name: _____

DAILY DEEP DIVE

- *Dr. Martin Luther King, Jr.*

FIX IT UP!

Edit the sentence for errors.

the time is always write, too do what's right

THINK ABOUT IT!

What are three things you can do that are "right?"

the CLIPART &

Paula
♥ Kim
Studio

f o n t s

