

MIDDLE SCHOOL

THE HUNGER GAMES BY SUZANNE COLLINS

A RIGOROUS, DISCUSSION-DRIVEN NOVEL STUDY THAT HELPS STUDENTS THINK DEEPLY, SPEAK CONFIDENTLY, AND WRITE POWERFULLY THROUGH GUIDED SOCRATIC SEMINARS



DYSTOPIAN ELEMENTS

ALLUSIONS AND ANALOGIES

THE ANTIHERO

DYSTOPIAN ARCHETYPES

PROPAGANDA

FEAR APPEAL

WORLD-BUILDING through characters

TOTALITARIAN GOVERNMENT

DAY 16 THE HUNGER GAMES CHAPTER 27

Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Literature: 1, 3, 4, 6, 10 Writing: 1	Literature: 1, 3, 4, 6, 10 Writing: 1	Literature: 1, 3, 4, 6, 10 Writing: 1	Literature: 1, 3, 4, 6, 10 Writing: 1

LESSON 2 INTERPRETIVE QUESTION

LESSON 2 GUIDING QUESTION

What dystopian elements are introduced in these chapters, and what do they reveal about life in Panem?

EXAMPLE:

Totalitarianism is a form of government that attempts to assert total control over the lives of its citizens. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through coercion and repression. It does not permit individual freedom.



A MIDDLE SCHOOL ELA



SOCRATIC SEMINAR NOVEL STUDY UNIT

Teach *The Hunger Games* in a way that gets students thinking, discussing, and analyzing—not just finishing the novel. This 23-day novel study uses structured Socratic Seminars, guiding questions, and reading responses to help students go beyond basic comprehension and into real literary analysis.

- ✓ **23 step-by-step lesson plans with teaching slides:** Each lesson focuses on a specific literature skill and includes direct instruction, modeling, and guided practice
- ✓ **Guiding and interpretive discussion questions:** Scaffolded questions that move students from basic understanding to deeper analysis and discussion
- ✓ **Structured Socratic Seminar routines and supports:** Clear systems that help students participate, respond to each other, and build meaningful conversations
- ✓ **Student notebooks, response pages, and organizers:** Tools that help students track thinking, write responses, and prepare for discussion
- ✓ **Built-in writing, discussion, and revision cycle:** Students read, write, discuss, and revise so they strengthen both thinking and writing over time
- ✓ **Teacher answer keys, examples, and flexible pacing:** Support materials that reduce prep and make implementation easier in real classrooms
- ✓ **Print and digital formats for flexible use:** Easy to use in 1:1, blended, or traditional classroom settings

THE HUNGER GAMES SOCRATIC SEMINAR NOVEL STUDY UNIT

This *The Hunger Games* novel study helps students move beyond simply reading the text and into analyzing, discussing, and writing about it with clarity and purpose.

★ Here's what they'll learn:

- ✓ **Dystopian Elements + World Building:** Analyze how Suzanne Collins builds Panem through government control, propaganda, surveillance, and inequality.
- ✓ **Point of View + Perspective:** Examine how Katniss's narration shapes what readers understand about events, characters, and suspense.
- ✓ **Theme + Central Idea:** Move students beyond identifying vague topics and into analyzing larger themes about power, survival, sacrifice, media influence, and inequality.
- ✓ **Character Development:** Track how Katniss, Peeta, Gale, and other characters evolve through conflict, pressure, and survival.
- ✓ **Author's Craft + Symbolism:** Analyze flashbacks, imagery, symbolism, mood, tone, foreshadowing, cliffhangers, and suspense.
- ✓ **Dystopian Archetypes + The Antihero:** Explore why Katniss is such a unique protagonist while analyzing common dystopian character roles.
- ✓ **Allusions + Real-World Connections:** Help students connect the novel to history, mythology, media culture, and modern society.

📖 Why this works:

Instead of relying on worksheets or basic comprehension questions, this unit uses a consistent structure—read → write → discuss → revise—to help students think more deeply and communicate their ideas clearly. Through Socratic Seminars, students learn how to listen, respond, and build on each other's thinking while strengthening their writing.

💡 Perfect for:

- Teachers tired of surface-level novel discussions
- Students who struggle to explain their thinking
- Classrooms that need more structure for meaningful discussion
- Teachers who want deeper analysis without creating everything from scratch

TEACHERS LIKE YOU HAVE SAID...



“Students are thrilled to be talking about the book instead of doing a ton of comprehension questions. My students’ writing improved because they are hyper-focused on answering the discussion question and are actually using textual evidence to answer, because instead of 5-10 questions, they have one. The vocabulary and extra comprehension questions are very useful as well.” –Krista L.



“OBSESSED!!!! I am teaching summer school and I’m normally a math teacher but I am also teaching them ELA. **I found this and I honestly wish I taught ELA so I could buy the rest of the novel studies and do them! This is the way you should teach ELA.** Easily able to teach all standards through reading notebook, vocabulary, discussion. **Lesson plans are soooo thorough. I highly suggest all ELA teachers look into your resources!”** -Amy S.



“Fantastic resource! The activities are great and engaging for students. We’re using this for our novel study and it’s been incredible!” – Place for Learning



“Very complete and thorough resource with student approval! Aligned with standards and my students enjoyed the questions and discussion. Includes complete lesson plans that can easily be changed or differentiated in many ways for your students. **My students look forward to class each day to find out what the question and discussion will be for the day. Highly recommend!”** –Mrs. Brumfield



“This was a great resource. There was no planning, and it was it was aligned with the standards using higher-order thinking questions. I love all of Martina Cahill’s novel studies.” -Nicole D.





“After using one of your other Novel Study Units I purchased this one. Amazing as always and kept the middle schoolers engaged with great resources.” -Karie C.

A CLEAR ROUTINE THAT BUILDS THINKING, DISCUSSION, AND WRITING

- ✓ Each lesson follows a structured cycle:
Read → Write → Discuss → Revise
- ✓ Students don't just answer.
- ✓ They think, talk, and improve their ideas over time.

DYSTOPIAN ELEMENTS

TOTALITARIAN

 Totalitarianism is a form of government that attempts to assert total control over the lives of its citizens. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through coercion and repression. It does not

DYSTOPIAN ELEMENTS

 Totalitarianism is a form of government that attempts to assert total

RESTRICTIONS
 The limitation or control of someone or something, or the state of being limited or restricted.

ILLUSIONS
 The limitation or control of someone or something, or the state of being limited or restricted.

DYSTOPIAN ELEMENTS EXAMPLE

DYSTOPIAN LITERATURE ELEMENTS

FIGUREHEAD OR CONCEPT


ILLUSIONS


TOTALITARIAN GOVERNMENT


COMFORTABILITY


DYSTOPIAN ELEMENTS

TOTALITARIAN GOVERNMENT 	PROPAGANDA 	FIGUREHEAD OR CONCEPT 
SURVEILLANCE 	FEAR OF THE OUTSIDE WORLD 	RESTRICTIONS 
ILLUSIONS 	UTOPIA 	CONFORMITY 
FUTURISTIC 		

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NAME: **EXAMPLE** **THE HUNGER GAMES**
LESSON 2

GUIDING QUESTION:
 What dystopian elements are introduced in these chapters, and what do they reveal about life in Panem?
Several dystopian elements are introduced in Chapters 1 and 2 that show

NAME: **THE HUNGER GAMES**
LESSON 2

GUIDING QUESTION:
 What dystopian elements are introduced in these chapters, and what do they reveal about life in Panem?

INTERPRETIVE QUESTION:
 How does the setting of Panem shape Katniss's actions, choices, and fears in these chapters?

LESSON 2 **GUIDING QUESTION**
 What dystopian elements are introduced in these chapters, and what do they reveal about life in Panem?

READING RESPONSE
 Several dystopian elements are introduced in Chapters 1 and 2 that show

LESSON 2 **INTERPRETIVE QUESTION**
 How does the setting of Panem shape Katniss's actions, choices, and fears in these chapters?

READING RESPONSE
 1. How does the setting of Panem shape Katniss's actions, choices, and fears in these chapters?

INTERPRETIVE QUESTION
 The Hunger Games
 The setting of Panem shapes Katniss's actions because she lives in a poor district where survival is difficult. Since her family struggles to afford food, Katniss hunts illegally and trades in the Pit, living in District 12 has made her independent and responsible because she knows her family depends on her. The setting also shapes her fears. Katniss knows that the Capitol controls the districts and forces children to participate in the Hunger Games. As the reaping day approaches, she becomes more nervous because she understands how unfair and dangerous the system is. These chapters show that Katniss's environment has taught her to always think about survival and protecting the people she loves.

LESSON TWO: Chapters 2-3
Comprehension Questions Suggested Answer Keys

Questions
 1. Why did Katniss compare falling out of a tree once to what it felt like to fall out of her at the Reaping, just like when she

Suggested Answers
 1. She felt like the breath was knocked out of her at the Reaping, just like when she

Learning Period
 12. Students return to their reading response notebooks and write a response based on the interpretive question or they go back to their original response and strengthen it by adding more reasons to their paragraphs.

Comprehension Questions
 1. Why don't any of the people of District 12 clap when Katniss volunteers?
 2. Why did Katniss feel like she had lost both of her parents after her

DAY 2 THE HUNGER GAMES CHAPTERS 2-3

Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Literature	1, 3, 4, 9, 10	1, 3, 4, 9, 10	1, 3, 4, 9, 10
Writing	1	1	1

Learning Target
 I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

PROPAGANDA
 Information, especially of a

SURVEILLANCE
 A watch kept

RESTRICTIONS
 The limitation or control of

UTOPIA
 An imagined

FUTURISTIC
 Having or involving very modern technology or design.



READY-TO-TEACH SLIDES FOR EVERY LESSON

Teach key concepts like point of view, plot, theme, and author's craft with clear explanations, examples, and guided practice

THE HUNGER GAMES

THE HUNGER GAMES

TASTE

THE HUNGER GAMES

THE HUNGER GAMES

MAN VS. TECHNOLOGY

THE HUNGER GAMES

THE HUNGER GAMES

TRADITIONAL HERO

THE HUNGER GAMES

THE HUNGER GAMES

FORESHADOWING

THE HUNGER GAMES

THE HUNGER GAMES

THE HUNGER GAMES

THE HUNGER GAMES

FINAL LU

BUT

SOMEBODY

OBJECTIVE Summaries

LESSON 22

THE HUNGER GAMES

LESSON TWENTY-THREE

CENTRAL IDEA DEVELOPMENT and summarizing

POINT OF VIEW

LITERARY CONCEPTS

AUTHOR'S PURPOSE

AUTHOR'S CRAFT

OBJECTIVE Summaries

Literary Symbolism

MOOD AND TONE

DYSTOPIAN WORLD-BUILDING

DYSTOPIAN CHARACTER ARCHETYPES

CHARACTERIZATION

LITERARY THEME

ELEMENTS OF DYSTOPIAN LITERATURE

PROPAGANDA

FLASHBACK + FLASHFORWARD

ALLUSIONS AND ANALOGIES

THE ANTIHERO

A character or protagonist lacking conventional heroic qualities such as morality, courage, or idealism.

STRUCTURED SOCRATIC SEMINARS THAT ACTUALLY WORK

LESSON 2 GUIDING QUESTION

LESSON 2 INTERPRETIVE QUESTION

LESSON 3 INTERPRETIVE QUESTION

LESSON 3 GUIDING QUESTION

LESSON 4 GUIDING QUESTION

LESSON 4 INTERPRETIVE QUESTION

Why is propaganda such an important tool for the Capitol, and what larger message might Suzanne Collins be making about media and power?

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Students respond to guiding and interpretive questions, then build on each other's ideas in meaningful, text-based discussions.

READING RESPONSE

THE HUNGER GAMES GUIDING QUESTION

READING RESPONSE

THE HUNGER GAMES INTERPRETIVE QUESTION

1. How the s

READING RESPONSE

THE HUNGER GAMES GUIDING QUESTION

READING RESPONSE

THE HUNGER GAMES INTERPRETIVE QUESTION

1. Why build

READING RESPONSE

THE HUNGER GAMES GUIDING QUESTION

READING RESPONSE

THE HUNGER GAMES INTERPRETIVE QUESTION

1. Why is propaganda such an important tool for the Capitol, and what larger message might Suzanne Collins be making about media and power?

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SOCRATIC SEMINAR IMPLEMENTATION GUIDE INCLUDED

Not sure how to run a Socratic Seminar? This shows you exactly how. Step-by-step guidance, examples, and ready-to-use tools help you confidently implement structured, student-led discussions in your classroom.

The collage features a variety of resources:

- note to teacher**: A handwritten note explaining the Socratic Seminar structure.
- SOCRATIC SEMINAR**: A table with columns for DISCUSSION, ANALYSIS, EVIDENCE, PREPARATION, and LISTENING.
- hungry teacher socratic seminar blog posts**: A collection of colorful blog post thumbnails.
- SL.1**: A graphic organizer for Speaking & Listening Discussion Response.
- slices included for all lessons**: A list of components like Author's Craft, Characters, and Mood and Tone.
- novel study reading unit lesson example**: A detailed lesson plan for "The Maze Runner".
- novel study reading response examples**: Handwritten student responses for "The Maze Runner" and "Holes".
- options for the closing of the lesson**: A list of strategies for lesson closure.
- SOCRATIC SEMINAR PREPARATION**: A table for Sixth, Seventh, and Eighth grade preparation.
- SOCRATIC SEMINAR NORMS EXAMPLES**: A list of norms for Socratic Seminars.
- CLASS PERIOD BREAKDOWN**: A table showing time allocation for different activities.
- scripted lesson example**: A sample lesson for "Day One - Holes".
- Transition to Discussion**: A list of steps for transitioning into a discussion.
- pictures of my writing during socratic seminars**: Handwritten student reflections on their writing.
- The Socratic Seminar RESEARCH BASIS**: A section explaining the research behind Socratic Seminars.
- strategy in practice**: Examples of how to apply Socratic Seminar strategies.
- helpful teacher tips**: Practical advice for running Socratic Seminars.
- frequently asked questions**: A list of common questions and answers.
- using my resources in your classroom**: A section on how to integrate these resources into existing lessons.

CLEAR DISCUSSION NORMS AND EXPECTATIONS

SAMPLE LESSON FLOW AND CLASS BREAKDOWNS

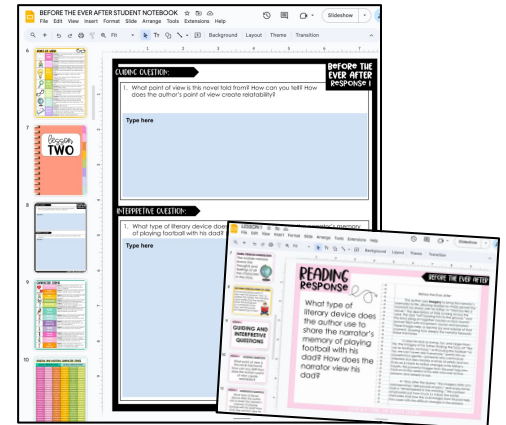
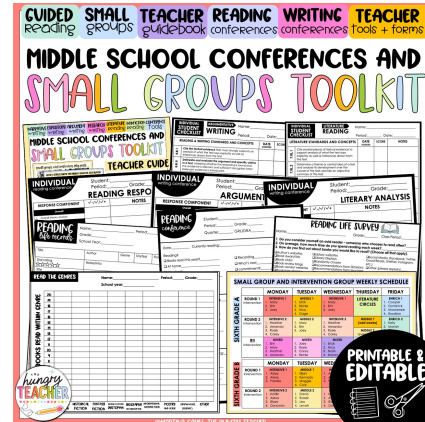
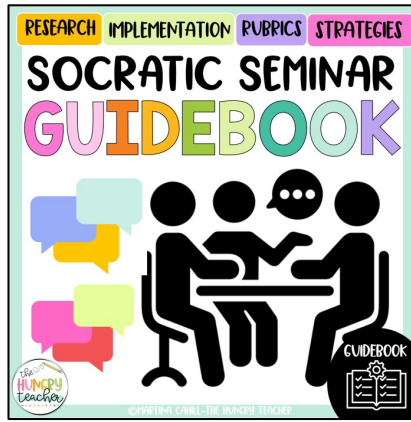
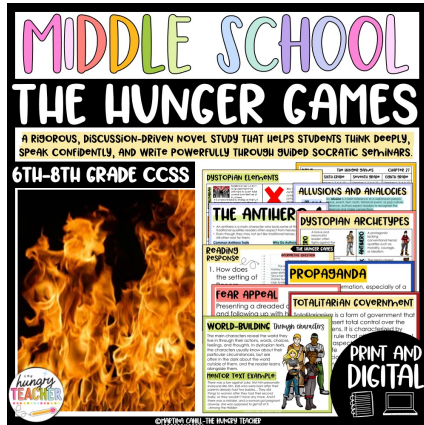
REAL STUDENT EXAMPLES AND RESPONSES

TEACHER TIPS, STRATEGIES, AND TROUBLESHOOTING

RESEARCH-BASED APPROACH TO DISCUSSION

EVERYTHING YOU NEED—NO EXTRA PREP

INCLUDES STUDENT NOTEBOOKS, DISCUSSION GUIDES, EXAMPLE RESPONSES, AND FLEXIBLE PACING TOOLS TO SUPPORT EVERY LESSON



READING UNIT

Includes lesson plans, reference materials, and graphic organizers.

SOCRATIC SEMINAR GUIDE

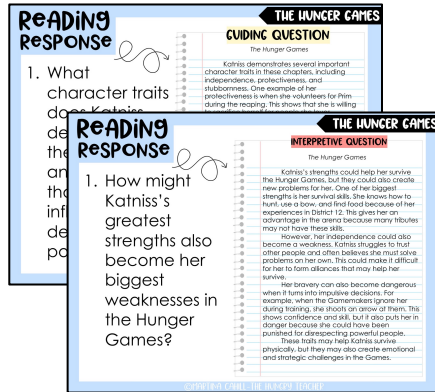
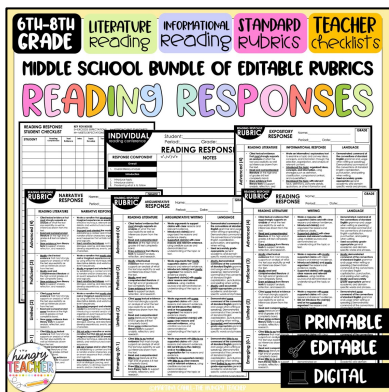
Breaks down the Socratic Seminar and how it's different than typical novel studies

ANECDOTAL NOTES

Anecdotal notes for individual student conferences and small groups.

DIGITAL FILES

Digital student response notebooks with guiding and interpretive questions, literature lessons, and teacher Google Slides presentations.

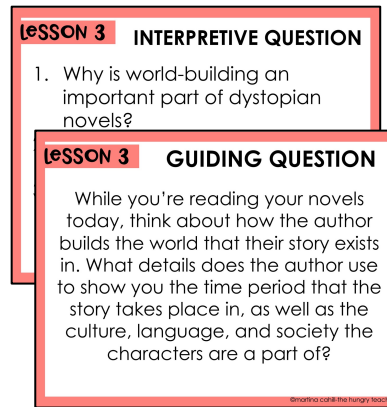


EDITABLE RESPONSE RUBRICS

Editable, digital, and differentiated literature reading response rubrics.

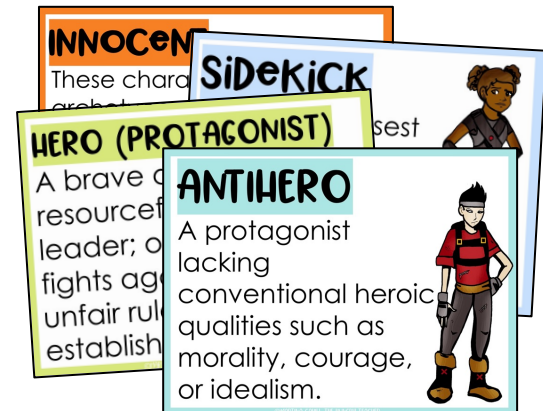
READING RESPONSE EXAMPLES

Examples of written reading responses to show students as exemplars and inspiration.



QUESTION DISPLAY SLIDES

Slides with interpretive and guiding questions to eliminate, "What was the question again?"



CONCEPT TEACHING SLIDES

Slides to teach any literary or literature concepts needed to implement the unit's content.

EVERYTHING YOU NEED TO TEACH—NO PLANNING REQUIRED

23 structured lessons with built-in pacing, materials, and support so you can focus on teaching, not creating

SOCRATIC SEMINAR PREPARATION PRE LESSON

BUILT-IN MATERIALS AND ORGANIZERS

SIXTH GRADE WRITING STANDARD LESSONS	
6.W.1	Write a relevant text.
6.W.2	Write in convey selected.

SIXTH GRADE READING LITERATURE STANDARD LESSONS	
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2	

SEVENTH GRADE READING LITERATURE STANDARD LESSONS	
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

EIGHTH GRADE READING LITERATURE STANDARD LESSONS	
8.RL.1	

DAY 1 THE HUNGER GAMES CHAPTERS 2-3			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can cite the text to analyze what the author is trying to say.		

DAY 2 THE HUNGER GAMES CHAPTERS 2-3			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can cite the text to analyze what the author is trying to say.		

DAY 3 THE HUNGER GAMES CHAPTERS 4-5			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can describe how a particular series of episodes as well as the overall plot unfolds in a novel.		

DAY 4 THE HUNGER GAMES CHAPTER 6			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 5 THE HUNGER GAMES CHAPTER 6			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can describe how a particular series of episodes as well as the overall plot unfolds in a novel.		

DAY 6 THE HUNGER GAMES CHAPTERS 10-11			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 7 THE HUNGER GAMES CHAPTERS 10-11			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 8 THE HUNGER GAMES CHAPTERS 10-11			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 9 THE HUNGER GAMES CHAPTERS 10-11			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 10 THE HUNGER GAMES CHAPTERS 10-11			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 11 THE HUNGER GAMES CHAPTERS 18-19			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 12 THE HUNGER GAMES CHAPTER 20			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 13 THE HUNGER GAMES CHAPTER 20			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 14 THE HUNGER GAMES CHAPTERS 24-25			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 15 THE HUNGER GAMES CHAPTERS 24-25			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 16 THE HUNGER GAMES CHAPTERS 24-25			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 17 THE HUNGER GAMES CHAPTER 26			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 18 THE HUNGER GAMES CHAPTER 26			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 19 THE HUNGER GAMES POINT OF VIEW INFLUENCE			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 20 THE HUNGER GAMES POINT OF VIEW INFLUENCE			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 21 THE HUNGER GAMES POINT OF VIEW INFLUENCE			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 22 THE HUNGER GAMES OBJECTIVE SUMMARIES			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

DAY 23 THE HUNGER GAMES FINAL PROJECT			
Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Target	I can analyze how a character's actions and choices affect the plot.		

CLEAR PACING AND PROGRESSION

LESSON PLAN TABLE OF CONTENTS			
PAGE	LESSON	TEXT PAGES	LESSON TITLE AND CONCEPT
3	N/A		Note to Teacher
5	N/A		Links to Digital Files/Versions of Resources
7	N/A		Sixth-Eighth Grade Standard Alignment
11	PRE		Socratic Seminar Norms
16	1	Chapter 1	Hunger Games Day 1: Point of View
30	2	Chapters 2-3	Hunger Games Day 2: Dystopian Elements
45	3	Chapters 4-5	Hunger Games Day 3: Dystopian World Building
61	4	Chapter 6	Hunger Games Day 4: Propaganda
75	5	Chapter 7	Hunger Games Day 5: Character Traits
95	6	Chapters 8-9	Hunger Games Day 6: Theme
111	7	Chapters 10-11	Hunger Games Day 7: Central Idea
126	8	Chapters 12-13	Hunger Games Day 8: Author's Craft
150	9	Chapters 14-15	Hunger Games Day 9: Flashback and Flashforward
157	10	Chapters 16-17	Hunger Games Day 10: Symbolism
171	11	Chapters 18-19	Hunger Games Day 11: Author's Purpose
186	12	Chapter 20	Hunger Games Day 12: Literary Imagery
201	13	Chapter 21	Hunger Games Day 13: Mood and Tone
214	14	Chapter 22	Hunger Games Day 14: Literary Conflict
228	15	Chapter 23	Hunger Games Day 15: Allusions and Analogies
242	16	Chapters 24-25	Hunger Games Day 16: The Antithero
256	17	Chapter 26	Hunger Games Day 17: Dystopian Archetypes
271	18	Chapter 27	Hunger Games Day 18: Cliffhangers, Foreshadowing, and Suspense
279	19	All	Hunger Games Day 19: Point of View Influence
285	20	Movie	Hunger Games Day 20: Movie Comparison
289	21	All	Hunger Games Day 21: Comparing Texts
301	22	All	Hunger Games Day 22: Objective Summaries
314	23	All	Hunger Games Final Project

STANDARDS-ALIGNED LESSONS

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THANK YOU SO MUCH!



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MARTINA@THEHUNGRYTEACHERHUB.COM



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