

Grab & Go

**GRADES
K-2**

CHARACTER BUILDING GO

9 WEEKS OF
LESSON PLANS



**DEVELOPED BY
A CHILDREN'S MENTAL HEALTH THERAPIST & SCHOOL SOCIAL WORKER**



Dear Educators and Parents,

This character education curriculum was developed to help busy educators like you! These lesson plans were crafted to enhance the world around your children by two incredible professionals:

- Charissa Bates (a children's mental health therapist and school social worker of 10+ years) developed each ready-to-go lesson.
- Kelle Lima (an author focused on children's development and a designer for 10+ years) created all the worksheets & activities.

Lessons can be 15 min to 1+ hour in length (or even include "take home" material). We added multiple activities in each lesson to meet different needs, so you can personalize the lesson according to your classroom. Our goal when creating these lessons was to bring literacy, character education, social-emotional learning, and fun, quick & easy-to-implement lessons.

Make sure you get the book listed on each lesson beforehand (either type the website or scan the QR code). Then prepare the material, and gather supplies indicated in each lesson, such as crayons, tape, scissors, etc.

We are so glad you found this free resource! All authors in this set paid to have quality lessons and worksheets created. I know they'd appreciate you finding them on social media (many have other free resources too!) and also purchasing their books. Reviews are always appreciated too.

We hope we made this teaching time easy and enjoyable!

Charissa Bates

Charissa Bates, LICSW, SSW
Author of The Traveling Book

Kelle Lima

Kelle Lima
Founder of Writerverse Journey LLC

**PRO
TIP**



Get large construction sheets (12 inches by 18 inches size) and fold them in half to look like folders. You will need a "folder" per student (write their names on the front), and an extra folder for "group" activities. Gather the books, print all needed worksheets, and put each set of worksheets in the designated folder. This way you can grab your book + folders and go before classroom lessons without a hustle!

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THE FUN THIEVES

By Carli Valentine

Lesson Preparation

- Print a copy of "each worksheet" per student

Start by saying

- Have your parents or friends ever canceled plans last minute?
- (Ask kids to share a time when this happened). How did you respond? Were some of the plans being canceled unavoidable (someone got sick, or weather-related)? We are going to explore different ways to cope with disappointments and maintain positive attitudes.



mybook.to/funthieves



Read the book

While reading, point out how many of the disrupted plans couldn't have been avoided. Ask students how they would have felt if they were in each situation where things didn't go as planned. When the story changes to looking at the positives, point these out to students or ask them how the characters felt.

After reading

Wow, there were a lot of disappointing things that wrecked her exciting plans. I can see why it would have been hard to have a positive attitude. We are going to do a few activities to explore ways we can practice positive outlooks when life disappoints us.

Needed Material

- Pencil
- Coloring pencils (optional)

Activity Time

- Individual Activity (cancellation): ask each student to imagine they spent the whole week planning for an outdoor party with a couple of their friends. Ask what they would do (a picnic, a pool party, etc.) - but the day before the party, it started raining, and the news announced a thunderstorm all afternoon the next day. So now, they can't have the party they planned for. Then give each student a sheet and ask them to fill it out.
- Individual Activity: remind students that having a positive attitude can change everything
- Individual Activity OR class activity: hand a sheet to each student, then compare answers and create a "classroom self-talk" poster that students can look at when they are feeling challenged



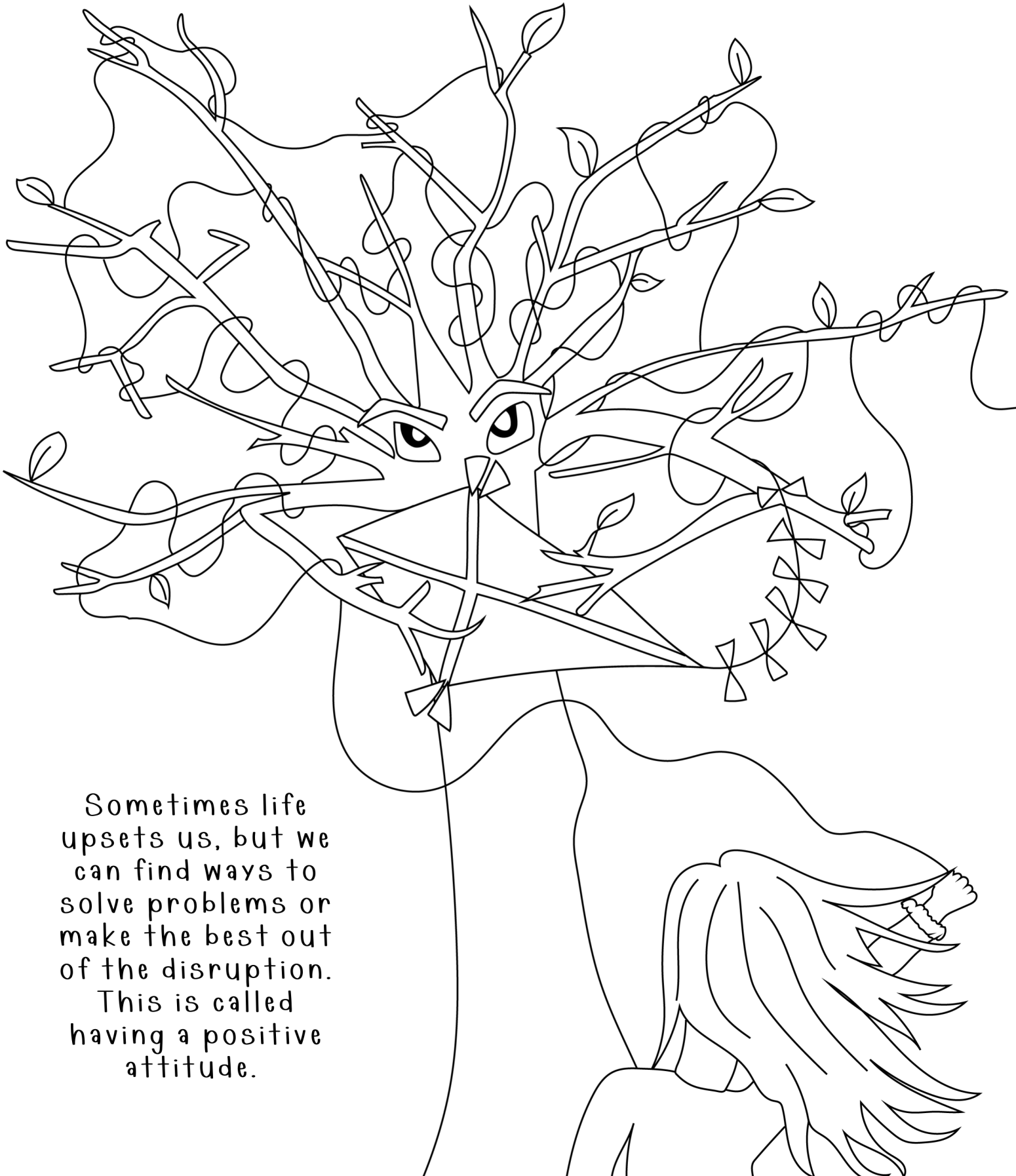
Draw a picture of how you would feel if your outdoor birthday party had to be canceled due to a thunderstorm.

Now, draw a picture of how you could celebrate indoors with your friends instead of outdoors.





Her kite got stuck, but she's having fun by seeing this as a maze challenge. Help her untangle it!



Sometimes life
upsets us, but we
can find ways to
solve problems or
make the best out
of the disruption.
This is called
having a positive
attitude.



Positive self-talk:
What can I say to myself instead of...

This is too hard!

It's good enough.

I give up!

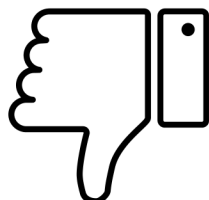
I can't do this.

I already know this.

Today is a bad day

This is boring!

He is slowing me down.



PUNK THE SKUNK LEARNS TO SAY SORRY

By Misty Black

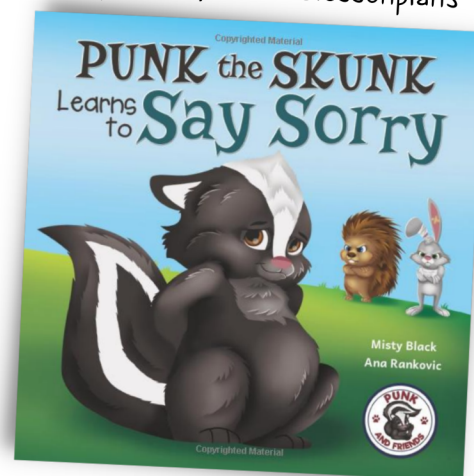
mybook.to/PTSHClessonplans

Lesson Preparation

- Print a copy of each worksheet per student

Start by saying

- What is a joke? Do jokes ever make others upset? (Some kids will say yes and some no.) When can a joke make someone sad? (example: when the joke is about the other person, but they did not like being teased about it). We are going to read a book about a skunk who loves to prank and tease. Let's find out if he took things too far.



Read the book

During the car scene, stop reading and ask the kids why Punk's other friends are upset. (Point out how Punk had done many things, but took it too far.)

After reading

- What happened after Punk had done all the teasing and pranks? (No one wanted to play with him). What did the cloud above Punk represent? (Punk's sadness.) Were Punk's friends able to forgive him? Why did they forgive him?

Student Material

- Pencil
- Coloring pencils (optional)

Activity Time

- Individual Activity: After walking through the back matter, open a debate about ways students can stop bullying. Then, hand out the "Connect" activity sheet and ask students to pick two answers. Note that there are more than two correct answers. However, there are three incorrect ones: "You stink," "It's fine. They are being too dramatic," and "Sure... that was funny."
- Individual Activity: Ask students to think about an adult they trust, someone they can count on if they are put in an uncomfortable situation. Each student will then draw a picture of that person and keep them in mind whenever they need someone to talk to.
- Individual Activity: Ask each student to think about the last time they made someone sad or uncomfortable. Then, tell them to fill in the "I'm sorry" sheet and, whenever they have the chance, give it to said person.



Draw a line to two different word bubbles that Rudy (and you) could say to someone that has taken teasing or pranks too far.

YOU STINK!

That's not funny.

Are you okay?
Why did you
do this?

That makes me
upset. Please stop.

You took this
joke too far.

It's fine, they
are being too
dramatic.

Sure, that was
funny...

Stop!





Draw a picture of a trusted adult you can go to if someone does not stop teasing you.



I'm sorry for

It was wrong because

I think you felt

Next time I will

What can I do to make you feel better?

KEEPING IT COOL: SKILLS FOR COPING WITH CHANGE

By Melissa Boyd

Lesson Preparation

- Print a copy of "journal" and "skills" sheets per student.
- Print one copy of "reference" per class

Start by saying

- Have you ever had a big change that was difficult or upset you?

(This would be a perfect time to share a difficulty you had.

Examples: when you moved to a new neighborhood, became a big brother or sister, or started the first day of school with a new teacher.)



mybook.to/keepcool



Read the book

Say: If you have ever used one of the skills you hear while I read, give me a silent thumbs up.

After reading

Those were a lot of coping skills. What ones were your favorite?

We are all growing and learning how to cope when we have big feelings.

We are going to have three stations today to practice a few coping skills.

Station 1: Circle the Coping Skills Worksheet Station 2: Make a journal.

Station 3: Board games.

Tip: you can assign each student to a station or you can have the students rotate between each station.

Needed Material

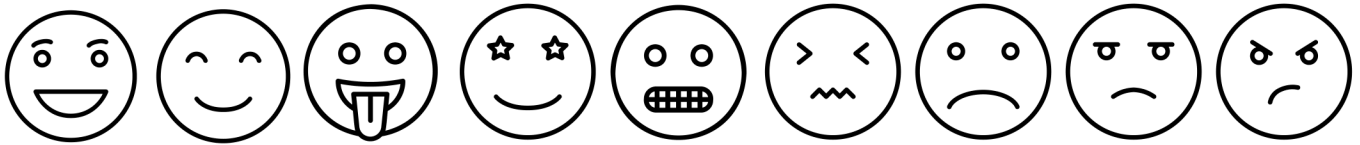
- Pencil
- Coloring pencils
- Other Decorative material
- Construction paper
- Stack of board games
- Optional:
Supplies to grow a plant

Activity Time

- Individual Activity: Make your own Journal. Use two pieces of construction paper as the cover and back cover. Have the students decorate the cover to their liking, then use the journal page to fill the pages inside (either print it or use it as a template)
- Individual Activity: Ask students to think about all the strategies you've discussed. Then students should fill out the "skills" sheet.
- Class Activity: Each student receives a sheet and a different coping skill. Then they will create their own poster. Then the teacher will make a collage with all posters and display it on the wall for the classroom to use.
- Extra Individual Activity: "Plant a Garden" lesson - lay out the "grow a plant" materials like plastic cups, lima bean seeds, and dirt - then, work with students to grow their own plant.



Today I feel...

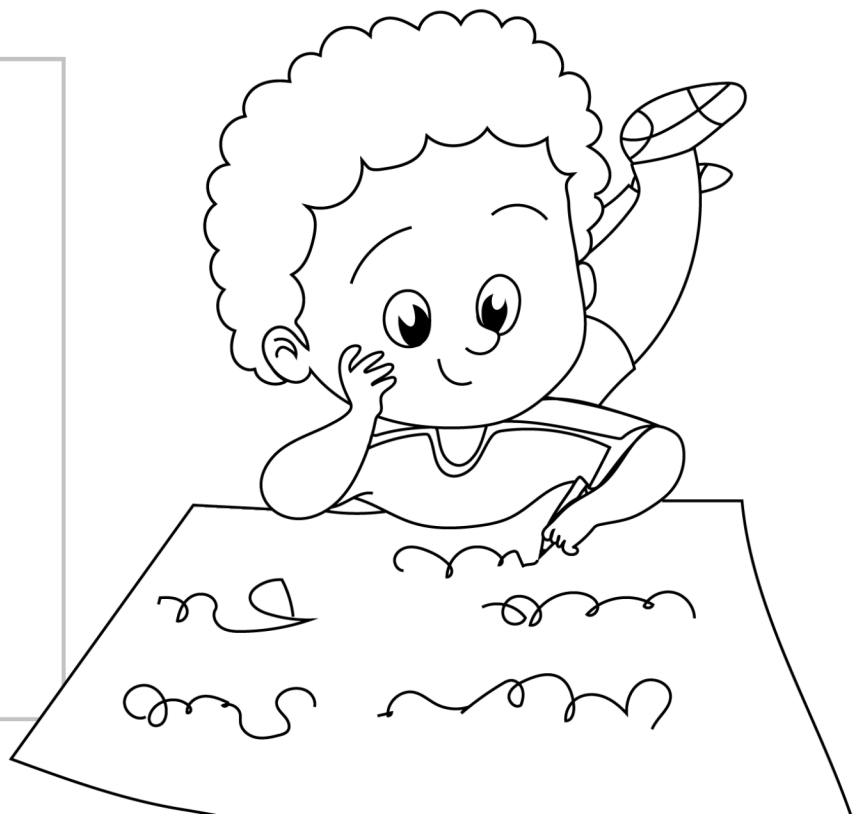


I feel this way because:

Today I am thankful for these two things:

1. _____
2. _____
3. _____

One activity I can practice out of the "Keeping it Cool" list is:





Cross the coping skills you use and
circle the ones you'd like to try:



Can think of other skills we read about?



Coping Skills Reference List (you can either give each student a skill or cut them into individual pieces and do a blind draw):

- GO FOR A WALK, RUN, OR HIKE
- DO SOME YOGA OR STRETCHING
- DO JUMPING JACKS
- RUN IN PLACE
- PUT ON SOME MUSIC AND DANCE
- BOUNCE OR KICK A BALL
- JUMP ROPE OR HULA HOOP
- SQUEEZE A STRESS BALL
- GO FOR A BIKE RIDE
- PLAY A FAMILY GAME OF TAG
- LISTEN TO CALMING MUSIC
- TAKE SOME DEEP BREATHS
- THINK OF A CALM, HAPPY PLACE
- TENSE AND RELAX YOUR MUSCLES
- TAKE A QUIET BREAK OR REST
- HAVE A DRINK OF COLD WATER
- COUNT BACKWARD FROM 100
- READ A BOOK
- TAKE A BATH OR SHOWER
- BLOW BUBBLES
- HUG A STUFFED ANIMAL
- LOOK AT THE CLOUDS



- FOCUS ON SOUNDS AROUND YOU
- COLOR, DRAW, OR PAINT
- WRITE A POEM
- MAKE UP A SONG
- PLAY AN INSTRUMENT
- WRITE ABOUT YOUR THOUGHTS OR FEELINGS
- PLAY WITH PLAY-DOH
- BUILD WITH LEGOS OR BLOCKS
- PLAY WITH DIFFERENT TEXTURES
- MAKE UP A NEW GAME
- PLAY A BOARD GAME WITH THE FAMILY
- CALL A FRIEND OR A RELATIVE
- CUDDLE OR PLAY WITH A PET
- SHARE YOUR FEELINGS WITH SOMEONE YOU TRUST
- THINK OF SOMETHING POSITIVE
- FOCUS ON ONE THING YOU ARE GRATEFUL FOR
- THINK ABOUT SOMETHING YOU ARE LOOKING FORWARD TO
- LOOK AT PICTURES, OR THINK ABOUT A HAPPY MEMORY
- THINK ABOUT SOMETHING THAT MAKES YOU LAUGH
- CREATE A TIME CAPSULE WITH YOUR FAVORITE ARTWORK, HOMEWORK, REPORT CARDS, OR PICTURES
- FOCUS ON WHAT YOU CAN CONTROL- MAKE A LIST OF WAYS TO STAY HEALTHY (WASHING HANDS, EATING HEALTHY, GETTING EXERCISE, ETC.) - FEELING IN CONTROL

THE SELF-LOVE BOOK

By Alexandra Hoffman

Lesson Preparation

- Print a copy of each sheet per student.

Start by saying

- We are going to explore different ways to show ourselves love. Self-love is being kind to yourself, letting yourself know it is ok to be me, and using positive thoughts when thinking about yourself. We will explore all the wonderful ways to celebrate you!

Read the book

Point out the emotions that the characters are displaying.

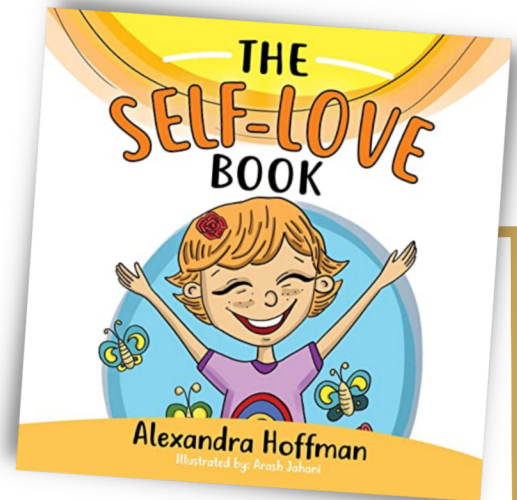
After reading

That was a lot of tips on how to show ourselves self-love.
What emotion did you notice in all of the kids in the book?
Yes, they were all happy.

We are going to have each person say one thing they are good at or like about themselves. You can always pass if you don't want to share.

Activity Time

- Individual Activity: Ask students to draw the image they have of themselves on the mirror's sheet. You may use their drawings to discuss what's beautiful about them. Ask them to focus on one feature they love and fill in the blank. Note: if something in their drawings drives any concerns, look for a professional's opinion.
- Individual Activity: positive self-thinking is a powerful tool. Ask students to focus on a skill they have that they can do and are proud of. Highlight how focusing on that can encourage them to keep working on it, or to get better at something else.
- Individual Activity: coloring is an effective tool to take a break and organize your thoughts. Before handing this sheet, ask students to define the term "self-love."



mybook.to/hoffman

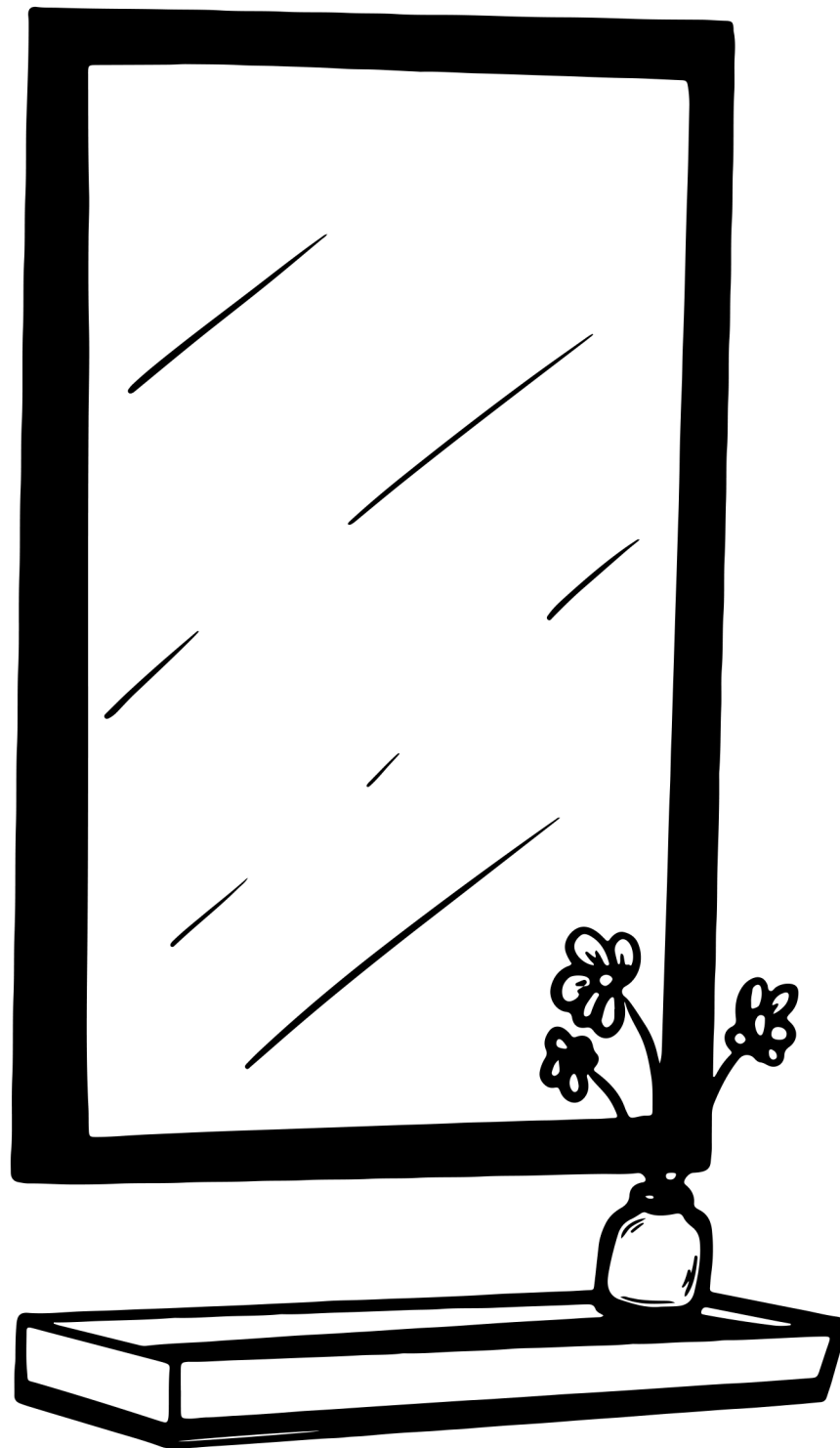


Needed Material

- Pencil
- Coloring pencils



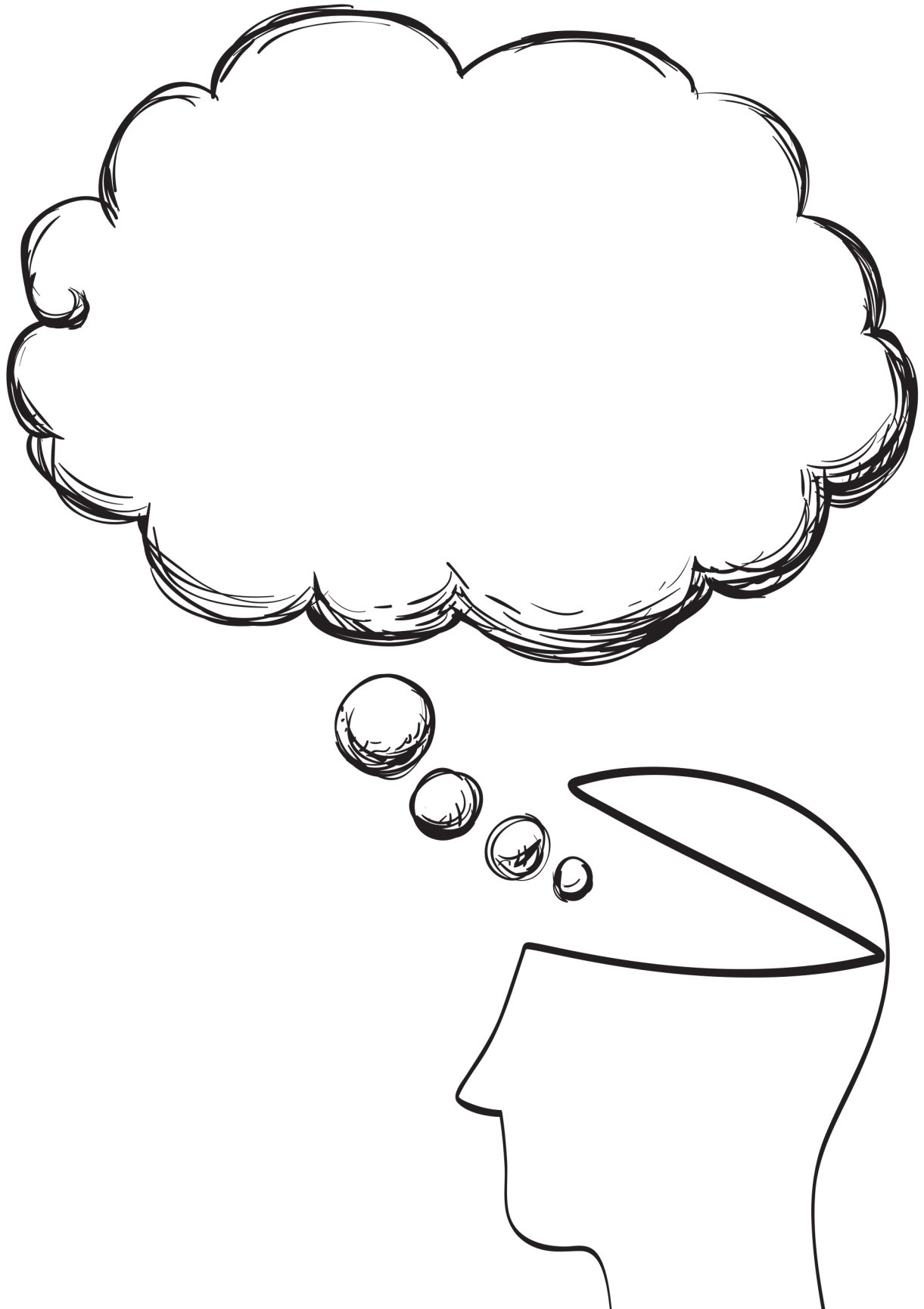
Draw your reflection inside the mirror below:

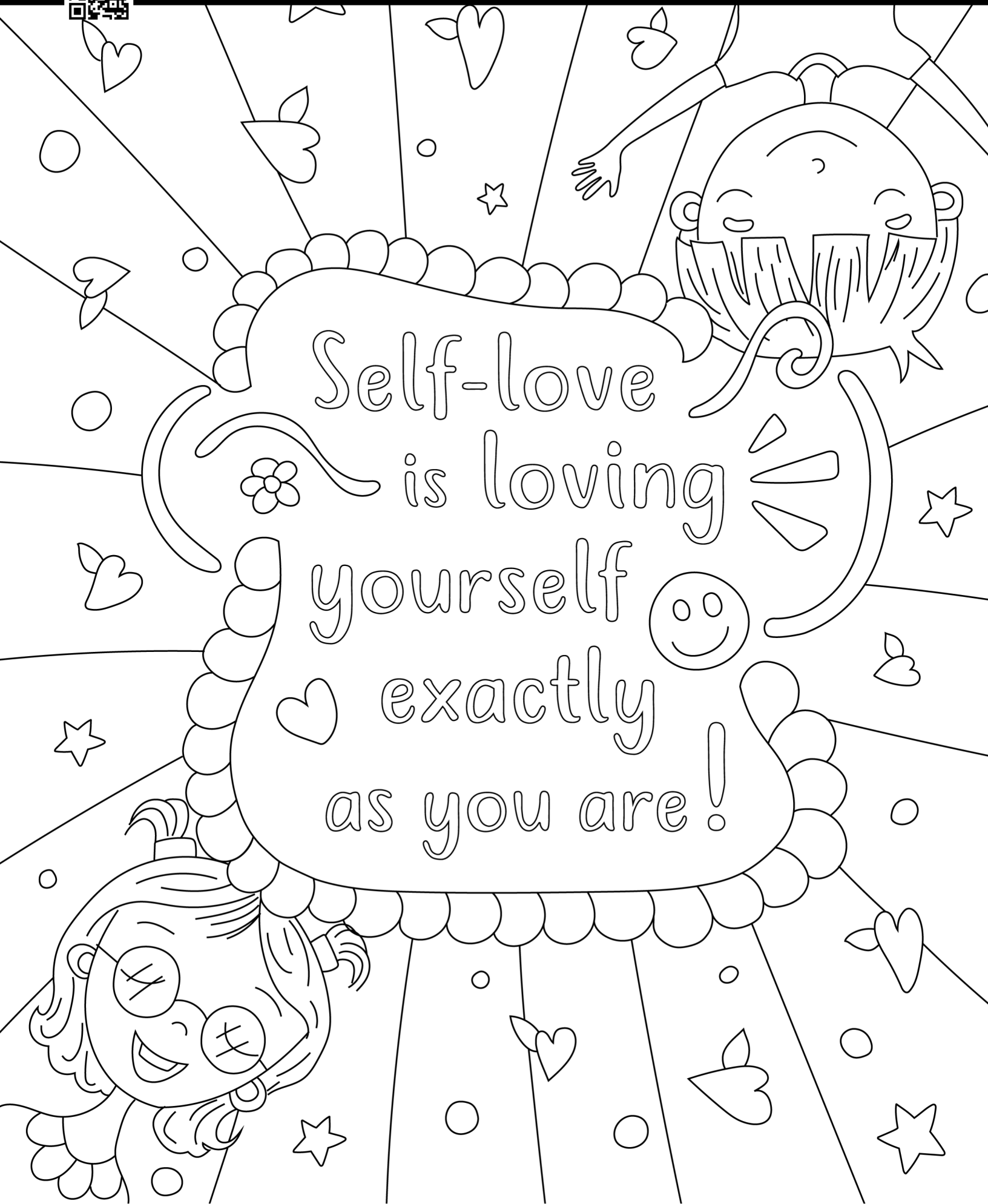


I like _____ when I look in the mirror.



Draw a picture of what you are good at inside the bubble thought below. This is called positive thinking and self-love.





BORN TO STAND OUT

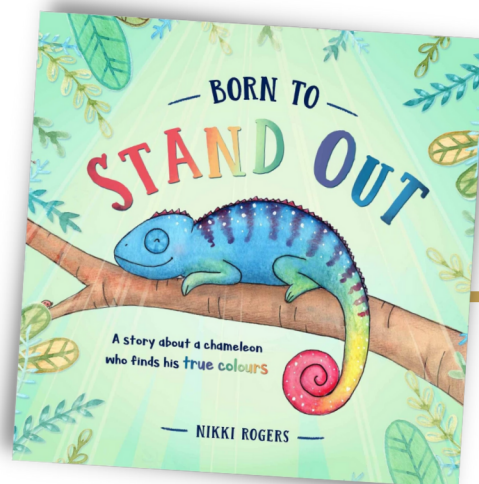
By Nikki Rogers

Lesson Preparation

- Print a copy of each sheet per student.

Start by saying

- Have you ever done something just because everyone else was doing it? (Like wearing a certain piece of clothing? Once I bought a Starter Jacket with the Chicago Bulls on it just because everyone had it. I didn't like sports or the jacket.) Why is it important to be you and not everyone else? (For example: We are all unique and make the world a fun and amazing place. If we all did the same thing, it would be quite boring.) What happens when we join a group of people that are being mean to others? (We're not embracing others greatness nor being ourselves). Let's find out how Camo felt when he joined in with others.



bit.ly/nikkirogers



Read the book

Point out how each chameleon looks different on the outside. On each page comment on what Camo's wishes were (for example, he didn't really like wearing ties, yet he did it to be like others). During the second half of the book, point out how Camo felt once he was his true self.

Needed Material

- Pencil
- Coloring pencils
- Pack of M&Ms + Jar

After reading

Do you think the chameleons were different on the inside and outside? How about us? (For example: yes, we're all different on the outside and inside. We each have our own unique traits, which makes our school and world fun!)

Activity Time

- Group Activity: Get a jar filled with M&Ms (know the total) and ask students to write down a guess of how many are inside. Then, tell them to compare their answer in small groups. After everyone compares and discusses, ask if they would like to adjust their response. How many decided to change it? Talk about how it's good to be open to changes and careful about how often others influence us. (You may gift a winner.)
- Individual + Class Activity: students must fill out the unique sheet (have them hang their sheets on the wall or hold them up to share with others).
- Individual Activity: Understanding positive versus negative peer pressure!
- Individual Activity: Ask kids to partner up, color, draw, and add a compliment to their friend. Add all sheets to a mural area to inspire them to be kind.



Write down one unique thing about yourself!

Now draw yourself doing something you love below:

I am **UNIQUE**





Peer pressure is often negative, but it can be positive! Add a + for when it's positive, and a - when it's negative on the scenarios below:

Situation:

+ or -?

You found a candy bag that belongs to Lina. Your friend tells you to share it with him, but you want to return it. He calls you boring and says he won't be your friend anymore if you give it back.

☐

You plan to watch a movie in the afternoon. Your best friend says he's going to review for the test tomorrow. He suggests you leave the movie for another day, and study instead - since your last grade wasn't good.

☐

Your friends are going to jog before school. You don't really like running but you know it's good for your health so decide to join them when they invite you.

☐

You heard that nobody is going to Stacey's party because they think she's weird. They say anyone who wants to go is weird too.

☐

You see a friend who is always encouraging others and helping out. One day he offers to take your pencil shavings to the bin. He inspires you to look out for opportunities to be kind and helpful too.

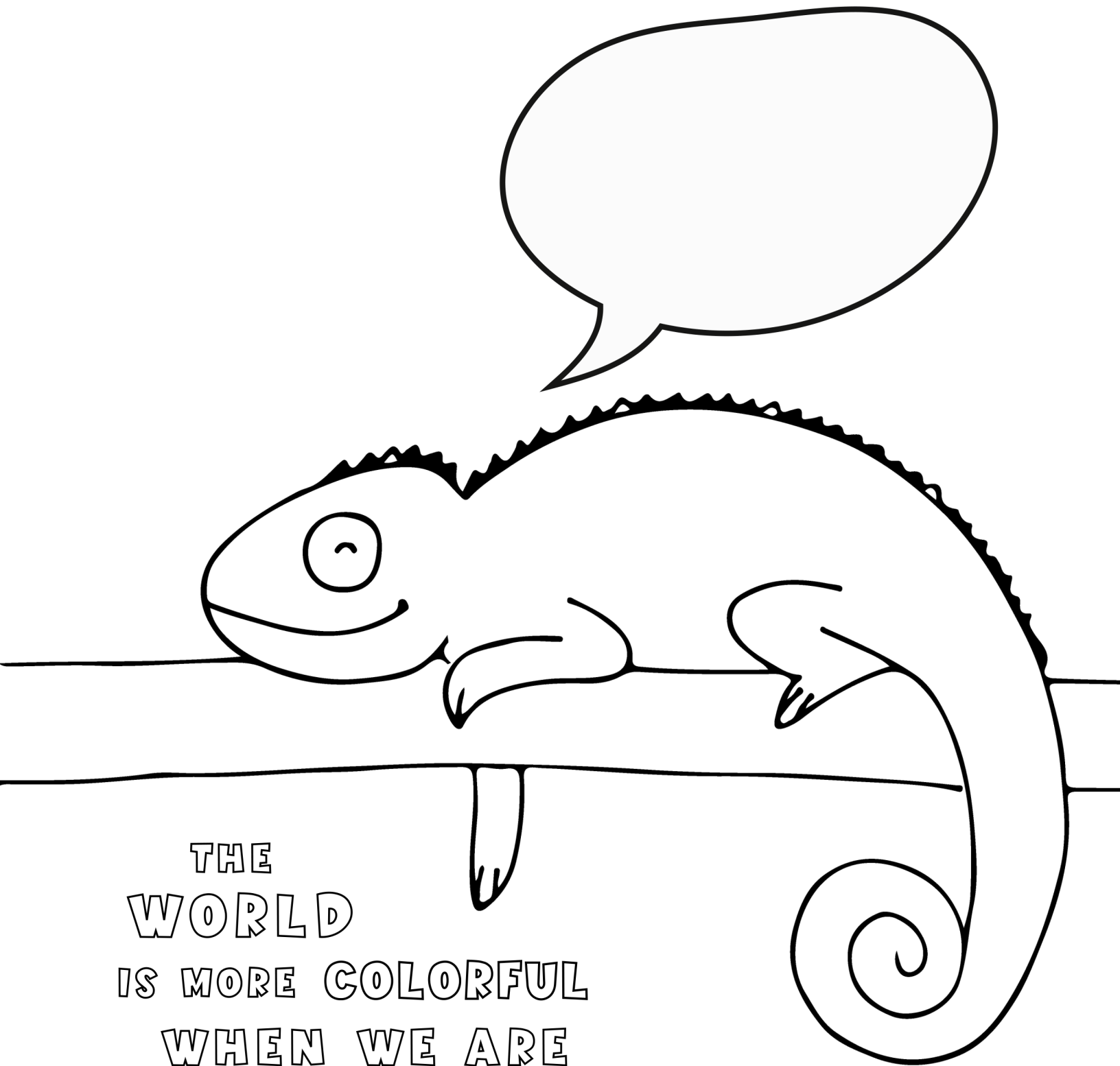
☐



bit.ly/nikkirogers

Colorful World: PEER PRESSURE

Draw a top hat on top of Camo, color him your own way, then write a compliment for a friend in the speech bubble.

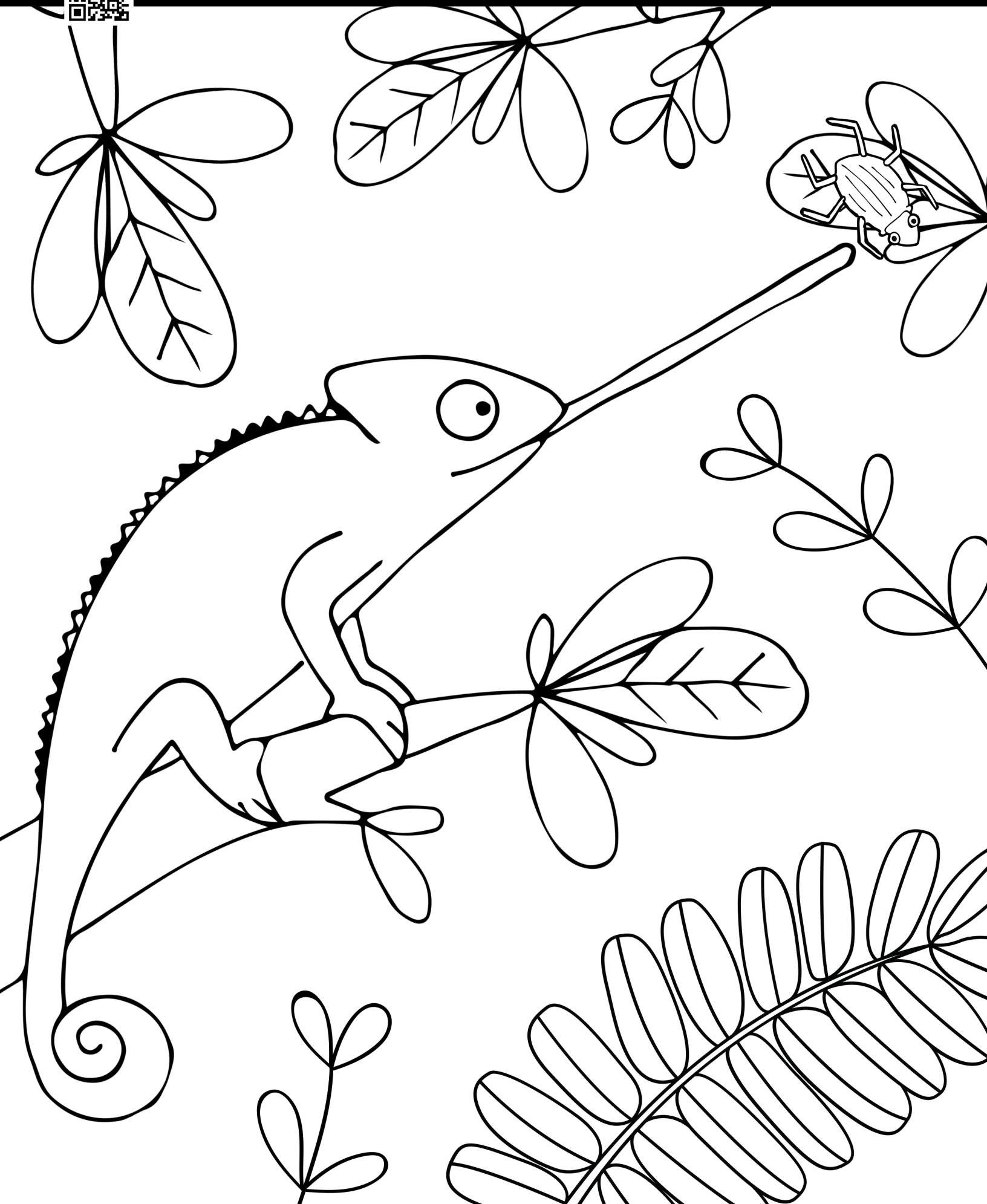


THE
WORLD
IS MORE COLORFUL
WHEN WE ARE
OURSELVES!



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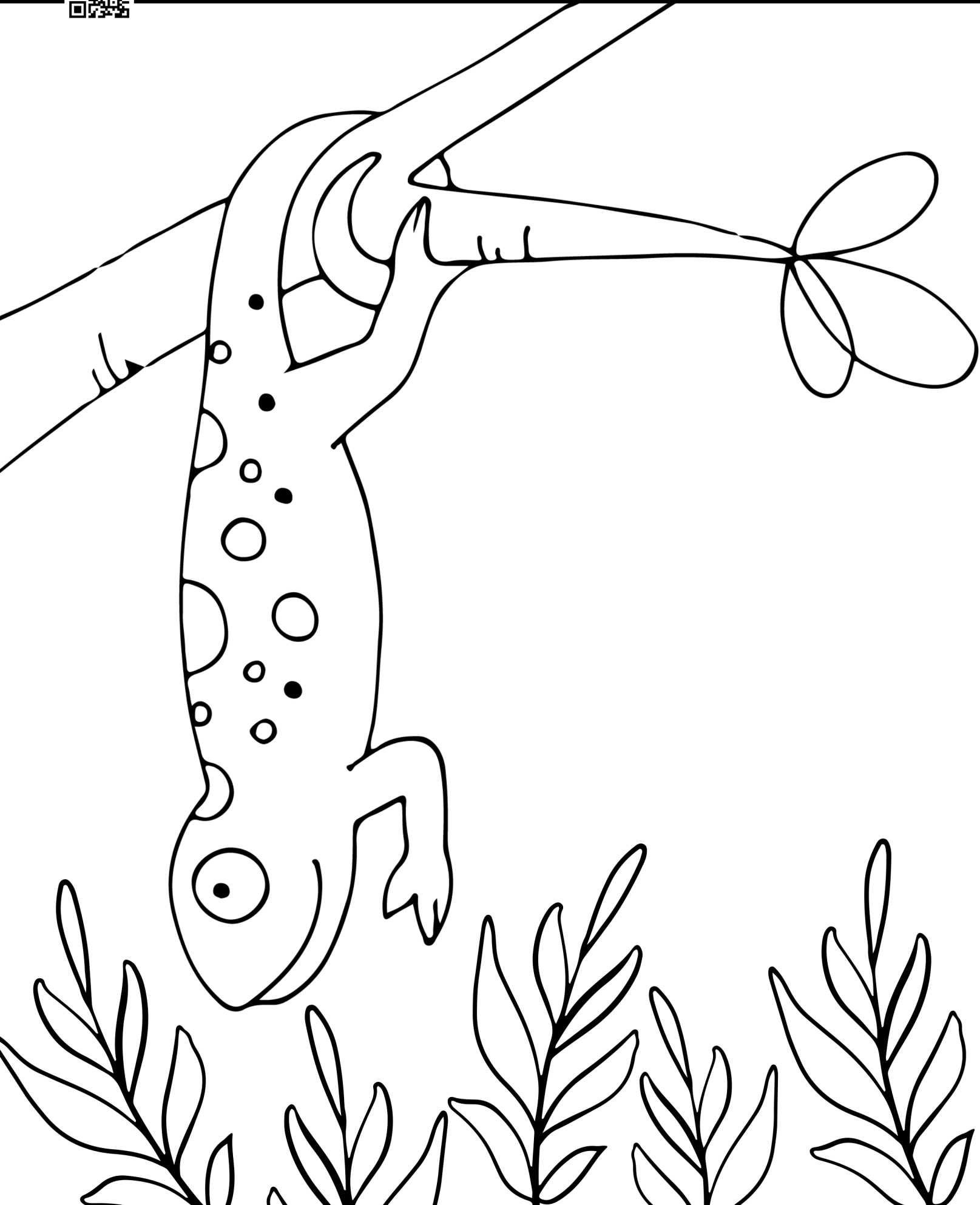
Extra - Coloring Pages: PEER PRESSURE





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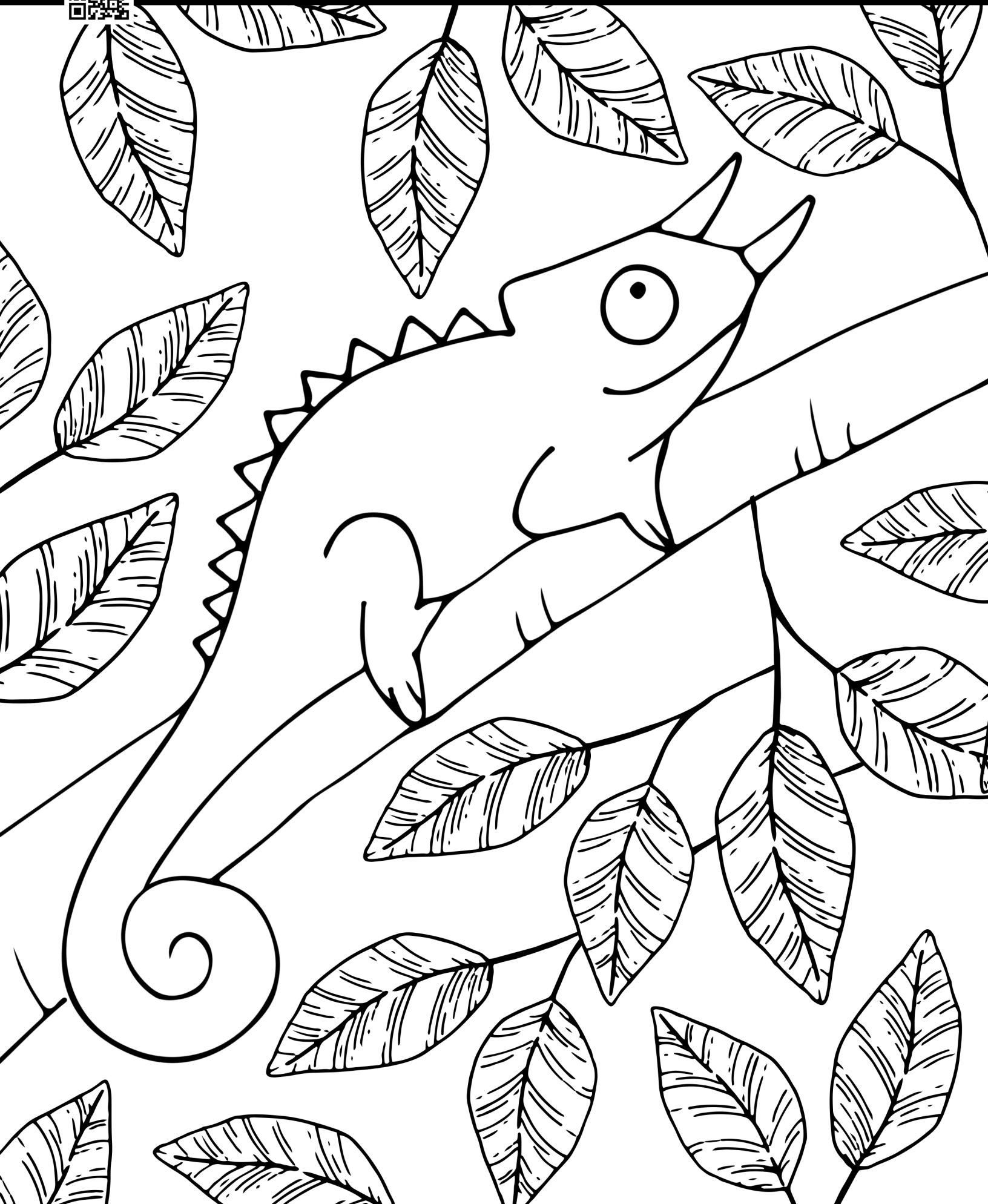
Extra - Coloring Pages: PEER PRESSURE





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Extra - Coloring Pages: PEER PRESSURE





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Extra - Coloring Pages: PEER PRESSURE

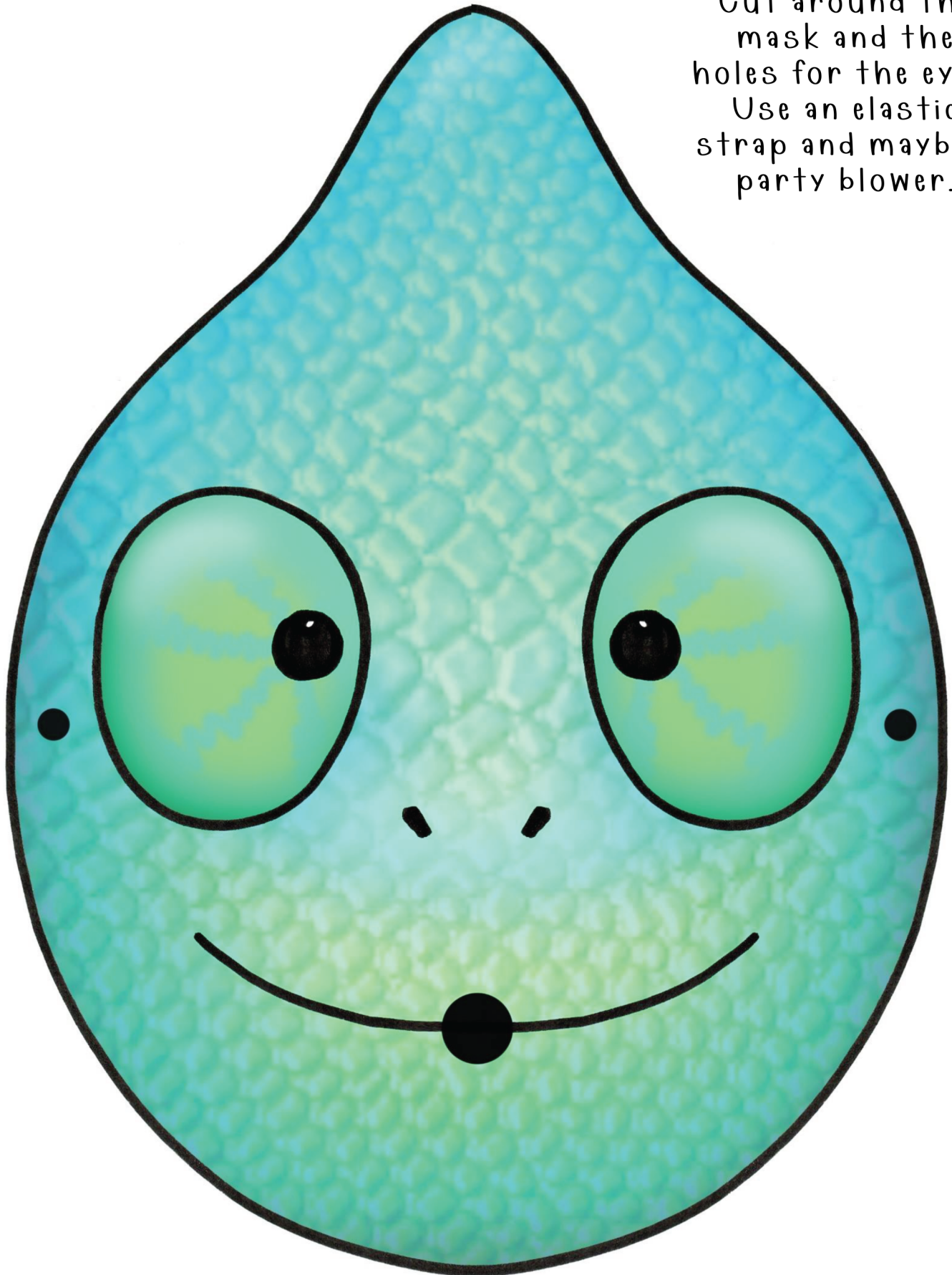




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Extra-Mask: PEER PRESSURE

Cut around the
mask and the
holes for the eyes.
Use an elastic
strap and maybe a
party blower.





Materials:

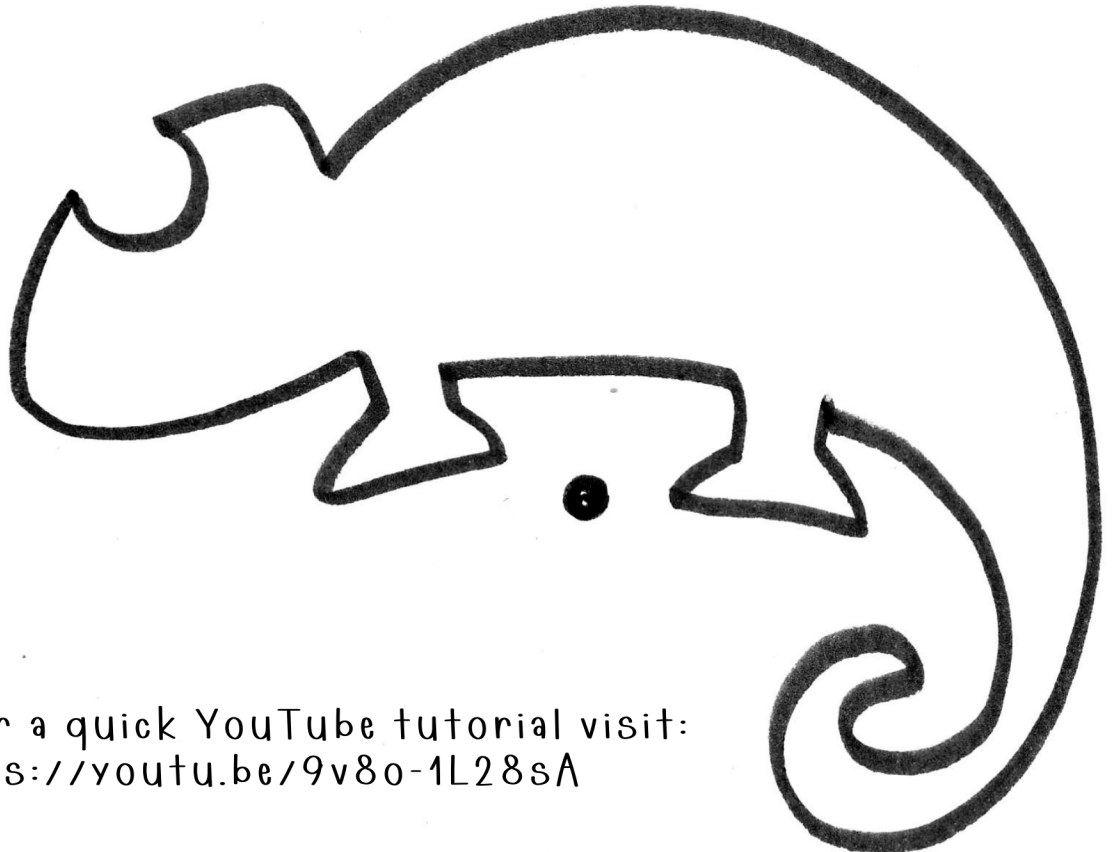
- 2 x paper plates
- Stick-on googly eye
- Brass paper fastener/ split pin
- Paint or pens
- Hole punch
- Chameleon stencil (below)
- Stanley knife or scissors to cut chameleon shape (adults only)

Steps:

1. Trace the chameleon shape below onto 1 paper plate.
2. Cut it out using a Stanley knife or scissors (adult only).
3. Punch a hole in the middle of the plate.
4. Fully color the second plate using pens or paint (kids)
5. Fasten both plates together with a paper fastener/split pin through the hole in the center of the plate
6. Glue or stick a googly eye on your chameleon and decorate the top plate as you like.

Ready?

Spin the bottom plate to watch your chameleon change color.



* For a quick YouTube tutorial visit:
<https://youtu.be/9v8o-1L28sA>

I'M JUST A KID

By Chandeale Morris

Lesson Preparation

- Print a copy of each sheet per student

Start by saying

- Have you ever been upset? What happened? How did you deal with it? We all get frustrated from time to time. At times, we are able to move on, but sometimes self-regulating our emotions is hard. Self-regulating? What is that? Self-regulation is a fancy way of saying how a person calms their body down and brings it back to a normal state. Which means our heart is back to beating at a typical speed, and we aren't breathing too fast or too slow. Let's dig deeper with today's book!

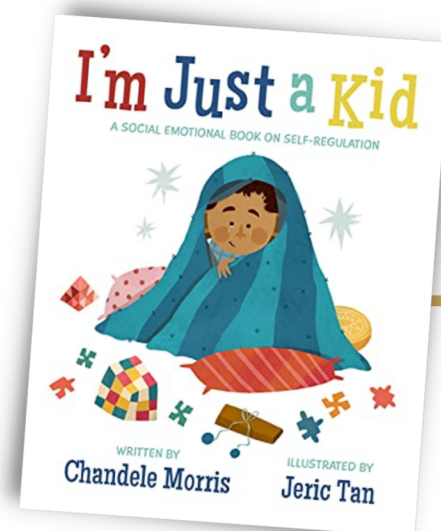
Read the book

When Ben becomes frustrated, ask the kids if you think his heart is beating super fast, super slow, or normal. You can even put your hand on your chest and tap really fast to show students a heart beating fast.

Discuss how a caring adult supports him. Point out all the ways Ben was able to self-regulate. (breathing, finding a safe spot). On the "I am" pages at the end of the book, have the kids repeat after you. (for example, you would say, "I am strong," and the class would say, "I am strong.")

After reading

- Show the kids a 1,000 piece puzzle. Show how all the pieces are mixed up. Ask the class how they'd feel if two different puzzles got mixed together. (Kids will say a variety of things). Ask the class what next steps they should take. What would help? What would make the situation harder? Bonus lesson: find two puzzles that have missing pieces or can be mixed and actually mix them together. You could also have kids go around and say "I am brave, strong, kind, or a word they'd like to use."



mybook.to/justakid

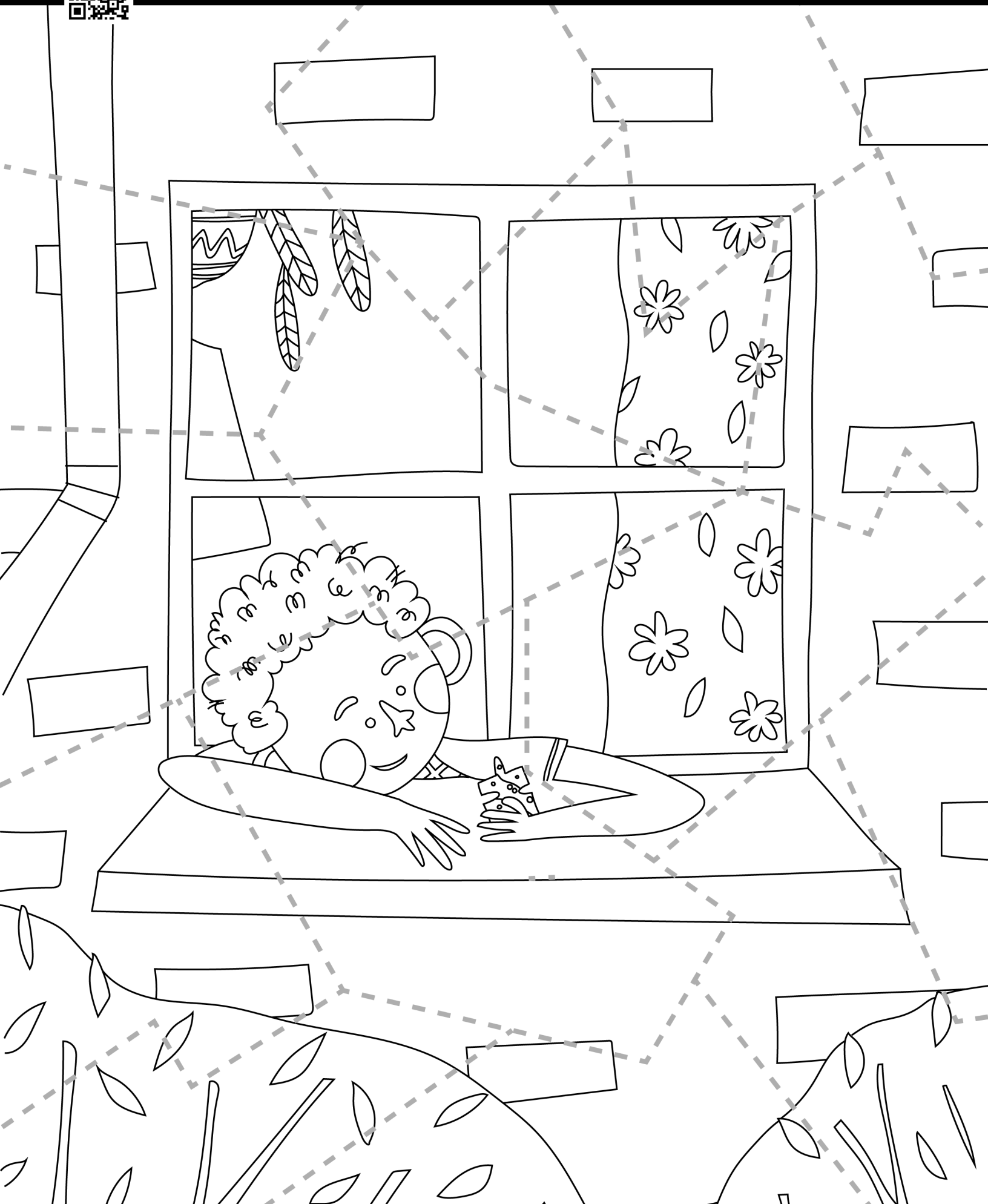


Student Material

- Pencil
- Coloring pencils
- Scissors

Activity Time

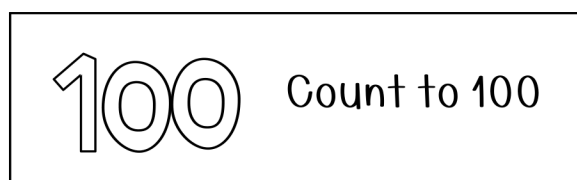
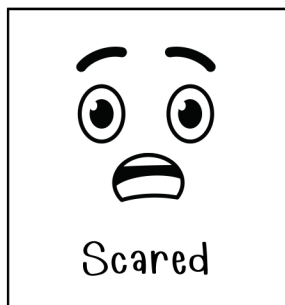
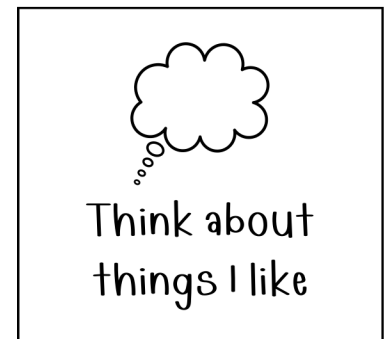
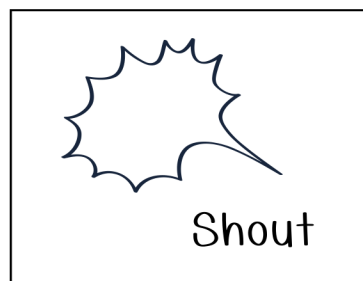
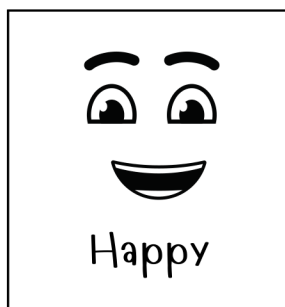
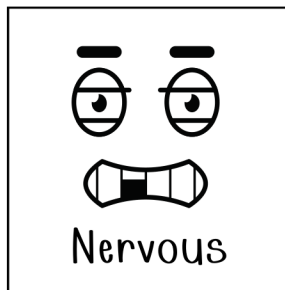
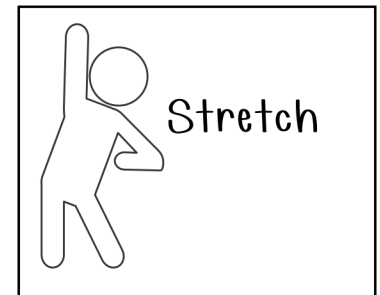
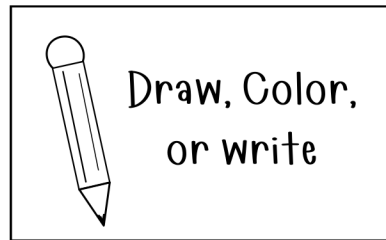
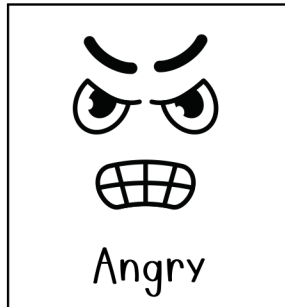
- Individual + Class Activity: Color and cut out the puzzle. Preferably ask students to trade with a classmate and put their puzzle together. If not, they can put their puzzle together.
- Individual Activity: Color while you chat about positive and strengthening thoughts.
- Individual Activity: Connect feelings with ways to self-regulate ("throw/kick things" and "shout" are incorrect answers). Point out we can use the same techniques to regulate different emotions and talk about the wrong answers.







Connect each emotion with the appropriate way to handle them below:



MY SUPER SKILLS: ANIMALS AND AFFIRMATIONS

By Lauren Mosback

Lesson Preparation

- Print a copy of each worksheet per student.

Start by saying

- Have you ever had a rough day? What did you do to get through it? We are going to learn about a friend named David. He was having a tough day, but his sister, Lily, helped him learn some super skills. We will learn great ways to cope with emotions that can be hard to deal with. Listen closely to all the great skills taught and try to remember your favorite one.

Read the book

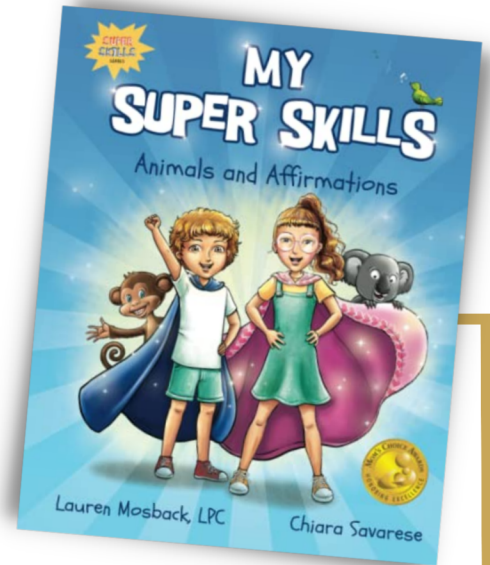
Have the kids practice the different animal's super skills. (For example: Lily encourages David to take deep breaths like a horse. Have students take deep breaths during this part in the book.)

After reading

Those were a lot of super skills. My Super Skills - Animals and Affirmations book is filled with so many great ways to help manage big emotions. We are going to explore the super skills in the book and create our own too.

Activity Time

- Individual Activity: Ask students to design their own super animal (by combining an animal with a super skill or superpower of their own that will help them manage their emotions). Kids can create a brave lion who practices affirmations, a horse that takes deep breaths, or a bird who likes to sing. It's recommended to have a maker station to build those animals (pompoms, cardboard material, construction paper, boxes, cleaning pipes, googly eyes, etc.), but they can be built as collages too. They can also be done as drawings.
- Individual Activity: Draw a picture of you doing something that makes you smile. What are you doing? Who are you with? (teacher may put all pictures up on a wall/mural area)
- Individual Activity: Students should use the templates to create affirmations for a special corner in the classroom (or put them all inside a box and put them somewhere they can easily grab one for the day and put it back before they go home - or when they feel they need a good thought to focus on)



mybook.to/mysuperskills



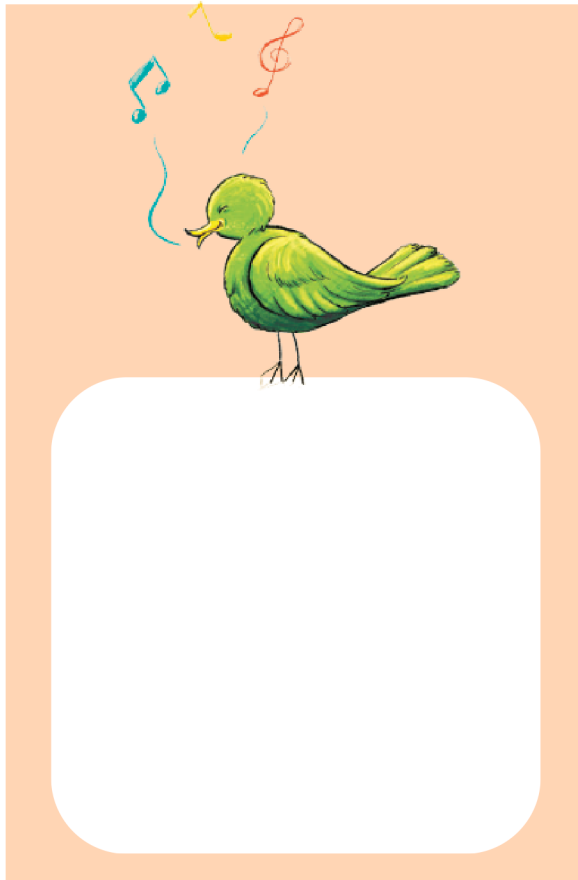
Needed Material

- Pencil
- Coloring pencils
- Magazines and/or maker-space materials
- An area with reflective material such as mirror



Draw a picture of you doing something that makes you smile below.





I DO DECLARE! A NORWEGIAN FAIR!

By Charissa Bates

Lesson Preparation

- Print a copy of each sheet per student.

Start by saying

- Today we are going to learn about perspective. Does anyone know what that means? It is one person's point of view. It is how that person thinks something went.

Read the book

Ask the class what they think the cat is doing.

Ask the class if the troll was being rude, like Mouse thought.

(The troll is a wooden decoration, not the "person" Mouse thought it was).



mybook.to/idodeclare



After reading

- How did Mouse behave at the beginning of the book? Was Cat trying to make her mad?
- Sometimes someone (like Cat) can do something unintentionally and your perspective (point of view) may be negative. Cat accidentally knocked over the lemonade and Mouse decided at that moment that Cat was out to get her.
- Let's explore a little more with some fun worksheets!

Student Material

- Pencil
- Coloring pencils

Activity Time

- Individual Activity: Mouse gets stuck in a Viking hat! Uffda, that was scary. Good thing Cat was there to help her. Can you help Mouse find her favorite items at the Norwegian Fair?
- Individual Activity: Talk to the class about putting themselves in someone else's shoes. Looking at someone's situation or how they handled an interaction with you (their point of view) can help you understand their side. Considering what someone else went through and really thinking about it can help us create a better community.



Can you help Mouse find her favorite items at the Norwegian Fair?

1 Viking hat

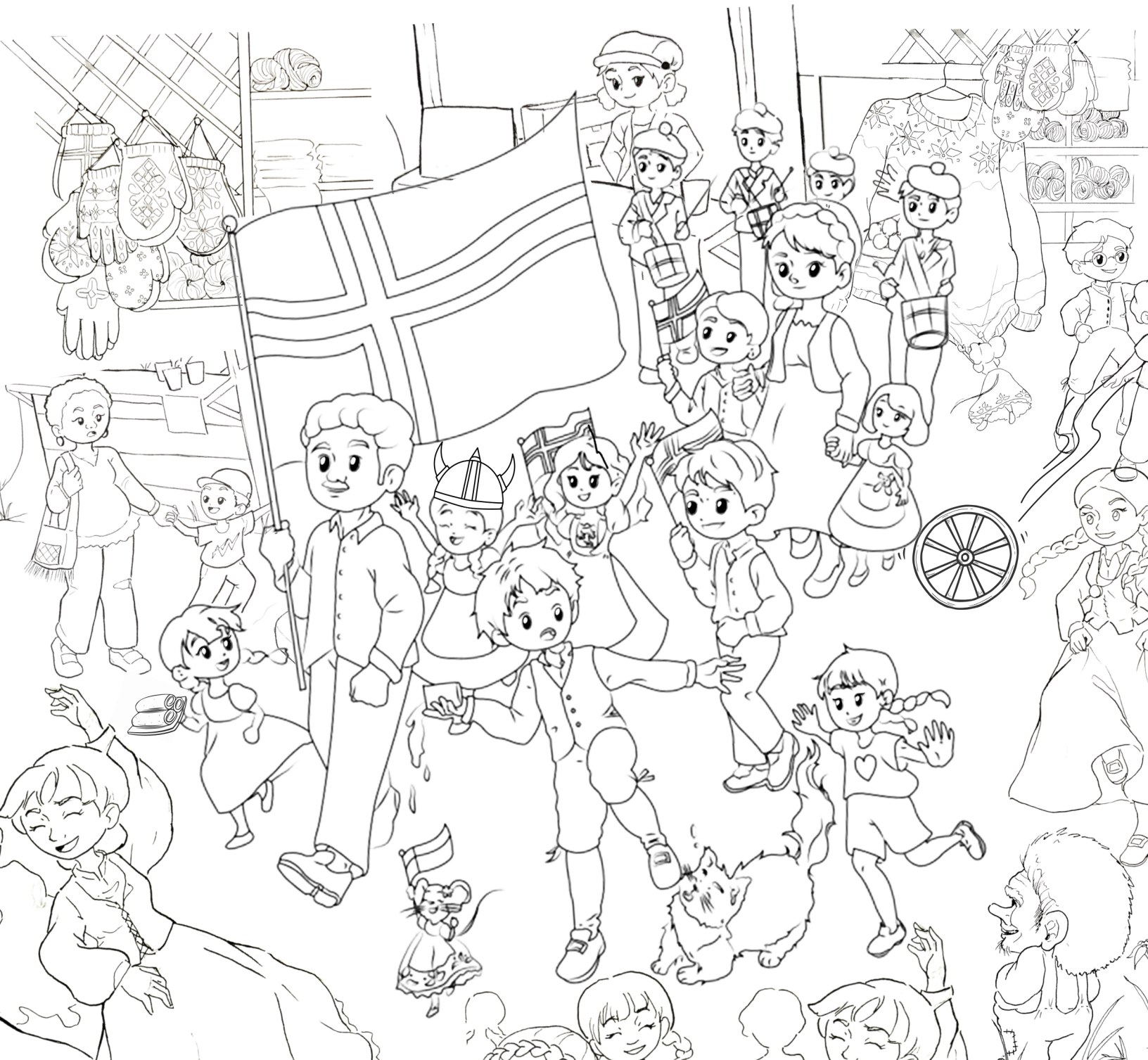
1 Cat

11 knitted mittens

3 pieces of Lefse

5 Norway Flags

1 spinning wheel



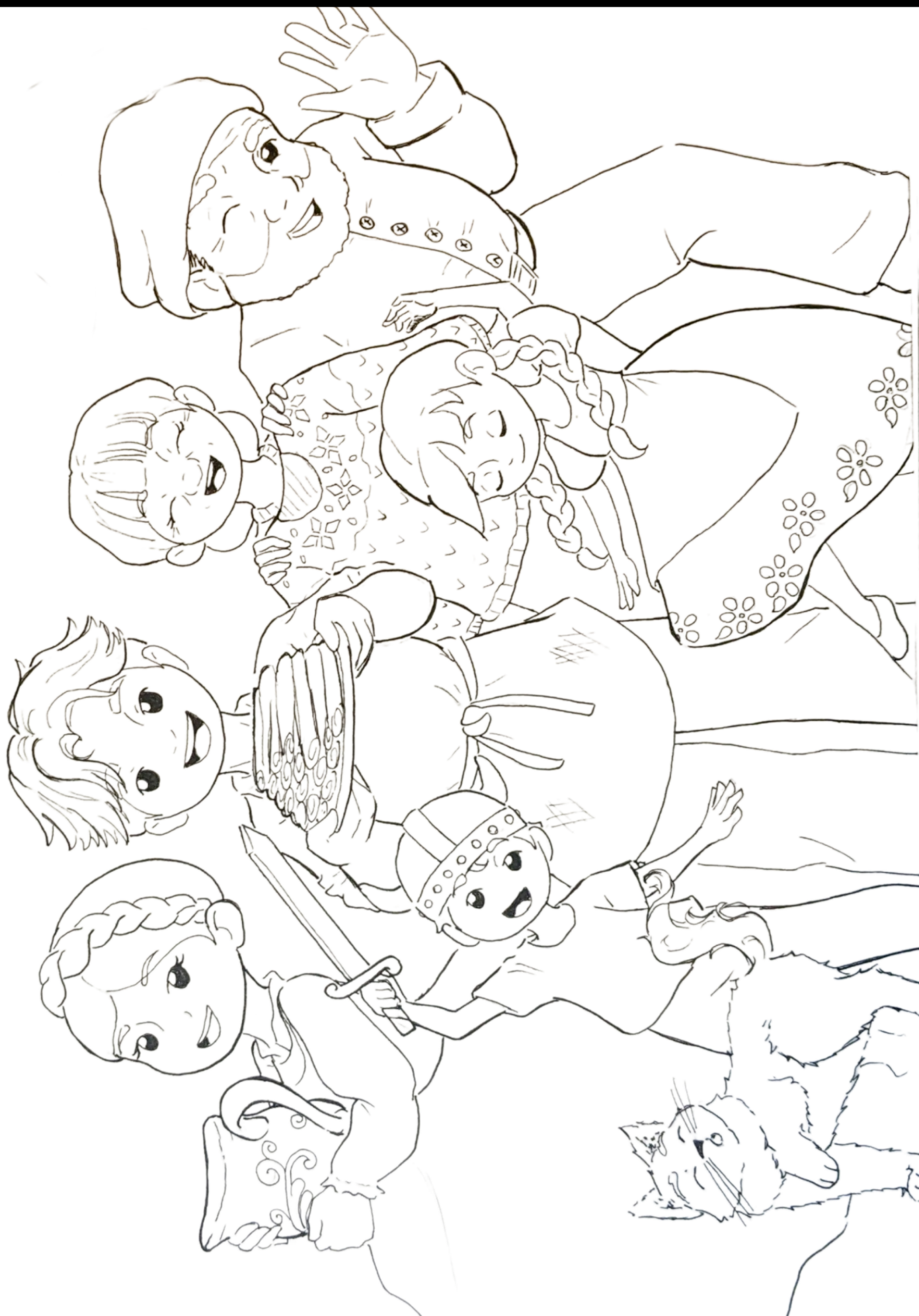


Draw what Cat and Mouse
are thinking about when
they first meet.



Hint: Cat really wants to be friends with Mouse. Mouse thinks Cat is out to get her.







MY MOMMY IS AN AUTHOR

By Kelle Lima

Lesson Preparation

Print a copy of each lesson per student

Start by saying

What do you want to be when you grow up? Let's all share what job we want to have one day. Do you know anyone in your family that has this job? By working hard you can make your dream job a reality! Giving your best at school is one way you can achieve your desired job. We are going to read about the life of an author through a little girl's eyes.

Read the book

Point out the child's actions compared to the mother's reactions in each scene. Compare the little girl's vision to what the author's tasks are in real life. Tell the class that each of the books throughout the story is written by a real-life author. At the end of the book, discuss how this girl's mom is an author, but Dona finds out she can work towards her own passions in life no matter what it is - and without rush.

After reading

Would anyone like to be an author when they grow up?
That sounds like a fun job!

Activity Time

- Individual Activity: Bring this worksheet home and interview an adult. Then bring it back to class and present it to everyone. Teachers can extend this class into math and build a graphic with similar professions.
- Individual Activity: Draw a picture of yourself at your dream work in the future. Then partner up in class (or present to the class) and ask people to try to guess your profession.
- Individual Activity: Find the correct monsters. Feel free to color or circle. The teacher can go over what each profession does daily if desired so.

mybook.to/authormommy



Student Material

- Pencil
- Coloring pencils
- Safety scissors & Glue
- Any other decoration



My parent or guardian's profession is:

At their job, they need to know how to:

Their job is fun because:

Their job is hard because:

Their favorite part of their job is:

Their least favorite part is:

Draw how you imagine them at work below:





When I grow up, I want to be a (draw a picture):





Find:



x3

Police Officers



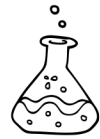
x4

Authors



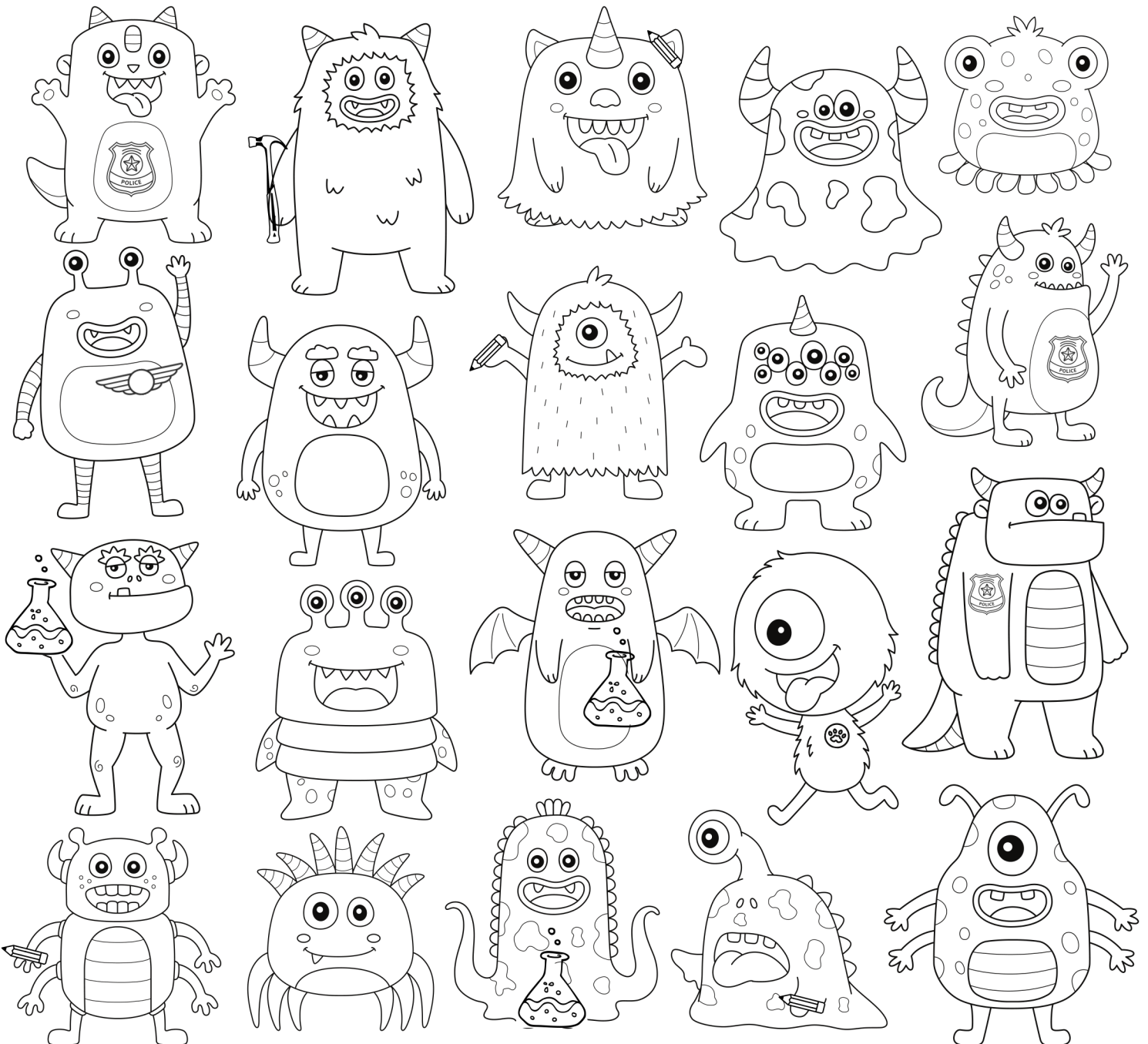
x1

Carpenter



x3

Scientists





You Can Do
ANYTHING







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