

Lesson Plans and Teaching Resources for The Adventures of Beekle

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Retelling & Summarizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

1. Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2. Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

3. Summary

The Adventures of Beekle: The Unimaginary Friend by Dan Santat
Grade Level: 2 / Guided Reading Level: K

Link to What You Know

- Have you ever traveled to some place new? Tell what it was like.
- Tell about something creative that you have imagined. What do you picture in your mind?

Important Words to Know and Understand

Unimaginable – Something so surprising or unusual that it's hard to even picture in your mind!

Unknown – Something you do not know about yet; not discovered or explained

4. Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and what they do. When you read nonfiction (books about real people, places, things, or events), your job is to think like a detective. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling & Summarizing Lesson Plan

Retelling and Summarizing

3. Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 7 and 8 – So far, we've learned about the main character, Beekle. What do we know about him so far? What does he think about? How do you know?

Pages 11 to 14 – Beekle goes on a journey. Where does he end up? How does answering this question help you to better understand the setting of the story?

Pages 21 to 24 – Beekle climbs a tree and encounters a problem. What is his problem? How does noticing his problem help you to better understand the story?

Pages 31 and 32 – On these pages, we meet a new character. What do you know about her? How does answering this question help you as a reader?

Pages 35 to 38 – The world feels "a little less strange." Use the text and illustrations to explain how Beekle's problem is solved. How does answering this question help you to understand the message in the story?

4. Time to Reflect

Think – What type of information did you use when you retold and summarized *The Adventures of Beekle*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Then talk with your characters and settings in mind. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Adventures of Beekle*. (Remember to include examples from the book!)

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Making Inferences

1. Get Ready To Read

- Learn about the book
- Learn about the meaning of important words found in the book

2. Why Readers Make Inferences

Some times the author does not give you all of the information you need to understand what is happening in the story. You have to figure it out for yourself. You can use the author's clues along with what you already know to make an inference.

For example, if an author writes, "Jason made a terrible mistake and it has turned bright red," you know that Jason has made a mistake. You also know that the mistake has turned red. But others also know. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Making Inferences

3. Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 5 and 6 – Beekle is not picked. Based on the illustrations, what might he feel? Does your inference make sense? Why or why not?

Pages 11 to 14 – Beekle reaches the real world. Based on the illustrations, tell how the real world feels to Beekle. What clues does the author give you?

Pages 20 to 23 – These pages have very few words. Infer what is happening on these pages. How do you know? How does this help you to better understand the story?

Pages 27 and 28 – Together, Beekle and Alice find the "unimagined." What do you think they are? How do you know? What does the author mean by "the unimaginable"? Why do you think the story ends this way? Explain your thinking.

4. Notice the Work You Did While Reading

- Talk
- Reflect
- Write

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Making Inferences

Understanding Text Structure

1. Get Ready To Read

- Learn about the book
- Understand the meaning of important words found in the book

2. Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how it is organized will help them become a better reader. Authors use text structure to help readers understand what is happening in the story.

Description – when a person, place, thing, or event is described by telling what it looks like, how it works, or what it does.

Problem and Solution – when a problem is explained and a solution is found.

Compare and Contrast – when an author writes about the ways two or more people, places, or things are alike and different.

Cause and Effect – when something is caused by something (caused) and what happened (effect).

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Understanding Text Structure

3. Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 to 4 – The author and illustrator use a descriptive text structure to introduce Beekle. What does Beekle look like? What does he sound like? What happens to Beekle in the text and illustrations?

Pages 13 and 14 – The author and illustrator use a compare and contrast text structure. Compare the real world to Beekle's island. How are they alike? How are they different? How does this help you with your answer?

Pages 19 to 22 – The author uses descriptive text structure to introduce the new character, Alice. Tell what happens first, then, and last as the characters. How does answering this question help you to better understand the story?

Pages 23 to 25 – The author uses a cause and effect text structure to tell why Beekle is very sad. What caused him to feel this way? How does this help you to better understand the story?

Pages 26 to 29 – Beekle meets Alice. What was the problem before meeting her? Did meeting her solve his problem? How does this help you to better understand the story?

4. Notice the Work You Did While Reading

- Talk
- Reflect
- Write
- Mike

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Understanding Text Structure

Answer Key for Retelling and Summarizing with The Adventures of Beekle

How did Beekle feel about the island?

Pages 7 and 8: So far, we learned about the main character, Beekle. What do we know about him so far? What does he think about? How do you know?

What does he think about?

Pages 11 to 14: Beekle goes on a journey. Where does he end up? How does answering this question help you to better understand the setting of the story?

How does answering this question help you to better understand the story?

Pages 21 and 24: Beekle climbs a tree and encounters a problem. What is his problem? How does noticing his problem help you to better understand the story?

What details in the text and illustrations help you with your answer?

Name: _____

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Answer Key for Making Inferences with The Adventures of Beekle

Does your inference make sense? Why or why not?

Pages 5 and 6: Beekle is not picked. Based on the illustrations, infer how he might feel.

Does your inference make sense? Why or why not?

Pages 13 and 14: Beekle is not picked. Based on the illustrations, infer what he is thinking.

What details in the text and illustrations help you with your answer?

Name: _____

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Answer Key for Understanding Text Structure with The Adventures of Beekle

Page 1 to 4: Beekle goes on a journey. Where does he end up?

How does answering this question help you to better understand the story?

What details in the text and illustrations help you with your answer?

Pages 11 to 14: Beekle climbs a tree and encounters a problem. What is his problem? How does noticing his problem help you to better understand the story?

How does answering this question help you to better understand the story?

What details in the text and illustrations help you with your answer?

Pages 21 and 24: Beekle meets Alice. What was the problem before meeting her? Did meeting her solve his problem? How does this help you to better understand the story?

How does answering this question help you to better understand the story?

What details in the text and illustrations help you with your answer?

Name: _____

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Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement 

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt 

Common Core State Standard 

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

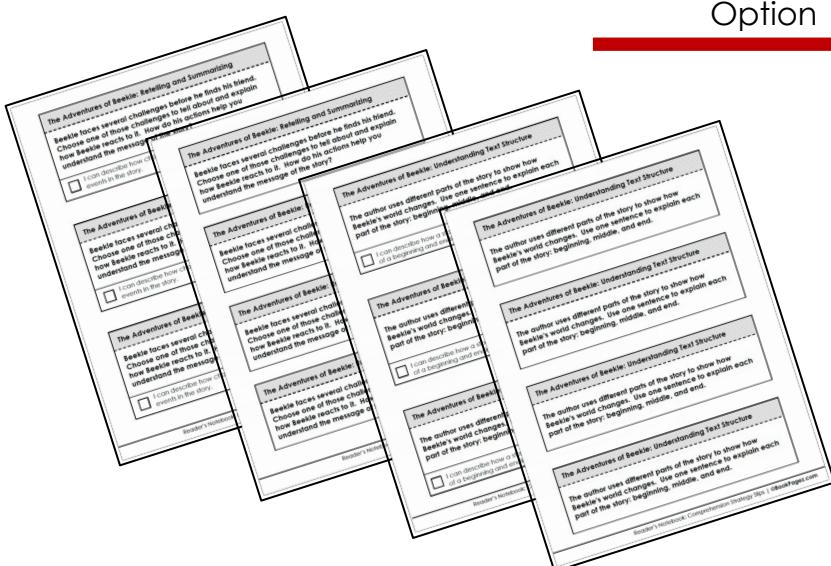
The Adventures of Beekle: Making Inferences

Beekle goes on a big adventure in the story. Choose one moment from the story and explain what you think Beekle is feeling and why. Use clues from both the words and the illustrations to support your thinking. How do these clues help you better understand his character?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option 

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Answers the questions: Who, What, Where, When, Why, How. Describes the text or pictures.	Answers the questions: Who, What, Where, When, Why, How. Describes the text or pictures.	Answers the questions: Who, What, Where, When, Why, How. Describes the text or pictures.

Draw a picture to illustrate your inference:

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Retelling and Summarizing

Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

Understanding Text Structure

Title: _____

Text Structure	When the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading

Describes Characters and Setting	Sequence	Cause and Effect
----------------------------------	----------	------------------

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

The Adventures of Beekle By: Dan Santat Grade Level: 2 / Guided Reading Level: K	
Vocabulary Connections	
Important Words to Know and Understand in <i>The Adventures of Beekle</i>	
Adventures Fun or exciting experiences that take you somewhere new or help you try new things	
Courage Being brave even when something feels scary or hard	
Eagerly	Doing something with excitement because you really want to do it
Familiar Something you know well because you've seen or heard it before	
Imaginary Something made up in your mind; not real	
Journey To travel from one place to another, especially when it takes time or effort	
Realized When you suddenly understand something or notice it clearly	
Strange Something that looks or feels different from what you're used to	
Unimaginable Something so surprising or unusual that it's hard to even picture in your mind	
Unknown Something you do not know about yet; not discovered or explained	

Important Words to Know and Understand in The Adventures of Beekle Word List

The Adventures of Beedle the Bard		
By: Dan Santat		
Grade Level: 2 / Guided Reading Level: K		
Adventures	Courage	Eagerly
		
Familiar	Imaginary	Journey
		

Word and Picture Sorting Cards

The Adventures of Beekle			
Vocabulary Connections		By: Dan Santat	
Grade Level: 2 / Guided Reading Level: K			
Realized	Strange	Unimaginable	Step by Step Directions: 1. Cut on the dotted line. 2. Fold on the solid line. 3. Glue, Tape or Staple the Top of Each Card to Close.
A little strange or unusual	Confused because something doesn't make sense yet	A thin stick or branch used to tap or swish at something	
Unknown			
Something that looks silly, cheap, or not quite right			

Word and Definition Sorting Cards

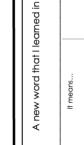
The Adventures of Beekle		
By: Dan Santat		
Grade Level: 2 / Guided Reading Level: K		
Interactive Vocabulary Notebook Cards BookPages.com		
Vocabulary Connections	Features of Beekle	
Familiar is a/an noun verb adverb adjective	Imaginary is a/an noun verb adverb adjective	Journey is a/an noun verb adverb adjective
Definition of Familiar :	Definition of Imaginary :	Definition of Journey :
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Familiar looks like this:	Imaginary looks like this:	Journey looks like this:
Familiar reminds me of:	Imaginary reminds me of:	Journey reminds me of:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
I saw this word in	I saw this word in	I saw this word in
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How to Use These Notebooks: 1. Color the back of the Interactive Notebook Cards. 2. Cut on the solid line. 3. Complete the Vocabulary Card on the front of the page. 4. Glue the back of the Interactive Notebook Cards to the back of the Interactive Vocabulary Cards. 5. Write the vocabulary word on the front of the Interactive Vocabulary Cards. 6. Look at the back of the Interactive Vocabulary Cards to see if you got it right!		

Interactive Vocabulary Notebook Cards

Word Games	
with Words from The Adventures of Beekle	
Directions: Use the word bank to finish the story of Beekle's trip to the Real World.	
journey courage eagerly realized strange	
1. Beekle waited _____ for a child to choose him. 2. He decided to go on a long _____ across the sea. 3. It took a lot of _____ to leave the island and be brave. 4. The city looked very _____ and different to Beekle. 5. He suddenly _____ that he had finally found his friend!	
Directions: In the book, Beekle lives in an imaginary world before coming to the real world. Look at the list below. Write I for Imaginary or R for Real next to each one.	
1. A dragon that breathes bubbles: _____ 2. A teacher at school: _____ 3. A friend you made up in your mind: _____ 4. The playground at recess: _____ 5. A cat that wears a suit and tie: _____	
Name: _____ ©BookPages.com	
3. A cat that wears a suit and tie: _____	
Answer Key Adventures of Beekle	
story of Beekle's trip to the Real World.	
1. erly _____ for a child to choose him 2. journey _____ across the sea. (arrow) 3. leave the island and be brave. 4. and c' fferent to Beekle. 5. hat he had finally found his friend!	
imaginary world before coming to the for Imaginary or R for Real next to each	
1. I _____ 2. R _____ 3. I _____	

Word Games and Answer Key

Vocabulary Word Extension Activities

The Adventures of Beekle	
By: Dan Santat	
Grade Level: 2 / Guided Reading Level: K	
<p>The Adventures of Beekle By Dan Santat</p> <p>A new word I learned in this book is: _____</p> <p>If more... _____</p>	
	
	
<p>Name: _____</p>	

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus:
Adjectives

Background:
Adjectives are words that describe a person or animal, and an adjective helps readers answer the question "What kind of _____?" for example: "A balloon becomes a **special balloon**." A **day** becomes a **strange day**. A **bird** becomes a **beautiful bird**. Adjectives make writing clearer and a student can say, "We saw a picture in their mind and you come **before** the nouns they describe."

Examples:

Special balloon	Strange day
Dark sky	Yellow hat
Round hole	Silly question

Materials and Preparation:

- A copy of *The Adventures of Beekle*
- Chart paper and markers
- Imaginary Noun Cards (see page 2)
- What Kind? What Is It Like?
- Adjectives Practice Page
- Optional: Word Detective Page
- Optional: Hidden Adjective Page

The Adventures of Beekle
By: Dan Santat
Grade Level: 2 / Guided Reading Level: K

Word Work

Step 2: Connect Word Work to Reading (continued)

Adjectives in the Text

- Read Page 2 aloud and tell students to give a thumbs up when they see or hear an adjective that comes right before the noun it describes (imaginary friends, real child). If students have trouble finding adjectives, tell them to ask themselves, "What kind of friend?" or "What kind of child?"
- Record all new adjectives and the nouns they describe on the anchor chart.
- Then turn to the cover of the book. Ask students if they can find any adjectives that describe a noun in the title of the book (imaginary friend).
- Record all new adjectives and the nouns they describe on the anchor chart.
- Tell students that you will now read the story from beginning to end. Ask them to listen carefully for more describing words that help paint a picture of Beekle's world.
- Remind students to stay focused and to listen politely without interrupting while you read.
- Read *The Adventures of Beekle*, The Unimaginary Friend aloud.

Examples of Adjectives found in the text:

- Imaginary friends
- Real child
- Unimaginary friend
- Everett
- Special name
- Many nights
- Amazing things
- Unknown waters
- Scary things
- Real world
- Strange place
- Little things
- Many new adventures
- Funny jokes

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of imaginary noun cards (cut the cards in advance) and one *What Kind? What Is It Like?* Page.
- Show students how to flip over an imaginary noun card and place it face on the table.
- Show students how to think about adjectives that would be good describing words for the imaginary noun card they have turned over by asking questions like, "What kind of _____?" or "What is it like?"
- Tell students that they must each come up with one adjective for each imaginary noun card. Tell students to be creative and think about Beekle's imaginary world.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Adjectives

Name: _____

Directions: Choose one of the imaginary friends below. Come up with 3 adjectives to describe your friend (what is it like? what kind?). Then, choose one of those adjectives to use in a complete sentence to tell more about your imaginary friend. Remember to put your adjective before the noun it describes.



1. _____
2. _____
3. _____

Directions: Think of some adjectives that can be used to describe the nouns listed below. What are they like? What kind are they? Use what you have learned about adjectives in Beekle's world to help you think of some fun, creative words!

1. _____ journey
2. _____ boat
3. _____ park
4. _____ tree
5. _____ whales
6. _____ adventure

Adjectives

Imaginary Friends below. Come up with 3 adjectives to tell more about your friend before the noun it describes. Answers include:

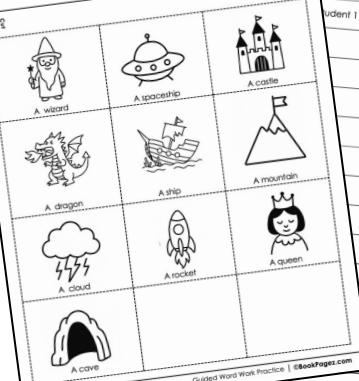
spotted
small
brave
mountain to touch the moon

If can be used to describe the nouns listed below. What are they like? Use what you have learned about you think of some fun, creative words!

journey
boat
park
tree
whales
adventure

Independent Word Practice | ©BookPagez.com
Independent Word Practice Answer Key | ©BookPagez.com

Imaginary Noun Cards
Interactive Activity



What Kind? What Is It Like? Recording Sheet

Student 1	Student 2
1.	
4.	
6.	
8.	
10.	
12.	
14.	
16.	
18.	
20.	

Guided Word Work Practice | ©BookPagez.com
Guided Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

Interactive Activity with Answer Key

Hidden Adjectives
Extend Engagement Activity

Directions:

- Have students sit on carpet spots near you.
- Tell students you will read Beekle from beginning to end.
- Tell students that this time, instead of listening for adjectives that describe nouns in the text, they are going to come up with their own adjectives that describe nouns in the illustrations.
- Tell students that you will read slowly and allow students to look carefully at the illustrations.
- Remind students that as they look at details in the illustrations, they should find a noun (a person, place, thing or animal) and then ask themselves "What is it like?" or "What kind?"
- If a student thinks they have come up with an adjective that describes a noun in an illustration, they may raise their hand and say it.
- If it is correct, write it on the whiteboard or on chart paper.
- That student may get up and move onto the next activity.
- If a student does not correctly state an adjective and noun, they may call on a friend to help them.
- Continue reading Beekle until all students have come up with an adjective that describes a noun in the story.

Answers will vary. Sample answers include:

- Puffy cloud (page 1)
- Sleepy friend (page 2)
- Starry sky (page 3)
- Wizard (page 4)
- Green sheep (page 5)
- Sandy ground (page 6)
- Etc.

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: Adjectives
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **adjectives** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Beekle's Journey of Feelings

Track how Beekle feels at important moments in the story.

Directions:
Find and list three important moments in *The Adventures of Beekle*. For each moment, draw Beekle's face to show how he feels, and then write one sentence explaining why he feels that way. Use clues from both the illustrations and the text to support your ideas.

In the beginning
Beekle felt _____
because _____

In the middle
Beekle felt _____
because _____

At the end
Beekle felt _____
because _____

© BookPagez.com | Worksheet

Journey of Feelings

Name: _____ Date: _____

Directions:
1. These are cause and effect cards for Tacky the Penguin. Read the cards.
2. Cut out the cause and effect cards.
3. Mix the cards up then place them face down in front of you.
4. Turn the cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
5. Play until you find all the matches.
6. Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Tacky marched 1-2-3, 4-2, 3-6-0, 2 1/2, 0 because <input type="checkbox"/>	he was an odd bird. <input type="checkbox"/>
Tacky sang "How Many Toes Does a Fish Have?" because <input type="checkbox"/>	Tacky was strange and they could not stand the horrible singing. <input type="checkbox"/>
The hunters ran away because <input type="checkbox"/>	he didn't move like the other penguins. <input type="checkbox"/>
Goodly, Lovely, Angel, Neaty, and Perfect hugged Tacky because <input type="checkbox"/>	he saved them from the hunters. <input type="checkbox"/>

©BookPagez.com | Cause and Effect Sorting Cards for Tacky the Penguin

©BookPagez.com | Cause and Effect Sorting Mat for the Adventures of Beekle

Name: _____ Date: _____

EFFECT CARDS

he was hoping to be picked by a child.
he thought about his friend.
his friend did not come.
Beekle's friend found him.

EFFECT CARDS

1
2
3
4

REMEMBER!
cause is why something happened.
effect is what happened.

©BookPagez.com | Cause and Effect Sorting Mat for the Adventures of Beekle Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

The Adventures of Beekle Cause and Effect

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *The Adventures of Beekle*. Complete each sentence by telling the cause.

He was hoping to be picked by a child.
cause he thought about his friend.

He did not come.

He had the courage to journey on because _____

He felt very sad because _____

The world started to feel a little less strange because _____

Reading Tip!
Remember: the cause is why something happened. The effect is what happened.

©BookPagez.com | Cause and Effect Practice Answer Key

©BookPagez.com | Cause and Effect Practice