

CRIME SCENE — DO NOT CROSS

FORENSIC SCIENCE

CRIME SCENE INVESTIGATION

LAB PACK

8 Complete CSI Lab Activities | Grades 8–12 | Minimal Materials Required

Lab 1: Fingerprint Dusting & Analysis

Lab 2: Hair & Fiber Comparison

Lab 3: Shoe Print Analysis

Lab 4: Bloodstain Pattern Analysis

Lab 5: Handwriting Analysis

Lab 6: Ink Chromatography

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Premium Educational Resources

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INTRODUCTION & HOW TO USE THIS RESOURCE

Welcome to the **Crime Scene Investigation Lab Pack** — a comprehensive, hands-on forensic science resource designed for grades 8–12. This pack contains **8 complete lab activities** that bring the excitement and rigor of real-world CSI work directly into your classroom.

What Makes This Resource Special

This resource is built on a **guided inquiry** model. Instead of just asking students to analyze evidence from memory, each lab provides **Quick Reference Boxes**, vocabulary scaffolds, and formula guides directly within the student recording sheets. This ensures students have the academic support they need to think critically, make accurate observations, and form evidence-based conclusions.

Each lab has been carefully designed to be **classroom-ready with minimal materials**. You do not need expensive forensic kits or specialized equipment — most items can be sourced from a grocery store, office supply cabinet, or dollar store. The activities are grounded in **authentic forensic science methodology** and aligned with NGSS Science & Engineering Practices.

How the Labs Are Organized

- **Background Science:** Key concepts, real-world context, and vocabulary students need before beginning.
- **Materials List & Teacher Setup:** Everything required, with advance preparation steps.
- **Student Procedure:** Step-by-step instructions written for independent or guided student use.
- **Quick Reference Boxes:** On-page formula guides, classification charts, and key fact summaries.
- **Student Recording Sheet:** Structured data tables, sketch areas, and guided analysis prompts.
- **Analysis Questions:** Higher-order thinking questions that prompt students to use the provided references.
- **Extension Ideas:** Optional challenges for advanced students or further exploration.

IMPORTANT SAFETY NOTE

All simulated blood and chemical materials in this resource are **safe, non-toxic household substitutes**. No real blood or hazardous chemicals are used. However, standard classroom safety practices should always be followed: students should not ingest any materials, wash hands after each activity, and wear aprons or old shirts when working with powders or liquids. Full safety notes are provided on the Teacher Safety & Setup page.

MATERIALS MASTER LIST

Below is a comprehensive list of all materials needed across all 8 labs. Materials are listed per lab, with quantities shown **per student group** (assuming groups of 2–4). Many items are reusable or already available in most classrooms.

Lab 1: Fingerprint Dusting & Analysis

Item	Quantity (per group)
Cocoa powder or talcum powder	1 small container
Soft makeup brush or small paintbrush	1
Clear tape (transparent/scotch)	1 roll
White index cards or paper	3–4 per student
Smooth non-porous surfaces (glass, metal, plastic)	2–3
Pencil (for creating prints via rubbing)	1 per student

Lab 2: Hair & Fiber Comparison

Item	Quantity (per group)
Hair samples (human & animal — e.g., cat, dog)	3–4 types
Fabric/fiber samples (cotton, wool, polyester, nylon)	4 types
Microscope or magnifying glass	1
Microscope slides & coverslips	4–5
Tweezers	1
White index cards for mounting	4
Clear tape	1 roll

Lab 3: Shoe Print Analysis

Item	Quantity (per group)
Shoes with various tread patterns	Students bring own
Tray of damp sand or soil	1
Plaster of Paris (or flour/salt casting mix)	1 cup
Water	1 cup
Paper cups for mixing	2

Ruler (metric)	1
Graph paper	2 sheets
Camera or phone (optional)	1

Lab 4: Bloodstain Pattern Analysis (Simulated)

Item	Quantity (per group)
Red food coloring	1 bottle (class share)
Corn syrup or glycerin	1 bottle (class share)
Water	As needed
Droppers or pipettes	2
White paper or butcher paper	3–4 large sheets
Ruler (metric)	1
Protractor	1
Aprons or old shirts	1 per student

Lab 5: Handwriting Analysis

Item	Quantity (per group)
Pre-written handwriting samples (teacher-prepared)	3
Blank lined paper	2 per student
Pens (same type)	1 per student
Ruler	1
Magnifying glass (optional)	1

Lab 6: Ink Chromatography

Item	Quantity (per group)
Water-soluble black markers (different brands)	3–4 (class share)
Coffee filter paper or chromatography paper	2 strips
Clear plastic cups or beakers	2
Water	1/2 inch depth per cup
Pencil (for labeling)	1
Tape	1 roll
Ruler	1

Lab 7: Soil & Trace Evidence

Item	Quantity (per group)
Soil samples from 3–4 different locations	1 cup each
White paper plates	3–4
Magnifying glass or microscope	1
Sieve or mesh strainer	1
Ruler	1
Small zip-top bags	4
Tweezers	1

Lab 8: Mock Crime Scene Walk-Through

Item	Quantity (per group)
All materials from Labs 1–7 (selectively)	Varies
Crime scene tape (or printed labels from this pack)	As needed
Evidence bags/containers	6–8
Evidence tags (printed from this pack)	6–8
Camera or phone for documentation	1
Measuring tape	1
Flashlight	1
Disposable gloves	1 pair per student

TEACHER SAFETY & SETUP NOTES

General Safety Guidelines

- **No real blood or hazardous chemicals** are used in any lab. All 'blood' is simulated using food coloring, corn syrup, and water.
- Students should **not taste or ingest** any materials used in the labs, even if they are household items.
- Have students **wash hands thoroughly** after each lab, especially after handling powders, soil, or simulated blood.
- Wear **aprons or old shirts** when working with powders (fingerprint dusting) or liquids (simulated blood, chromatography).
- Use **disposable gloves** when collecting evidence during the mock crime scene (Lab 8) to reinforce authentic forensic protocols.
- Ensure proper **ventilation** when using cocoa powder or talcum powder for fingerprint dusting — avoid inhaling fine particles.
- Keep a **first aid kit** accessible in the classroom as a standard precaution.
- Review your school/district's **lab safety policies** and ensure students sign a safety agreement before beginning.

Advance Preparation by Lab

Lab 1: Fingerprint Dusting

- Pre-wipe surfaces (glass, metal, plastic) to remove existing prints.
- Set up stations with powder containers and brushes before class.
- Remind students that excessive powder will obscure prints — less is more.

Lab 2: Hair & Fiber Comparison

- Collect hair and fiber samples in advance; pet stores, farms, or colleagues with pets can supply animal hair.
- Pre-cut fiber samples to 1–2 inch lengths for easier handling.
- If microscopes are limited, set up a rotation schedule or use digital microscope images.

Lab 3: Shoe Print Analysis

- Prepare sand trays at least 1 inch deep; damp sand holds detail better than dry sand.
- Pre-measure Plaster of Paris into cups; students only need to add water.
- Casts take 20–30 minutes to set — plan a filler activity while waiting.
- Alternative: Use a flour/salt/water mix if plaster is unavailable (2 cups flour, 1 cup salt, 3/4 cup water).

Lab 4: Bloodstain Pattern Analysis

- Prepare simulated blood: mix 1 part red food coloring + 2 parts corn syrup + 1 part water. Adjust for viscosity.
- Cover all work surfaces with butcher paper or newspaper — simulated blood WILL stain.
- Have cleaning supplies (paper towels, wet wipes) readily available.
- Test the simulated blood mixture before class to ensure it produces visible spatter patterns.

Lab 5: Handwriting Analysis

- Prepare 3 handwriting samples in advance — write the same paragraph 3 times with deliberate differences in style, slant, and pressure.
- Label samples as 'Suspect A,' 'Suspect B,' and 'Questioned Document.'
- Alternatively, ask 3 colleagues to write the same sentence for authentic variation.

Lab 6: Ink Chromatography

- Test all markers in advance — some 'black' markers separate beautifully, others do not.
- Recommended brands: Crayola, Mr. Sketch, and off-brand markers often give different results.
- Cut coffee filter paper into 1-inch wide strips before class.
- Ensure water level in cups is below the ink dot on the paper strip.

Lab 7: Soil & Trace Evidence

- Collect soil from visibly different locations: garden, sandbox, driveway gravel, potting soil, etc.
- Dry all soil samples before class (moist soil is difficult to analyze).
- If using sieves, make sure mesh size is large enough to allow sand through but not gravel.

Lab 8: Mock Crime Scene

- This is the most prep-intensive lab. Allow 30–45 minutes to set up the scene.
- Create a narrative/scenario card with victim info, scene description, and suspect statements.
- Plant evidence that relates to skills from Labs 1–7: fingerprints, hair/fiber, shoe prints, bloodstain patterns, handwriting notes, ink samples, soil traces.
- Set up crime scene boundaries using tape or printed labels from this pack.
- Number or letter each piece of evidence and place evidence tags nearby.
- Have evidence bags/containers, gloves, and documentation sheets ready at a command station.

TIMING SUGGESTIONS

Lab 1–7: Each lab fits within one 45–60 minute class period.

Lab 8: Plan for 60–90 minutes, or split across two class periods (Day 1: scene processing; Day 2: analysis and reporting).

Full Unit: 10–12 class periods for all 8 labs plus discussion and reporting.

REPRODUCIBLE TEMPLATES

EVIDENCE TAG TEMPLATES

Photocopy this page and cut along the dotted lines. Attach one tag to each piece of evidence collected during any lab activity or the mock crime scene. Fill in all fields to maintain proper chain of custody. Every person who handles the evidence must sign and date the tag.

EVIDENCE TAG	
Case #:	Item #:
Date / Time Collected:	
Location Found:	
Description of Evidence:	
Collected By:	
Chain of Custody — Signed / Date:	
1.	
2.	
3.	

EVIDENCE TAG	
Case #:	Item #:
Date / Time Collected:	
Location Found:	
Description of Evidence:	
Collected By:	
Chain of Custody — Signed / Date:	
1.	
2.	
3.	

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EVIDENCE TAG	
Case #:	Item #:
Date / Time Collected:	
Location Found:	
Description of Evidence:	
Collected By:	
Chain of Custody — Signed / Date:	
1.	
2.	
3.	

Cut along dotted lines. Securely attach each tag to its corresponding evidence item.

CRIME SCENE TAPE LABEL SET

Print this page and cut out the labels below. Tape them around your crime scene area to create authentic-looking boundaries. For best results, print on yellow paper or color the tape strips after printing.

CRIME SCENE — DO NOT CROSS
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CRIME SCENE — DO NOT CROSS
CRIME SCENE — DO NOT CROSS
CRIME SCENE — DO NOT CROSS
CRIME SCENE — DO NOT CROSS
CRIME SCENE — DO NOT CROSS
CRIME SCENE — DO NOT CROSS

1	2	3	4	5	6
7	8	9	10	11	12

ENTRY POINT	EXIT POINT	PERIMETER	ZONE A
ZONE B	ZONE C	EVIDENCE AREA	CLEAR AREA
PHOTOGRAPHED	PROCESSED	VICTIM LOCATION	SUSPECT PATH

CAUTION	RESTRICTED AREA	DO NOT ENTER	AUTHORIZED PERSONNEL ONLY
BIOLOGICAL EVIDENCE	TRACE EVIDENCE	FOOTWEAR EVIDENCE	FINGERPRINT EVIDENCE

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LAB 3

Shoe Print Analysis

Background Science

Footwear impressions are among the most common types of evidence found at crime scenes. Like fingerprints, shoe prints contain both **class characteristics** and **individual characteristics**. Class characteristics include the brand, model, and size of the shoe, which are shared by all shoes of that type. Individual characteristics are unique features caused by wear and tear — such as cuts, scratches, embedded stones, or irregular wear patterns — that distinguish one specific shoe from all others.

Shoe prints can be two-dimensional (a dusty or wet print on a flat surface) or three-dimensional (an impression in soil, sand, or snow). Three-dimensional impressions are typically preserved using **casting**, a process in which a liquid material (such as Plaster of Paris or dental stone) is poured into the impression and allowed to harden, creating a permanent mold. Proper photographic documentation — including a **ruler for scale** — should always be completed before attempting to lift or cast a print.

Materials

Item	Quantity (per group)
Shoes with various tread patterns	Students bring own
Tray of damp sand or soil	1
Plaster of Paris (or flour/salt casting mix)	1 cup
Water	1 cup
Paper cups for mixing	2
Ruler (metric)	1
Graph paper	2 sheets
Camera or phone (optional)	1

TEACHER SETUP NOTES

Prepare sand trays at least 1 inch deep. **Damp sand** holds detail much better than dry sand. Spray lightly with water if needed.

Pre-measure Plaster of Paris into cups to minimize mess. Students only need to add water and stir.

Casts take **20–30 minutes to set**. Plan a filler activity (such as graphing the tread pattern) while waiting.

Alternative casting mix: If plaster is unavailable, use a mixture of 2 cups flour, 1 cup salt, and $\frac{3}{4}$ cup water.

Student Procedure

- 1 Place the tray of damp sand on a flat, stable surface. Smooth the surface of the sand so it is level.

- 2 Have one group member remove their shoe. Press the sole firmly and evenly into the sand to create a clear, deep impression. Lift the shoe straight up to avoid smudging.
- 3 Photograph the impression (if a camera is available). Place a ruler next to the impression in the photo for scale.
- 4 In a paper cup, mix the Plaster of Paris with water according to the package directions (typically 2 parts plaster to 1 part water). Stir until smooth — it should have the consistency of pancake batter.
- 5 Gently tap the cup on the table to release air bubbles, then slowly pour the plaster into the impression. Start at one end and let it flow naturally. **Do not pour directly from a height**, as this can damage the impression.
- 6 Allow the cast to set undisturbed for 20–30 minutes. While waiting, begin Part A of the recording sheet.
- 7 Once the cast feels hard and cool to the touch, carefully remove it from the sand. Gently brush off excess sand. **Do not wash it** — water can dissolve surface detail.
- 8 Examine the cast. Identify and label at least two class characteristics and two individual characteristics.

STUDENT RECORDING SHEET — Lab 3: Shoe Print Analysis

Name: _____ Date: _____ Period: _____

QUICK REFERENCE: Shoe Print Characteristics

Class Characteristics: Features shared by all shoes of the same brand, model, and size (e.g., tread pattern design, logo shape, general size).

Individual Characteristics: Unique features caused by wear, damage, or use (e.g., a specific cut, a scratch, an embedded stone, a worn-down heel). Only individual characteristics can link a specific shoe to a specific print.

Part A: 2D Print Documentation (Complete while cast is setting)

Place your shoe on a piece of graph paper. Trace the outline. Inside the outline, sketch the tread pattern as accurately as possible. Note the overall length and width of the shoe.

Shoe Outline & Tread Pattern Sketch

Measurements:

Overall Length: _____ cm Overall Width: _____ cm

Part B: 3D Cast Analysis

1. Describe the surface quality of your cast. Did it capture the detail of the tread pattern clearly? What could have gone wrong during the casting process?

2. List two class characteristics visible on your cast or tread pattern. (Use your Quick Reference Box.)

3. List two individual characteristics (wear marks, cuts, embedded debris) visible on your cast or shoe. (Use your Quick Reference Box.)

Part C: Analysis Questions

4. Why is it critical to photograph a shoe print impression before attempting to cast it? (Hint: Think about what could go wrong during the casting process.)

5. Explain the difference between class characteristics and individual characteristics. Why are individual characteristics more valuable to an investigator?

6. If a shoe print is found at a crime scene and a suspect's shoe matches the class characteristics but has no individual characteristics in common, can the shoe be definitively linked to the scene? Explain your reasoning.

EXTENSION IDEAS

Research how forensic investigators use **wear patterns** to estimate a person's gait, body weight, or walking habits. What can a shoe print tell you about the person who left it?

Try creating and casting impressions in different materials: dry sand, mud, or even snow (if available). How does the substrate affect the quality of the impression?

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LAB 8

Full Mock Crime Scene Walk-Through

Background Science

Processing a crime scene is a methodical, painstaking process that requires rigorous documentation and strict adherence to protocol. A single mistake — contaminating evidence, failing to photograph the scene, or breaking the chain of custody — can compromise the entire investigation and render critical evidence inadmissible in court.

Crime scene investigators follow a standard sequence of steps: (1) **Secure the scene** to prevent unauthorized access; (2) **Separate witnesses**; (3) **Scan the scene** for an overview; (4) **See the scene** by conducting a careful walk-through; (5) **Sketch the scene** with accurate measurements; (6) **Search for evidence** using a grid, strip, or zone search pattern; and (7) **Secure and collect evidence** using proper packaging, labeling, and chain of custody documentation.

In this culminating lab, you will apply all the skills you have learned in Labs 1–7 to process a mock crime scene. Your team will secure the perimeter, document the scene with photographs and sketches, locate and collect evidence using appropriate techniques, and maintain a rigorous chain of custody.

Materials

Item	Quantity (per group)
All materials from Labs 1–7 (selectively)	Varies
Crime scene tape (or printed labels from this pack)	As needed
Evidence bags/containers	6–8
Evidence tags (printed from this pack)	6–8
Camera or phone for documentation	1
Measuring tape	1
Flashlight	1
Disposable gloves	1 pair per student

TEACHER SETUP NOTES — MOCK CRIME SCENE

Scenario Suggestion: 'The Case of the Missing Trophy.' A school trophy has been stolen from the display case. The scene shows signs of a forced entry, a simulated bloodstain (suspect cut themselves on broken glass), a ransom note, a shoe print in spilled potting soil from a knocked-over plant, a fingerprint on a glass door, and hair/fiber snagged on the broken case.

Set up the scene in a corner of the classroom, an empty room, or a hallway. Allow 30–45 minutes for setup before class.

Plant evidence that relates to **Labs 1–7**. Number or letter each piece of evidence with small tents or markers BEFORE students arrive. Place crime scene tape around the perimeter.

Assign roles within each team: **Lead Investigator** (coordinates), **Photographer**, **Sketch Artist**, **Evidence Collector**, and **Documentation Officer** (fills out evidence log and tags).

Emphasize that this lab is about **process**, not just finding the evidence. Proper documentation and chain of custody are as important as the evidence itself.

Student Procedure

- 1 Secure the Scene:** Put on gloves. Your team will approach the scene perimeter. The Documentation Officer records the date, time, location, and weather conditions on the Class Evidence Log.
- 2 Initial Walk-Through (Scan & See):** Walk slowly around the perimeter of the scene. **Do not touch anything.** The Photographer takes wide-angle shots of the entire scene from multiple angles. The Sketch Artist begins a rough overhead sketch noting the positions of major objects and evidence markers.
- 3 Document the Scene:** The Sketch Artist completes the sketch with accurate measurements using the measuring tape. The Photographer takes mid-range and close-up photos of each piece of evidence (with and without a scale/ruler in the frame).
- 4 Search for Evidence:** Conduct a systematic search of the scene using a **grid pattern** or **zone pattern**. Look for trace evidence that may not have been marked (fibers, hair, soil). Use the flashlight at oblique angles to spot latent prints or trace materials.
- 5 Collect Evidence — Fingerprints:** If a latent fingerprint is found on a non-porous surface, use the dusting technique from Lab 1 to develop and lift the print. Place the lifted print in a labeled evidence bag.
- 6 Collect Evidence — Hair, Fiber & Soil:** Use tweezers to collect hair and fiber samples. Place each sample in a separate, labeled bag or container. Collect soil samples with a spoon or spatula.
- 7 Collect Evidence — Shoe Prints & Bloodstains:** Photograph the shoe print with a scale. If a 3D impression is present, cast it using Lab 3 techniques. Photograph bloodstain patterns with a scale. Note the directionality of the drops.
- 8 Collect Evidence — Documents:** Collect the handwritten note and the pen using tweezers or gloves. Place the note in a clear plastic sleeve or evidence bag to preserve it for handwriting and ink analysis.
- 9 Tag and Log Evidence:** Fill out an Evidence Tag for every item collected. The Documentation Officer records each item on the Class Evidence Log. Ensure every person who handles the evidence signs and dates the chain of custody section.
- 10 Final Survey:** Conduct one last walk-through to ensure no evidence has been missed and the scene is properly cleared.

TEACHER ANSWER KEY

The following answer keys provide suggested responses and grading guidance for the analysis questions in each lab. Forensic science often involves interpretation; therefore, student answers may vary. Award full credit for responses that demonstrate logical reasoning, use correct terminology, and cite specific evidence to support claims.

Lab 1: Fingerprint Dusting & Analysis

3. Why is it important to avoid pressing too hard when dusting for fingerprints?

Pressing too hard with the brush can damage or smear the delicate oils and moisture that make up the latent print. Because the ridge detail is extremely fragile, excessive pressure will blur the minutiae, making the print unidentifiable.

4. Explain the difference between a loop, a whorl, and an arch. Which type is most common?

A **loop** has ridges that enter from one side, curve, and exit the same side (about 60-65% of the population). A **whorl** has a circular or spiral ridge pattern (about 30-35%). An **arch** has ridges that enter one side and exit the other, rising in the center (about 5%). Loops are the most common pattern type.

5. Why are minutiae points more useful for identifying a specific individual than the overall pattern type?

The overall pattern type (loop, whorl, arch) is a class characteristic shared by millions of people. Minutiae points (such as ridge endings and bifurcations) and their specific locations relative to one another form individual characteristics. The exact arrangement of minutiae is unique to each finger, allowing for positive identification.

Lab 2: Hair & Fiber Comparison

1. Explain how the medullary index can help distinguish human hair from animal hair.

The medullary index is the ratio of the medulla's diameter to the overall shaft diameter. Human hair typically has a medullary index of less than 1/3 (or the medulla is absent/fragmental). Animal hair typically has a medullary index greater than 1/2 (often with a continuous or interrupted medulla that fills much of the shaft).

2. Describe two microscopic differences between natural fibers and synthetic fibers.

Natural fibers (like cotton or wool) show irregular, cellular structures under magnification and may have rough or scaled surfaces (wool). Synthetic fibers (like polyester or nylon) appear smooth, uniform, and often translucent or glossy, with no cellular structure. Synthetics may also have a perfectly round or engineered cross-section.

3. According to Locard's Exchange Principle, how might hair and fiber evidence link a suspect to a crime scene?

Locard's Exchange Principle states that every contact leaves a trace. A suspect's hair could be left at the scene (e.g., a strand falls during a struggle), or fibers from the scene could be picked up by the suspect (e.g., carpet fibers from a burglary scene cling to a suspect's shoes).

4. Why is hair generally considered class evidence rather than individual evidence? Under what specific circumstance could hair provide individual identification?

Hair is class evidence because microscopic analysis can only narrow the hair to a species or a broad racial group, not to a single individual. However, if the hair root (follicle) is present and contains nuclear DNA, it can provide individual identification through DNA profiling.

Lab 3: Shoe Print Analysis

4. Why is it critical to photograph a shoe print impression before attempting to cast it?

THANK YOU!

Thank you for purchasing the **Crime Scene Investigation Lab Pack** from UM Printables. We are confident that these engaging, hands-on activities will bring the excitement of forensic science into your classroom and deepen your students' understanding of the scientific method.

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