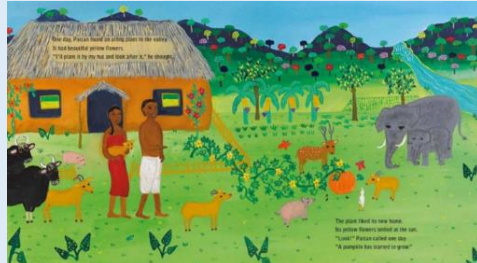





Key Stage 1 Weekly Learning		
Year 2, Cedar and Willow	Theme: The secret world of plants	Week beginning: 18/5/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Why not try out some Cosmic Yoga www.youtube.com/user/CosmicKidsYoga	
Reading - 10- 15 mins	Continue to read a book from home, school or online. This week, we are going to carry on looking at the story Pattan's Pumpkin by Chitra Soundar . The rest of the story is included on the attached sheets. Look again at the illustrations. List all the things you can see in the images (we call these nouns). How would you describe this environment? Do you think this is a place where nature thrives? What makes you think that? Do you think the community has a good respect for the natural world? What tells you this? We really hope you enjoy reading the rest of the story and looking at the illustrations.	
Maths- 20- 30 mins	Log on to Mathletics to complete some division activities. We have also included some activity sheets for telling the time which you could use if you can't access Mathletics. Please don't worry about printing worksheets, you can write out your work in the workbook we gave you or on paper.	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars to keep on practicing your times tables or sing with Percy Parker www.youtube.com/watch?v=BMX8O0aGB0Q www.youtube.com/watch?v=A8cCyQTkRgI	
Spelling- 5 - 10 mins	Look at the ' Letters and sounds ' phonics videos on www.youtube.com/channel/UCP_FbYUP_UtIdV2K_-niWw , practise your Common Exception Words or continue to learn to spell some contractions. https://spellingframe.co.uk/spelling-rule/102/25-Contractions https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/zcyv4qt	
Writing- 15 - 20 mins	Adjectives Task: Look carefully at the picture 'By the Light of the Lanterns'. What can you see? Make a list of adjectives you could use to describe the picture/ the two girls/ the trees/ the other characters? Tip: Use the examples given on the sheet to help you. Challenge: Use an expanded noun phrase and a conjunction to make your description more interesting.	
Our School Value	This term our value is Perseverance . Make your own poster to show why it is so important to persevere. Captain Tom persevered and the whole country got behind him. Why do you think this was? What did he achieve?	

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Counting in 2's, 3's, 5's and 10's x2, x5, x10 tables Number bonds to 10 and 20 Coin recognition up to £2 Quick addition and subtraction of 1 digit numbers Doubles and halves to 20 Telling the time Names and describing 2D and 3D shapes Number of seconds in a minute, minutes in an hour, hours in a day, days in a month, months in a year. 	<ul style="list-style-type: none"> Using phonics to decode words Predicting what will come next Talking about characters and events Sharing opinions Retrieving facts Making simple inferences (e.g. <i>I think it is sunny and hot because the girl is wearing a t-shirt and shorts.</i>) 	<ul style="list-style-type: none"> Capital letter at the start of a sentence Full stop at the end (or ? !) Finger spaces Neat, joined handwriting Conjunctions to join ideas (and/ but/ so/ because/ if/ that/ when/ which) Using prepositions (on, above, next to, below, underneath, beside) Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Using phonics to spell Adjectives to describe

Weekly Activities

Geography - Where does your food come from?

Have you ever wondered where your food comes from? Take a look at this clip to find out more.

<https://www.youtube.com/watch?v=CdPRZ3wjCxA>

Most of our fruits and vegetables are grown in different countries. Why do you think this is? **Tip: Think about the weather and climate in other countries compared to the UK.**

There are very few fruits or vegetables which are native to the UK, even though we can easily grow them here. Using <https://www.kiddle.co/> research and make a list of the different fruits and vegetables which can be grown in the UK? Are you growing any of these in your garden?

What fruits or vegetables are inside your fridge? Look carefully at the food labels on the packaging. Where has your food come from? How have your fruits and vegetables travelled to your local supermarket?



Choose two items of fruit or vegetables which were grown in different destinations. Draw a map of the journey your food has taken from the farm all the way to your home. Did it arrive into the country by aeroplane or on a train? Has it travelled by sea or by road? Maybe it was a combination of several of these.

RE - What is Eid-ul-Fitr?

Next weekend (23rd-24th May) will mark the end of the month of Ramadan during which Muslims around the world have been fasting each day between sunrise and sunset. To celebrate the end of Ramadan Muslims will celebrate Eid-ul-Fitr.

Watch the following clip to learn more about why and how Muslims celebrate Eid -ul-Fitr.

<https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid>

Why not join in with the celebrations and create your own paper plate moon and star decoration for Eid. Use the instructions provided to help you. (If you don't have a paper plate, you can also use card/ paper).

Science - Can fruit and vegetables float?

Which fruit or vegetable do you think would make the best floating craft to rescue Pattan, his family and his animals from a flood? Why? We would like you to investigate which fruits and vegetables float!

1. First find some fruit or vegetables you want to test.
2. Next, sort them into two groups, those you think will float and those you think won't float. Can you explain why you have made this prediction?
3. Then experiment! Test each piece of fruit or vegetable in a bath, bowl of water or the sink. Record your findings.
4. What did you discover? Can you explain why some fruits and vegetables floated while some sank?

Why do you think it is useful in nature that some fruit and vegetables float? (Clue: think about what is inside them!)

Extra challenge: Does it matter if you peel or chop the fruit/vegetable before you test it?



Did you know that floating is linked to the air trapped inside something? We call this buoyancy and it is the same reason that arm bands, inflated with air make you float in the swimming pool. How much air do you think each fruit or vegetable could contain? Are there any empty spaces in the fruit that trap air which might make it float more easily?

Please email or tweet us your results!

DT - Create a story book shoe box.

Using an old shoe box/ cereal box or small cardboard box, create a story box to represent one of the scenes and environments from the story Pattan's Pumpkin. Take a look at some examples of story book shoe boxes below to give you some ideas. Remember to share photos of your work with us via email or Twitter.



Jigsaw

Our topic this term is 'Relationships'. This week we are going to think about 'trust'.

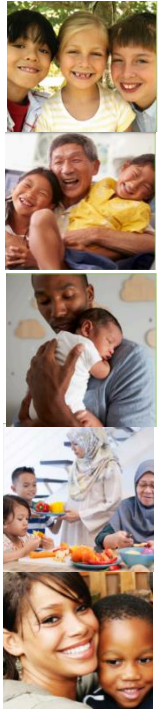
What things help you to trust someone? e.g. honesty, always being there, keeping good secrets, being a good listener, looking after you, standing up for you...

Trust builds over time. **What can damage trust?** e.g. telling lies, talking about a friend behind their back

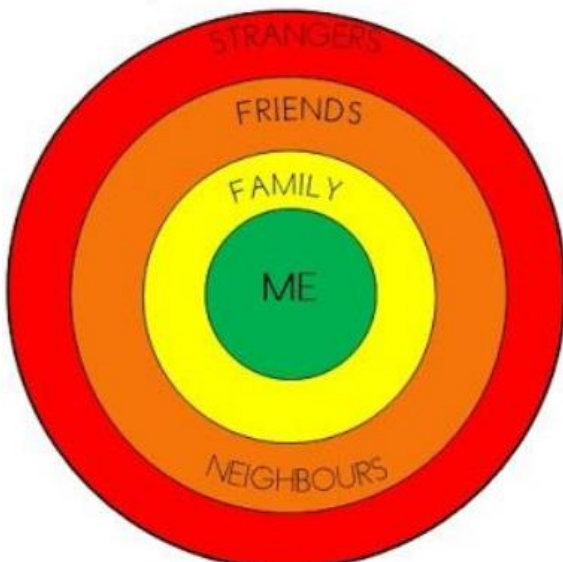
Draw some circles like the one below. Draw a stick figure in the middle to represent yourself. Then look at the picture cards (see below) of people who you might be able to trust. We can all create a Circle of Trust around us and only let people into the circle who we trust. Put any people you are sure you can trust near the stick figure in the middle and people who you are not sure about, further away.

We trust some people because we know them well, such as family and friends, and some we trust because we know it's their job to look after us, such as a police officer or doctor. There are many people who may be perfectly trustworthy, but it is easier to tell this when we know them well. Talk about who you could trust if you needed help.

Parents: If your child plays online games, you might want to talk about how being 'friends' with someone online does not mean we know they are trustworthy in real life. It is hard to get to know someone on the internet so we should always be careful about which information we share.



My Social Circle





Adjective Task

'By The Light of the Lantern'

Look carefully at the picture

What can you see?

Make a list of adjectives you could use to describe the picture. *E.g. dark, mysterious, spooky.*

What adjectives could you use to describe the two girls/ the trees/ the other characters? *E.g. adventurous, twisted, nervous.*

Challenge: Can you write an expanded noun phrase using one of your adjectives? *E.g. The bright glowing leaves.*

How about adding a conjunction to make your description more interesting? *E.g. The bright glowing leaves which hung from the gnarly branches.*

Ramadan Paper Plate Moon and Star Decoration

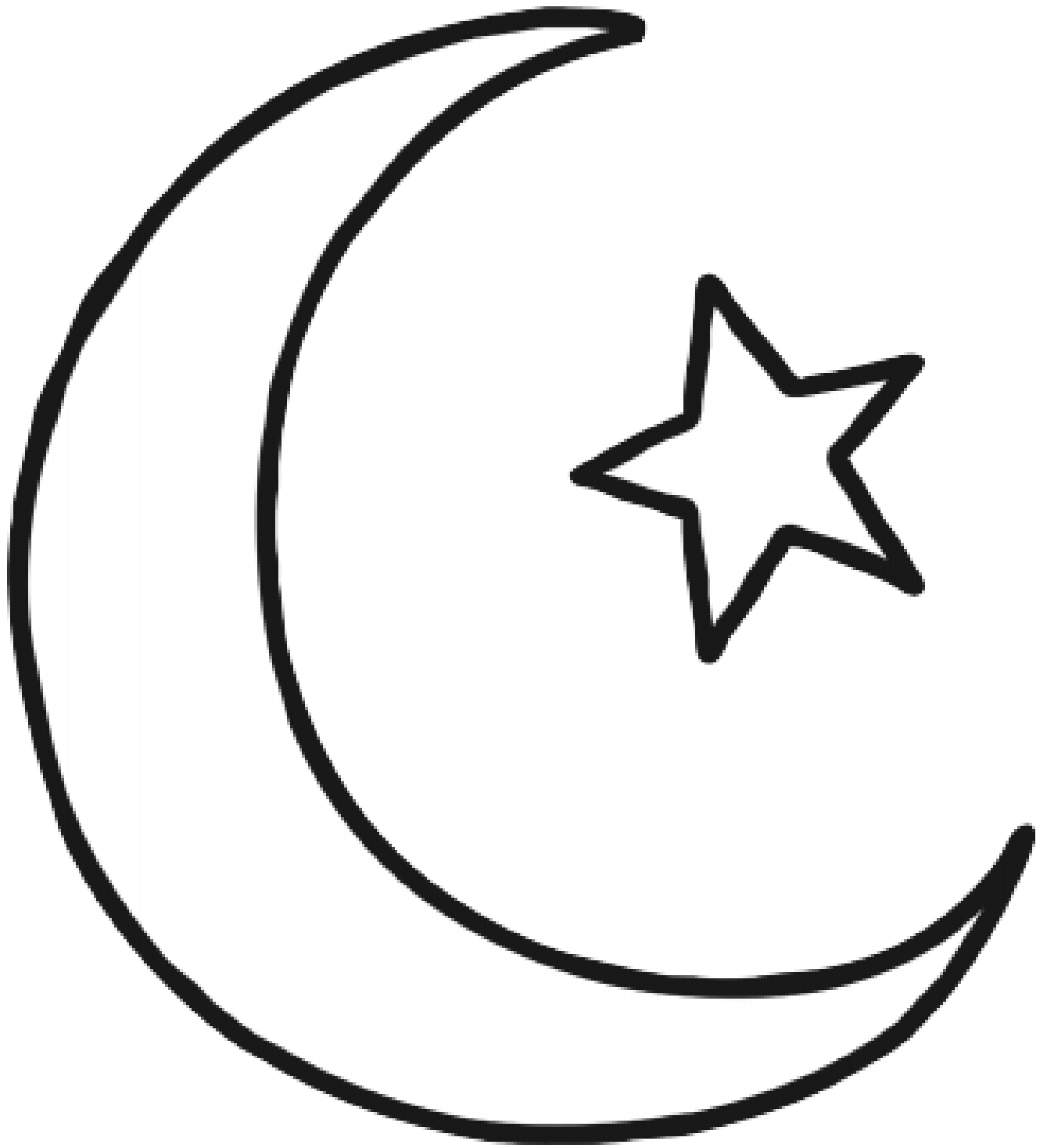
You will need:

Ribbon
Paper plate
Glue
Moon and Star Templates
Optional: Eco-friendly glitter
Pencil
Felt-tip pens or crayons
Scissors
Hole punch



Instructions

1. Cut out the Moon and Star Templates.
2. Place the moon template along the edge of a paper plate and draw around it.
3. Cut along the pencil line to make the plate into a crescent moon shape.
4. Decorate the moon shape using pens or crayons.
5. Draw around the star template onto the piece of paper plate you have left over, after cutting out the moon shape.
6. Cut out the star shape.
7. Spread some glue over the star shape and sprinkle over some eco-friendly glitter or decorate the star using pens or crayons.
8. Use the hole punch to punch a hole near top of the moon and another hole in the star.
9. Use some ribbon to tie the star to the moon shape.
10. Your decoration is now ready to display during Ramadan.



Mad Maths Minutes

37. 5x Table Practice Set C

$3 \times 5 =$

$7 \times 5 =$

$8 \times 5 =$

$5 \times 5 =$

$6 \times 5 =$

$5 \times 1 =$

$5 \times 2 =$

$5 \times 8 =$

$5 \times 5 =$

$6 \times 5 =$

$5 \times 6 =$

$5 \times 9 =$

$10 \times 5 =$

$5 \times 3 =$

$9 \times 5 =$

$5 \times 0 =$

$5 \times 4 =$

$8 \times 5 =$

$7 \times 5 =$

$4 \times 5 =$

$0 \times 5 =$

$5 \times 10 =$

$5 \times 9 =$

$2 \times 5 =$

$5 \times 7 =$

$5 \times 7 =$

$1 \times 5 =$

$5 \times 5 =$

$5 \times 5 =$

$9 \times 5 =$

Mad Maths Minutes

37. 5x Table Practice Set D

$5 \times 3 =$

$1 \times 5 =$

$4 \times 5 =$

$5 \times 8 =$

$5 \times 7 =$

$6 \times 5 =$

$5 \times 5 =$

$10 \times 5 =$

$0 \times 5 =$

$5 \times 2 =$

$5 \times 10 =$

$5 \times 5 =$

$7 \times 5 =$

$7 \times 5 =$

$5 \times 9 =$

$9 \times 5 =$

$2 \times 5 =$

$3 \times 5 =$

$8 \times 5 =$

$5 \times 9 =$

$5 \times 4 =$

$2 \times 5 =$

$3 \times 5 =$

$5 \times 0 =$

$5 \times 1 =$

$5 \times 7 =$

$9 \times 5 =$

$5 \times 3 =$

$5 \times 6 =$

$4 \times 5 =$

Mad Maths Minutes	Mad Maths Minutes
38. 5x Table Division Facts Set C	38. 5x Table Division Facts Set D
20 ÷ 5 =	30 ÷ 5 =
25 ÷ 5 =	5 ÷ 5 =
10 ÷ 5 =	15 ÷ 5 =
45 ÷ 5 =	35 ÷ 5 =
20 ÷ 5 =	50 ÷ 5 =
30 ÷ 5 =	30 ÷ 5 =
35 ÷ 5 =	45 ÷ 5 =
20 ÷ 5 =	20 ÷ 5 =
25 ÷ 5 =	40 ÷ 5 =
50 ÷ 5 =	50 ÷ 5 =
15 ÷ 5 =	10 ÷ 5 =
10 ÷ 5 =	40 ÷ 5 =
35 ÷ 5 =	20 ÷ 5 =
40 ÷ 5 =	25 ÷ 5 =
45 ÷ 5 =	35 ÷ 5 =
30 ÷ 5 =	15 ÷ 5 =
25 ÷ 5 =	5 ÷ 5 =
20 ÷ 5 =	5 ÷ 5 =
10 ÷ 5 =	15 ÷ 5 =
35 ÷ 5 =	35 ÷ 5 =
5 ÷ 5 =	45 ÷ 5 =
35 ÷ 5 =	50 ÷ 5 =
45 ÷ 5 =	25 ÷ 5 =
15 ÷ 5 =	10 ÷ 5 =
40 ÷ 5 =	40 ÷ 5 =
50 ÷ 5 =	45 ÷ 5 =
45 ÷ 5 =	45 ÷ 5 =
30 ÷ 5 =	25 ÷ 5 =
15 ÷ 5 =	10 ÷ 5 =
www.primarytopics.co.uk	www.primarytopics.co.uk

Time – months of the year

1 a Fill in the missing letters in these months of the year.

<input type="text"/>	J _ n _	<input type="text"/>	A u _ _ s t
<input type="text"/>	_ _ p t _ m b _ _	<input type="text"/>	J _ n _ a r _
<input type="text"/>	_ _ l y	<input type="text"/>	A p _ _ _
<input type="text"/>	M a r _ _	<input type="text"/>	N _ v e m _ _ _
<input type="text"/>	O _ t _ b _ _	<input type="text"/>	M _ _
<input type="text"/>	_ e c _ _ b _ r	<input type="text"/>	F e _ r u _ _ _

b Number them 1 to 12, starting with January.

2 Guess the mystery months.

a I come after April but before June. I am

b I have 7 letters in me.
I have an 'o' and a 'b'.

I am

c I am the 2nd last month of the year. I am



January
July

February
August

March
September

April
October

May
November

June
December

Time – months of the year

1 What special things happen in your world over a year?

- a** Ask your friends and family for ideas and draw or write them in the matching boxes.



October	July	March
April	September	November
January 1st New Year's Day	August	May
December	February	June

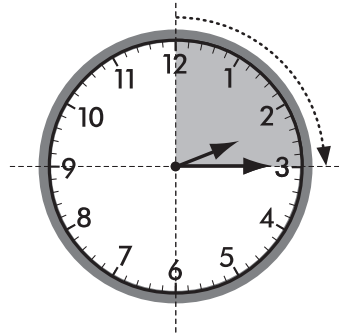
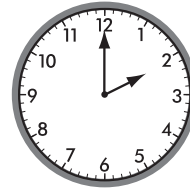
- b** Did you notice that the months are in the wrong order? Cut the boxes out and reorder them. Stick them onto a new page.

Time – quarter past

The time shown on this clock is **2 o'clock**.

The minute (big) hand is on the 12.

The hour (little) hand is on the 2.

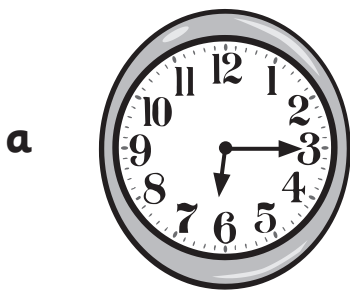


The time shown on this clock is **quarter past 2**.

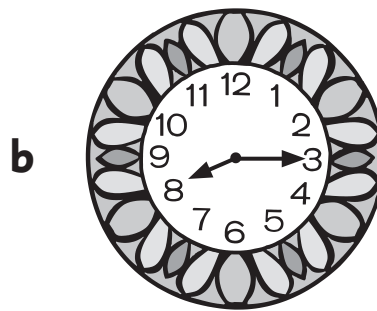
The minute hand has moved a quarter of the way to the next hour. It is pointing to the 3.

The hour hand has also moved a quarter of the way to the next hour.

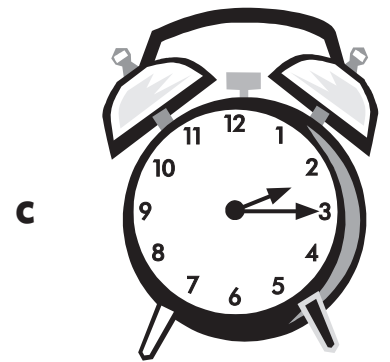
1 What is the time?



quarter past ____

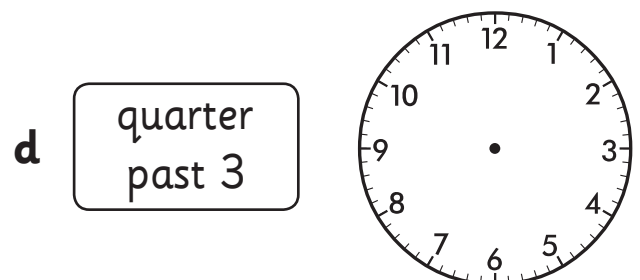
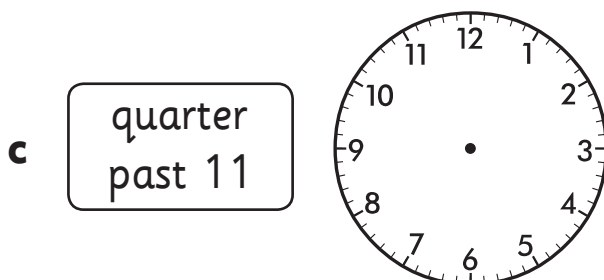
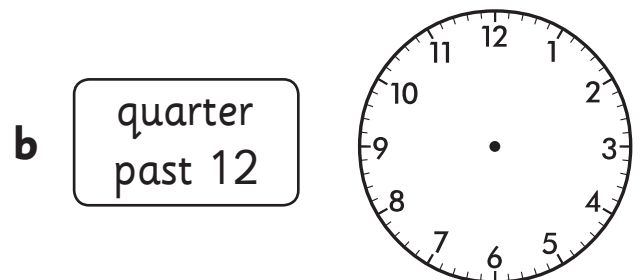
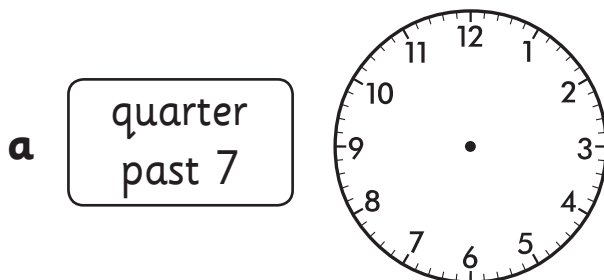


quarter past ____

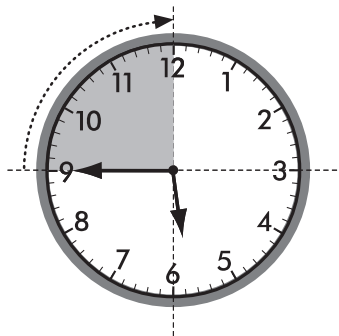


quarter past ____

2 Draw the missing hands on the clocks to finish the times.



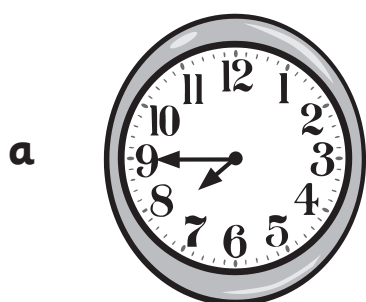
Time – quarter to



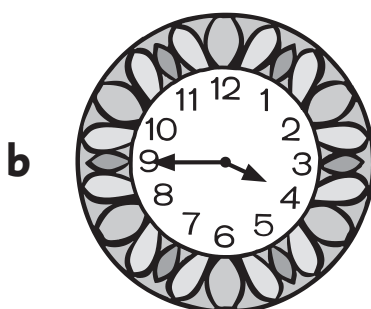
The time shown on this clock is a quarter to 6.

This means that 45 minutes have passed since 5 o'clock and that it is 15 minutes until 6 o'clock.

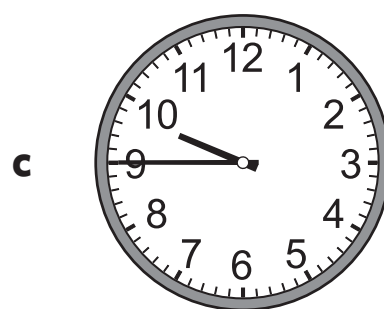
1 What is the time?



quarter to ____



quarter to ____

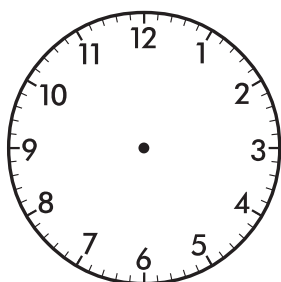


quarter to ____

2 Draw the missing hands on the clocks to finish the times.

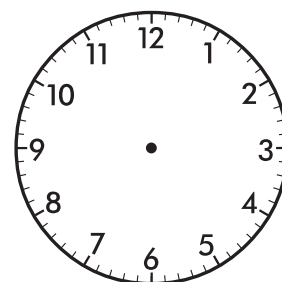
a

quarter
to 5



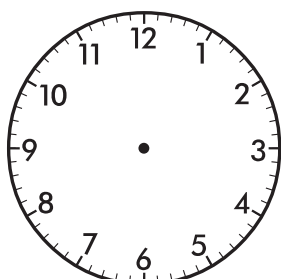
b

quarter
to 7



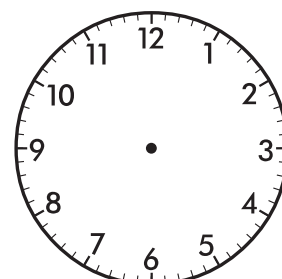
c

quarter
to 11



d

quarter
to 3



Time – quarter to and past

You will need:



a partner



scissors



a clock with movable hands



What to do:

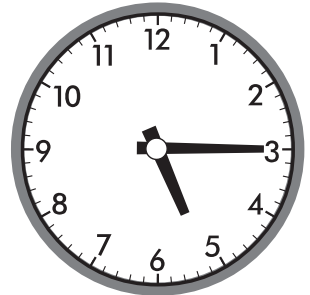
Cut out the time cards and place them face down. Choose who will go first. Turn over two cards. If they match, and you can make the time on the clock, you keep them. Play until all the cards are gone.



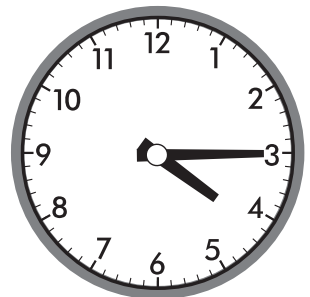
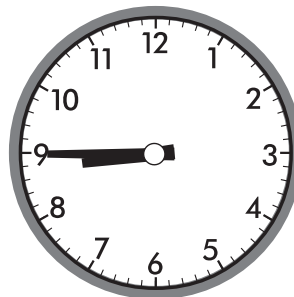
quarter
past 4



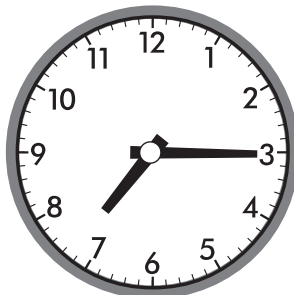
quarter
past 7



quarter
to 1



quarter
to 9



quarter
past 5

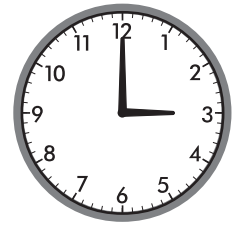
quarter
to 7

Time – to the nearest 5 minutes

Analogue clocks have two scales. The numbers mark the scale of the hour hand. When the hour hand moves between one number and the next an hour has passed.

The lines around the outside of the clock face mark the scale of the minute hand, with each line representing one minute. So, when the minute hand moves between one number and the next it marks the passing of five minutes. This clock show '5 minutes past 3' or '5 past 3'.

If the minute hand moves on another five minutes it will now be pointing to the 2, and the time will be '10 past 3'.



1 Match the clock faces to the times.



25 past 9

10 past 5

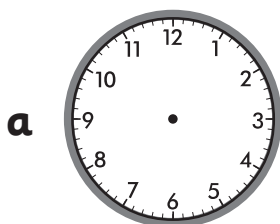
10 past 10

5 past 6

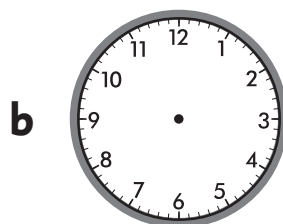
20 past 2

5 past 8

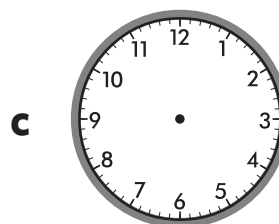
2 Draw the hands on the clock faces to show the times written below.



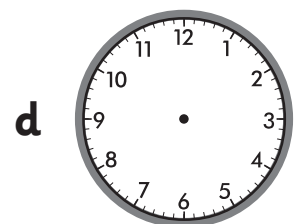
5 past 4



25 past 8



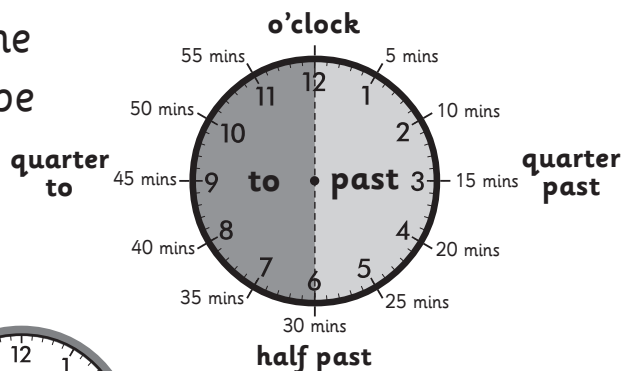
10 past 11



20 past 1

Time – to the nearest 5 minutes

When the minute hand has passed the '6', the 'half past' position, we describe the time by saying how many minutes there are 'to' the next hour.

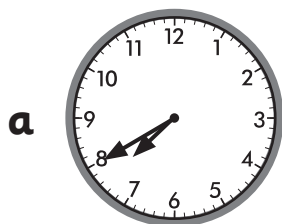


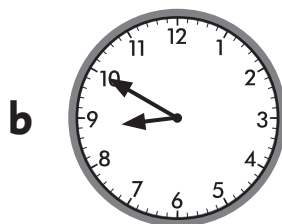
So this clock shows '20 to 5'.

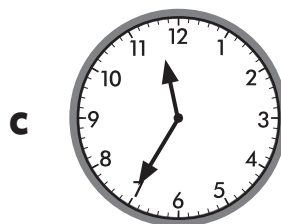


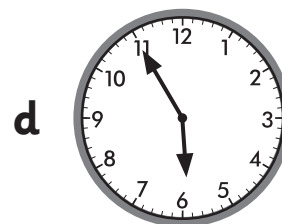
This one shows '5 to 8'.

1 Write the times shown on the clock faces in the boxes below:

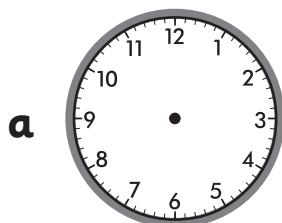




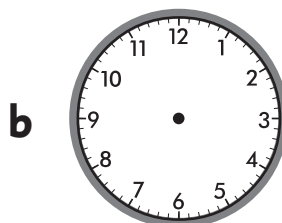




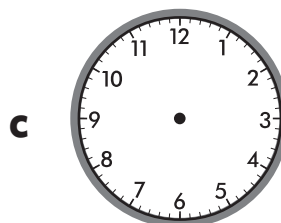
2 Draw the hands on the clock faces to show the times written below:



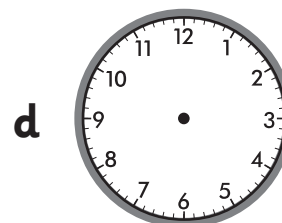
5 to 1



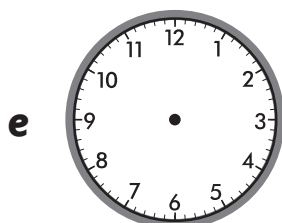
25 to 3



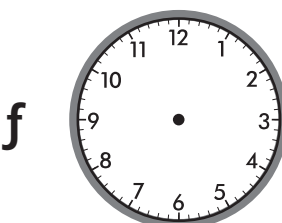
20 to 9



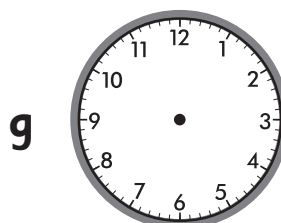
10 to 7



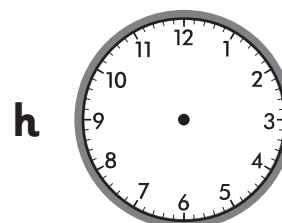
5 past 6



quarter past 10



20 to 12



quarter to 9

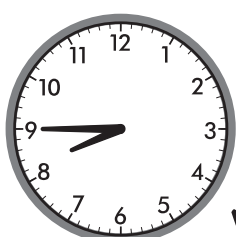
Time – errors

When telling the time on analogue clocks or drawing the hands on clock faces, it is easy to make mistakes.

Which of these clocks is showing 10 past 10?



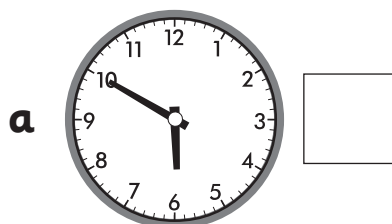
It is easy to confuse the hour and the minute hand. Always think carefully about which hand is which, and draw the hands so that one is clearly shorter than the other.



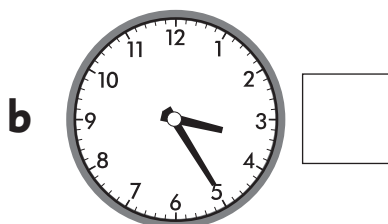
Which of these clocks is showing quarter to 8? The hour hand of the second clock is in the wrong position – it is in the position for quarter past 8, not quarter to 8.

Always make sure you make the position of the hour hand as accurate as possible.

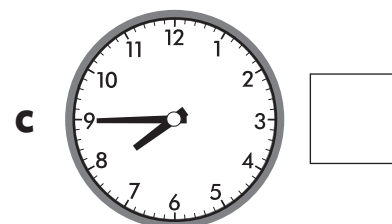
- 1 Aaliyah drew the hands on the clocks below, but she thinks she may have made some mistakes. Can you mark them for her? Put a tick in the box for each correct question and a cross for mistakes.



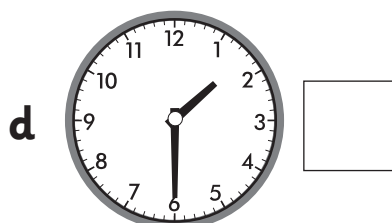
10 to 6



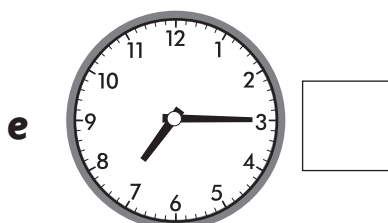
25 past 3



quarter to 8



half past 1



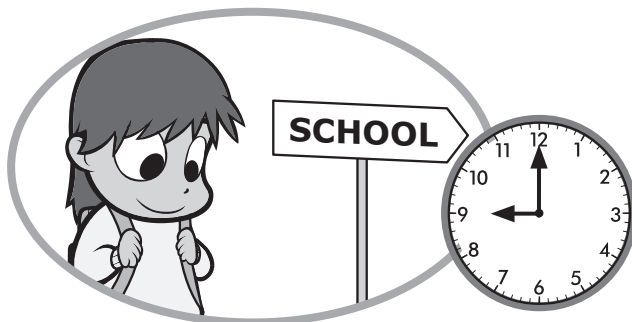
quarter past 7



20 to 10

Time – a day

There are 24 hours in a day. There are 12 hours on a clock so a day is made up of '2 clocks'.



You are probably in school at 9 o'clock in the morning.



You are probably in bed at 9 o'clock at night.

1 Write or draw what you might be doing at:



in the morning



in the afternoon



in the morning



in the evening

2 Look at the digital clocks around your house. How do they show the difference between 8 o'clock in the morning and 8 o'clock in the evening?



But how were they going to take all the creatures
with them?

Pattan couldn't sleep that night. When the pumpkin
glowed like fire under a burst of lightning,
he had an idea....



In the morning, Pattan reached for his axe.

"It's time to harvest the pumpkin," he said.

Battling the lashing rain, Pattan climbed the mountain.

The birds and animals followed him.

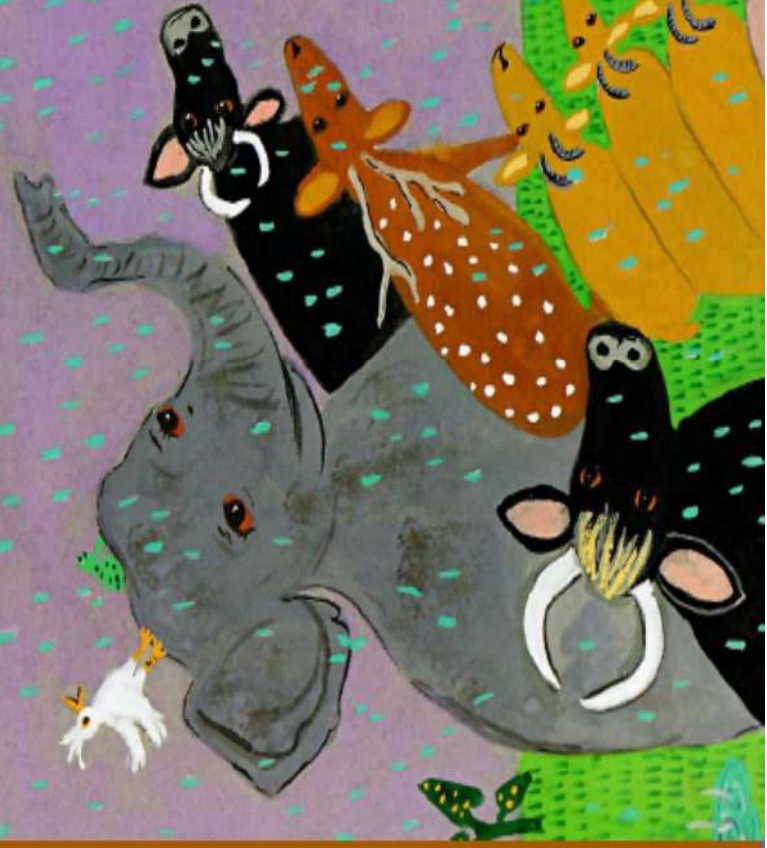
Pattan jumped on top of the pumpkin.

Cutting a big hole, he dived into its orange flesh.

The birds called out in fear.

The goats bleated.

The bison **snorted**.







Pattan dug into the pumpkin, hollowing its insides.

"Help me," he called.

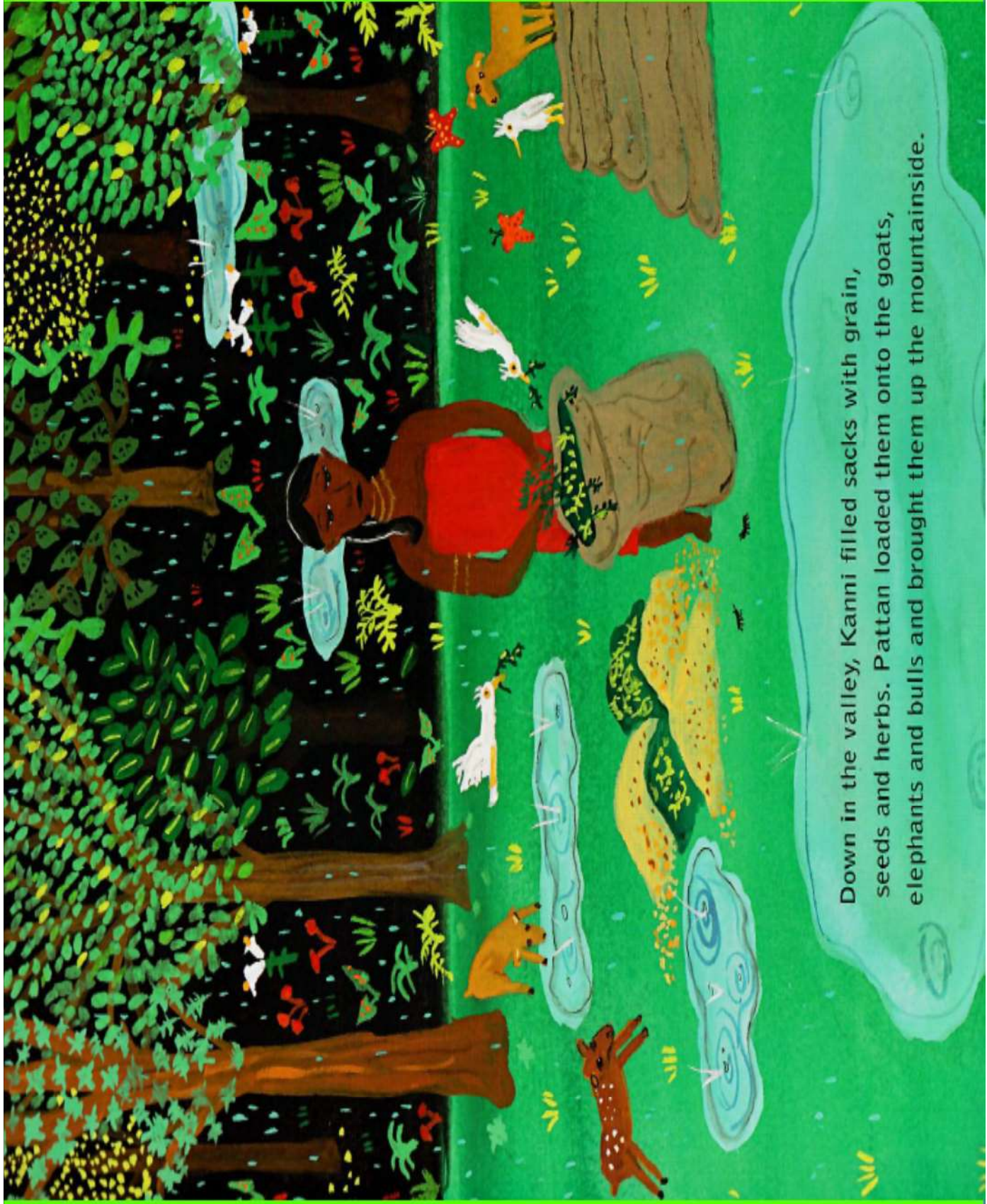
The goats, the bison and the birds ferried out the pumpkin flesh, as fast as they could.

The wind blew hard, rocking the pumpkin from side to side. But Pattan did not give up.

He dug and dug until the pumpkin was hollow.


At last it was **BIG** enough for everyone.





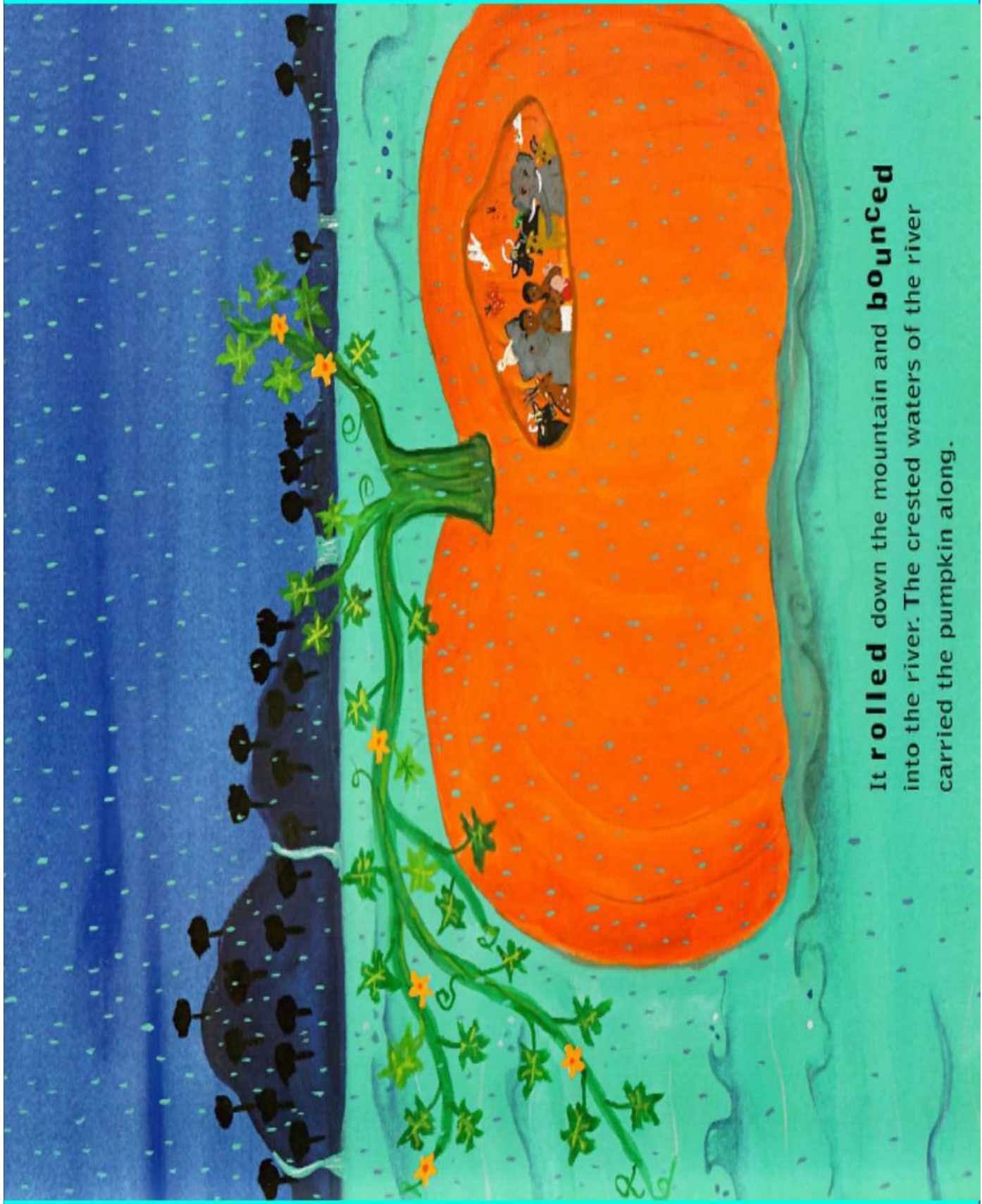
Down in the valley, Kanni filled sacks with grain, seeds and herbs. Pattan loaded them onto the goats, elephants and bulls and brought them up the mountainside.





"Hurry, climb in," Pattan cried.
The dark evening skies cradled the mountain in darkness.
"We must leave before nightfall," said Pattan,
cutting the prickly stem from the plant.

Now the pumpkin was **FREE**.



It **rolled** down the mountain and **bounced** into the river. The crested waters of the river carried the pumpkin along.

Many a day and night must have passed.
No one counted.
It rained...

and rained...

and rained.



Kanni sang a lullaby to soothe the baby animals and birds.

*“While the gods of rain and thunder send us a storm,
Here inside the pumpkin we are safe and warm.
One day we will return to our mountain peak,
But in this great darkness, light is what we seek.”*





And then, one day, the pumpkin bumped against something and **stopped**.

Pattan climbed out into a bright and sunny day. "We've reached the plains," he called joyfully. Kanni and all the creatures hurried out. The troubles of the rain were finally over.



"The pumpkin has saved us,"
said Kanni.

The animals and birds basked
in the sunshine.





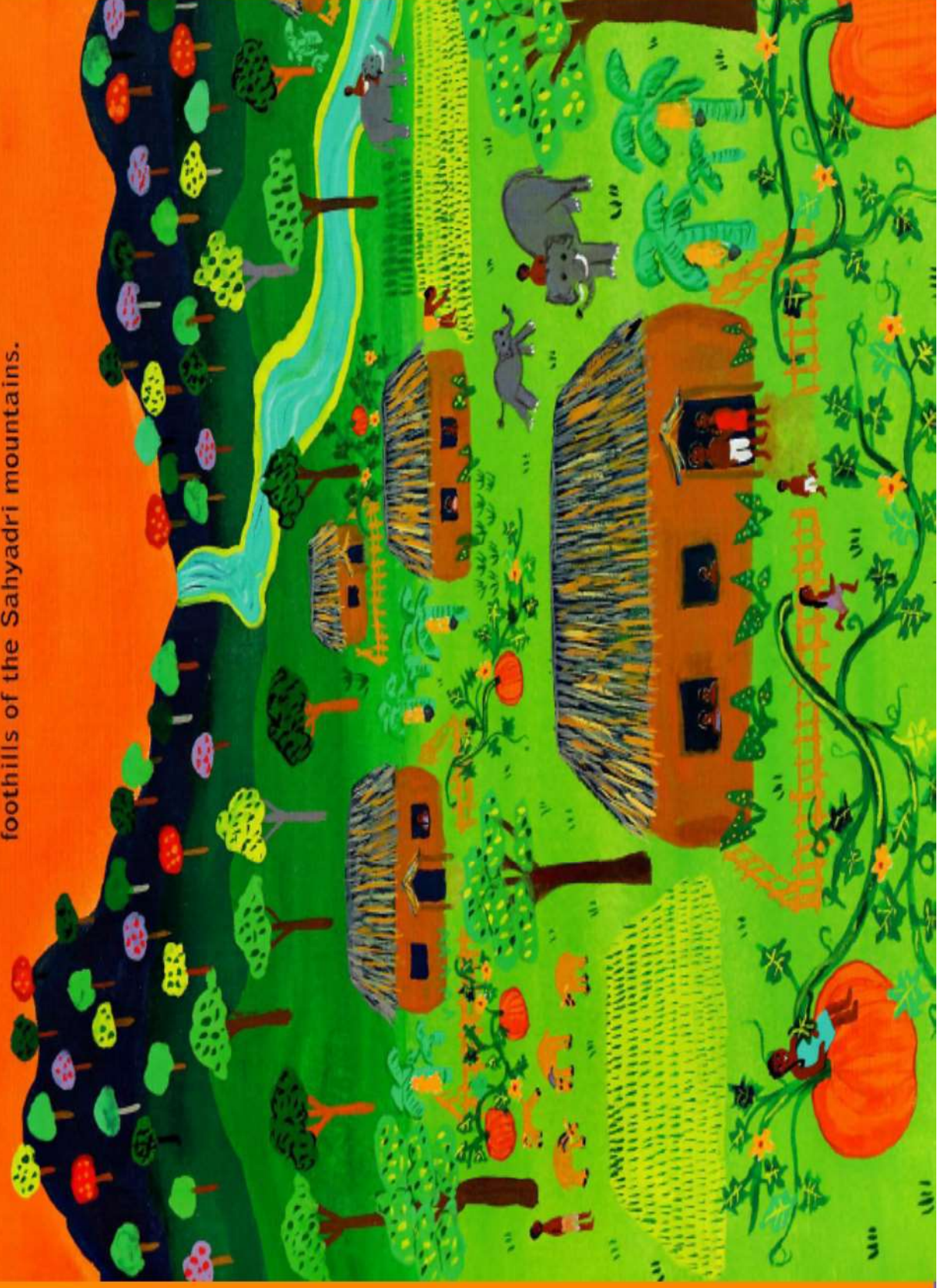
The next morning, Pattan gathered everyone together.

"It's time to return home," he said.

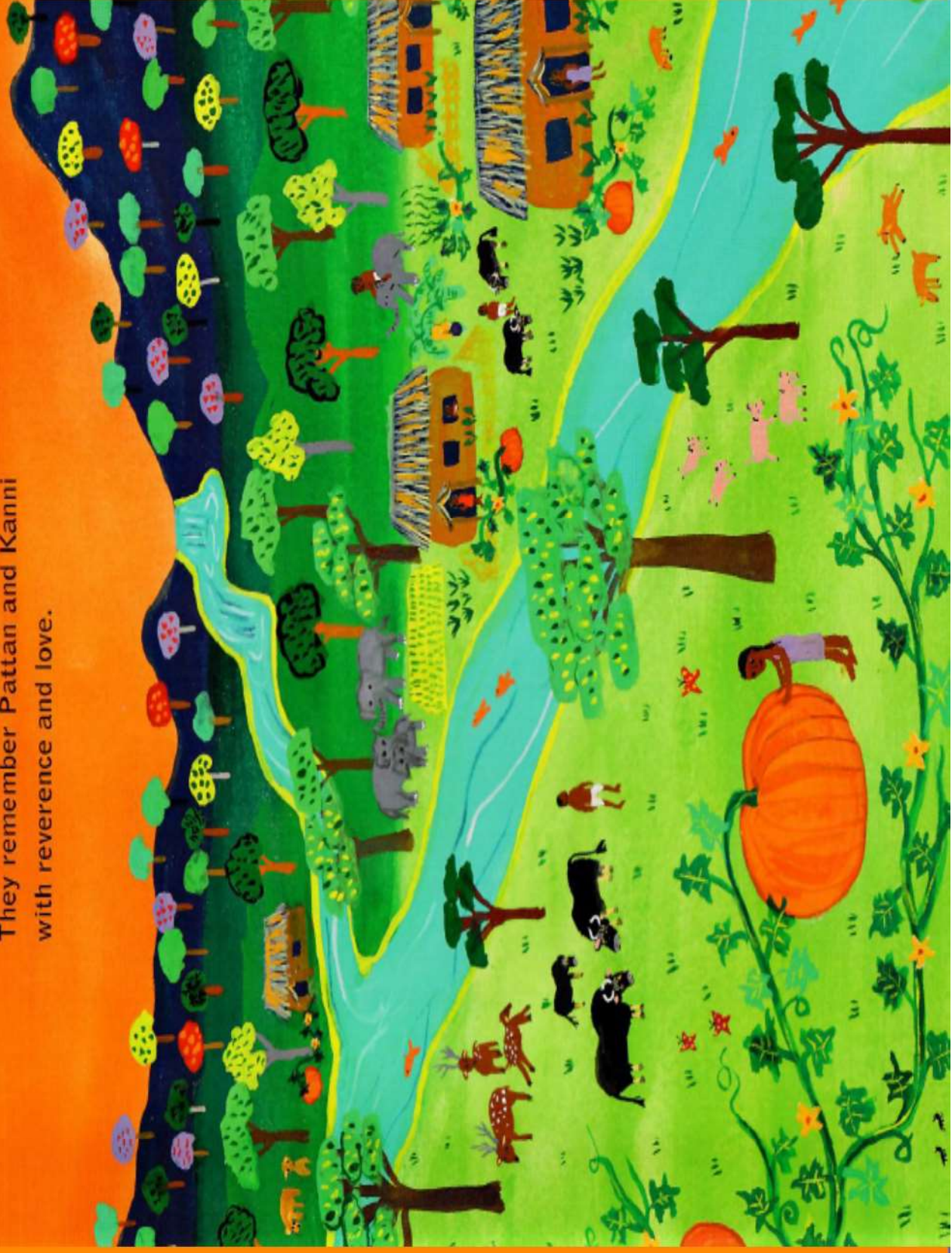
Back in the valley, they built a new house by the river.

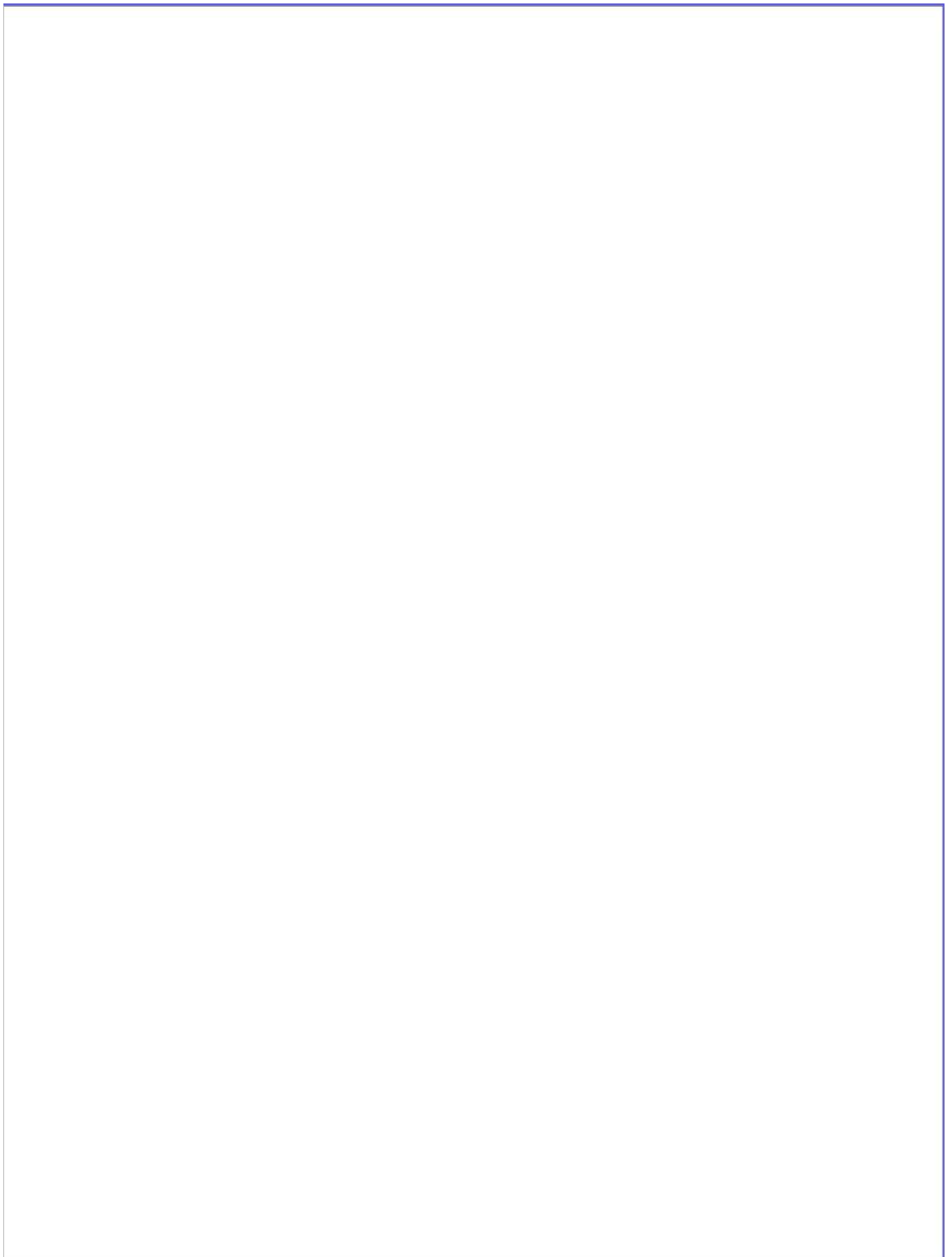
"I'm forever grateful to the pumpkin," Pattan said, as he planted the single pumpkin seed he had saved.

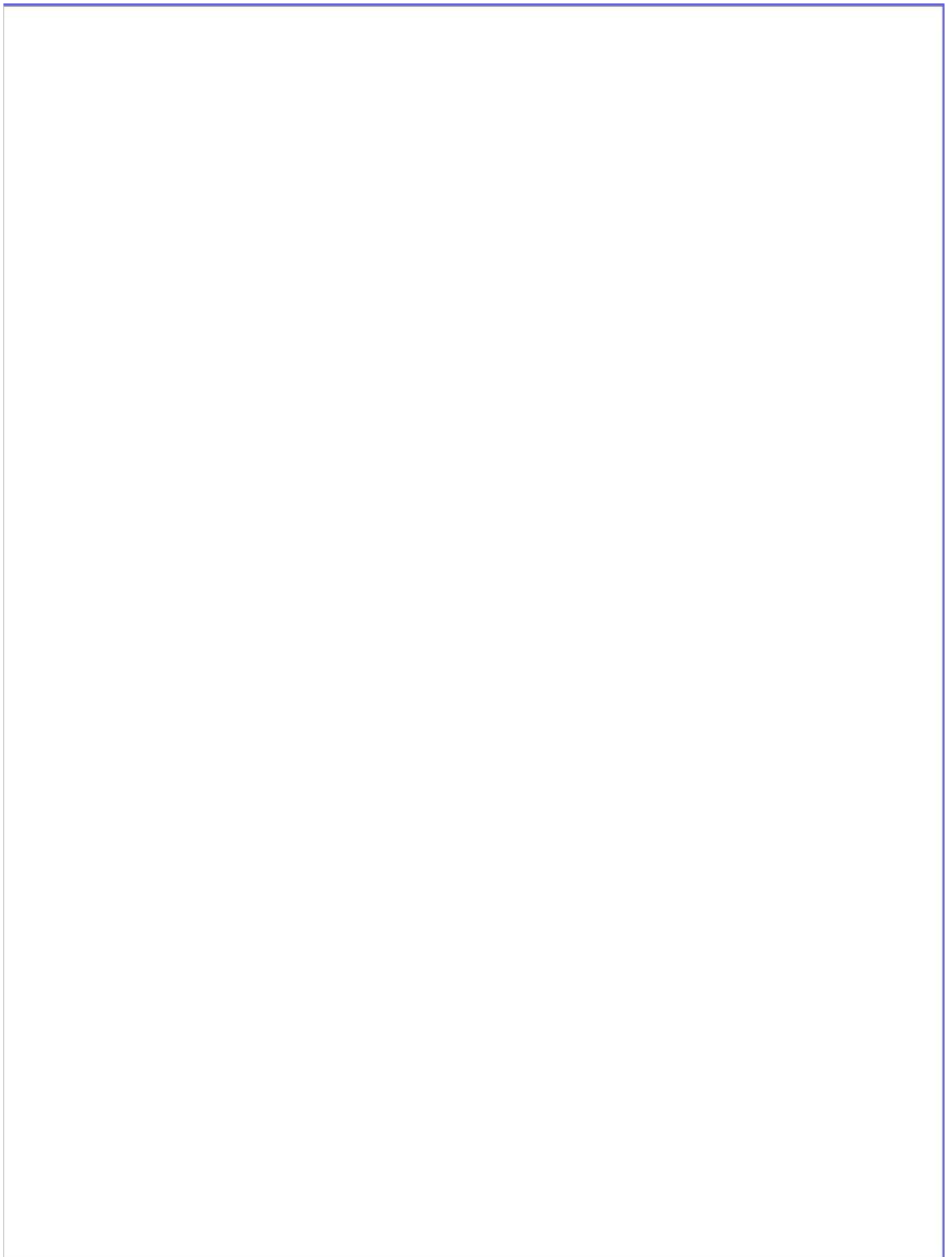
Pattan and Kanni had many children
and they all made their homes in the
foothills of the Sahyadri mountains.



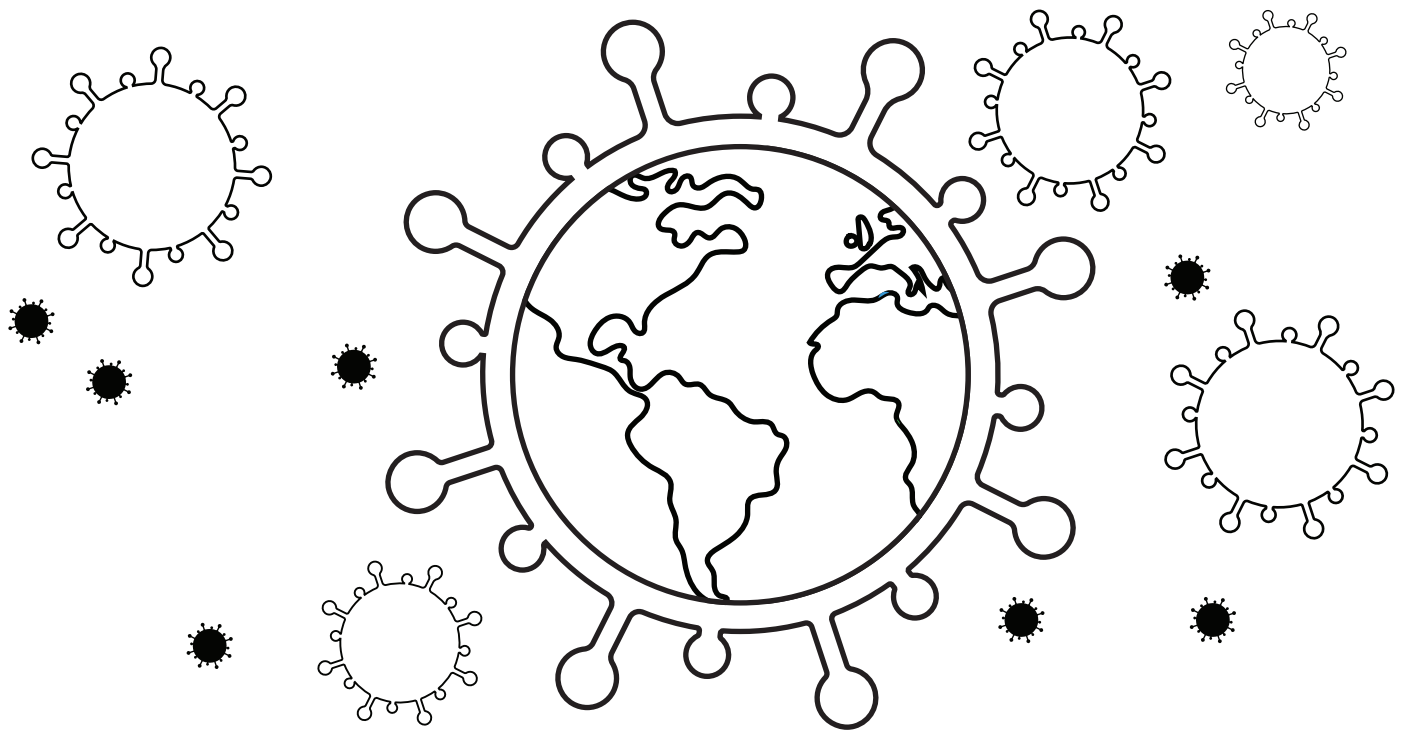
Even today, Pattan's descendants live in this valley,
looking after their animals and growing pumpkins.
They remember Pattan and Kannu
with reverence and love.







MY 2020 COVID-19 TIME CAPSULE

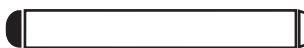


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

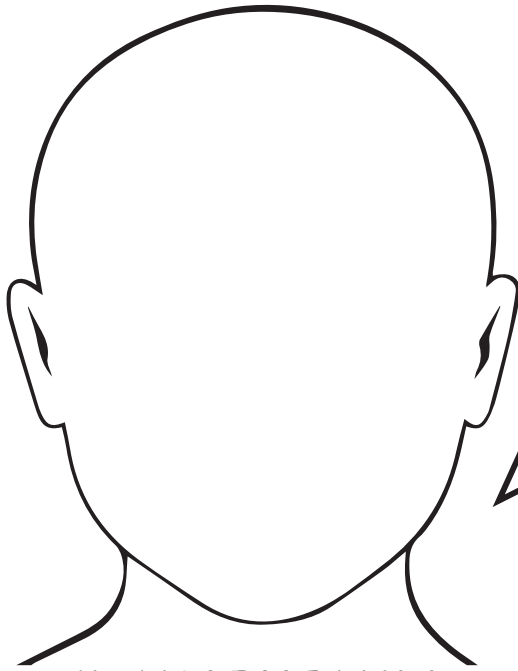
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

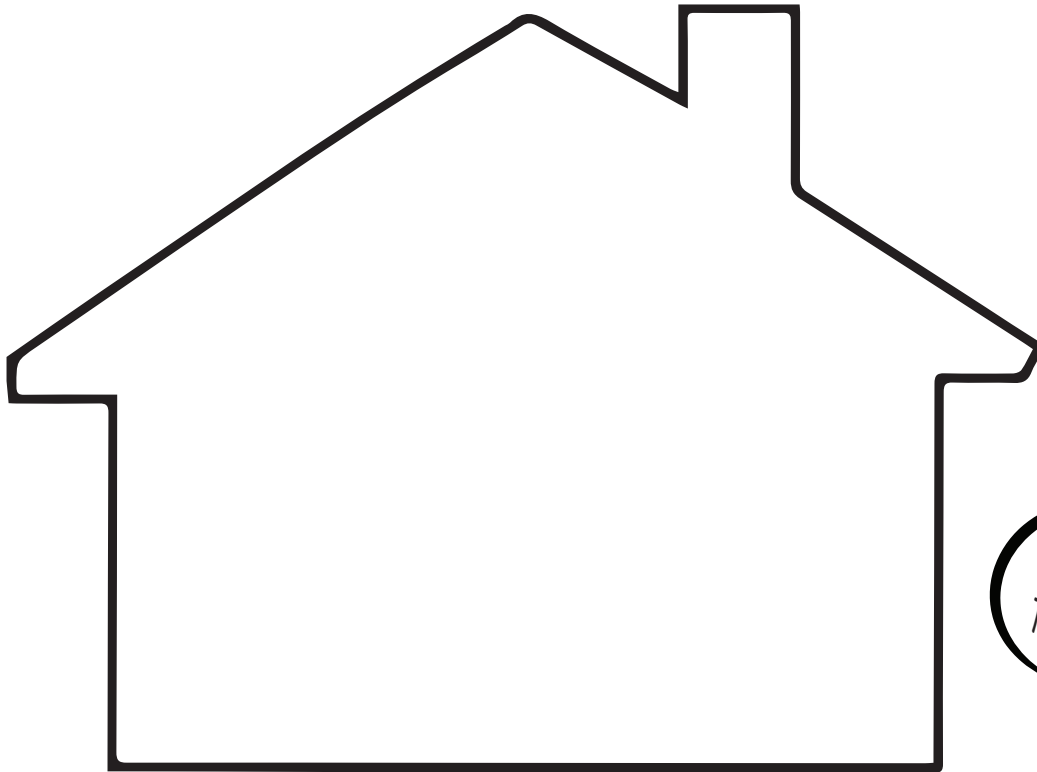
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

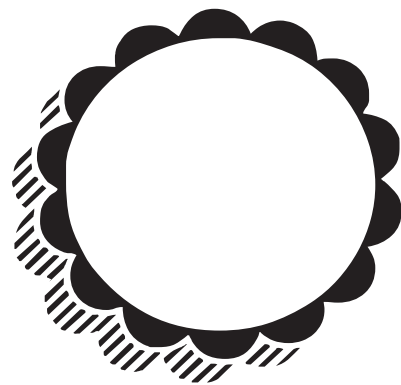
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,