



DEPARTMENT OF EDUCATION, CITY OF NEW YORK, DISTRICT 25

Adrien Block Intermediate School 25Q
34-65 192nd Street
Flushing, NY 11358
(718) 961-3480 FAX (718) 358-1563



Mohammed Rahman
Principal

Marlena Wang
Assistant Principal

Kayla DiMuro
Assistant Principal

Margarita Jimenez
Assistant Principal

Dear Students, 尊敬的同学们: Estimados estudiantes: 학생 여러분께,

We prepared this packet for you to complete during Election Day if you have difficulty connecting to your classes today.

Even though we may not be able to be together, we still want you to keep learning and growing. Please complete this packet and return it to your teacher. Your teacher can then email our attendance team to change your attendance.

Sincerely,

The Adrien Block Community (The Sharks) Adrien Block 社区 (鲨鱼大家庭) La Comunidad de Adrien Block (Los Tiburones) Adrien Block 공동체 (상어 가족) 드림.

如果您今天无法顺利连接并参加线上课程, 我们为您准备了这份学习资料包供您完成。

虽然今天我们可能无法相聚在一起学习, 但我们仍然希望您能够继续学习和成长。请完成这份资料包, 并将其交还给您的老师。您的老师随后可以联系学校考勤团队, 以更新您的出勤记录。

Hemos preparado este paquete de actividades para que lo completen durante el Día de las Elecciones si tienen dificultades para conectarse a sus clases hoy.

Aunque hoy no podamos estar juntos, queremos que sigan aprendiendo y creciendo. Por favor, completen este paquete y entrégueselo a su maestro(a). Luego, su maestro(a) podrá comunicarse con nuestro equipo de asistencia para actualizar su registro de asistencia.

오늘 수업에 접속하는 데 어려움이 있는 경우를 대비하여 선거일 동안 완료할 수 있는 학습 자료를 준비했습니다.

비록 오늘 함께 모여 수업할 수는 없지만, 여러분이 계속 배우고 성장하기를 바랍니다. 이 자료를 모두 완료한 후 선생님께 제출해 주세요. 그러면 선생님께서 출결 담당팀에 연락하여 출석 기록을 수정할 수 있습니다.



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Remote Learning Packet #1

This is Packet 1 of 2. You will complete this packet in the event we are not in school. Please respond to all the prompts or questions and read any texts or materials.

1. ELA
2. Math
3. Social Studies
4. Science
5. Language-Building Skills
6. “Mind-Up” Reflection/Activity

Este es el Paquete 1 de 2. Completarás este paquete en caso de que no estemos en la escuela. Por favor, responde a todas las indicaciones o preguntas y lee cualquier texto o material. Entrega este paquete en la oficina principal cuando volvamos a la escuela.

这是第1包，共2包。如果我们不在学校，你将完成这个包。请回答所有提示或问题，并阅读任何文本或材料。我们下次上学时，请将此包交到主办公室。

이것은 2개의 패킷 중 1번째입니다. 학교에 있지 않은 경우 이 패킷을 완료하십시오. 모든 질문이나 지시에 응답하고 모든 텍스트나 자료를 읽으십시오. 다음에 학교에 올 때 이 패킷을 본교무실에 제출하십시오.

هذه هي الحزمة 1 من 2. ستكمل هذه الحزمة في حالة عدم وجودنا في المدرسة. يرجى الرد على جميع التعليمات أو الأسئلة وقراءة أي نصوص أو مواد. قم بتسليم هذه الحزمة إلى المكتب الرئيسي عندما نعود إلى المدرسة.

***D*irections**

Read this story. Then answer questions 1 through 7.

In this story, a girl tries to tame a mustang horse she calls Ranger.

Excerpt from *Carrots for Ranger*

by Jennifer Adam

1 I had his name picked out the day we loaded him on the trailer: Ranger, because it made me think of courage and stamina,¹ adventure and exploration. (I should have called him Houdini,² or Trouble, or Bucksnot or something instead, as it turned out.)

2 It was dusk by the time we hauled him home, so I tossed him some hay, showed him where the water tank was, and then left him to settle in. Ghost whinnied a greeting from her own pasture, so I knew Ranger wouldn't feel too alone. I couldn't wait to spend a full day with him, to touch him for the first time, to see what he was like and how he might react to things. But as I jogged toward the corral gate early that first morning, confusion and a sick, cold dread seeped into my bones.

3 Ghost was dozing quietly, but Ranger was nowhere to be seen. . . .

4 Panic sank sharp claws into my shoulders and hissed prickly dragon breath down the back of my neck. Ranger was wild, untouched. If he'd managed to get out of his safe corral, how on earth could I catch him again?

5 A loud whinny broke the stillness of the morning, and hoofbeats thundered behind me. Ranger galloped into view along the edge of the cornfield, hooves kicking puffs of dust and tail streaming behind him like a banner.

6 "What are you doing out here?" I cried. "How did you escape?"

7 He tossed his head, almost as if he were laughing at me, and jumped back into the pen with another whinny. . . .

8 "Ranger! You just jumped a six-foot fence from a standstill!" I'd guessed he was athletic, but I'd never seen a horse clear a jump like that with such little effort.

9 He flicked his ears at me, spun on his back legs, and promptly jumped out again. Just to prove he could, I suppose. . . .

10 I spent the next few weeks letting him get used to the sound of my voice, the rhythm of my movements. Whenever Dad didn't need my help, I sat on an upturned bucket while Ranger nibbled hay or grass, hoping to prove I wasn't a threat. I tried offering treats—flaxseed cookies, oatmeal biscuits, peppermints, even a scoop of Mom's apple crisp—but mustangs off the range are skeptical of new flavors, and Ranger didn't believe he could eat any of these things. I brought a carrot out once, but the crisp snap as I broke it in pieces sent him bucking across the pen. . . .

GO ON

- 11 One day, toward the end of summer, I brought a couple of carrots out for Ghost. She nickered eagerly when she saw me reach into my pocket. Ranger jumped out of his pen to join us in her pasture, curiosity nudging him closer. When he saw the mare take a piece of carrot from my palm and heard her crunch it, he tiptoed toward her so he could breathe into her face and sniff her muzzle.
- 12 *What is she eating?* he seemed to ask.
- 13 Carefully, I offered him a piece of carrot, too.
- 14 It took him a long moment to make up his mind, but he finally pinched it in his lips and took a single, hesitant bite. His eyes widened. His ears flicked forward. He crunched again, drool slipping from his mouth as he chewed. He gobbled that carrot down, looking to me for another. *What deliciousness is this?* his expression seemed to say. *And how can I get more?*
- 15 Carrots proved the key to his training from that moment on. I used them as rewards when he stood for haltering, when he learned to walk beside me as I held the lead rope, when he let me pick up his feet.
- 16 Some horses turn greedy for treats, pushing and shoving in their eagerness to eat something tasty. I only gave Ghost treats on rare occasions; otherwise, she got rude. But Ranger remained polite, even when he realized I always carried his carrots in my pockets. If he felt his efforts weren't being rewarded quickly or often enough, he might gently nudge my pocket with his nose to get my attention, but then he'd take a couple of steps back to wait patiently while I dug a bit of carrot out for him.
- 17 Carrots taught him that humans could be trusted, despite his strong instincts to flee strangers. After school started, I begged my friends to stop by with carrots for him, and Ranger started to look forward to meeting new people. It was quite a surprise for a work crew building a new grain bin on our farm a few months later when he jumped out of the pasture and came galloping up to check the contents of their lunch coolers!

¹**stamina:** ability to keep going

²**Houdini:** magician and escape artist

1

Which statement **best** supports a central claim of the story?

- A Carrots are necessary for wild horses to perform the tasks they are given.
- B Treats given to some wild horses may result in rude and aggressive behavior.
- C Wild horses can learn to trust people if they are treated with patience and kindness.
- D People should avoid naming wild horses until they learn the behavior of the animals.

2

Read this phrase from paragraph 5.

. . . hooves kicking puffs of dust and tail streaming behind him like a banner.

The author **most likely** uses this phrase to

- A highlight Ranger's speed
- B show Ranger's refusal to be tamed
- C illustrate Ranger's desire for freedom
- D indicate Ranger's distance from the corral

3

Paragraphs 5 and 6 fit in the overall structure of the story by

- A expanding the setting
- B introducing the conflict
- C foreshadowing a resolution
- D describing a relationship

GO ON

4

Which quotation **best** supports a theme of the story?

- A “It was dusk by the time we hauled him home, so I tossed him some hay, showed him where the water tank was, and then left him to settle in.” (paragraph 2)
- B “If he’d managed to get out of his safe corral, how on earth could I catch him again?” (paragraph 4)
- C “Ranger galloped into view along the edge of the cornfield, hooves kicking puffs of dust and tail streaming behind him like a banner.” (paragraph 5)
- D “I spent the next few weeks letting him get used to the sound of my voice, the rhythm of my movements.” (paragraph 10)

5

What is the **most** likely meaning of the word “skeptical” as used in paragraph 10?

- A afraid of
- B cautious about
- C unaware of
- D worried about

6

What do the details in paragraphs 11 through 14 indicate about Ranger?

- A He is ready to begin his training.
- B His curiosity is overcoming his lack of trust.
- C He is excited to try different foods.
- D His desire for companionship is growing.

7

How does the author **mainly** develop the narrator's point of view in the story?

- A** by sharing the narrator's thoughts about Ranger
- B** by showing how the narrator tries to make Ranger feel at home
- C** by describing the narrator's reaction when Ranger escapes
- D** by indicating why the narrator believes Ranger will like carrots

GO ON

6th Grade Mathematics Day 1

Please show all your work in the boxes below:

1. Which expression represents 5 more than the product of 2 and y ?

A $2 + y + 5$

B $2y + 5$

C $5 + \frac{2}{y}$

D $5 + \frac{y}{2}$

2. What is the value of the expression $8^2 \div 4 \times 2^3$?

A 16

B 24

C 96

D 128

3. A student claims that the expression $6 + 8x$ is equivalent to the expression $3(3 + 5x)$. What is incorrect about the student's claim? Be sure to include an equivalent expression to $3(3 + 5x)$ in your response.

Explain your answer.

4. The number 4 is 16% of what number?

A 12

B 20

C 25

D 64

5. Which expression is equivalent to 14 less than the product of 8 and y ?

A $14 - 8y$

B $14 - \frac{y}{8}$

C $8y - 14$

D $\frac{y}{8} - 14$

6. What is the least common multiple of 9 and 12?

A 3

B 36

C 72

D 108

7. What is the value of the expression $\frac{3(7 - 2) + 5^3}{2}$?

A 15

B 17

C 70

D 72

8. What is the value of the expression $5b + c^3$ when $b = 7$ and $c = 4$?

9. What is the value of the expression $7 \times (5 - 3)^3 - 20 \div 4$?

Show your work.

1 How did the use of metal tools most affect the development of civilizations during the Neolithic Age?

- A by allowing for the development of long-distance trade
- B by improving the transportation of goods between regions
- C by expanding the productivity of agricultural labor
- D by increasing dependence on hunting and gathering

2 Study the chart and answer the question.

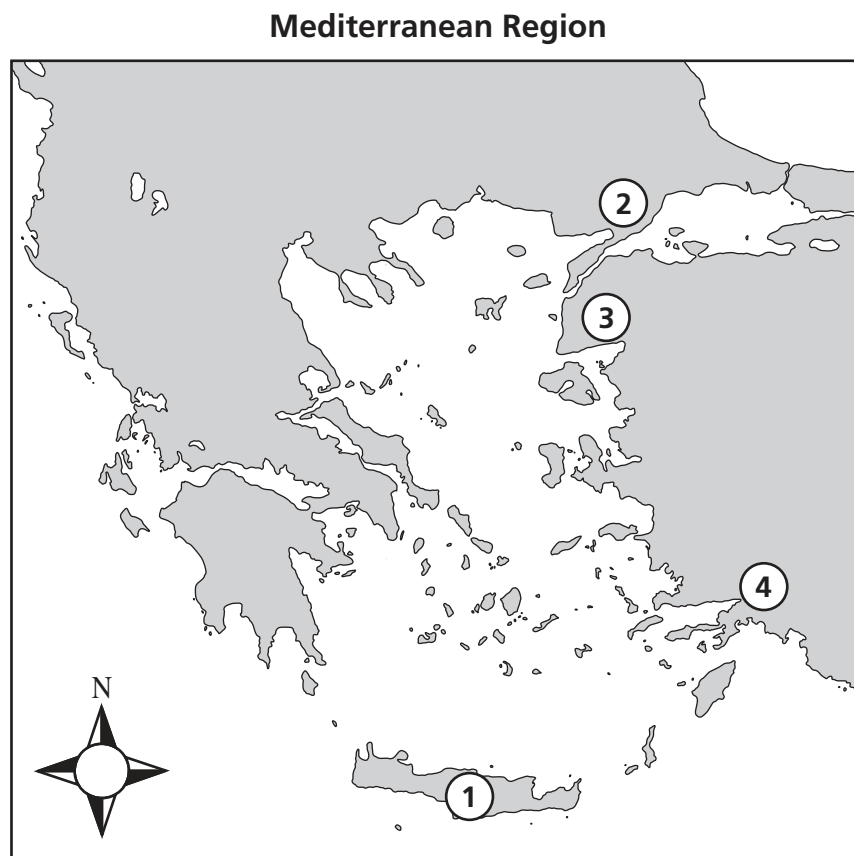
Inventions of Mesopotamian Civilizations

Invention	Date of first appearance (approximately)
Sail and sailboats	5000 BCE
Wheel and wheeled vehicles	3500 BCE

Which statement explains the effect of these new technologies on Mesopotamian civilizations?

- M They replaced the need for slave labor to transport goods.
- P They contributed to the development of naval military forces.
- R They decreased the need to irrigate farmland.
- S They aided the movement of trade goods across long distances.

- 3** Study the map and answer the question.



Which numbered area was a part of ancient Greek city-states and is a part of modern Greece?

- A 1
- B 2
- C 3
- D 4

4 Why is Abraham an important figure in the history of the ancient Hebrews?

- M** He was a Hebrew scholar during the Babylonian exile.
- P** He led the Hebrew people from slavery in Egypt.
- R** He was chosen to be the first Jewish king.
- S** He was a founder of Judaism.

5 Read the source and answer the question.

As soon as he was at the head of affairs, Solon liberated the people once and for all. . . . Next Solon drew up a constitution and enacted new laws. . . . The laws were inscribed on the wooden stands, and set up in the King's Porch, and all swore to obey them. . . . He divided the population according to property into four classes . . . , giving offices to each class.

— Aristotle, *The Athenian Constitution*

Why is this series of events significant in the history of Ancient Greece?

- A** It illustrates the origins of democracy.
- B** It describes the decline of self-government.
- C** It suggests the effectiveness of oligarchical rule.
- D** It demonstrates the characteristics of a caste system.

6 Study the chart and answer the question.

Athens	Sparta
1	2

Which characteristic is correctly matched to an ancient Greek city-state?

- M** 1 — Boys were taught military service at an early age.
- P** 2 — Kings with advisers ruled the city-state.
- R** 1 — Women were allowed to vote on local laws.
- S** 2 — A strong navy defended the city-state.

7 Study the list and answer the question.

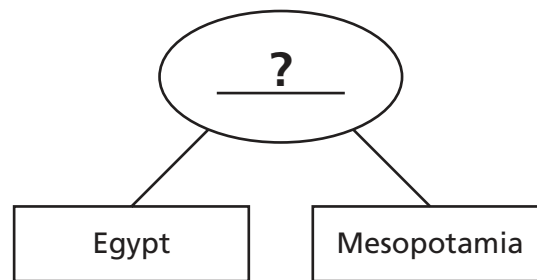
Characteristics of Agricultural Development

- Allows for greater food supply
- Encourages the specialization of labor

How did the development of agriculture most influence the emergence of early civilizations?

- A** by establishing organized hunting groups
- B** by supporting a nomadic lifestyle
- C** by increasing the size of the population
- D** by allowing for the formation of democratic government

- 8** Study the diagram and answer the question.



Which characteristic completes this diagram?

- M** Built large pyramids to bury rulers
- P** Located in Africa
- R** Bordered by the Black Sea
- S** Practiced polytheistic beliefs

- 9** Read the source and answer the question.

O'er Thracian hills the furious God of War
Urges his coal-black steeds and iron car;
Swift to the fight with stern and fiery eyes,
Fixed rage deep burning . . . he flies;

Which Roman god shares the characteristics of the Greek god described in this source?

- A** the Roman god Mars, who influenced the outcomes of territorial conquests
- B** the Roman god Jupiter, who was the king of the pantheon
- C** the Roman god Apollo, who influenced the course of the sun
- D** the Roman god Neptune, who influenced travels on the seas

10 Which statement accurately describes the diffusion of Buddhism during the Han Dynasty?

- M** It was introduced to Japan through conquest by the Han military.
- P** It spread along trade routes established by the Han.
- R** It became the basis of the Han civil service system.
- S** It was adopted in Persia through an alliance with the Han.

11 Study the source and answer the question.

We are unreasonably oppressed and we suffer extortion [abuse] by those persons whose duty it is to maintain the public welfare. . . . Generals and soldiers . . . coming to us, . . . taking us from our tasks, requisitioning [seizing] our plowing oxen, make exactions that are by no means their due. And it happens thus that we are wronged by extortions. Our possessions are spent on them, and our fields are stripped and laid waste.

— Petition to the Emperor Philip, On Official and Military Extortion, 246 CE

Based on the source and your background knowledge, which statement provides a reason for the decline of the Roman Empire?

- A** Roman emperors lost control over the actions of the military.
- B** The composition of the military shifted to include a majority of Roman nobles.
- C** Roman emperors reduced the size of the military through edicts.
- D** The military was sent to foreign lands to expand the Roman Empire.

12 Study the map and answer the question.

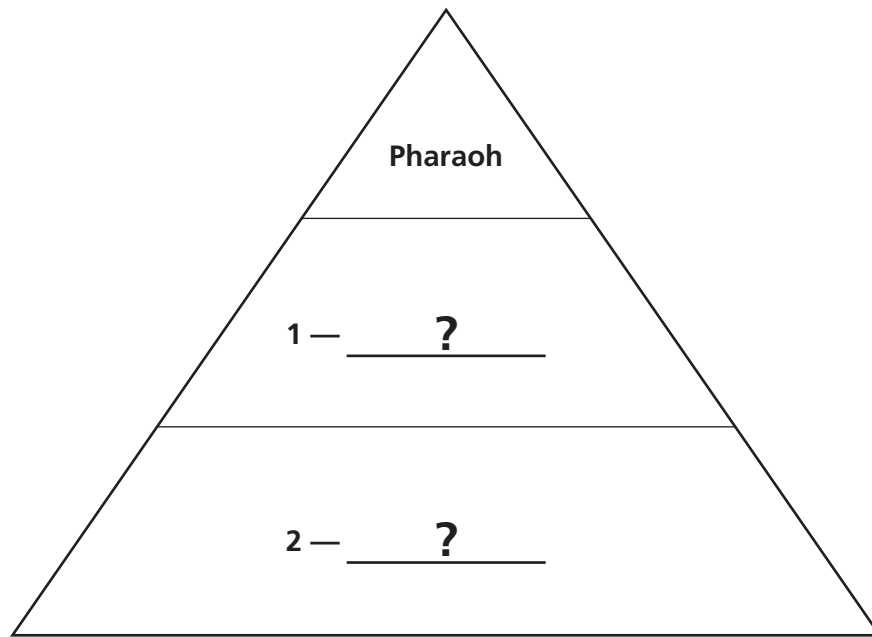
Egyptian and Kush Civilizations



What was the early relationship between the kingdoms shaded on this map?

- M** Kush established trade relations with Egypt.
- P** Kush was continually at war with Egypt.
- R** Egypt had minimal contact with Kush.
- S** Egypt allowed people to practice self-government in Kush.

- 13** Read the diagram and answer the question.



Which classes are correctly identified in this diagram showing the structure of Egyptian society?

- A 1 — Soldiers; 2 — Priests
- B 1 — Farmers; 2 — Traders
- C 1 — Merchants; 2 — Nobles
- D 1 — Peasants; 2 — Slaves

14

Read the source and answer the question.

The Exile from Judah to Babylon was a major moment in the emergence [development] of the Jewish religion. On this point, there can be no doubt. There is a great deal of discussion about the details, but the larger point stands beyond any doubt.

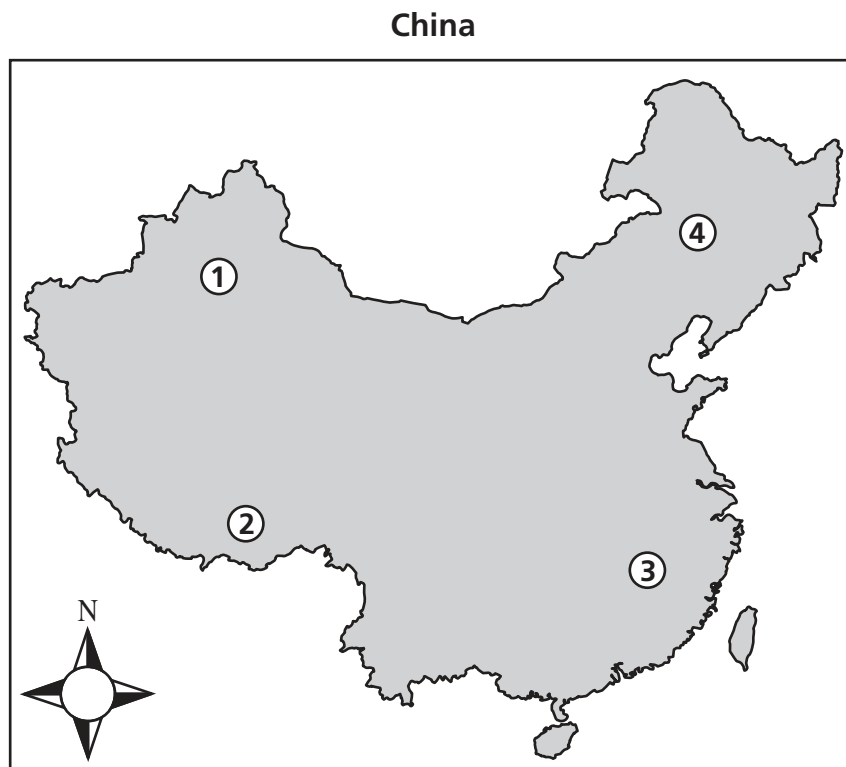
The remarkable thing is that the Judeans return from the Exile. . . . They rebuild their Temple. They try to recreate life as it had been before. We don't know of any other exiled people from this period who returned from exile to reestablish traditional institutions and modes [ways] of worship. But the Judeans did. So somehow, for 70 years or more, they managed to retain [keep] their identity, retain their religion and their values strongly enough to motivate [influence] them to return and try to start over.

— The Rise of Judaism, PBS

Based on the source, which statement summarizes the effect of the Babylonian captivity on the Jewish people?

- M** It led many followers to seek refuge and aid by migrating to Egypt.
- P** It led later kings to order a military restructuring of their society.
- R** It weakened the kingdom's defenses prior to the conquest by Rome.
- S** It demonstrated determination to maintain their culture and beliefs.

- 15** Study the map and answer the question.



Which number correctly identifies the location of the Plateau of Tibet?

- A 1
- B 2
- C 3
- D 4

- 16** Study the photograph and answer the question.

Epidaurus Theatre, Greece



© Evangelos Thomaidis/Dreamstime.com

Which effect of Alexander the Great's conquest is explained by this photograph?

- M** development of scientific knowledge
- P** adoption of local customs and laws
- R** spread of Greek culture and language
- S** spread of Greek philosophical ideas

- 17** Study the table and answer the question.

Contributions of Civilizations in Ancient India		
Birthplace of two major world religions	Developed advanced medical practices such as setting broken bones and performing eye surgeries	?

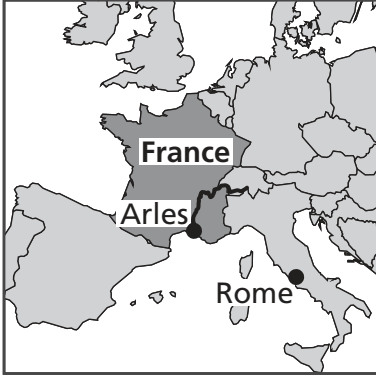
Which entry could be added to the table?

- A** Developed system of cuneiform writing
- B** Constructed a defensive wall on northern frontier
- C** Developed mathematical concept of zero
- D** Constructed massive pyramids as tombs for rulers

- 18** Read the headline and answer the question.

Daily Journal
October 2007

Archaeologists Find Marble Bust of Julius Caesar in Rhone River, Arles, France



The map shows the location of Arles, France, on the Rhone River, and Rome, Italy, on the Mediterranean coast. The Rhone River is shown flowing into the Mediterranean Sea near Arles.

What is the significance of this discovery in providing evidence of Roman rule of the Mediterranean region?

- M** It shows the farthest extent of the Roman Empire.
- P** It offers proof of Roman expansion into Western Europe.
- R** It shows the importance of Roman gods.
- S** It presents the first confirmation of Roman artistry.

- 19** How did the Himalayas help the people of the Indian subcontinent?

- A** by limiting outside contact and allowing the development of a distinct culture
- B** by providing large tracts of land to develop terrace farming
- C** by influencing weather patterns and creating a desert climate
- D** by providing a fertile plateau to allow the growth of wheat

20 Study the source and answer the question.

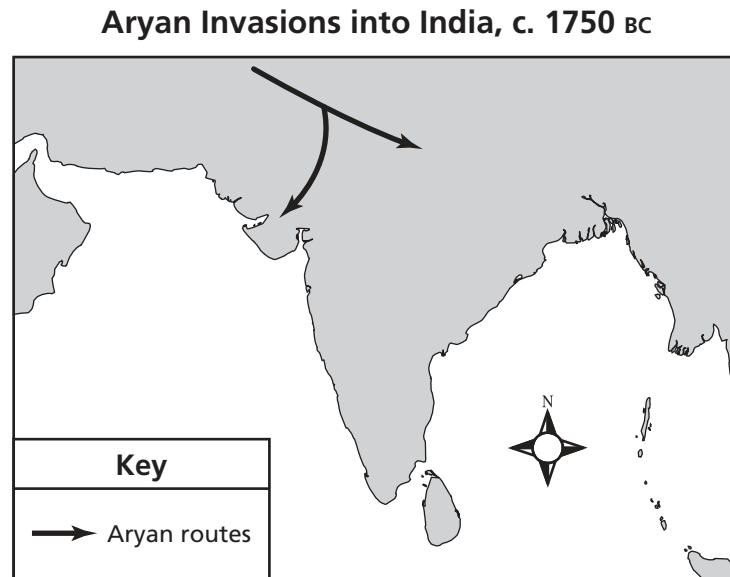
'You will never find the life for which you are looking.
... [F]ill your belly with good things;
day and night, night and day, dance and be merry,
feast and rejoice.
Let your clothes be fresh,
bathe yourself in water,
cherish the little child that holds your hand,
and make your wife happy ...
for this too is the lot of man.'

— *The Epic of Gilgamesh*

Why is this source considered an important artifact of ancient Mesopotamian civilizations?

- M** It explains the origins of the religious ideals of Mesopotamian civilizations.
- P** It provides insight into the cultural values of Mesopotamian civilizations.
- R** It provides a detailed account of actual events in Mesopotamian civilizations.
- S** It explains the creation of the first civilization in Mesopotamia.

- 21** Study the map and answer the question.



What was an impact of these invasions?

- A** Cuneiform writing became common.
- B** Trade with China was established.
- C** Cultural blending occurred.
- D** Buddhism became widespread.

22

Which three factors contributed to the initial spread of Christianity throughout the Roman Empire?

- M** poorly constructed roads
- P** protection by the army
- R** the concept of salvation
- S** imperial support for missionaries
- T** a message that appealed to many people
- V** the teachings of Paul

23

Read the list and answer the question.

Major Mesopotamian Deities

- An – god of the sky
- Enki – god of the sea
- Girra – god of light
- Baba – goddess of healing

What was the significance of this belief system on the people in Mesopotamian civilizations?

- A** It created moral rules to follow.
- B** It promoted economic cooperation.
- C** It encouraged the development of monotheism.
- D** It explained events occurring in nature.

24 Which statement describes the impact of geography on ancient China?

- M** Natural resources in different areas led to conflict within the empire.
- P** Unprotected coastlines led to attacks by foreign invaders.
- R** Mountains created obstacles for governing the large empire.
- S** Severe weather prevented a steady source of food for the empire.

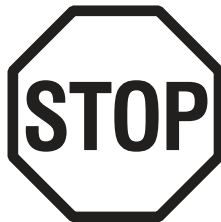
25 Look at the map and answer the question.

The Mediterranean Region



Which number on the map identifies the region of Asia Minor?

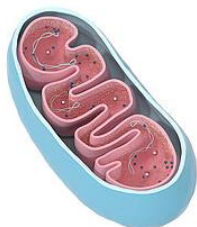
- A** 1
- B** 2
- C** 3
- D** 4



This is the end of the test.

CELLULAR RESPIRATION

All living things need energy to survive and carry out life processes. Whether an organism makes its own food through photosynthesis or eats another organism for food, all organisms* use the same process to turn their food into usable energy. This process is called cellular respiration.

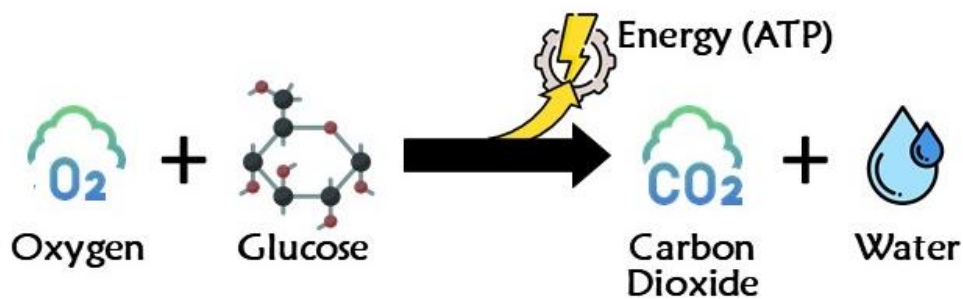


Mitochondrion

Cellular respiration is a chemical reaction that happens in an organelle called the mitochondrion (plural: mitochondria). Mitochondria are found in the cells of nearly every organism on Earth. While almost all cells in the human body contain mitochondria, cells that require a lot of energy, such as muscle cells, can contain hundreds or thousands of mitochondria.

All organisms need a source of food, in the form of glucose ($C_6H_{12}O_6$), to perform cellular respiration. Plants get the glucose they need for cellular respiration by performing photosynthesis. Animals and fungi eat other organisms to get the glucose they need for cellular respiration. Oxygen (O_2) is also required for cellular respiration to occur. Oxygen enters plants from the air through small openings on their leaves called stoma. Animals obtain oxygen from the air by breathing.

Cellular respiration is a complicated process that requires four steps to occur: glycolysis, the citric acid cycle, pyruvate oxidation, and oxidative phosphorylation. At the end of this chain of events, the cell has harvested chemical energy in a molecule called ATP (adenosine triphosphate). Carbon dioxide (CO_2) and water (H_2O) are produced as waste products from this reaction. In general, animals breathe out the waste products carbon dioxide and water (as water vapor) when they exhale. Plants use the carbon dioxide and water to perform photosynthesis to make more glucose for an energy source. Excess water may leave the plant stoma in a process called transpiration.



*There are rare exceptions to this. Some organisms in extreme environments use a process called *chemosynthesis* instead.

Cellular Respiration

Name _____

Directions: Read *Cellular Respiration* and then answer the questions below.

1. Use context clues or a dictionary to define the following terms:

Cellular Respiration - _____

Mitochondrion - _____

2. Plants perform photosynthesis to make their own food. Why do they *also* need to perform cellular respiration?

3. Nearly all cells of all living things contain mitochondria. Why might some cells have more mitochondria than others?

4. How many steps are in the cellular respiration reaction? What are they called?

5. *Reactants* are the materials that start a chemical reaction. After a chemical reaction, new materials are made. These new materials are called *products*. Write the chemical formula for each of the substances of the cellular respiration reaction. The first one has been completed as an example.

Reactants: Oxygen O_2

Glucose _____

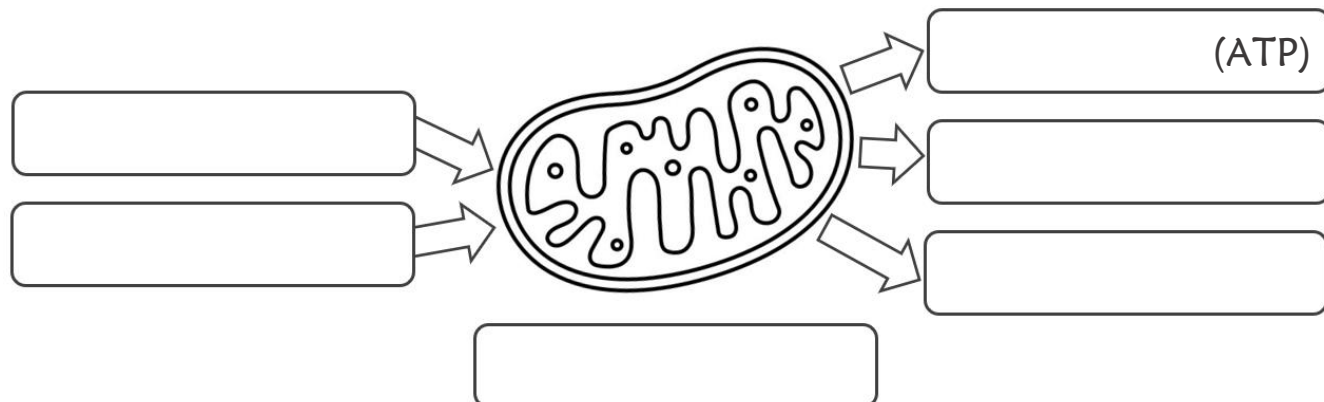
Products: Water _____

Carbon Dioxide _____

6. Each of the letters in the formulas above represent atoms of an element. H = hydrogen, O = oxygen, and C = carbon. What do you notice about the elements that are in the reactants of cellular respiration versus the elements that are present in the products? Are there any *new* elements in the products?

7. Complete the labels of the diagram using the following terms:

mitochondrion, carbon dioxide, oxygen, water, glucose, energy



Vocabulary practice

- 1 Complete the questions about the text with these adjectives. Then choose the correct option from the answers given.

big far heavy old tall

- 1 How _____ are the statues?
 - from four feet to 33 feet
 - more than 33 feet
- 2 How _____ are the statues?
 - eight tons
 - eighty tons
- 3 How _____ are the statues?
 - a hundred years old
 - hundreds of years old
- 4 How _____ is Easter Island from South America?
 - 2,150 miles
 - 1,300 miles
- 5 How _____ is the population of Easter Island?
 - 50,000
 - 5,000

- 2 Write 5 questions with *How* + adjective about these things. Then answer the questions so they are true for you.

you your suitcase your town your car
your house from your work/college

- 1 How _____

- 2 How _____

- 3 How _____

- 4 How _____

- 5 How _____

Grammar practice

- 3 Find the past passive form of the verb in brackets in the text. Then match the two parts of the sentences. Look at the example.

They **were carved** a long time ago.

- 1 The statues ____ (move) up to
- 2 This is something that ____ (produce)
- 3 Many researchers think the statues ____ (pull) along
- 4 Many people ____ (need) to build
- 5 The island's trees ____ (cut down)
- 6 The fragile soil ____ (erode)

- a by my ancestors.
- b the ground.
- c for wood.
- d by the strong winds.
- e and move the *moai*.
- f 11 miles.

- 4 What's your opinion? How do you think the statues were moved?

End of the Day 🌙 :

Affirmations

BENEFITS OF AFFIRMATIONS

Greater
resilience

Empowerment

Better self-
confidence

Stronger
self-esteem

YOU GOT THIS!

A more positive
mindset



Self-
Improvement

Goals

Positivity

Self-Love

Student Affirmations

