Elizabeth came to power in England in 1558, inheriting problems with religion, poverty and foreign policy (issues with other countries). Historians believe when Elizabeth came to the throne, the country was about to collapse. As you read, think about how Queen Elizabeth I changed the world for both better and worse.

**Queen Elizabeth I** by BBC Bitesize

As queen, Elizabeth restored the strength and the secured the future of England’s **monarchy**, a government ruled by kings and queens.

1. She solved the religious tensions by following a 'middle way' which allowed Catholics and Puritans to keep their private beliefs as long as they went to the Church of England in public. However, she hunted, tortured and executed or killed Catholic priests who came into England to undermine or challenge her power.
2. She survived plots and rebellions, and executed or killed Mary Queen of Scots (known as Bloody Mary) in 1587 because she saw her as a threat to her throne.
3. At the time, women were seen as weak and inappropriate leaders of a nation. To combat this view she tried to use her unmarried status as a way of strengthening her political control in England and in other countries.
4. Her time in power was an era of art, music and literature.
5. She defeated the **Spanish Armada** - a vast fleet of warships from the then world super power. By defeating Spain, England was on the way to being a world power by her death.

**The darker side (or troubled times) of Elizabeth I**

Elizabeth I is regarded by many as one of England's greatest monarchs, whose **reign**, the time of her rule, laid the foundations of England's greatness. But is this true?

- She could be as 'bloody' as Mary and executed many more people for religion than her father. She established a network of spies and informers to ensure her safety.
- Far from encouraging **Parliament**, the law-making body of England, she bullied and controlled it, ran the government as she wished and even arrested a Member of Parliament when he complained.
- The King of Spain raised a huge fleet of ships to invade England. It was known as the Armada. That the Armada was largely destroyed and failed to invade England was a triumph for Elizabeth – but it was also a very lucky escape.

**Consequences of Elizabeth I's reign**

- She was popular. In 1588 the troops at Tilbury shouted **Gloriana**, which means 'glorious woman' to praise their Queen.
- Her reign was a time of art, music and literature with the talents of William Shakespeare flourishing at this time. It is often known as 'the Golden Age of English history'.
- Her long reign created stability. When she died, James VI of Scotland, the son of her cousin Mary Queen of Scots, inherited the throne peacefully.
- By the end of her reign, the Church of England was safe, and there was no chance of a War of Religion.
- During her reign, the first colony of the British Empire was set up - Virginia in North America.
- By the end of her reign, England was a world power. Pope Sixtus V could not understand it and said, “She (Queen Elizabeth I) is only a woman, only a mistress of half an island, and yet she makes herself feared by Spain, by France, by all.”

**Reflection Questions:**

1. Identify at least 5 key details or traits of Queen Elizabeth I. These can be both positive and negative!
2. After reading this article, why do you think Queen Elizabeth wanted to make changes within her society?
3. How do you think Queen Elizabeth I influenced the future and the world?
Visual Arts 6-8

**Task:** Using the Creative Process, design a piece a work of art which illustrates your understanding and/or opinion of current events. Complete your artwork by applying multiple Elements of Art and Principles of Design. Examples of current events might include concepts such as **coronavirus, covid19, distance learning, social distancing, shelter in place** but may focus upon ANY OTHER current event.

<table>
<thead>
<tr>
<th>Creative Process</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>1. Imagine – use your imagination to brainstorm ideas by asking questions, having conversations, and recording ideas.</td>
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<tr>
<td>2. Experiment – Arrange your ideas in a sketch or series of sketches.</td>
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<tr>
<td>3. Create – Assemble your plan into a final arrangement and complete work of art.</td>
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<tr>
<td>4. Reflect &amp; Refine – Think about the process from idea to product. What would you do differently next time? What went well?</td>
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</table>

**Discussion**

With someone in your household, reflect upon your experience engaging the Creative Process and making your own original current event artwork.

- How did brainstorming and planning out your idea help with your success?
- What aspects of your artwork do you like? Why?
- What aspects of your artwork would you refine or change based upon your reflection? Why?
- How many Elements of Art or Principles of Design did you include?
- How and why do you think the Elements and Principles are helpful when creating art?

<table>
<thead>
<tr>
<th>Elements of Art</th>
<th>Principles of Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Line</td>
<td>1. Balance</td>
</tr>
<tr>
<td>2. Shape</td>
<td>2. Emphasis</td>
</tr>
<tr>
<td>3. Form</td>
<td>3. Movement</td>
</tr>
<tr>
<td>5. Space</td>
<td>5. Unity</td>
</tr>
<tr>
<td>6. Texture</td>
<td>6. Repetition</td>
</tr>
</tbody>
</table>

**Optional**

Connect with us! Share/talk about your design online and tag #dmypsdistanceart. If you know it, tag your school’s art department on Instagram. Hoyt Middle School: @hoyt.heart, Meredith Middle School: @meredith_visual_arts, Harding Middle School: @hardingartpack, Merrill Middle School: @mustang.studio
An inequality tells us that one value is less than or greater than another value.

Suppose we knew the temperature is less than $3^\circ F$, but we don’t know exactly what it is. To represent what we know about the temperature $t$ in $^\circ F$ we can write the inequality: $t < 3$

The temperature can also be graphed on a number line. Any point to the left of 3 is a possible value for $t$. The open circle at 3 means that $t$ cannot be equal to 3, because the temperature is less than 3.

Here is another example. Suppose a young traveler has to be at least 16 years old to fly on an airplane without an accompanying adult.

If $a$ represents the age of the traveler, any number greater than 16 is a possible value for $a$, and 16 itself is also a possible value of $a$. We can show this on a number line by drawing a closed circle at 16 to show that it meets the requirement (a 16-year-old person can travel alone). From there, we draw a line that points to the right.

We can also write an inequality and equation to show possible values for $a$: $a > 16$ or $a = 16$.

Next year in math, you’ll work more with a symbol that combines these together: $a \geq 16$ – this means $a$ is greater than or equal to 16.

Which One Doesn’t Belong?

Choose an inequality in this picture that you don’t think belongs with the rest. Explain why. Can you pick another inequality and give a different reason? Discuss with someone else if you’re able – there is no one right answer. It is all about the argument you provide!

<table>
<thead>
<tr>
<th>$x &gt; 8$</th>
<th>$x &gt; -8$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8 &lt; x$</td>
<td>$2x &gt; 16$</td>
</tr>
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</table>
Practice (Source: https://im.kendallhunt.com)

1. At a book sale, all books cost less than $5.
   a. What is the most expensive a book could be?
   b. Write an inequality to represent costs of books at the sale.
   c. Graph the inequality on the number line.

2. Kiran started his school work before 7:00 p.m. and finished his school work after 8:00 p.m. Let $h$ represent the number of hours Kiran worked on his school work.

   Decide if each statement it is definitely true, definitely not true, or possibly true. Explain your reasoning.
   a. $h > 1$
   b. $h > 2$
   c. $h < 1$
   d. $h < 2$

3. Write your own story problem that could be represented by the inequality $x > 3$. Also practice graphing the inequality on the number line.

4. Write an inequality that is represented by these number line graphs:

   ![Number line graph 1]

   ![Number line graph 2]
5. Which of the following numbers could be B? Circle ALL that it could be.

\[ 2.5 \quad 1.5 \quad \frac{2}{5} \quad \frac{5}{2} \quad 2.49 \]

6. Here are five thermometers. The first four thermometers show temperatures in Celsius. Write the temperature in the blanks.

a. _______  b. _______  c. _______  d. _______  e. _______

The last thermometer is missing some numbers. Write them in the boxes.

7. Order of Operations Challenge (Source: https://www.openmiddle.com/)

Make the largest expression by using the digits 0 to 9, no more than one time each, in the boxes below.
Is it alive?
The students in Mrs. Oliver's class were having a debate about viruses. Half of the class thought viruses were considered living things. The other half of the class did not think viruses were considered living things. Which side are you on?

Circle the word you think best describes a virus: living nonliving

What rule or reasoning did you use to decide whether viruses are living or nonliving? Complete the organizer below to argue your reasoning.

Are viruses alive?

Evidence are the clues you have noticed.

An answer to the research question.

How you connect the evidence/clues to the claim/answer.

Once you have your argument- go to the next page for some more clues.
There is no right answer to this question. Did you argue a strong case? What evidence did you use? Below are some pieces of evidence to consider.

A virus is not a cell. It is just a piece of DNA or RNA surrounded by a protein coat called a capsid. Viruses are a thousand times smaller than a single cell or bacterium and can exist in a wide variety of shapes and forms. Viruses must be inside a living cell to reproduce and the relationship with its host is parasitic (the guest benefits at the expense of the host).

The characteristics of viruses are compared to a standard list of the characteristics of life.

- Viruses are not made of cells.
- Viruses do not obtain or use energy to run metabolic activities (they do not have a metabolism because they are just particles and not cells).
- Viruses do not grow in size or develop over a lifetime from a juvenile virus to a mature virus.
- Viruses do not have the ability to respond to their environment.
- Viruses do not maintain homeostasis as living cells do when they exchange gases, expel waste, or take in food and water.

- Viruses do have genes that can mutate and give the virus a new characteristic that might allow it to have an advantage in its environment.
- Viruses do “reproduce,” but they are not capable of doing this on their own. Making more viruses is called replication rather than reproduction. Virus can only take over a living cell and use the cell’s existing machinery to make copies of themselves.

How could you revise your evidence, claim and argument knowing these clues?

Are viruses alive?

Evidence are the clues you have noticed.

An answer to the research question.

How you connect the evidence/clues to the claim/answer.

Science answers for May 18 page Cells and Size- 9. Thickness of a leaf, grain of salt, eye of an ant, width of a hair, piece of sawdust, tiny seed, bread crumb, larva of a tiny fruit fly, speck of pepper, period at end of a sentence, dust mite, frog embryo, point of a pin, and flea egg.
Beginning and New to Spanish

Silly Story- Draw the comic
Read the short story below. It is about a gato (cat) and a perro (dog). Draw what you understand in the boxed. Use your packets from previous weeks to help with vocabulary.

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What image do you see?

4. Gato y Perro van a la escuela Park Ave.
5. Gato y Perro van a la clase de arte. Gato y Perro pintan.
6. Gato pinta un bol de fruta en el papel.
7. Perro pinta la profesora en el papel.
8. ¡CRAC!
9. ¡Oh no! ¡Qué lío! What a mess!
Developing and Heritage Spanish

Logic Puzzle

Read the clues below. Use the grid to mark possible and impossible answers. Each student must have a different colored pants, shirt, pencil, and phone. (Example: A student with a red phone cannot have red pencil.)

Hay cuatro estudiantes que llevan camisas y pantalones de colores diferentes y tienen teléfonos y lápices de colores diferentes también.

<table>
<thead>
<tr>
<th>Pantalones negros</th>
<th>Pantalones azules</th>
<th>Pantalones verdes</th>
<th>Pantalones morados</th>
<th>Teléfono verde</th>
<th>Teléfono anaranjado</th>
<th>Teléfono morado</th>
<th>Teléfono rojo</th>
<th>Lápiz negro</th>
<th>Lápiz anaranjado</th>
<th>Lápiz rojo</th>
<th>Lápiz amarillo</th>
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Logic Terms:
entre - between
ni - neither/nor
o - or
antes - before
después - after
que - than
que - each/every

Verbos:
llena - wears
tiene - has
le gusta - likes

1. Cada estudiante tiene cuatro posesiones de cuatro colores diferentes (la camisa, el lápiz, el teléfono y los pantalones de cada estudiante son de colores diferentes).

2. Al estudiante que lleva la camisa azul no le gusta el color verde.

3. El estudiante que lleva los pantalones azules tiene un teléfono rojo.

4. El estudiante que tiene el teléfono anaranjado es el estudiante que lleva una camisa amarilla.

5. El estudiante que lleva una camisa verde no tiene un lápiz negro.

6. El estudiante que lleva pantalones morados tiene un lápiz anaranjado.
Reading Closely for Textual Details: “The Wolf You Feed”

Did you know that the greater background knowledge a person has around a topic, the more complex or difficult texts they can process? Even if it is far above their reading level. So, let’s keep building up our understanding out this topic so we can dive into even more challenging texts in the future!

**Learning Goal/s:**
- Students learn to use questions to guide their approach to reading, and deeper analysis of texts.
- Students read and analyze informational texts.

**Attending to Details in Different Formats: Facts and Figures**

What new information are you able to gather from the images? What surprises you? Take notes below.
Imagine you are a gray wolf in the Montana wilderness. You are one of the most fearsome predators on Earth. Your 42 razor-sharp teeth can rip flesh and crush bone. You can sniff out a deer a mile away. Animals many times your size flee in terror at the sight of you.

You aren’t just any wolf either. You are the alpha of your pack. That means you are the leader. You dominate the seven other wolves in your pack, standing tall and proud over them. You decide when the pack eats and when the pack travels. You also decide when the pack hunts.

Your kills are as dramatic as a high-speed car chase in an action movie. You will stalk a herd of elk for days and days before choosing one to eat. You aren’t afraid to go after an elk that is 500 pounds heavier than you, though you do prefer the weakest ones—the oldest or youngest or sickest.

When you’re ready to strike, you and your pack work together in deadly harmony. You chase your target until it’s alone, separated from its herd and utterly exhausted. Then you and your pack pounce, latching on to the elk’s neck and legs with your powerful jaws—until at last the elk collapses in a bloody heap.

You and your pack then begin to feast, your bellies swelling with flesh, your faces turning red with blood.

As a wolf, you are more than a magnificent predator: You are an apex predator—at the top of the food chain. But in spite of your powers, you face many threats. One kick from an elk or a moose can break your jaw. Diseases like mange can cause you to lose your fur, leaving you shivering in the cold. Other wolves can challenge you to a deadly fight for control of your territory.

But there is one creature that threatens you more than any other. Humans. For hundreds of years, humans in America have hunted, poisoned, and trapped your kind. They have driven your species almost to extinction.

And they aren’t finished with you yet.

It’s a brisk winter day, and you and your pack are trotting through the snow when you sense that a human is drawing near. Fear washes over you. A member of your own pack was recently shot by a human. You tried to help him as best you could, licking his coat and bringing him food.

But he did not survive his wounds. You still mourn his loss. Is a human now coming to kill you too?
The Big Bad Wolf

Flashback to hundreds of years earlier: Back then, your ancestors were also stalked by humans. These humans despised your kind because you terrified them. They didn’t understand your ways.

To America’s first European settlers, you were more than just a nuisance that ate their chickens and goats. You were a stone-cold killer, a monster even. In the stories they told their children, you were the villain that devoured Little Red Riding Hood’s poor grandmother.

Before the 1800s, as many as 2 million of your kind lived in America. You roamed the dense forests of New England, you howled across the deserts of the Southwest, you waded through the icy rivers of the Rocky Mountains.

But as humans spread out across North America, your kind was dying out. You were shot by the guns of pioneers. You died from eating poisoned animal carcasses left out by humans. Your head was chopped off and sold for money. Your fur was turned into fashionable hats and coats for humans to wear. And then you were gone.

By the 1920s, in most parts of America, none of your kind was left.

Not A Monster

But not all humans hated your kind. Not all of them wanted you dead.

In the 1970s, many humans began to realize that you are not the monster from fairy tales, that those stories had been greatly exaggerated. It is not in your nature to attack humans. You are afraid of them and avoid them whenever you can.

Humans began to understand that the Earth needs you.

After your species disappeared, the populations of elk exploded. That’s because wolf packs like yours weren’t there to hunt them. The elk gobbled up trees and grasses that other animals needed for survival. Birds couldn’t build their nests. Beavers couldn’t build their dams. Without beavers building dams in rivers, the rivers became more powerful and deep, which changed the types of plants that could grow nearby. In addition, coyotes, ravens, and other scavenging animals lost a food source: They could no longer pick at the carcasses that wolves left behind after a kill.

Today, scientists have a special name for animals like you: keystone species. Like sharks and lions, you are a necessary part of the habitats where you live. Without you, ecosystems drastically change.

Many humans began to say that killing off wolves had been a terrible mistake. So in the 1990s, experts from the U.S. Fish and Wildlife Service hatched a bold plan.

To bring you back. Once Again Howling.

In the mid-1990s, wildlife experts caught 31 gray wolves up in Canada. These wolves were brought down and set free in central Idaho as well as in Yellowstone National Park—2.2 million acres of protected wilderness in Montana, Wyoming, and Idaho. Scientists hoped that these wolves would reproduce and form new packs.

To the joy of those scientists, that is exactly what happened. In less than two decades, there were 1,600 wolves in Idaho, Montana, and Wyoming. In fact, you can trace your family history to those first wolves brought from Canada. They are your relatives—your great-great-great grandparents.

Many humans were thrilled to hear your kind once again howling across your ancestral home. Thousands of tourists now flock to Yellowstone National Park every year, hoping to catch a glimpse of you in your natural habitat. You have dazzled and inspired new generations of wolf lovers. Many scientists spend their days studying you, and they are learning more and more about your amazing ways. They say that you are helping to repair the ecosystem in Yellowstone too. Elk populations are now much smaller and healthier, in part because of wolf packs like yours. The government says you are no longer endangered there.

But not all humans are happy about your return. Some human hunters resent that you catch and kill the same prey they do. Some ranchers are angry because some of your kind are once again preying on their cattle—after all, livestock is far easier for you to hunt than wild elk and moose. (The government pays ranchers for any livestock killed by wolves, though proving that a wolf was responsible can be complicated.) Some humans say there are too many of you now—that you wander off protected lands and into places where humans live. Some states have allowed humans to once again hunt your kind outside of national parks.
You have stirred up a fierce debate among humans. Right now, some humans are arguing that you should be protected, even in places where your numbers are stable and healthy. They say that hunting your kind shouldn’t be allowed.

Indeed, dedicated teams of humans are working on your behalf. In conservation centers wolves are being bred and raised with the goal of restoring them to their ancestral habitats. These conservation centers also lead educational programs to help other humans understand how special and necessary you are.

**Coming Home**

Which brings us back to you on that winter day when you sense a human nearby. You do not know what is about to happen. But your instincts tell you that you are in mortal danger.

Suddenly, a deafening noise thunders from the sky. The noise comes from a helicopter, but you don’t know what a helicopter is.

You break into a full-speed run, zigzagging across the snow. But you aren’t fast enough to outrun the flying metal monster that is chasing you.

Minutes pass.
Your muscles ache. You grow weary. But you don’t stop running.
The helicopter swoops low. There is a man perched inside, and he has something aimed at you.
And then—
Click.
Your body collapses. Everything goes dark.
You are not dead.

This human did not come to kill you. He came to help you. It was not a bullet that hit you. It was a tranquilizer dart, which has put you into a deep sleep.

The helicopter lands nearby. A man hops out and rushes to your side. He is a wildlife expert who has dedicated his life to studying and caring for your species. He and his highly trained team set up a makeshift station in the snow. They take your blood to study and see what diseases you’ve been exposed to. They weigh you, check your teeth, and measure your paw size. They record their observations in their journals.

They work quickly; they must finish before you wake up. They know that if you are exposed to humans, you could lose your fear and you may be more likely to wander closer to where people live. That could put you in danger.

Finally, they put a collar around your neck that has a special radio inside. This radio collar will help them track your movements and learn more about your habits and behavior. Everything they learn will help them better understand you and your kind. Of course, you don’t know any of this. You are still fast asleep.

When you wake up, the human who had been chasing you seems to be gone. So too is that terrible noise.

You stand, snow flecking your muzzle. You lift your head high and let out a long howl.

In the distance, your pack howls back to you.

They are waiting for you to come home.
PE/Health Journal
Habit 3: Put Things First

Our health priorities can get out of balance because of our busy lives. As COVID-19 has impacted our daily routines, this is an opportunity and reminder to prioritize our health including our sleep.

Did you know?

Getting enough sleep helps you stay healthy, safe, and feeling good.

A good night’s sleep will:
- Help you remember what you learned today
- Give you energy for activities and play
- Help you fight germs and illnesses
- Make you feel better about yourself
- Help you focus

Tips to a better night's sleep 🌙
- Try to eat your meals around the same time every day (2 to 3 hours before bedtime)
- Sleep 10 to 11 hours every night
- Limit naps to 30 minutes or less
- Stay active for 20-30 minutes a day (5 to 6 hours before bedtime)
- Limit caffeine and sugary drinks at night
- Go to bed at night 🌙 and wake up at the same time each morning 🌞
- Follow a bedtime routine

Over the next week, log and reflect on your sleep habits. Use the question prompts below to reflect on your sleep health and use the information below to brainstorm a goal to write in your SMART goal journal.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>Complete in the Morning</td>
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<td>I slept for a total of (hours).</td>
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<tr>
<td>I woke up during the night (# times)</td>
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<td>Complete in the Evening</td>
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<tr>
<td>Number of caffeinated drinks today</td>
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<tr>
<td>Time of last caffeinated drink</td>
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<tr>
<td>What I did in the hour before I fell asleep? (screen time, read a book, deep breathing)</td>
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<tr>
<td>What is your mood today?</td>
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</table>

Using the information above; create a SMART goal in your journal.

Examples:
- I will get 8 hours of sleep at least 4 days a week.
- I will cut down on my screen time before bed by reading a book 10 minutes.
- By the end of the month, I will have a regular sleep routine, including a bedtime.