



Woodland  
Elementary

## Continued Learning Resource: Second Grade May 25-29

### Purpose:

Due to the state of Michigan mandated school closings, we would like to provide meaningful activities for students to explore at home. These activities are designed and intended to be simple and engaging for students and families to do. If any activity causes unintended stress, please do not feel pressured to do the task. Office hours for teachers can be found by visiting [uped.org](http://uped.org) and selecting Woodland.

### Instructions:

View each of the days below. Please note that you can scroll through the document to each day or use the links available to quickly navigate.

[Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

## Monday

**Key Content:** Memorial Day - No lesson for today

[Back to Activities](#)

## Tuesday

**Key Content:** Big Cities

**At Home Assistance Ideas:** Today we will be reading about Emily going to a big city. Emily lives in the country so this is a big change for her! A **city** is a place where many people live closely together.

**City** life has many benefits. **Cities** bring together a great variety of people from different backgrounds. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages.

**Material:**

## Big City Fun

by Kelly Hashway

As Emily stepped off the train into Penn Station, she looked around at all the people rushing here, there, and everywhere. Emily clutched her older sister's hand and wished she was back home in Pennsylvania.



"This way, Em," Diana said, ushering Emily through the crowd and onto the streets of New York City.

Emily closed her eyes, trying to block out the city noise and picture her peaceful backyard at home filled with giant trees and the field of lush, green grass.

"Open your eyes, silly. You don't want to miss this," Diana said.

"Keep up girls," Dad said, taking Mom's hand and leading them down the avenue.

Emily peeked out one eye. People were everywhere, and the buildings were huge. "Aren't there any trees around here?"

Diana laughed. "I know you like it back home, but look around. The city is awesome. Look at all the stores and the displays."

Emily looked up. She was used to billboards back home, but these were colorful and animated. Before she knew it, she was smiling. "Where are we going?" she asked her mom. Her parents had kept the reason for the trip a secret, saying it was a surprise.

"You'll see." Her mom smiled back at her.

They kept walking, and Emily took in all the sights. Everything seemed bigger here. Taller buildings, more people, brighter signs. Finally, they reached a store and walked inside.

"Whoa!" Emily said. She looked around the toy store in amazement. There were rides in the store. And not little ones either. "This is like a toy store and a carnival in one!"

Emily and Diana went on every ride, and they even played a giant keyboard on the floor by jumping on the keys. Emily had never had so much fun. By the time they left, it was getting dark.

"Let's find a nice place to eat dinner," Dad said.

But Emily just stared at the city all lit up like a Christmas tree. "This is incredible." She was still happy she lived in the country, but she knew she wanted to visit the city again very soon.

# Big City Fun

by Kelly Hashway



1. What is Penn Station?
  - a. a train station in Pennsylvania
  - b. a train station in New York
  - c. a toy store in New York
  - d. the town where Emily lives
  
2. Based on the information in the story, which sentence is most likely to be true?
  - a. Emily had never been to a toy store.
  - b. Emily had never visited New York City before.
  - c. Emily doesn't get to spend much time with her family.
  - d. Emily is older than her sister, Diana.

Tell why you chose the answer above.

---

---

3. How do Emily's feelings about the city change in this story?

---

---

4. This story is mostly about...
  - a. A girl who persuades her parents to take her to the city.
  - b. A girl who reads many interesting facts about the city.
  - c. A girl who compares and contrasts the city to her home in the country.
  - d. A girl who gets into trouble while visiting the city.



# Big City Fun

by Kelly Hashway



The words below are scrambled words from the story. Unscramble each word and write it on the line. Check back in the story to make sure each word is spelled correctly.

1. 

u	s	r	g
e	n	h	i

Clue: showing or guiding someone

\_\_\_\_\_

2. 

i	m	n	d
a	e	a	t

Clue: made with moving pictures

\_\_\_\_\_

3. 

h	t	c	u
l	d	c	e

Clue: grasped

\_\_\_\_\_

4. 

s	u
l	h

Clue: thick, rich, and abundant

\_\_\_\_\_

5. 

a	l	a	r
v	c	n	i

Clue: fair

\_\_\_\_\_

6. 

a	d	e	b
r	o	y	k

Clue: piano-like musical instrument

\_\_\_\_\_

Enrichment Material:

[An introduction to cities video](#)-see different cities

[Back to Activities](#)

# Wednesday

## Key Content: Where I Live

**At Home Assistance Ideas:** If someone asked you where you live what would you say? (Kids know they live in a house, some will tell you a city name or a state, but most have trouble grasping how they can live in both a city and state at the same time! Whatever they tell you, see if they can expand and tell more.) Look at the map below. Do you know which continent we live on? (North America) How about the country we live in? (United States).

Look at the worksheet below and see how much your child knows. They will probably need some help. As you fill out the worksheet together, explain that this worksheet goes in order from the smallest type of community to the largest! For example, a city is much smaller than a planet!



Name: \_\_\_\_\_

## Where I Live

House number: \_\_\_\_\_

Street: \_\_\_\_\_

Town or city: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

Country: \_\_\_\_\_

Continent: \_\_\_\_\_

Hemispheres: \_\_\_\_\_ and \_\_\_\_\_

Planet: \_\_\_\_\_

Draw a picture of your home.

Draw a map of your state.



**Enrichment Material:**

Click on this Youtube video to learn about communities [video](#)

Click on this Read Aloud "[Me on the Map](#)"

**Art Enrichment:** "Me on the Map" project

**ON A  
MAP!**



**Directions:**

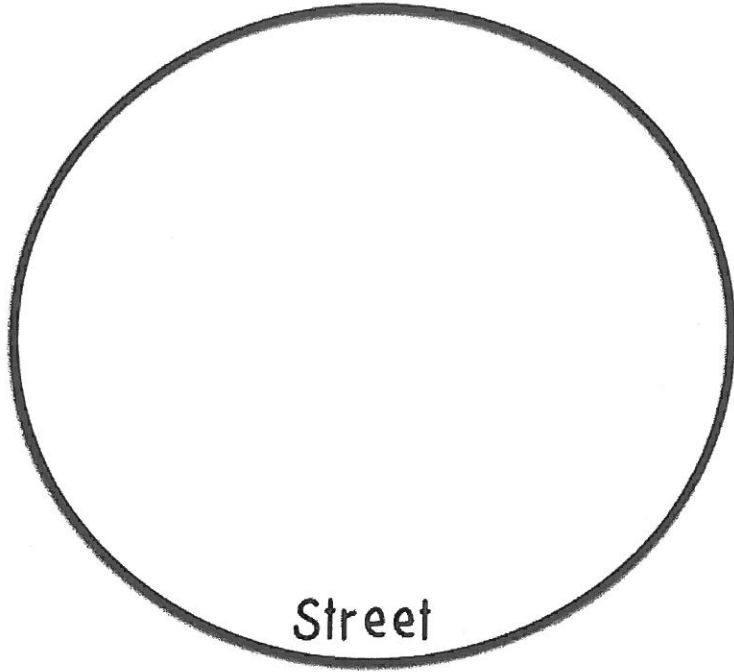
Color the following circles to represent where you live. Cut out each circle and place them in order from smallest to biggest and staple, tape, or glue the top of them together. It will flip up to see the pictures.

"To the **world** you may be **one person**; but to **one person** you may be the **world**." -Dr. Seuss I miss you, keep working hard!!



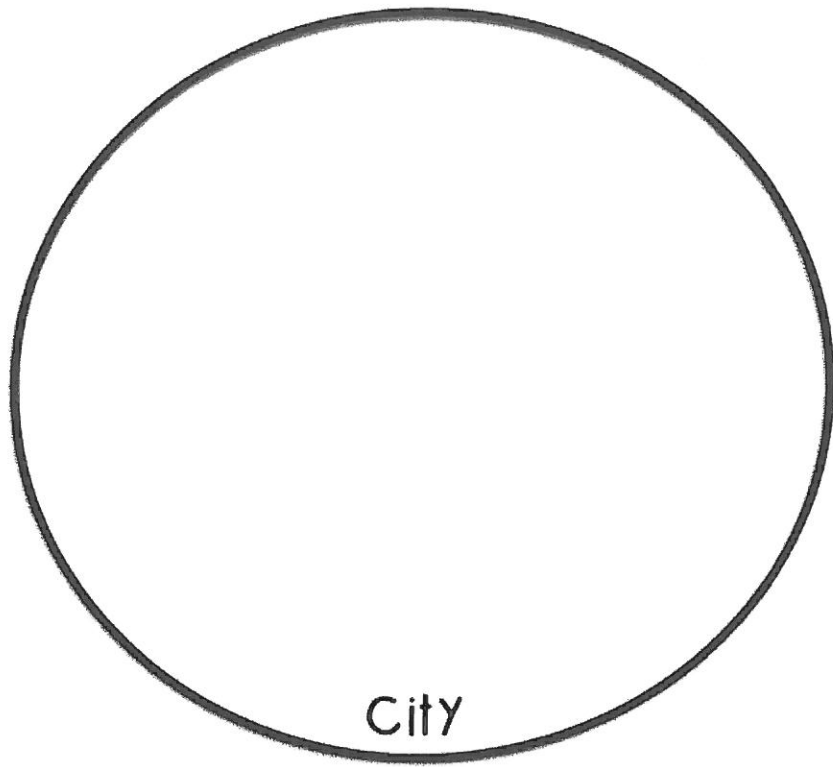






Street

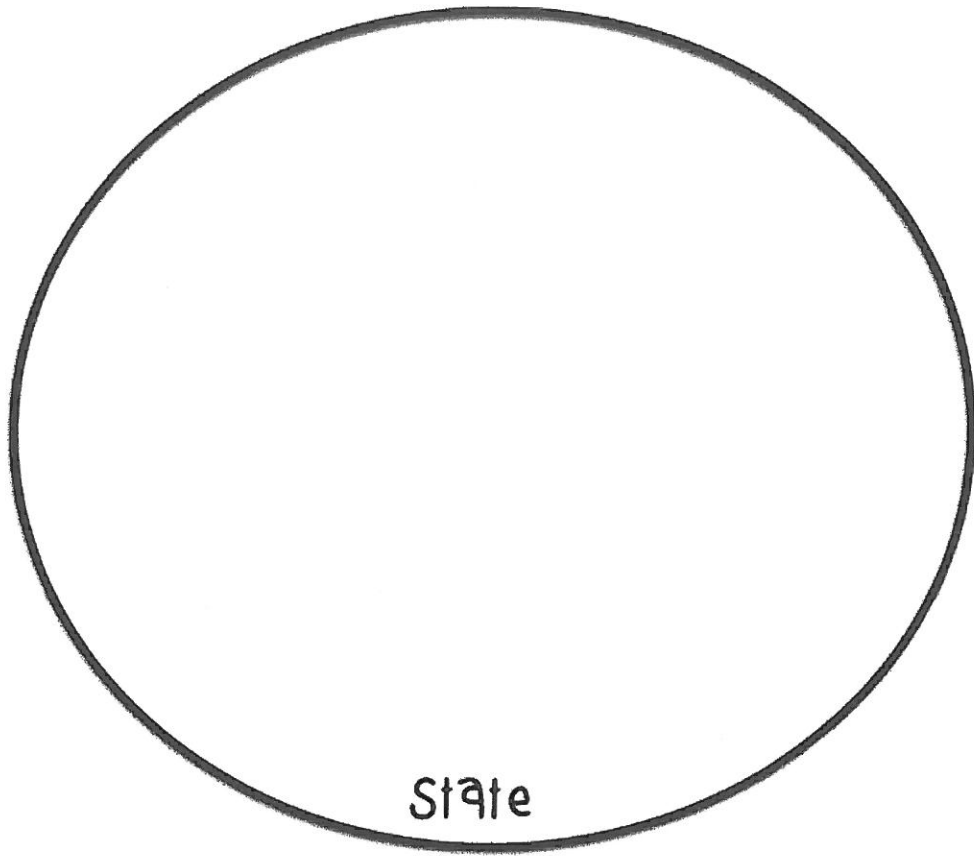




City

@Bobbibates





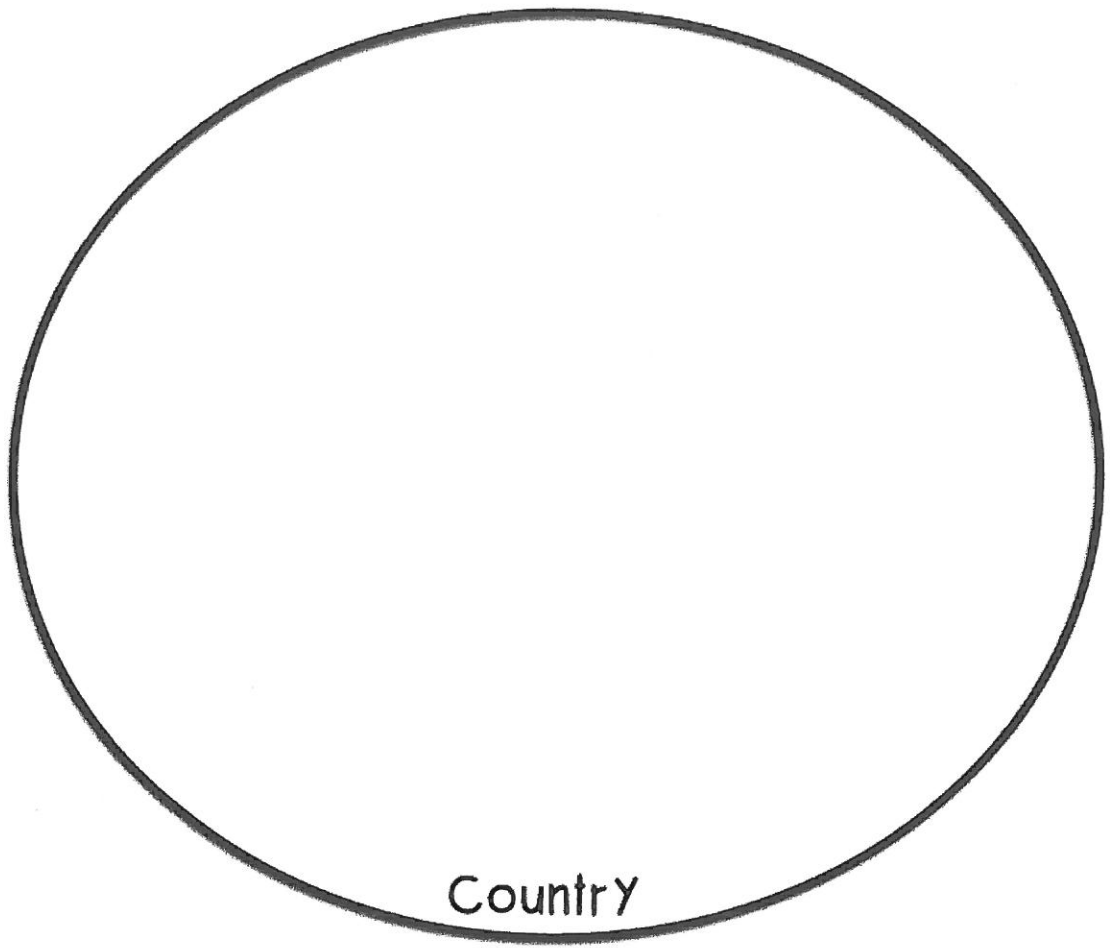
State

---

@Bobbibates



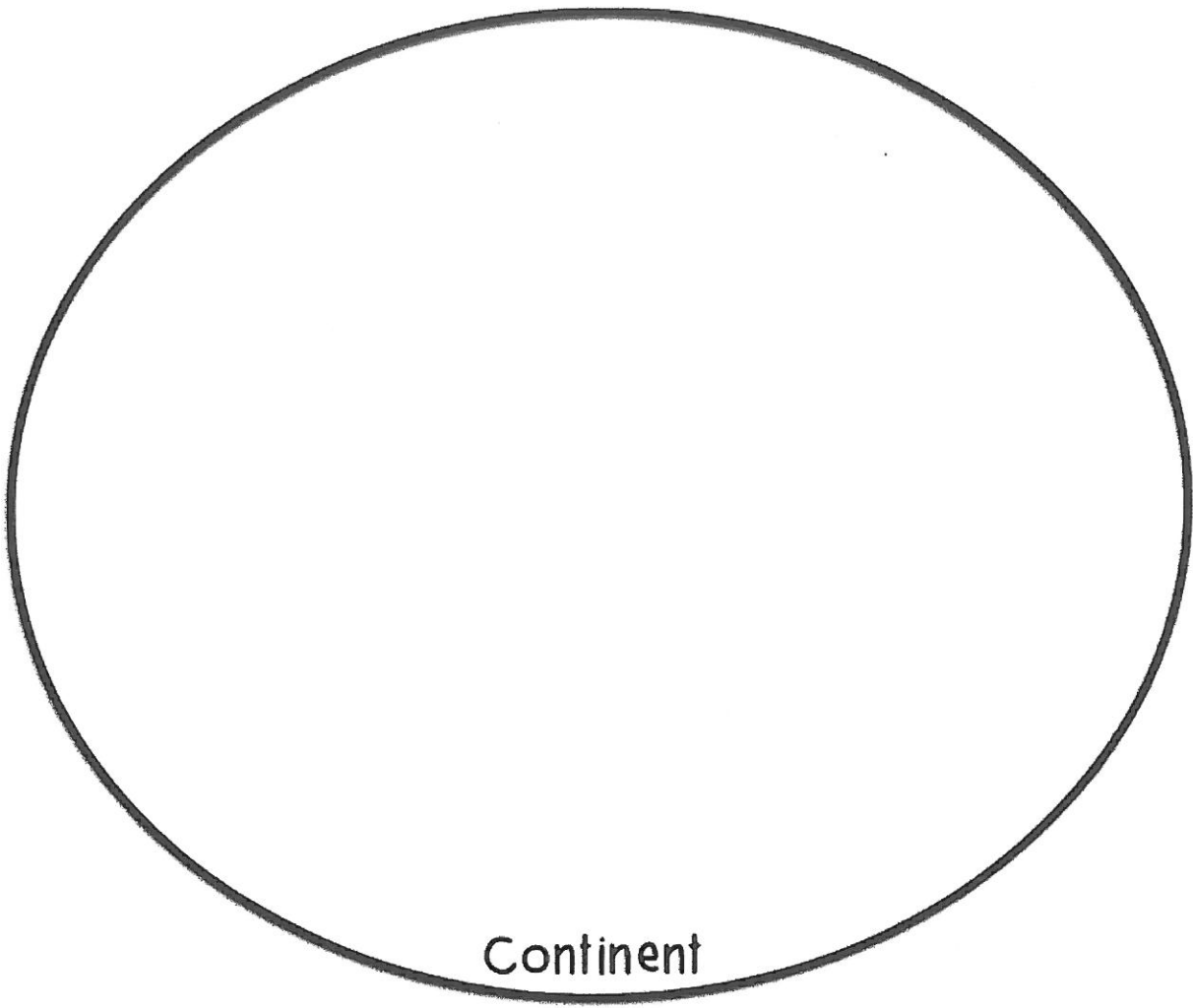




Country

@Bobbibates

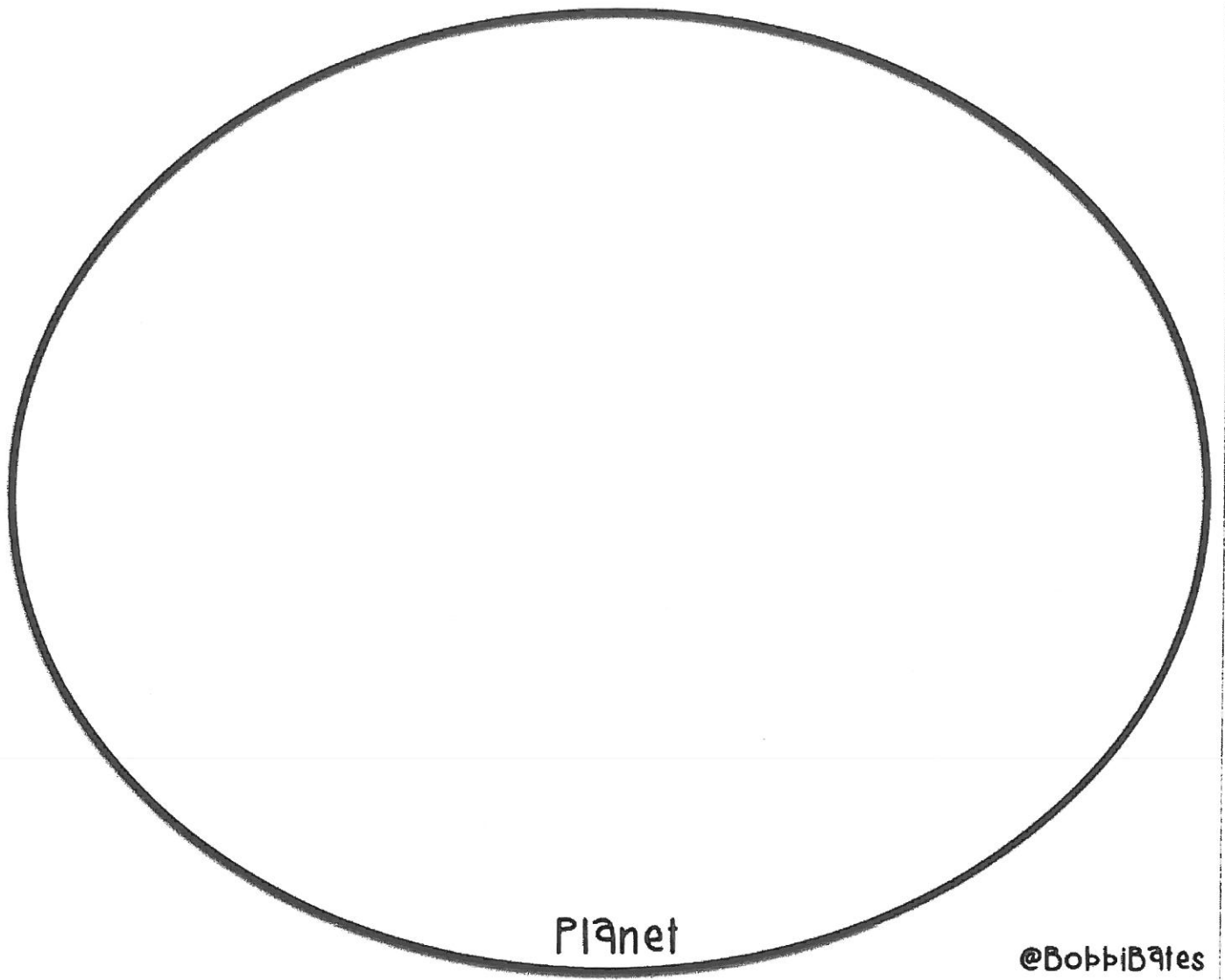




Continent

@Bobbibates





Discussion questions with your student:

- Would you like to live anywhere else? Why?
- How many people do you think live on your street, in your town, in your state, on the planet?  
*(Number of people in Kingsford 4,970 people, Michigan 9 million, on Earth 7 billion)*

[Back to Activities](#)





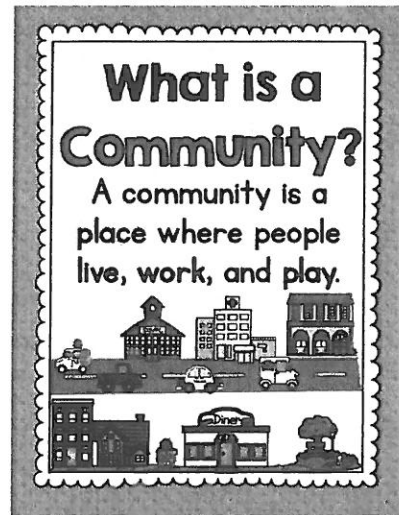
# Thursday

**Key Content:** Writing - What Makes Your Community Special?

**At Home Assistance Ideas:** This week, we are learning all about communities. There are many things that make our community special. What do you like about our community (Iron Mountain/Kingsford/Quinnesec)? Do you enjoy your school? Where do you go to have fun? Do you have a favorite restaurant or place to get ice cream? Maybe you enjoy going to City Park to play in the summer or Pine Mountain to ski in the winter. You attend Woodland Elementary and learn a lot when you are at school.

Today you are going to write an essay about our community and why it is special to you. Before you write, think about these questions:

- *What does our community have that makes it special?*
- *What can you do in our community?*
- *What do you love about our community?*

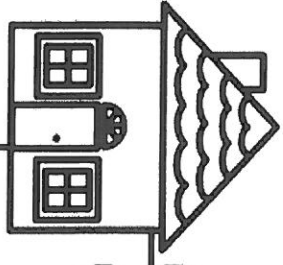


**Material:**

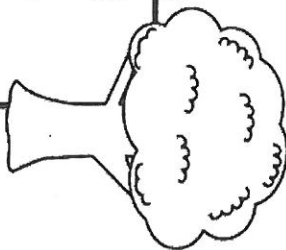
On the graphic organizer below, write your answers to these questions:

Name \_\_\_\_\_

Date \_\_\_\_\_



# My Community



It has


I can


I love to

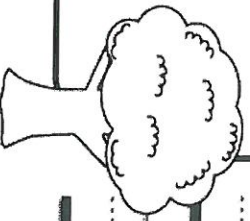
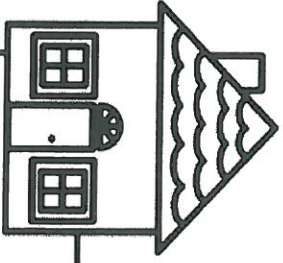

© 2014 by Linda Ward Beech, Scholastic Teaching Resources

Next, use the information from the graphic organizer to write an essay about our community. Don't forget to include a topic sentence, 3-4 details, and a wrap up sentence. Also, remember your COPS (Capitalization, Organization, Punctuation, and Spelling). Draw a picture in the box.

Name \_\_\_\_\_

Date \_\_\_\_\_

# My Community



Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed middle line.

A handwriting practice sheet featuring ten sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement. The entire page is framed by a decorative border composed of small, interconnected squares.

©Created by Lori Rosenberg @ Teaching With Love and Laughter



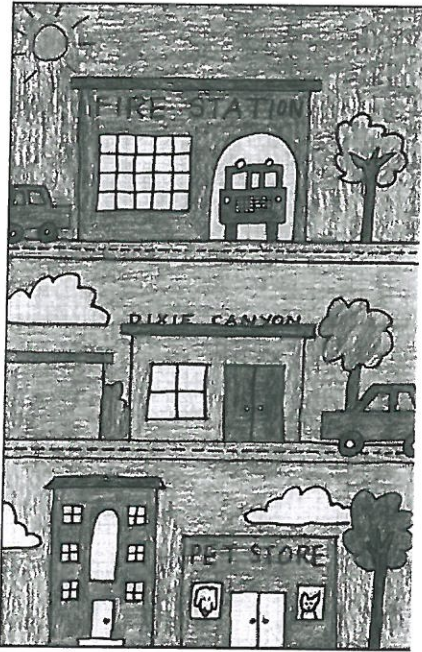
**Enrichment Material:**

Click here for a YouTube video about what makes a community special: [Video](#)

Click here for a BrainPop Jr. video about community helpers: [Video](#)

**Art Enrichment:**

Draw pictures of some of your favorite places in our community. See the example below:

**Discussion questions with your student:**

- What kind of places do you think are important for every community to have? (Ideas might include police station, hospital, schools, grocery store, etc.)
- What makes our community different from an urban community?

[Back to Activities](#)

# Friday

**Key Content:** Social Studies - Mapping

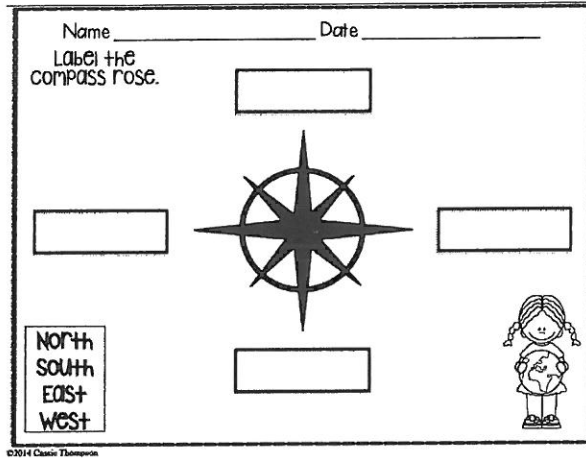
**At Home Assistance Ideas:** Today we are learning about communities! We are going to focus on map skills.

1. Discuss the features of maps with your child.
  - a. A key is a small box that lists symbols and tells you what they stand for on a map.
  - b. A scale is a set of lines marked off in miles, inches, feet, or kilometers. It allows you to estimate the real distance between points on a map.
  - c. A compass rose is a design with four pointers that show the cardinal directions (North, South, East, and West).

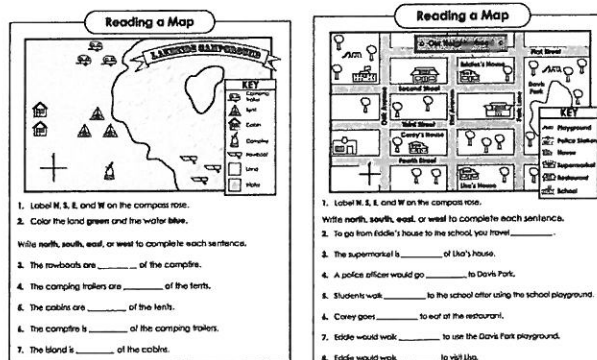
- d. Latitude lines are imaginary lines that circle the Earth in an east/west direction. They run parallel to the equator.
- e. Longitude lines are imaginary lines that run in a north/south direction.

Features of Maps				
key	scale	compass	latitude	longitude
<div style="border: 1px solid black; padding: 5px;"> <p><b>Key</b></p> <p>● city</p> <p>⊕ capital</p> <p>🌲 park</p> </div>			<p>equator</p>	<p>prime meridian</p>

2. Have your child point to North/South/East/West on the compass rose below. Have your child come up with a “phrase” to help them remember the order. For example: Never Eat Soggy Waffles or Never Eat Sour Worms.



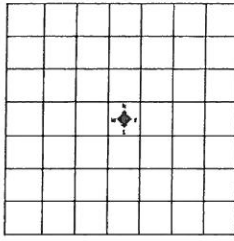
3. Have your child complete *Reading a Map* worksheets. There are two worksheets. They are located under “Materials”.



4. Optional Two-Play Game: *Which Way Do We Go?* This game is located under “Materials”.
- a. Cut out direction cards.
  - b. Each player put his/her marker in the middle square (use anything that you have at home as a marker). Then each player draws a card in turn and follows the directions on it, moves from space to space. The first player to any edge of the board game wins!

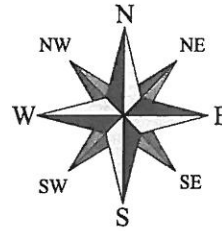


Which Way Do We Go?

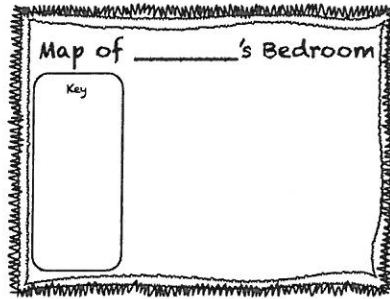


Directions: Each player gets 10, or her number in the white square. Then each player draws a card to see and follows the directions on it, marking their square in space. The first player to be the winner of the game loses once!

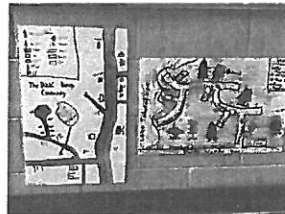
MOVE 1 SPACE TO THE EAST.	GO 1 SPACE NORTH.	MOVE 1 SPACE WEST.	GO TO THE SOUTH 1 SPACE.
GO 2 SPACES TO THE NORTH.	MOVE 1 SPACE SOUTHWEST.	GO 2 SPACES TO THE EAST.	GO 1 SPACE SOUTH.
MOVE TO THE WEST 2 SPACES.	GO NORTHEAST 2 SPACES.	MOVE TO THE SOUTHWEST 2 SPACES.	GO NORTHWEST 1 SPACE.
GO 2 SPACES SOUTH.	GO 2 SPACES NORTH.	GO 2 SPACES EAST.	GO 2 SPACES WEST.



5. Discuss maps with your child. Have your child make a map of his/her bedroom. Do not forget the key. This is located under “Materials”.



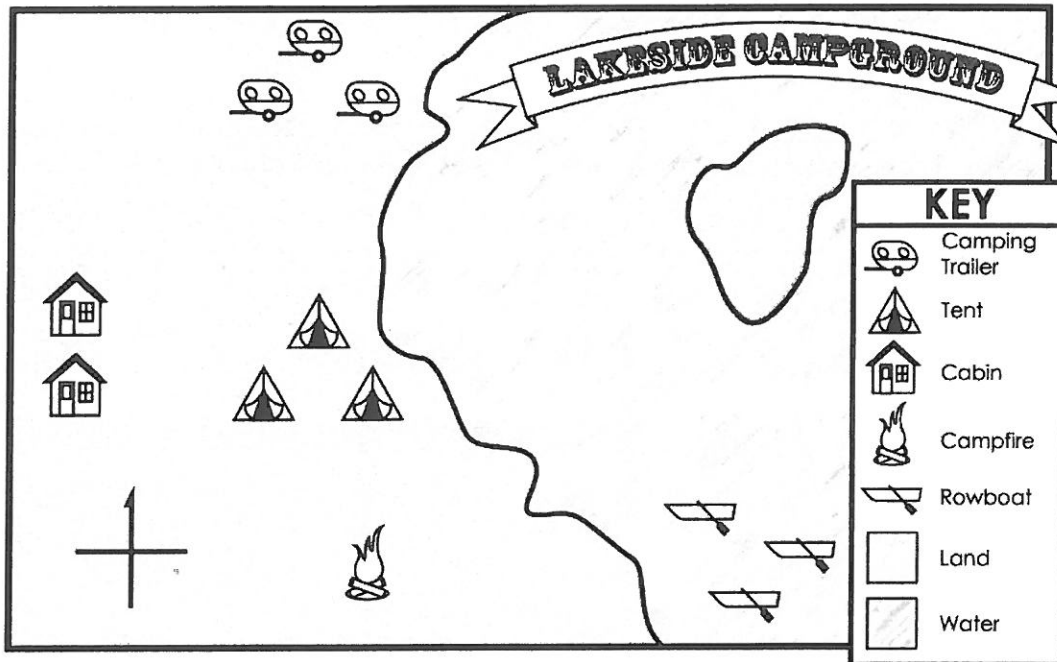
6. Extra: Have your child make a map of their street, neighborhood, or our community! We have been learning about maps, directions, and features that can be found on maps. It might be helpful to drive around your neighborhood or community with your child. Allow your child to sketch or take notes and make a rough draft of the area.
- a. Include in your paper map:
    - i. Map Title
    - ii. Key
    - iii. Compass
    - iv. Draw/Color/Label



7. Extra: Have your child create a *Map Skills Flipbook*. Work with your child to fill out all of the pages. Color and cut them out when finished. Staple or carefully glue to turn it into a book. [Click here for the Map Skills flip book!](#)



## Reading a Map

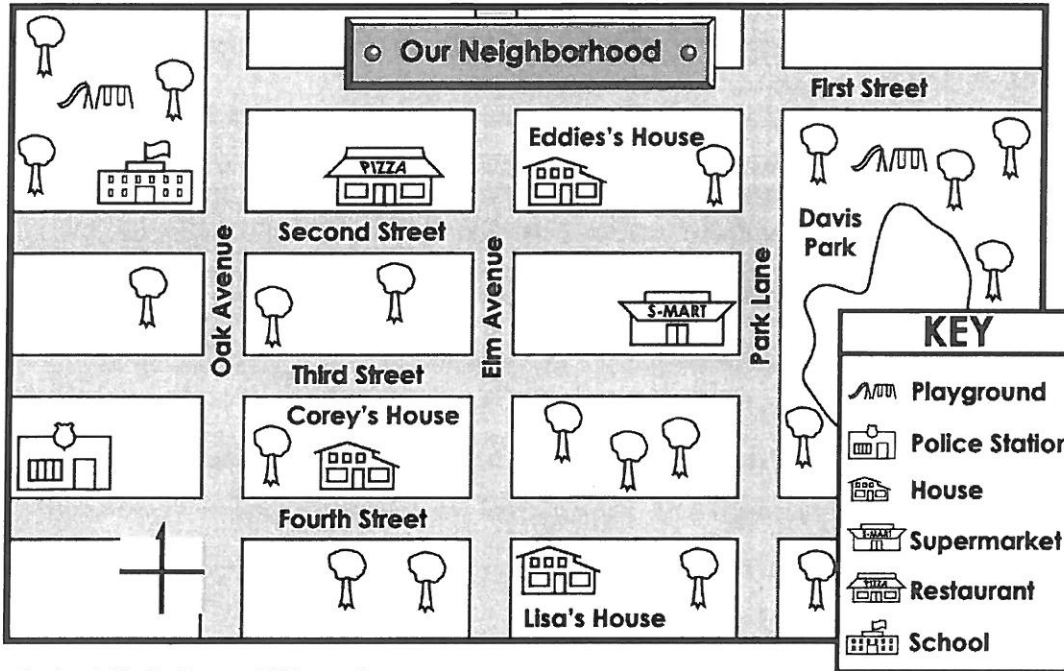


1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

3. The rowboats are \_\_\_\_\_ of the campfire.
4. The camping trailers are \_\_\_\_\_ of the tents.
5. The cabins are \_\_\_\_\_ of the tents.
6. The campfire is \_\_\_\_\_ of the camping trailers.
7. The island is \_\_\_\_\_ of the cabins.

## Reading a Map

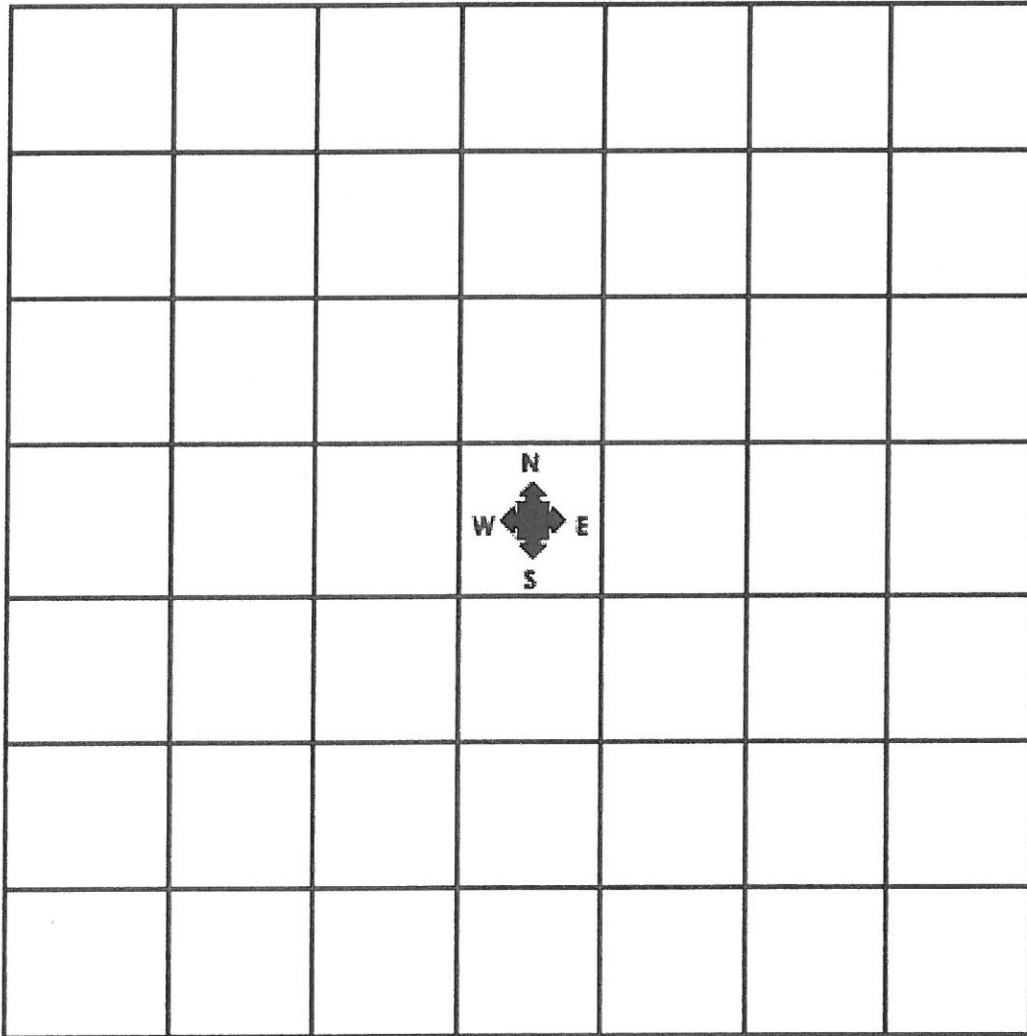


1. Label **N**, **S**, **E**, and **W** on the compass rose.

Write **north**, **south**, **east**, or **west** to complete each sentence.

2. To go from Eddie's house to the school, you travel \_\_\_\_\_.
3. The supermarket is \_\_\_\_\_ of Lisa's house.
4. A police officer would go \_\_\_\_\_ to Davis Park.
5. Students walk \_\_\_\_\_ to the school after using the school playground.
6. Corey goes \_\_\_\_\_ to eat at the restaurant.
7. Eddie would walk \_\_\_\_\_ to use the Davis Park playground.
8. Eddie would walk \_\_\_\_\_ to visit Lisa.

# Which Way Do We Go?



**Directions:** Each player puts his or her marker in the middle square. Then each player draws a card in turn and follows the directions on it, moving from space to space. The first player to the edge of the game board wins!

MOVE 1 SPACE TO THE EAST.	GO 1 SPACE NORTH.	MOVE 1 SPACE WEST.	GO TO THE SOUTH 1 SPACE.
GO 2 SPACES TO THE NORTH.	MOVE 1 SPACE SOUTHWEST.	GO 2 SPACES TO THE EAST.	GO 1 SPACE SOUTH.
MOVE TO THE WEST 2 SPACES.	GO NORTHEAST 2 SPACES.	MOVE TO THE SOUTHEAST 2 SPACES.	GO NORTHWEST 1 SPACE.
GO 2 SPACES SOUTH.	GO 2 SPACES NORTH.	GO 2 SPACES EAST.	GO 2 SPACES WEST.



# Map of \_\_\_\_\_'s Bedroom

Key







# MAP Skills

© Teacher's Gumbo

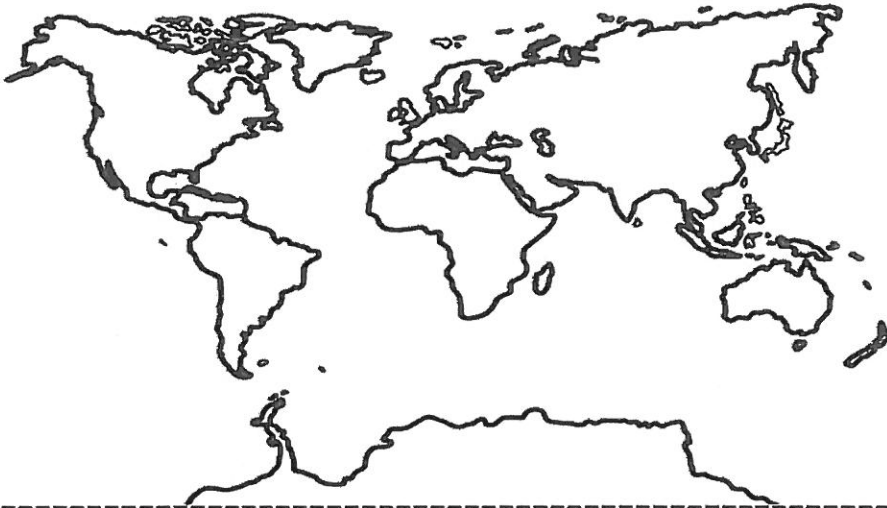




# CONTINENTS AND OCEANS

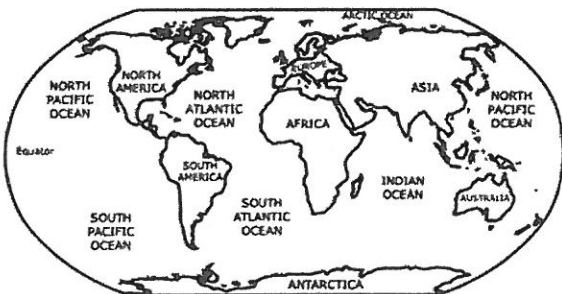
Label the World Map.

© Teacher's Gumbo



# COMPASS ROSE

© Teacher's Gumbo









1. If you travel from Antarctica to Africa, which direction are you traveling?
2. If you travel from North America to Europe, which direction are you traveling?
3. Which direction would you travel from South America to Asia?

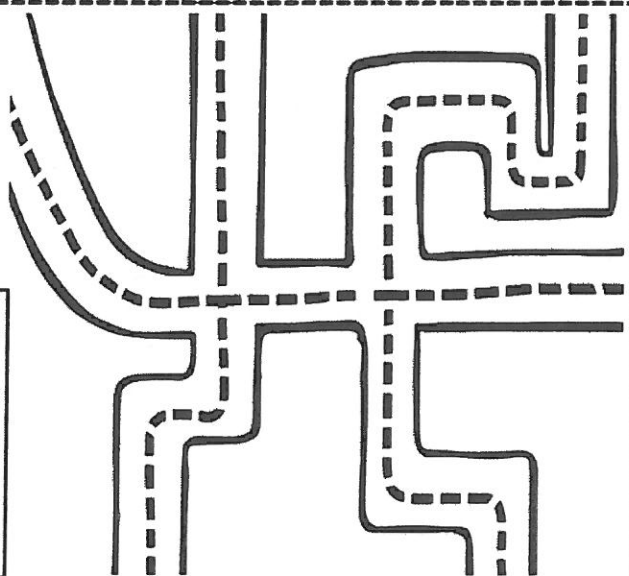




Using the map key below, place the following symbols on the map:

1. Playground
2. Hospital
3. Library
4. School

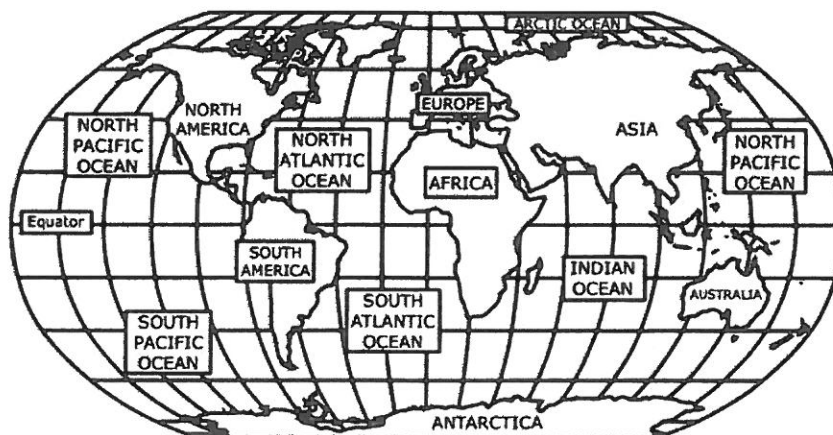
Map Key			
	Post Office		Grocery Store
	Playground		Hospital
	School		Library



© Teacher's Gumbo

Trace the equator in red.  
The equator is an imaginary line that divides the Earth into Northern and Southern Hemispheres.

**EQUATOR**





Enrichment Material: [OPTIONAL ONLINE CONTENT]

[Click here for more ideas to practice map skills.](#)

[Click here for a video about map features.](#)

[Click here for a song about reading a map.](#)

[Click here for a song about north, south, east, and west.](#)

[Click here for a BrainPop video teaching about map skills.](#)

[Click here for a video about cardinal directions.](#)

[Click here for a song about a map compass.](#)

Discussion questions with your student:

- [When have you used a map?](#)
- [Do you think maps are helpful?](#)
- [What do people use to find places?](#)

[Back to Activities](#)

### **Answer Key**

**Monday:** No answer key needed

**Tuesday:**

## ANSWER KEY

# Big City Fun

by Kelly Hashway



1. What is Penn Station? **b**
  - a. a train station in Pennsylvania
  - b. a train station in New York**
  - c. a toy store in New York
  - d. the town where Emily lives
  
2. Based on the information in the story, which sentence is most likely to be true? **b**
  - a. Emily had never been to a toy store.
  - b. Emily had never visited New York City before.**
  - c. Emily doesn't get to spend much time with her family.
  - d. Emily is older than her sister, Diana.

Tell why you chose the answer above.

In the story Emily is surprised to see the large buildings, the crowds, and the sights of the city.

3. How do Emily's feelings about the city change in this story?

In the beginning she does not like the city and wishes she were at home. At the end she likes the city and wants to come back.

4. This story is mostly about... **c**
  - a. A girl who persuades her parents to take her to the city.
  - b. A girl who reads many interesting facts about the city.
  - c. A girl who compares and contrasts the city to her home in the country.**
  - d. A girl who gets into trouble while visiting the city.



## ANSWER KEY

# Big City Fun

by Kelly Hashway



The words below are scrambled words from the story. Unscramble each word and write it on the line. Check back in the story to make sure each word is spelled correctly.

1. 

u	s	r	g
e	n	h	i

ushering

Clue: showing or guiding someone

2. 

i	m	n	d
a	e	a	t

animated

Clue: made with moving pictures

3. 

h	t	c	u
l	d	c	e

clutched

Clue: grasped

4. 

s	u
l	h

lush

Clue: thick, rich, and abundant

5. 

a	l	a	r
v	c	n	i

carnival

Clue: fair

6. 

a	d	e	b
r	o	y	k

keyboard

Clue: piano-like musical instrument

### Wednesday:

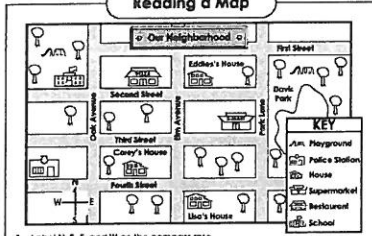
Street: answers will vary  
Town or City: answers will vary  
County: Dickinson  
State: Michigan  
Country: United States of America  
Continent: North America  
Hemispheres: North and West  
Planet: Earth

Thursday: No answer key needed

Friday:

ANSWER KEY

Reading a Map

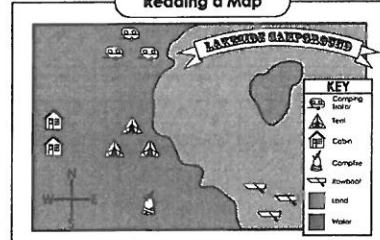


1. Label N, S, E, and W on the compass rose.
- Write **north**, **south**, **east**, or **west** to complete each sentence.
2. To go from Eddie's house to the school, you travel **west**.
3. The supermarket is **north** of Lisa's house.
4. A police officer would go **east** to Dave's Park.
5. Students walk **south** to the school after using the school playground.
6. Corey goes **north** to eat at the restaurant.
7. Eddie would walk **east** to use the Dave's Park playground.
8. Eddie would walk **south** to visit Lisa.

Super Teacher Worksheets - www.superteacherworksheets.com

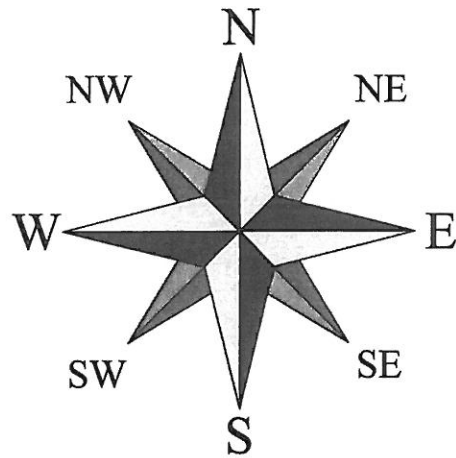
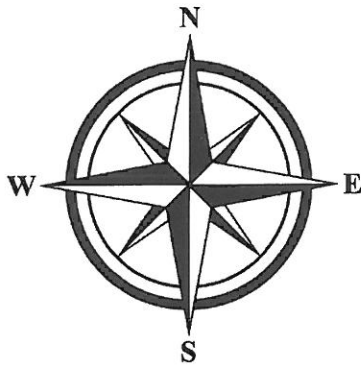
ANSWER KEY

Reading a Map



1. Label N, S, E, and W on the compass rose.
2. Color the land **green** and the water **blue**.
- Write **north**, **south**, **east**, or **west** to complete each sentence.
3. The rowboats are **east** of the campfire.
4. The camping trailers are **north** of the tents.
5. The cabins are **west** of the tents.
6. The campfire is **south** of the camping trailers.
7. The island is **east** of the cabins.

Super Teacher Worksheets - www.superteacherworksheets.com



# Continued Learning Resource: June 1st - June 5th

## Final Project - Time Capsule

### Key Content: 2020 Time Capsule

**At Home Assistance Ideas:** For the final week of school, your child is going to be completing the "My 2020 COVID-19 Time Capsule." We ask that you work on 2-3 sheets of the time capsule per day to limit the amount of work for your child. The end goal of the time capsule is for you to return the finished packet to the school. Each student will get their time capsule back on a special day in their future!

When finished, please do one of the following:

- Mail it to **Woodland Elementary, 2000 Pyle Drive, Kingsford, MI 49802.**
- Drop it off in the **CLR Self-Service Area** in the marked basket

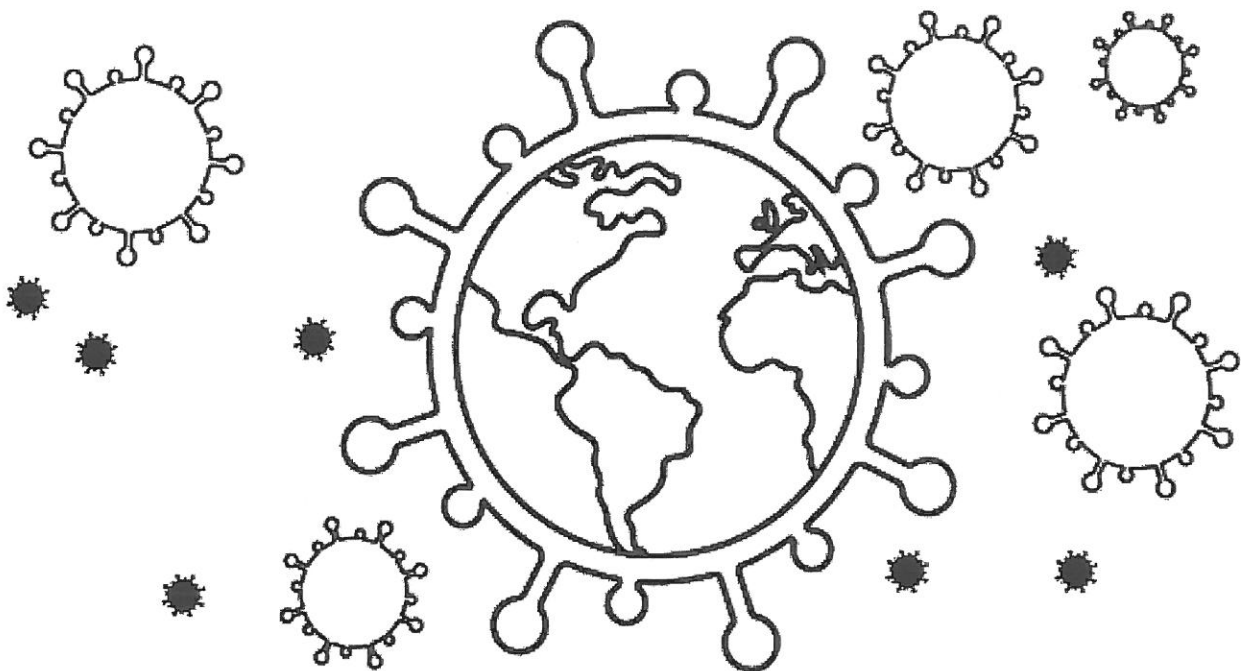
\*Note: please remember to include your students name and grade level

If you cannot return the time capsule back in one of these ways, please contact your child's teacher and they will help you.

**Material:** Use the next 11 pages for your time capsule.



# MY 2020 COVID-19 TIME CAPSULE

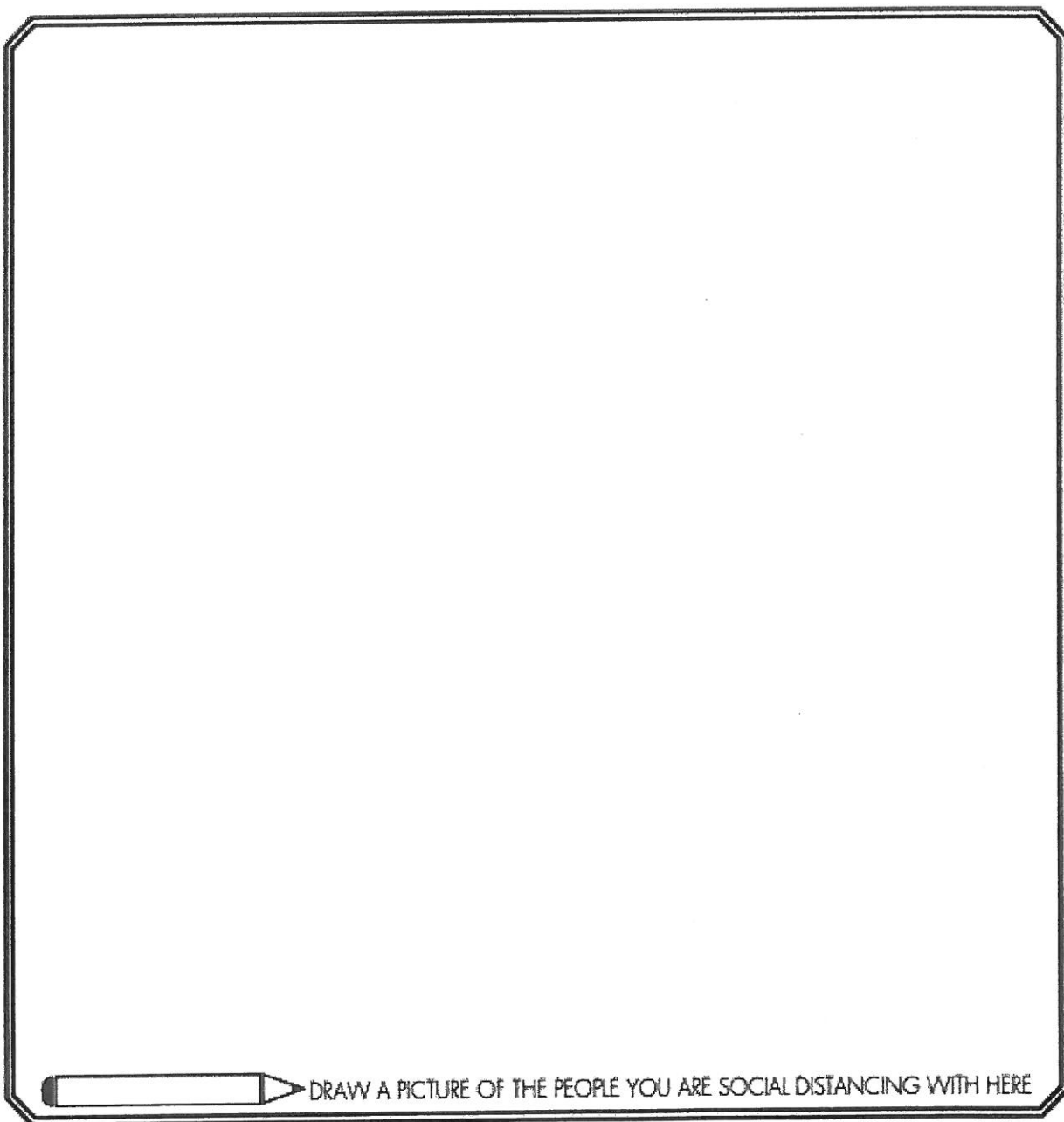



BY: \_\_\_\_\_

# 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:

- SOME PHOTOS FROM THIS TIME
- ANY ART WORK YOU CREATED
- A JOURNAL OF YOUR DAYS
- FAMILY / PET PICTURES
- LOCAL NEWSPAPER PAGES OR CLIPPING
- 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 FAVORITES

TOY: \_\_\_\_\_

COLOR: \_\_\_\_\_

ANIMAL: \_\_\_\_\_

FOOD: \_\_\_\_\_

SHOW: \_\_\_\_\_

MOVIE: \_\_\_\_\_

BOOK: \_\_\_\_\_

ACTIVITY: \_\_\_\_\_

PLACE: \_\_\_\_\_

SONG: \_\_\_\_\_

MY BEST FRIEND/S:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

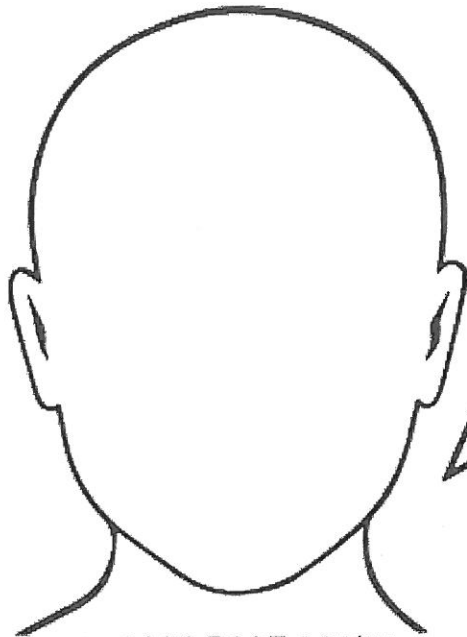
WHEN I GROW UP I WANT TO BE:

\_\_\_\_\_

\_\_\_\_\_

DATE: \_\_\_\_\_

# HOW I'M FEELING



HOW MY FACE LOOKS



WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

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

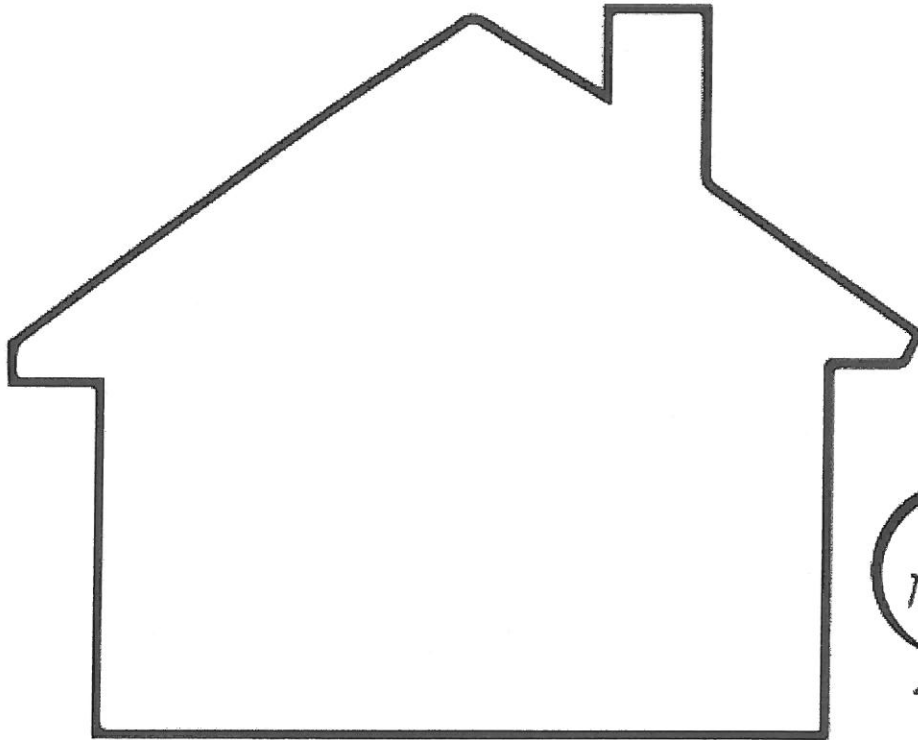
1

2

3



# MY COMMUNITY



COLOR 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 COLORS) AND PLACE YOUR HANDS HERE





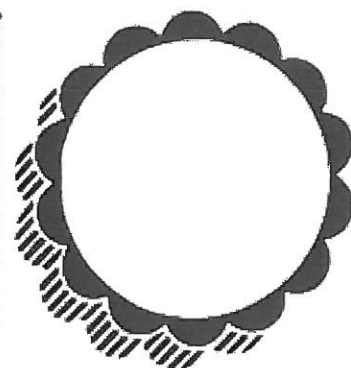




# INTERVIEW YOUR HOUSEHOLD

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 FAVORITE INSIDE HOUSEHOLD ACTIVITY:

FAVORITE FOOD TO BAKE: \_\_\_\_\_

FAVORITE TIME OF DAY: \_\_\_\_\_

GOAL/S FOR AFTER THIS:









[Back to Activities](#)

## Father's Day Activity

**Key Content: Father's Day - June 21, 2020**

**At Home Assistance Ideas:** It's important to take the time to recognize all the dads, step-dads, grandpas and any other fatherly figures in your child's life. When it gets closer to Father's Day, have your child take a moment to complete the "Top 5 Reasons" sheet and the "Happy Father's Day" card.

**Material:** Using the "Top 5 Reasons" sheet, have your child come up with reasons why they love their dad. We also provided a "Top 5 Reasons" sheet for a grandpa if you choose to do that too. Next is a Father's Day card. This will need to be folded in half twice for it to look like a true card. Have your child color and complete the card however they choose.

# Top 5 Reasons I Love My Dad!



1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

5.

\_\_\_\_\_

# Top 5 Reasons I Love My Grandpa!



1.

---

2.

---

3.

---

4.

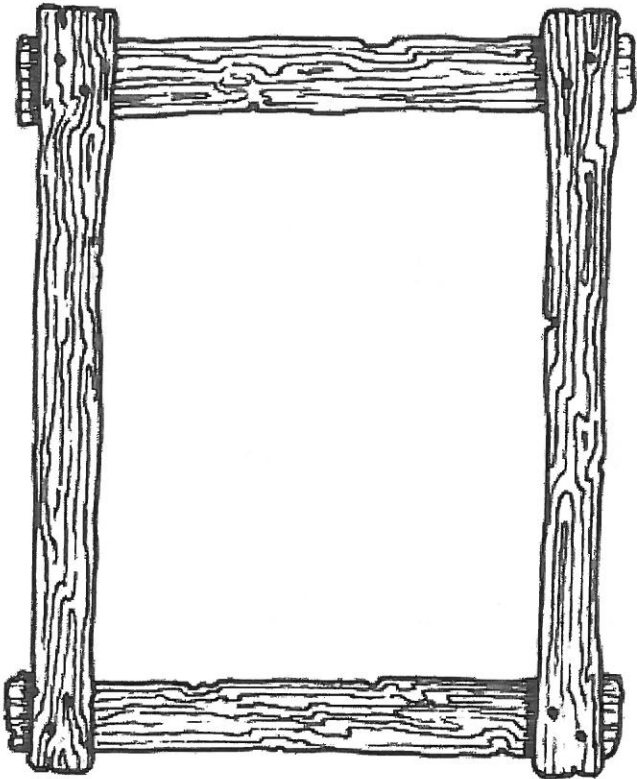
---

5.

---



A PICTURE OF DADDY AND ME!



AGE: \_\_\_\_\_

LOVE, \_\_\_\_\_

HAPPY FATHER'S DAY, DADDY!

IS \_\_\_\_\_

MY FAVORITE THING TO DO WITH MY DAD

IS \_\_\_\_\_

MY FAVORITE THING MY DAD DOES FOR ME

MY FAVORITE THING ABOUT MY DAD IS

I LOVE MY DAD BECAUSE \_\_\_\_\_

MY DAD'S NAME IS \_\_\_\_\_



HAPPY



FATHER'S



DAY!



