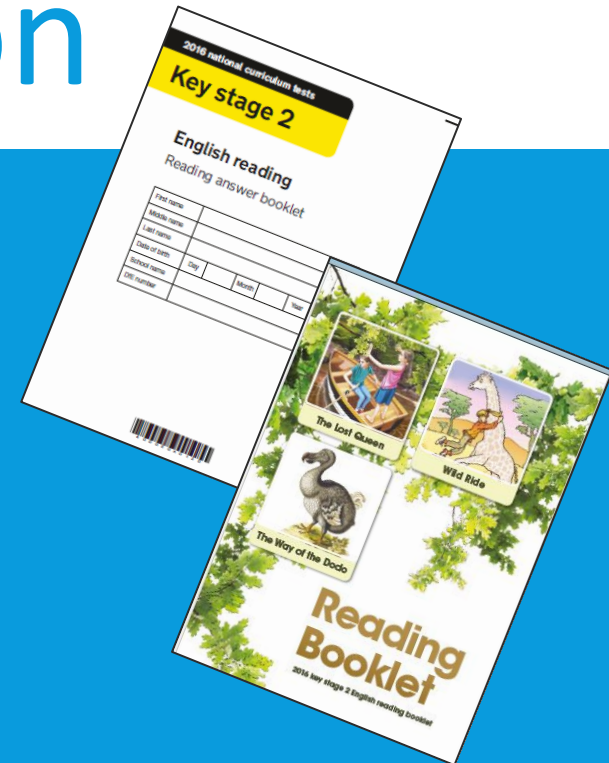
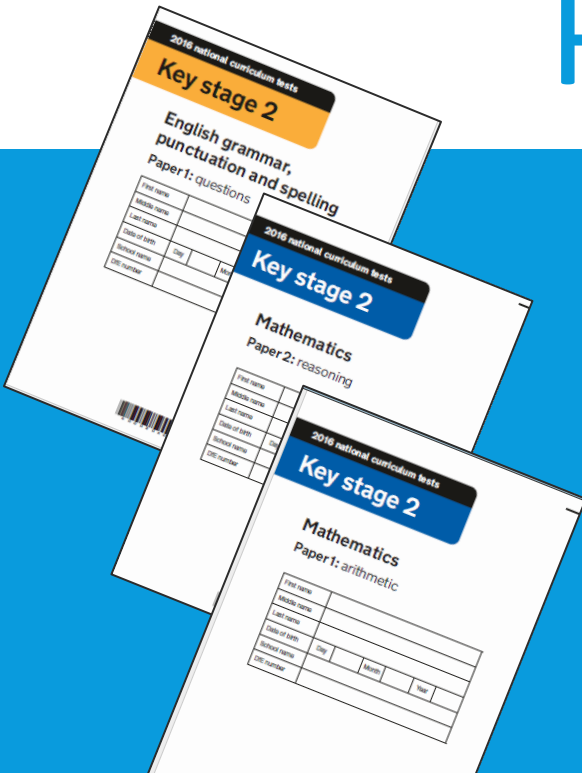


KS2 SATs Information Presentation

4th December 2019



CONTEXT:

- The new curriculum was introduced in 2014. It is more rigorous and sets higher expectations than previously.
- The new National Curriculum was assessed for the first time in May 2016
 - Children will be tested in Reading, SPAG and Maths
 - This year's Key Stage 2 tests are timetabled from Monday 11th May 2020 – Thursday 14th May 2020.

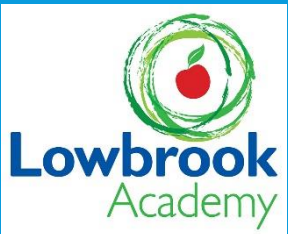
THE ENGLISH TESTS

The structure of the test is similar to the previous KS2 reading tests.

There is a greater emphasis on the comprehension elements of the new curriculum.

- **Reading** - 50 marks
- **Grammar, Punctuation and Spelling Test** – 50 marks
 - Spelling test – 20 words

A Teacher Assessment of writing ability will be made in May/June 2020.



The Reading Test

- For this test there will be one reading booklet and one answer booklet.
- The test will last for one hour (including reading time).
- There will be a total of 50 marks available.
- There will be a range of texts which may include fiction, non fiction and poetry.

- The reading test is a single paper with questions based on three passages of text. Children will have one hour, including reading time, to complete the test.
- There will be a selection of question types, including:
- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

MARKS AWARDED FOR EACH READING FOCUS

JULY 2019

Reading Focus	2a	2b	2c	2d	2e	2f	2g	2h
	Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Number of marks 2018	10	13	3	22				2
Number of marks 2019	6	21	1	18			3	1

READING COMPREHENSION

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

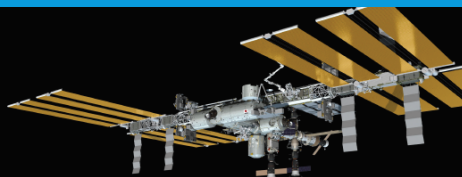
Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



5 How can you tell that the International Space Station is very large?

1 mark

6 How did Anousheh's trip into space make history?

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

1 mark

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick one.

fast.

☐

violent.

☐

clumsy.

☐

gentle.

☐

1 mark

31

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

1 mark

32

How can you tell that Professor Summerlee is an expert on dinosaurs?

1 mark

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

Some questions will require the children to deduce answers by using words or phrases as evidence.

20

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

1 mark

Some questions will test the children on their understanding of vocabulary.

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

2 marks

31

What does *rehabilitate the image* of the dodo mean?

Tick one.

restore a painting of the dodo

☐

rebuild the reputation of the dodo

☐

repair a model of the dodo

☐

review accounts of the dodo

☐

1 mark

33

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.

1 mark

20

Find and **copy** a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.

Not a standard for today's swimmers

0 0
1 mark

School comments

The child has clearly understood the question, has shown understanding of the definition of the word 'standard' and she has correctly located the phrase within context. The addition of the determiner 'a' does not change the meaning of the phrase.

cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!

Review comments

The mark scheme has been applied correctly for this question. As stated on Page 6 of the mark scheme, the words outside the brackets must be given, with the only additional words those within the brackets. No further/other words are acceptable. The mark cannot be awarded.

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

The baby warthogs are curious to know more
and also want to see ~~see~~ what's going on.

0 0
 2 marks

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 2 marks for responses that explain **both** the baby warthogs' aimless / random movement **and** their confusion, e.g.

- they had no idea what was happening and just walked around with no purpose
- they wandered around slowly in curiosity, they were confused and wondered what was going on.

Award 1 mark for responses that explain **either** the baby warthogs' aimless / random movement **or** their confusion, e.g.

- they just roamed around
- they didn't know what was going on.

Up to
 2m

We appealed this on the basis that the pupil had used the word 'curious' and the word 'curiosity' is allowed as per the mark scheme.

Response:
 Appeal unsuccessful.
 The answer given is too general in relation to the context.

19

The warthog mother made *grunts of triumph* (page 8).

Why was she triumphant?

She was saving her children.

0 0
1 mark

We appealed this on the basis that the pupil had used the phrase 'saving her children.' 'Saved her babies' is in the mark scheme.

Response:

Appeal unsuccessful. The response does not suggest a completed action and is incorrect.

19

The warthog mother made *grunts of triumph* (page 8).

1m

Why was she triumphant?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to either of the following:

1. she had chased away the intruders / the intruders had left, e.g.

- *she thought she had successfully chased them off*
- *she had frightened the girl away*
- *they had gone away.*

2. she had protected her young / territory, e.g.

- *she thought she had saved her babies from them*
- *she had defended her young and got Jemmy out of her territory.*

Do not accept general answers relating to triumph, e.g.

- *she got what she wanted*
- *she won.*

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library

Grammar, Punctuation and Spelling Test

- The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.
- The grammar test will last for one hour and there will be a total of 50 marks available
- The grammar and punctuation test will include two sub-types of questions:
- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Sample Questions

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

1 mark

35

Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we played handball.

↑
play

My friend threw the ball to me and I caught it.

↑ ↑
throw catch

0 0
1 mark

We appealed this on the basis that the pupil's answer matches the mark scheme.

Response:
Appeal unsuccessful.
The verbs must not be capitalised.

35

G4.1a

Award 1 mark for all **three** correct.

It was a cold day when we played handball.

↑
play

My friend threw the ball to me and I caught it.

↑ ↑
throw catch

Do not accept misspellings of verb forms.

1m

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

~~Jake~~ po "point over there!" Shouted Jake

0 0
1 mark

38

G1.2

Award 1 mark for a grammatically correct sentence that uses point as a verb and that is correctly punctuated, e.g.

I saw the teacher point at the board.

Do not accept responses that use an inflected ending of point, e.g.

Ushma pointed at the book she wanted.

G1.1

Award 1 mark for a grammatically correct sentence that uses point as a noun and that is correctly punctuated, e.g.

I sharpened my pencil to a fine point.

Do not accept responses that use an inflected ending of point, e.g.

The red team scored more points than the blue team.

1m

1m

We appealed this on the basis that the pupil had used the word point as an imperative verb.

Response:

Appeal unsuccessful.

Each sentence must begin with a capital letter. End of sentence punctuation must be appropriate and accurate.

Spelling

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.
9. Karen went on a _____ ride in Lapland.
10. Misha ate a _____ chocolate pudding.

11. Dogs can follow the _____ of other animals.
12. The magician performed an _____.
13. Jane had to _____ the cloakroom to get her gloves.
14. The skydiver released her _____.
15. There is an _____ of blackberries at the end of the summer.
16. Ali was _____ late for school.
17. First, _____ the sugar in 300ml of hot water.
18. The grey clouds looked _____ in the sky.
19. Omar put the cutlery back in the _____.
20. Ellen's gold bracelet was her most treasured _____.

END OF TEST

Qu.	Spelling	Mark
1	discover	1
2	mission	1
3	loose	1
4	sign	1
5	country	1
6	gymnastics	1
7	edible	1
8	posture	1
9	sleigh	1
10	delicious	1
11	scent	1
12	illusion	1
13	re-enter	1
14	parachute	1
15	abundance	1
16	unavoidably	1
17	dissolve	1
18	ominous	1
19	drawer	1
20	possession	1
Total marks		20

Writing

- Teacher assessment from cross-curricular writing samples taken through the year.
- Moderators visit school in May/June 2020 to check these assessments.
- Must be able to spell the Year 3 and 4 word list.
- Must be able to spell most of the Year 5 and 6 word list.
- Must be using a full range of punctuation mostly correctly.

- The children will be assessed as either 'working towards the expected standard', 'working at the expected standard' or 'working at greater depth'.
- For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **MOST** of the time:

Writing – Expected standard

- The pupil can:
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

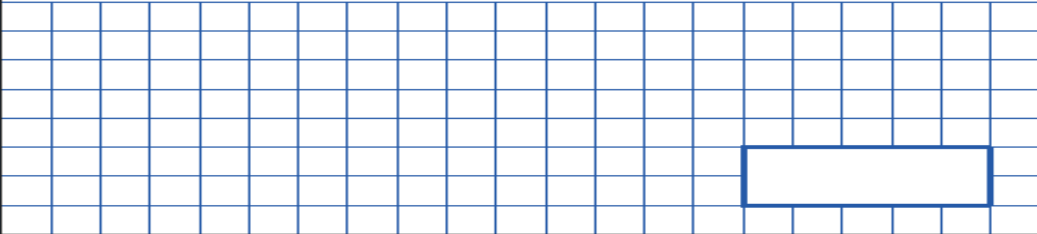
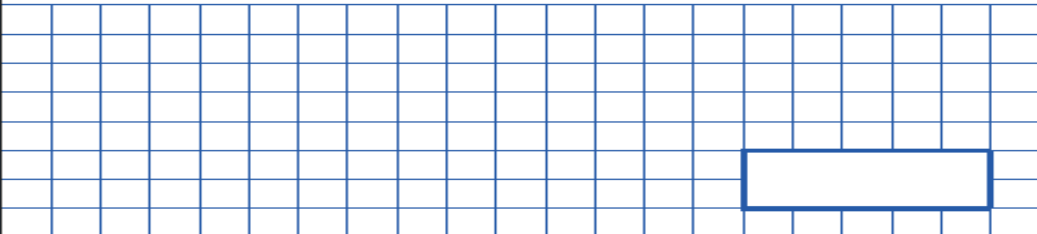
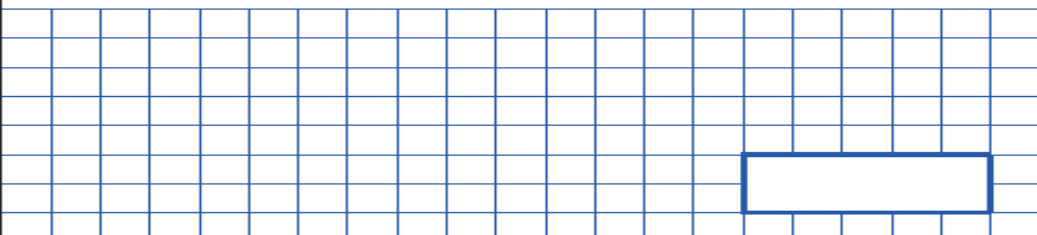
How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

THE MATHS TESTS

- Children sit three papers in maths:
- Paper 1: **Arithmetic**, 30 minutes
- Papers 2 and 3: **Reasoning**, 40 minutes per paper
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:
 - Multiple choice
 - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
 - Less constrained questions, where children will have to explain their approach for solving a problem

Paper 1 sample

16	$1,440 \div 12 =$  <div data-bbox="1193 401 1441 461" style="border: 1px solid black; width: 128px; height: 42px; margin: 10px auto;"></div>	<div data-bbox="1522 401 1595 444" style="border: 1px solid black; width: 38px; height: 30px; margin: 10px auto;"></div> <div data-bbox="1518 448 1599 468">1 mark</div>
17	$20\% \text{ of } 1,500 =$  <div data-bbox="1193 743 1441 803" style="border: 1px solid black; width: 128px; height: 42px; margin: 10px auto;"></div>	<div data-bbox="1522 743 1595 786" style="border: 1px solid black; width: 38px; height: 30px; margin: 10px auto;"></div> <div data-bbox="1518 791 1599 811">1 mark</div>
18	$1.52 \times 6 =$  <div data-bbox="1193 1086 1441 1146" style="border: 1px solid black; width: 128px; height: 42px; margin: 10px auto;"></div>	<div data-bbox="1522 1086 1595 1129" style="border: 1px solid black; width: 38px; height: 30px; margin: 10px auto;"></div> <div data-bbox="1518 1133 1599 1153">1 mark</div>

24

$$15.4 - 8.88 =$$

1 mark

25

1 3 3 0 1 6

Show
your
method

2 marks

20

$$5,756 + 8,643 =$$

26

$$\frac{1}{4} \times \frac{1}{8} =$$



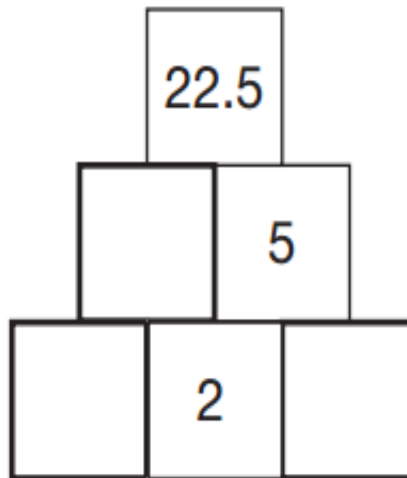
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

What is 444 minutes in hours and minutes?

hours	minutes

1 mark

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} 4 \boxed{} \\ \times \boxed{} 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 0 6 6 \end{array}$$

2 marks

9

The mass of a 10p coin is 6.5g.

The mass of a 5p coin is half the mass of a 10p coin.

What is the mass of these six coins **altogether**?



Show your method

g

2 marks

How to Help Your Child with Maths

- Play times tables games
- Ensure homework is completed and children learn their maths competencies
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

What is meant by 'scaled scores'?

- Your child's score will be converted into a score out of 120.
- 100 will represent the 'national standard'. If your child scores a score above 110 they will be working at 'greater depth'
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July 2020 pupils will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard

KS2 SATS 2020

Monday 11 th May 2020	English Grammar, Punctuation and Spelling Paper 1: Grammar/ Punctuation (45mins) Paper 2: Spelling
Tuesday 12 th May 2020	English Reading (60 mins)
Wednesday 13 th May 2020	Mathematics Paper 1: Arithmetic (30 mins) Mathematics Paper 2: Reasoning (40 mins)
Thursday 14 th May 2020	Mathematics Paper 3: Reasoning (40mins)

How You Can Support Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

Emotional Wellbeing

It is widely understood that positive health and wellbeing – including mental health – contribute to a child's ability to flourish, thrive and achieve (Public Health England, 2014), and equipping children with the skills to enhance their resilience against adversity will enable them to navigate challenges without compromising performance.

The phrase “Key Stage 2 SATs” can be a trigger for stress in teachers, parents and children all over the country. Opinion is divided over these National Assessments but it is still vital that Year 6 pupils are able to navigate SATs season without experiencing undue stress or anxiety.

Emotional Wellbeing

How do we do this?

- By ensuring children feel well-prepared for the tests through practising and analysing past papers. We can learn from our mistakes.
- Providing a healthy breakfast before the tests – we allow the children a calm start to the day with a meal and drink, to ensure they are fully prepared for the day ahead.
- Making sure that children know who to talk to if they have any concerns or worries. We encourage an environment where children are able to communicate how they are feeling.
- Introduce mindfulness techniques in school. We will also encourage the children to practice mindfulness at bedtime or when they feel worried.