

# Remote learning Grid–Week 10 Term 3 - Early Stage 1

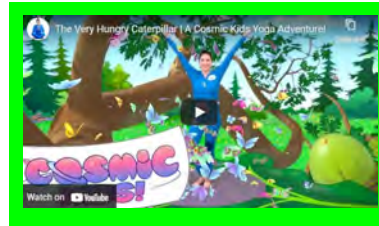
This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

	Monday Date 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
	<b>Morning Routine Online Only</b> <ul style="list-style-type: none"> <li>- Phoneme pronunciation</li> <li>- Number of the day</li> <li>- Calendar</li> <li>- Timetable of activities</li> <li>- Check in question</li> </ul>	<b>Morning Routine Online Only</b> <ul style="list-style-type: none"> <li>- Phoneme pronunciation</li> <li>- Number of the day</li> <li>- Calendar</li> <li>- Timetable of activities</li> <li>- Check in question</li> </ul>	<b>Attendance Activity ONLINE ONLY</b> <p>(this must be completed by 9.30am)</p> <p><b>Well-being Day</b></p>	<b>Morning Routine Online Only</b> <ul style="list-style-type: none"> <li>- Phoneme pronunciation</li> <li>- Number of the day</li> <li>- Calendar</li> <li>- Timetable of activities</li> <li>- Check in question</li> </ul>	<b>Attendance Activity ONLINE ONLY</b> <p>(this must be completed by 9.30am)</p>
Morning	<b>English</b> <ul style="list-style-type: none"> <li>• Seesaw phonics activity. Offline complete the corresponding worksheet.</li> <li>• Grapheme writing practice</li> <li>• Guided Reading activity or Wushka reading activity. Record yourself reading. Offline choose a book from your home library to read with a parent.</li> <li>• Seesaw writing. Offline complete the corresponding worksheet.</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Grapheme writing practice</li> <li>• Seesaw phonics activity. Offline complete the corresponding worksheet</li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> <li>• Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent.</li> </ul>	<p><b>Today is Wellbeing Wednesday!</b></p> <p><b>It is all about looking after your wellbeing and doing things that you enjoy.</b></p> <p><b>Enjoy a screen free day or log onto Seesaw for where you may choose to do some activities from our Wellbeing Wednesday Grid.</b></p>	<b>English</b> <ul style="list-style-type: none"> <li>• Grapheme writing practice</li> <li>• Seesaw phonics activity. Offline complete the corresponding worksheet.</li> <li>• Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent.</li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Seesaw phonics activity. Offline complete the corresponding worksheet.</li> <li>• Grapheme writing practice</li> <li>• Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent.</li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> </ul>

	Monday Date 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
Wellbeing break	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.	<b>11am Wellbeing Check-in via Zoom</b> Details will be sent out via seesaw.	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.	<b>11am Wellbeing Check-in via Zoom-NEWS</b> <b>News Topic:</b> Details will be sent out via seesaw.
Break					
Middle	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding worksheets.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for length. Offline complete the corresponding worksheet.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding worksheets.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for addition/subtraction. Offline complete the corresponding worksheet.</li> </ul>		<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for addition/subtraction. Offline complete the corresponding worksheet.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for length. Offline complete the corresponding worksheet.</li> </ul>
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Monday Date 13/9		Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: 'Where food comes from' Seesaw activity Offline complete the corresponding worksheet.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: Enquiry Farm Questions Seesaw activity. Offline complete the corresponding worksheet.</li> </ul>		<b>KLA</b> <ul style="list-style-type: none"> <li>• Drama: Farm animals</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• PE: Complete the Got Game Seesaw activity. Offline complete the corresponding worksheet.</li> </ul>

# CHOOSE TWO WELLBEING ACTIVITIES TO COMPLETE EACH DAY.



[CLICK HERE](#) FOR A SHAKE BREAK

DRAW A PICTURE, COLOUR AND LABEL YOUR FAMILY



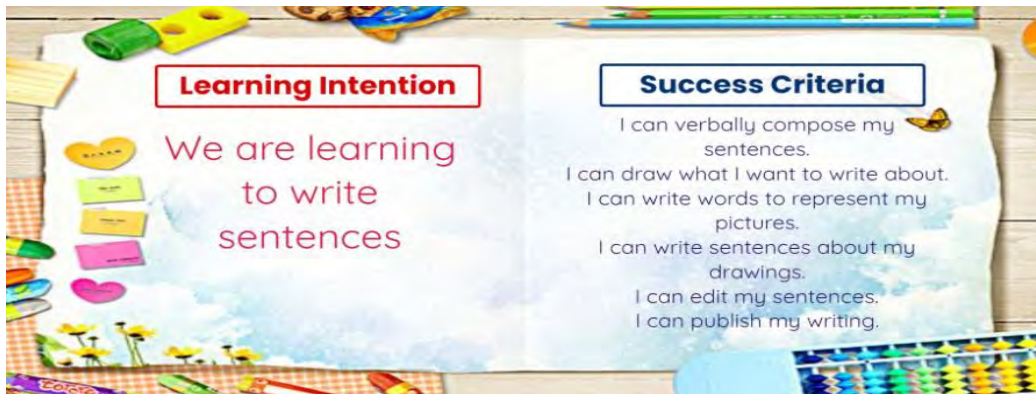
CLICK HERE FOR SUPERHERO COLOURING IN



DO SOMETHING TO HELP OUT AROUND YOUR HOUSE. E. SWEEP/VACUUM THE FLOOR OR HELP HANG OUT THE CLOTHES ON THE CLOTHESLINE



This week you will be improving your writing about ducks from week 9.



### Monday Writing Task - Plan

1. Rewatch the youtube clip about ducks

<https://www.youtube.com/embed/qHgKppJq8sY>

<https://www.youtube.com/embed/a4ITJBasgc0>

or read the extract provided with a parent

2. As you watch the video or listen to the extract, what is something new you have learnt? Is there more information given to a particular area that you wrote about that you can use to improve your writing?
  - Take new notes. They can be pictures to represent information or key words to help you remember
3. Talk with a member of your family about your writing and how you can improve it by considering the following:
  - I can use more descriptive language when describing what my farm animal looks like
  - I can add more information about where my farm animals live
  - I can give more information about what my farm animals eats and maybe how my animal eats
  - I can describe multiple ways of how my farm animals help us
  - I can recall multiple facts about my farm animal
  - I can use the vocabulary from the text

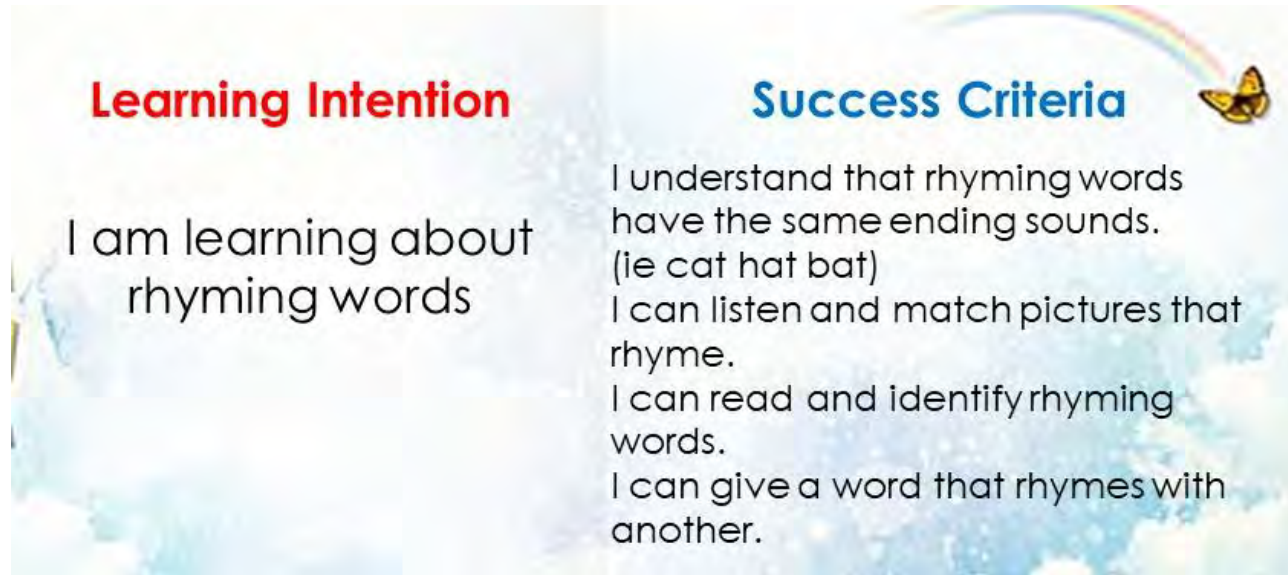
## Reading Extract about Ducks.

Interesting facts about ducks:

- Ducks can see well underwater.
- Ducks are omnivores. They feed on aquatic plants, small fish, [insects](#), worms, grubs and more.
- Diving ducks and sea ducks search for food fairly deep underwater. To be able to stay underwater more easily, diving ducks are quite heavy.
- Dabbling ducks feed on the surface of water, on land, or by ducking their head underwater. Along the edge of their beak is a comb-like structure called a pecten, that enables them to hold slippery food and filter nutrients out of the water.
- Ducks are social. They live in groups called rafts or teams.
- Male ducks are called drakes. Females are called hens. Babies are ducklings.
- Ducks fly in a “V” shape. This shape makes flying easier.
- Ducks are mostly aquatic birds living in both fresh water and sea water and found on every continent except for Antarctica.
- Ducks are curious and friendly creatures they have been domesticated as pets and farm animals for more than 500 years.
- All ducks have highly waterproof feathers due to the feathers interlocking nature and waxy coating.
- Ducks have many economic uses. Their feathers, particularly their underlying 'down' feathers, are used in many products, while the white Pekin duck is the most common variety raised for eggs and meat.
- They are related to the goose and [swan](#), two other waterfowl.
- Ducks have webbed feet which are specifically designed for helping them swim.
- A duck can turn its head completely backwards to “preen,” or clean, itself. They put their beaks into the soft feathers of their wings, back, and rest of the body.
- Ducks have mouths that are referred to as bills. Typically, the bill of a duck is flat and rather broad but comes in different sizes and unique shapes as well.
- There are species of ducks that migrate or need to go long distances away from their homes every year so they can have their babies



## Monday Phonics Activity: Rhyming words



**Learning Intention**

I am learning about rhyming words

**Success Criteria**

I understand that rhyming words have the same ending sounds.  
(ie cat hat bat)  
I can listen and match pictures that rhyme.  
I can read and identify rhyming words.  
I can give a word that rhymes with another.

1. Watch Jack Hartman Rhyming Word Game video  
<https://www.youtube.com/embed/3Cc1TL-0bXo>
2. Say the names of the picture in each grouping. Circle the little picture that rhymes with the big picture. Remember rhyming words are words that have the same ending sound. The first one is done for you.



**fox**



**bat**



**goat**



**chair**



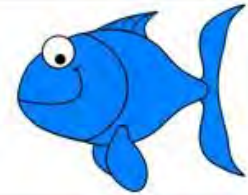




house



dish




hat



mop



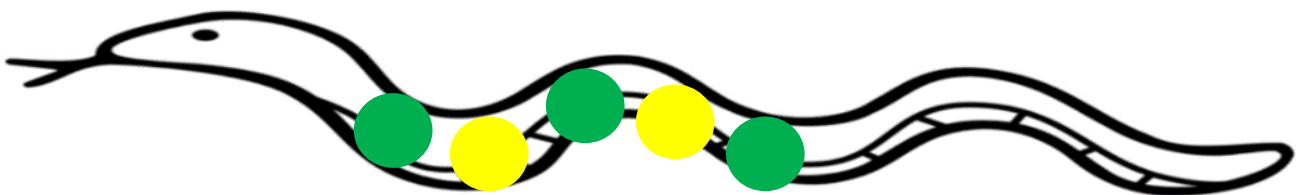
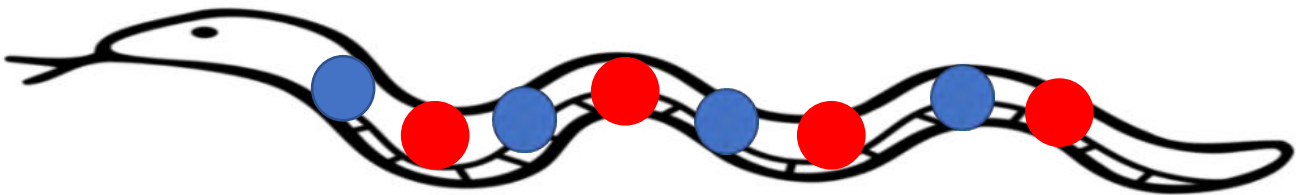
## Monday Number Activity: Snake Patterns

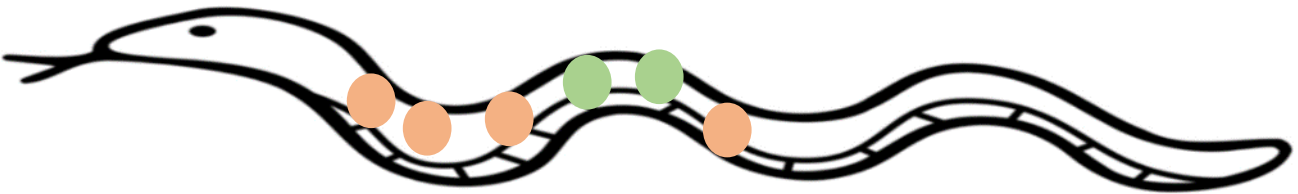
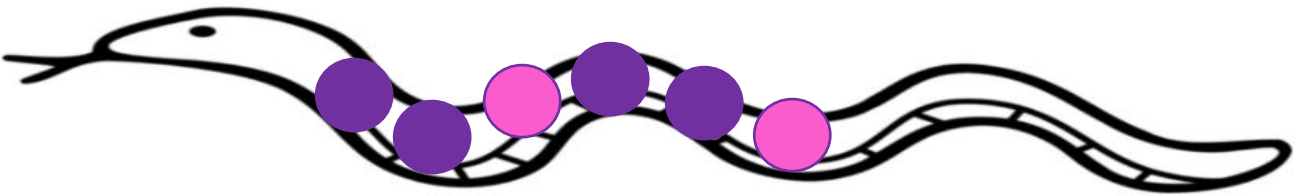
LEARNING INTENTION	SUCCESS CRITERIA
<p><b>We are learning to make patterns.</b></p> 	<ul style="list-style-type: none"><li>-I can recognise a pattern</li><li>-I can copy a pattern</li><li>-I can make my own repeating pattern</li><li>-I can show my understanding using sounds, actions, shapes, objects or pictures</li><li>-I can recognise a mistake in a pattern and correct it.</li></ul>

1. Watch the youtube video:

<https://www.youtube.com/embed/MBjixSx45-Q>

2. Continue the patterns on the snakes below. Remember a pattern must repeat itself. The first one is done for you.





3. Create your own pattern. Remember a pattern must be repetitive.



We are learning about length.

I can choose the longest and shortest object.

I can use comparative language.

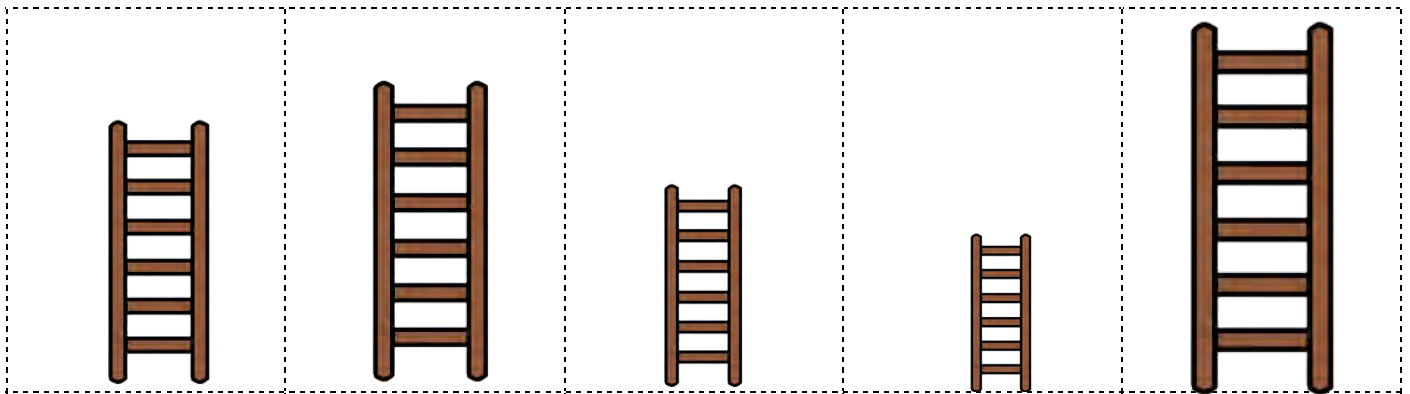
I can compare length by aligning the ends of two objects.

I can order 3 objects by length.

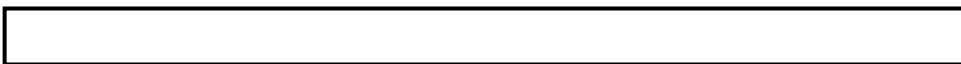
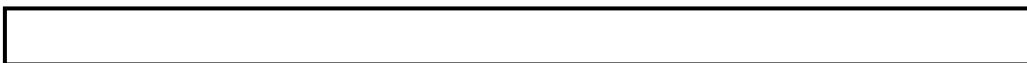
**'Length' is the measure of an object from end to end.**

1. Can you cut and stick the ladders in order from shortest to tallest.

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2. Can you colour the longest line?



3. Can you draw a line that is longer?



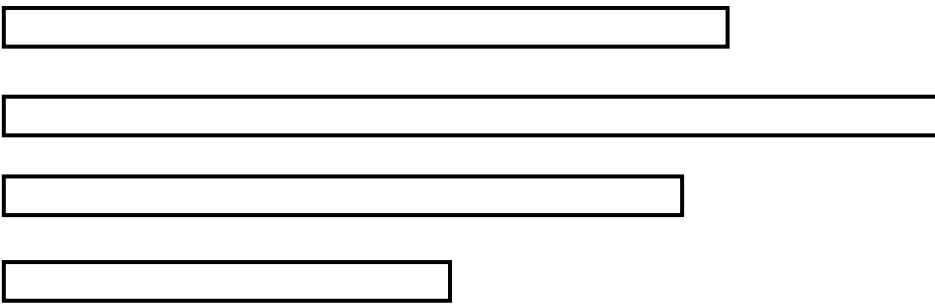
4. Can you draw a line that is *shorter*?



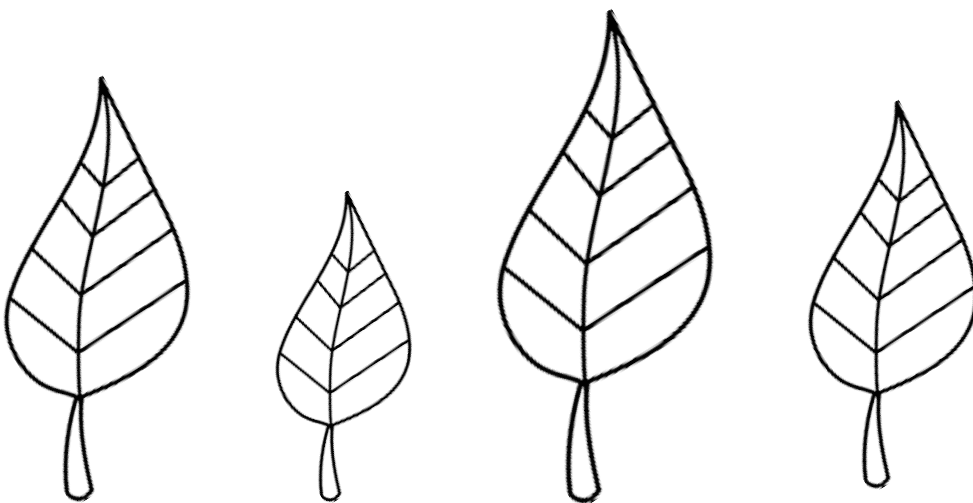
5. Can you draw a line that is *the same* length?



6. Can you colour the *longest line* pink? Can you colour the *shortest line* green?



7. Can you colour the *tallest* leaf green and the *shortest* leaf orange?



Remembering we measure object by placing them end to end next to each other.

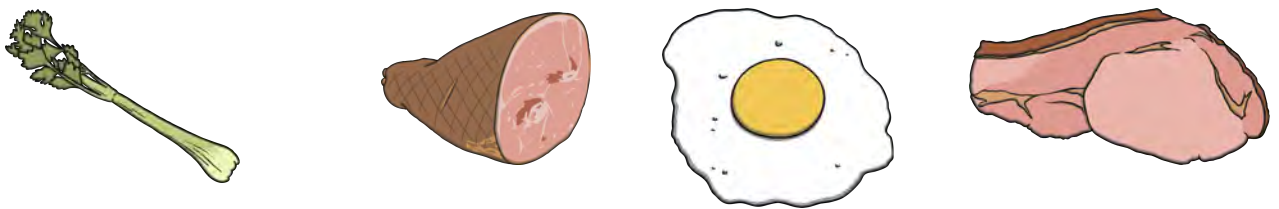
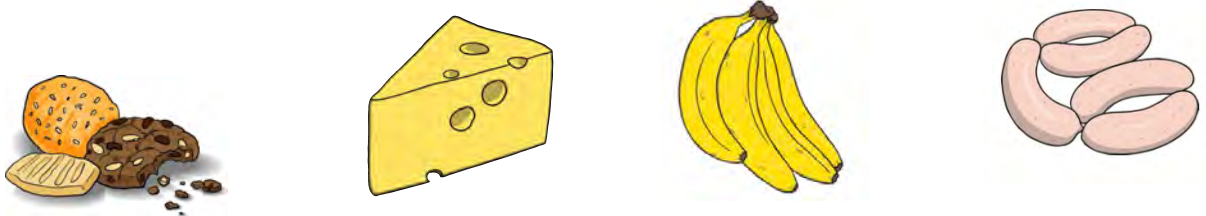
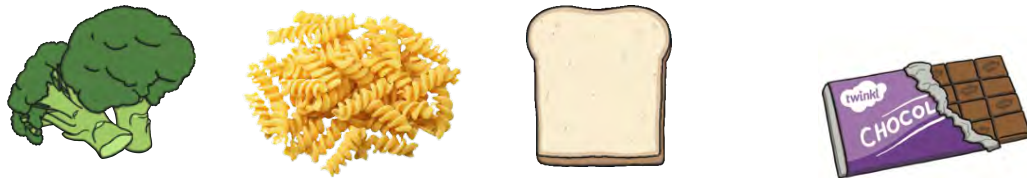
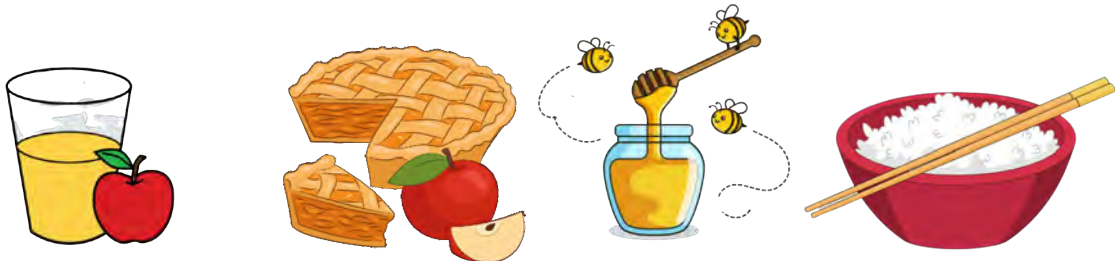
**Challenge:** place 3 pencils next to each other, end to end in order from shortest to tallest. Talk to an adult about which is the tallest and shortest.

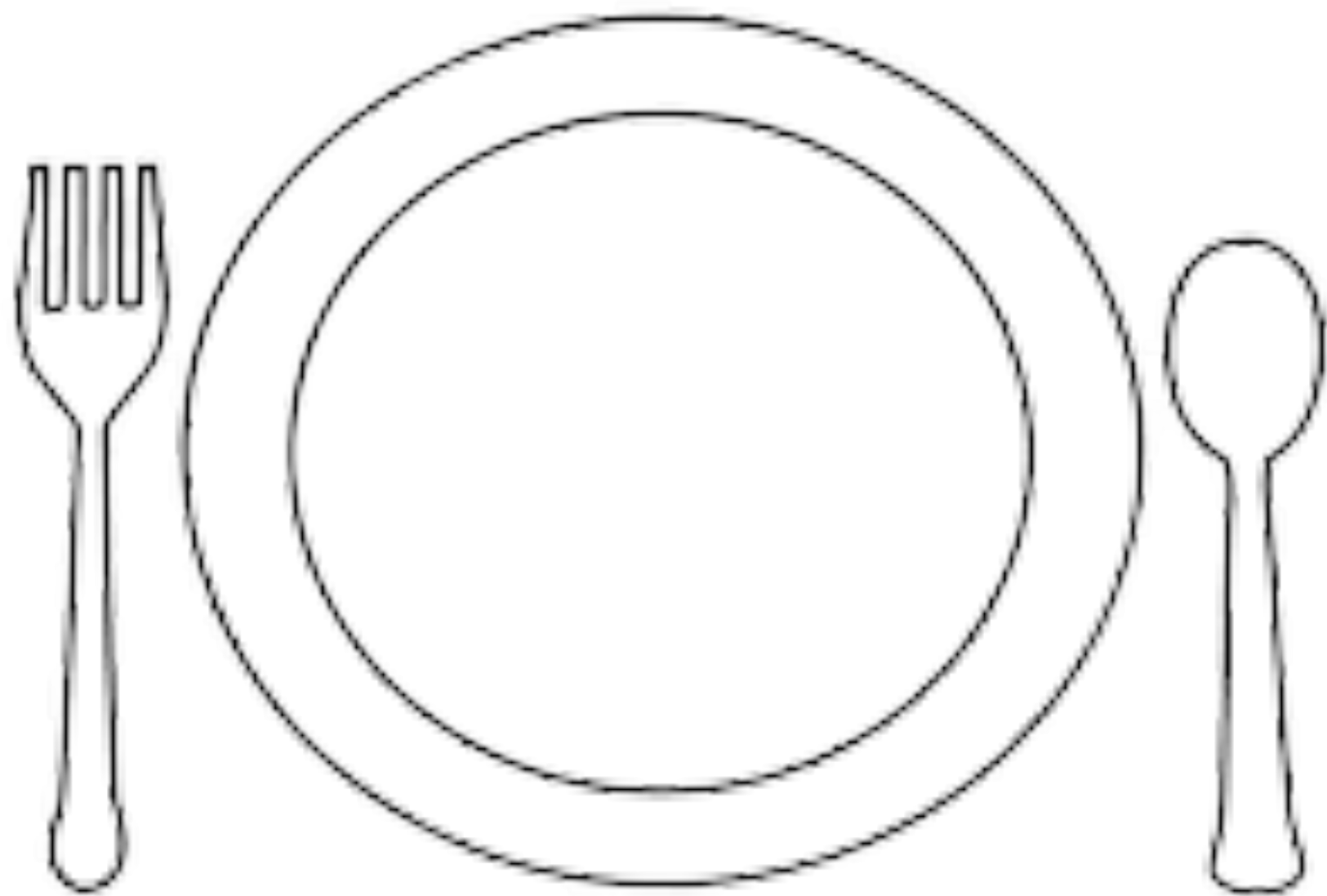
We are learning where products come from

I can talk and write about where foods I like come from.

1. Cut and stick, or draw the foods you like to eat on the page onto the plate.
2. Circle all the foods that we get from the same animal in one colour. Do this for each different animal or farm. E.g. the yoghurt and cheese I eat comes from cows milk, so I would circle both foods in pink.

Challenge: write the names of the animals or farms above each of your drawings.





## Tuesday Writing Task – Compose

### Write an informative report about your farm animal

When composing your sentences about your farm animal, look back over your previous writing, your new notes and recall your conversation with your parents.

When writing your sentences, ensure that you use capital letters at the start of your sentences, finger spaces between words and a full stop at the end of your sentence. Write multiple sentences for each idea.

Use the scaffold to support your writing.

- I can use descriptive language to make my sentences interesting.
- I can use the vocabulary from the text
- I can describe what my farm animal looks like and why it looks like that
- I can write about multiple places where my farm animals live and why
- I can write about all the things my farm animals eats and how it eats
- I can describe multiple ways about how my farm animals help us
- I can write 2- 3 interesting facts I learnt about my farm animal and why I think it is interesting.



## Tuesday Phonics Activity: Rhyming words

### Learning Intention

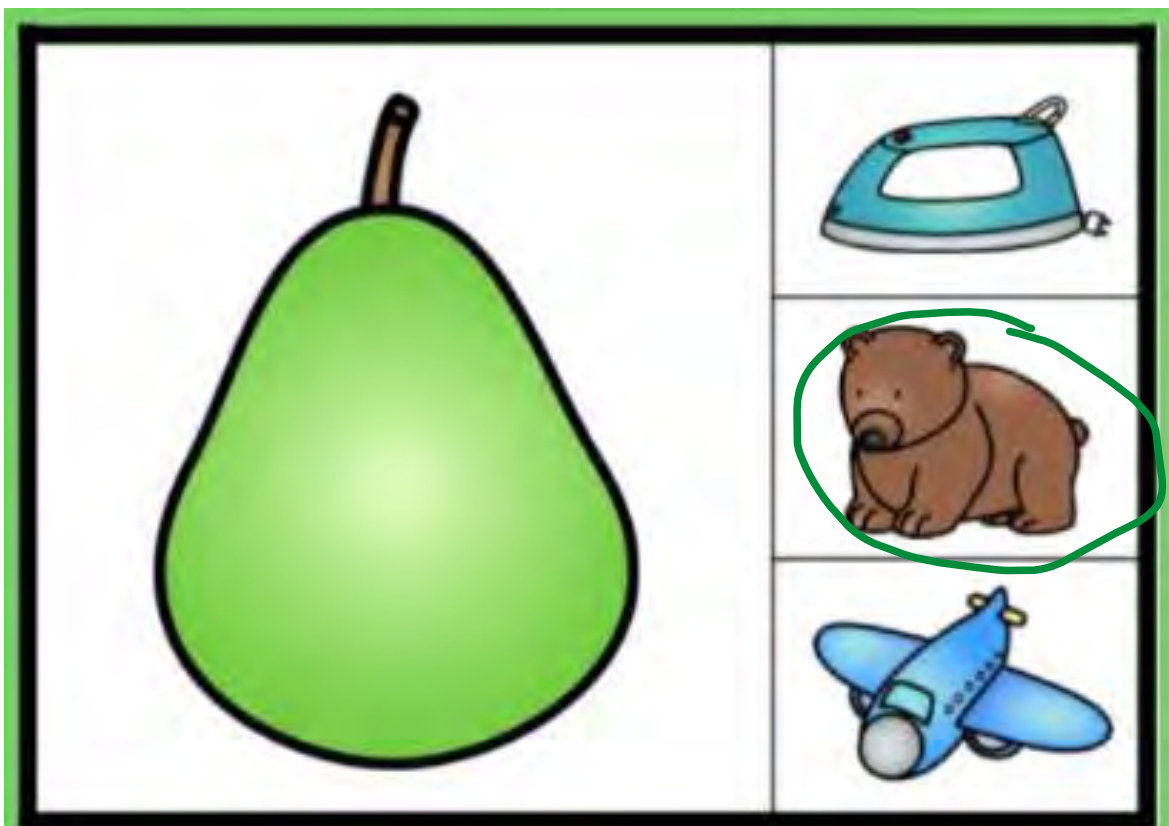
I am learning about rhyming words

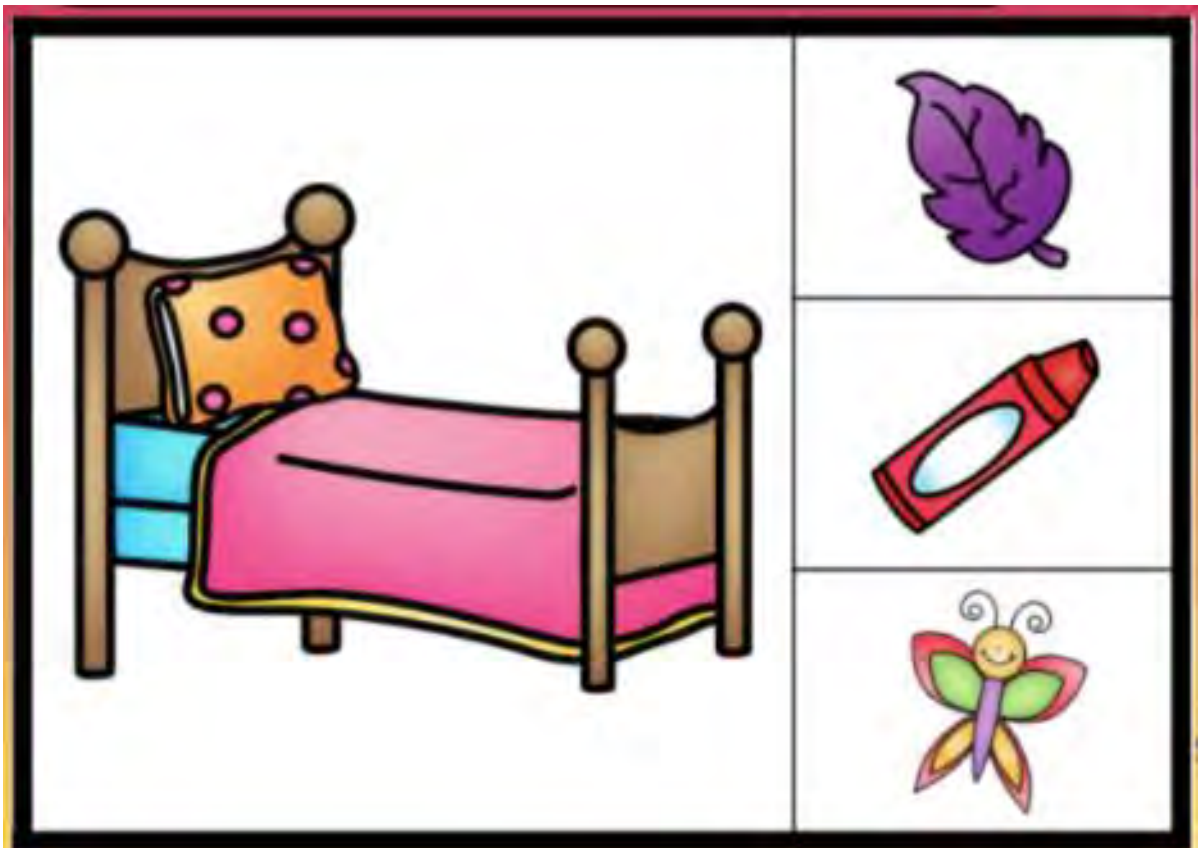
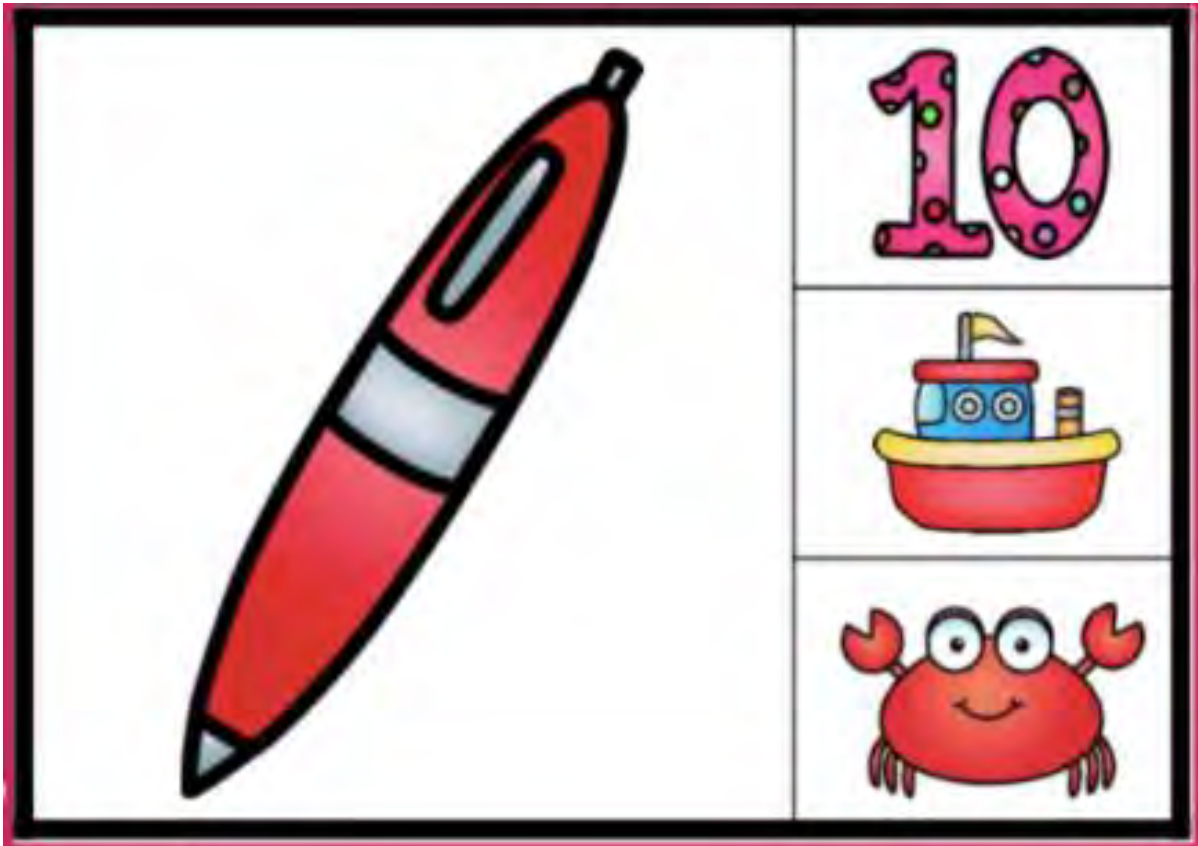
### Success Criteria



I understand that rhyming words have the same ending sounds. (ie cat hat bat)  
I can listen and match pictures that rhyme.  
I can read and identify rhyming words.  
I can give a word that rhymes with another.

1. Say the names of the picture in each grouping. Circle the little picture that rhymes with the big picture. Remember rhyming words are words that have the same ending sound. The first one is done for you.







# Tuesday Number Activity: Animal Patterns

## LEARNING INTENTION

**We are learning  
to make patterns.**



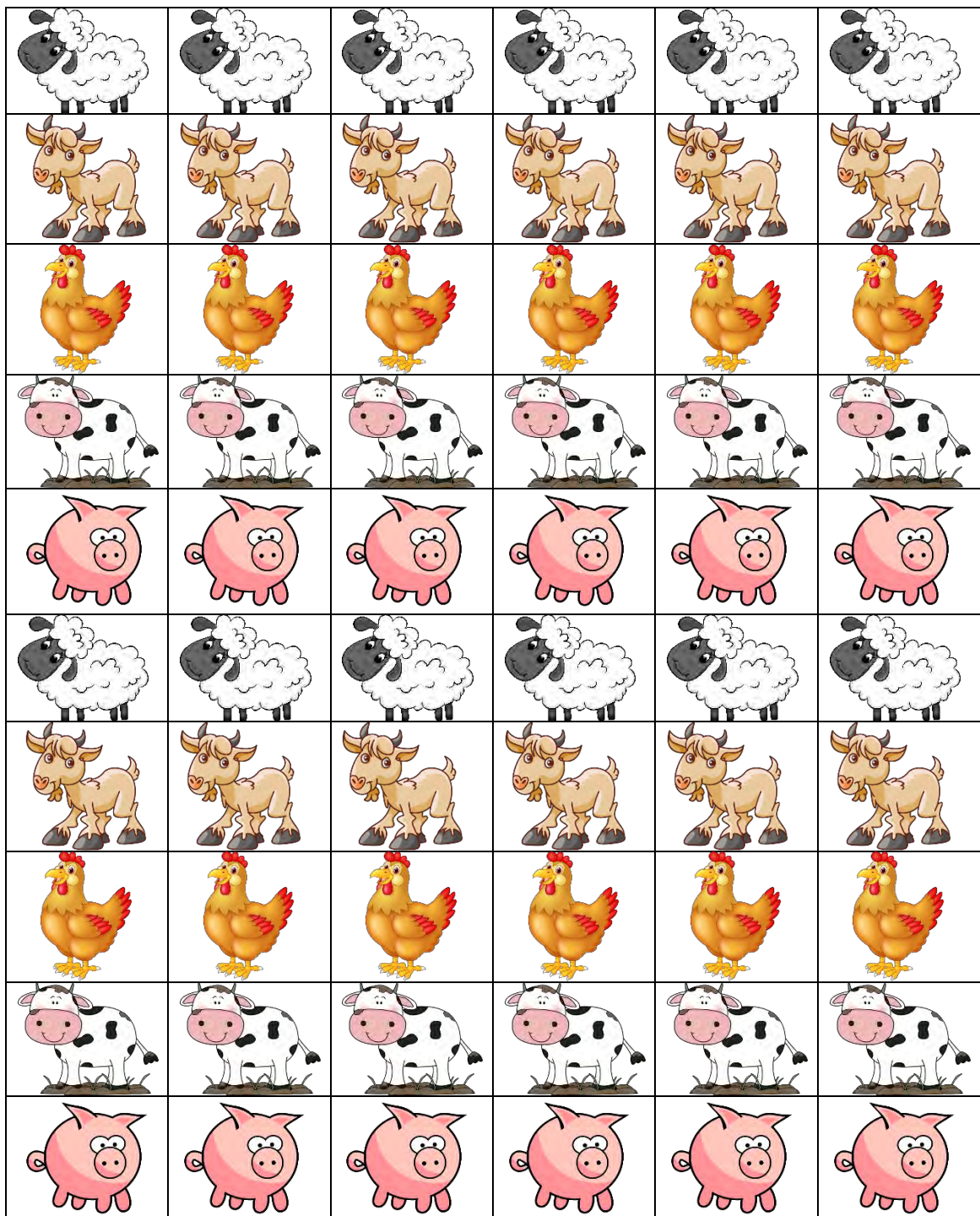
## SUCCESS CRITERIA

- I can recognise a pattern
- I can copy a pattern
- I can make my own repeating pattern
- I can show my understanding using sounds, actions, shapes, objects or pictures
- I can recognise a mistake in a pattern and correct it.



Make your own pattern

1. Cut out the different farm animals.
2. On the next page glue the farm animals to create a pattern.
3. How many different patterns can you create?



Make your own animal pattern

## Tuesday Maths Activity: Addition and Subtraction problem stories

**Learning Intention**

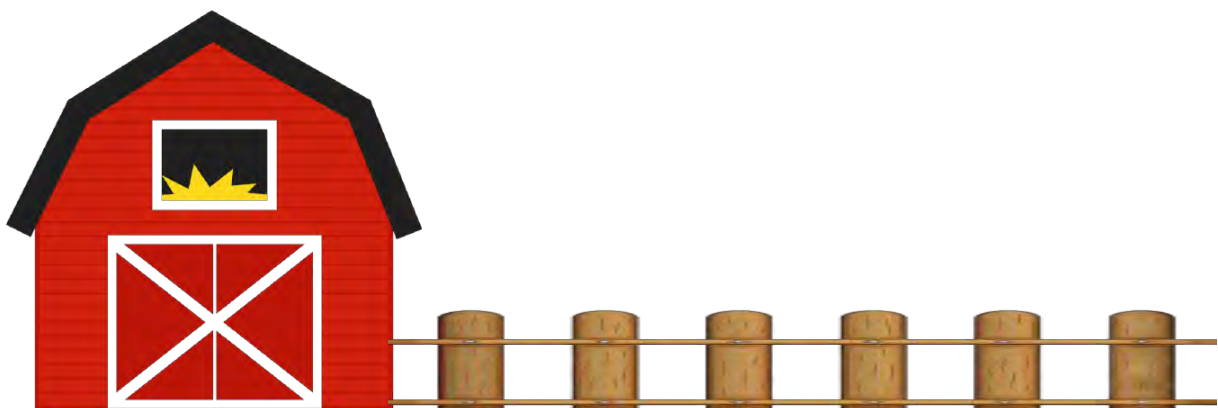
I am learning to add  
and subtract  
numbers

**Success Criteria**

- I can work out if the words are telling me to use addition or subtraction.
- I can demonstrate the problem with animals.
- I can write a number sentence to match the problem.
- I can choose the best strategy to solve the problem.

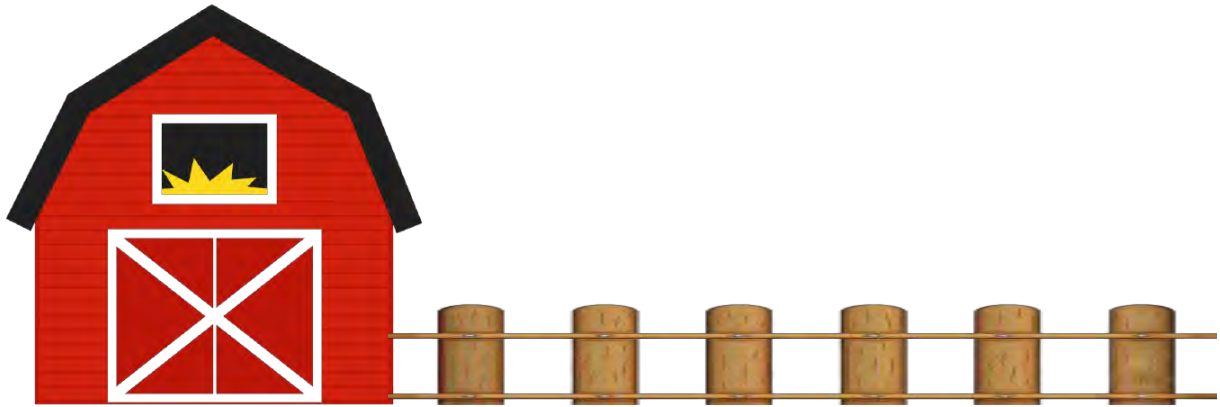
1. Read the problem story.
2. Workout if the problem story is asking you to do subtraction or addition.
3. Draw the problem story out on the farm template provide.
4. Write a number sentence to match the problem story
5. Solve the problem

8 sheep are near the barn. 4 sheep run away. How much sheep are left?



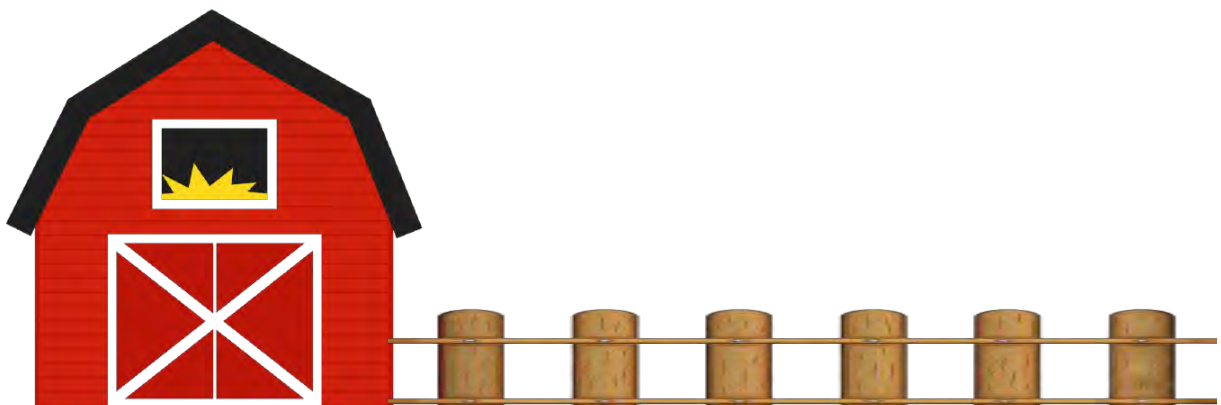
Number sentence:

5 cows are eating grass. 4 chicks in the barn. How many animals are there all together?



Number sentence:

There are 9 pigs on the farm. The farmer sold 4 pigs. How many pigs are left?



Number sentence:

We are learning where products come from

I can talk and write about where foods come from.

This term we have learned about lots of different types of farms we have in Australia.



wind farm



cotton farm



We now know there are farms that create energy like wind farms, farms that give us cotton to make clothes, farms that produce animal food products like bee farms and dairy farms.



wheat farm

dairy farm

And farms that create plant food products like wheat farms, apple farms

and rice farms. We have also learned that the food we eat can be either made or natural. The farms we have learned about are not all the different kinds of farms there are in Australia.



orchard

There are also other farms in Australia such as watermelon farms and lavender farms.



lavender farm



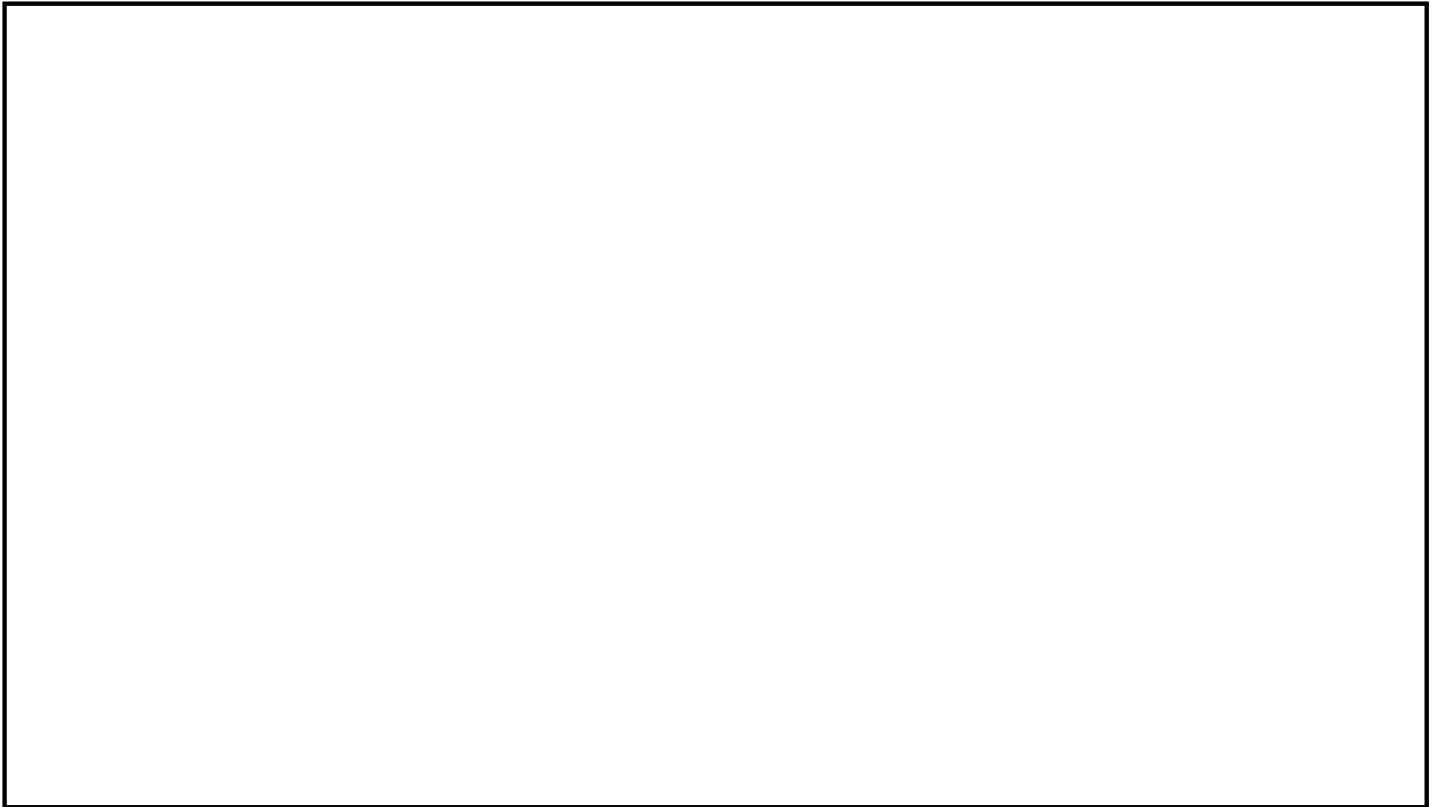
watermelon farm

1. Talk to an adult in your house about the following questions.
2. Choose 2 or more and draw a labelled picture that matches your conversations and thoughts.

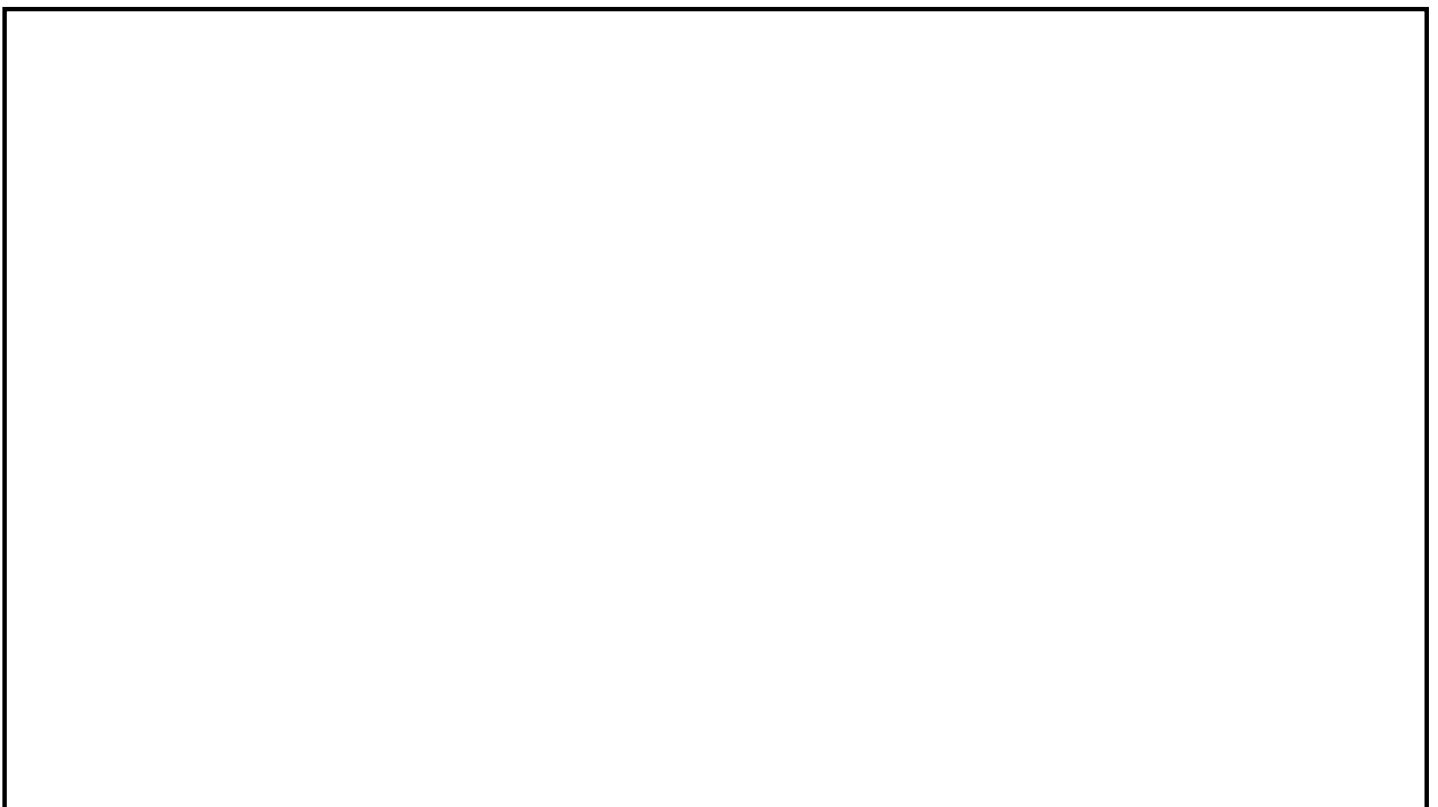


Have you ever been to a farm?

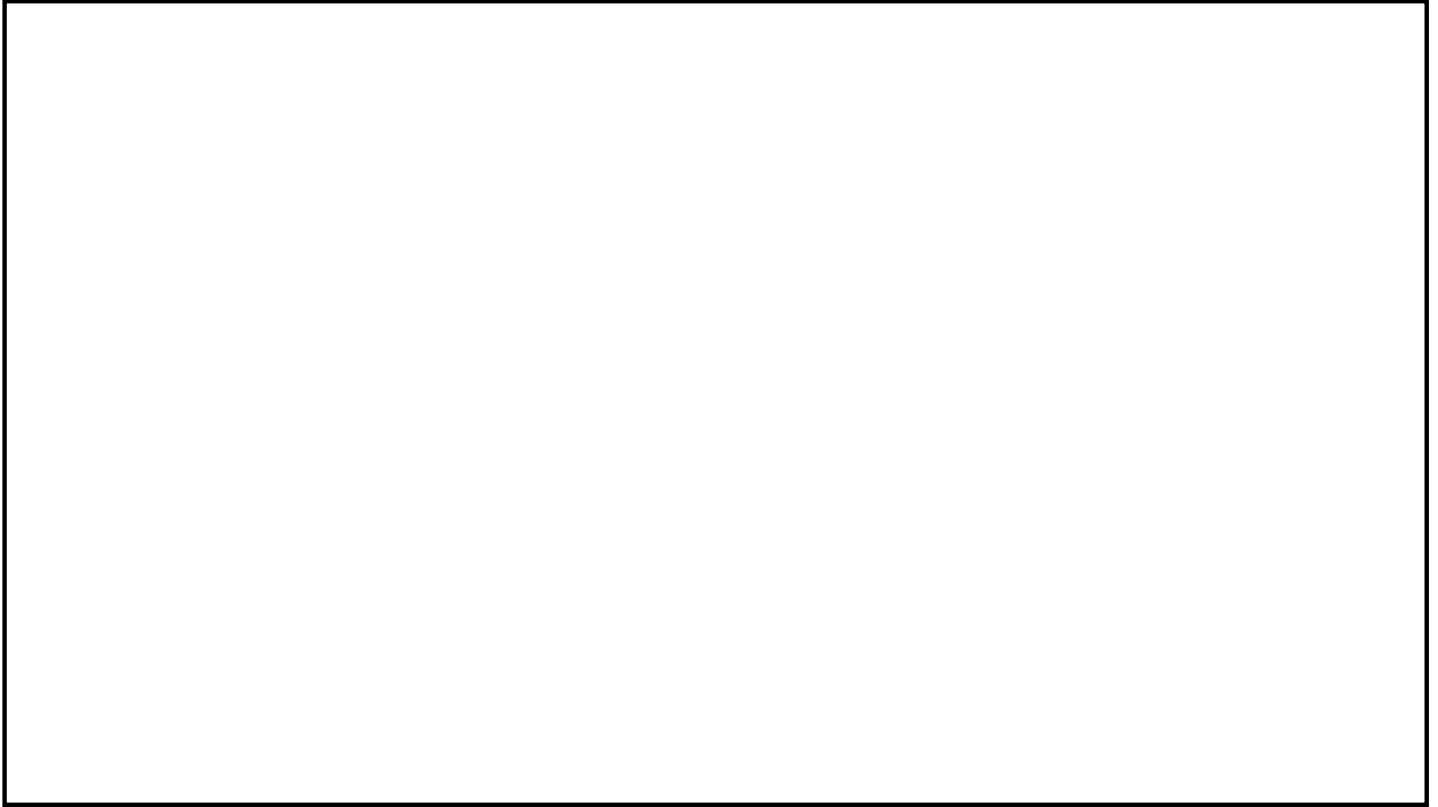
Talk about what animals and/or crops you saw there?

A large, empty rectangular box with a black border, intended for the student to write their response to the first question.

What is your favourite food? Where does it come from?

A large, empty rectangular box with a black border, intended for the student to write their response to the second question.

Where do our foods come from? Do all foods go straight from the farm to our plates? If not what things happen to our foods before they make it to the shops?



Have you ever planted anything? What steps did you follow in planting and caring for your plant?



If you haven't planted anything yourself I encourage to do that over the holidays. Miss Betts has been growing tomatoes in her backyard. What will your plants need in order to grow?

A large, empty rectangular box with a black border, intended for a student to write their answer to the question above. The box is currently blank.



## Wellbeing Wednesday

Choose some of the fun activities from the grid to complete today! You might also choose a different wellbeing activity to complete with your family that is not on the grid.

The **GREEN** activities are virtual excursions. The **PINK** activities are CAPA activities.

The **BLUE** activities are sport activities.

### Taronga Zoo

Follow the link below to Taronga Zoo and watch the animal live cams and shows  
<https://taronga.org.au/taronga-tv>

### Art Hub For Kids

Go to the Art Hub for Kids YouTube page and create some directed drawing masterpieces  
<https://www.youtube.com/c/ArtforKidsHub>

### Got Game

Go to the Got Game YouTube channel and choose a workout to do at home  
[https://www.youtube.com/channel/UCm3slbQ9D5n\\_WPLPq0Dci8g](https://www.youtube.com/channel/UCm3slbQ9D5n_WPLPq0Dci8g)

### SeaLife Aquarium

Follow the link below to the SeaLife aquarium and watch the animal live cams and shows  
<https://www.visitsealife.com/sydney/whats-inside/virtual-aquarium/live-stream/>

### Go Noodle

Go to the Go Noodle website or YouTube channel and dance along to the videos  
<https://www.youtube.com/user/GoNoodleGames>

### Get Active @ Home

Follow the link to the website and choose some different sports lessons to participate in  
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home#tabs0>



## Wellbeing Wednesday

Choose some of the fun activities from the grid to complete today! You might also choose a different wellbeing activity to complete with your family that is not on the grid.

The **GREEN** activities are virtual excursions. The **PINK** activities are CAPA activities.

The **BLUE** activities are sport activities.

### Explore the Deep Sea

Follow the link and keep scrolling down to see what deep sea creatures you can find  
<https://neal.fun/deep-sea/>

### Art Bites

Go to the Art Bites YouTube page and learn some new art techniques  
<https://www.youtube.com/c/ArtBites>

### Super Mario Workout

Follow the link to do a Super Mario Workout  
<https://www.youtube.com/watch?v=pT5Cd-JNDAY>

### Pirate School Virtual

Follow the link below to the Sea Museum website and learn how to be a pirate  
<https://www.sea.museum/learn/learn-from-home/primary-school-learners/pirate-school/how-to-be-a-pirate>

### Storyline Online

Choose a story to listen to then act out your favourite part with your family  
<https://storylineonline.net/>

### Cosmic Kids Yoga

Go to the Cosmic Kids Yoga YouTube page and choose a yoga story to do  
<https://www.youtube.com/user/CosmicKidsYoga>

# Thursday Phonics Activity: Does it rhyme

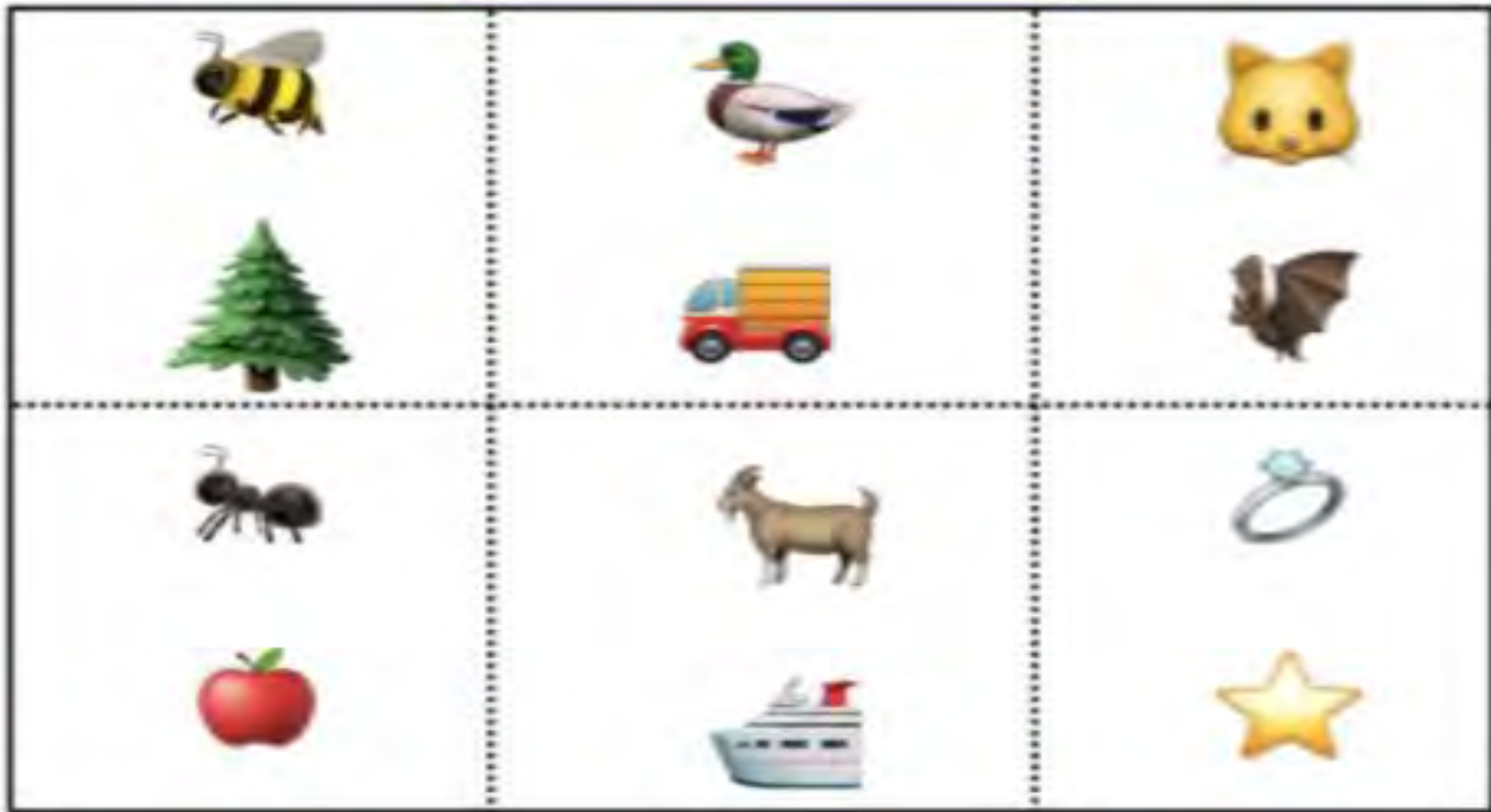
## Learning Intention

I am learning about rhyming words

## Success Criteria

I understand that rhyming words have the same ending sounds. (ie cat hat bat)  
I can listen and match pictures that rhyme.  
I can read and identify rhyming words.  
I can give a word that rhymes with another.

1. Look at the set of pictures.
2. Say the names of the pictures.
3. If they rhyme put a tick through the picture. If they DO NOT rhyme put a cross through the picture.





## Thursday Writing Task – Edit

Have a family member look at your sentences from yesterday. Talk about how you can improve your sentences.

Can you add more information or use descriptive language?

Did you cover all the ideas in the scaffold?


Can you correct any mistakes?

Re-write your sentences with corrections.

Can you write more sentences to be more informative.



## Thursday Number Activity: Body percussion patterns

LEARNING INTENTION	SUCCESS CRITERIA
<p><b>We are learning to make patterns.</b></p> 	<ul style="list-style-type: none"><li>-I can recognise a pattern</li><li>-I can copy a pattern</li><li>-I can make my own repeating pattern</li><li>-I can show my understanding using sounds, actions, shapes, objects or pictures</li><li>-I can recognise a mistake in a pattern and correct it.</li></ul>

1. Watch the youtube video:  
<https://www.youtube.com/watch?v=hoFhVdYsmPg&t=66s>
2. Create your own body percussion pattern. It could be clap clap, stomp stomp, clap clap, stomp stomp or jump, pat your head, jump, pat your head.
3. Draw your pattern using pictures. For example:



## Thursday Maths Activity: Addition and Subtraction problem stories

**Learning Intention**

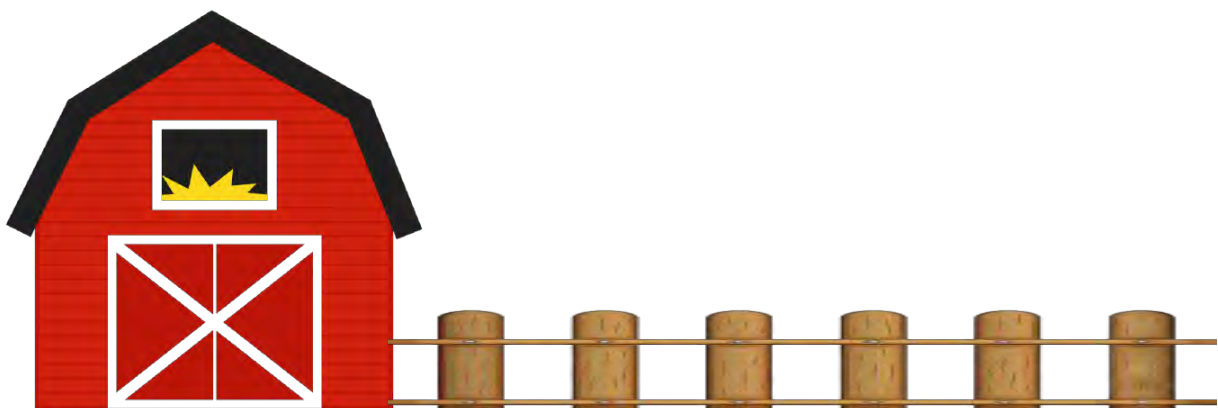
I am learning to add  
and subtract  
numbers

**Success Criteria**

- I can work out if the words are telling me to use addition or subtraction.
- I can demonstrate the problem with animals.
- I can write a number sentence to match the problem.
- I can choose the best strategy to solve the problem.

1. Read the problem story.
2. Workout if the problem story is asking you to do subtraction or addition.
3. Draw the problem story out on the farm template provide.
4. Write a number sentence to match the problem story
5. Solve the problem

There are 5 chicks in the barn and 3 chicks in the yard. How many chicks are there all together?



Number sentence:

There are 14 pigs and 5 pigs run away. How pigs are left?



Number sentence:

The farmer has 9 goats. He got given 4 sheep. How many animals does the farmer have now?



Number sentence:

# Friday Phonics Activity: Rhyming words

## Learning Intention

I am learning about rhyming words

## Success Criteria



I understand that rhyming words have the same ending sounds. (ie cat hat bat)  
I can listen and match pictures that rhyme.  
I can read and identify rhyming words.  
I can give a word that rhymes with another.

1. Read the words below.
2. Circle the sets of words that rhyme

hat   
mat 

hip  
hat

 rice  
mice 

 can  
man 

 frog  
log 

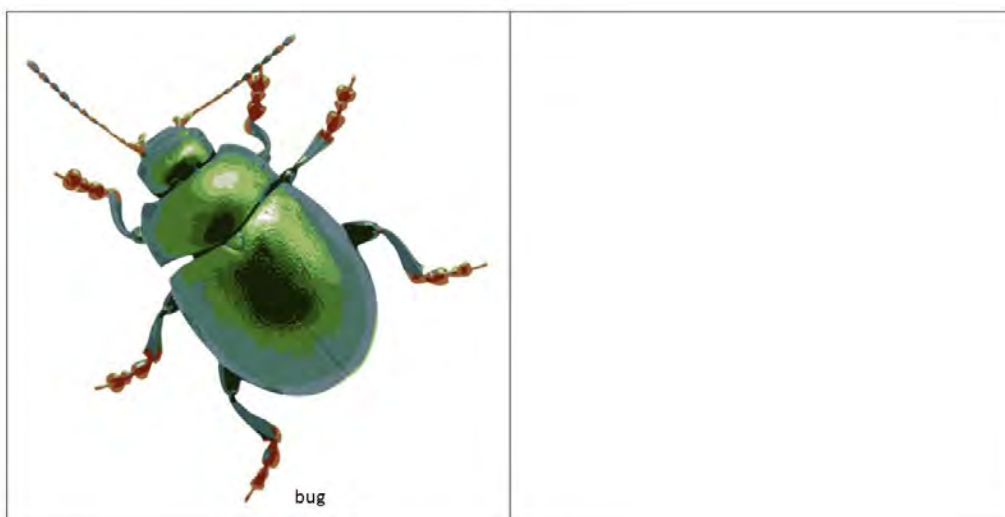
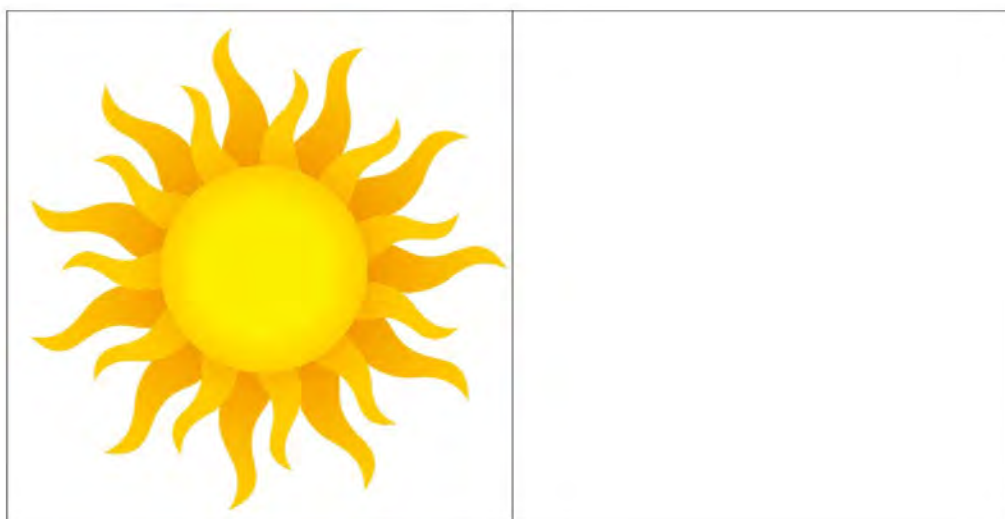
 pig  
dog 

 fox  
got

bet  
met

 hand  
band 

3. Draw a picture or write a word that rhymes with the picture given.



Friday Writing Task – Publish

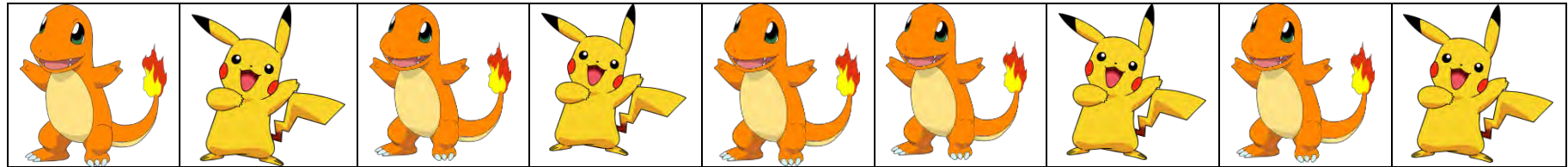
Publish your sentences. Use pictures to decorate your work.

# Friday Number Activity: Correct the pattern

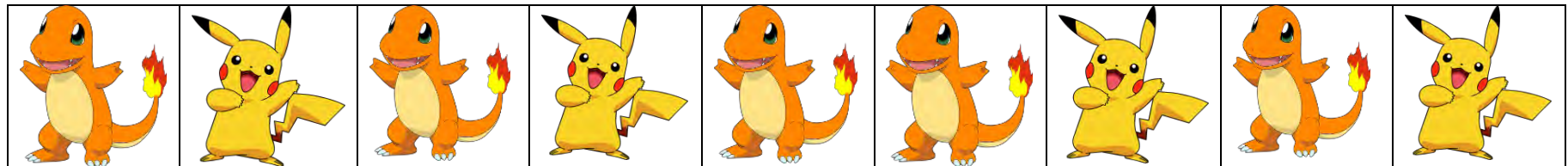
Learning Intention: We are learning to make patterns

Success Criteria: I can recognise a mistake in a pattern and correct it

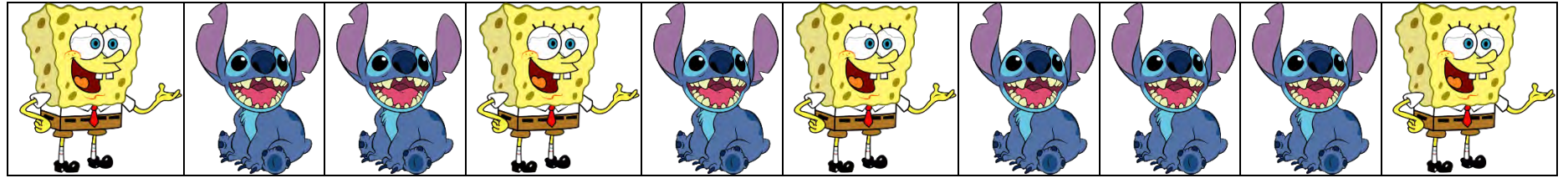
1. Look at the pattern. Does it look right? Can you fix it.
2. Cut out the pattern out and glue it back together so it looks right.



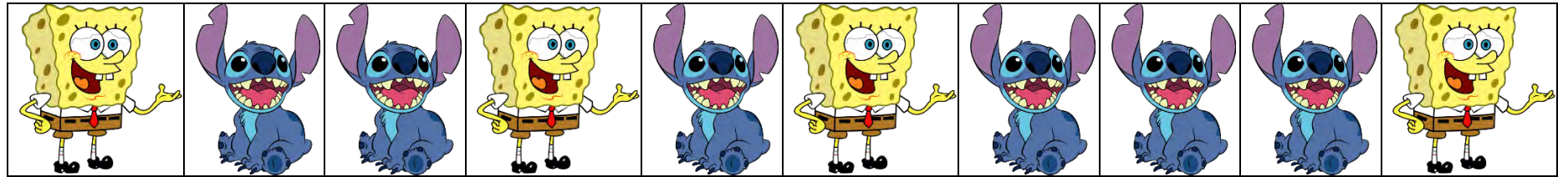
Cut out this pattern:



Glue the correct pattern here:



Cut out this pattern:



Glue the correct pattern here:



*We are learning about length.*

*I can choose the longest and shortest object.*

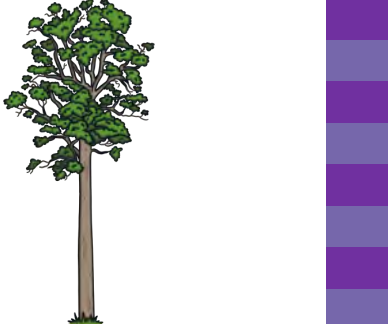
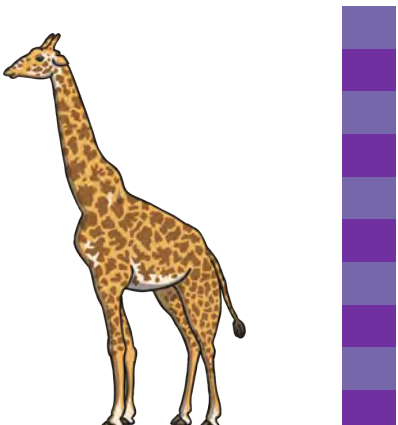
*I can use comparative language.*

*I can compare length by aligning the ends of two objects.*

*I can order 3 objects by length.*

**'Length' as the measure of an object from end to end**

**We can use objects to measure the length of things. Using blocks is a great item to use.**

	<p>How many squares tall is the tree?</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin-left: auto;"></div>
	<p>How many squares tall is the giraffe?</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin-left: auto;"></div>
<p>Draw a picture of you measuring here.</p>	<p>Using long steps how many steps does it take you to reach the <b>door</b>. Then try it using short steps that should take you more steps.</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin-left: auto;"></div>
<p>Draw a picture of you measuring here.</p>	<p>Using long steps how many steps does it take you to reach the <b>fridge</b>. Then try it using short steps that should take you more steps.</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin-left: auto;"></div>

Draw a picture of you measuring here.



Can you help Mr Measure? We are trying to find out which is longer, the window, or the table. We can use non-standard units to find out which is longer. Using paddle pop sticks, straws or hand spans. Count how many fit along the length of the **table** and how many fit along the length of the **window**. Which is the longest?

A large empty rectangular box with a green border, intended for a student to draw or write their answer.

Draw a picture of you measuring here.



Can you help Mr Measure? We are trying to find out which is longer, the lounge, or the bed frame. We can use non-standard units to find out which is longer. Using paddle pop sticks, straws or hand spans. Count how many fit along the length of the **lounge** and how many fit along the length of the **bed**. Which is the longest?

A large empty rectangular box with a green border, intended for a student to draw or write their answer.

### Challenge:

Playdough creations:

1. Can you make a snake?
2. Can you make a shorter snake?
3. Can you make 2 snakes that are the same length?

## Balance Challenge

Can you hold each position for 30 seconds?



## Agility Challenge

Draw a ladder with chalk or create a ladder using a skipping rope and complete the foot patterns shown in the ladders below. Record down how many times you can go through each ladder in 1 minute.

