

# Remote learning Grid – Week 6 Term 3 - Early Stage 1

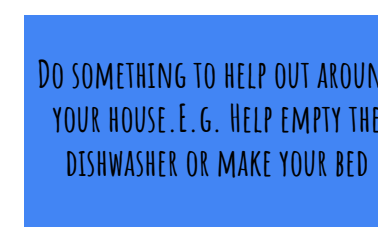
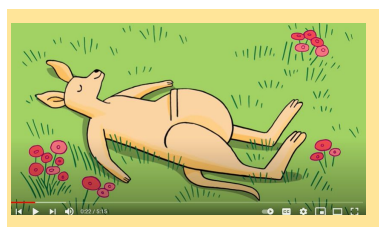
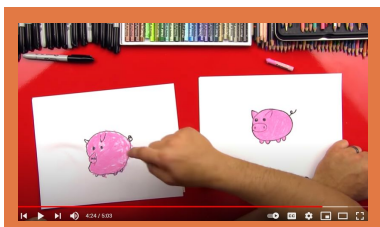
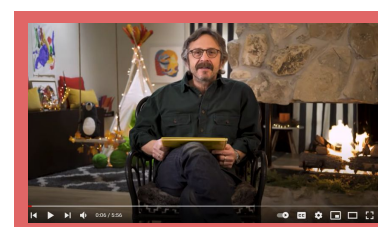
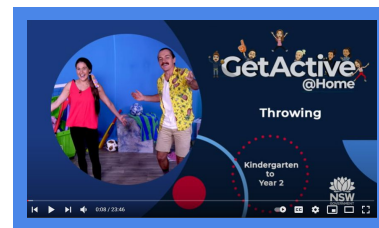
This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to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

	Monday Date 16/8	Tuesday 17/8	Wednesday 18/8	Thursday 19/8	Friday 20/8
	<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>  (this must be completed by 9.30am)	<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>  (this must be completed by 9.30am)
<b>Morning</b>	<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>	<b>English</b> <ul style="list-style-type: none"> <li>• Grapheme writing practice</li> <li>• Wushka reading activity. Record yourself reading 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>	<b>English</b> <ul style="list-style-type: none"> <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>	<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 16/8		Tuesday 17/8		Wednesday 18/8		Thursday 19/8		Friday 20/8	
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	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the number Choice board activity on Seesaw. Offline practice counting to 100.</li> <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 data. Offline complete the corresponding worksheet.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the number Choice board activity on Seesaw. Offline practice counting to 100.</li> <li>• Complete the Seesaw number activity. Offline complete the corresponding worksheets.</li> <li>• Complete the Seesaw activity for subtraction. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the number Choice board activity on Seesaw. Offline practice counting to 100.</li> <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 data. Offline complete the corresponding worksheet.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the number Choice board activity on Seesaw. Offline practice counting to 100.</li> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Complete the Seesaw activity for subtraction. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the number Choice board activity on Seesaw. Offline practice counting to 100.</li> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Complete the Seesaw activity for data. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>				
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Monday Date 16/8		Tuesday 17/8	Wednesday 18/8	Thursday 19/8	Friday 20/8
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: Seesaw activity – Apple Farms. Offline complete the corresponding activity.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: Seesaw activity - Apple Farms. Offline complete the corresponding activity.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Health – How can I be physically active?</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Library and Drama: On Seesaw complete the Read to activity – Davy and the Duckling. Complete the drama activities that follow.</li> <li>• Offline read a story from home with a family member. Talk about what happens in the story</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 ONE WELLBEING ACTIVITY TO COMPLETE EACH DAY.

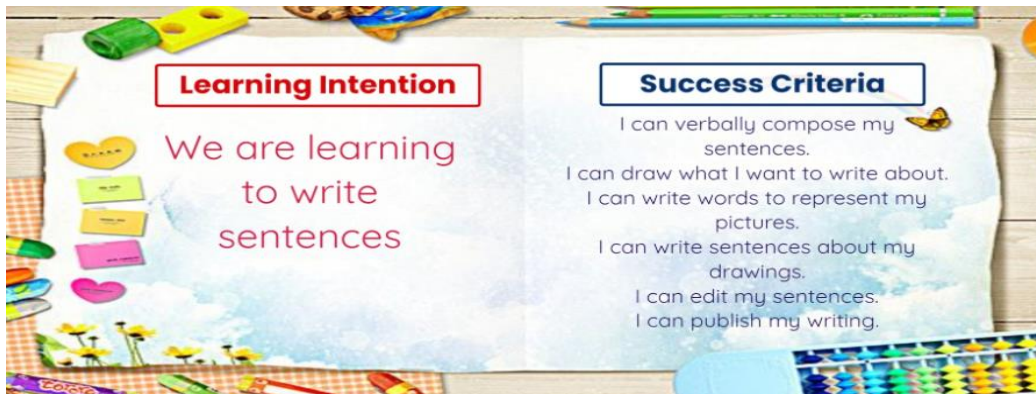


## Week 6 Monday Phonics Activity

<b>Read the word:</b>	<b>Follow the instructions to change the phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
sat	change the 't' to 'p'	
chop	change the 'o' to 'a'	
tick	change the 't' to 'qu'	
<b>Read the word:</b>	<b>Follow the instructions to delete a phoneme from the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
scar (ar makes a 'r' sound)	delete 's' from the word	
swell	delete 'w' from the word	
tint	delete 't' from the end of the word	
<b>Read the word:</b>	<b>Follow the instructions to add a phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
arm	add 'f' to the start of the word	
car	add 't' to the end of the word	
fan	add 'l' after the 'f'	

**This week you will be working through the 4 phases of writing:**

**Plan, Compose, Edit and Publish.**



### **Monday Writing Task - Plan**

1. Watch the youtube clip about pigs

<https://www.youtube.com/watch?v=06sDgp3wZUc>

<https://www.youtube.com/watch?v=bui3jv8iQw8&t=5s>

or read the extract provided with a parent

2. Talk with a member of your family about:

- Where do pigs live?
- What do pigs eat?
- What products do pigs give us?
- What interesting facts did you learn about pigs?

3. Label the pig

## Reading Extract about pigs.

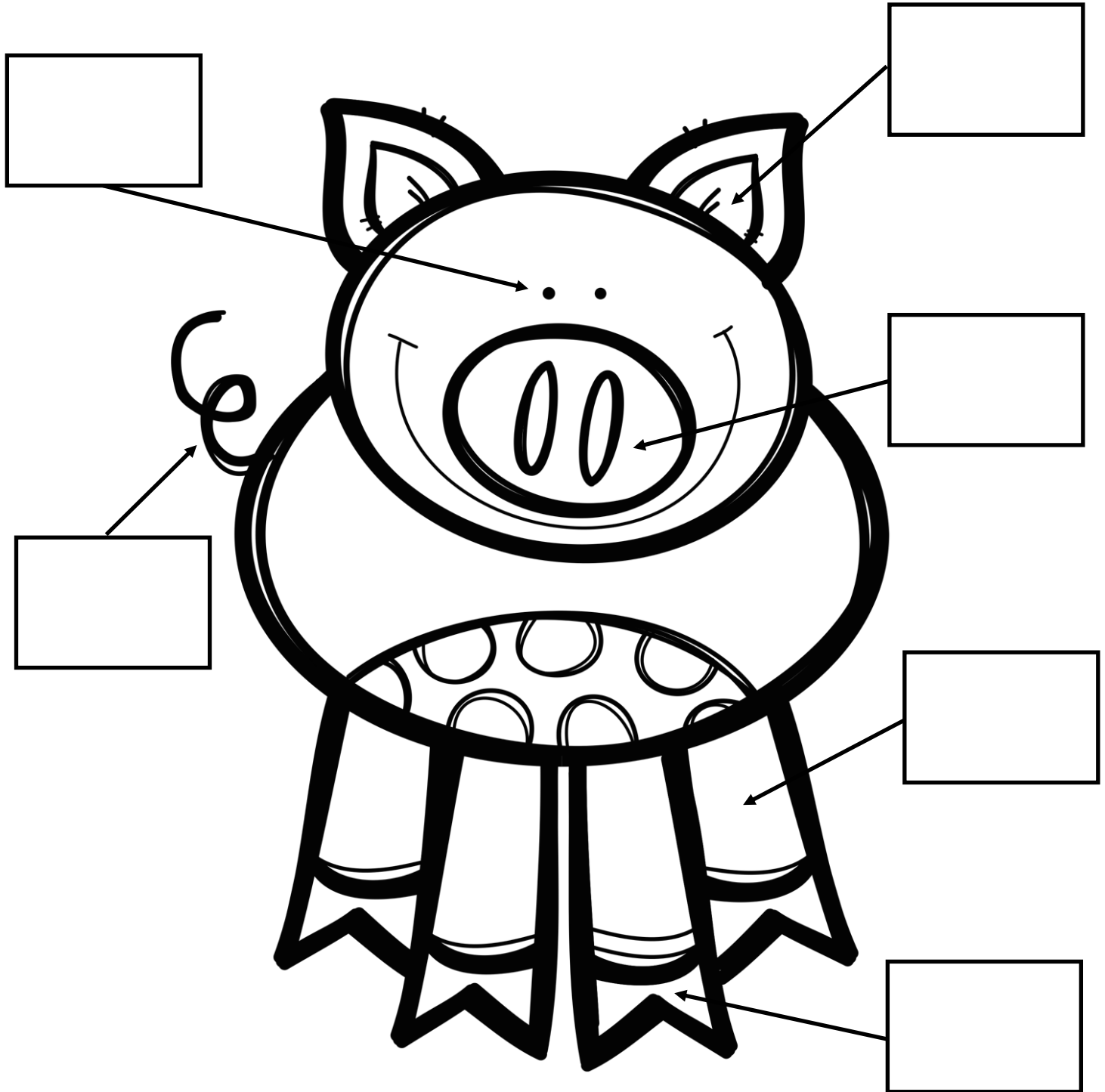
Interesting facts about pigs:

- Pigs are intelligent animals.
- Like humans, pigs are omnivores, meaning they eat both plants and other animals.
- A pig's snout is an important tool for finding food in the ground and sensing the world around them.
- Pigs have an excellent sense of smell.
- There are around 2 billion pigs in the world.
- Humans farm pigs for meat such as pork, bacon and ham.
- Some people like to keep pigs as pets.
- Pigs often roll in mud to protect themselves from sunlight
- Many people think that pigs are dirty and smell. In fact, they roll around in the mud to keep bugs and ticks away from their skin. This also helps to keep their skin moist and lower their body temperature on hot days.
- Pigs are intelligent animals. They can be taught to dance, hunt for truffles, race, pull carts and sniff out landmines. They can even be taught to play video games.
- As livestock, pigs are fed mostly corn and soybean meal with a mixture of vitamins and minerals added to the diet
- Older pigs will consume three to five gallons of water per day.
- materials that are garnered include their meat (known as pork), leather, and their bristly hairs which are used to make brushes



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

# Label a Pig



©ABC's of Literacy

Directions: Cut out the labels and glue them on the picture.

hoof

tail

snout

ear

eye

leg



## Week 6 Number Activities



**We are learning to recognise numbers without counting**



I can see and recognise a group of objects instantly

I can visualise (see) the number the group of objects represent in my head.

I can visualise the dot pattern in my head when I see a number

I can count the dot pattern in my head

### **Warm up Activities**

Practice counting to 100 forwards and backwards. Either go to the youtube links below or use the number chart above to help you.

<https://www.youtube.com/watch?v=bGetqbqDVaA>

<https://www.youtube.com/watch?v=e0dJWfQHF8Y>

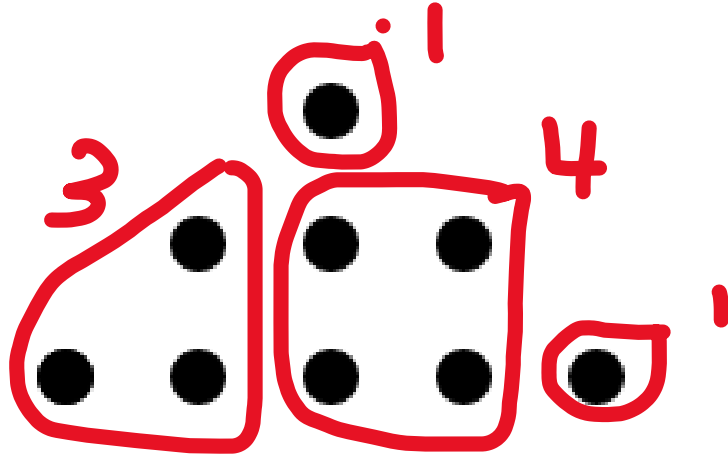
**Hundreds Chart**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

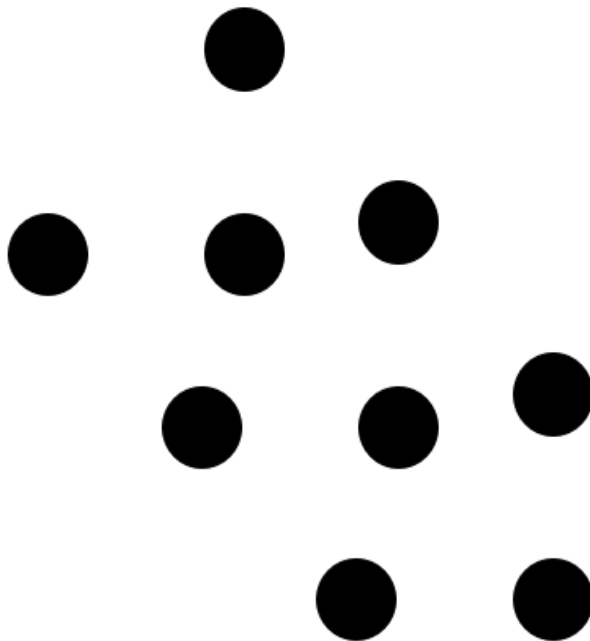
## Week 6 Monday Number Activity – Number Sense

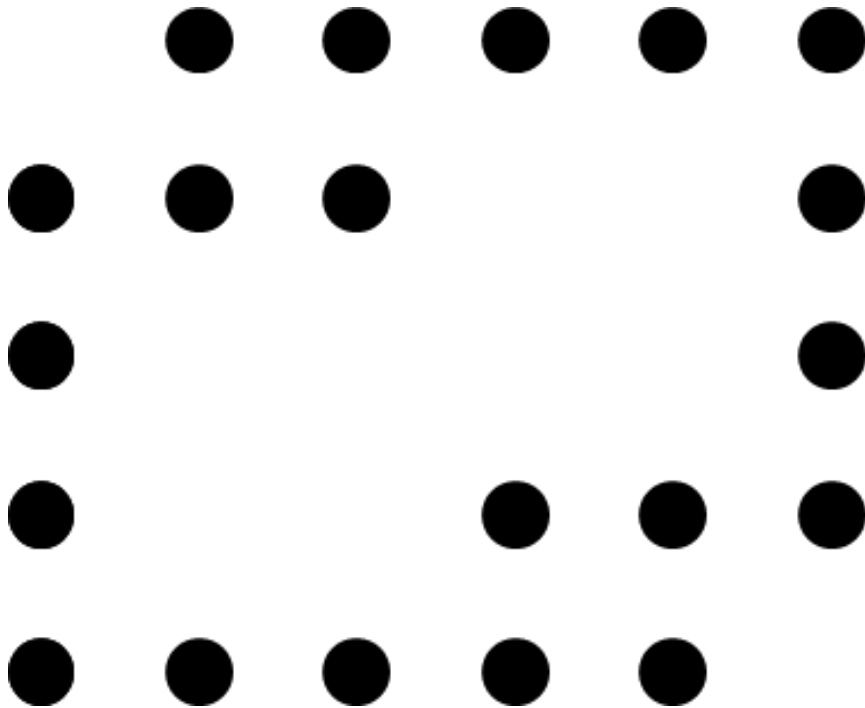
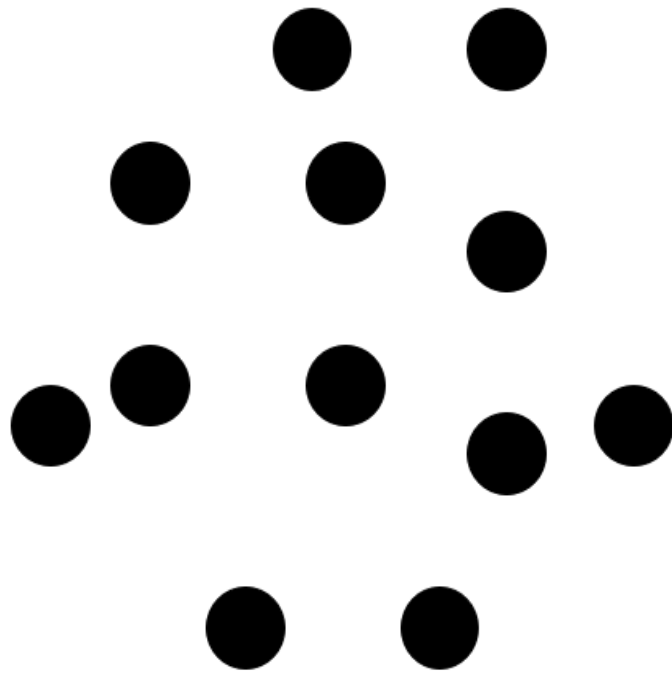
What number groupings can you see in the dot patterns. Circle the dots and label the groups you can see. Write a number sentence to match.

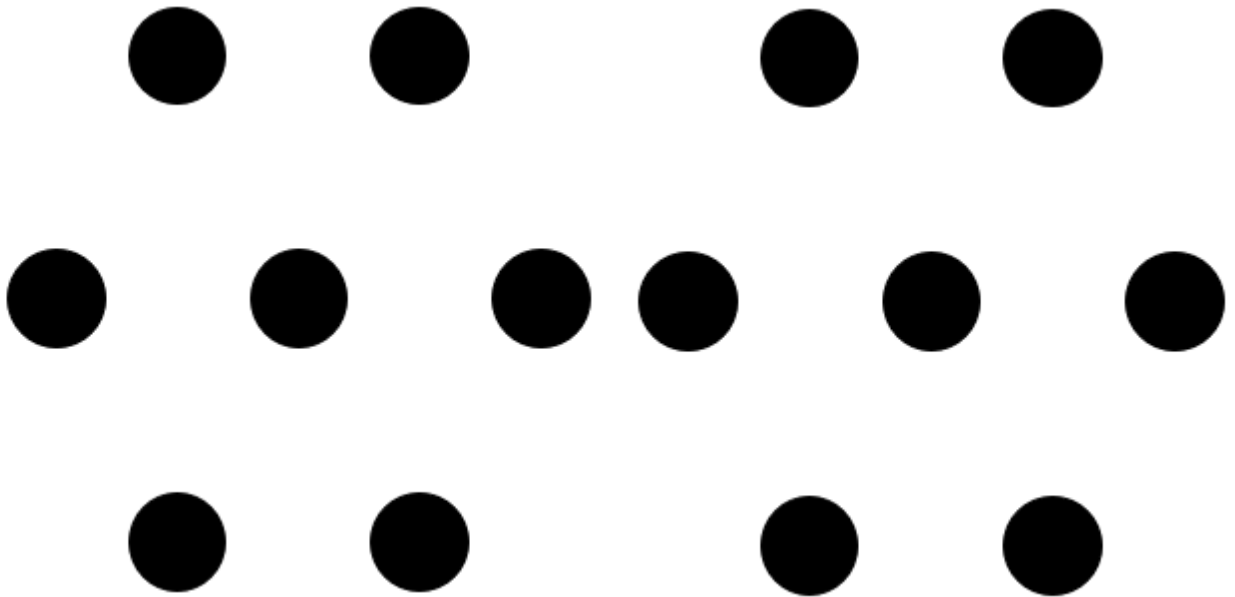
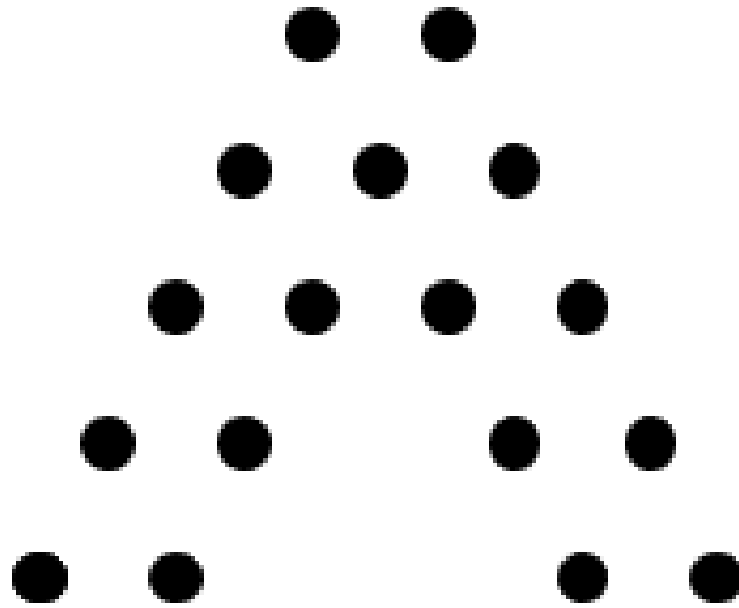
The first one is done for you.



$$3 + 4 + 1 + 1$$







# Lesson 3 Monday 16<sup>th</sup> August

## Data – Fruit Bowl Data

1. Empty all of the fruit from the fruit bowl onto a space
2. Align the fruit in rows or columns of the same fruits
3. Draw a picture of what they look like



Answer these questions:

1. How many pieces of fruit do you have all together? \_\_\_\_\_
2. How many different types of fruit do you have? \_\_\_\_\_
3. What is your favourite fruit? \_\_\_\_\_

Challenge:

4. Ask your family members what their favourite fruit is (out of the ones you have in your house)
5. Which fruit is the most popular in your house? \_\_\_\_\_

**Note:** parents, this can be done with a whole range of items, depending on what you have in your kitchen at home. Be creative!

We are learning where products come from

I can talk and write about where apples come from.

I can talk and write about how apples go from the farm to the shops.







Apple farms are called produce apples.



If you have access to YouTube watch this link to learn about orchards.

[https://www.youtube.com/embed/IVY8\\_pEBH2WM](https://www.youtube.com/embed/IVY8_pEBH2WM)

Put the right number next to the step to explain how apples get from the farm to our plates.

	<p>Apples are picked in the orchard.</p>	
	<p>Apples are transported to the packinghouse where they are washed, waxed, sized, sorted and packed.</p>	 <p style="text-align: center;">washed                      waxed                      packaged</p>
	<p>Apples are driven in big trucks to be sold at grocery stores and markets.</p>	
	<p>Apple seeds are planted in Orchards.</p>	

Trace sentences and draw pictures to match the steps apples go through to get from FARM to PLATE.



*Orchard*

*Harvest the apples*

*Washed, waxed and packed at a Factory*

*Sold at shops and markets*

## Tuesday Writing Task – Plan

**Learning Intention**

We are learning to write sentences

**Success Criteria**

- I can verbally compose my sentences.
- I can draw what I want to write about.
- I can write words to represent my pictures.
- I can write sentences about my drawings.
- I can edit my sentences.
- I can publish my writing.

Yesterday you talked to a family member about:

- Where do pigs live?
- What do pigs eat?
- What products do pigs give us?
- What interesting facts did you learn about chickens?

1. Draw a picture about each question discussed above.
2. Write 1-2 words about each picture.

Where do pigs live	What do pigs eat
What products do pigs give us	What interesting facts did you learn about pigs



## Week 6 Number Activities



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### **Warm up Activities**

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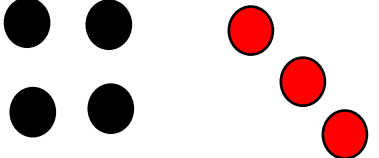
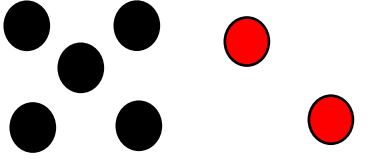
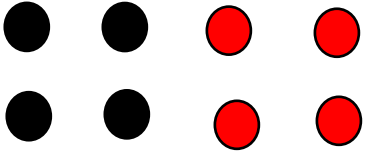
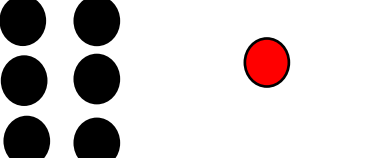
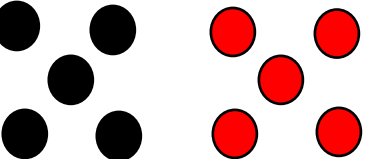
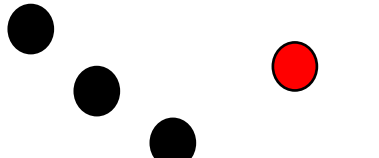
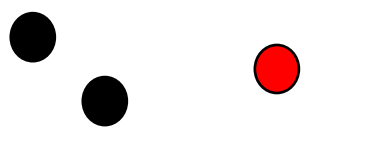
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**Hundreds Chart**

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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Week 6 Tuesday Number Activity – Recognising domino patterns

How fast can you recognise domino patterns? Use another piece of paper to cover the domino patterns in the first column. Quick look at the dot pattern and then draw what you saw in the next column. In the last column write the matching numeral.

Cover the dot pattern	Draw what you saw	Write the number
		
		
		
		
		
		
		

## Week 6 Tuesday Maths: Visualising Addition with Dominos

### Learning Intention

**I am learning to add numbers.**

### Success Criteria

I can count all the items to find the total.

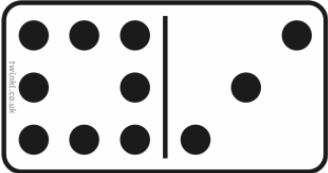
I can see the number pattern in my head when counting from 1.

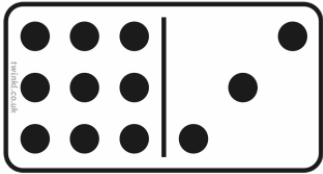
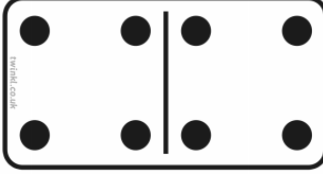
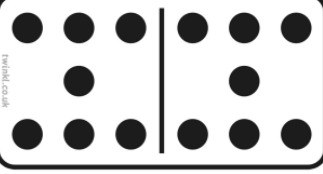
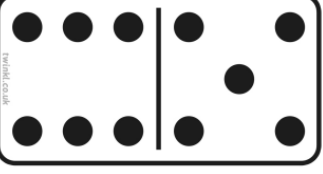
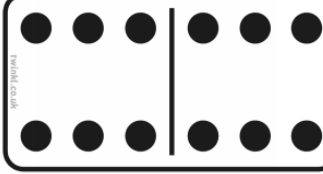
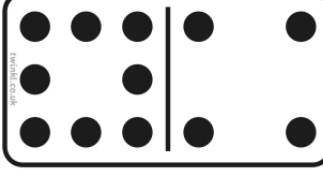
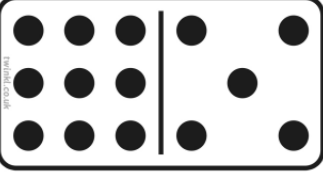
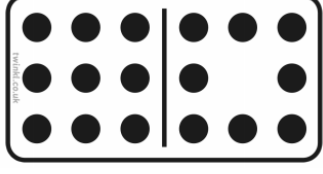
I can put the biggest number in my head and count on.

In addition, we will be focusing on the strategy: *I can see the number pattern in my head when counting from 1.*

1. Look at the dot patterns.
2. Cover it up.
3. Write out the number sentence.
4. Find the total by counting the dot patterns in your head. (if you have access to Seesaw watch the instructional video)

Here is an example:

Dot patterns	Number sentence	Answer
	$8 + 3 =$ (count pattern in your head)	11

Dot patterns	Number sentence	Answer
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	
	(count pattern in your head)	

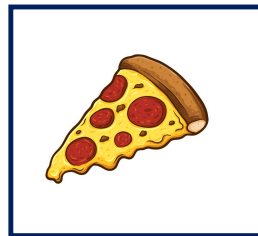
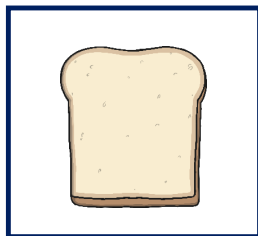
We are learning where products come from

I can talk and write about where apples come from.

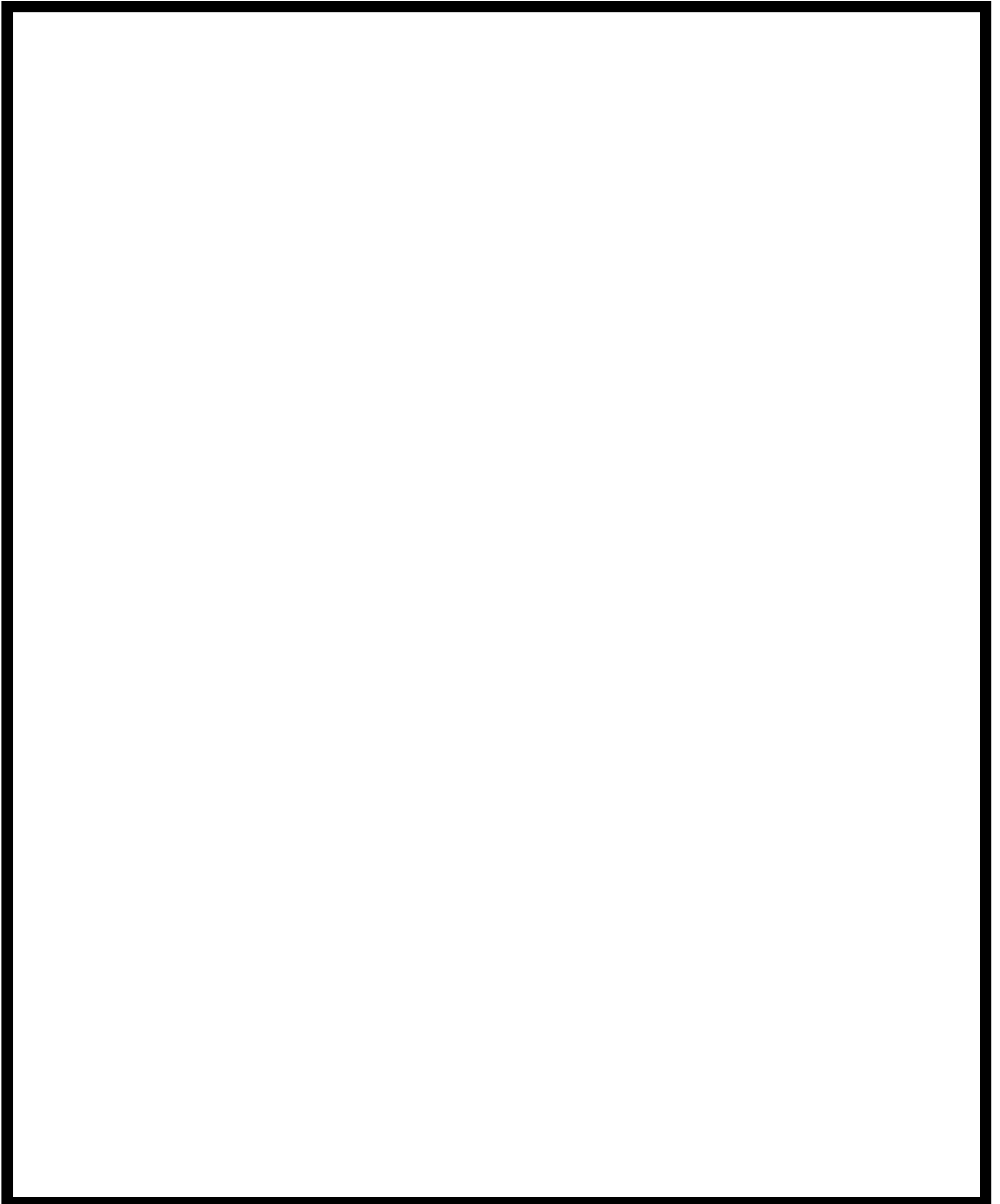
I can sort foods into apple products and non-apple products.

An apple is a 'natural' product. An apple product is a 'made' (processed) food that uses apples to make the food. Think about whether or not each food is an apple product. Cut and paste the foods into the right column.

Apple Product	Not an Apple Product



Draw a picture of all the foods made from apples you can find in your house. If you have none, draw all the foods you have **eaten** made from apples. Label every food you draw.



## Week 6 Wednesday Phonics Activity

<b>Read the word:</b>	<b>Follow the instructions to change the phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
rink	change the 'i' to 'a'	
bill	change the 'b' to 'm'	
rat	change the 't' to 'ng'	
<b>Read the word:</b>	<b>Follow the instructions to delete a phoneme from the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
crest	delete 'c' from the word	
chomp	delete 'm' from the word	
meat	delete 'm' from the word	
<b>Read the word:</b>	<b>Follow the instructions to add a phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
sun	add 'p' after the 's'	
wet	add 'n' after the 'e'	
pun	add 't' after the 'n'	

## Wednesday Writing Task – Compose

Use the sentence starters to compose informative sentences about chickens. Use your planning pictures labelling of a cow to help you.

Pigs live

Pigs eat

Pigs give us

Pigs have

Pigs



## Week 6 Number Activities



**We are learning to recognise numbers without counting**



I can see and recognise a group of objects instantly

I can visualise (see) the number the group of objects represent in my head.

I can visualise the dot pattern in my head when I see a number

I can count the dot pattern in my head

### **Warm up Activities**

Practice counting to 100 forwards and backwards. Either go to the youtube links below or use the number chart above to help you.

<https://www.youtube.com/watch?v=bGetqbqDVaA>

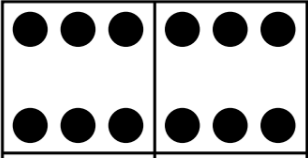
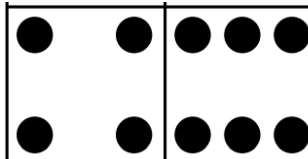
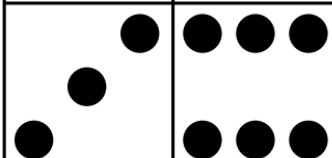
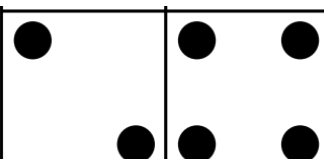
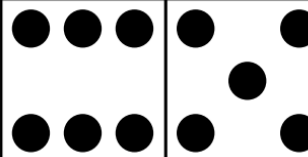
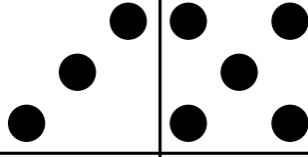
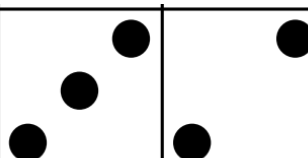
<https://www.youtube.com/watch?v=e0dJWfQHF8Y>

**Hundreds Chart**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Week 6 Wednesday Number Activity – Recognising domino patterns

How fast can you recognise domino patterns? Use another piece of paper to cover the domino patterns in the first column. Quick look at the dot pattern and then draw what you saw in the next column. In the last column write the matching numeral.

Cover the dot pattern	Draw what you saw	Write the number
		
		
		
		
		
		
		

# Lesson 4 Wednesday 18<sup>th</sup> August

## Data— Picture Graph

- I can collect, organise, and represent data on a graph.
- I can answer questions related to the data.

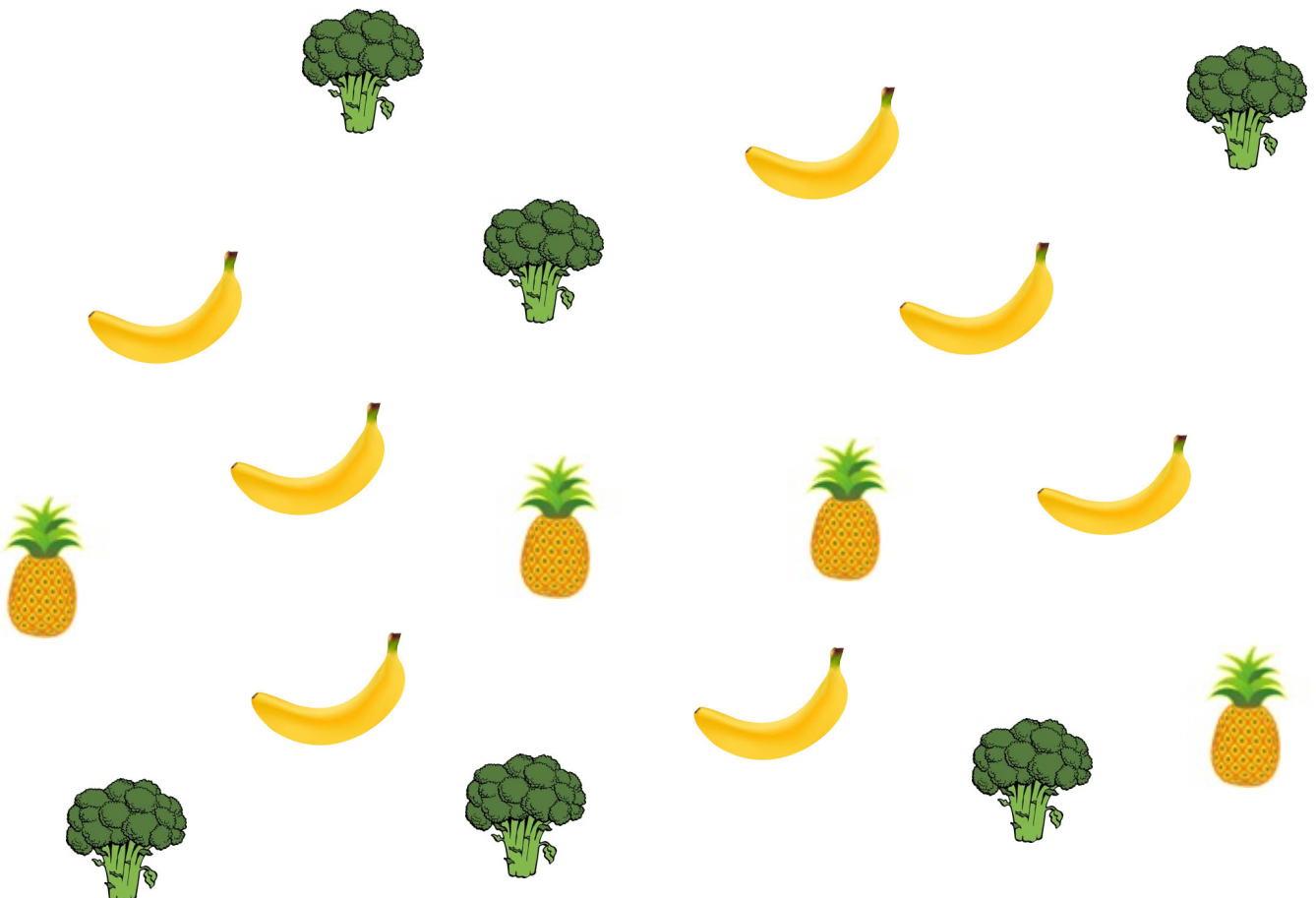
1. Cut and paste the pictures into the right columns to make a picture graph.

2. Circle the one with the MOST. Put an "X" on the one with the LEAST.




3. Answer the 2 questions

Which food had the most pieces left? \_\_\_\_\_

How many fruits and vegetables were left altogether? \_\_\_\_\_



It is the end of the week and this is the fruit and vegetables left over from the week.

8			
7			
6			
5			
4			
3			
2			
1			
	 banana	 pineapple	 broccoli

**Challenge:** organise the data using tally marks.

Remember to cross off each fruit as you count it so you don't count something twice.

## Challenge

Use tally marks to organise the data



## Week 6 Wednesday 18<sup>th</sup> August 2021

### PDH: How can I be physically active?

We are learning to enjoy regular participation in worthwhile physical activity and take part in different types of physical activity.

I can share equipment, material and workspace.



1. Go outside and play your favourite game! Pac-man, Bullrush, or Stuck-in-the-mud!

2. Draw and name your two favourite physical activities:


3. Why do you like to be physically active?

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## 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? Can you correct any mistakes? Re-write your sentences below with corrections.

Pigs live

Pigs eat

Pigs give us

Pigs have

Pigs

## Week 6 Number Activities



**We are learning to recognise numbers without counting**



I can see and recognise a group of objects instantly

I can visualise (see) the number the group of objects represent in my head.

I can visualise the dot pattern in my head when I see a number

I can count the dot pattern in my head

### **Warm up Activities**

Practice counting to 100 forwards and backwards. Either go to the youtube links below or use the number chart above to help you.

<https://www.youtube.com/watch?v=bGetqbqDVaA>

<https://www.youtube.com/watch?v=e0dJWfQHF8Y>

**Hundreds Chart**

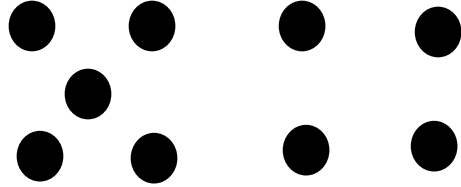
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Week 6 Thursday Number Activity – Visualising dot patterns

Now that you have practiced recognising dot patterns and now time to visualise dot patterns in your head and draw the pattern. Look at the number.

See the dice or domino pattern in your head. Draw it. The first one is done for you.

Number	Domino pattern
9	
5	
11	
8	
12	

10	
6	
5	
4	
3	
7	

## Week 6 Thursday Maths: Visualising Addition

### Learning Intention

**I am learning to add numbers.**

### Success Criteria

I can count all the items to find the total.

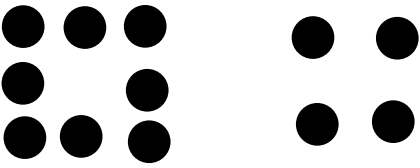
I can see the number pattern in my head when counting from 1.

I can put the biggest number in my head and count on.

In addition, we will be focusing on the strategy: *I can see the number pattern in my head when counting from 1 and I can put the biggest number in my head and count on.*

1. Look at the number sentence.
2. Visualise the dot patterns in your head.
3. Create the dot patterns.
4. Find the total by counting the dot patterns in your head or put the big number in your head and count on using the dot pattern of the smallest number. (If you have access to Seesaw watch the instructional video)

Here is an example:

Number sentence	Dot patterns	Answer
$8 + 4 =$	 (count patterns in your head)	12

Number sentence	Dot patterns	Answer
$4 + 4 =$	(count pattern in your head)	
$7 + 6 =$	(count pattern in your head)	
$9 + 5 =$	(count pattern in your head)	
$6 + 4 =$	(count pattern in your head)	
$8 + 6 =$	(count pattern in your head)	
$9 + 3 =$	(count pattern in your head)	
$8 + 6 =$	(count pattern in your head)	
$7 + 7 =$	(count pattern in your head)	

## Week 6 Friday Phonics Activity

<b>Read the word:</b>	<b>Follow the instructions to change the phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
bump	change the 'b' to 'l'	
quick	change the 'i' to 'a'	
men	change the 'n' to 'ss'	
<b>Read the word:</b>	<b>Follow the instructions to delete a phoneme from the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
skin	delete 'k' from the word	
sand	delete 's' from the word	
hint	delete 'n' from the word	
<b>Read the word:</b>	<b>Follow the instructions to add a phoneme in the word.</b>	<b>Write the new word here. Blend the word to read it.</b>
back	add 'l' after the 'b'	
chip	add 'm' after the 'i'	
fin	add 'n' after the 'ch'	



**Friday Writing Task – Publish**

Publish your sentences. Use pictures to decorate your work.

Lesson 5 Friday 20<sup>th</sup> August

## Data— Count Tally and Graph Sea Animals

1. Count the sea animals and create a tally. Remember to cross off each animal as you count it so you don't count something twice.
2. Colour in the bar graph to match your data. The first one has been done for you
3. Answer the questions

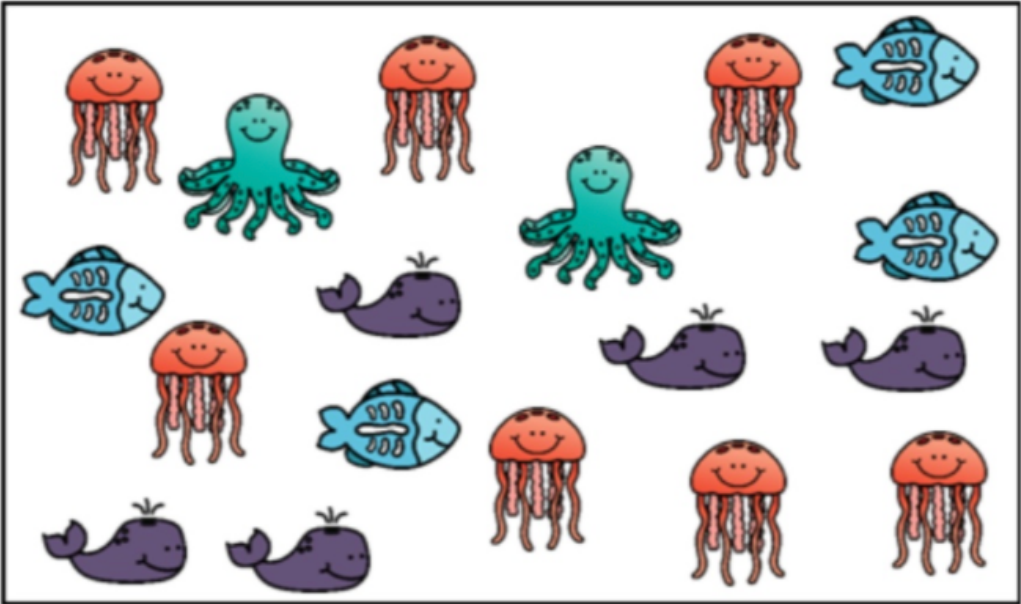
Challenge:





Ask your parent to help you to write a sentence telling your teacher what you notice about your graph.

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# Animals in the ocean today

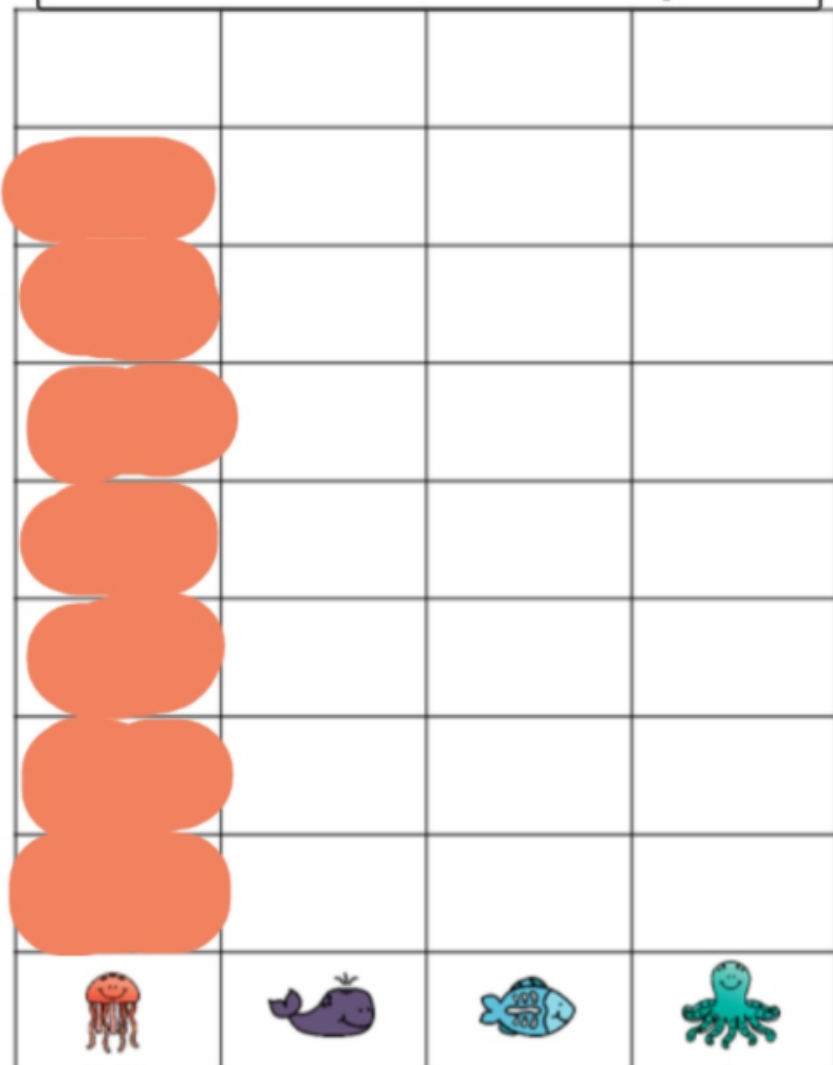


	Tally	Total
		
		
		
		

**Tally the data**



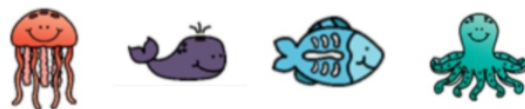
## Animals in the ocean today



**Graph the data**

**The first one has been done for you**

**Which animal was seen the most?**



**Which animal was seen the least?**



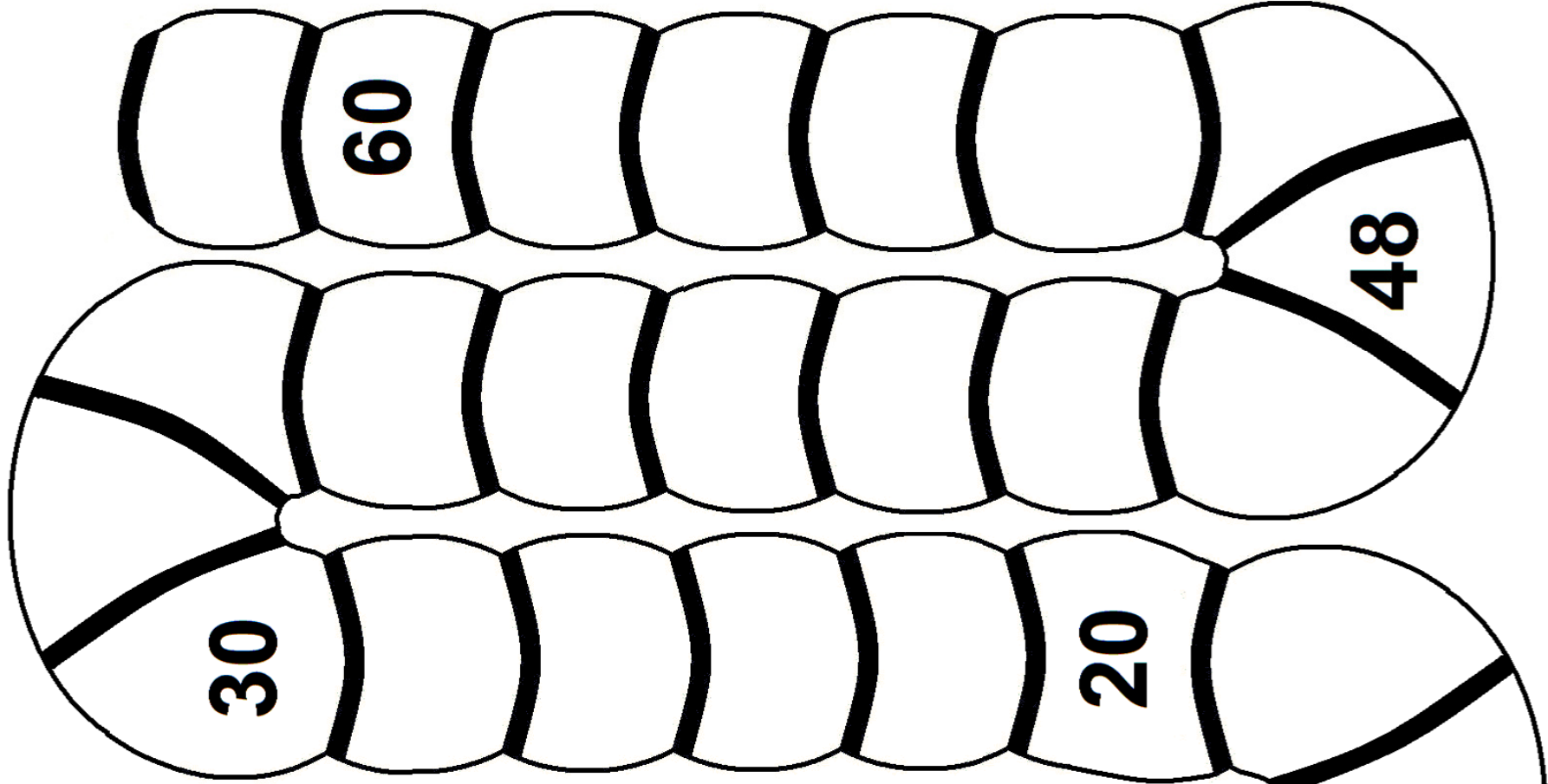
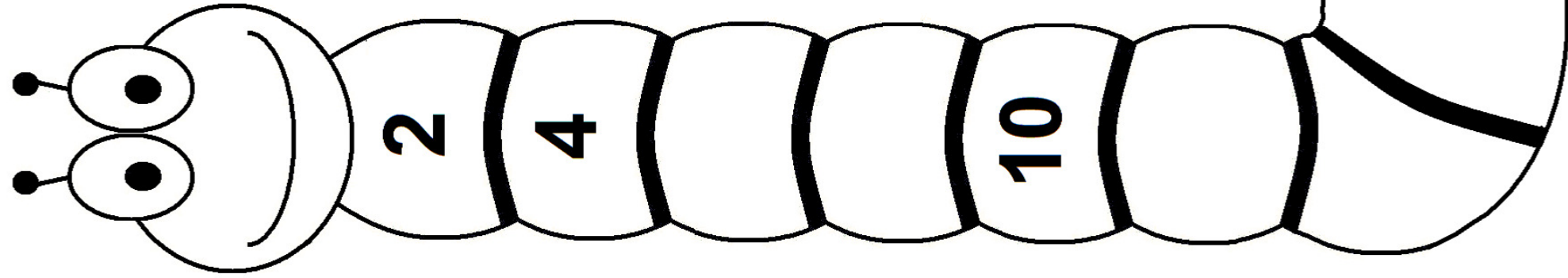
**How many animals were seen all together?**

**Interpret the data**

Name \_\_\_\_\_

Date \_\_\_\_\_

# Count by 2s.



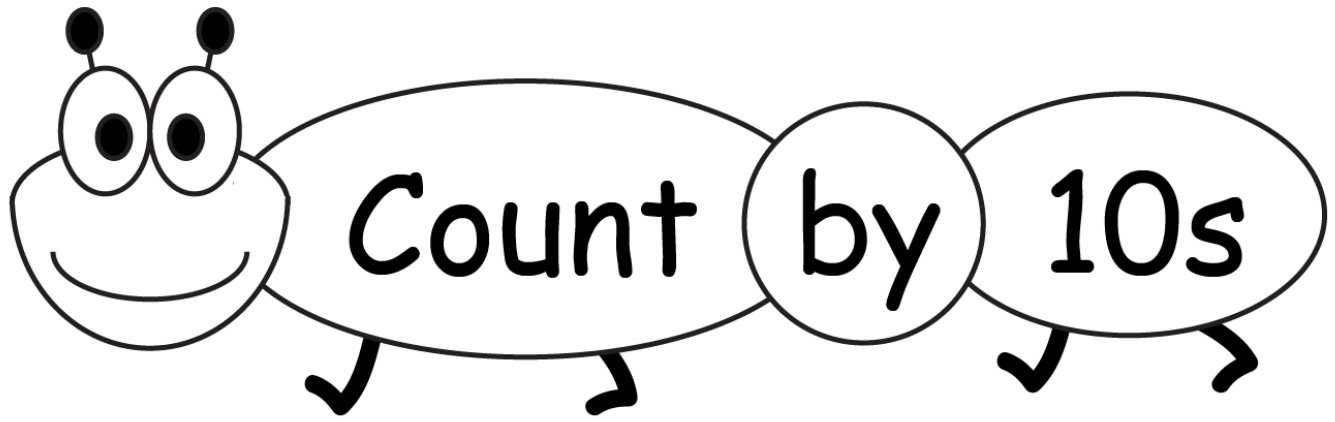
# Count by 5s

5                     25

30                     50

55                     75

80                     100



10

30

50

60

80

100

110

130

150

160

180

200

210

230

250




We are learning to perform different fundamental movement skills.

If you have access to a computer watch this link to follow the PDHPE lesson.

<https://www.loom.com/share/163fa7aba066407cb83bc32c03e1f726>

## HOW WELL CAN YOU BALANCE?

Below are a few balance changes for you to complete and record down your personal best times for each balance challenge! Goodluck!

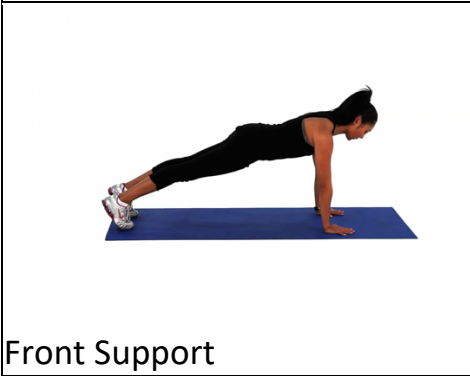
<b>BALANCE CHALLENGE</b> How long can you hold these balancing positions?	ATTEMPT 1. Seconds/Min utes	ATTEMPT 2. Seconds/Min utes	ATTEMPT 3. Seconds/Min utes
 <p>Stalk stand on Left leg</p>			
 <p>Stalk stand Right Leg</p>			
 <p>AIR CHAIR</p>			



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Left leg up, right arm up



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Right leg up, left arm up



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Downward Dog



Three Legged Dog



Plank Hold



Crab Position