

# Remote learning Grid – Week 8 Term 3 - Early Stage 1

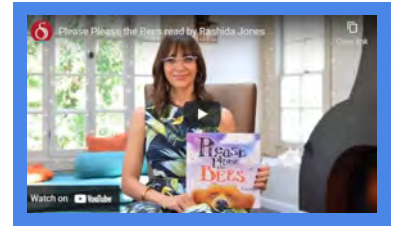
This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to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

	Monday Date 30/8	Tuesday 31/8	Wednesday 1/9	Thursday 2/9	Friday 3/9
	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<b>Attendance Activity ONLINE ONLY</b>  (this must be completed by 9.30am)	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<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 or Guided Reading activity. Record yourself reading. 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 30/8		Tuesday 31/8		Wednesday 1/9		Thursday 2/9		Friday 3/9	
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 money. 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. 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 money. 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. 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 money. Offline complete the corresponding worksheet.</li> </ul>				
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.	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.	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.				
Break	Break	Break	Break	Break	Break				

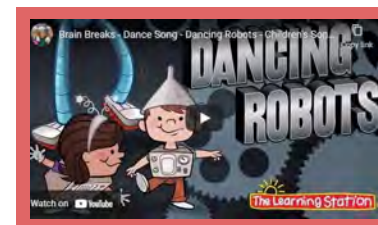
	Monday Date 30/8	Tuesday 31/8	Wednesday 1/9	Thursday 2/9	Friday 3/9
Afternoon	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• Science: Seesaw activity – Rice Farms. Offline complete the corresponding activity.</li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• Science: Seesaw activity – Rice Farms. Offline complete the corresponding activity.</li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• Health – what is healthy food and a balanced diet?</li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• Library and Drama: On Seesaw complete the Read to: Thelma the unicorn.</li> <li>• Complete the drama activities that follow.</li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• PE: Complete the Got Game Seesaw activity. Offline complete the corresponding worksheet.</li> <li>• Father's Day choice board</li> </ul>

# CHOOSE TWO WELLBEING ACTIVITIES TO COMPLETE EACH DAY.



[CLICK HERE](#) FOR JUST DANCE WHAT MAKES YOU BEAUTIFUL

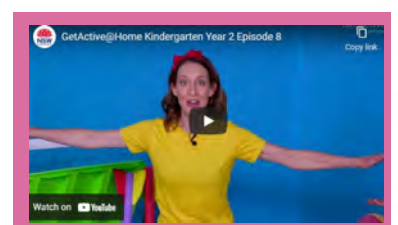
DRAW A PICTURE AND LABEL YOUR FAVOURITE SPORT TO PLAY



[CLICK HERE](#) FOR GOAT COLOURING IN



DO SOMETHING TO HELP OUT AROUND YOUR HOUSE. E.G. PUT THE CLOTHES IN THE WASHING BASKET OR HELP WASH THE DISHES



# Phonics Week 8

LISC:

**Learning Intention**

I am learning to read words

**Success Criteria**

I can segment out a word.  
I can say all the phonemes correctly in the word.  
I can blend phonemes together to read a word.

Warm up activities:

1. Practice saying your phonemes:

s	m	c	t	p	g	a	o
r	l	d	b	f	h	i	u
v	e	j	k	n	w	y	z
zz	ss	ll	ff	ch	sh		
th	wh	qu	ng	x			

2. Practice reading your camera words

are	the	was	I	to	she
of	today	a	day	he	for
said	no	is	they	me	all
have	my	come	this	play	you
what	give	going	like	do	says
we	look	see	away	very	once

## Monday Phonics: segment and blend to read

Read the words in the table below by segmenting and blending the phonemes. Colour in the words as you read them.

gas	smog	act
drip	hung	bus
grit	club	frost
sprig	rent	bliss

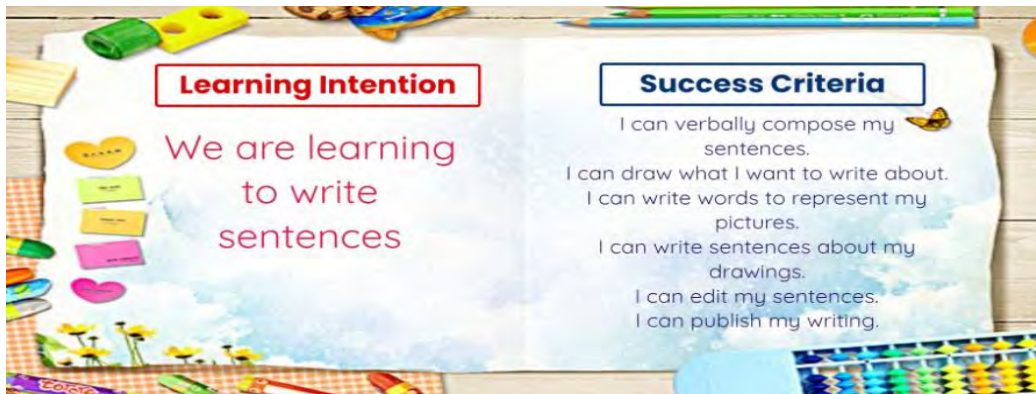
blob	rot	mass
fluff	scruff	blunt
thrift	shred	shin
which	wax	luck

strum	long	fling
quench	pick	pocket
loft	doll	sold
fuzz	six	swam



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 sheep

[https://www.youtube.com/watch?v=U\\_6TdycAn2U](https://www.youtube.com/watch?v=U_6TdycAn2U)

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

[https://www.youtube.com/watch?v=96LRW\\_knWMU](https://www.youtube.com/watch?v=96LRW_knWMU)

or read the extract provided with a parent

2. Talk with a member of your family about:

- Where do goats live?
- What do goats eat?
- What products do goats give us?
- What do goats have? (based on labelling activity)
- What interesting facts did you learn about goats?

3. Label the goat

## Reading Extract about Goats.

Interesting facts about goats:

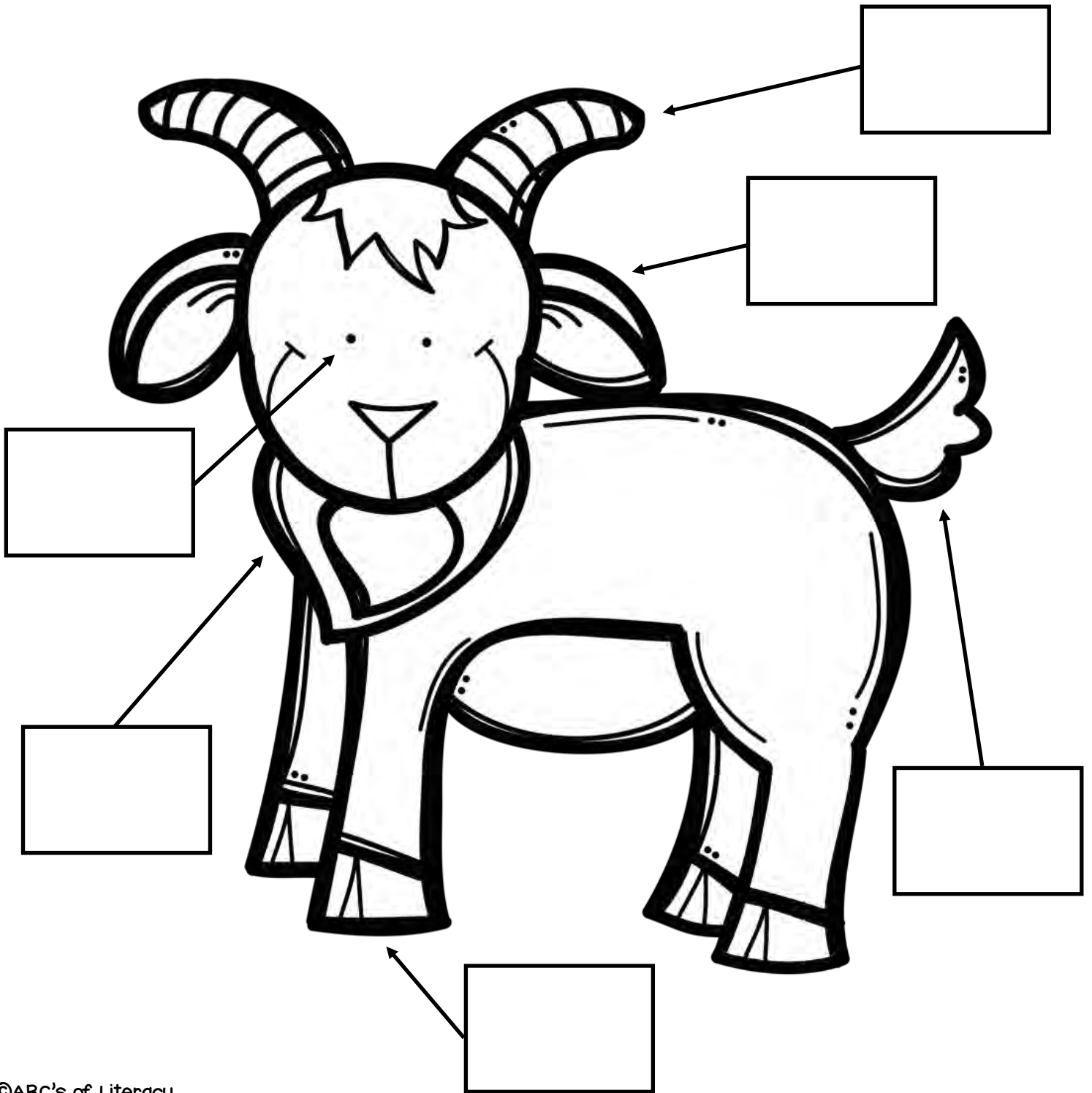
- A baby goat is called a kid.
- Goats are sociable animals and therefore become depressed if they are separated or isolated from their companions, however they are not flock-orientated like sheep.
- They are one of the cleanliest animals and are much more selective feeders than cows, sheep, pigs and even dogs.
- Goats are very intelligent and curious animals. Their inquisitive nature is exemplified in their constant desire to explore and investigate anything unfamiliar which they come across.
- They communicate with each other by bleating. Mothers will often call to their young (kids) to ensure they stay close-by. Mother and kid goats recognise each other's calls soon after the mothers give birth.
- Goats can be taught their name and to come when called.
- They are very picky eaters. They have very sensitive lips, which they use to "mouth" things in search of clean and tasty food.
- Goats use the sneeze sound as an alarm. They use a sneeze to warn each other of danger, whether real or imagined.
- Goats dislike water and would rather leap over streams and puddles than step in them.
- Male goats aren't the only ones who have beards. The females have them too!
- Cashmere is a favoured material used to make clothing. It is expensive and stylish and is made from goat hair. The downy undercoat that some goats produce during the winter is used when making this fancy material. The silky material is separated by hand from the outer coat. It takes the coats of at least two goats to make just one sweater.
- Goats were the first animals to be used by humans for milk. Goats milk is said to be far healthier than cow's milk.
- A female goat is known as a 'nanny' or a 'doe', and a male is known as 'billy' or a 'buck'.
- The pupils of the goats are rectangular. This shape enables them to have a better visual range than those with circular-shaped pupils. Their pupils allow them to have an almost 360-degree line of vision. The only place they cannot see is behind their heads. This vast range of vision enables them to avoid predators. The negative aspect about rectangular pupils is that those who have them cannot see what is above or below them without moving their heads.
- Male and female mountain goats have horns. The overall size of the female is smaller than that of the male.





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

# Label a Goat



©ABC's of Literacy

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

hoof

tail

beard

ear

eye

horn

# Monday Number Activity: Introduction to Fractions

## - What is a half?

Learning Intention: I am learning about fractions.

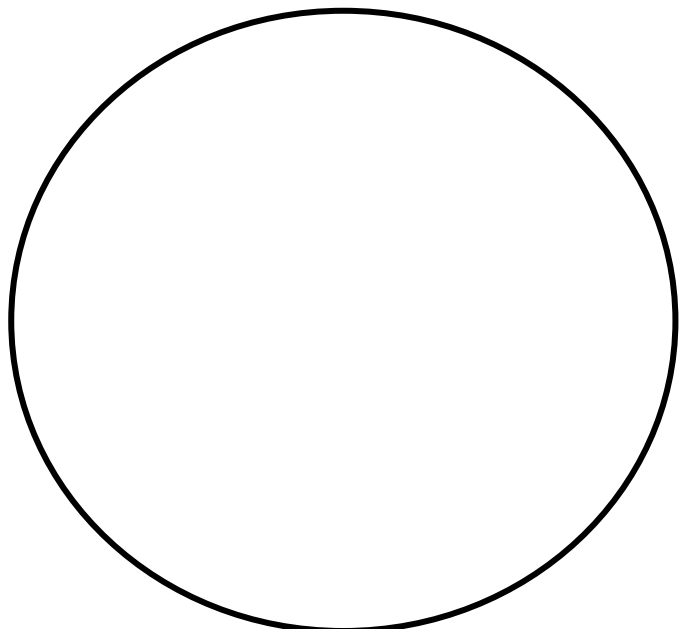
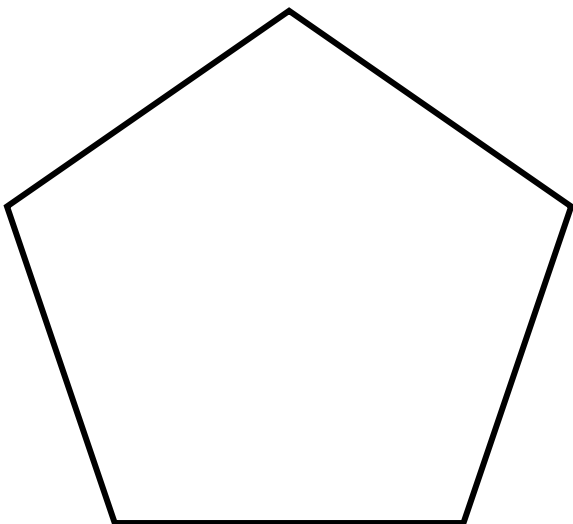
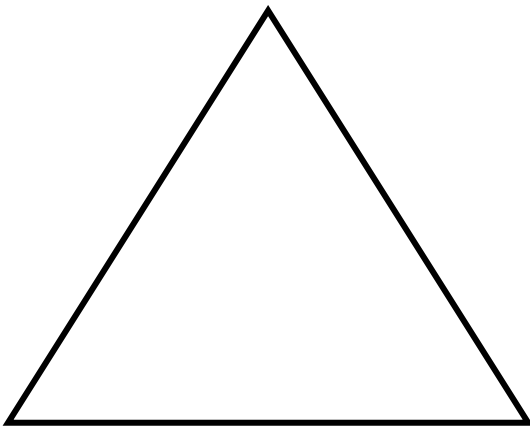
Success Criteria: I understand that a half is 2 equal parts. I can divide an objects/objects in half.

If possible, listen to the youtube story: Give Me Half!

<https://www.youtube.com/watch?v=hVaxiJB6Fls>

A half is 2 equal parts. Each part is the same size.

1. Draw a line through the middle of the shapes to make 2 equal halves.



2. I want to divide my lollipops with a friend. Can you circle 2 equal groups? Can you divide my lollipops in half?



3. I have divided some shapes below. Circle the shapes that are divided into 2 halves.

**Is it half?**

A collection of four shapes is shown on a green background with a yellow border. The text "Is it half?" is written in bold black letters at the top left. The shapes are: a pink rectangle divided by a vertical black line; a purple circle divided by a vertical black line; a cyan triangle divided by a horizontal black line; and a red rectangle divided by a horizontal black line.

# Money

Lesson 3 Monday 30<sup>th</sup> August.

**We are learning about money.**

I can recognise 5c, 10c, 20c, 50c and \$1 and \$2 coins.

I can recognise \$5, \$10, \$20, \$50 and \$100 notes.

I can order money from smallest to largest value.

Cut and paste the coins and notes below and arrange them from smallest to largest **VALUE** in the boxes.

--	--	--	--	--	--	--	--	--	--	--

Smallest value

Largest value



We are learning where products come from

I can talk and write about where rice comes from.

If you have access to YouTube watch this educational video to learn about where rice comes from.

<https://www.youtube.com/embed/EgGfu7gpwT4> start from 1:21



Rice is grown on Rice Farms.



Trace sentences and draw pictures to match the steps of how rice is grown on rice farms.

*Fields are flooded.*

*Seeds are planted using a plane.*



*Rice plants grow tall and change colour to golden.*



*The water is taken away from the fields and the rice is harvested.*

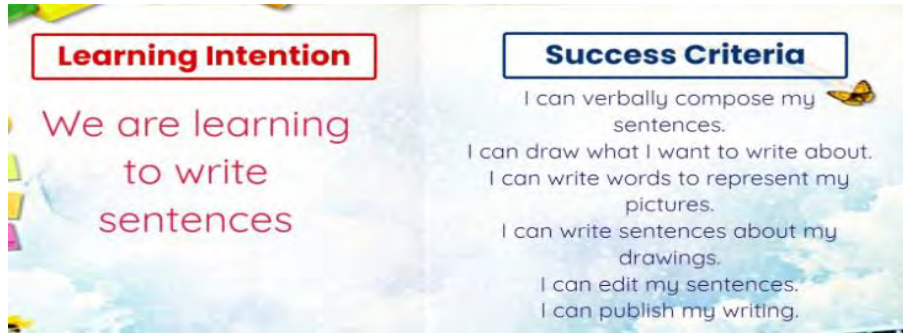


*Rice is taken to a rice mill where it is packaged.*



*Trucks take the rice to supermarkets.*

## Tuesday Writing Task – Plan



Yesterday you talked to a family member about:

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

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

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

## Tuesday Number Activity: Fraction beach

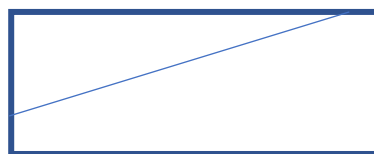
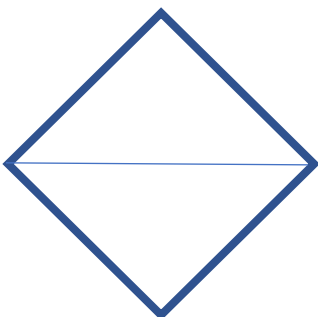
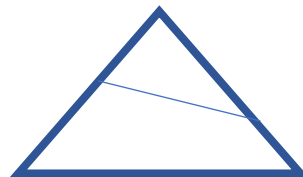
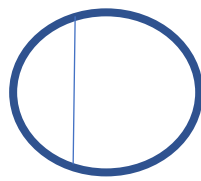
Learning Intention: I am learning about fractions.

Success Criteria: I understand that a half is 2 equal parts. I can divide an objects/objects in half.

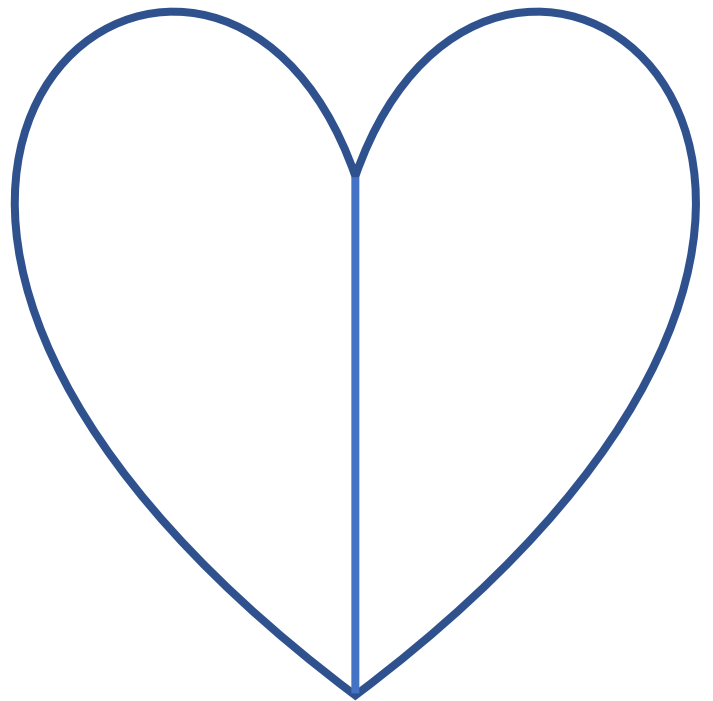
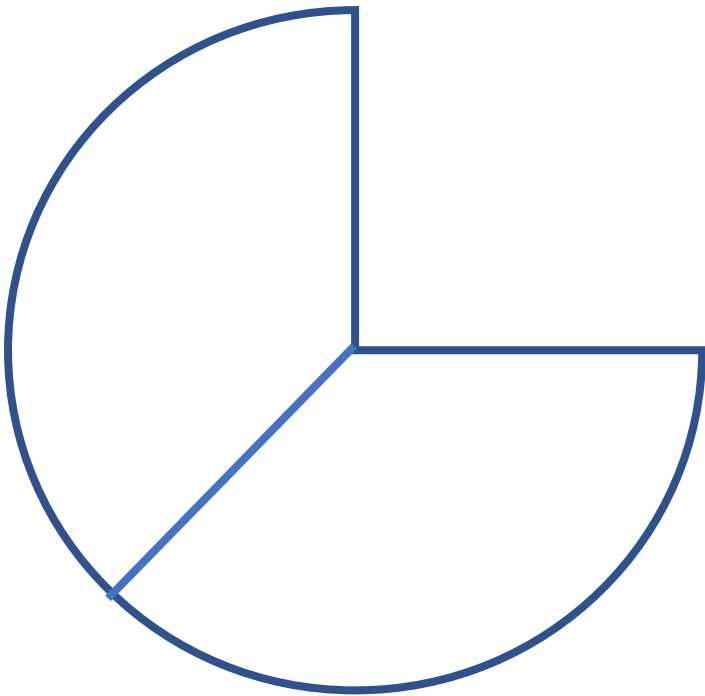
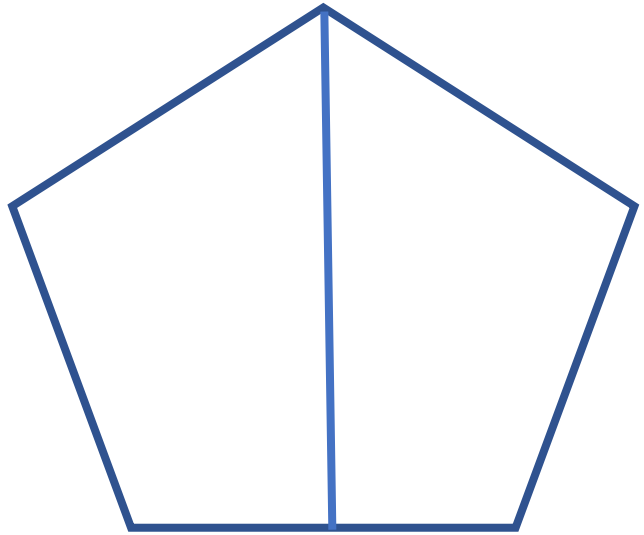
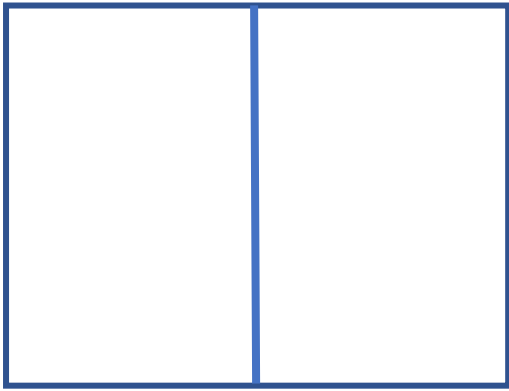
(Remember a half is 2 equal parts. Equal means the same size)

Welcome to Fraction Beach where life is better in flip flops learning about fractions! Complete the activities below.

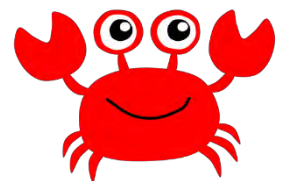
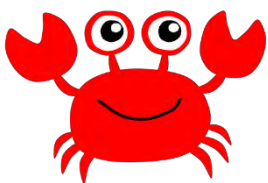
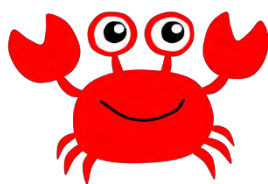
1. Cut and paste the pictures that are not halves into the water and the pictures that are halves on the sand.



2. Colour in  $\frac{1}{2}$  of the shape



3. There are 6 crabs. Split the group of 6 crabs in half. Cut and paste them onto the beach. Remember a half means equal groups.





## Tuesday Addition Activity: Problem Stories

### 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.

Solve the addition problem story by drawing in the farmyard. What strategy (listed in the success criteria above) did you use to solve the problem? Talk to your parent/carer about why you used this strategy.

There are 5 cows in the yard. 6 more cows joined them. How many cows are in the yard?



There are 8 goats in the yard. 5 more goats joined them. How many goats are in the yard?



There are 11 sheep in the yard. 3 more sheep joined them. How many sheep are in the yard?



We are learning where products come from

I can talk and write about where rice comes from.

Use these images to create an artwork about one or more steps needed to make rice.

1.



Ideas:

– draw a picture of the rice fields under water with a plane overhead dropping seeds onto the field.

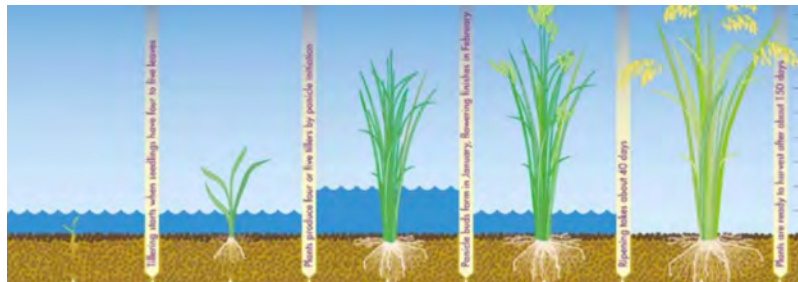
2.



– stick real grains of rice on a cut out image of a bowl and create your own 'fried rice' using other pieces of paper, textures and materials.

– paint a picture of a rice golden rice plant ready to harvest.

3.



4.



5.





# Phonics Week 8

LISC:

**Learning Intention**

I am learning to read words

**Success Criteria**

I can segment out a word.  
I can say all the phonemes correctly in the word.  
I can blend phonemes together to read a word.

Warm up activities:

1. Practice saying your phonemes:

s	m	c	t	p	g	a	o
r	l	d	b	f	h	i	u
v	e	j	k	n	w	y	z
zz	ss	ll	ff	ch	sh		
th	wh	qu	ng	x			

2. Practice reading your camera words

are	the	was	I	to	she
of	today	a	day	he	for
said	no	is	they	me	all
have	my	come	this	play	you
what	give	going	like	do	says
we	look	see	away	very	once

Wednesday Phonics: Trash or Treasure? Cut out the words at the bottom of the page. Paste real words in the treasure chest and fake words in the trash can.



pop	hes	crub	yum	jazz	thug	whut	lung	shrimp	lut
sup	mud	trap	vim	piff	cash	when	quem	bax	lick



## Wednesday Writing Task – Compose

Use the sentence starters to compose informative sentences about sheep. Use your planning pictures and labelling of a goat to help you.

Goats live

Goats eat

Goats give us

Goats have

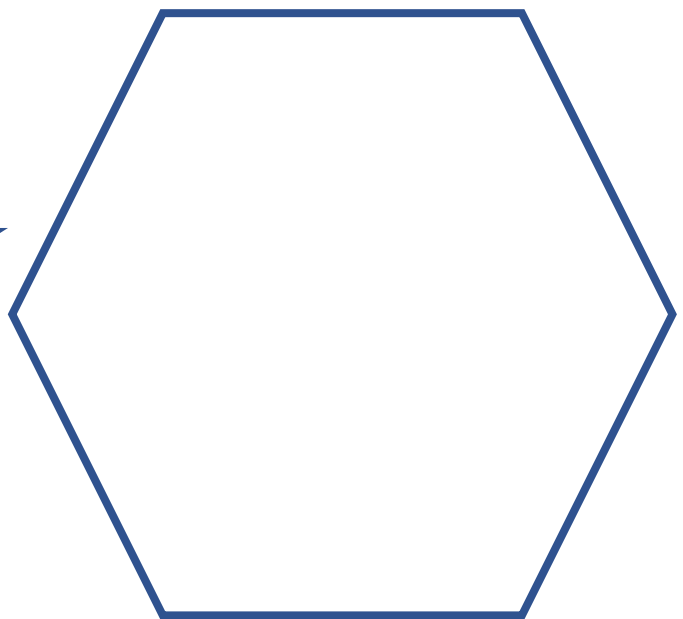
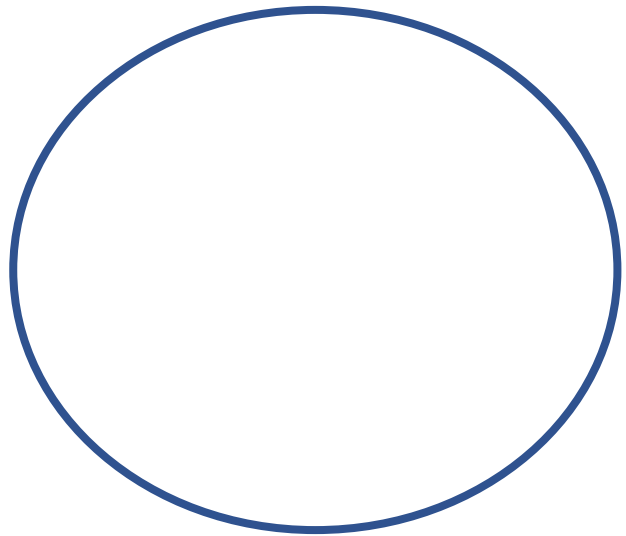
Goats

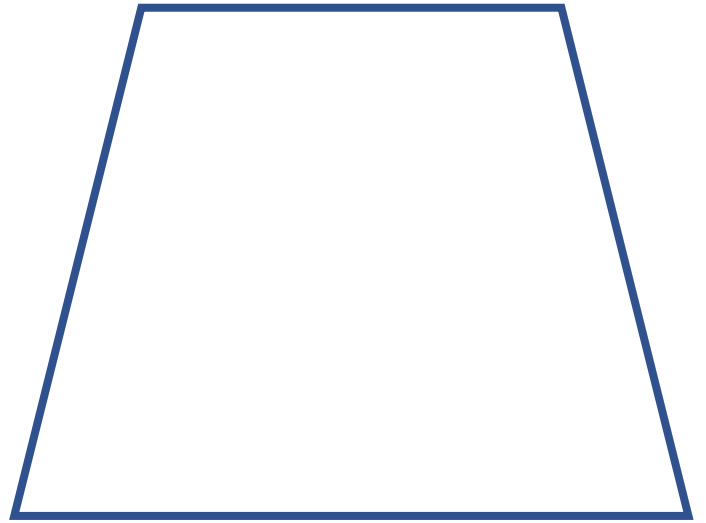
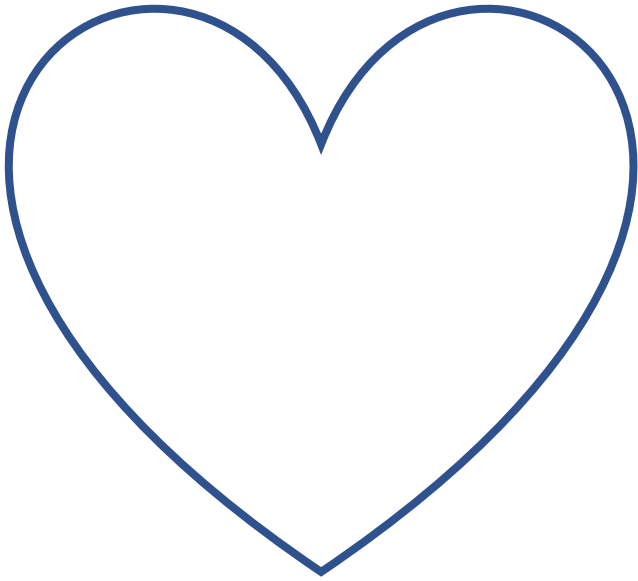
# Wednesday Number Activity: Dividing shapes in half.

Learning Intention: I am learning about fractions.

Success Criteria: I understand that a half is 2 equal parts. I can divide an objects/objects in half.

How many ways can you divide a shape in half? On the shapes below, draw (using different colours) all the different ways a shape can be divided in half.





Are there any shapes that could only be divided in half in once?  
What were they? Why could they not be divided in multiple ways?

We are learning about money.

I can recognise 5c, 10c, 20c, 50c and \$1 and \$2 coins.







I can use the language of money in everyday contexts.

Create your own MONEY MONSTER  
by cutting and sticking the coins below  
onto the next page. If you have coins at  
home, make your own money monster and draw  
a picture of the coins you used.



# My Money Monster

My Money Monster has...

5c 	10c 	20c 	50c 	\$1 	\$2 

The biggest coin value I used \_\_\_\_\_

The smallest coin value I used \_\_\_\_\_



**Week 8 Wednesday 1<sup>st</sup>**

**September 2021**

**PDH: What is healthy food and a balanced diet?**

We are learning to classify foods as healthy for you and not healthy for you.

I can talk about different foods that keep me healthy.

I can identify a range of foods and group them according to their sources such as grains, vegetables, fruit, meat and dairy (milk).



1. Sing the song 'Watermelon' by Justine Clark  
(<https://www.youtube.com/watch?v=yhujKmHDEEc>)

What are some foods mentioned in the song?

2. Pack some healthy food for your lunchbox! Cut out your favourite healthy foods and stick them onto the lunchbox on the last page.









## 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.

Goats live

Goats eat

Goats give us

Goats have

Goats

# Thursday Number Activity: Number bonds

Did you know that numbers can be broken down into smaller parts? Today we are learning about Number Bonds.

**Learning Intention**  
I am learning to represent numbers

**Success Criteria**  
I can split a number into smaller parts.  
I understand how numbers join together.  
I can count each group to check I have the right number.

Fill in the total amount of all the objects in the first circle (ie all the apples). From that circle there are 2 branches. This tell you that the number can be broken down into 2 smaller parts. Count the total of each group (ie the red apples and green apples) to find the smaller numbers. The first one is done for you.

**NUMBER BONDS to 10**

8 = 5 + 3

5 =  +


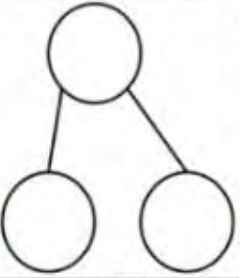

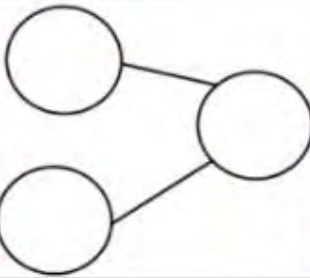

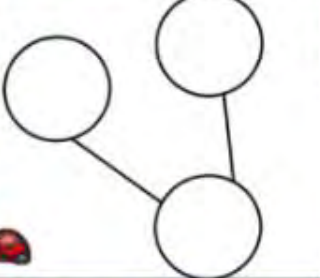

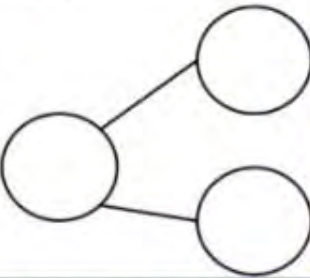
10 =  +

5 =  +

© 5-Minute 2020



# NUMBER BONDS to 10



## Thursday Addition Activity: Problem Stories

### 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.

Solve the addition problem story by drawing in the farmyard pictures. What strategy (listed in the success criteria above) did you use to solve the problem? Talk to your parent/carer about why you used this strategy. Write the number sentence to match the problem.

There are 4 cows in the yard. 3 chickens walk into the yard. How many animals are in the yard?



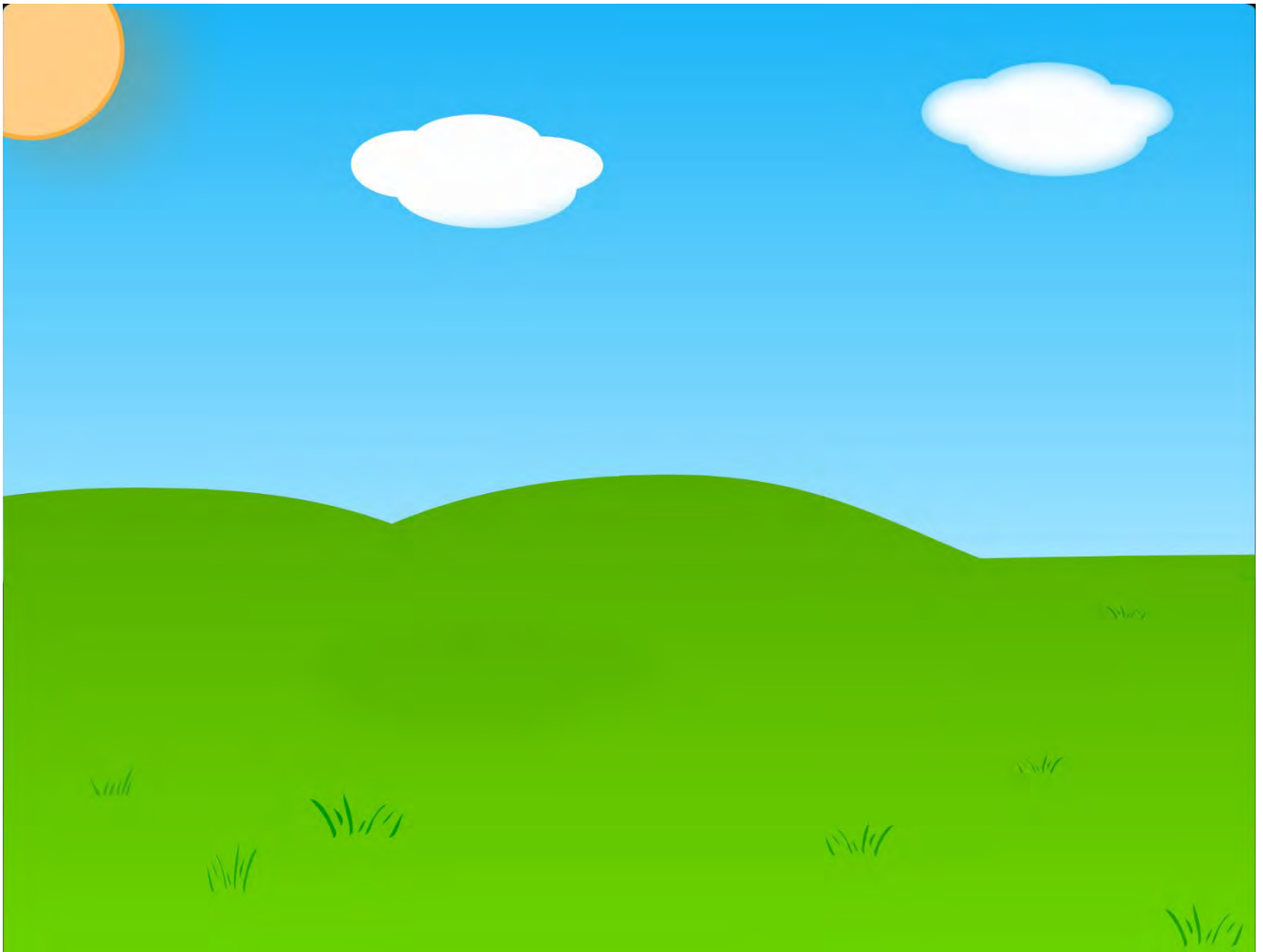
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

There are 8 duckling in the pond. 2 mummy ducks waddle into the pond. How many animals are there in the pond?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

There are 6 sheep in the paddock. 6 goats walk over the hill.  
How many animals are there in the paddock?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

# Phonics Week 8

LISC:

**Learning Intention**

I am learning to read words

**Success Criteria**

I can segment out a word.  
I can say all the phonemes correctly in the word.  
I can blend phonemes together to read a word.

Warm up activities:

1. Practice saying your phonemes:

s	m	c	t	p	g	a	o
r	l	d	b	f	h	i	u
v	e	j	k	n	w	y	z
zz	ss	ll	ff	ch	sh		
th	wh	qu	ng	x			

2. Practice reading your camera words

are	the	was	I	to	she
of	today	a	day	he	for
said	no	is	they	me	all
have	my	come	this	play	you
what	give	going	like	do	says
we	look	see	away	very	once

## Friday Phonics: fill in the missing camera word

1. Read the sentence.
2. Work out what camera is missing.
3. Choose and write in the missing camera word.
4. Read the sentence. Does it make sense?
5. The first one is done for you.

you	play	this	come	my	have
-----	------	------	------	----	------

This is my big rat.

I like to \_\_\_\_\_ with my ball.

Can I \_\_\_\_\_ too?

Can I \_\_\_\_\_ that red hat?

like	do	says	what	going	give
------	----	------	------	-------	------

I \_\_\_\_\_ to go for a walk.

Dad said “\_\_\_\_\_ that to me”.

What is \_\_\_\_\_ on?

I \_\_\_\_\_ not like fish?

away	see	look	very	once	we
------	-----	------	------	------	----

I said “go \_\_\_\_\_”.

My dog is \_\_\_\_\_ fat.

I can \_\_\_\_\_ a red car.

“But it was just \_\_\_\_\_” I said.

Friday Writing Task – Publish

Publish your sentences. Use pictures to decorate your work.



# Friday Number Activity: Teen Number bonds

Did you know that numbers can be broken down into smaller parts? Today we are learning about Number Bonds.

**Learning Intention**  
I am learning to represent numbers


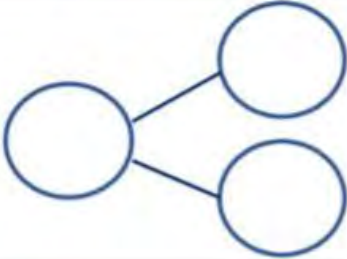
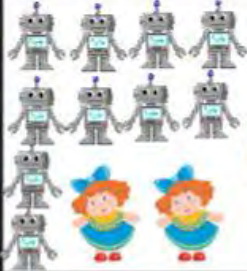
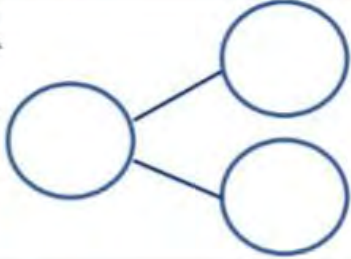

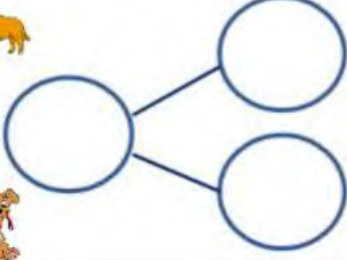
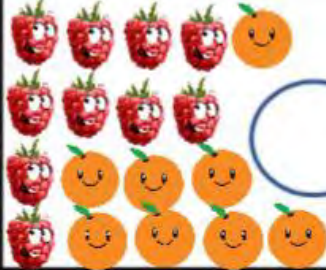

**Success Criteria**  
I can split a number into smaller parts.  
I understand how numbers join together.  
I can count each group to check I have the right number.

Fill in the total amount of all the objects in the first circle (ie all the birds). From that circle there are 2 branches. This tells you that the number can be broken down into 2 smaller parts. Count the total of each group (ie the blue birds and purple birds) to find the smaller numbers. The first one is done for you.

## Teen Number Bonds

<p>14</p>	<p></p>
<p></p>	<p></p>

# Teen Number Bonds

In this activity our teen numbers were broken down into units of tens and ones. When we write teen numbers, we write the tens unit first followed by the one unit. For example, sixteen is written as 16 (1 tens unit and 6 one units).

Practice writing your teen numbers.



# Money

Lesson 5 Friday 3<sup>rd</sup> September.

We are learning about money.

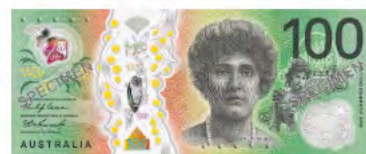
I can recognise 5c, 10c, 20c, 50c and \$1 and \$2 coins.

I can recognise \$5, \$10, \$20, \$50 and \$100 notes.

I can order money from smallest to largest value.

I can use the language of money in everyday contexts.

1. Write the amount of each coin and note in the rectangles below.



2. Label the coins.



3. Put the coins in order from smallest to largest value.



6


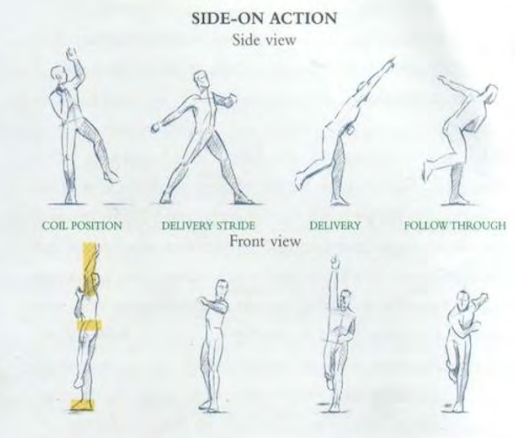
We are learning to perform cricket skills.

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

<https://www.loom.com/share/cba37524cfaf48539cb64358f980a82b>

## CRICKET ACTIVITIES

Use balled up socks as a cricket ball if you don't have one or a tennis ball.

	30 seconds	45 seconds	1 minute
 <p><b>Throwing and Catching</b></p> <p>How many times can you throw and catch? Make sure to catch the ball like the picture.</p>			
 <p><b>Bowling</b></p> <p>Practising bowling using the pictures to help guide you (no need to record down how many times you do this activity)</p>			



### Fielding

How many times can you run from 1-5?



### Bowling and Aiming

Use a soft object to use to throw at a target like the wickets. See how many times you can hit the target. E.g. at home targets: clothes line pole, a chalk drawn spot on the ground, a rubbish bin (use tape to mark out wickets) stack toilet paper.



### Throw and catch with 2 hands.

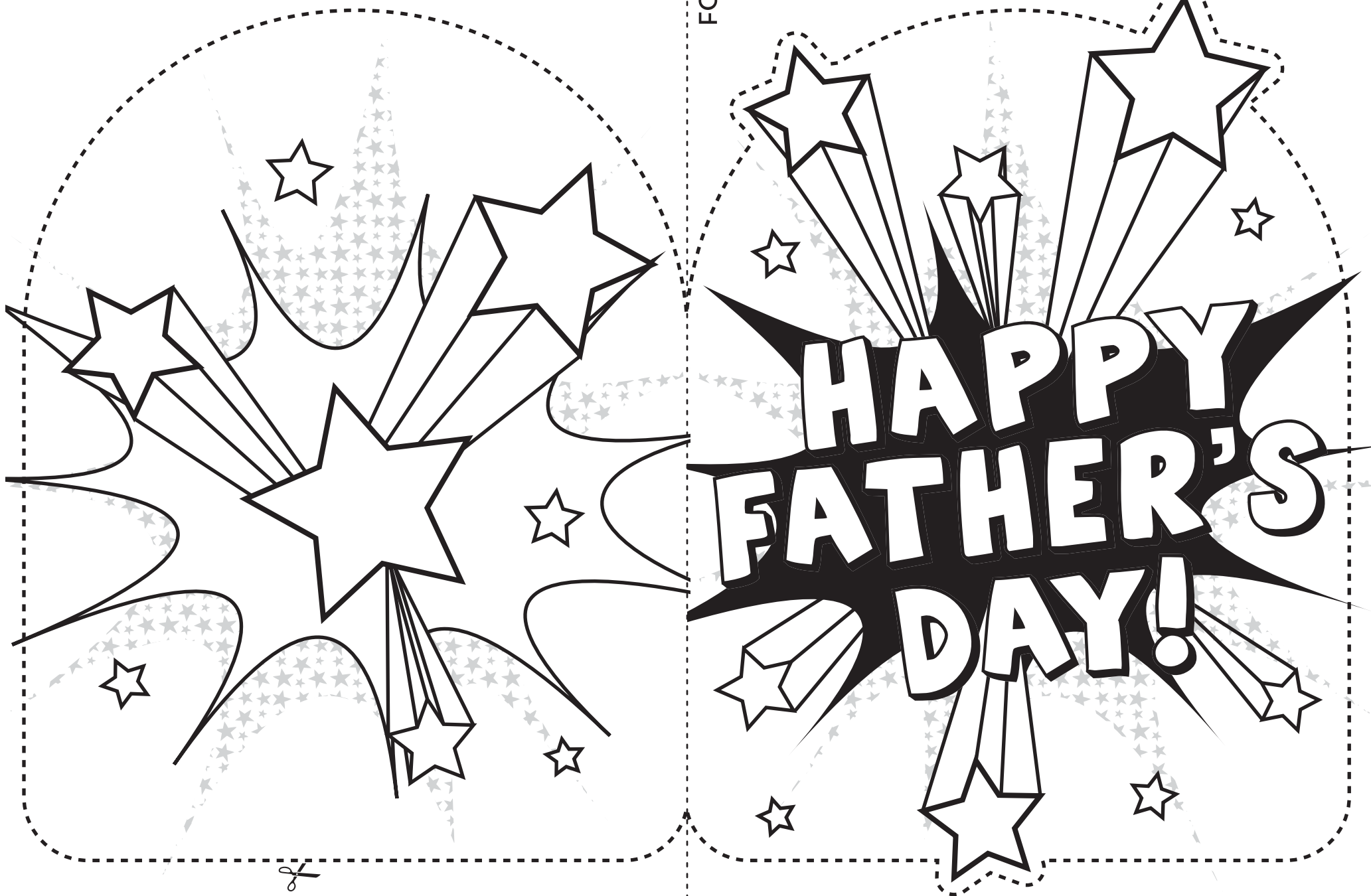
How many times can you throw and catch without dropping the ball.

# Father's Day Greeting Card

Melissa & Doug®

1. Fold the paper in half.
2. Cut along the dotted line.
3. Decorate and color your card!

FOLD





Happy

Father's

Day

