

Remote learning Grid – Week 1 Term 3 - Stage 1, Year 2

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.

		Tuesday	Wednesday	Thursday	Friday
Morning		<p>Morning Routine-complete your morning routine slide on Seesaw or in your Home package. (Activity 1) Offline: Complete the home learning package activity for Tuesday, Week 1.</p> <p>Phonics/Spelling</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Practise saying and write your phonemes out for this week. <p>Shared and Guided Reading:</p> <ul style="list-style-type: none"> Complete the Shared Reading task (Activity 3) assigned on seesaw. Response to reading. Read a guided readingbook on WUSHKA. Create an alternative ending for your book. <p>Writing: Start a plan for your topic talk on Seesaw (Activity 4) or in your Home Package.</p>	<p>Morning Routine-complete your morning routine slide on Seesaw or in your Home package. (Activity 1) Offline: Complete the home learning package activity for Wednesday, Week 1.</p> <p>Phonics/Spelling</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Find as many representations of this week's phoneme as you can in a book, magazine or newspaper. <p>Shared and Guided Reading:</p> <ul style="list-style-type: none"> Complete the Shared Reading task (Activity 2)assigned on seesaw. Read a guided reading book on WUSHKA. <p>Writing: Use your topic talk plan from Tuesday to write your topic talk. (Activity 3) or in your Home Pack.</p>	<p>Morning Routine-complete your morning routine slide on Seesaw or in your Home package. (Activity 1) Offline: Complete the home learning package activity for Thursday, Week 1.</p> <p>Phonics/Spelling</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Practise saying and writing your phonemesfor this week. <p>Shared and Guided Reading:</p> <ul style="list-style-type: none"> Complete the Shared Reading task (Activity 3)assigned on seesaw Read a guided readingbook on WUSHKA. Create an artwork basedon your book. This couldbe a drawing, a painting or even something 3D. <p>Speaking and Listening: Practice your topic talk and make changes to improve it. (Activity 4) (No Seesaw slide or printed worksheet for this.)</p> <p>Writing: Creative writing- Write a narrative about a dog wearing undies who got stuck in the mud. What happened and how did he get out? Upload a picture of your writing to Seesaw.</p>	<p>Morning Routine-complete your morning routine slide on Seesaw or in your Home package. (Activity 1) Offline: Complete the home learning package activity for Friday, Week 1.</p> <p>Phonics/Spelling</p> <ul style="list-style-type: none"> Complete a 'look, cover write check' activity for words with your targeted phoneme. (Seesaw Activity 2 or Home package Friday, Week 1) Practise saying and writing your phonemesfor this week. <p>Shared and Guided Reading:</p> <ul style="list-style-type: none"> Complete the Shared Reading task (Activity 3)assigned on seesaw Read a guided reading book on WUSHKA. Create an artwork basedon your book. This couldbe a drawing, a painting or even something 3D. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Record your topic talk and upload to Seesaw.
	Wellbeing break	Choose 1 activity from the Wellbeing Grid			
Break					

Tuesday		Wednesday		Thursday		Friday		
Middle	<p>Number Complete 'A number of the day' activity (Seesaw Activity 5). • Practice your skip counting by 3's.</p> <p>Addition and Subtraction • Complete the Math's assigned activity on Seesaw or in your Home Pack. (Activity 6)</p> <p>Mathletics: Login to Mathletics and complete the assigned activity. • 3D Shape</p>	<p>Number Complete 'A number of the day' activity (Seesaw Activity). • Practice your skip counting by 3's.</p> <p>Addition and Subtraction • Complete the Math's assigned activity on Seesaw or in your Home Pack. (Activity 6)</p> <p>Mathletics: Login to Mathletics and complete the assigned activity. • 3D Shape</p>	<p>Number Complete 'A number of the day' activity (Seesaw Activity 5). • Practice your skip counting by 3's.</p> <p>Measurement and Geometry • Complete positional language activity on Seesaw (Activity 6)</p> <p>Mathletics: Login to Mathletics and complete the assigned activity. • Addition and subtraction</p>	<p>Number Complete 'A number of the day' activity (Seesaw Activity 5). • Practice your skip counting by 10's on and off the decade.</p> <p>Measurement and Geometry • Imagine you are a pirate and have hidden treasure on a tropical Island</p> <p>Mathletics: Login to Mathletics and complete the assigned activity. • Addition and Subtraction</p>	Wellbeing break		Choose 1 activity from the Wellbeing Grid	
	Break							
Afternoon	<p>PBL</p> <p>Complete the Seesaw activity (Week 1 Tuesday: PBL). Offline - Use the template from the home package (Week 1 Tuesday: PBL) to brainstorm all of the ways that you can be a safe, respectful learner during remote learning.</p>		<p>History</p> <p>Complete the assigned History task on Seesaw (Week 1 Wednesday: History). Offline - Complete the home package activity (Week 1 Wednesday: History) and describe some things that your family like to do together.</p>		<p>Art</p> <p>Complete the Seesaw activity (Week 1 Thursday: Art). Offline - Look at the examples of a 'nature insect sculpture' in your home package (Week 1 Thursday: Art) to create and draw your own sculpture.</p>		<p>History</p> <p>Complete the assigned History task on Seesaw (Week 1 Friday: History). Offline - Complete the home package activity (Week 1 Friday: History) and create your own family tree.</p>	

Week 1 Tuesday: Morning Routine (Activity 1)

Morning Routine

2021 JULY						
SUN	MON	TUE	WED	THU	FRI	SAT
			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

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What day is it today? ___/___/___

What Month comes next? ___

Skip count ___ by ___ starting at ___

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

Describe today's weather? _____



Show the time _____
on the clock:



ATTENDANCE QUESTION
TUESDAY 13TH JULY

Tell 3 things you did in lockdown these holidays

1.

2.

3.

Week 1 Tuesday: Phonics (Activity 2)

We are learning to use the ow/ou phoneme

- I can identify where the phoneme is in a word
- I can read words that use the phoneme
- I can write words that use the phoneme
- I can use words with the ow/ou phoneme in a sentence

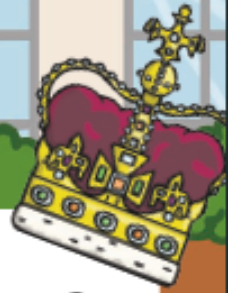
Activity 1: Brainstorm as many ow and ou words as you can and write them in the table.

OW	OU
town	ground

Activity 2: Complete the 'ow' word find.



OW



k i r q b u b r o w s e
l f f r o w n s t o j k
w l l o h e v t o x h a
g o w n o y n o w v s q
g w h u w e u c n u c v
r e p o z b e f c d o u
o r t o y r z c r o w n
w d d c l o w n o w l h
l r s h o w e r w n x f
n o p o w e r y d i q s
m w o w v p k t o w e l
g n y o w l f f b o w c

flower
shower
power
how
crown

eyebrow
gown
frown
towel
owl

town
clown
now
bow
growl

browse
scowl
drown
crowd
down



Week 1 Tuesday: Shared Reading (Activity 3)

We are learning to use our comprehension strategies to respond to text.

- I can identify who the story is about
- I can identify where the story took place
- I understand what the story is about
- I can identify the hidden message in the story

Shared Reading Activity Instructions:

- Read or watch a picture book of your choice
- Complete the 'response to reading' activity

Response to Reading	
Who?	Where?
What?	
Hidden Message	

Week 1 Tuesday: Writing (Activity 4)

We are learning to plan, write and present a short talk to an audience.

- I can write a plan for my topic talk.
- I can use dot points to organise my ideas and thoughts.
- I can present without reading from something.

Activity Instructions

- Choose one of the topics on the instruction sheet
- Use the planning sheet provided to organise your ideas into dot points.

Winter Holiday Recount - Southern Hemisphere

My favourite memory of the holidays is...

Who was with me?



What did we do together?



Where did we go?

When did this happen?



Week 1 Tuesday: Number (Activity 5)

We are learning to represent numbers in different ways

- I can partition 2-digit numbers to make new numbers
- I can make and break 2-digit numbers
- I can represent a 2-digit number in lots of different ways

Complete the activities below to show different ways that you can represent the number 47.

The image contains several mathematical activities for the number 47:

- Place Value Boxes:** A red box with two columns labeled "tens" and "ones".
- Number Line:** A yellow box labeled "1 less" and a red box labeled "1 more".
- Number Box:** A green box labeled "10 less" and a blue box labeled "10 more".
- Number:** The number "47" is written in green in the center.
- Operations:** A blue box with a plus sign and an equals sign, and a green box with a minus sign and an equals sign.
- Comparison:** A yellow box with less than, equals, and greater than symbols.
- Ten Frames:** A large cyan box containing six 2x5 grids, with the text "Ten Frames" written vertically to the right.

Week 1 Tuesday: Addition and Subtraction (Activity 6)

We are learning to use mental strategies for addition and subtraction

- I can use a number line to solve addition questions
- I can partition numbers to solve addition questions

Use the number line to solve the addition problems.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

$7 + 5 =$

$9 + 8 =$

$6 + 7 =$

$12 + 7 =$

$12 + 9 =$

$25 + 8 =$

$64 + 7 =$

$32 + 11 =$

$23 + 37 =$

$42 + 53 =$

Week 1 Tuesday: PBL

We are safe, respectful learners during remote learning!

Think of the ways that you can follow PBL expectations at home. Fill in your ideas in the grid. There is an example in each for you.

We are SAFE



I wash my hands with soap.

**We are
RESPECTFUL**



I listen to my parents.

**We are
LEARNERS**



I ask someone at home if I need help.

Morning Routine

2021 JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			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

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What day is it today? ___/___/___

What Month comes next? ___

Skip count ___ by ___ starting at ___

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

Describe today's weather? _____



Show the time _____
on the clock:



ATTENDANCE QUESTION
WEDNESDAY 14TH JULY

**Tell me 3 things you HATE about being in
lockdown**

- 1.**
- 2.**
- 3.**

Week 1 Wednesday: Shared Reading (Activity 3)

We are learning to use our comprehension strategies to respond to text.

- I can identify who the story is about
- I can identify where the story took place
- I understand what the story is about
- I can identify the hidden message in the story

Shared Reading Activity Instructions:

- Read a picture book of your choice (a different book from Tuesday's activity)
- Complete the 'response to reading' activity
- Draw a picture/artwork based on the book you read

Response to Reading	
Who?	Where?
What?	
Hidden Message	

Week 1 Wednesday: Phonics (Activity 1)

We are learning to use the ow/ou phoneme.

- I can identify where the phoneme is in a word
- I can read words that use the phoneme
- I can write words that use the phoneme
- I can use words with the ow/ou phoneme in a sentence

Activity Instructions:

- Sort the words into the correct box- 'ou' or 'ow'
- Write a sentence using one of the 'ou' words
- Write a sentence using one of the 'ow' words
- Add any extra 'ou' or 'ow' you know

house flower crown shower mouse cloud

ow

ou

house mouse cloud shower crown flower

Week 1 Wednesday: Writing (Activity 4)

We are learning to plan, write and present a short talk to an audience.

- I can write a plan for my topic talk.
- I can use dot points to organise my ideas and thoughts.
- I can present without reading from something.

Activity Instructions

- Use the planning sheet from Tuesday to organise your ideas into dot points
- Read the slides about what makes a good recount
- Use the planning sheet to organise your dot points into sentences and paragraphs.
- Complete your writing



Introduction

Who did the activity?

What did they do?

Where did it all take place?

When did this happen?



Why was the activity carried out?

Main body

Write in chronological order.

Use sequential words.

Write in paragraphs.

Use detailed and technical vocabulary.

Write about what happened during the activity.

Sequential Words

Here are a few examples:

- Finally
- Later
- Meanwhile
- Next
- Firstly
- Then
- Eventually



What others can you think of?

Concluding Paragraph

What would you *recommend* to others?

How would you describe the general *atmosphere* of the event?

Write about the *highlights* of the event.

What have you *learnt*?



First, _____



Then, _____



Next, _____



Finally, _____





Week 1 Wednesday: Number (Activity 5)

We are learning to represent numbers in different ways

- I can partition 2-digit numbers to make new numbers
- I can make and break 2-digit numbers
- I can represent a 2-digit number in lots of different ways

Complete the activities below to show different ways that you can represent the number 82.

The worksheet contains several activities for representing the number 82:

- Tens Frames:** A large cyan-bordered box containing six ten frames (2x5 grids). The label "Ten Frames" is written vertically to the right of the grids.
- Tens and Ones Place Chart:** A red-bordered box with two columns labeled "tens" and "ones".
- Number Line:** A yellow-bordered box with the number 82 in the center. To its left is a box labeled "10 less" and to its right is a box labeled "10 more".
- Comparison:** A pink-bordered box with the number 82 in the center. To its left is a box labeled "1 less" and to its right is a box labeled "1 more".
- Comparison Chart:** A yellow-bordered box with three cells containing the symbols <, =, and >.
- Addition:** A blue-bordered box with a plus sign (+) and an equals sign (=) between two blank lines for numbers.
- Subtraction:** A green-bordered box with a minus sign (-) and an equals sign (=) between two blank lines for numbers.

Week 1 Wednesday: Addition and Subtraction (Activity 6)

We are learning to use mental strategies for addition and subtraction

- I can use a number line to solve addition questions
- I can partition numbers to solve addition questions

Activity 1: Use the number line to solve the subtraction problems.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

$11 - 7 =$

$19 - 6 =$

$16 - 7 =$

$12 - 7 =$

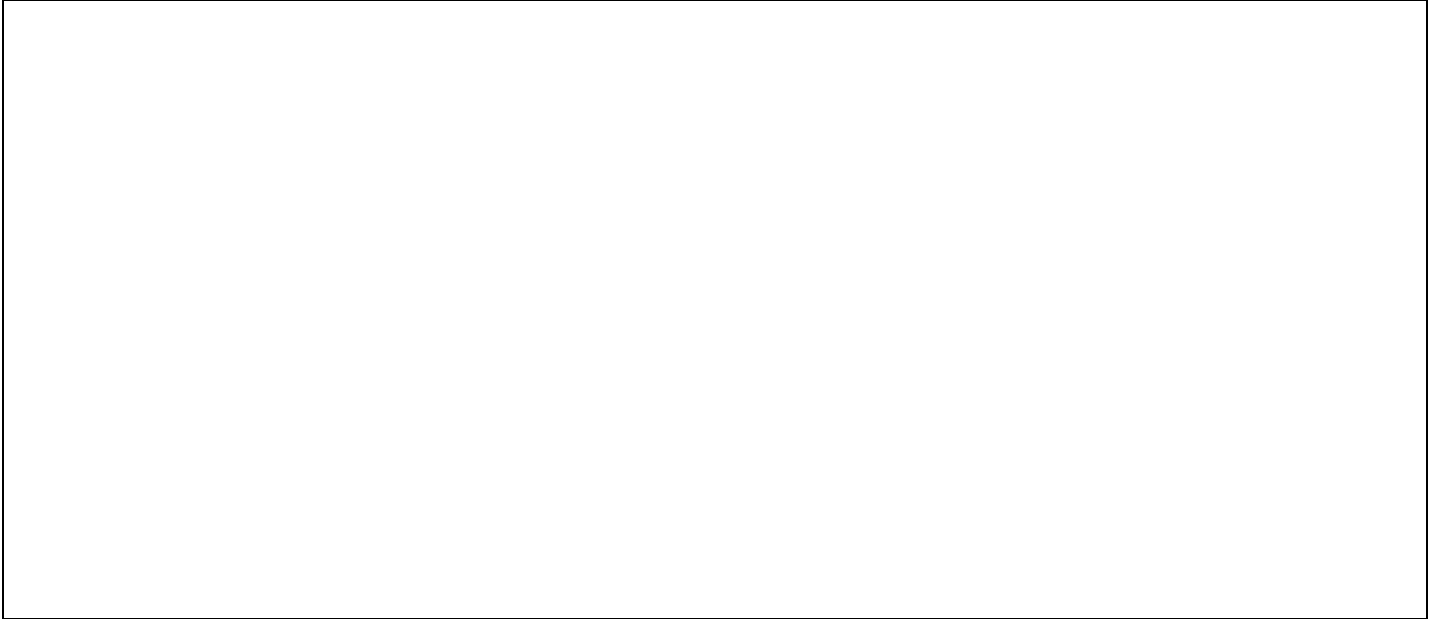
$12 - 5 =$

$68 - 7 =$

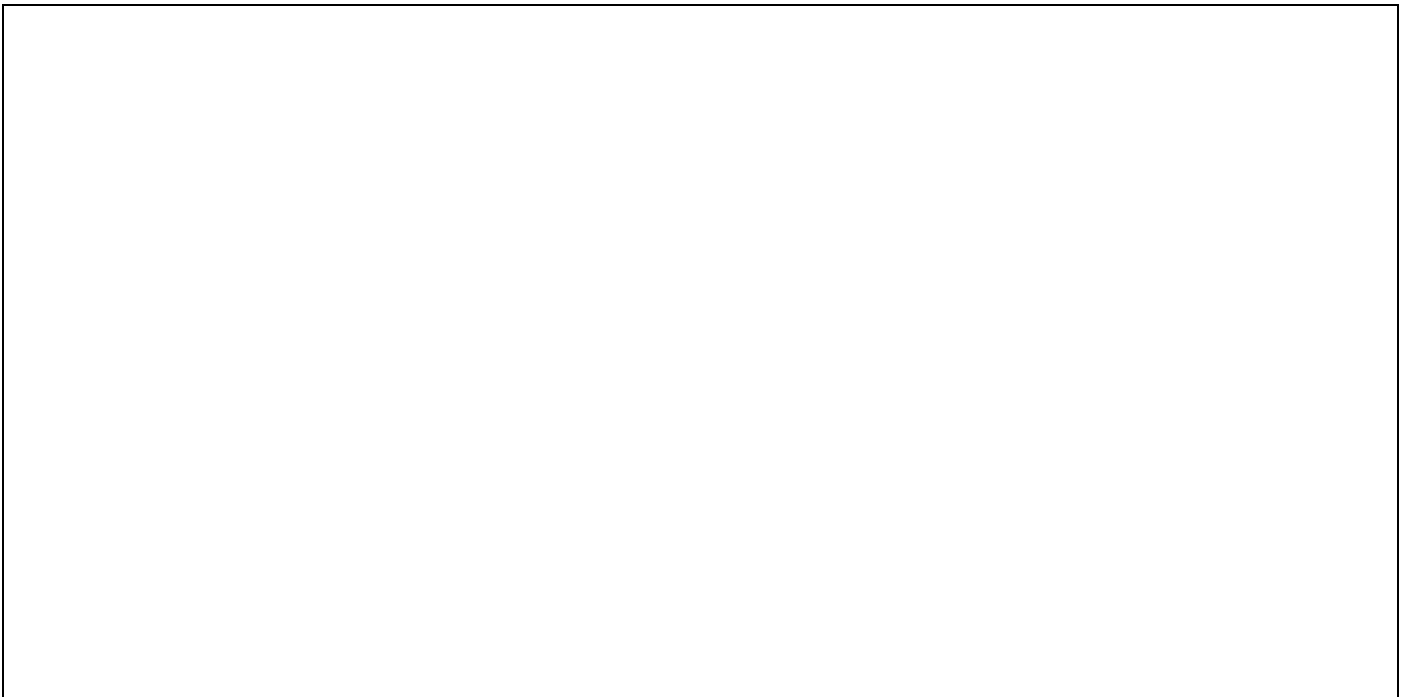
$34 - 12 =$

$37 - 23 =$

Activity 2: Pretend you are a teacher. How would you explain the jump strategy for subtraction?



Activity 2: Is the jump strategy the most efficient strategy for subtracting 3-digit numbers? Why or why not?



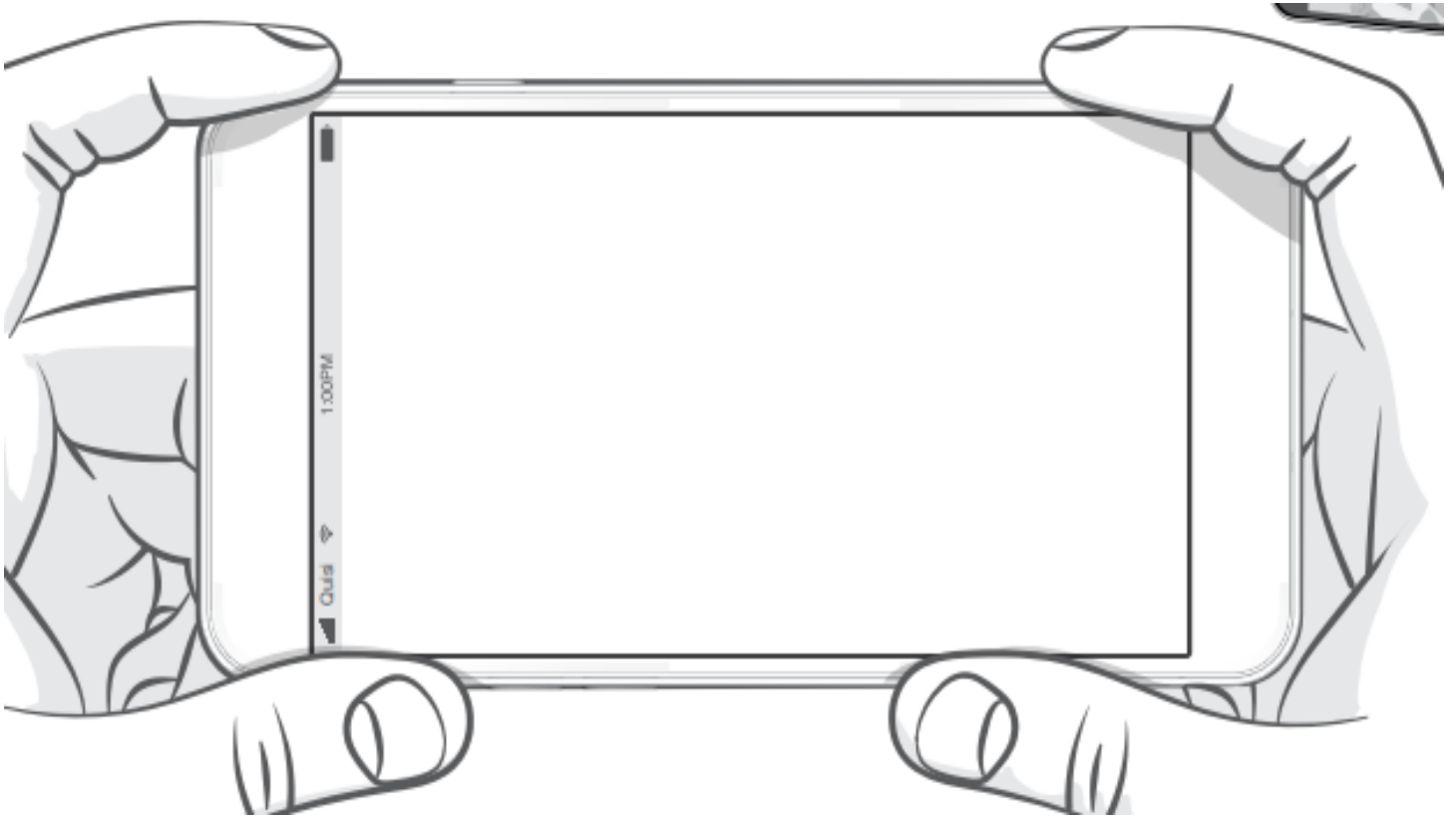
Week 1 Wednesday: History

We are learning about families

- I can name people in my close family
- I can describe activities that we like to do together

Instructions

1. Draw a 'selfie' picture of your family.
2. Answer the questions about your family.



Who is in your family? What things do you like to do together?

Morning Routine

2021 JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			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

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What day is it today? ___/___/___

What Month comes next? ___

Skip count ___ by ___ starting at ___

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

Describe today's weather? ___



Show the time ___
on the clock:



Tell me 3 things you love to eat .

- 1.
- 2.
- 3.

Week 1 Thursday: Phonics (Activity 1)

We are learning to use the ow/ou phoneme.

- I can identify where the phoneme is in a word
- I can read words that use the phoneme
- I can write words that use the phoneme
- I can use words with the ow/ou phoneme in a sentence

Activity Instructions:

- Use the below letters around to create different ow words.
- Write 10 silly sentences using your ow/ou words.



Week 1 Thursday: Shared Reading (Activity 3)

We are learning to use our comprehension strategies to respond to text.

- I can identify who the story is about
- I can identify where the story took place
- I understand what the story is about
- I can identify the hidden message in the story

Shared Reading Activity Instructions:

- Watch or read the story "The Lorax" (If you don't have access to this book, choose a different book)
- Complete the 'response to reading' activity
- Draw a picture of yourself with 'The Lorax' (or main character of your book)
- If you have Netflix, watch The Lorax.

Response to Reading

Who?

Where?

What?

Hidden Message

Week 1 Thursday: Number (Activity 5)

We are learning to represent numbers in different ways

- I can partition 2-digit numbers to make new numbers
- I can make and break 2-digit numbers
- I can represent a 2-digit number in lots of different ways

Complete the activities below to show different ways that you can represent the number 82.

The image contains several mathematical activities:

- Ten Frames:** A large cyan-bordered box containing 12 ten frames (2 columns of 5 rows each).
- Number Line:** A yellow-bordered box with a horizontal line and arrows at both ends, labeled "1 less" on the left and "1 more" on the right. The number "65" is written in a blue box in the center.
- Place Value:** A red-bordered box with two columns labeled "tens" and "ones".
- Operations:** A blue-bordered box with a plus sign and an equals sign, and a green-bordered box with a minus sign and an equals sign.
- Comparison:** A yellow-bordered box with a less-than sign, an equals sign, and a greater-than sign.
- Number Labels:** A pink-bordered box labeled "Number" containing "65", a blue-bordered box labeled "10 more", and a green-bordered box labeled "10 less".

Thursday, Week 1 (Activity 6)

Positional Language

Activity Instructions:

Positional Mapping Words

1. Write instructions to get from the Marina to the bank. Use the roads until you get to your destination.
2. Use a new sentence for each instruction.

Learning intention:

We are learning about position

Success criteria

I can use positional words to describe the relationship between places on a map! (words like left, right, half turn, full turn, quarter turn).



Week 1 Thursday: Art

Instructions

- Collect nature items such as sticks, petals, pine cones, rocks, flowers, stones etc.
- Arrange your items to create an 'insect sculpture' like in the pictures below.
- Draw a picture of what your sculpture looks like.



My Nature Insect Sculpture

Morning Routine

2021 JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			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

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What day is it today? ___/___/___

What Month comes next? ___

Skip count ___ by ___ starting at ___

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

Describe today's weather? _____



Show the time _____
on the clock:



Tell me 3 reasons why we should look after trees

- 1.
- 2.
- 3.

Week 1 Friday: Number (Activity 5)

We are learning to represent numbers in different ways

- I can partition 2-digit numbers to make new numbers
- I can make and break 2-digit numbers
- I can represent a 2-digit number in lots of different ways

Complete the activities below to show different ways that you can represent the number 82.

The image contains several mathematical activities:

- Ten Frames:** A large cyan-bordered box containing 10 empty 2x5 ten frames, with the text "Ten Frames" written vertically to the right.
- Tens and Ones Chart:** A red-bordered box divided into two columns labeled "tens" and "ones".
- Number Line:** A yellow-bordered box containing a horizontal number line with the number 82 written in the center.
- Number Box:** A pink-bordered box containing the number 82.
- 10 more:** A blue-bordered box containing the text "10 more" and a blank space for an answer.
- 10 less:** A green-bordered box containing the text "10 less" and a blank space for an answer.
- 1 less:** A yellow-bordered box containing the text "1 less" and a blank space for an answer.
- 1 more:** A red-bordered box containing the text "1 more" and a blank space for an answer.
- Comparison:** A yellow-bordered box containing a less-than sign (<), an equals sign (=), and a greater-than sign (>), with blank spaces for numbers.
- Addition:** A blue-bordered box containing a blank space, a plus sign (+), a blank space, an equals sign (=), and a blank space for an equation.
- Subtraction:** A green-bordered box containing a blank space, a minus sign (-), a blank space, an equals sign (=), and a blank space for an equation.

Week 1 Friday: Phonics (Activity 2)

We are learning to use the ow/ou phoneme

- I can identify where the phoneme is in a word
- I can read words with the phoneme
- I can write words with the phoneme
- I can use words with the phoneme in a sentence

Look, cover, write and check the following ow/ou words.

Look & Cover	Write	Check
loud		
crown		
down		
shout		
proud		
town		
about		
tower		
fountain		
thousand		

Friday, Week 1 (Activity 6)

Position and Direction

Learning intention:

We are learning to use positional language

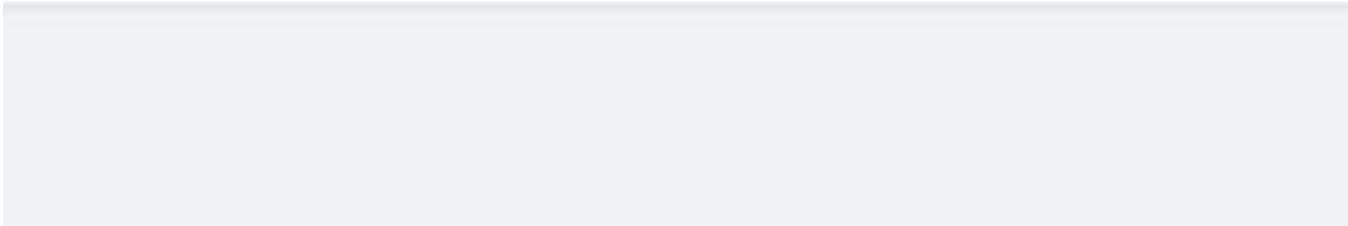
Success criteria:

I can use positional words to where things are in relation to other objects.

I can give directions using positional language.

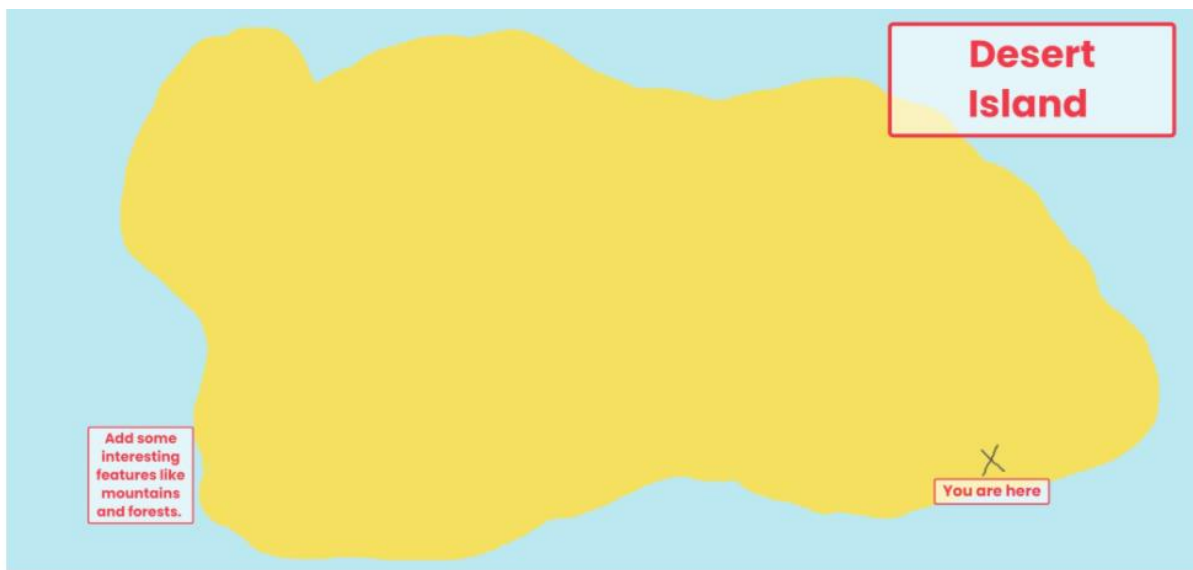
Activity Instructions:

- Cut out the animals underneath the table.
- Glue the pictures in different places on and around the table.
- Write where you have placed the pictures in relation to the table, using words like besides, next to, above, below, behind, under, over
- Once you have finished, pretend you are a pirate and you have hidden treasure on a desert island.
- Draw the map and write the directions on how to find the treasure.



Pretend you are a pirate and you have hidden treasure on a desert island.

Draw a map and write directions on how to find the treasure.



Week 1 Friday: History

We are learning about families

- I can name people in my close family
- I can name people in my extended family
- I can organise my ideas on a family tree
- I can identify the connections between people in my family

Instructions

1. Read through the information on family trees
2. Draw a picture of your own family tree

A family tree is a way to show how relatives are connected. Some family trees can be big and show lots of relatives. Family trees can also go back for many generations.

3 Take a closer look and chat about 'who's who?' on the family tree.

Useful words

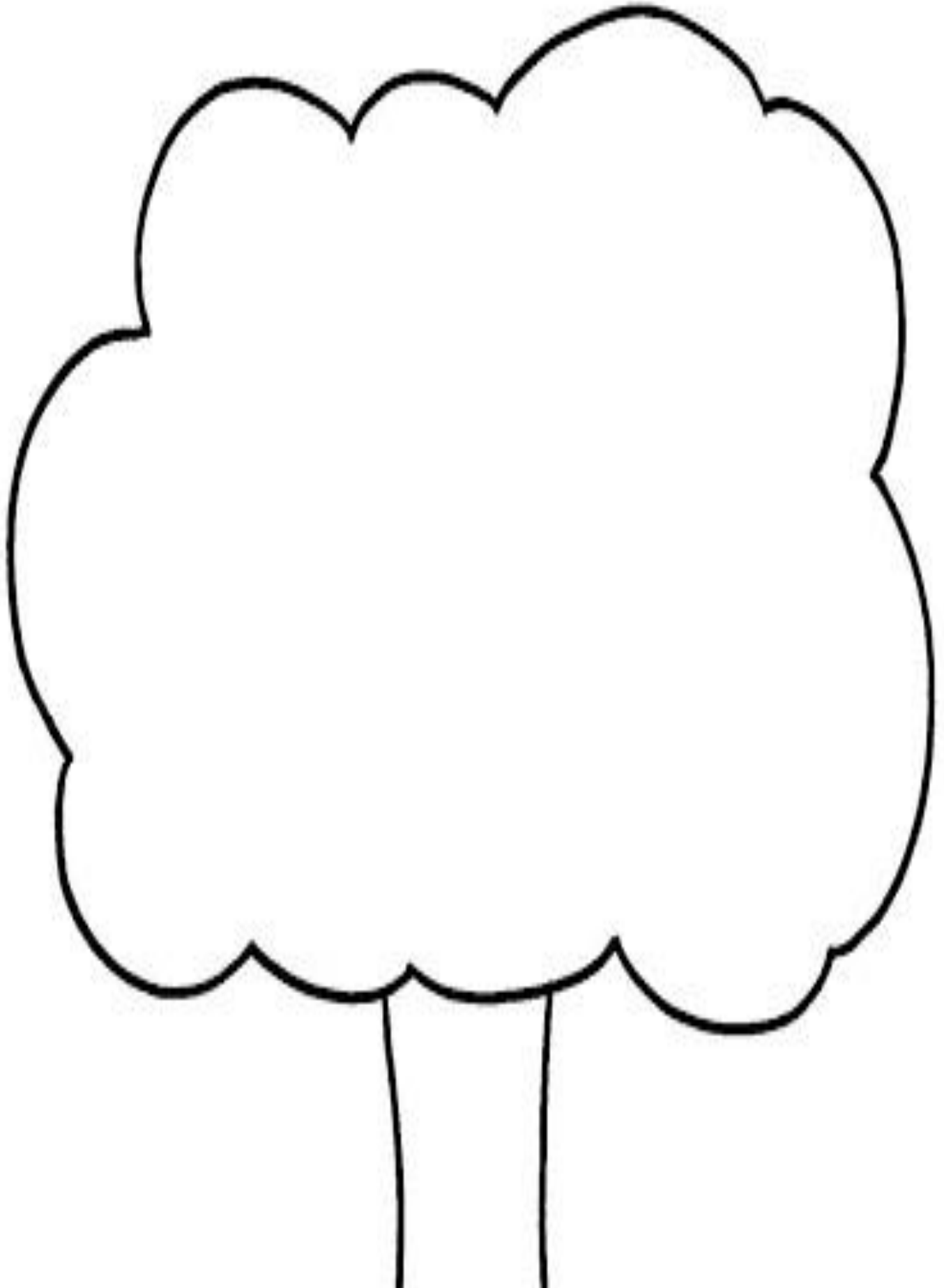
- ★ grandparents
- ★ parents
- ★ siblings
- ★ uncle
- ★ aunty
- ★ niece
- ★ nephew

A generation describes people who were born about the same time.

Family Tree

Week 1 Friday: History

My Family Tree



Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations(e.g. I am capable of making it through this storm)

Unit 4 - ow ou

Target Representations

ow		ou	
cow	meow	out	mount
how	allow	ours	hound
now	scowl	ouch	south
sow	tower	lout	pouch
owl	cower	foul	fountain
bow	drowsy	loud	amount
row	cowboy	tout	bound
wow	flower	shout	boundary
vow	power	cloud	cut-out
paw		bout	flout
jowl		about	grout
prowl		trout	mound
fowl		proud	outside
cowl		clout	counting
crown		scout	thousand
down		found	
frown		mouth	
brown		count	
growl		sprout	
clown		couch	
crowd		crouch	
howl		pound	
town		ground	
gown		sound	
		noun	

Extension Representations

ough

plough

bough

drought

