

# Remote learning Grid – Week 4 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 2/8	Tuesday 3/8	Wednesday 4/8	Thursday 5/8	Friday 6/8
	<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>	<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>
<b>Morning</b>	<b>English</b> <ul style="list-style-type: none"> <li>• Seesaw phonics Deletion 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</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 Addition 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 choice board activity. Offline complete the corresponding worksheet.</li> <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</li> </ul>

	Monday Date 2/8	Tuesday 3/8	Wednesday 4/8	Thursday 5/8	Friday 6/8
	corresponding worksheet.				corresponding worksheet.
<b>Wellbeing break</b>	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 Check-in via Zoom</b>  Details will be sent out via seesaw.  <b>News Topic via Zoom: Talk about 2 things you have learnt about Diary farms and cows.</b>
<b>Break</b>					
<b>Middle</b>	<b>Mathematics</b> <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 activity 'Numbers 1-30'. Offline complete the corresponding worksheets.</li> <li>• Complete the Seesaw activity for area. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>	<b>Mathematics</b> <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 activity 'Numbers 1-30'. 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>	<b>Mathematics</b> <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 activity Subitising dot patterns. Offline complete the corresponding activity.</li> <li>• Complete the Seesaw activity for area. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>	<b>Mathematics</b> <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 activity Subitising dot patterns. 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>	<b>Mathematics</b> <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 area. Offline complete the corresponding worksheet.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> </ul>

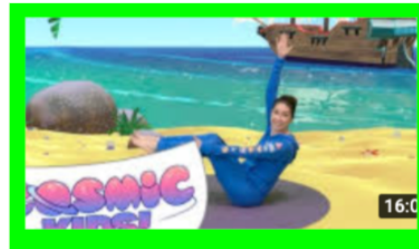
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<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: Dairy Farms Seesaw activity. Offline complete the corresponding worksheet.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Science: Dairy products we get Seesaw activity. Offline complete the corresponding worksheet.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Library: On Seesaw complete the Read to activity - A year on our farm. Offline read a story from home with family member. Talk about what happens in the story.</li> </ul>	<b>KLA</b> <ul style="list-style-type: none"> <li>• Health – What are my favourite activities. Complete either the Seesaw activity or the corresponding worksheets.</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>

# Wellbeing Grid Week 4

CHOOSE ONE WELLBEING ACTIVITY TO COMPLETE EACH DAY.



[CLICK HERE FOR GREAT BARRIER REEF COLOURING IN](#)



DRAW A PICTURE OF A HAPPY MEMORY OF SOMETHING YOU HAVE DONE WITH A FRIEND OR FAMILY.

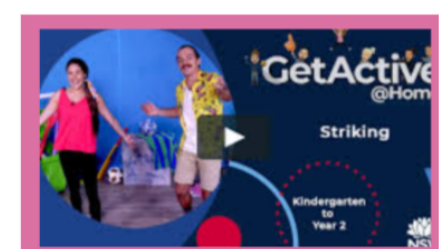


[CLICK HERE FOR A MINDFUL BREATHING EXERCISE](#)



[CLICK HERE FOR A MINDFUL BREATHING EXERCISE](#)

DO SOMETHING TO HELP OUT AROUND YOUR HOUSE. E.G. SET THE TABLE FOR A FAMILY MEAL OR HELP PUT AWAY THE GROCERIES.



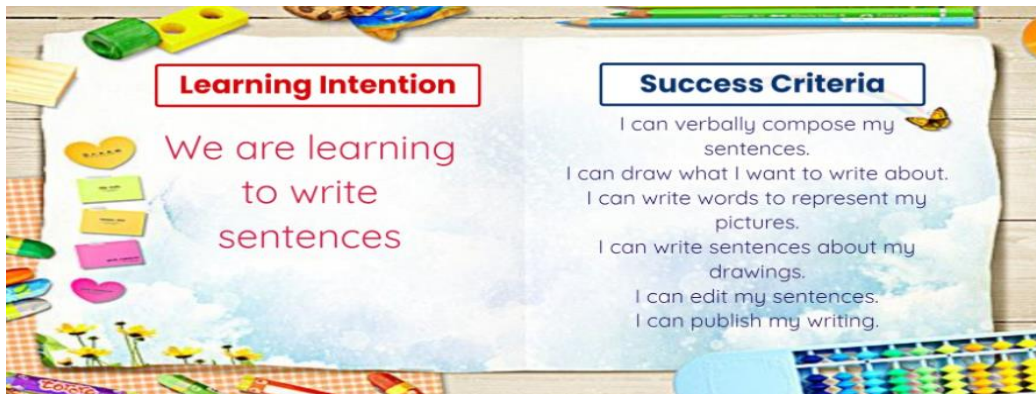




pants	Delete 'p' from the start of the word	
card	Delete 'd' from the end of the word	
clap	Delete 'l' from the word	
pink	Delete 'k' from the end of the word	
pink	Delete 'p' from the start of the word	

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

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



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

1. Write the youtube click about cows

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

or read the extract provided with a parent

2. Talk with a member of your family about:

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

3. Label the cow

## Reading Extract about cows.



### **Facts about cows:**

- There are over 1000 different breeds of cattle in the world.
- There are over 1.4 billion cattle in the world.
- Baby cows are called calves
- The adult female is called a cow.
- The adult male is called a bull.
- They like to eat plants and grass
- Cows get used for various things like dairy, meat, and even leather.
- Dairy cows produce 90% of the milk we use.
- They eat about 40 pounds of food a day.
- Cows can hear both higher and lower frequencies better than human beings.
- You often see a cow chewing. They chew at least fifty times a minute and has 40,000 movements of their jaw per day.
- Most of the time, we see a cow standing, but they sit down and stand up around fourteen times each day.
- When you see a cow grazing, they are not biting the grass but instead curling their tongues around it.
- They have just one stomach, that's divided into four different compartments for digestion.
- The length of time for a cow to be pregnant is the same as humans: nine months.
- Cows produce a lot of saliva. They make so much saliva that it totals to around 125 pounds per day.
- A typical day for a cow is 8 hrs. eating, 8 hrs. chewing their cud and 8 hrs. sleeping.
- Cattle are big grassy eating mammals with cloven hooves.
- They are the most common types of domesticated hoofed animals

### **Dairy cows**

Dairy cattle are used explicitly for milking. Most farms will have a herd of cows. Regular mating with a bull is needed to produce calves, which in turn keeps the milk supply going. Cows need milking at least twice a day.

Some dairy herds are kept in sheds and barns most of their lives and are fed feed specially adapted for cows. They usually have enough room so that they can lie down comfortably.

You can milk cows by hand, but on most large dairy farms, they use milking machines.



Some other uses for this milk are turning it into ice cream, cheese, and even yogurt.

### **Beef cattle**

Beef cattle are explicitly used to provide meat. Steers are usually the preferred type of cattle used for beef because they are placid and will not fight each other. Heifers are also ideal for this purpose.

The cows within a beef herd are used to give birth and raise calves. Depending on the specific breed, they are not usually used for milking.

One nice thing is that beef cattle are often allowed to graze in large areas of open land because they do not need to be milked daily like dairy cattle.

The meat from a young calf is called veal and from older cattle, it's called beef.

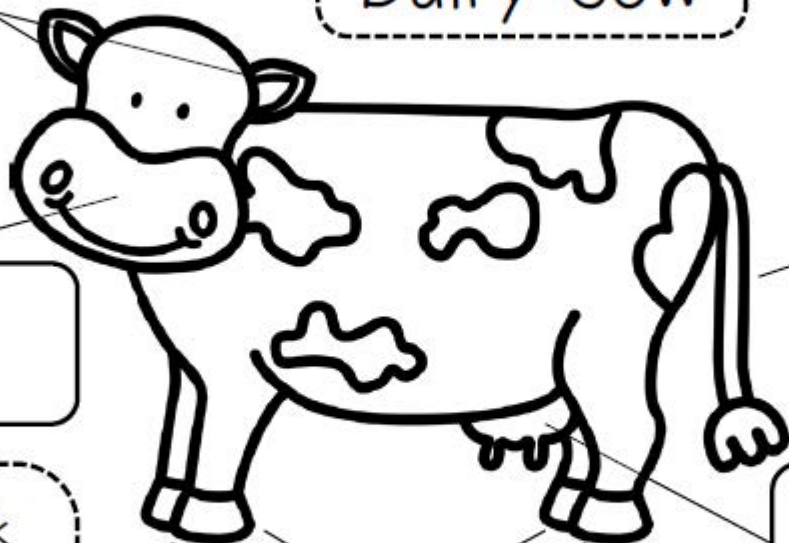
Meat that's cut into flat pieces and used for grilling or frying is called a steak. Most of the parts of the beast are used for this purpose. Every part of a creature is put to use, including the skin, which is useful for making leather.



Name:

Date:

# Labeling a Dairy Cow



## Word Bank

udder  
ears  
hooves  
tail  
nose

## Monday Number Activity

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

<https://www.youtube.com/watch?v=0TgLf3PMOc>

<https://www.youtube.com/watch?v=8jMmZaFvRpE>

**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

2. How fast can you order the numbers 1 to 30. Cut out the numbers on the next page. Use a timer to time yourself. Goodluck.

3. How fast can you write the numbers 1 to 30. Use a timer to time yourself.

1	11	20
19	2	12
21	27	3
14	4	22
5	23	13
26	6	28
15	24	7
18	8	16
25	9	29
30	17	10

# Area Lesson 3 Monday

## Comparing Areas

We are learning about area.

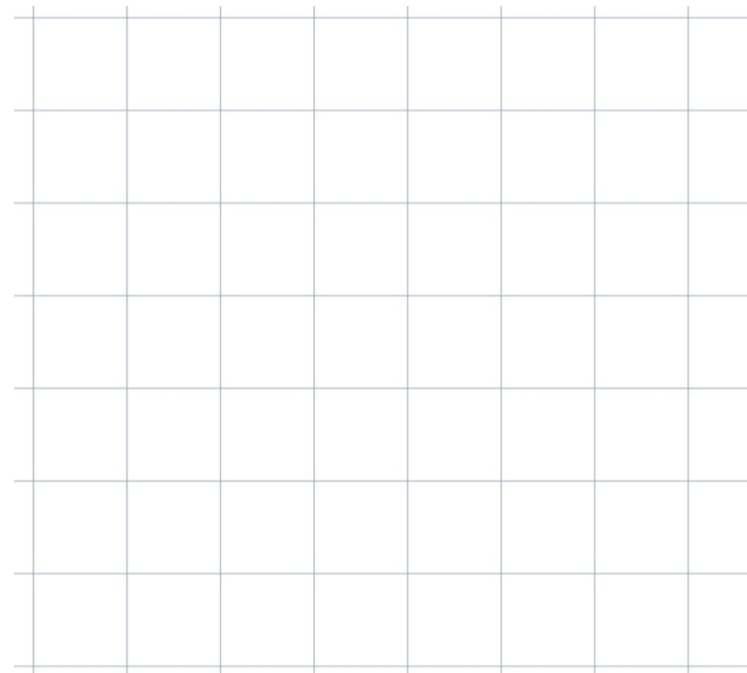
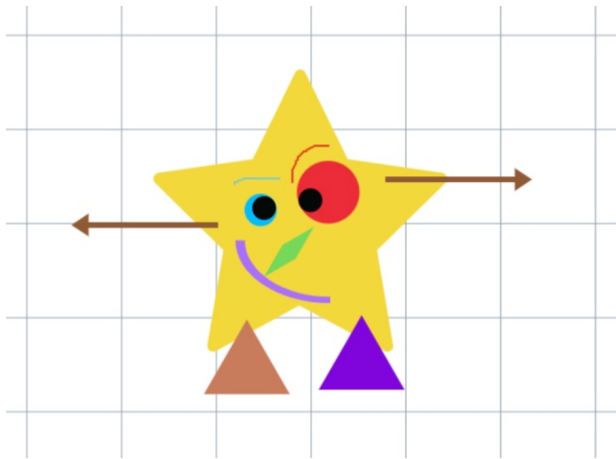
I can describe area as the amount of surface

I can make closed shapes and compare the area

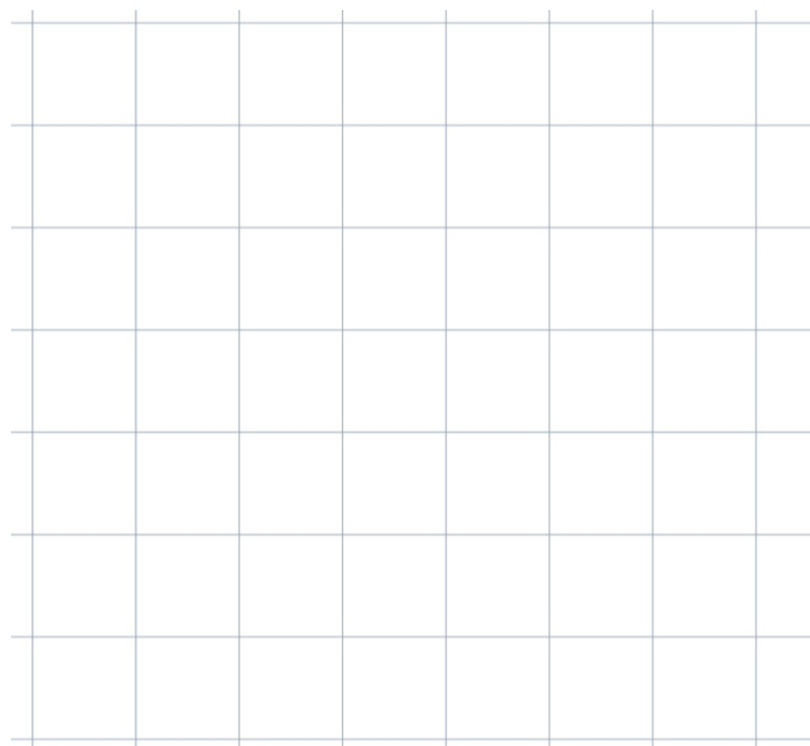
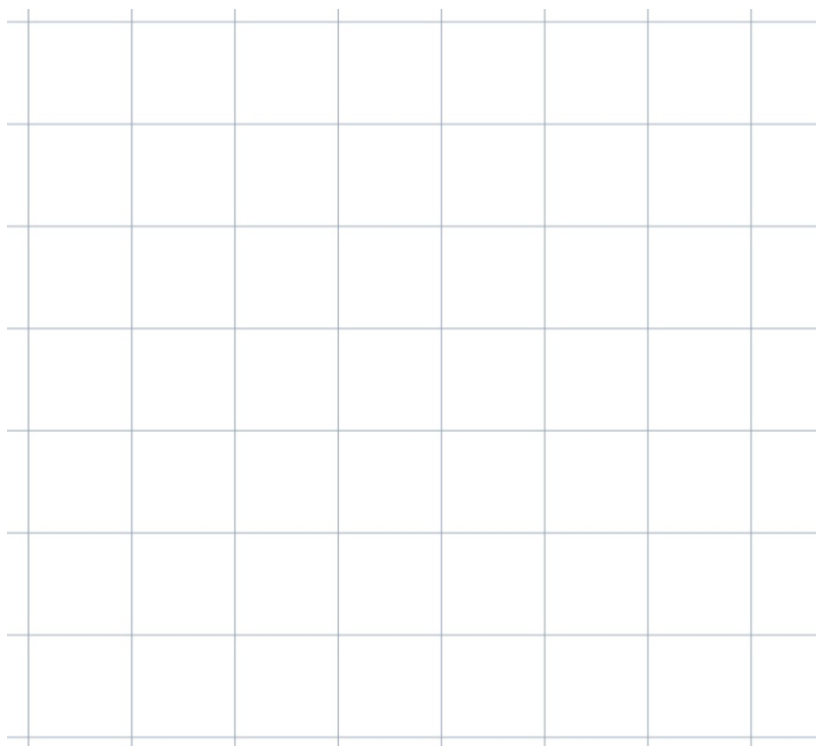
Area is the space inside a shape.

Create something that has a larger area than what your teacher has created.

1. Draw shapes onto the page to create a monster with a BIGGER area than your teacher's monster!



Challenge: show your understanding by drawing 2 shapes with **different sized areas** on this page.

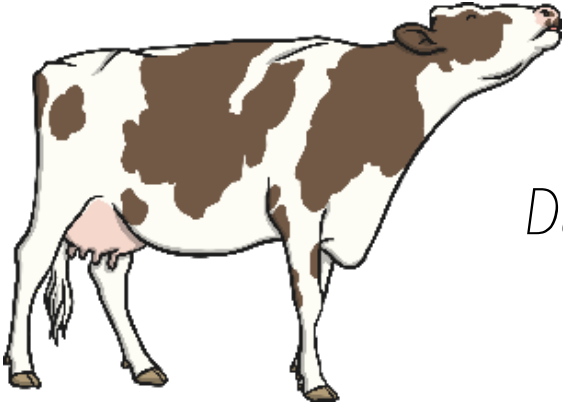




We are learning where products come from

I can talk and write about where food comes from.

I can talk and write about how our food goes from the farm to the shops




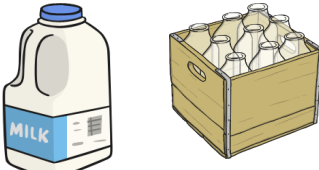



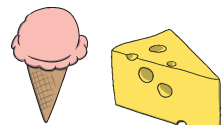
Dairy farms produce milk



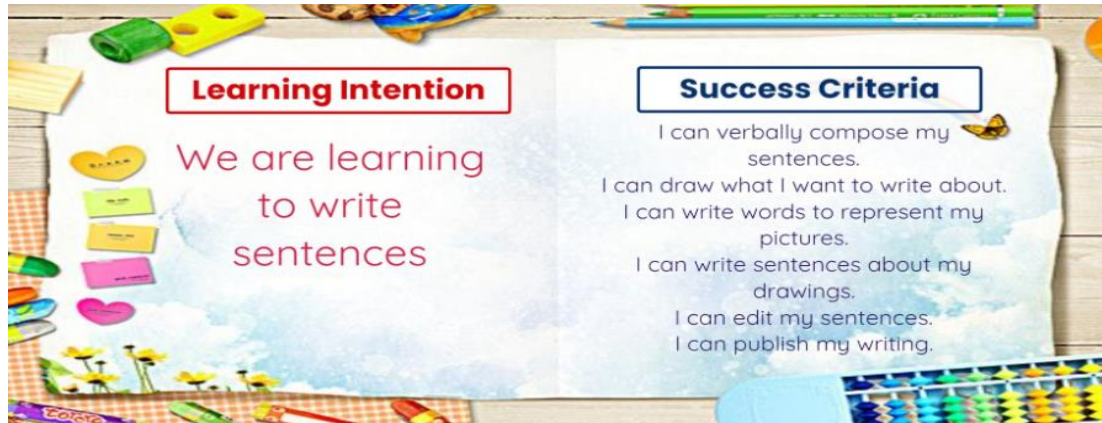
If you have access to YouTube watch this link explaining how milk is made.

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

Put the right number next to the step in the milk production process.

	The milk is taken in big refrigerated trucks to a factory.	
	The milk is bottled.	
3	The milk is pasteurised (cleaned).	
	Bottled milk is taken in trucks to the supermarket.	
	Cows are milked on a dairy farm.	
	Some milk is used to make cheese and other products.	

## Tuesday Writing Task – Plan



Yesterday you talked to a family member about:

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

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

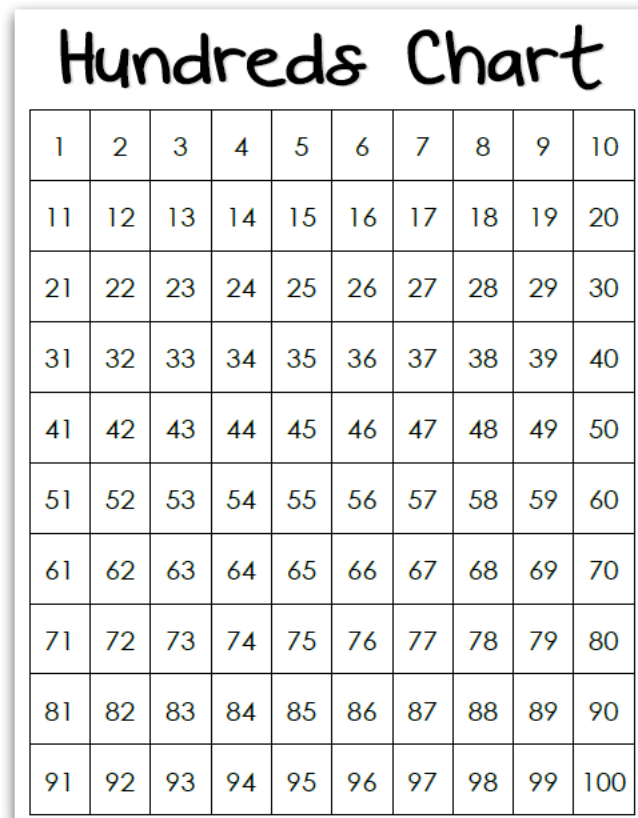
Where do cows live	What do cows eat
What products to cows give us	What interesting facts did you learn about cows

## Tuesday Number Activity

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

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

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



A hundreds chart titled "Hundreds Chart" in a handwritten font. The chart is a 10x10 grid containing numbers from 1 to 100 in sequential order, starting from the top-left cell (1) and ending at the bottom-right cell (100).

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
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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

2. How fast can you order the numbers 1 to 30 backwards. Use the cut-out numbers from Monday. Use a timer to time yourself. Goodluck.

3. How fast can you write the numbers 1 to 30. Use a timer to time yourself.

## Tuesday Maths: Crab Subtraction

### Learning Intention

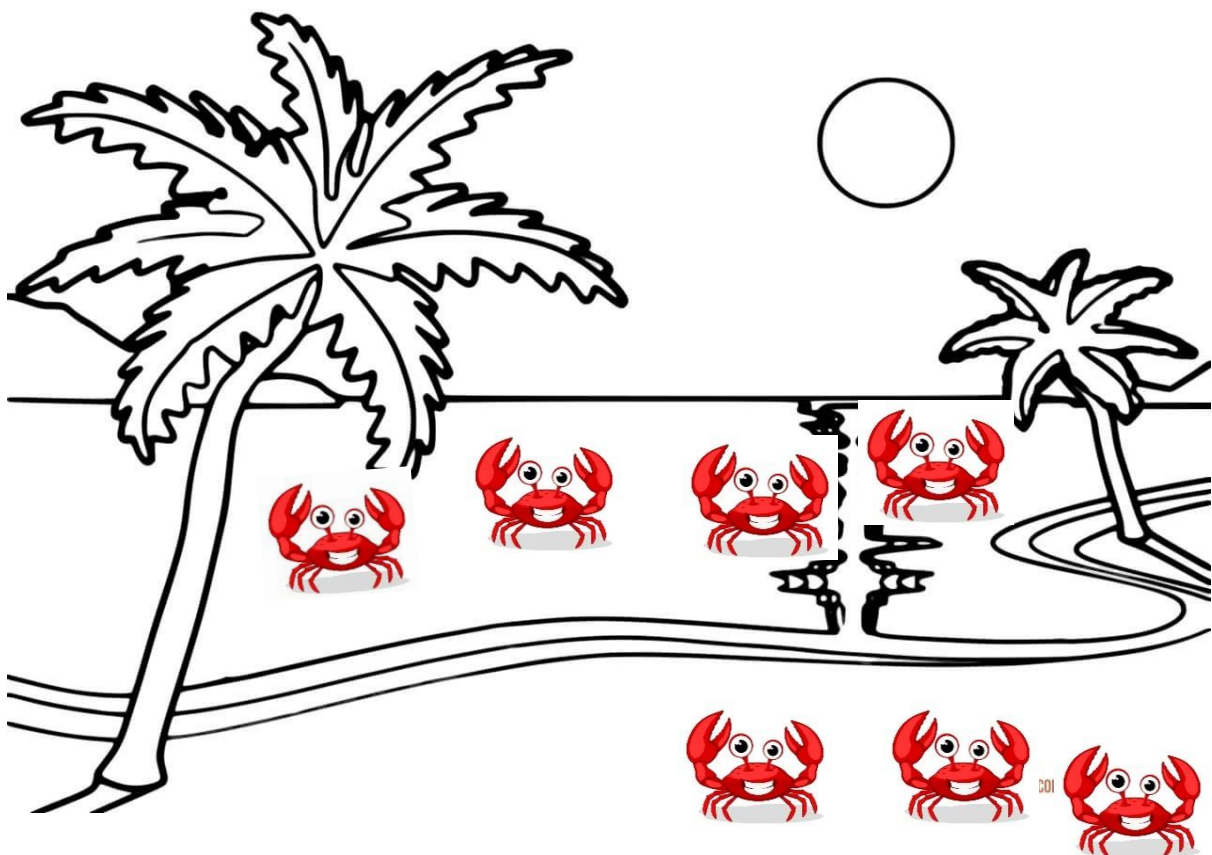
I am learning to subtract numbers.

### Success Criteria

I can count backwards.  
I can use concrete materials to take away the smallest number from the biggest number to find the difference.  
I can put the biggest number in my head and count backwards to find the answer.

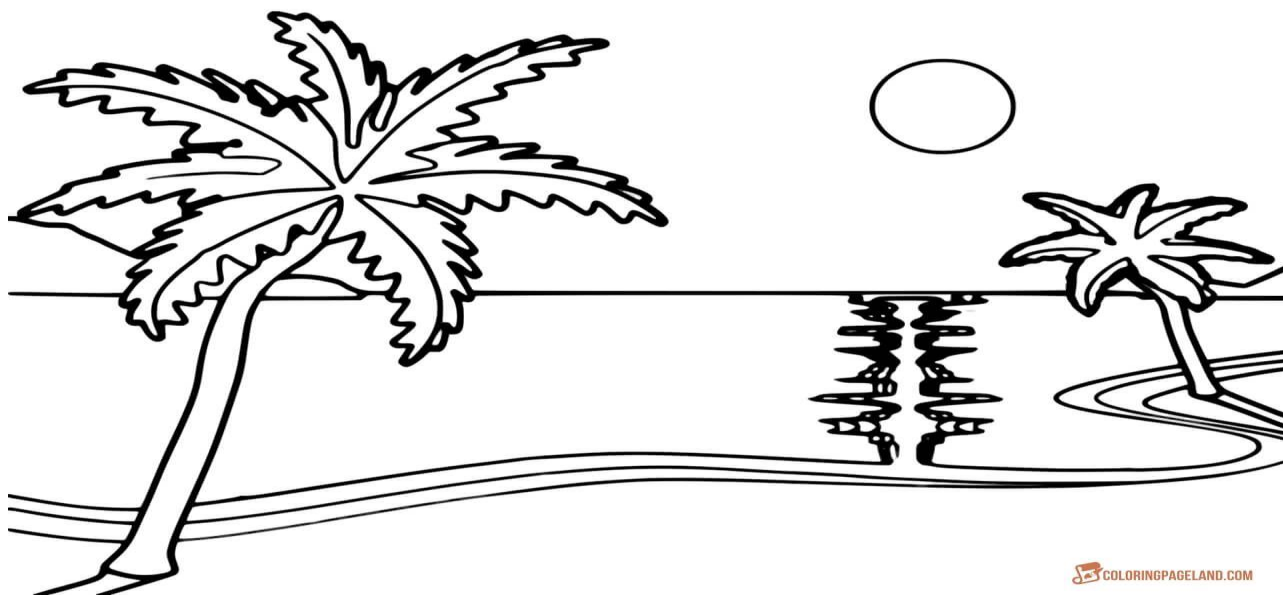
Read the number problem. Draw the picture to represent the problem. Complete the number sentence. The first one is done for you.

There are 7 crabs on a beach. 4 swam away. How many are left?



$$\underline{\quad} 7 \underline{\quad} - \underline{\quad} 4 \underline{\quad} = \underline{\quad} 3 \underline{\quad}$$

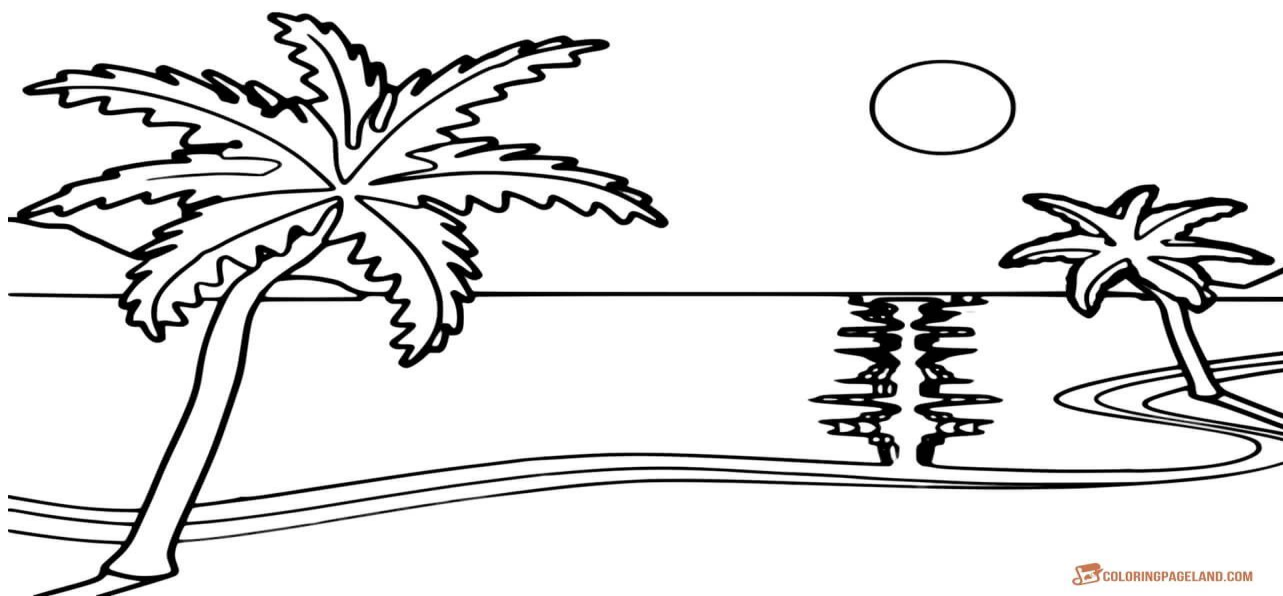
There are 5 crabs on a beach. 2 swam away. How many are left?



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$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

There are 6 crabs on a beach. 4 swam away. How many are left?

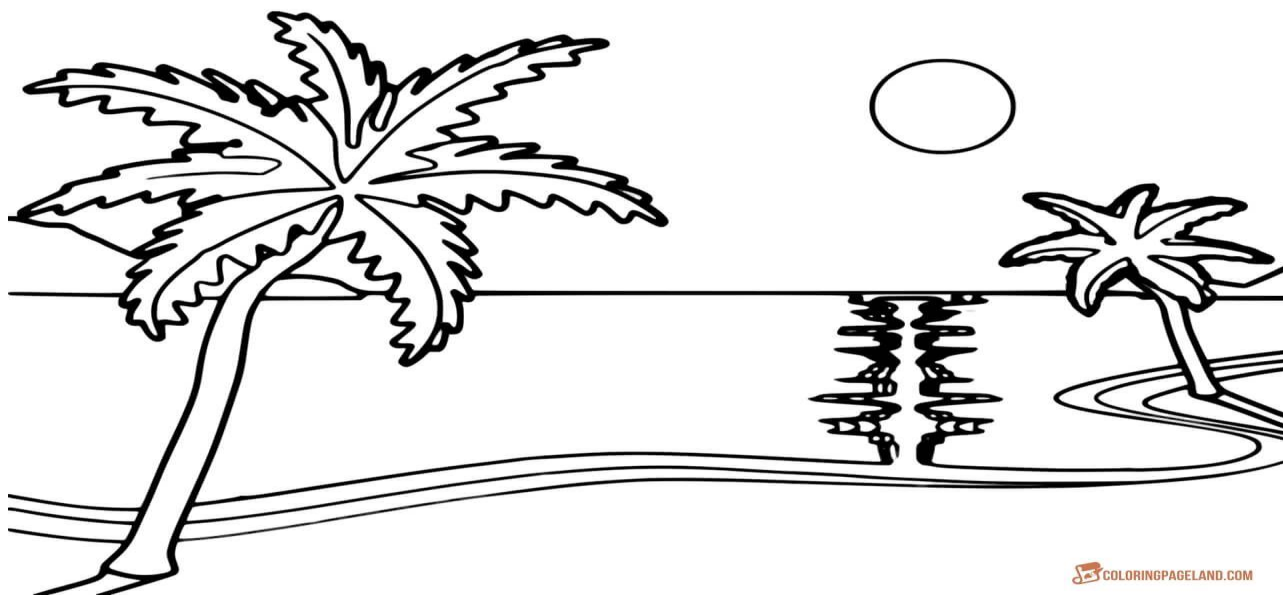


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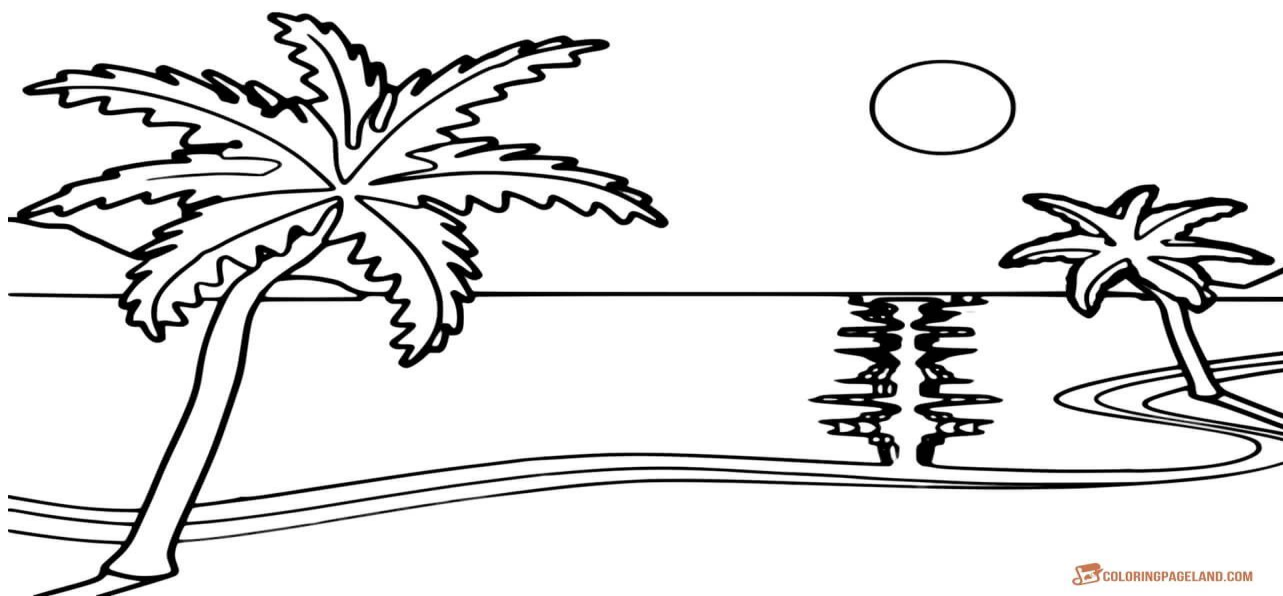
There are 7 crabs on a beach. 5 swam away. How many are left?



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$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

There are 8 crabs on a beach. 3 swam away. How many are left?



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$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

There are 10 crabs on a beach. 5 swam away. How many are left?

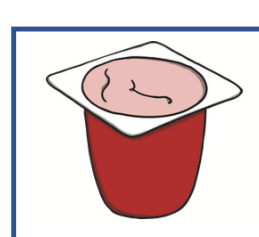
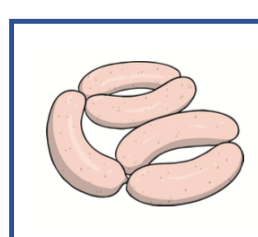
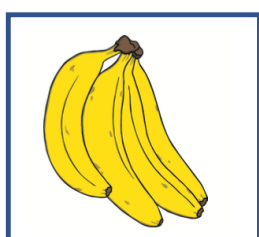
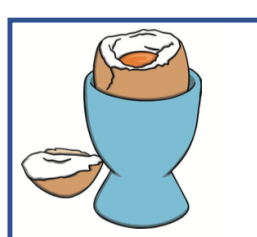
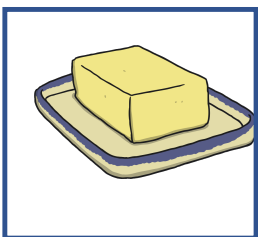
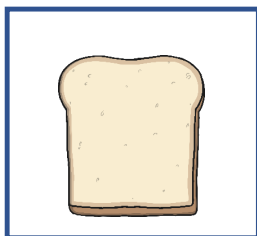
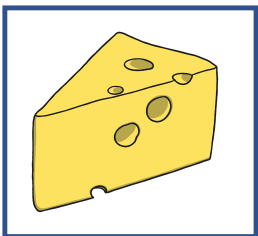
We are learning where products come from

I can talk and write about where food comes from.

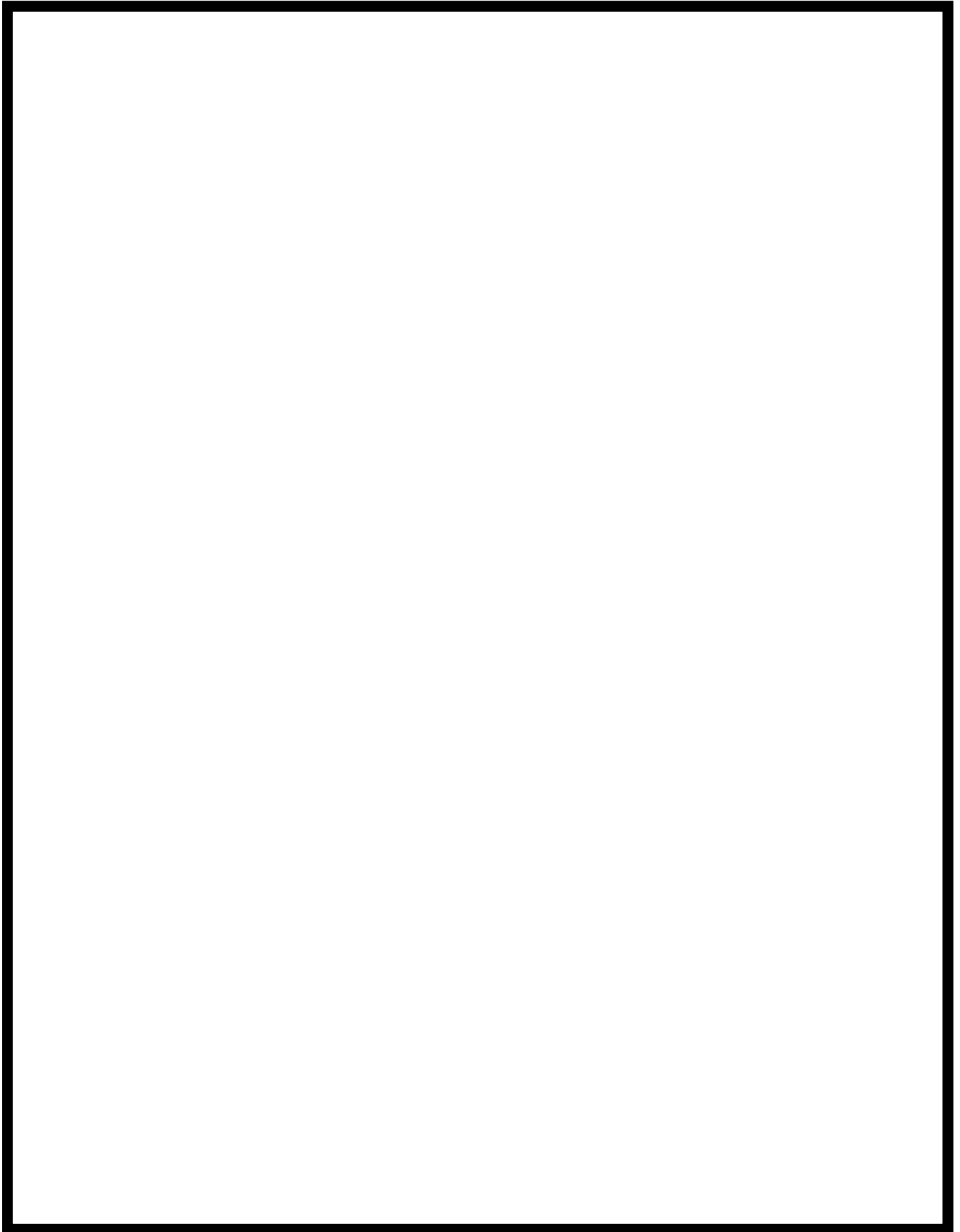
I can sort foods into dairy and non-dairy.

A dairy product is a 'made' (processed) food that uses milk to make the food. Think about whether or not each food has milk in it. Cut and paste the foods into the right column.

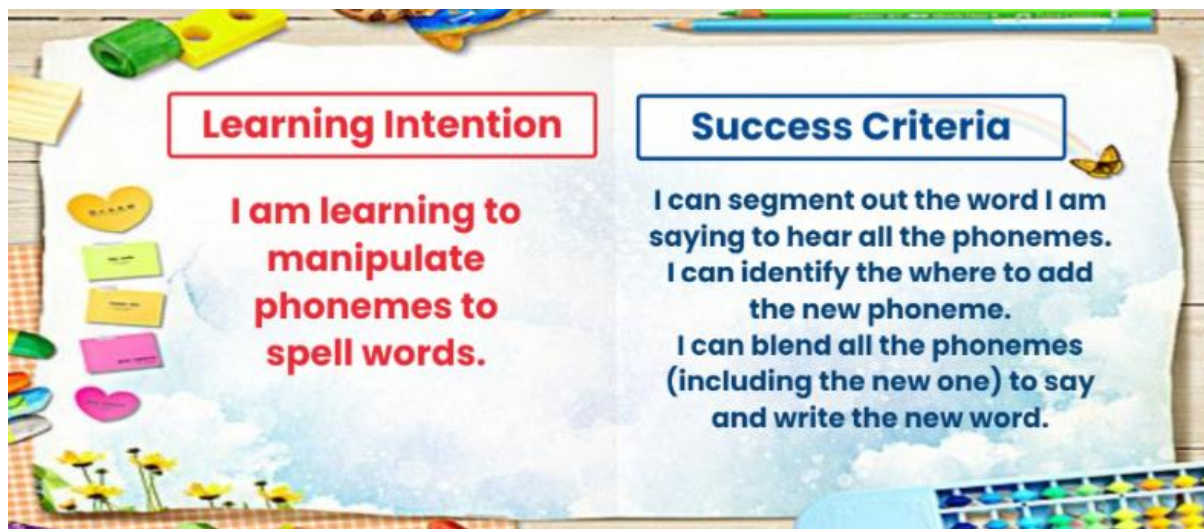
Dairy Product	Not a Dairy Product



Draw a picture of all the dairy foods you can find in your house. Make sure you label every food you find.



## Wednesday Phonics: Phoneme substitution



Read the word:	Follow the instructions to add a phoneme to the word.	Write the new word here. Blend the phonemes to read the new word.
fat	Add 'l' after the f	
led	Add 's' to the start of the word	
sell	Add 'm' after the 's'	
lip	Add 's' to the start of the word	
pin	Add 'ch' to the end of the word	



ban	Add 'd' to the end of the word	
ink	Add 'w' to the start of the word	
win	Add 't' to the start of the word	
plan	Add 't' to the end of the word	
stand	Add 'r' after the 't'	

## Wednesday Writing Task – Compose

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

Cows live

Cows eat

Cows give us

Cows have

Cows


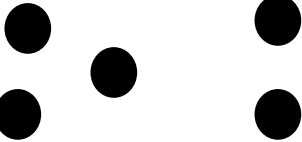
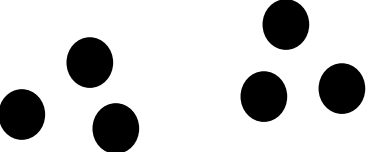
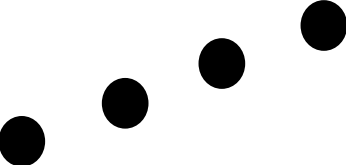
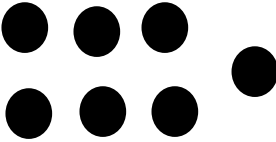

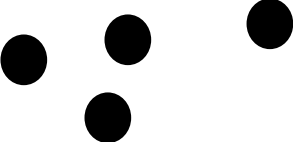
## Wednesday Number Activity

1. 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=0TgLf3PMOc>

<https://www.youtube.com/watch?v=8jMmZaFvRpE>

2. How fast can you recognise dot patterns. Use another piece of paper to cover the dot 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
		
		
		
		
		
		
		

# Area Lesson 4 Wednesday

## Area Hunt

We are learning about area.

I can describe area as the amount of surface

I can compare two areas by superimposing

Area is the size of a surface.

1. Put on your detective hat and go on an 'Area Hunt' around your house
2. Find things that have a small area and a big area
  - some good ideas might include a book or a photo frame.
  - drawing things from a 'birds eye view' (directly above) is the best way to compare areas
3. Draw the pictures in the correct column.

Small Area	Big Area

### 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.

Cows live

Cows eat

Cows give us

Cows have

Cows

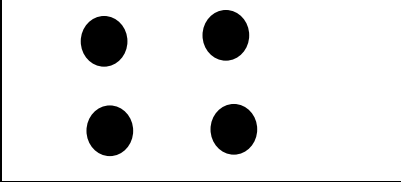
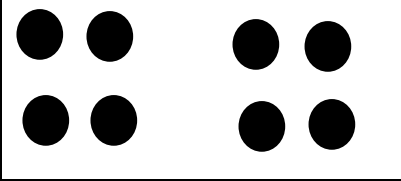
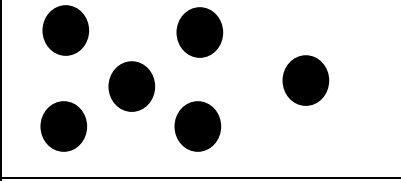
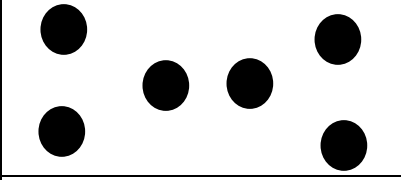
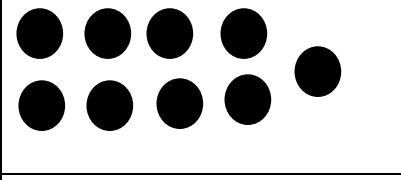
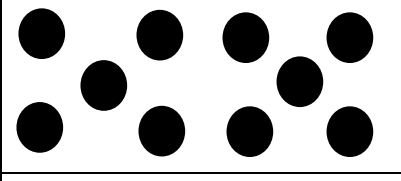
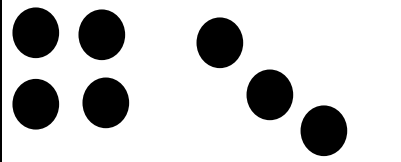
## Thursday Number Activity

1. 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>

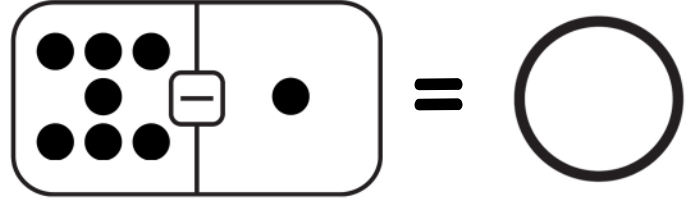
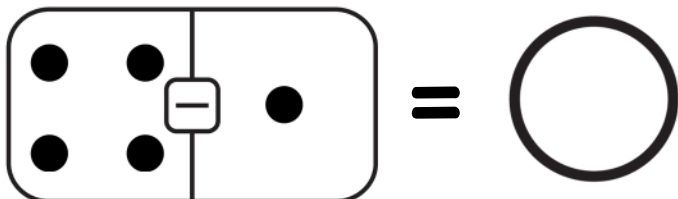
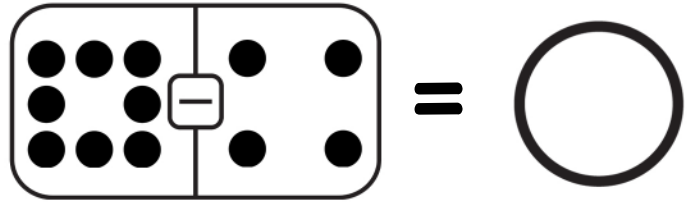
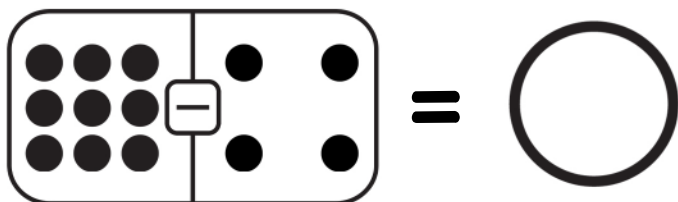
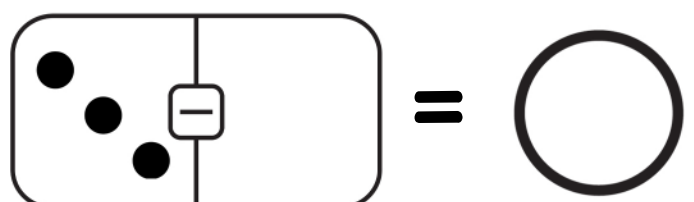
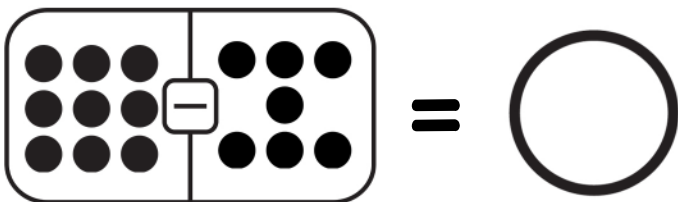
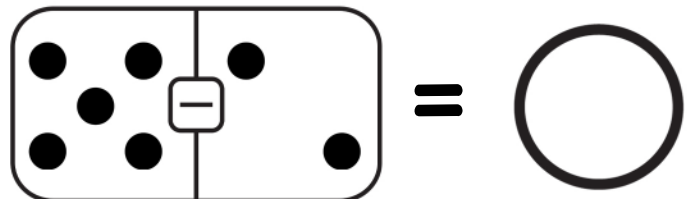
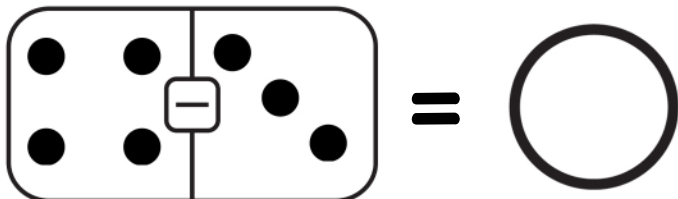
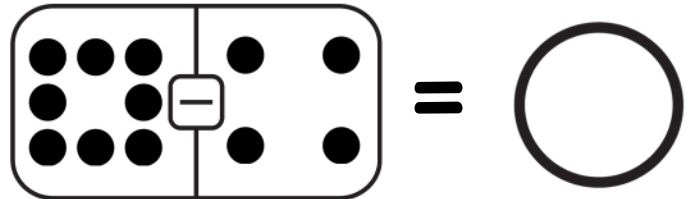
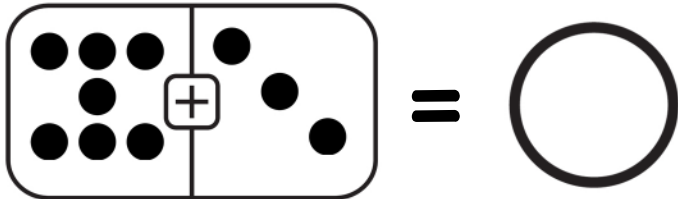
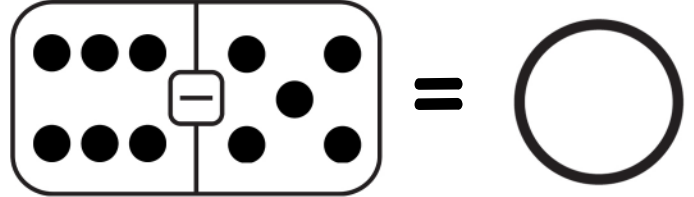
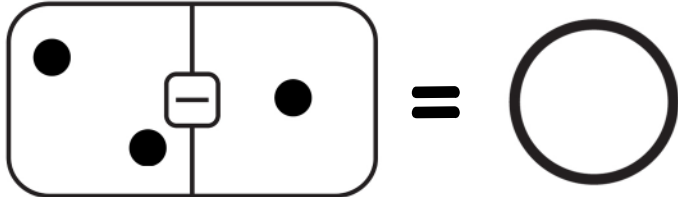
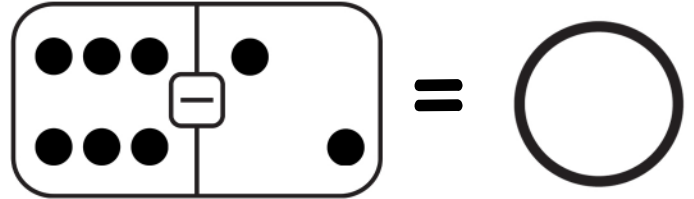
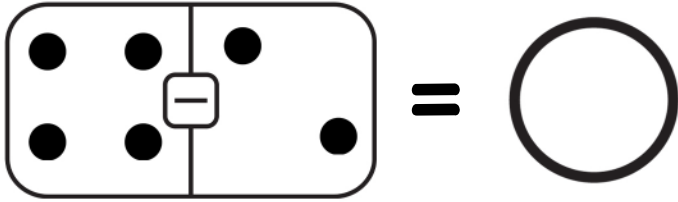
<https://www.youtube.com/watch?v=e0dJWfQHF8Y>

2. How fast can you recognise dot patterns. Use another piece of paper to cover the dot 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
		
		
		
		
		
		
		

# Subtraction

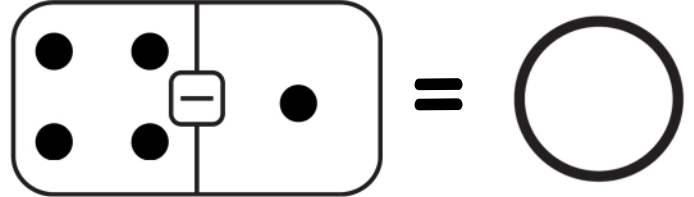
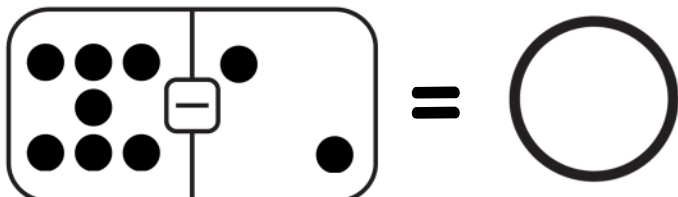
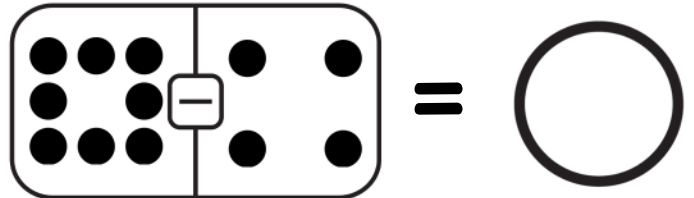
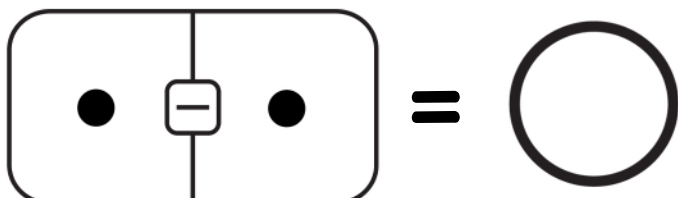
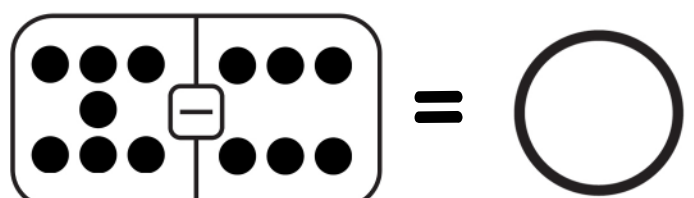
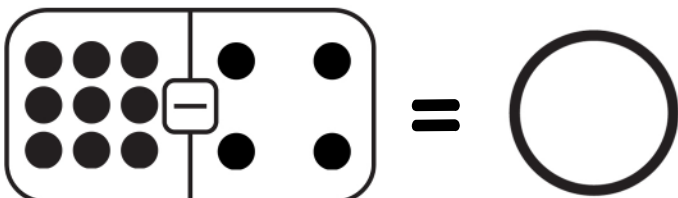
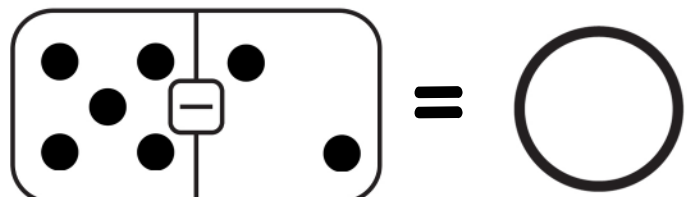
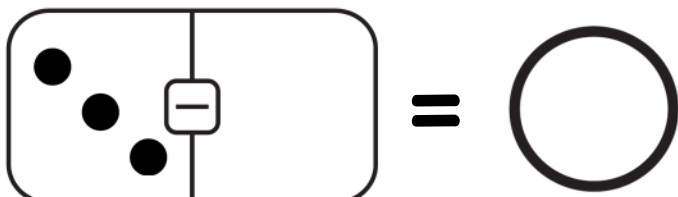
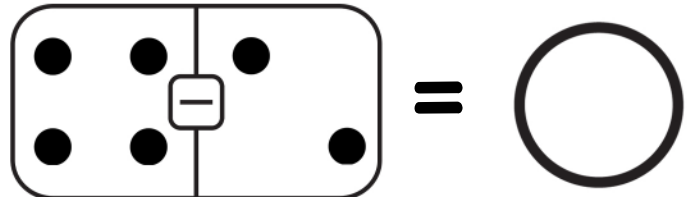
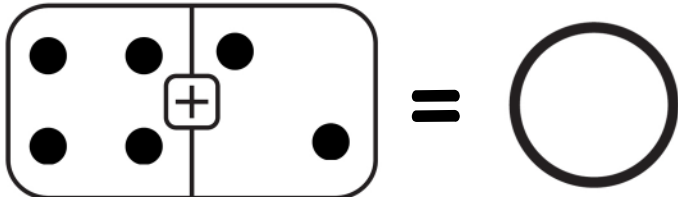
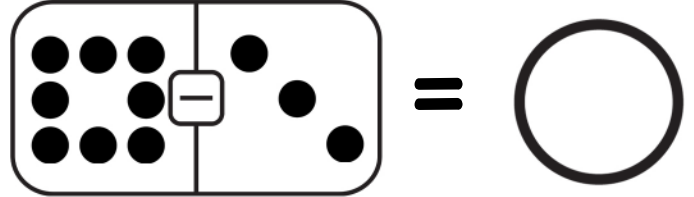
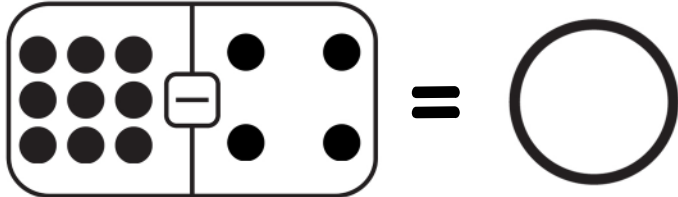
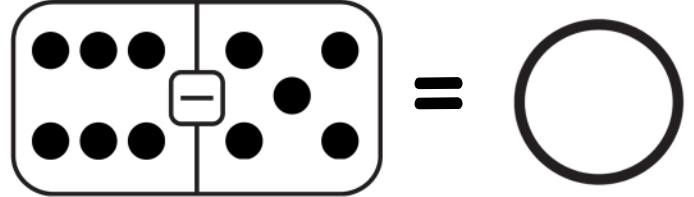
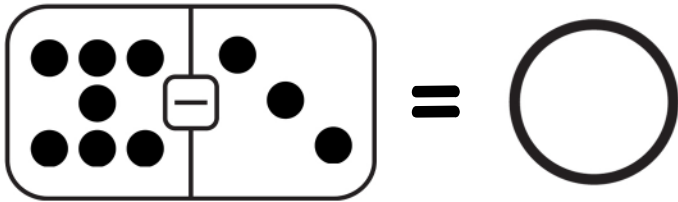
NAME: \_\_\_\_\_





# Subtraction

NAME: \_\_\_\_\_



**Week 4 Thursday 5<sup>th</sup> May 2021**

**PDH: What are my favourite activities?**

We are learning to value the importance of physical activity to personal health

I can make a personal list of preferred activities

I can interview parents and identify physical activities enjoyed by the family

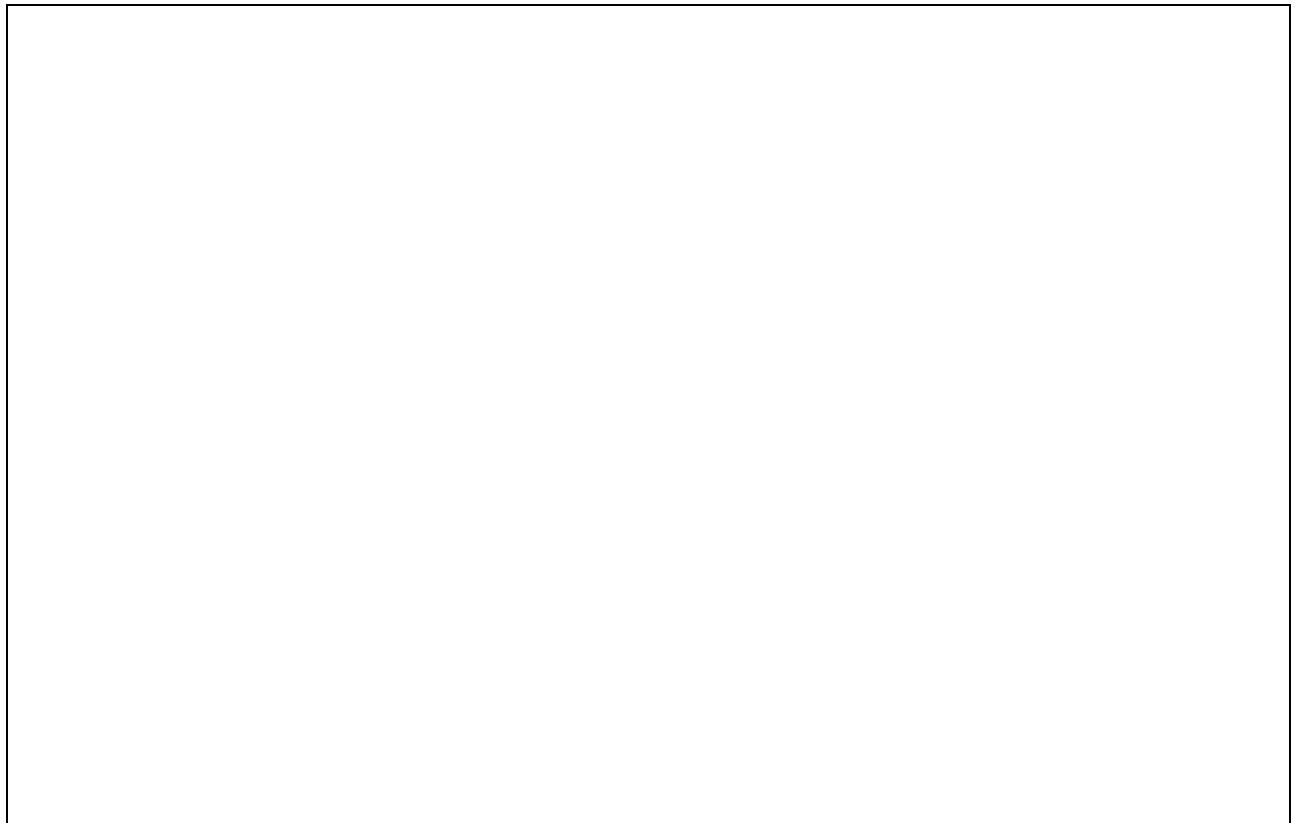
## 1. What are the children doing in these activities?



Write a sentence and draw a picture about a favourite activity that you enjoy doing:

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Being active means that we are using energy, breathing faster, and using our big muscles.

2. **Circle** the activities above that use lots of energy (**active**). The others are **passive**.

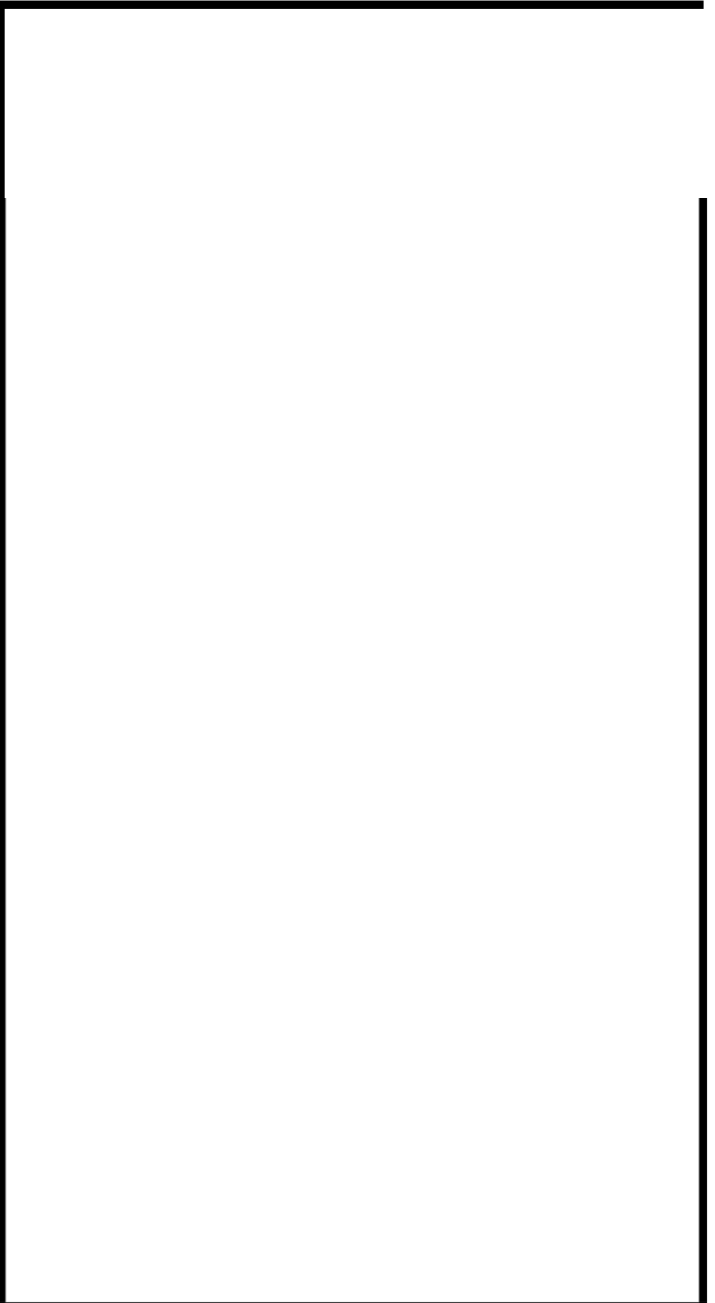


**Friday Writing Task – Publish**

Publish your sentences. Use pictures to decorate your work.



*or*



*Cut out the words. If they are real words, glue them into the Fab column. If they are not real words, glue them into the Fake column.*

sat	cos	top
bick	fub	tat
shell	zip	baad
him	fox	leg
yef	sup	pesh



**stomp**

**kiss**

**jump**

**Finish**

**swim**

**fix**

**yes**

**fab**

**thin**

**wish**

**chip**

**skill**

**hot**

**Start**

**sam**

**bus**



## Friday Number Activity

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

<https://www.youtube.com/watch?v=0TgLf3PMOc>

<https://www.youtube.com/watch?v=8jMmZaFvRpE>

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

2. If you own a deck of cards. Play a game with a family member. You play either memory or 'Go Fish'.

Instructions for "Go Fish":

- 1) Asking your opponent for a card  
Pick a card number from the ones you hold in your hand. Then, choose another player and ask if they have the given card number. For example: "Do you have any 3's?" If that person has one or more of the called card, they are given to you and become part of your hand. Anytime you get cards from another player, you may repeat this process.
- 2) Go Fish  
If your opponent does not have the card number you asked for, they will say "Go Fish". At this point, you draw a card from the draw pile. If the card you draw matches the card number you asked your opponent for, show the card to your opponents, put it in your hand, and continue playing your turn. If the card does not match the card number you asked for, the card becomes part of your hand, and it is your opponent's turn.
- 3) Creating sets of four  
As soon as you have a set of 4 cards of the same number in your hand (one of each suit), you immediately place these cards face up on the table.
- 4) Winning the Game
- 5) The game ends when one person lays all their cards on the table, or the draw pile is empty, whichever comes first. The person with the most sets of four wins the game. The Go Fish rules are very simple, but the game is very fun. House rules can make variations on game play, such as making the draw pile a pool of cards, requiring players to request a specific card (i.e., 'the 5 of diamonds' instead of just asking for a card number like '5'), and more.

# Area Lesson 5 Friday

## Sally's Rectangle

We are learning about area.

I can describe area as the amount of surface

I can cover a surface with smaller shapes

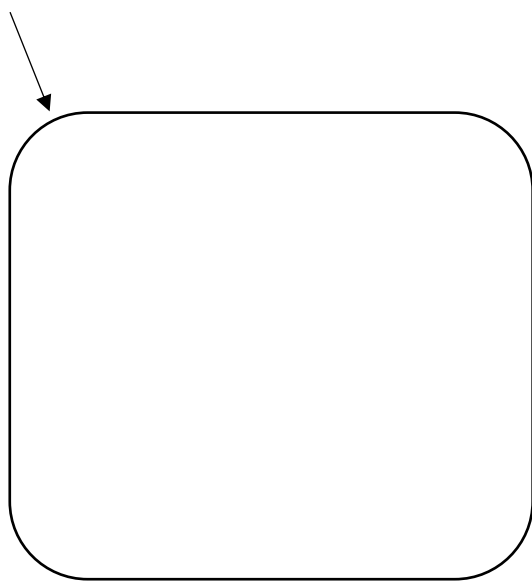
Area is the size of a surface.

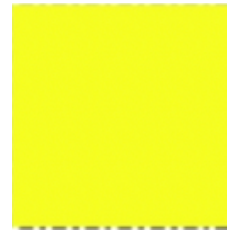
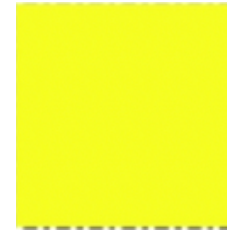
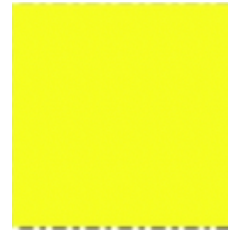
Sally started to measure her rectangle with tiles, but she ran out of time! Can you help her?

How many tiles will fit on Sally's rectangle?

- You can cut and paste the yellow tiles to help you count.

3. When you find your answer write the number in the box.



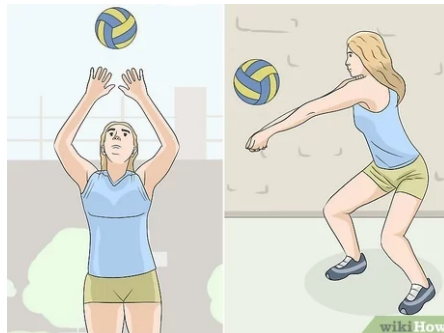


We are learning to perform different skills from events in the Olympics  
If you have access to a computer watch this link to follow the PDHPE lesson.  
<https://www.loom.com/share/1ef080795b44454a9081ea9cbb1d0bcd>

1. Warm up! Do 15 'mountain climbers', 'high knees' and 'jumping jacks'.



2. Pretend you are training for the Olympic volleyball team. Practise bouncing a soft toy or ball on your forearms. See how many you can bounce without the ball dropping to the ground.

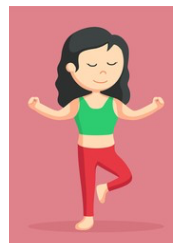


3. Pretend you are training for the Olympic gymnastics team. Practise your balance!

1. Can you stand on one leg for 20 seconds?



2. Can you stand on one leg while closing your eyes for 20 seconds?



3. Can you spin around 3 times and stand on 1 leg for 20 seconds?



# Letter Tracing

