

Year One Learning at Home Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
Task 1- Reading Milly the monster	Task 1- Reading Magic Monster	Task 1- Reading Picking apples	Task 1- Reading Gorillas	Task 1- Reading William the whale
Task 2- Writing Our favourite memories from school.	Task 2- Writing Write a letter to a friend at school.	Task 2- Writing Listen to story. What book could I fall into?	Task 2- Writing Imaginative Writing- If I fell into a book, planning.	Task 2- Writing Imaginative Writing- If I fell into a book, writing.
Task 3- Spelling Look, cover, write, check Introduction to the oy oi sound	Task 3- Spelling Look, cover, write, check Roll a sight word	Task 3- Spelling Look, cover, write, check Sound boxes	Task 3- Spelling Look, cover, write, check Sentences	Task 3- Spelling Look, cover, write, check Sound Sorting
Task 4- Mathematics Math Mentals	Task 4- Mathematics Doubles	Task 4- Mathematics Math Mentals	Task 4- Mathematics Ordering Numbers	Task 4- Mathematics Maths Mentals.
Task 5 – Mathematics Data – Reading Graphs	Task 5 – Mathematics Patterns	Task 5 – Mathematics Fractions	Task 5 – Mathematics Place Value revision	Task 5 – Mathematics Word Questions
Task 6- Grammar Adjectives	Task 6- Grammar Conjunctions	Task 6- Grammar Make a sentence	Task 6- Grammar Alphabetical order	Task 6- Grammar Nouns

Optional Tasks

These tasks may be completed at any time during the week.

Science Life Cycle of a Plant	Science Life Cycle of a Plant	Science STEM design task 1	Science STEM design task 2	Music Shapes of music
Listen to a story at storyline online. https://www.storylineonline.net/	Art Lion drawing	PE Underarm Throw	I spy Shapes	Colouring

Term 2 Week One Task One - Monday

Comprehension: Read the story and answer the questions.

Milly the monster

There was once a monster named Milly. Milly was a red monster with two sharp teeth, one large eye, and seven smaller eyes at the top of her head. Milly was a very scary monster and liked to scare children all day long.

1. What did Milly like to do all day long?

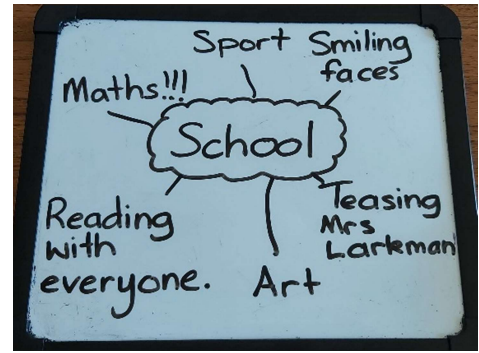
2. What did Milly look like?

Draw a picture of a Milly. Make sure you read her description so you know exactly how she looks.

Monday Task 2

Wilfred Gordon listened to lots of peoples memories in the retirement village. Today we are talking about your memories and things you miss from school.

Task: Think about some memories that you have from school. What type of things do you miss or remember? Complete a mind map in the space below, with all of the good memories you have at school.



Monday Task 3 – Spelling – ‘oy oi’

Look, Cover, Write, Check

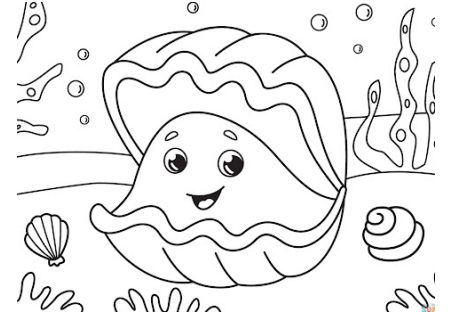
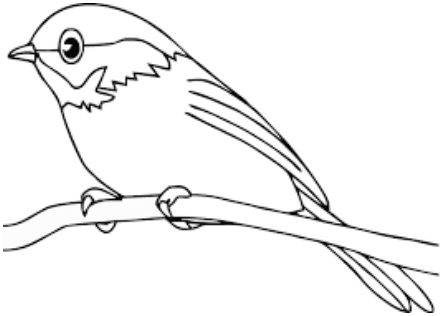
Look at and read the word out loud – Cover the word – Write the word – Check your word

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>could</i>					
<i>would</i>					
<i>should</i>					
<i>boy</i>					
<i>toy</i>					
<i>joy</i>					
<i>loyal</i>					
<i>annoy</i>					
<i>voice</i>					
<i>point</i>					
<i>join</i>					
<i>coin</i>					
<i>oyster</i>					
<i>choice</i>					

Monday Task 3 Spelling

Exploring the 'oi oy' sound

Colour the picture if you hear **oy oi** in the picture name.



Count the sounds in the words. Write the letter or letters for each sound in a separate box.

For example: oil

oi	l
----	---

toy

--	--

coin

--	--	--

join

--	--	--

point

--	--	--	--

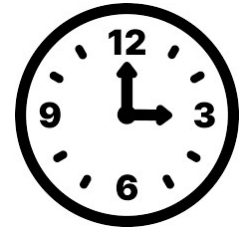
1. Put the numbers in order from smallest to largest.

15, 32, 88, 11, 24 _____

2. Is 15 odd or even? _____

3. 2, 4, 6, 8, _____, _____, _____, _____,

4. $2 + \underline{\hspace{2cm}} = 10$

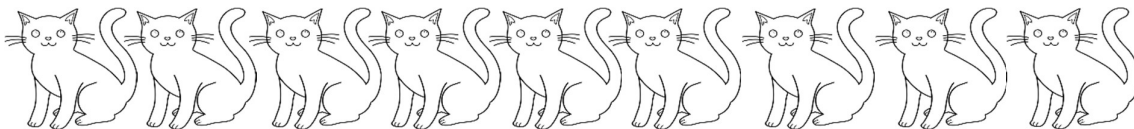


5. What time is it on the clock? _____

6. $14 - 10 = \underline{\hspace{2cm}}$

7. Circle the smallest number : 8 15 20 4 11

8. Share 9 cats into 3 equal groups



9. 42 is _____tens and _____ ones

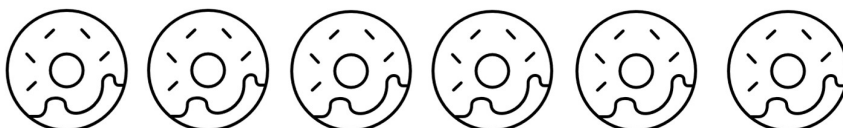
10. How many legs do 3 frogs have? _____

11. $24 + 7 = \underline{\hspace{2cm}}$



12. Colour half of the rectangle

13. Circle half of the collection

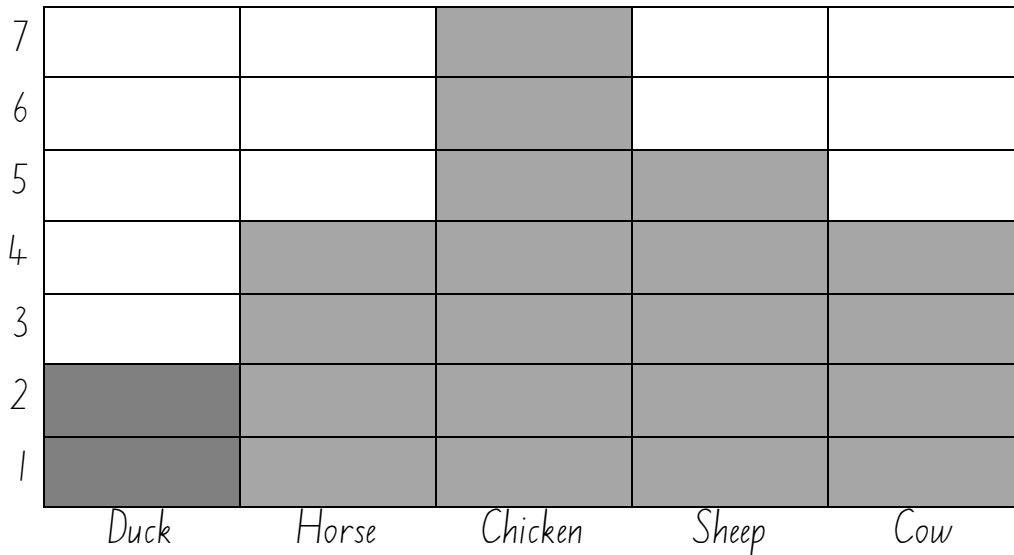


14. Double 7 = _____

Monday Task 5 – Reading a graph

Use the information in the graph below to answer the questions. Remember to check all the information before you answer the questions.

Animals on the farm



1. How many animals are there in TOTAL on the farm? _____
2. Which animal has the LEAST amount? _____
3. How many Sheep are on the farm? _____
4. Which 2 animals have the same total on the farm? _____
5. Which animal has the MOST on the farm? _____
6. How many BIRDS are on the farm? (chicken and ducks are both birds) _____
7. Challenge: How many more ducks would i need so that they equaled with the amount of horses?

Task 6: Monday

Adjectives

An adjective is a describing word.

Examples: big, little, green, pretty.

Read the sentences below. Add adjectives to the sentences so that they make sense.

1. The _____ kitten was in the _____ box.
2. The _____ tree is _____ to climb.
3. My _____ dog was chewing a _____ bone.
4. I planted _____ flowers in my _____ garden.

Circle the adjective in each sentence.

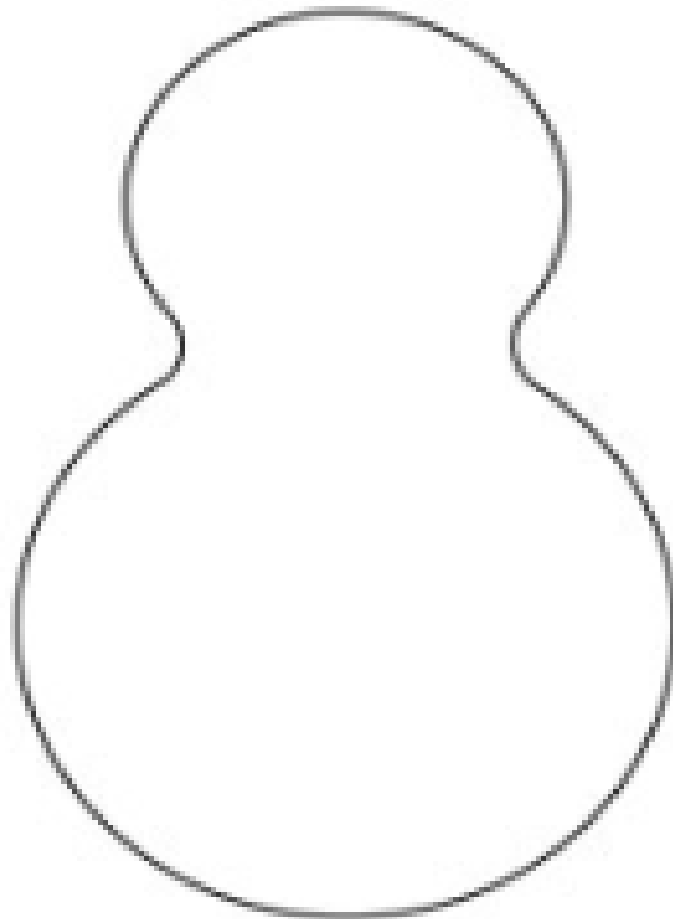
1. Ben kicked the red ball.
2. I made delicious cookies for the party.
3. My sister has a sparkly dress.
4. The old tree fell over in the storm.
5. I like to read funny books.

Write a sentence that has an adjective in it.

Term 2 Week One Task One - Tuesday

Comprehension: Read and follow the instructions to make a magic monster.

1. Cover the monster's body in 12 red dots.
2. Give the monster 8 long arms.
3. Draw six yellow eyes on the monster's head.
4. Give the monster 4 short legs.
5. Draw 2 green pointy antennas on the top of the monster's head.
6. Give the monster a big smile and a long pink tongue.
7. Draw 2 small ears on each side of the monster's head.
8. Give the monster a spikey purple tail.
9. Give the monster a name.



Tuesday Task 4

Doubles

When we double a number, we add the same number together.

eg. Double 4 is the same as $4 + 4$ and the answer is 8.

Double the numbers below.

$Double\ 5 = \underline{\hspace{2cm}}$

$Double\ 1 = \underline{\hspace{2cm}}$

$Double\ 3 = \underline{\hspace{2cm}}$

$Double\ 7 = \underline{\hspace{2cm}}$

$Double\ 4 = \underline{\hspace{2cm}}$

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

$Double\ 9 = \underline{\hspace{2cm}}$

$Double\ 8 = \underline{\hspace{2cm}}$

$Double\ 6 = \underline{\hspace{2cm}}$

$Double\ 10 = \underline{\hspace{2cm}}$

$Double\ 11 = \underline{\hspace{2cm}}$

$Double\ 12 = \underline{\hspace{2cm}}$

If we learn our doubles, we are able to use them to help us add other numbers quickly.

eg. $4 + 5$ is the same as Double 4 = 8 plus 1 more, which equals 9.

See if you can use your doubles to help solve these questions.

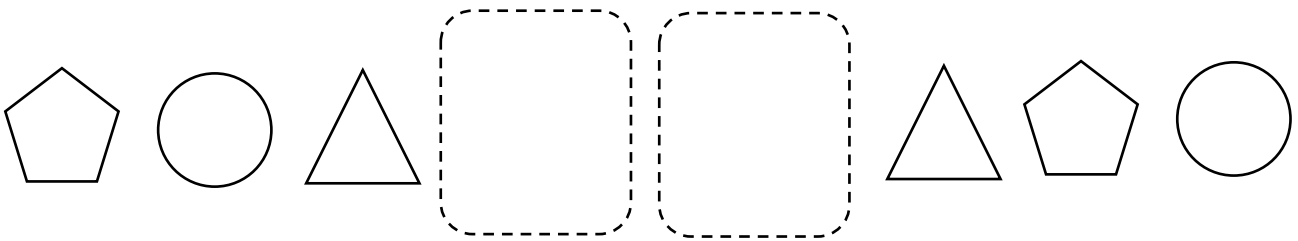
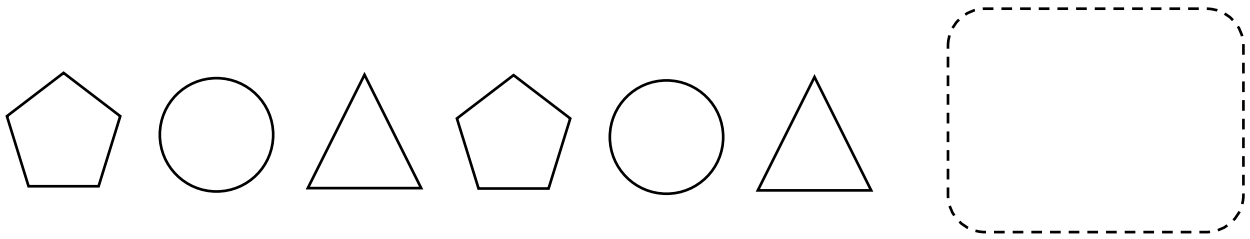
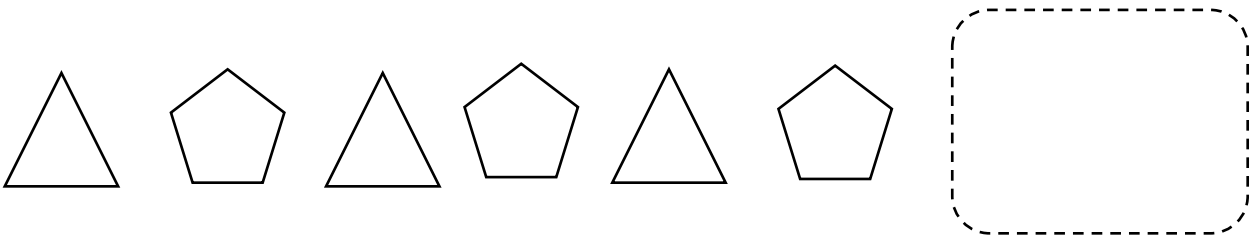
$2 + 3 =$	Double 2 = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$
$5 + 6 =$	Double 5 = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$
$3 + 4 =$	Double 3 = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$
$4 + 5 =$	Double 4 = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$

Challenge:

$8 + 9 =$	Double $\underline{\hspace{2cm}}$ = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$
$7 + 8 =$	Double $\underline{\hspace{2cm}}$ = $\underline{\hspace{2cm}}$ plus 1 more = $\underline{\hspace{2cm}}$

Tuesday Task 5 – Patterns

Draw the shapes that come next in the pattern



Use these 3 shapes to create YOUR OWN repeating pattern:



Create your own pattern here using shapes or colours:

Task 6: Tuesday

Conjunctions

Conjunctions are used to join sentences together.

Choose the correct conjunction (joining word) to complete the sentences below.

and **but** **so**

1. It was cold outside _____ I wore my jumper.
2. I like the colour purple _____ my favourite colour is pink.
3. He threw the ball _____ the dog ran after it.
4. I forgot my hat _____ I sat in the shade.
5. We had pizza for dinner _____ chocolate for dessert.
6. I like carrots _____ I do not like peas.
7. I am tired _____ I am going to be early.

Write a sentence using a conjunction (joining word) from above.

Term 2 Week One Task One - Wednesday

Comprehension: Read the story and answer the questions.

Picking apples

Jack is going apple picking with his sister, Sally. They are going to where the apples grow, just near their house. They are going to pick ten apples and take them back home to mum. Their mum is going to use them to bake a delicious apple pie.



1. Where are Jack and Sally going?
-

2. What are they going to do with the apples they pick?
-

3. How many apples are they going to pick?
-

Draw some pictures to show how many apples they could each pick if they have ten apples altogether. Think about the friends of ten to help you.

Wednesday Task 2

Watch the story 'I don't like books. Never. Ever. The end.' By Emma Perry

<https://youtu.be/on1LcrIIrA>

In the story, Mabel hates books until one day she falls into one and realises how exciting they can be.

Your job today is to think of the places you could fall into if you fell into a book and draw a picture of each idea. You might fall into the forest from Little Red Riding Hood, the ocean from Noah Dreary or even Hogwarts from Harry Potter.



Idea 1	Idea 2
Idea 3	Idea 4
Idea 5	Idea 6

Wednesday Task 3 Spelling

Sound Boxes

Count the sounds in the words. Write the letter or letters for each sound in a separate box.

For example: boy

b	oy
---	----

joy

--	--

foil

--	--	--

soil

--	--	--

noise

--	--	--

coin

--	--	--

oyster

--	--	--	--

spoilt

--	--	--	--	--

Wednesday Task 4

Math Mentals

Put the biggest number in your head and count on to add these together.

$4 + 4 = \underline{\hspace{2cm}}$

$7 + 8 = \underline{\hspace{2cm}}$

$9 + 3 = \underline{\hspace{2cm}}$

$4 + 7 = \underline{\hspace{2cm}}$

$1 + 5 = \underline{\hspace{2cm}}$

$9 + 6 = \underline{\hspace{2cm}}$

$18 + 9 = \underline{\hspace{2cm}}$

$15 + 8 = \underline{\hspace{2cm}}$

$13 + 6 = \underline{\hspace{2cm}}$

$16 + 16 = \underline{\hspace{2cm}}$

$19 + 13 = \underline{\hspace{2cm}}$

$17 + 14 = \underline{\hspace{2cm}}$

Put the biggest number in your head and back to find the answer.

$7 - 5 = \underline{\hspace{2cm}}$

$9 - 3 = \underline{\hspace{2cm}}$

$9 - 4 = \underline{\hspace{2cm}}$

$7 - 6 = \underline{\hspace{2cm}}$

$4 - 1 = \underline{\hspace{2cm}}$

$15 - 0 = \underline{\hspace{2cm}}$

$12 - 7 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$16 - 6 = \underline{\hspace{2cm}}$

$19 - 5 = \underline{\hspace{2cm}}$

$19 - 12 = \underline{\hspace{2cm}}$

$13 - 11 = \underline{\hspace{2cm}}$

$27 - 16 = \underline{\hspace{2cm}}$

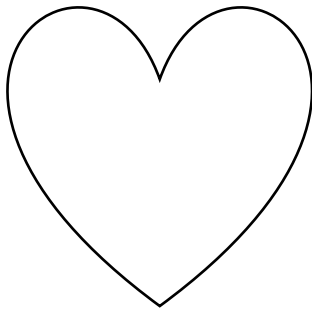
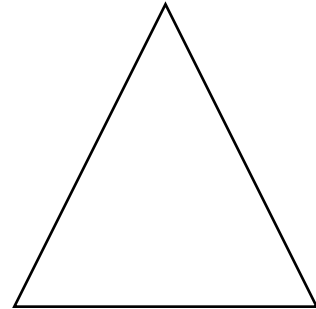
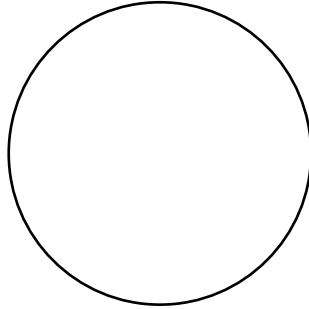
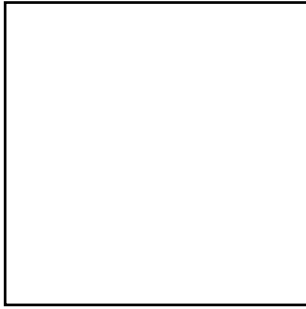
$28 - 13 = \underline{\hspace{2cm}}$

$86 - 15 = \underline{\hspace{2cm}}$

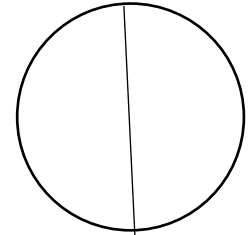
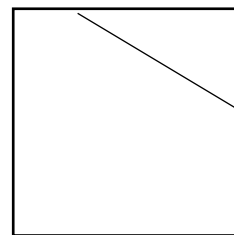
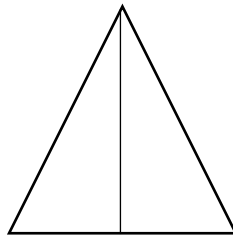
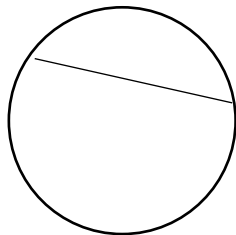
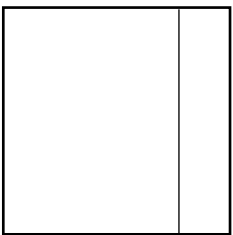
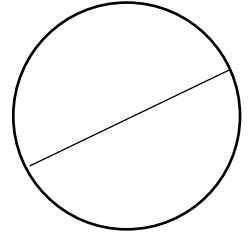
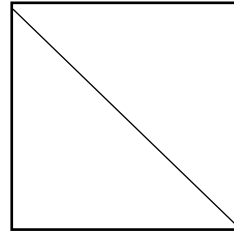
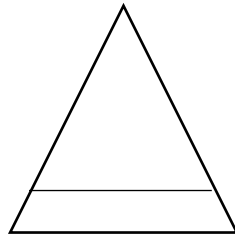
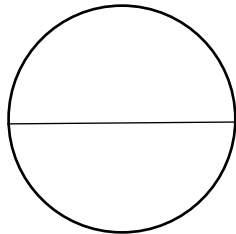
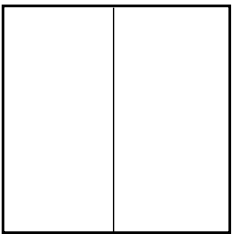
$120 - 23 = \underline{\hspace{2cm}}$

Wednesday Task 5 - Fractions - $\frac{1}{2}$

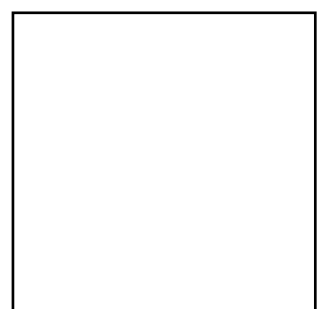
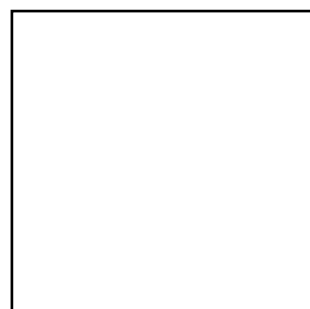
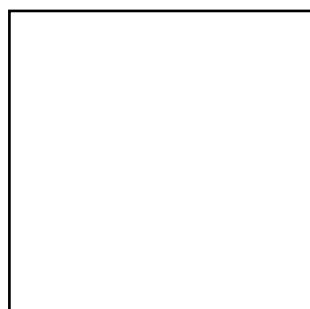
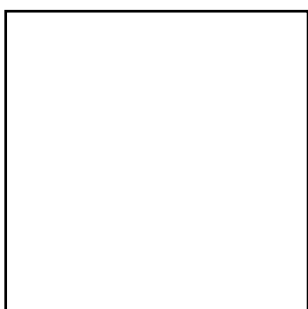
Colour half $\frac{1}{2}$ of the shapes below



Circle the shapes that show $\frac{1}{2}$



How many different ways can you divide this square into half? Draw lines and colour one half.



Task 6: Wednesday

Make a sentence.

These words are all jumbled up. Write them in the correct order to make a sentence. Remember a sentence starts with a capital letter and ends with a full stop.

pink like I and purple.

ball. dog The played a with

red Ben the kicked football.

the I to went park.

Term 2 Week One Task One - Thursday

Comprehension: Read the story and answer the questions.

Gorillas

Gorillas live in a family called a **troop**. Gorillas mostly eat leaves, tree shoots and some fruit.

Some gorillas eat insects like ants. Male gorillas are called **silverbacks** because of the silver hair that grows on their back after they grow up.

They can grow to be as tall as a man and they can weigh up to 200 kilograms. They are very heavy!



1. What are male gorillas called? Why?

2. What kinds of food do gorillas eat?

3. Why are gorillas very heavy?

Draw a troop (family) of gorillas.

Thursday Task 2

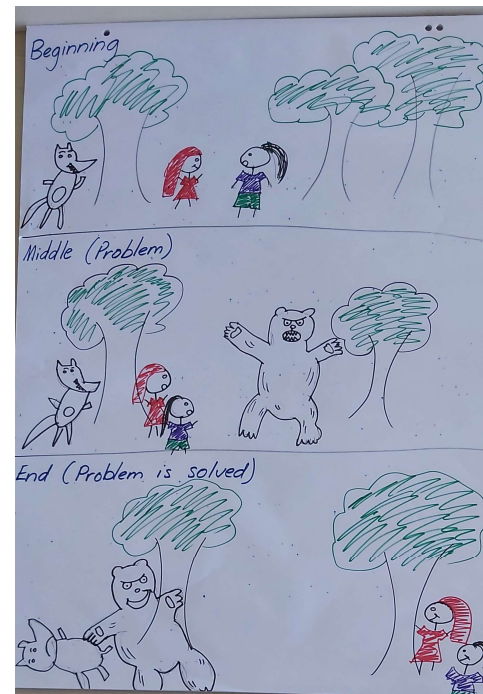
Think about your ideas from yesterday and pick your favourite one. You are going to write a story about what might happen if you fell into that place.

Today we are going to plan it. You'll need to think of where you are at the beginning and who you are there with, a problem that is going to happen in the middle, and how you're going to fix the problem at the end.



Watch how Miss Dawson planned her story by clicking the link

<https://youtu.be/62CuYWye-g> or scanning the QR code.



Beginning (Where did you go? Who else was there?)

Middle (Problem)

End (Solving the problem)

Thursday Task 3 – Spelling - Sentences

Write oy in these words then draw.

The b_____ has lots of t_____s.

Tom enj_____ed playing at the park.

Write oi in these words then draw.

These c_____ns all j_____n.

Plant the seeds in the s_____l.

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

Order the numbers from smallest to biggest. The number line above may help you.

11 20 10 3 16 _____

8 21 5 22 9 _____

3 13 5 24 19 _____

18 23 11 24 12 _____

10 5 8 14 25 _____

Getting harder:

55 34 62 17 46 _____

72 46 82 54 12 _____

75 53 35 98 47 _____

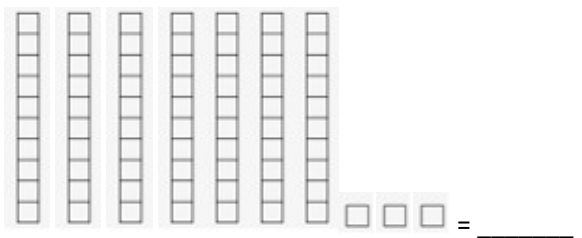
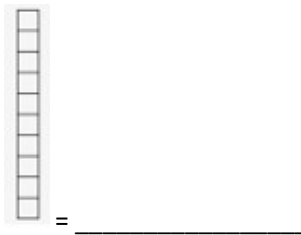
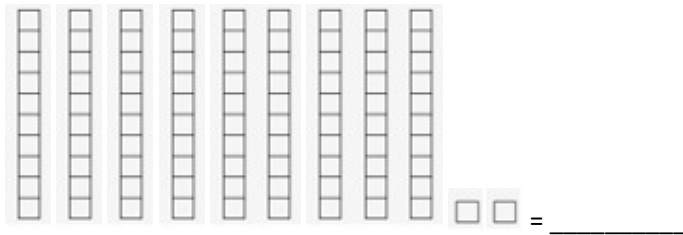
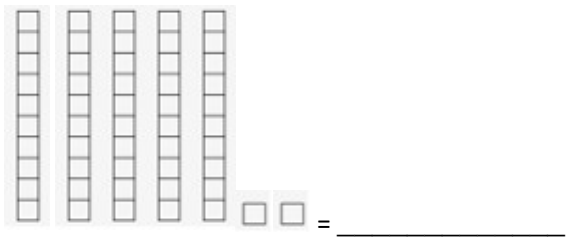
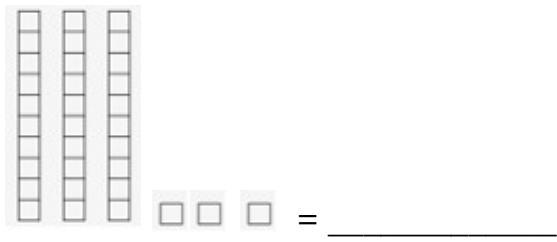
68 73 37 86 80 _____

Challenging:

177, 107, 170, 117, 137 _____

120, 102, 132, 200, 122 _____

There are 10 small blocks in each column. How many blocks are there?



Draw the blocks to show the given numbers. Make sure you draw neatly.

<p>61</p>	<p>14</p>
<p>49</p>	<p>53</p>
<p>84</p>	<p>100</p>

Alphabetical Order

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

Put these letters in alphabetical order

m, l, t

q, w, j

m, u, o

s, c, h

p, t, o

Put these words in alphabetical order

cat, dog, bat

pen, hat, run

big, pot, cup, dress

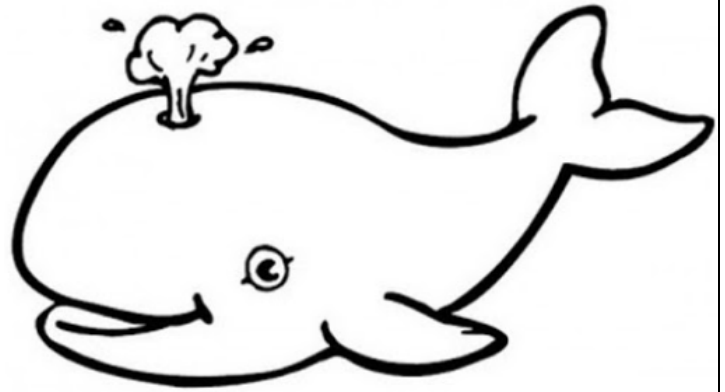
bee, ant, mouse, rat

Term 2 Week One Task One - Friday

Comprehension: Read the story and answer the questions.

William the whale

William is a big blue whale. He lives in the ocean and swims with his whale friends. William loves to dive deep down into the water and then jump high into the air. He blows water out the top of his head in a large spout and flaps his tail hard on the water when he is playing.



1. Where does William live?

2. What does William love to do?

3. Write something you know about whales.

Draw a whale jumping high into the air and leaving splashes as he swims.

Friday Task 3 – Spelling

Sound Sorting – oy oi

Task: Read the words below and write them in the correct column.

coin
toy

boy
join

soil
enjoy

noise
royal

voice
choice



point
oyster



oi

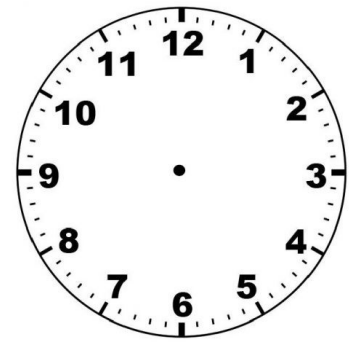


oy

 oi	 oy

Friday Task 4

Maths Mentals



1. Draw 7 o'clock on the clock

2. Is 60 odd or even? _____

3. 5, 10, 15, 20, _____, _____, _____, _____,

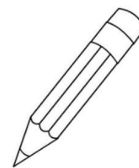
4. Write the number showing 8 tens and 5 ones _____

5. Circle all the even numbers: 15 26 18 35 42 50 61

6. Double 9 = _____

7. $18 - 6 =$ _____

8. Circle the heavier object.



9. Continue the pattern



10. $6 +$ _____ $= 15$

11. Circle the biggest number: 25 44 21 9 43 35

12. 14, 13, _____, 11, _____, _____, 8, 7

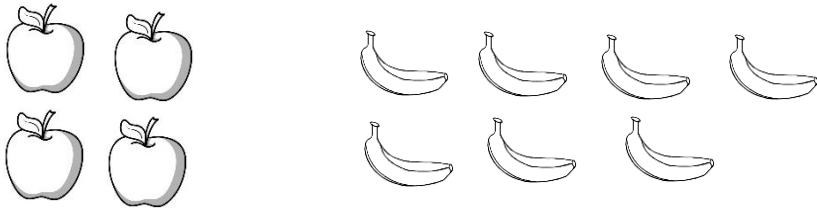
13. Write the number 12 in tally marks _____

14. Draw the coins you could use to make 50c. How many different ways could you make it?

Friday Task 5 – Word Questions

Work out the answers to these word problems by drawing the problems. I have done an example to show you how.

I have 4 apples and 7 bananas. How many pieces of fruit do i have?


4 apples + 7 bananas = 11 pieces of fruit

(count all the fruit up and that is your answer)

I have 8 purple balls and 7 green balls. How many balls do i have altogether?

I have 17 cupcakes and gave 11 to my friends. How many cupcakes do i have left?

I have 4 apples on 2 trees. How many apples do i have altogether? *(make sure you draw this one so you are not tricked)*

I have 7 square blocks, 6 circle blocks and 9 triangle blocks. How many blocks do i have altogether?

Task 6: Friday

Nouns

A noun is a person, place or thing.

Write or draw a noun for every letter of the alphabet. You could look around your house and garden for ideas.

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

Life Cycles of Plants

Challenge: can you give a second life to a plant by re-growing it from scraps?

Some plants can continue to grow even when it looks like they are finished. This can be done with leftover scraps of the fruits and vegetables from different plants.



Your task: investigate which seeds or plants in your house can grow some more after you have used them. Here are some suggestions, or be creative and try some of your own!

<ul style="list-style-type: none">• Try bringing a beetroot back to life by cutting off the tops and putting them in a muffin tray with a little bit of water.		<ul style="list-style-type: none">• You could try the same thing with carrots to see if they will re-grow their leaves.	
<ul style="list-style-type: none">• Cut off the end of a stalk of celery and use skewers to hold it above a bowl of water.		<ul style="list-style-type: none">• Onions are easy to make sprout again. A bit of water in a bowl will help them out.	
<ul style="list-style-type: none">• Can you make a sweet potato grow again inside a cup of water?		<ul style="list-style-type: none">• Garlic and spring onions can sprout again from leftovers.	

Life Cycles of Plants





Read the information or watch the video. Show the life cycle of a plant by making a drawing, model or presentation.



<https://youtu.be/UER3o0SKHIM>



A **life cycle** is a series of **stages** a living thing goes through as it grows. Life cycles **repeat** again and again. Like animals, **plants** also go through different stages of life.

Seed		The plant life cycle starts with a seed . From the outside, seeds are protected by a tough layer. Inside every seed, there is a tiny baby plant, known as an embryo . The embryo has a root, shoot as well as the first leaves. Seeds wait to germinate until three needs are met: water , correct temperature , and a good location .
Germination		Germination is when the seed begins to grow. When conditions are right, it will begin to sprout . The first root begins to grow downward. There are few tiny hairs on the roots which absorb water and minerals from the soil .
Seedling		The next step is a seedling. A very young plant that grow after germination. It starts growing towards the sunlight. Plants need sunlight, nutrients, water, and air to survive and grow.
Adult plant		When a plant is fully grown, it starts to make flowers or fruit which can create seeds.

Pollination



Flowers use **pollen** to **make seeds**. Pollen is **moved** by different **pollinators**, such as birds, butterflies, insects, bees or even wind. When an insect lands on a flower, pollen dust sticks to it. As the insect goes to the next plant, it moves the pollen. The flower can now make seeds.

See a bean plant go through these changes in this time-lapse:

<https://youtu.be/qOwPUGAkgIE>



When seeds spread to different areas, it is called **seed dispersal**. Disperse means **move**.

Seeds can be:

Carried by animals like ants	Blown by wind	Burst open	Stuck to things
			
Native pea seed	Dandelion	Waratah seeds	Bathurst burr

Try these online games and see if you can order the life-cycle stages of a plant:





Word wall matching activity:



Interactive video and game:

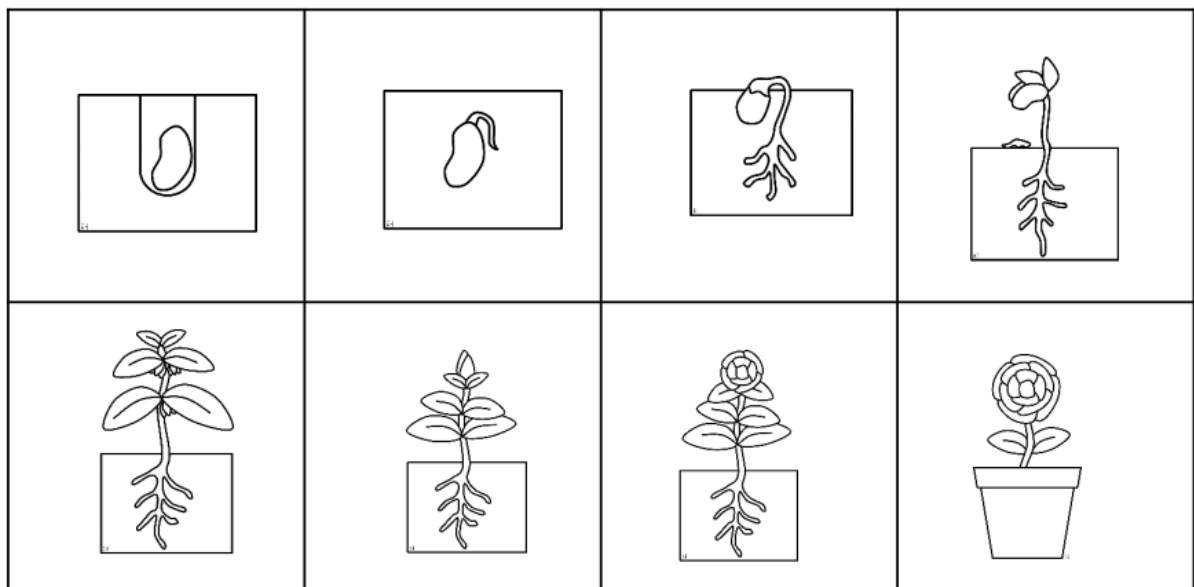
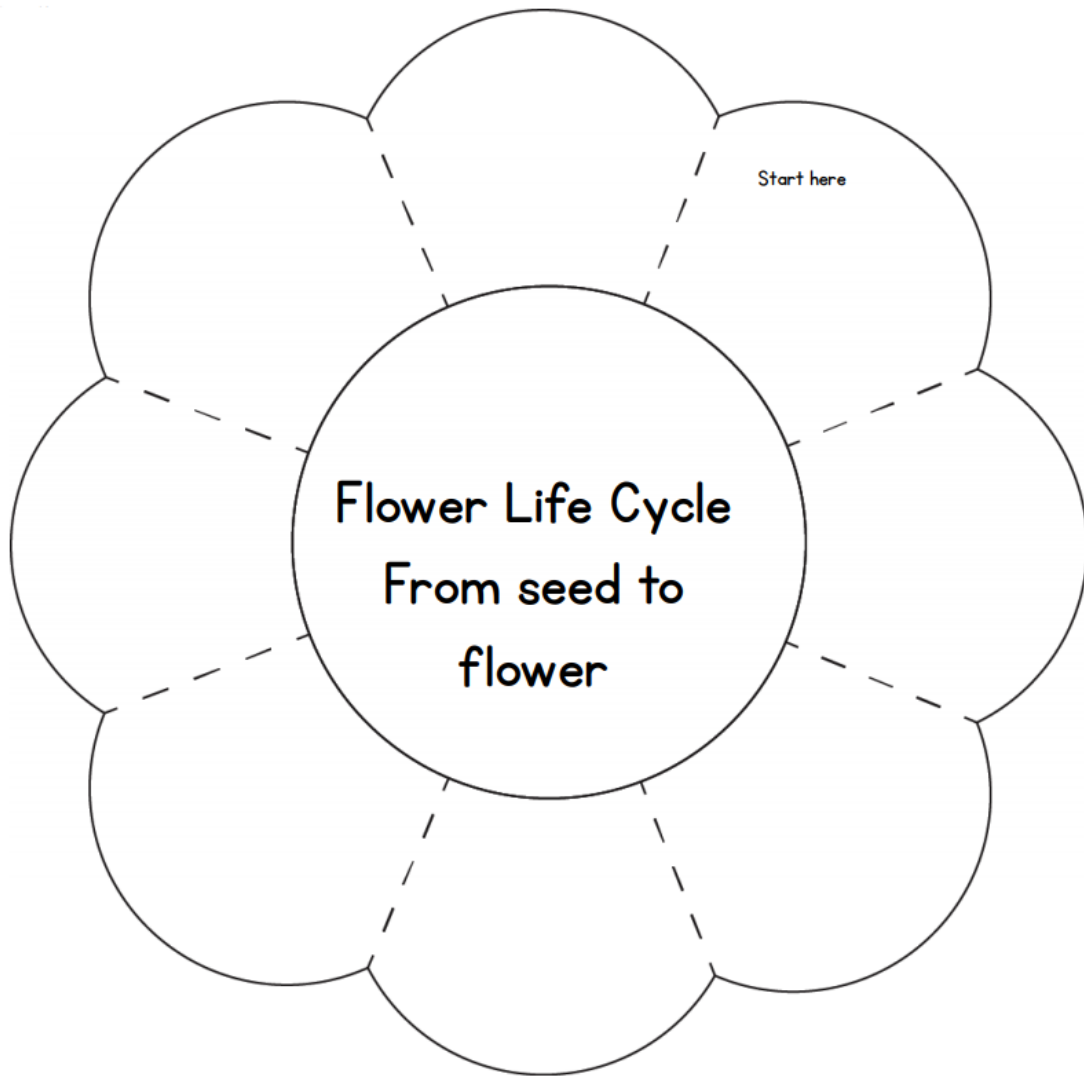


Your task: Show the life cycle of a plant with a drawing, model or presentation- or complete the provided activity.

			
Collage	Make a paper crown	Make a poster	Playdough model

Directions

1. Cut out the flower, snip along the dotted lines to fold the petals up
2. Colour and paste the pictures in the correct order

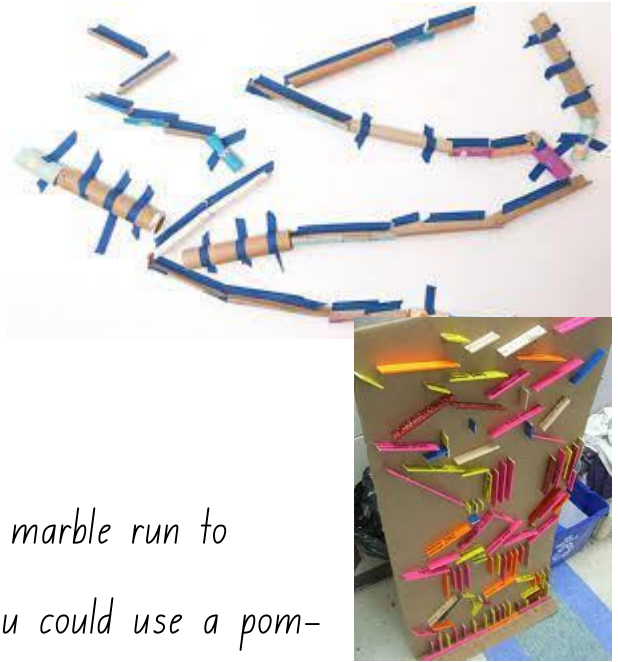


STEM design challenge

STEM is the study of science, technology, engineering and maths. Use your skills in these areas to **design** and **create** a **marble run** that can keep your marble or ball **rolling** for the **longest time**.

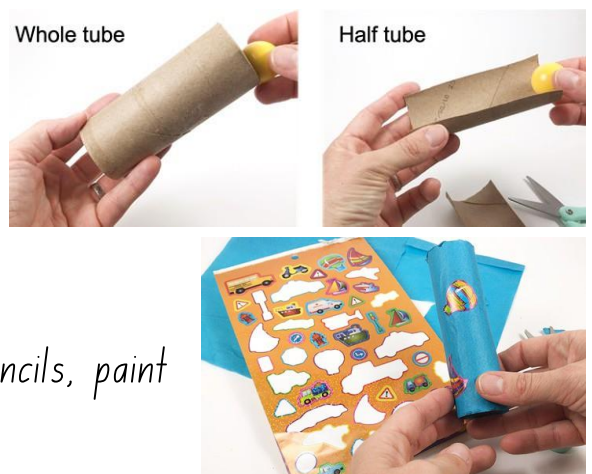
Materials

- Assorted recyclable materials: plastic bottles, cardboard boxes and tubes
- Tape or glue
- Scissors
- Pencils, paint or other decoration
- A wall or piece of cardboard to stick your marble run to
- If you don't have a marble, be creative. You could use a pom-pom, a paper ball, or even a grape!



Preparation

1. Choose an area to build your marble run and gather your equipment
2. Make and test a piece for your track. Make sure your marble or ball fits and will slide down the piece
3. Decorate your marble run- you could use pencils, paint or stickers to make it look more interesting.
4. Stick each piece of your marble run to the wall or cardboard, test it each time you add a new piece. Change it if it doesn't work.



Video your marble run in action. Let's see who can keep their marble running the longest without having to touch it!

STEM design challenge

STEM is the study of science, technology, engineering and maths. Use your skills in these areas to **design** and **create** a piece of sporting equipment or a game that you can play at home.

Materials

- Assorted recyclable materials: plastic bottles, cardboard boxes and tubes
- Tape and/or glue
- Scissors
- Pencil and paper
- Open space, such as a large room or flat space outdoors
- Equipment (such as chairs and/or a table) you can use in your game

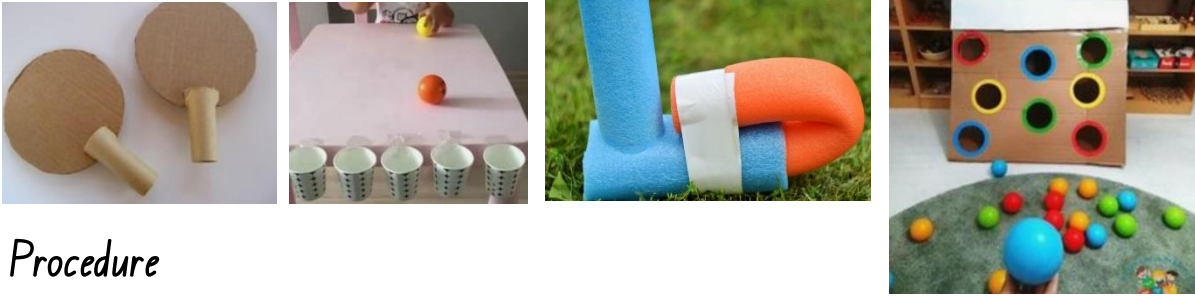


Preparation

- Decide what game you want to play and set up an area where you can play it.
- You could play floor hockey by clearing some space in the middle of a large room and putting two chairs at opposite sides of the room. The legs of the chairs can form the "goals."
- You could play "mini golf" by cutting out circular pieces of paper for "holes" and putting them on the floor, then setting up obstacles to form a golf course.



- You could play table tennis by using some cardboard to make a "net" to go across the middle of a rectangular table. You could also make up your own game or use an imaginary sport.



Procedure

- Think about the game you want to play, and what the "real" equipment looks like or what you want the equipment to look like for an imaginary sport.
- Look at the materials you have available. Think about how you could combine or connect them to make the equipment. **What items could you use for the "handle"? What about the part that hits the ball? Will you need to cut or fold them? How will you connect them?**
- Draw a sketch or plan of your design
- Now it's time to build! You don't need to stick to your sketch exactly. You might discover that things don't work as planned. For example, maybe two pieces don't fit together like you thought they would. This is okay! You can always make changes
- When you are done building it's time to test.



Send a picture or video of your game to share with the rest of the class!

Shape the Music

Play

Today we will use shapes and drawings to inspire our music making.



Use your voice and mouth to try these.

You can make all sorts of sounds with your mouth - nonsense words, clicks, pops and siren sounds! Have a look at the first picture (the three black dots). What sound could you make with your mouth that could match this?

Have a look at the second picture (the wavy red lines). What sound could you make with your mouth that could match this?

Have a go of making sounds to match all the pictures using singing, whistling or clicking your tongue. What other sounds can you make with your mouth or tongue?

Explore

Apart from your mouth, you can make different noises with other parts of your body, such as clapping, stamping and tapping.

What sounds can you make?

Create

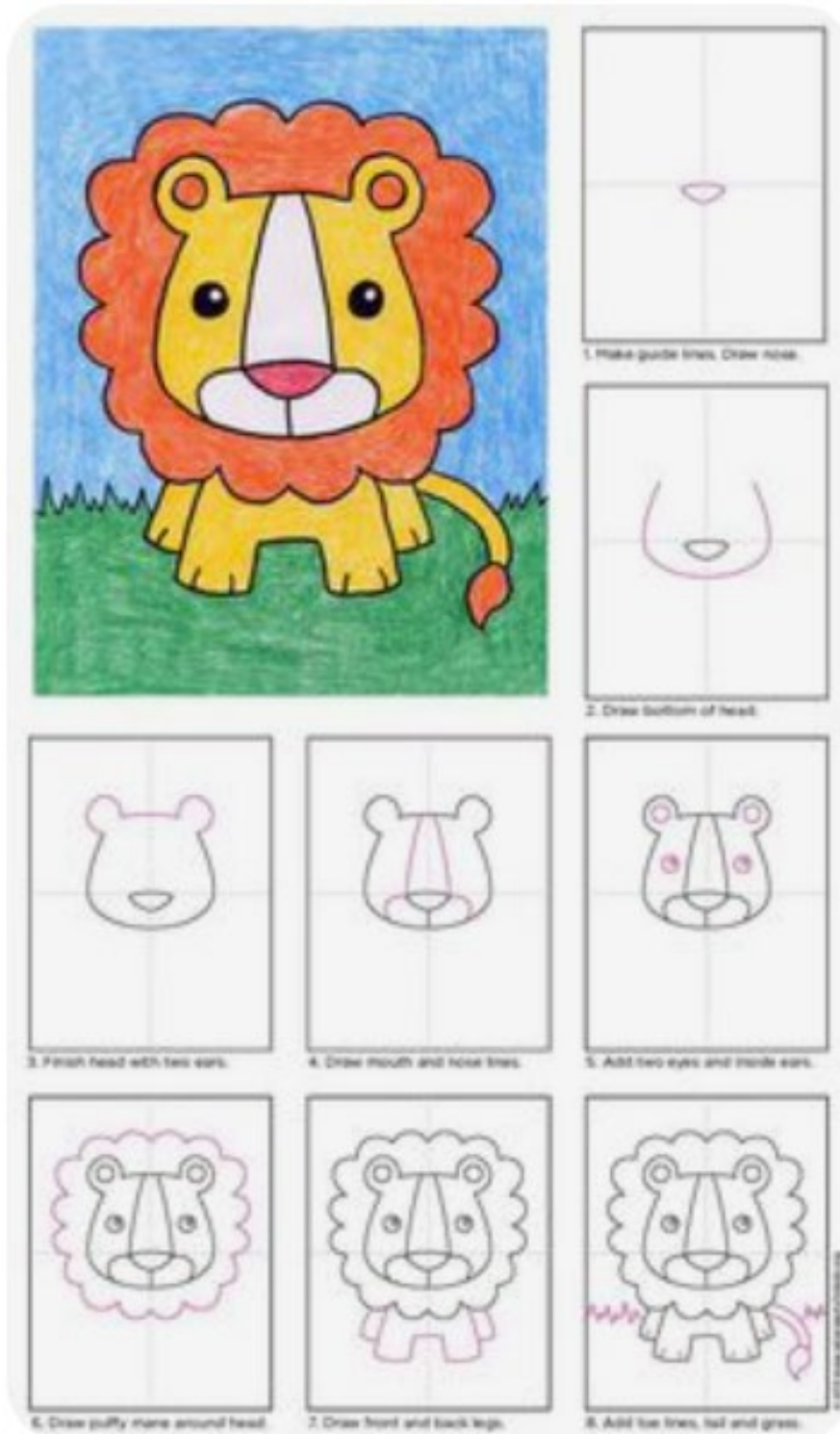
In the boxes below, create your own drawings to inspire music.

Art- Lion Drawing

Watch the video at:

<https://www.youtube.com/watch?v=dWGsSch52q70>

or follow the instructions to draw a lion in your books.



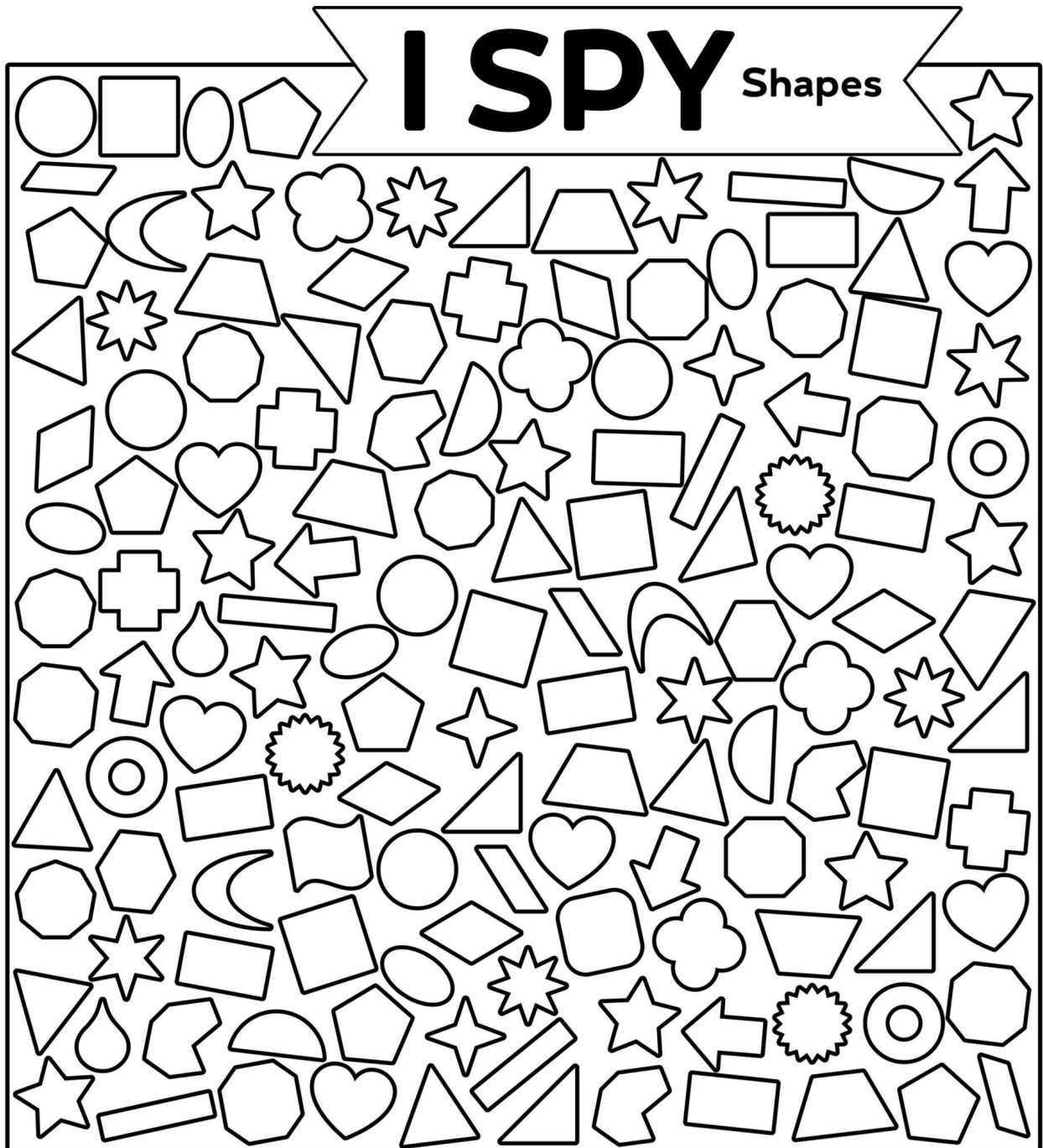
Optional Activity: PE

Underarm Throw

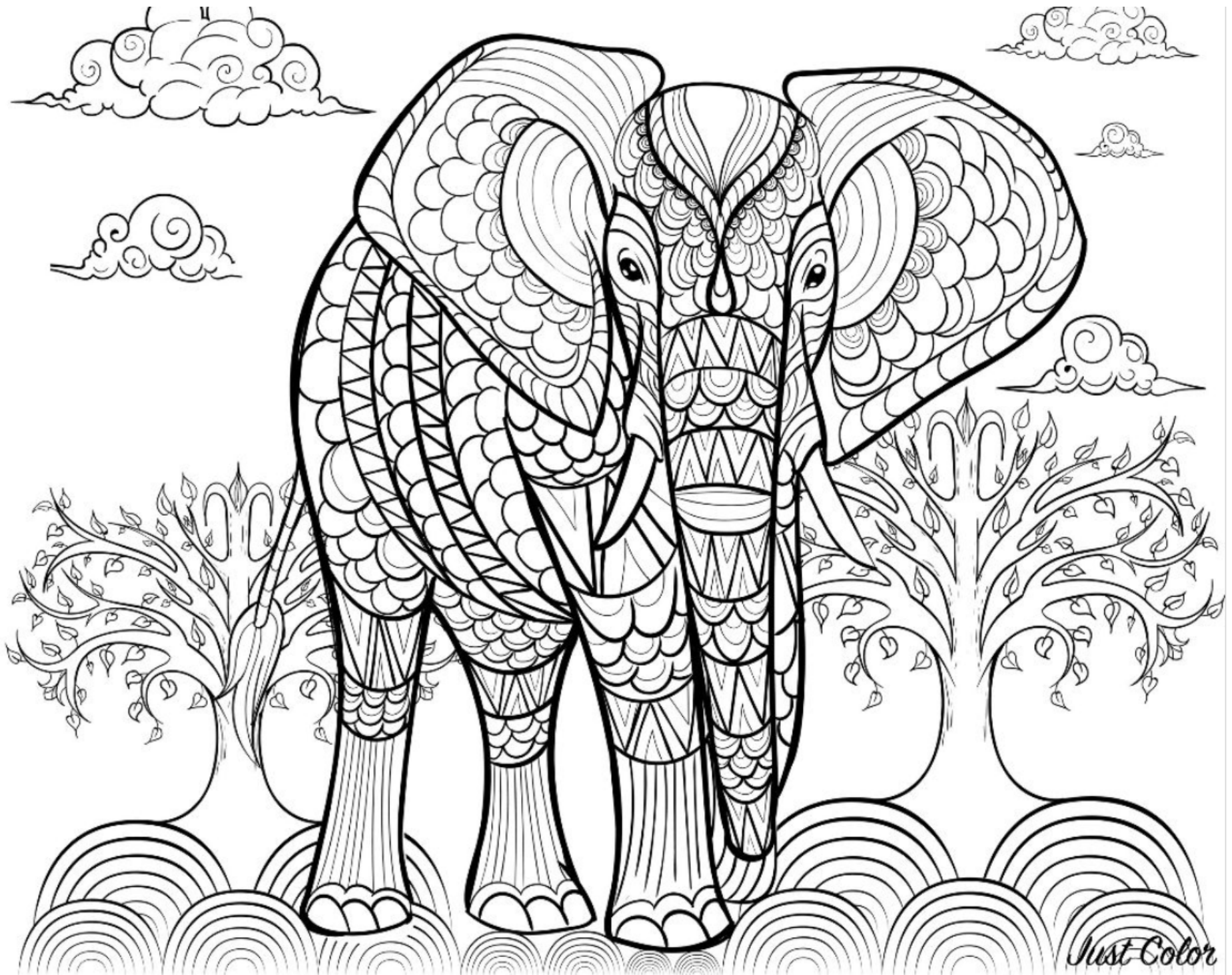


https://app.seesaw.me/pages/shared_activity?share_token=v_41i-XISmWPFJBLvhOAIQ&prompt_id=prompt.fc786091-83c7-4426-b791-6504fd05bed3

Optional Activity: I Spy



- | | | | | | | | | | | | | | | | | | | | |
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Just Color

