



Remote and Flexible Learning Term 3 2020

Year: One

Week: 8

Torquay College Families,

We are now in our 5th week of Remote and Flexible Learning. The learning programs are in full swing and we are seeing wonderful work from our students on the digital platforms Seesaw and Google Classroom.

Teachers and students are working cooperatively through the virtual environment to maintain learning and build links with class friends. The class virtual lessons are an official class session that deserves students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

Thank you to all our families that completed the 'Remote and Flexible Learning at Torquay College' survey. We are encouraged by the positive responses and feedback from our school community. We have taken on board your feedback and are working with teachers and support staff to make improvements and ensure the learning tasks are accessible and supportive of all students.

We acknowledge that we have students and families that are finding the remote learning program challenging and we urge all families to make contact with the School and class teachers for additional support.

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each week by Thursday for the following week.

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Dear Year One Families,

Below are the times for the Year 1 **Class Meetings / Community Circles on Webex**. These meetings give your child the opportunity to interact with their peers and ask any questions they may have about the weekly planner or the use of Seesaw. The times are as follows:

| | | |
|-----------------|---------------------------------|-----------|
| Monday | 11.30am - 1A, 1B, 1C, 1D and 1F | 12pm - 1E |
| Thursday | 11.30am - 1B and 1F | |
| Friday | 11.30am - 1A, 1C and 1D | 12pm - 1E |

Teachers will send through their personal room number details on Seesaw.

Each morning, teachers will schedule a **daily check-in task** on Seesaw. It is a Department of Education requirement that teachers complete attendance each day. Your child will need to **respond** to this message each day **before 3pm** so we can complete attendance. If they have not responded, they will be marked as absent for that day.

This week's planner includes Suggested Learning Activity tasks for Writing, Reading, Maths, Inquiry and the Wednesday Specialist Program. There are also Mini-Lessons for some of the sessions. These are for your child to watch before they complete the Suggested Learning Activity task.

The children will be assigned **three tasks** from the planner each day on Seesaw. They can be found under the 'Activities' tab. The timetable below shows the day each task will be scheduled. Teachers will provide feedback on the tasks marked with **.

| | | | |
|------------------|-------------------------|-------------------|-----------------------|
| MONDAY | Writing Session 1 | Reading Session 1 | Maths Session 1 |
| TUESDAY | Writing Session 2 | Reading Session 2 | ** Maths Session 2 ** |
| WEDNESDAY | SPECIALIST DAY | | |
| THURSDAY | ** Writing Session 3 ** | Reading Session 3 | Maths Session 3 |
| FRIDAY | Inquiry Session 1 | Inquiry Session 2 | Inquiry Session 3 |

If you have any questions related to the planner, please contact your child's class teacher via the inbox on the 'Family app' on Seesaw.

Kind Regards,

The Year One Team.

Suggested Daily Schedule

| Program for: Monday Tuesday Thursday Friday | | | Program for: Specialist day Wednesday | | |
|---|-----------------------|--|---------------------------------------|---------------------|---|
| 8.30 to 9.30 am | Physical Activity | Play outside, go for a walk, ride your bike | 9.00 – 10.00am | Art Activity | Torquay College Art Lesson. |
| 9.30 - 10.30am | Academic time | Select a reading or writing task from activities listed. Refer below | 10.00 – 10.30am | Indonesian Activity | Torquay College Indonesian Lesson. |
| 10.30- 11.00am | Break | | 10.30- 11.00am | Break | |
| 11-.00 12.00pm | Academic time | Select a Mathematics task from activities listed. Refer below | 11.00- 12.00pm | Physical Education | Torquay College P.E. Lesson. |
| 12.00- 1.00pm | Creative time | Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument | 12.00- 1.00pm | Well Being Activity | Torquay College Wellbeing Lesson. |
| 1.00- 1.30pm | Lunch | | 1.00- 1.30pm | Lunch | |
| 1.30 -2.30pm | Academic time | Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below | 1.30 -2.30pm | Creative time | Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument. |
| 2.30- 3.30pm | Physical or Wellbeing | Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping | 2.30- 3.30pm | Physical Activity | Play outside, go for a walk, ride your bike. |

Optional Task: Father's Day

This week we will be assigning an extra activity on Monday that you have the option of completing for a special person in your life for Father's Day. This task will be called - 'Week 8 - Optional Father's Day task Seesaw Activity'.

Writing

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
|--|--|---|--|
| <p><u>Session 1</u> Learning Intention: I can start each letter in the correct spot and follow the right direction.</p> <p>I can write neatly on the dotted thirds.</p> | <p><u>Handwriting</u> As a warm up today, you are going to write a short poem about Spring in your Remote Learning Workbook. Open up <i>Week 8 (Monday) - Writing Session 1 Seesaw Activity</i> or use the poem attached. Remember to write each line of the poem on a new line in your book just like it is set out on the sheet. You may like to illustrate the poem when you have finished.</p> <p>After this, you can choose the activity for one letter in your Year One Handwriting book to complete. You are encouraged to check that your letters sit on the baseline and that you are using the dotted thirds to ensure your letters are the correct size.</p> <p>When you have finished, take a photo of your completed poem in your Remote Learning Workbook and the pages you completed in your Year One Handwriting book. Submit your photos to the <i>Week 8 (Monday) - Writing Session 1 Seesaw Activity</i>.</p> | <p>Week 8 (Monday) - Writing Session 1 Seesaw Activity</p> <p>Spring poem in Week 8 resources.</p> <p>Remote Learning Workbook</p> <p>Year One Handwriting book</p> | N/A |
| <p><u>Session 2</u> Learning Intention: I can write a procedural text.</p> <p>I can use new topic words in my writing.</p> <p>I can plan my writing to follow a sequence.</p> | <p><u>Procedural Writing - How to Blow a Bubble</u> This week we are focusing on how to write a procedural text. A procedural text tells someone how to do or make something.</p> <p>Open up the <i>Week 8 (Tuesday) - Writing Session 2 Seesaw Activity</i>. Today we are going to write the procedure for how to blow a bubble.</p> <p>Have you ever blown bubbles with soap bubble solution? Think about what you did and the order that you did it. Perhaps if you have some soap bubble solution at home, you may like to take it outside and blow some bubbles before you begin writing your procedure.</p> | <p>Week 8 (Tuesday) - Writing Session 2 Seesaw Activity</p> <p>'How to Blow a Bubble' word list and writing template.</p> <p>Remote Learning Workbook</p> | N/A |

| | | | |
|---|---|--|--|
| | <p>Use the template 'How to Blow a Bubble' to write the steps you need to follow to blow a bubble.</p> <ul style="list-style-type: none"> • What did you do first? • What did you do next? • Then what did you do? • What happened last? <p>Think about the words you will need to use to describe what you did at each step e.g.: bubble, wand, dip, slowly, blow, grow, bigger, air, float, watch, catch, touch, pop. The attached word list might help you.</p> <p>When you have completed your writing, take a photo of the procedure you have written in your Remote Learning Workbook, record yourself reading your writing to your teacher. Submit your photo and recording as your response to the Week 8 (Tuesday) - Writing Session 2 Seesaw Activity.</p> | | |
| <p><u>Session 3</u> Learning Intention: I can write a procedural text.</p> <p>I can use new topic words in my writing.</p> <p>I can plan my writing to follow a sequence.</p> | <p>Procedural Writing - How to Make Fairy Bread Watch the Week 8 (Thursday) - Writing Session 3 Seesaw Activity. Today's lesson is all about writing the steps needed to make fairy bread. If you are able to, make your own fairy bread at home, as this will help you when you come to write the steps.</p> <p>You can choose to write with the pencil on the template in Seesaw, or print the template off in the resources and write on it with your grey lead. You can even write up the steps in your Remote Learning Book.</p> <p>Use the prompt words provided to begin each step of the procedural writing - 'First, Next, Then, Last'.</p> <p>When you have finished writing what you do in each step to make fairy bread, take a photo of your work and your fairy bread and submit it. Then you can enjoy the best bit - eating it!</p> | <p>Week 8 (Thursday) - Writing Session 3 Seesaw Activity</p> <p>Remote Learning Workbook</p> <p>How to make Fairy Bread template</p> | <p>Add response to the Week 8 (Thursday) - Writing Session 3 **Feedback Task** Seesaw Activity.</p> |
| <p>Writing: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> • writing the recipe for a meal or snack you have prepared together. • writing down some facts they have discovered whilst reading an information book. • writing a short imaginative story that includes a beginning, middle and ending. • writing some simple instructions of how to make something such as building a Lego model, etc. • writing a letter to a family member or a friend or even your teacher! • writing a recount of an activity or event. | | | |

Reading

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
|---|---|---|--|
| <p><u>Session 1</u> Learning Intention: I can use my developing knowledge of high frequency words (or topic words) when reading.</p> <p>I can identify one and two syllable words.</p> | <p><u>Spelling</u> Watch the mini-lessons in the <i>Week 8 (Monday) - Reading Session 1 Seesaw Activity</i>. Go to the template and follow the instructions to complete the activity. *note - for the dictation sentence on the last page, you will need to write it in your Remote Learning Workbook, take a photo and upload it. OR <u>Hard Copy Option</u> Watch the mini-lessons in the <i>Week 8 (Monday) - Reading Session 1 Seesaw Activity</i> Ask an adult or sibling to show you the Week 8 Spelling Pictures (without words) one at a time. For each word use letter tiles/scrabble tiles/magnetic letters to make the words and write them in your book Listen to or ask an adult to read you the sentence Trent can drop and drink on the tramp. They may repeat the sentence a few times for you. Remember to include a capital letter at the beginning of the sentence and a full stop at the end. Take a photo of your work and upload it in the <i>Week 8 (Monday) - Reading Session 1 Seesaw Activity</i>.</p> <p>*Challenge Sentence*</p> <p>We can create a cupcake with white stripes and green spots.</p> | <p>Week 8 (Monday) - Reading Session 1 Seesaw Activity</p> <p><u>Hard Copy Option</u> Remote Learning Workbook Week 8 Spelling pictures and letter tiles (in Resource Pack) Or Scrabble tiles may be used instead of letter tiles</p> <p>**There are some optional 'Initial Consonant Blends' activities included in the Week 8 Resources packet.**</p> | <p>N/A</p> |

| | | | |
|---|--|---|------------|
| <p><u>Session 2</u> Learning Intention: I can retell the events or key information in the text.</p> | <p><u>Five Finger Retell - Possum Magic</u> Access the <i>Week 8 (Tuesday) - Reading Session 2 Seesaw Activity</i>. Watch the mini-lesson and instructions on how to do a Five Finger Retell. Then watch the 'Possum Magic' video. **When listening to the story of 'Possum Magic', think about the setting, characters and main events that happen at the beginning, middle and end of the story.</p> <p>Go to the next slide and use the microphone button on Seesaw to record your Five Finger Retell of 'Possum Magic', using your own words.</p> <p>**Use the Five Finger Retell chart to help you remember which details to include (setting, characters, beginning, middle and end).</p> <p>When you are happy with your retell, submit your response to <i>Week 8 (Tuesday) - Reading Session 2 Seesaw Activity</i>.</p> | <p>Week 8 (Tuesday) - Reading Session 2 Seesaw Activity</p> <p>Possum Magic - https://www.youtube.com/watch?v=XhLH6ZELEX4&t=265s</p> | <p>N/A</p> |
| <p><u>Session 3</u> Learning Intention: I can back up and reread when I don't understand what I have read.</p> | <p><u>Reading</u> Watch the video tutorial in <i>Week 8 (Thursday) - Reading Session 3 Seesaw Activity</i>. Go to the RAZ Kids website or access the Kids A-Z app. Log in and go to the Reading Room. Choose a book to read (not listen to) and when you have finished reading, click on the question mark to complete the quiz.</p> <p>Take a screenshot of your quiz score and submit your response to <i>Week 8 (Thursday) - Reading Session 3 Seesaw Activity</i>.</p> | <p>Week 8 (Thursday) - Reading Session 3 Seesaw Activity</p> <p>RAZ Kids https://www.raz-kids.com/ RAZ Kids usernames and passwords</p> | <p>N/A</p> |
| <p>Reading: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Find some 'r blend' (br, cr, dr, fr, gr, pr, tr) words and write them in your Remote Learning Workbook • 'Initial Consonant Blends' Activities (in Week 8 Resources) • Reading Eggs https://readingeggs.com.au/ • RAZ Kids https://www.raz-kids.com/ • Epic https://www.getepic.com/ • SPELD (for decodable readers) https://www.speld-sa.org.au/services/phonic-books.html • Decodable Readers Australia https://www.decodablereadersaustralia.com.au/online-book-list/ (usernames and passwords in 'Remote Learning Workbooks') | | | |

Mathematics

| Curriculum Area Focus | Suggested Learning Activities | Materials/ Online Resources | Task to be submitted for feedback by Teacher. |
|---|---|---|--|
| <p><u>Session 1</u> Learning Intention: I can split a small collection into two equal groups to make halves.</p> | <p>Fractions of a Collection Week 8 (Monday) - Maths Session 1 Seesaw Activity on Fractions. Watch the Mini-Lesson on Fractions of a Collection.</p> <p>Seesaw Activity Listen to the voice instructions then complete the Fractions Sort task. In the activity there are collections of stars and hearts which need to be separated into two equal groups. Submit when the templates are completed. or Worksheet Students are to share the collection of food equally amongst the monsters to halve the collection. Cut and Paste into your workbook when completed.</p> <p>Submit your completed task to Week 8 (Monday) - Maths Session 1 Seesaw Activity.</p> | <p>Week 8 (Monday) - Maths Session 1 Fractions Seesaw Activity or</p> <p>Activity worksheet - Monster Worksheet Remote Learning Workbook Writing Pencil Scissors Glue</p> | <p>N/A</p> |
| <p><u>Session 2</u> Learning Intention: I can split a small collection into two equal groups to make halves.</p> | <p>Fractions of a Collection Listen to the story 'Give Me Half'. https://www.youtube.com/watch?v=hVaxiJB6Fls Seesaw Activity Listen to the voice instructions then complete the fractions template by colouring in half of each collection. or Worksheet Complete the worksheet by colouring in half of the collection in each question. Submit your completed task to Week 8 (Tuesday) - Maths Session 2 Fraction Feedback Task Seesaw Activity for teacher feedback.</p> | <p>Week 8 (Tuesday) - Maths Session 2 Fraction Feedback Task Seesaw Activity Book- 'Give Me Half' https://www.youtube.com/watch?v=hVaxiJB6Fls</p> <p>Activity worksheet - Half Remote Learning Workbook Writing Pencil Coloured pencils</p> | <p>Add response to the Week 8 (Tuesday) - Maths Session 2 Fraction **Feedback Task** Seesaw Activity.</p> |

| | | | |
|--|---|--|------------|
| <p><u>Session 3</u> Learning Intention: I can split an object into two equal parts to make halves.</p> | <p>Online Game- Half or Not Half Interactive Mad Maths 1. Listen to the voice instructions. 2. Click the 1 minute button and see how many answers you get correct. 3. Make sure you have at least 5 attempts to get the best score you can! You do this by clicking on the restart button to try again. 4. Take a photo (screenshot) of your score and send it to your teacher.</p> <p><u>Ensure you have completed all Mathletics tasks on Fractions from last week.</u></p> | <p>Week 8 (Thursday) Maths Session 3 - Interactive Game- Fractions Seesaw Activity http://www.snappymaths.com/counting/fractions/interactive/halfornotimm/halfornotimm.htm</p> <p>Mathletics https://login.mathletics.com/</p> | <p>N/A</p> |
| <p>Maths: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> • half or not online game http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=ba6968b6-c0fa-4877-ba6b-e2d5b8c90367 • additional Mathletics activities • explore subtraction in Mathseeds (access through Reading Eggs) • abcya maths games https://www.abcya.com/grades/1/numbers | | | |

Inquiry/Investigations

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
|--|---|--|--|
| <p><u>Session 1</u> Learning Intention: I can recall the main idea in texts. I can retell the events or key information in the text.</p> | <p>Possum Magic By Mem Fox Open the <i>Week 8 (Friday) - Inquiry Session 1 - Possum Magic by Mem Fox</i> task assigned to you on Seesaw.</p> <p>Listen to the story Possum Magic by Mem Fox https://www.youtube.com/watch?v=jjzOql6tbW8</p> <p>Click on 'add response' to open the template. Click on the 'move' tab to label all the places that Hush and Grandma Poss visited around Australia. Click on the 'move' tab to add the foods Hush ate to become visible. Tap the green tick to submit your work.</p> | <p>Week 8 (Friday) Inquiry Session 1 - Possum Magic by Mem Fox</p> | <p>N/A</p> |

| | | | |
|---|---|---|------------|
| <p><u>Session 2</u> Learning Intention: I can use my creativity and imagination.</p> | <p>Craft/Nature Play - Rock Art & Card Need to make a card for someone special this week? We've got you covered!</p> <p>Find some interesting looking rocks that you can arrange in the shape of a person. Use textas to decorate your rock person to look just like someone special in your life – it could be your Dad, an Uncle, your Grandpa, or a special family friend or neighbour!</p> <p>Glue your rock person onto a piece of cardboard and let it dry. Make sure you leave room to write your message! "You ROCK!"</p> | <p>What you'll need:</p> <ul style="list-style-type: none"> • Cardboard • Textas • Glue • Rocks—look around outside for a variety of shapes | <p>N/A</p> |
| <p><u>Session 3</u> Learning Intention: I can use my creativity.</p> <p>I can find and observe seasonal changes.</p> | <p>Craft/Nature Play - Nature Crown Weaving Board It's spring so it's time to get outdoors and search for new flowers popping up and other beautiful signs of spring! This activity might also make a great present for someone special!</p> <p>Draw a picture of a face on a piece of cardboard and cut lines for your rubber bands around the head. Put a few rubber bands on the board and you are ready to go! Collect pieces of nature to weave through the rubber bands to create a nature crown. Repeat as many times as you would like!</p> | <p>What you'll need:</p> <ul style="list-style-type: none"> • Pieces of nature to weave • Cardboard • Rubber bands • Textas | <p>N/A</p> |
| <p>Inquiry: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> • Wellbeing Wednesday (Wellbeing check in sheet-in resources) • Cosmic Yoga - https://www.youtube.com/user/CosmicKidsYoga • Smiling Mind App - https://www.smilingmind.com.au/ • Mindfulness Colouring Sheets - (in resources) • ABC Little Yarns podcasts https://www.abc.net.au/kidslisten/little-yarns/#:~:text=Little%20Yarns%20is%20a%20co.and%20countries%20of%20Indigenous%20Australia | | | |

Wednesday Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Materials/ Online Resources | Task to be submitted for feedback by Teacher Due Date |
|--|--|---|--|
| <p><u>Well Being Activity</u> Learning Intention: I can practise being mindful.</p> | <p><u>Mindfulness</u> Mindfulness is noticing what is happening right now in the present moment. When we notice what is happening around us, it can help us to calm down, especially if we are feeling sad, angry or frustrated. Mindfulness can help us deal with difficult emotions, and can help us feel happy and feel good.</p> <p><u>Activity:</u> Make a Calming Glitter Jar (*Parent assistance required*) This activity can teach us about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. In the jar or bottle, mix the clear glue and hot water. 2. Add a very small amount of food colouring to the water and glue mixture. 3. Choose a glitter or object to add to the mixture. Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel. 4. Add that glitter or object to the mixture. 5. Keep adding glitter or objects and assigning feelings to them. 6. Fill the jar or bottle all the way to the top with the hot water. 7. Mix the contents together with the spoon or stick. 8. Make sure the lid is on tight! (Glue the lid on.) 9. Shake the jar or bottle and watch all the objects interact. <p><u>Questions to Think About:</u> What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar. Distressing events might include: Losing a game, missing friends, getting frustrated with a parent or sibling, scary stories on the news, sick family members.</p> | <p><u>Materials:</u></p> <ul style="list-style-type: none"> ● Jar or bottle that will not leak ● Glitter and/or other small objects to add such as beads, sequins ● Food colouring ● Clear glue ● Hot (not boiling) water ● Spoon/stick to mix <p>Calming Glitter Jar DIY Video: https://www.youtube.com/watch?v=kjg--zNReRI</p> | <p>N/A</p> |

Positive events might include: Spending time with family, making a new friend, learning a new skill, winning a game.

Notice how it is hard to see through the jar with all these events going on. Now, watch what happens when you keep the jar still. Does the water begin to clear? The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.

Art Activity
Learning Intention:
 I can identify and use different art, craft and design skills inspired by different cultures.

Google 'Indigenous symbols', what do they look like and what is the meaning behind them?

You could also watch a virtual tour of Indigenous Art- ngv.vic.gov.au

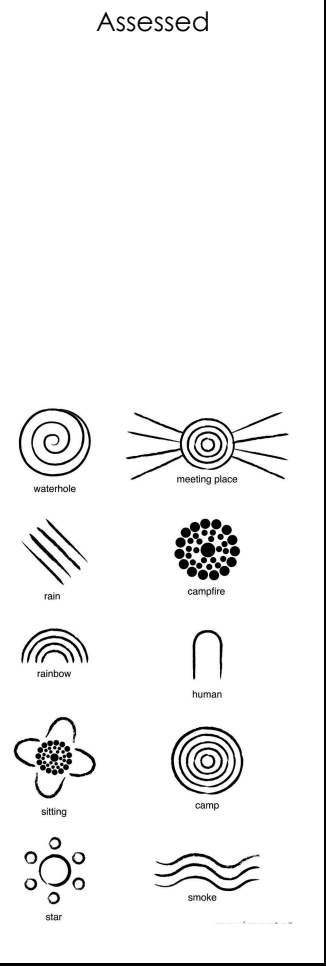
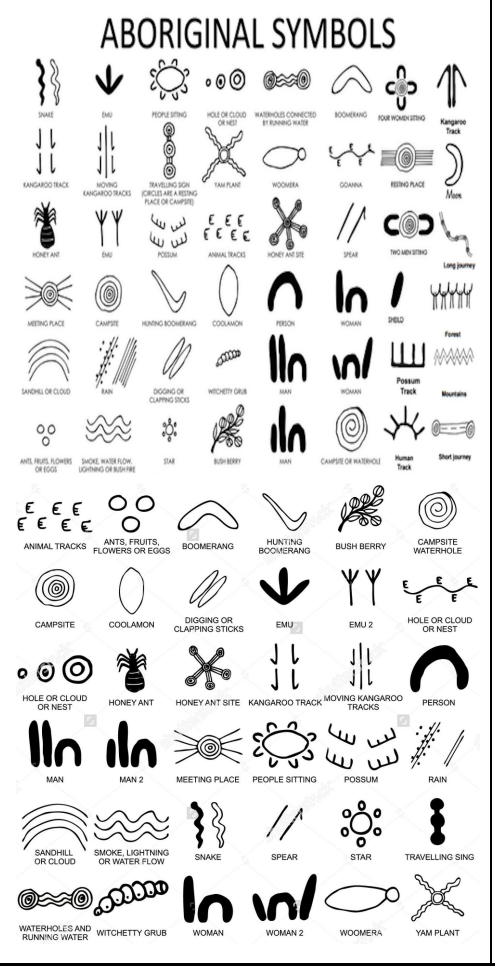
Outside your house on concrete or a pavement, tell a story using these symbols by drawing them in order of your story using chalk.

For example, a kangaroo came to a waterhole and drank, and ate some bush berries. Around a campsite, women were preparing a fire...so your symbols would be sequenced. When you are finished, draw a border around your work.

You could take a photo of your Indigenous story or make a short video (Seesaw needs it to be no more than 2 mins) of you retelling your story.

Remember, although Specialist Day is Wednesday, you do not need to rush and have the activity finished by the end of the day.

Have fun!



| | | | |
|---|---|--|--|
| <p><u>Indonesian Activity</u> Learning Intention: I can read along with a story in Indonesian.</p> | <ol style="list-style-type: none"> 1. Watch the mini lesson on Seesaw about Hulk mau pensil, read along with the story and practice your pronunciation. 2. Do the Word Wall activity by clicking on the link. Pop the balloon to match the meaning on the train carriage and get the block to land in the carriage. | <p>Mini lesson</p> <p>Word Wall https://wordwall.net/play/3817/658/740</p> | |
| <p><u>Physical Education Activity</u> Learning Intention: I can demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.</p> | <p>This week we are going to perform an activities circuit. This means we will move from one activity to the next with each covering a different skill - e.g. catching, bouncing, throwing... I have included 8 activities in our circuit and it is best to have them all set up before starting.</p> <p>There are a couple of ways that you can complete the circuit:</p> <ol style="list-style-type: none"> 1. Set a time limit you will spend at each activity (e.g. 1-2 minutes) before moving to the next activity. Repeat the circuit as many times as you like. <p style="text-align: center;"><u>OR</u></p> <ol style="list-style-type: none"> 2. Moving to the next activity when you have reached the activity goal (e.g. complete 10 bounces). You may even like to time how long it takes to complete the entire circuit (i.e. all 8 activities) and then try to beat your fastest time. I have included examples of targets you may like to achieve before moving on. <p><u>Descriptions of the circuit activities is located in the Resource Folder</u></p> | <p>EQUIPMENT NEEDED</p> <ul style="list-style-type: none"> ● Ball that you can roll. ● Medium or large ball that you can bounce. ● Medium or large ball that you can kick. ● Paper target to stick to a wall or chalk to draw target on wall. ● Objects that you can leap over safely. ● Bucket/basket to throw a ball into. ● Objects/markers you can skip and zig zag run around. ● Objects/markers to create a soccer goal. | |