



Remote and Flexible Learning Term 3 2020

Year: One

Week: 9

Torquay College Families,

We are now entering our 9th week of Remote and Flexible Learning and there are only two weeks left of Term three. I am fortunate in my position to see all the teaching and learning across the College and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The online Class Meetings and Community Circles are a great way to maintain learning and build friendships with class friends. A reminder to families that these meetings are an official class session that deserve students' full attention. A reminder to families that when we are in our online Class Meetings and Community Circles, 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 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:

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| 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 **.

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| 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 | | |
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| 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. |

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| 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. |

Writing

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
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| <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>Handwriting As a warm up today, you are going to write the sentence 'The quick brown fox.....' in your Remote Learning Workbook. This sentence is called a pangram - a sentence that contains all of the letters of the alphabet. Open up <i>Week 9 (Monday) - Writing Session 1 Seesaw Activity</i> or use the sheet attached.</p> <p>**Challenge** You may choose to write two other pangrams listed on the sheet.</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>Week 9 (Monday) - Writing Session 1 Seesaw Activity</p> <p>'The quick brown fox....' sheet in Week 9 resources.</p> <p>Remote Learning Workbook</p> <p>Year One Handwriting book</p> | N/A |

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| | <p>When you have finished, take a photo of your completed sentence/s in your Remote Learning Workbook and the pages you completed in your Year One Handwriting book. Submit your photos to the Week 9 (Monday) - Writing Session 1 Seesaw Activity.</p> | | |
| <p><u>Session 2</u> Learning Intention: I can use new topic words in my writing.</p> <p>I can use full stops correctly.</p> <p>I can re-read my writing to improve my punctuation.</p> | <p>Procedural choose your own and write Watch the mini lesson on Seesaw. You are going to write your own procedural text today. You can look in Week 9 Resources to find a list of how to make something or how to do something. You might also have an idea of your own. Choose something that has 4, maybe 5 steps.</p> <p>Use the same language from Week 8 - First, Next, Then, Last. If you need to add an extra step, it might read like this: First, Next, Then, After that, Last. You can use the template on Seesaw or you can write your procedural steps and title straight into your Remote Learning Book. don't forget to include a title, 'How to.....' When your writing is finished, read it back so it makes sense. Ask yourself, 'Have I included capital letters at the beginning of my sentences and do my sentences finish with end marks (. ! ?)'</p> <p>Lastly, if you are able to, take a photo of you doing the procedure you are writing about. Take a photo of the work you have done in your Remote Learning Workbook.</p> <p>Submit your photos to your teacher on the Seesaw activity page OR submit your photo with the template you have completed on Seesaw to the Week 9 (Tuesday) - Writing Session 2 Seesaw Activity.</p> | <p>Week 9 (Tuesday) - Writing Session 2 Seesaw Activity</p> <p>Remote Learning Workbook</p> <p>Procedural Writing template in Week 9 Resources</p> <p>Procedural Writing Ideas in Week 9 Resources</p> | N/A |
| <p><u>Session 3</u> Learning Intention: I can use new topic words in my writing.</p> <p>I can use full stops correctly.</p> <p>I can re-read my writing to improve my punctuation.</p> | <p>Procedural writing and video Watch the Week 9 (Thursday) - Writing Session 3 Seesaw Activity. It is a short clip about how to make pizza. After this, tap the microphone and listen to the task instructions. As you are becoming very skilled at writing procedural texts, we would like you to write another one.</p> <p>You may choose an idea of your own or you can look in Week 9 Resources to find a list of how to make something or how to do something. You may like to make this one a little bit longer. Swipe to the page after the pizza video to see a list of word prompts to help you. This is also in the Week 9 Resources.</p> | <p>Week 9 (Thursday) - Writing Session 3 Seesaw Activity</p> <p>Remote Learning Workbook</p> <p>Procedural Writing Ideas in Week 9 Resources</p> <p>Procedural Writing List of Word Prompts in Week 9 Resources</p> | N/A |

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| | <p>There is no writing template today as it will be written in your Remote Learning Book. Don't forget your title, 'How to....'. As well as writing your procedure today for how to make something or how to do something, we would like you to record a video of you performing these actions that you are writing about. You might need to ask someone to help you.</p> <p>When you have finished your writing, check it for punctuation and read it back so that it makes sense. Is it written on the dotted thirds so that your teacher can read it? Take a clear photo and send this and your video response to Week 9 (Thursday) - Writing Session 3 Seesaw Activity. Enjoy!</p> | | |
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- Writing:** Optional Extra - if you want to do more:
- 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 |
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| <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 9 (Monday) - Reading Session 1</i> Seesaw Activity. 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 9 (Monday) - Reading Session 1</i> Seesaw Activity</p> | <p>Week 9 (Monday) - Reading Session 1 Seesaw Activity</p> <p><u>Hard Copy Option</u> Remote Learning Workbook Week 9 Spelling pictures and letter tiles (in Resource Pack) Or Scrabble tiles may be used instead of letter tiles</p> | <p>N/A</p> |

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| | <p>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 Can you slide the slug and I will flip the blanket? 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 Week 9 (Monday) - Reading Session 1 Seesaw Activity.</p> <p>**Simple Sentence Option**</p> <p>I can flip the sled.</p> <p>**Challenge Sentence Option**</p> <p>Place the globe on the plate and put on the clothes to splash in the frog pond.</p> | | |
| <p><u>Session 2</u> Learning Intention: I can respond to texts from a range of cultures and experiences.</p> | <p>Retell of RAZ Kids book Access the Week 9 (Tuesday) - Reading Session 2 **Feedback Task** Seesaw Activity. Watch the video of Mrs Kaiser reading, 'The Magnificent Tree' and her revision of how to use the 5 finger method to retell this story and explain, "What makes a story, Australian?"</p> <p>Then, you will need to choose your own, hopefully, Australian story from RAZ, EPIC or your own bookshelf and read it to yourself. **You may need to read it several times to discover the setting, characters, beginning, middle and end of your story.**</p> <p>Record yourself retelling your story using the 5 Finger Retell method. Submit your response to the Week 9 (Tuesday) - Reading Session 2 **Feedback Task** Seesaw Activity.</p> | <p>Week 9 (Tuesday) - Reading Session 2 **Feedback Task** Seesaw Activity Remote Learning Workbook (optional)</p> | <p>Respond to the Week 9 (Tuesday) - Reading Session 2 **Feedback Task** Seesaw Activity</p> |

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| <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 9 (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. Take a screenshot of your quiz score and submit your response to <i>Week 9 (Thursday) - Reading Session 3 Seesaw Activity</i>.</p> | <p><i>Week 9 (Thursday) - Reading Session 3 Seesaw Activity</i> 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"> • 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 Due Date |
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| <p><u>Session 1</u> Learning Intention: I can represent data using one to one correspondence. I can describe data displays.</p> | <p><u>Count, Tally & Graph Data Activity</u> Watch the video on <i>Week 9 (Monday) - Maths Session 1 Count, Tally & Graph Seesaw Activity</i> for task instructions. For this activity you need to tally the items by crossing off 1 at a time (so you don't count one twice) and write the total of each section. Then colour the graph to represent your tallied data (colouring 1 box per tally mark) and answer the questions. Finally you need to record what you noticed about the graph, using the questions to help you. Refer to Seesaw activity for Seesaw and workbook instructions.</p> | <p><i>Week 9 (Monday) - Maths Session 1 Count, Tally & Graph Seesaw Activity</i> Activity worksheets - count, tally & graph Writing Pencil</p> | <p>N/A</p> |

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| | <p>There are 2 pages to this task.</p> <p>Submit your completed task to Week 9 (Monday) - Maths Session 1 Seesaw Activity.</p> | | |
| <p><u>Session 2</u> Learning Intention: I can ask a simple question to gather data.</p> <p>I can describe data displays.</p> | <p>Ask, Tally & Graph Data Activity</p> <p>Watch the Mini Lesson on Week 9 (Tuesday) - Maths Session 2 - Ask Tally & Graph - Mini Lesson - Feedback Task Seesaw Activity</p> <p>Please Note: This activity is best completed on the worksheet provided in the resource folder.</p> <p>For this activity you need to create 3 questions with 4 answer options in your Remote Learning Workbook. Choose 1 and ask 10-15 people your question, tallying their responses. Then colour the graph to represent your tallied data (colouring 1 box per tally mark) and answer the questions about your graph.</p> <p>Refer to Seesaw activity for Seesaw and workbook instructions.</p> <p>Submit your completed task to Week 9 (Tuesday) - Maths Session 2 - Ask Tally & Graph - Mini Lesson - Feedback Task Seesaw Activity.</p> | <p>Week 9 (Tuesday) - Maths Session 2 - Ask Tally & Graph - Mini Lesson - Feedback Task Seesaw Activity</p> <p>Activity worksheet - Ask, Tally & Graph Remote Learning Workbook</p> <p>Writing Pencil</p> <p>Coloured pencils</p> | <p>Respond to the Week 9 (Tuesday) - Maths Session 2 - Ask Tally & Graph - Mini Lesson - ** Feedback Task ** Seesaw Activity</p> |
| <p><u>Session 3</u> Learning Intention: I can represent data using one to one correspondence</p> <p>I can ask a simple question to gather data.</p> <p>I can describe data displays.</p> | <p>Data & Graphing - Mathletics and Mathseeds</p> <p>Your teacher has assigned tasks related to Data on Mathletics and Mathseeds.</p> <p>Listen to voice instructions and upload a voice recording or photo of something new you have learnt about data.</p> <p>You can also complete any other activities related to data on Mathletics and MathSeeds.</p> <p>To access easier or more challenging tasks in Mathletics and MathSeeds, use the search option to find activities that suit your level of ability.</p> | <p>Week 9 (Thursday) Maths Session 3 Mathletics - Data Seesaw Activity</p> <p>https://www.mathletics.com/au/</p> <p>https://readingeggs.com.au/</p> | <p>N/A</p> |
| <p>Maths: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> tally chart game - https://www.softschools.com/math/data_analysis/tally_chart/ additional Mathletics activities | | | |


- explore data 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 |
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| <p><u>Session 1</u> Learning Intention: I can identify and predict changes to everyday materials.</p> <p>I can pose and respond to questions about familiar objects and events and predict the outcome.</p> <p>I can record, sort and represent my observations.</p> | <p>Science - Dancing Sultanas Open the <i>Week 9 (Friday) - Inquiry Session 1 Seesaw Activity</i>.</p> <p>Step 1: Fill a cup or jar $\frac{3}{4}$ full with tap water. Step 2: Stir in two tablespoons of bicarb soda until it is dissolved. Step 3: Drop 10 sultanas into the cup. Step 4: Draw a 'before' picture on the student recording sheet. Step 5: Predict what will happen when the vinegar is added to the water and bicarb soda mixture. Write down your prediction on the student recording sheet. Step 6: Slowly add vinegar to the cup and watch carefully. Step 7: Draw a picture of the results. Step 8: Record your conclusion on the student recording sheet about what happened and why you think it happened.</p> <p>The key to how this experiment works - The bubbles connect themselves to the sides of the sultanas, providing a buoyant force to help to raise them to the surface. When the bubbles reach the surface they pop! This reduces the buoyant force on the sultanas and they fall back down again.</p> <p>Take a picture of your experiment and your responses written on the student recording sheet. Record yourself describing what happened during your experiment and then submit your response to the <i>Week 9 (Friday) - Inquiry Session 1 Seesaw Activity</i>.</p> | <p>Week 9 (Friday) Inquiry Session 1 - Seesaw Activity</p> <p>Materials</p> <ul style="list-style-type: none"> • Student recording sheet (in Week 9 Resource pack and on Seesaw) • cup or jar • water • tablespoon • bicarb soda • sultanas • white vinegar | <p>N/A</p> |

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| <p><u>Session 2</u> Learning Intention: I can practise my creativity. I can practise fine motor skills.</p> | <p><u>Nature/Sensory Play - Transient Art with Loose Parts</u> Transient art is non-permanent, constantly evolving and process orientated creativity in action. When children work on transient art projects they manipulate, explore and experiment as they work individually or collaboratively. Transient art can be a fantastic mindful activity. Choose your own materials and how to arrange them. Move them around, or start again. There are no mistakes with transient art – it's all about the process not the end product!</p> | <p>Things you might need:</p> <ul style="list-style-type: none"> • A flat surface, such as a table, a tray or a mirror. • Loose parts, this could include stones, rocks, leaves, flowers, sticks. | <p>N/A</p> |
| <p><u>Session 3</u> Learning Intention: I can find natural seasonal materials. I can observe seasonal changes.</p> | <p><u>Nature/Sensory Play - Colour Wheel</u> Nature has the best colours – especially Spring! Make your own colour wheel out of a piece of cardboard. Cut your cardboard into a circle, choose your colours and add some wooden pegs - then you are ready to get outside and find some beautiful things in nature to match your colour wheel! Enjoy the sunshine and fresh spring air!</p> | <p>Things you might need:</p> <ul style="list-style-type: none"> • A piece of cardboard • Scissors • Textas/pencils • Wooden pegs | <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 | | | |

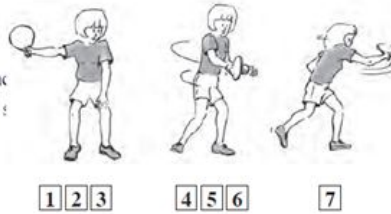
Wednesday Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Materials/ Online Resources | Task to be submitted for feedback by Teacher Due Date |
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| <p><u>Well Being Activity</u> Learning Intention: I can use breathing strategies to help me feel calm.</p> <p>I can begin to regulate my emotions.</p> | <p>Meditation Spiral & Breathing Board</p> <p>A breathing board and/or meditation spiral are a great tool that you can make at home using cardboard and stones, or you can even just draw a spiral shape for your child to trace with their finger.</p> <p>As your child traces their finger, encourage them to take long breaths in and out. This is a lifelong tool that can assist in managing stress, regulating emotions and promoting calm.</p> | | |
| <p><u>Art Activity</u> Learning Intention: I can create art work inspired by different cultures.</p> <p>I can make and explore artworks using different materials, techniques and processes.</p> | <p>Paper plate snake</p> <p>Directions: Look at examples provided for inspiration.</p> <p>Start in the centre of the paper plate and draw the snake's head and continue around the plate by drawing a spiral shape until you come to the end of your paper plate.</p> <p>Paint or use textas to create patterns or shapes on your paper plate Use traditional or modern indigenous colours.</p> <p>Use shapes or pictures to decorate your snake. To create dots you can use the end of a paint brush or cotton bud dipped in paint. To create a printed effect you could paint some bubble packing plastic and use it to print the scales.</p> <p>You can then add eyes and a tongue.</p> <p>Have fun!</p> | <p>Art Activity - Week 9 Term 3 Home Learning</p> <p>Materials - Paper plate, scissors, paint or pens</p> |  |

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| <p><u>Indonesian Activity</u> Learning Intention: I can ask where a classroom object is.</p> | <ol style="list-style-type: none"> 1. Watch the mini lesson on asking where something is - Dimana? Have you ever needed something that you can't find in your classroom? 2. Do the Word Wall activity on di mana. | <p>Mini lesson Word Wall activity. https://wordwall.net/play/3934/098/634</p> | |
| <p><u>Physical Education Activity</u> Learning Intention: I can demonstrate Fundamental Motor Skills in different movement situations and test alternatives to solve movement challenges</p> | <p>This week we are working on the forehand strike and two handed strike. A forehand strike is like what we use in Tennis, while the two handed strike is like what we use when hitting in Baseball.</p> <p>A full description of the activities and games is located in the Resource folder. I hope you enjoy them</p> <p>EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> · A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper · A tee (stand) to place the ball onto so it can be hit e.g. cardboard box with plastic cup sitting on top to place ball on · Markers to use to create target zones e.g. empty bottles, clothing, toys etc. · A ball (e.g. tennis ball or medium sized ball) you can hit. It can also be a pair of rolled socks, scrunched up newspaper or balloon <p>Skill components- Forehand Strike</p> | <p>A full description of the activities and games is located in the Resource folder.</p> <p>EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> · A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper · A tee (stand) to place the ball onto so it can be hit e.g. cardboard box with plastic cup sitting on top to place ball on · Markers to use to create target zones e.g. empty bottles, clothing, toys etc. · A ball (e.g. tennis ball or medium sized ball) you can hit. | |

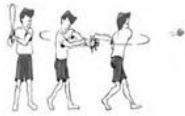
Performance Criteria

1. Eyes are focused on the ball throughout the strike
2. Stand side-on to the target with bat held in one hand
3. Striking hand nearly straightened behind shoulder at end of backswing
4. Step towards target with foot opposite striking arm during the strike
5. Marked sequential hip to shoulder rotation during the strike
6. Ball contact made opposite front foot with straight arm
7. Follow through towards the target then around body



It can also be a pair of rolled socks, scrunched up newspaper or balloon

Skill components- Two handed strike



Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.