

Year 3/4 - Week 2 - Learning at Home

Tasks to hand in this week	
Reading (Day 1)	Comprehension, read and answer questions
Writing (Day 4)	Information Text - published

Weekly Focus	
Reading	Comprehension, skimming, note-taking and vocabulary
Writing	Information Report
Spelling	/or/ sound - using the augh, ar, oar, awe and oor graphemes
Maths	Chance
BQT	Food Chains and Life Cycles of Organisms
Health	Managing worries and feeling anxious



This icon means you will need to go to Google Classroom to access the related videos or resources.

Day 1

*Reading Comprehension



Task to hand in

Learning Intention: What reading comprehension strategies can I use to help me understand the text?

Task: Read or listen to '**Emperor Penguin Life Cycle**' (Resources Day 1 below or 'Term 3 Week 2: Videos/Resources' folder). Remember to answer in full sentences.

1. Where do emperor penguins live?
2. What do penguins eat?
3. What are groups of penguins called?
4. What are burrows made from?
5. How do the males keep the eggs warm?
6. What do the parents take turns with?
7. How far do penguins have to march and when?
8. How do penguins find each other and their chicks?

Optional: Read a book for 20 minutes and tell a family member about what the story is about.

Writing



Learning Intention: How can I write an information text?

Activity: Last week you started to write your information report. Today, your job is to continue to write your information report. Make sure that you have the correct structure!

If you are struggling to begin your paragraphs under your subheadings, re-watch **video 4 'Introduction subheading'** and **video 5 'Subheading 2'** in 'Term 3 Week 1: Videos/Resources' folder.

Spelling



Last week we looked at some common ways to spell the /or/ sound - or, ore, a, our, au, aw.

Watch '**Spelling Week 2 - /or/ again!**', found in 'Term 3 Week 2: Videos/Resources' folder.

Revision activity - /OR/ Graffiti Wall! Put a timer on for 3 minutes and write out as many words as you can with the /or/ sound. Once you have finished, spend 2 minutes going through your words and underline the digraphs and trigraphs that are making that /or/ sound. (e.g. crawling, caution, gore)

This week we are looking at some more complex and less common ways to spell the /or/ sound - **ough, ar, oar, awe, oor**. See the table below some examples.

ough	e.g. caught, naughty
ar	e.g. dwarf, wart, ward <i>(note that the 'w' tricks the ar to make the or sound)</i>
oar	e.g. board, roar
awe	e.g. awe, awesome
oor	e.g. floor, door



Practise Activity: Choose one of the spelling lists below - make sure it's the one you think best suits you. Use the new 'Spelling Activities Menu' (in 'Term 3 Week 2: Video/Resources' folder) and pick **one** way to practise your spelling words this week.

Green Code: <u>cool722</u>	Orange Code: <u>snap818</u>	Red Code: <u>here975</u>
draw	fourteen	audience
store	autumn	daughter
formed	bought	brought
awesome	coarse	astronaut
floor	organisation	cautious
August	naughty	wardrobe

Online Activity

1. Log into soundwaveskids.com.au using the **code** matched to your coloured list above (green = cool722 / orange = snap818 / red = here975).
2. Then, click on **UNIT 25** (with the horse picture!).
3. First, make sure you check out the 'List Words' and then have a go with the 'Segmentation Tool' to split some words into their sounds.
4. After that, have fun completing the different games and activities for the /or/ sound and its related spelling patterns (graphemes).

Maths

Learning Intention: How many possible number plate combinations can you find using a set amount of letters or numbers?

Warm Up: Mouse Game



Watch 'Mouse Game' for instructions on how to play in 'Term 3 Week 2: Videos/Resources' folder.

The aim of this activity is to see how many rolls of a die you need to do to complete a picture of your mouse. Each roll of the die enables a particular body part to be drawn as follows: **6 = body, 5 = nose, 4 = whiskers, 3 = eyes, 2 = ears, 1 = tail**

This activity can be done by yourself or with others taking turns to roll.

The body must be drawn before the other parts are added to it. Once the body is drawn, the other parts of the mouse may be added in any order. If you roll a number that relates to a body part already added, you miss your go and pass the die on. If you are playing by yourself, that roll gets added to your total.

Make an estimation as to how many rolls you will need to complete a mouse. Have a go at decorating and naming your mouse.

Task: Personalised Number Plates

You are working for the government selling personalised number plates. They must use exactly 4 letters and only these ones are available.

N A L E

How many four letter plates can you make from the above four letters?
How many do you think you can create? Show your answers.

Using what you have learnt so far, how many five letter plates are possible using these letters?

P U M O R

How many do you think you can create? Show your answers.

Optional: If you could select any 6 letters or numbers, What would they be and what could you create with them?

James	GODEES	Trami	NORU5H	Warren	TIGES9	Carol	GOBLUE
Narelle	NAZT22	Eliza	MYNAM3	Ann-Maree	HELLO1	Carly	SP3LUV

BQT

Learning Intention: What are food chains?

Food Chains

In your workbook, draw 3 columns and label them like the one below - **K W L**
In the first column, write down everything you **KNOW** about food chains. In the second column, write down everything you are **WONDERING** and want to find out.

K What I Know	W What I Wonder	L What I Learned

Key Vocabulary: *producer, consumer, predator, prey, herbivore, carnivore, omnivore*

Watch '**Key Vocabulary**' in 'Term 3 Week 2: Videos/Resources' folder. (Find out the meaning of any words you don't know).

Food Chains: a series of organisms (living things such as plants and animals) that each depend on the next as a source of food. (The smaller animal is usually the source of food for the larger animal).

Example:



Plants need water and sunlight to grow.

Grass is a **producer**, providing food for many organisms.

Cows rely on grass as a main food source. They are **prey** to animals such as wolves and cougars.

Humans are **omnivores** and **consume** either plants, animals or both.

Activity: Draw a **food chain** (by hand or digitally) for **ONE** animal below. Write a short

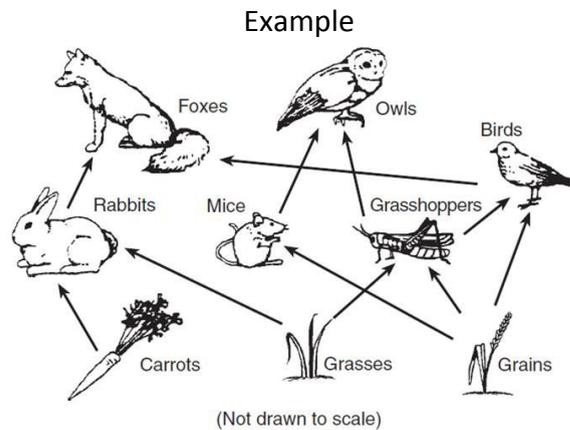


description under each stage. Try to include some key vocabulary in your description. You may need to do some research on the animal before you start.

Watch **'Food Chains/Webs'** in 'Term 3 Week 2: Videos/Resources' folder.

<i>eagle</i>	<i>hawk</i>	<i>owl</i>	<i>polar bear</i>	<i>shark</i>
<i>crocodile</i>	<i>lion</i>	<i>bear</i>	<i>tiger</i>	<i>cheetah</i>

Optional: Create a **food web**, connecting multiple organisms to their food source.



Music

You will find different activities to select from. Choose however many activities you wish to complete!

You will have all of the activity links in your virtual classroom. You can find that on your music google classroom or [HERE](#). If you don't know the code for the Music Google Classroom, please ask your classroom.

THEORY

This week we are revising over some of the notes on the treble staff that we looked at last week. Be careful to complete the first activity using spaces only and use the whiteboard in the virtual classroom if you need help remembering where the notes are found on the staff. There is also a second worksheet that focuses on note values and the correct names for each of these notes.

MOODS IN MUSIC

We have been looking at *moods in music*. We completed a worksheet last week to help us understand how music can affect our moods and this week we will continue to investigate this topic. Have a look at the worksheet in the virtual music room and fill out the answers in a book or print the sheet out to fill it in.

ANALYSIS AND LISTENING

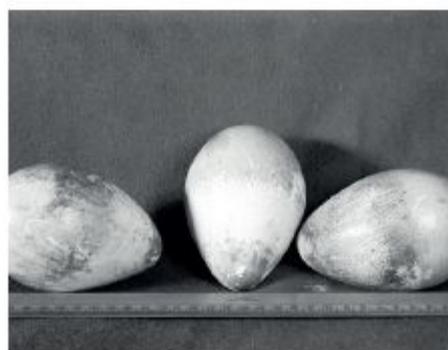
Last week, we heard the first movements of the 'Moonlight Sonata' by Beethoven. This week, we are going to look at the third movement (section) of this piece of music. In the virtual classroom you will find a link to the third movement and answer these questions.

Emperor Penguin Life Cycle

Penguins are birds that can't fly and they spend most of their life at sea. There are 17 subspecies of penguin. Emperor penguins are the biggest type of penguin. Instead of normal wings, they have flippers that help them to swim through the water. They catch fish, squid and krill to eat. Emperor penguins are found in the Antarctic. Groups of penguins on land are called a colony, rookery, huddle or waddle. A group of penguins floating in the ocean is called a raft.

Egg

The mother penguin lays one or two eggs in a nest a few weeks after mating. The burrow can be a circle made of grass or stones, or can be under the ground. The mother carefully transfers the egg to the father, but some eggs get broken.



The male incubates the egg in June and July by keeping it on his feet, under a flap of his belly. The mother goes off to the sea to feed at this time.

1

Chick

The chick hatches from the egg in August and starts calling so that the parents know its voice. Chicks have soft, fluffy, grey feathers. The mothers return and both parents take turns to look after their chick during September and October. The parent not looking after the chick goes off to sea to feed and returns to feed the chick. During October and November, the chicks huddle together to keep safe and warm.



2

Adult

It can take up to thirteen months for penguins to form waterproof, black and white feathers. The families leave in December, when the ice breaks up at the start of the Antarctic summer. Chicks then hunt on their own and they all do lots of feeding in January, February and March. In April, the adult penguins march between 90 – 160km inland. They find a mate by singing to each other, usually in April or May. They keep the same mate for the whole of their life. Adult penguins can only reproduce when they are 3 to 8 years old.



Day 2

Reading

Learning Intention: How does skimming help me when I'm reading a text?

Skimming is a reading technique that can help you:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail
- check you understand what you have read
- see if the text is helpful for your research of a topic

Skimming is reading quickly to get the main idea of the text. Look for key words and ideas.

1. Read the **title**
2. Read the **caption**
3. Read the **headings** and **subheadings**
4. Read the **first** and **last sentences** of each paragraph

Task: Skim read the article, 'One of the world's rarest and most endangered monkeys has been born at a Sydney zoo' (link below) and answer the questions.

<https://www.kidsnews.com.au/animals/one-of-the-worlds-rarest-and-most-endangered-monkeys-has-been-born-at-a-sydney-zoo/news-story/9f412c1a0002d243d56b75bba9c9d4c4>

1. What **distinctive** features do young Francois' Langurs have to make it easier for their parents to find them?
2. Where do Francois' Langurs usually live?
3. Why is there an international breeding program at Taronga Zoo?

Distinctive: clearly marking a person or a thing as different from others

Optional: Find 4 synonyms for the word 'distinctive.'

Writing

Learning Intention: How can I write an information text?

Task: Today, your job is to continue to write your information report. Make sure that you have the correct structure!



If you are struggling to begin your paragraphs under your subheadings, re-watch **video 4 'Introduction subheading'** and **video 5 'Subheading 2'** in 'Term 3 Week 1: Videos/Resources' folder.

Note: Keep in mind that each of your three subheading paragraphs should begin with a topic sentence. A topic sentence tells the reader what the rest of the paragraph is about. After your topic sentence you should include more information about that sentence; you may want to offer facts or describe it in more detail.

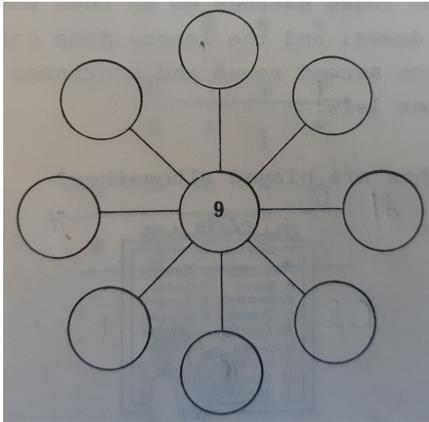
If you are ready to add in diagrams, watch **video 6 'Diagrams'** in 'Term 3 Week 1: Videos/Resources' folder, to see an example and meet Kirk the Koala!

Maths

Learning Intention: How many different tie/shirt combinations can you find? Can you prove the father wrong?

Warm Up:

Place the numbers 13 to 20 in the outer ring of circles so that each line adds to equal 42. You cannot use a number twice, only 13 to 20.



Task: It's a Tie

Kaia's father always wore a white shirt and coloured tie for work. He didn't like deciding which tie to wear so he would put his hand in the drawer and wear the first tie that he pulled out. Each evening the tie would go back in the drawer.

One day, Kaia said, "Do you like that tie? You usually wear it at least twice a week."
"I do not," replied her father, "I have eight ties and I only work five days a week. I certainly don't wear any tie more than once a week."

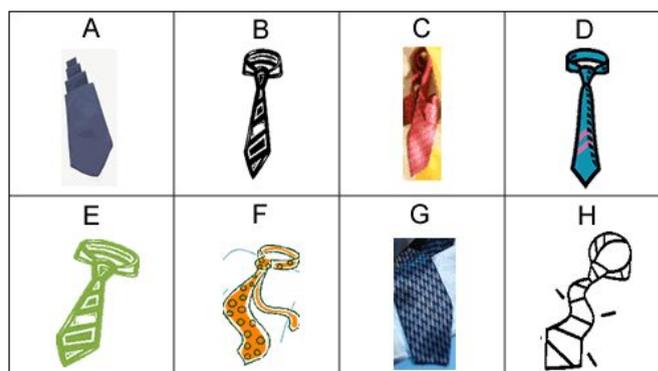
"You have worn that tie twice a week in at least five of the ten weeks you have been taking me to school," Kaia insisted.

"Impossible! Prove it!" challenged her father.

Do you think Kaia or her father was right? Why?

Conduct your own experiment to help you solve the problem.

Cut out the ties below and choose one at random. Record your result on the table. Put the tie back in the pile and repeat.



Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

BQT

Plant life cycle



Learning Intention: What is the life cycle of an organism?

Life Cycles - Plants

Write in your workbook what you think the life cycle of an organism is.

Activity: Cut out the stages of a flowering plant (resource below) and put them in the order that you think they go in. Don't glue it down just yet!

Now watch these two videos about plants:

Plant Life Cycle: How do seeds become plants?
<https://www.youtube.com/watch?v=tkFPyue5X3Q>

Parts of a plant
<https://www.youtube.com/watch?v=p3St51F4kE8>

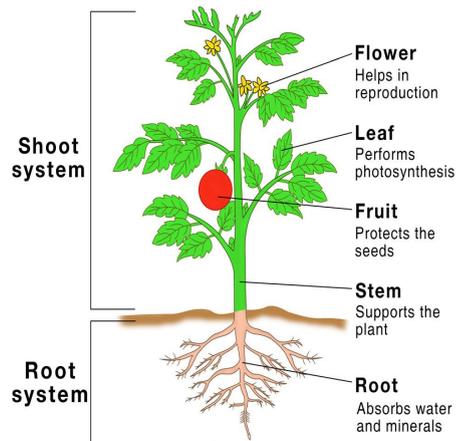
Make any changes to your life cycle after watching the videos. You can glue it in your book now!

Optional Project: Celery Experiment

1. Put celery sticks in jars/cups.
2. Pour water in the jars and add a few drops of food colouring.
3. Observe what happens. Explain using your new knowledge of the different parts of a plant.

Example:

Parts of a Plant





Indonesian

Halo anak-anak kelas tiga dan empat. Apa kabar? (How are you?). How did you go with the lesson last week? I hope all the links worked for you.

This week we are going to continue to learn the vocabulary for the topic “**School**”. Let’s start by reviewing the vocabulary.

pensil (pencil)	spidol (texta)	gunting (scissors)
papan tulis (white board)	komputer (computer)	peruncing (sharpener)
penggaris (ruler)	cat (paint)	ruang kelas (classroom)
pena (pen)	penghapus (eraser)	lem (glue)
meja (table/desk)	kursi(chair)	stabilo (highlighter)
kotak pensil (pencil case)	pensil warna (coloured pencil)	

Now, let’s practice saying the words. Click on the link below to watch a short video. Make sure you repeat each word. The video has a few extra words that are not on our list. That’s ok, you can say them too.

<https://www.youtube.com/watch?v=lvPvM5gF6Ds>

This week you will be writing simple Indonesian sentences. Here is the sentence you will be using.. Just change the number and the school item

Eg. Di kotak pensil saya ada **tiga penghapus** (In my pencil case there are 3 rubbers).

Click on the link to download this week’s worksheet. Read the sentences that describe what’s inside a pencil case and draw a picture. If the link doesn’t work, there is a copy included in this document.

https://docs.google.com/document/d/1f3-clS_ij09SGO9Mf_cUzibLnaZl8qR2bVrTcdhDbgU/edit

When you have finished the worksheet, write three of your own sentences in your work book.

Have fun! Selamat bersenang- senang!

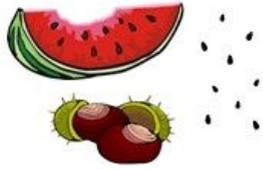


Resource Day 2

BQT: Cut and order the stages of a flowering plant's life cycle in order



An insect picks up pollen



The plant produces seeds, sometimes in fruit or nuts



The insect flies away



The plant grows flowers



The seeds grow into new plants



The seeds are dispersed (moved) by animals



The insect leaves pollen on a different flower

Indonesian worksheet

DI KOTAK PENSIL SAYA (IN MY PENCIL CASE THERE ARE / IS)

Read each sentence and draw a picture.

Di kotak pensil saya ada,
tiga pensil, delapan spidol, empat
stabilo dan dua peruncing.

Di kotak pensil saya, ada dua
penggaris, satu peruncing,
satu lem dan lima pena.

Di kotak pensil saya, ada
sepuluh pensil warna, enam spidol,
satu gunting dan tiga penghapus.

Now, write your own sentence that describes what's in your pencil case. Start off with, Di kotak pensil saya, ada

Draw a picture that matches your sentence

Reading

Learning Intention: Why is notetaking important and how can I take effective notes?

What is notetaking? Notetaking is when we read a text and write down key points about what we have read to help us understand and remember some of the key ideas.

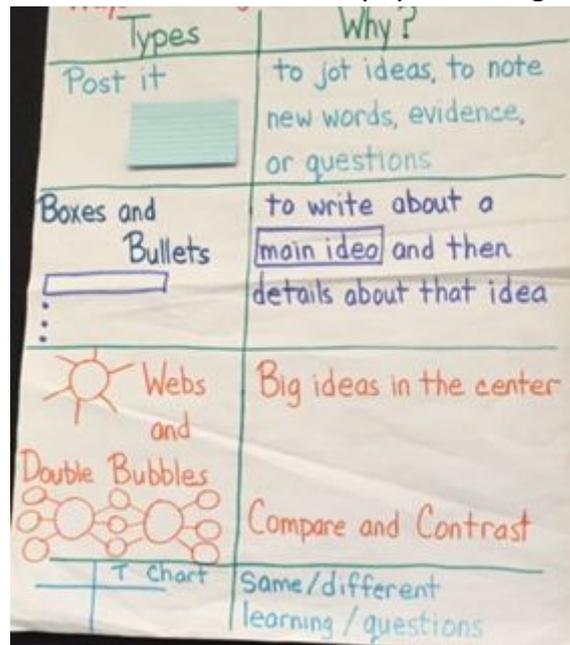
Why do we take notes?

- to help recall/remember important information
- to help us understand what we are reading
- to help when we are researching a topic



Watch **'Notetaking skills'** in 'Term 3 Week 2: Videos/Resources' folder.

Have a look at different ways you can organise and take notes.



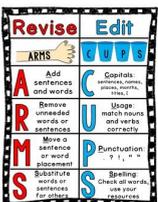
Task: Read **'Shark'** (Resources Day 3 below) and take notes using bullet points or try another strategy. Remember to only record the key information and key terms.

Optional: Read a book for 20 minutes.

Writing

Learning Intention: How can I use CUPS and ARMS to strengthen my writing?

Task: Over the past couple of days you have written your information report. Today your task is to use the CUPS and ARMS, revising and editing process to strengthen your writing. (Find a copy of the **'CUPS and ARMS poster'** in 'Term 3 Week 2: Video/Resources' folder)

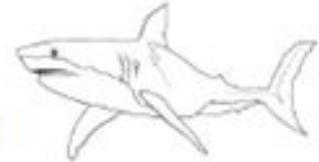


Things to keep in mind:

6+1 Traits of Writing!

- Ensure you have **sentence fluency**, a mixture of short, medium and long sentences.
- Ensure the **organisation** of the text is clear and flows.

	<p>- Think about your word choice, the vocabulary you should be using in your Information text. You should be using <u>scientific language</u>, such as ‘habitat’ opposed to ‘home’. You should also have descriptions of the animals: paint a picture for your reader!</p> <p>- Capital letters at the start of each sentence and for proper nouns.</p>
<p>Maths</p>	<p>Probability Project: How would you design your own chance game?</p> <p>Instructions are below (Maths resource Day 3)</p>
<p>BQT</p>	<p style="text-align: center;">**This will go over TWO lessons**</p> <p>Learning Intention: What is the life cycle of my chosen organism?</p> <p style="text-align: center;">Life Cycle - Animals</p> <p>Task:</p> <p>a. Choose 1 organism (animal) and research its life cycle. Use your notetaking skills to write down the most important information.</p> <p>b. Create a life cycle poster (on paper or digitally), outlining the different stages of your animal.</p> <div style="text-align: center;"> <p>Example (large version below):</p> <p>The diagram illustrates the lifecycle of a common frog in a circular path. At the top, it shows a male frog croaking to attract a female. This leads to a cluster of blue frogspawn (eggs) surrounded by jelly. A text box states: 'The eggs or frogspawn are surrounded by jelly. A clump of frogspawn can contain up to 4,000 eggs.' An arrow points to a tadpole, with text: 'After about 10 days a tadpole wriggles out of each egg.' Another arrow points to a tadpole with back legs, with text: 'After eight weeks the back legs have formed.' A third arrow points to a tadpole with front legs, with text: 'Ten to eleven weeks and the front legs have also appeared.' A fourth arrow points to a tiny froglet, with text: 'At twelve to fourteen weeks the tail disappears and the tiny froglet is ready to leave the water.' A final arrow points to a large adult frog, with text: 'It will take three years before the froglet will reach maturity and the cycle starts all over again!' A separate text box at the top right says: 'In early spring, the male frog arrives at the pond and may have travelled up to one mile to get there! He attracts the female with a loud croaking sound.'</p> </div>
<p>Art</p>	<p>During ‘Learning at Home’ for Art in Term 3, all students will be sent a link to the same google slides document.</p> <p>Please take the following steps to access the learning:</p> <p>https://docs.google.com/presentation/d/1E4kfGoH7BS0OINMCUbYK1mD0XldSxBA_V4kWKTDHzaU/edit#slide=id.p</p> <ol style="list-style-type: none"> 1 Click on this link: 2 Click on ‘Present’ at the top right hand corner of the screen 3 The power point will then present as a full screen ready for students to watch <p>The link above is also on the new Art 3/4 2020 google classroom - code is uoydc6p</p> <p>Week 2 – Artist of the Week: Georgia O’Keeffe</p>



Research Skills – Note Taking

Read each paragraph from the text about sharks.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Sharks

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

-
-
-

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

-
-
-

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

-
-
-

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

-
-
-

Lifecycle of the Common Frog

It will take three years before the froglet will reach maturity and the cycle starts all over again!

In early spring, the male frog arrives at the pond and may have travelled up to one mile to get there! He attracts the female with a loud croaking sound.

At twelve to fourteen weeks the tail disappears and the tiny froglet is ready to leave the water.



Ten to eleven weeks and the front legs have also appeared.

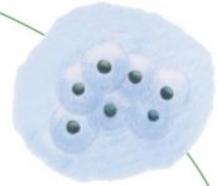


After eight weeks the back legs have formed.



At first it uses its gills to breath, but after five weeks the tadpole develops lungs and has to swim to the top of the water to breath air.

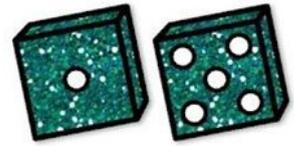
The eggs or frogspawn are surrounded by jelly. A clump of frogspawn can contain up to 4,000 eggs.



After about 10 days a tadpole wriggles out of each egg.



Probability/ Chance Project: Design Your Own Game



In Maths, from Day 3 until Day 5, you will be designing your own probability/ chance game. The game should be the type of game that you would play as a **board game**, at a **carnival, amusement park or online**. It cannot be a game that already exists— you must create a unique game. Your game must include an element of chance/probability (e.g. rolling a dice or choosing a card at random) and you must be able to explain the probability of your game, so don't make it too complicated!

Final Products:

1. **Game** – Include all materials needed to play such as game boards, playing pieces, cards, iPad, dice, spinner, ball, etc.
2. **Instructions** - You must create a set of written or typed step-by-step instructions to clearly explain your game. They must be easy to follow so that anyone can pick them up, read them and begin playing your game.

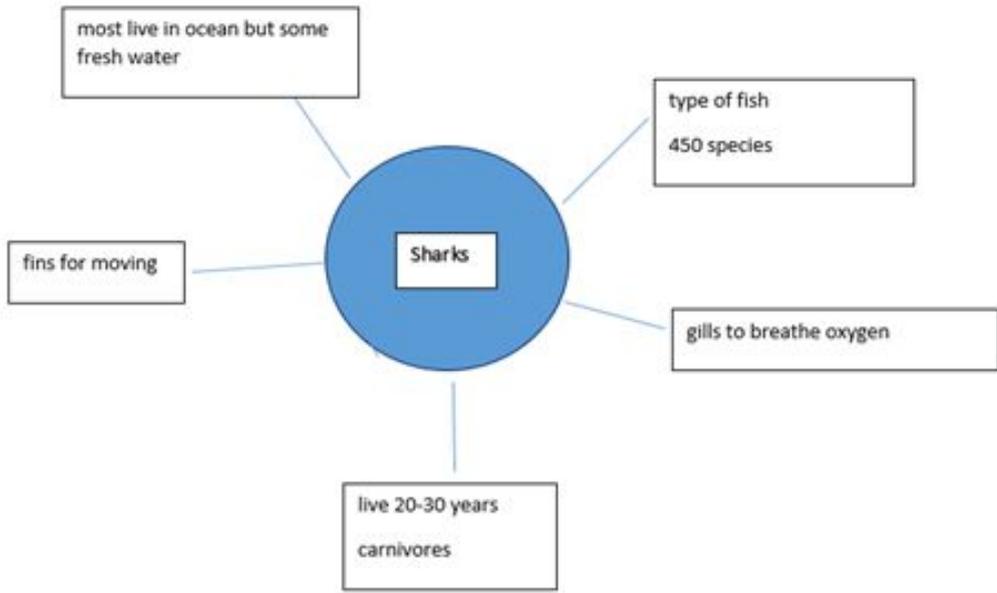


Day 5- Test your game on a family member.

Week 3 Task- Be ready to present your game to your peers during next week's Google Meet and provide an overview of your game.

- What type of game is it?
- Where would you play this type of game?
- Is the game fair for all players? Is there less chance of certain people winning, why?
- If the game is not fair, how could you change the game to make it fair?
- How could you change the game to give advantage to another player?
- What is the probability of the game? (Include **all** of the outcomes).

Day 5

<p>Reading</p>	<p>Learning Intention: How does skimming help me when I'm reading a text?</p> <p>Task: Try skim reading <u>ONE</u> of the articles on kidsnews.com.au and take notes by using the web idea.</p> <p>1. Baby boom after big hatch of critically endangered Bellinger River snapping turtles https://www.kidsnews.com.au/animals/baby-boom-after-big-hatch-of-critically-endangered-bellinger-river-snapping-turtles/news-story/5cfb8737b406e69c2b688ae21f50a211</p> <p>2. Kangaroo Island conservationists overjoyed after endangered dunnart spotted on burnt land https://www.kidsnews.com.au/animals/kangaroo-island-conservationists-overjoyed-after-endangered-dunnart-spotted-on-burnt-land/news-story/7bcc12320c4eb7953293934e10b67e0a</p> <p>3. Hungry times ahead for endangered pygmy-possums as billions of Bogong moths go missing https://www.kidsnews.com.au/animals/hungry-times-ahead-for-endangered-pygmypossums-as-billions-of-bogong-moths-go-missing/news-story/7b54c06511dea3ca63ad7840512e0b4d</p> <p>Example:</p>  <p>Optional: Read a book for 20 minutes and have a discussion with a family member about the characters - what do you like/dislike about the way the author portrays them?</p>
<p>Writing</p> <p>Writer's Notebook</p>	<p>Learning Intention: How can I create an engaging story for my reader?</p> <p>Watch the following video by The Literacy Shed titled, 'Adrift'. https://www.literacyshed.com/adrift.html</p> <p>Task: Using the video as inspiration, you have 15 minutes to write down anything that comes to your mind. The video can be used to begin or end your story - you decide - and fill in the blanks! Remember to paint beautiful pictures for your readers. Have fun writing!</p>
<p>Maths</p>	<p>Finish your Chance/ Probability Project. If you have finished, test out your game by playing it with a family member.</p>

Health**Learning Intention:**

How can we manage our worries?

Task: Listen to James read the book, **'The huge bag of worries'** (found in 'Term 3 Week 2: Videos/Resources' folder) by Virginia Ironside.

Classify Jenny's worries into these categories:

Impossible- could never happen.	Unlikely- could happen but probably won't.	Likely- but not important or awful.	Other people's worries.

Optional: Add your own worries to the table above.

Many people share similar worries and different things worry different people. Our next Health lesson will look into strategies that you could try to help manage your worries.

P.E.

Once again, make your way into your PE Google Classroom and watch the instructional video for week two.

Google Classroom codes for PE are:

3/4A – 4trtu4u	3/4C – caxgaba	3/4E – eiklxob
3/4J – jaqs7o	3/4T – noyusub	3/4W – pfhoaeb

Opening/Warm-up – Complete the 7 minute workout routine found in the link.

https://www.youtube.com/watch?v=aW_JqSK-CgY

Handball – Watch the short video found in the link and complete the different ball handling drills for approximately 1-2 minutes each. You can perform the drills by standing on the spot or by moving around as shown in the video.

<https://www.youtube.com/watch?v=9V6ry0R2zOA>

Finally, watch the third link below. In it, you will see different individual and partner handball drills that focus on dribbling, passing and shooting/scoring. Complete as many of the drills in the video as you can, performing each drill for 1-2 minutes or longer.

<https://www.youtube.com/watch?v=81TInfGoENE>