



## Stage 2 - Term 3 Week 4 - Overview

Please refer to the Overview cover sheet for Weeks 1, 2 and 3 for further information about learning from home for Stage 2 students.

Here are a few areas we wanted to draw attention to:

- **Seesaw**
  - Please check Seesaw each morning and watch the daily video before starting your work. Have a look through the Journal to check if there are any new posts with extra information (including videos).
  - Before you start the daily "Essential" English and mathematics tasks, go on to Seesaw and have a look at the assigned Activities. There may be extra information to assist you (including videos). You may find it helpful to do this right before you start the task, rather than looking through everything in the morning.
- **Hyperlinks**
  - This program is best viewed online so any Internet links can just be clicked on.
  - Go to the school website to access it: <https://turramurra-p.schools.nsw.gov.au/learning-from-home/year-3---4--stage-2-.html>
- **Maths warm up** (Monday to Thursday)
  - Students can start their mathematics with a daily "Warm up" task. They are asked to go over their times tables or create their own addition, subtraction, multiplication or division sums to complete. Alternatively, they can complete a column of their Maths Mentals book if they have that.
  - The self-created questions are supposed to be appropriately challenging, but not cause stress. Start simple and build up slowly over the weeks.
  - Students may choose to focus on a specific operation for the week, alternate between different operations each day or mix it up however they like.
  - Spend between 5-10 minutes on this task each day.
  - Students don't need to submit this work to Seesaw.
  - Here is a great online calculator that gives reminders for division sums: <https://www.calculatorsoup.com/calculators/math/longdivision.php>
- **Zoom sessions**
  - Students may choose to attend their class Zoom sessions throughout the week. You will be notified on Seesaw when your class Zoom sessions are on.
  - Students will be given a chance to ask questions and share some work, including their Friday art creations.
- **Additional and Extension tasks**
  - Some of the Additional tasks change each day, while others are the same each day of the week. The afternoon Extension tasks vary.
  - Students can complete these in a different order and on different days to the program.
  - If one day you find you get through tasks quickly, you could go back and complete a task from a previous day or week.
  - You may want to spend some extra time on Mathletics and/or Literacy Planet.

As always, please contact your teacher if you require any assistance.

Keep up the amazing work superstars! We are so proud of you all!

Mr Bruscino, Mr Huntington, Mr Hendrie, Mrs Levin, Miss Mooy & Mrs Van Roon

## Year 4 – Monday – 02.08.21 – Term 3 Week 4

Morning English - Writing Essential	Morning English Additional	Break 30 mins	Middle Maths - 3D Space Essential	Middle Maths Additional	Break 1 hour
<p><b>Informative Texts</b>  Create a Fact File on the origins of the Olympic games to help you write an information report on Wednesday.  Follow the template on the Seesaw activity to collect information.    You may conduct your own research or use this link to help you gather information on the origins of the Olympic Games.    <a href="https://kids.nationalgeographic.com/history/article/first-olympics#:~:text=The%20first%20known%20Olympics%20were%20Zeus%20of%20the%20gods.&amp;text=Worshipping%20Zeus%20was%20one%20of%20the%20ancient%20Greeks%20agreed%20on.">https://kids.nationalgeographic.com/history/article/first-olympics#:~:text=The%20first%20known%20Olympics%20were%20Zeus%20of%20the%20gods.&amp;text=Worshipping%20Zeus%20was%20one%20of%20the%20ancient%20Greeks%20agreed%20on.</a>  There is a page in the Seesaw Activity where you can listen to the information being read to you.</p>	<p><b>Library</b>  Visit the Library “<a href="#">Learning From Home</a>” section of the school website and listen to a picture book being read or complete one of the activities.</p> <p><b>Education Live</b>  At 10am you can watch the latest <a href="#">Education Live</a> stream lesson. There is a different guest speaker each day.</p> <p><b>Comprehension</b>  Read 20 minutes of your chosen novel and, when you are finished, choose as many of the following activities as you would like to complete:</p> <ol style="list-style-type: none"> <li>What Olympic event would best suit the main character? Why?</li> <li>What Olympic event would worst suit the main character? Why?</li> <li>Imagine the baddie of the story is a coach of an Olympic team. Write a speech that this character would give to their team/athlete before a big event.</li> <li>How would the story be different if it took place in Tokyo during the Olympics?</li> </ol> <p><b>Literacy Planet</b>  Complete one or more <a href="#">activities</a>.</p>	<p>You might like to choose an activity from one of the “Break Ideas” sheets on the school website</p>	<p><b>Warm up</b>  Spend 5-10 minutes going over your times tables or completing addition, subtraction, multiplication or division questions of your own creation. Alternatively, you could work on Maths Mentals. Mark with a calculator as you go.</p> <p><b>Pre-work</b>  Complete the following pre-work questions. Once done, mark by checking the Seesaw Activity.</p> <ol style="list-style-type: none"> <li>Sketch a prism.</li> <li>Sketch a cylinder.</li> <li>Sketch a pyramid from the top, front and side views.</li> </ol> <p><b>3D Objects</b>  What is the difference between a 3D object and a 2D shape?  This might help you get started: One is flat and one is not!  Give a more technical answer. You can add drawings to support your answer.  Copy the following terminology. You can add to your answer above by including these terms:  A <b>face</b> is a flat surface with only straight edges, as in prisms and pyramids.  <b>Curved surfaces</b> are those that wrap around and are found in cones, cylinders and spheres (these are not classified as faces).  <b>Flat surfaces</b> are those with curved boundaries, such as the circular surfaces of cones and cylinders.  An <b>edge</b> is the straight line formed where two faces of a three-dimensional object meet.  A <b>vertex</b> is the point where three or more faces of a three-dimensional object meet.  Complete the worksheet on page 4, where you need to trace and label the given 3D objects. After having a go yourself, go on to Seesaw and check your answers.  <b>Extension:</b> Draw up 5 or more other 3D objects you are familiar with and label them like in the attached worksheet.</p>	<p><b>Medal Tally</b>  Research how Australia did in the last Olympics (Rio 2016) and record the amount of gold, silver and bronze medals Australia won. Record this data and then make a graph of your choosing to show it:  (<a href="https://www.worldathletics.org/competitions/olympic-games/the-xxxi-olympic-games-7093747/medaltable">https://www.worldathletics.org/competitions/olympic-games/the-xxxi-olympic-games-7093747/medaltable</a>).</p> <p><b>Problem Solving</b>  Complete a page or two of <a href="#">the booklet</a>, showing all working out. Get someone to check your work.</p> <p><b>Mathletics</b>  Complete one or more <a href="#">activities</a>.</p>	<p>You might like to choose an activity from one of the “Break Ideas” sheets on the school website</p>



**Monday Afternoon**  
**Year 4 - Powerful Project**  
**Extension**

**Design Thinking Process: Define**

For today's task, you are going to work through the "Define" section of the Design Thinking Process.

It should take you about an hour to work through the activities. You may choose to do this over multiple days. Don't rush! Read everything and give considered answers.

Here is the link:

<https://schoolsequella.det.nsw.edu.au/file/ba43743b-baca-4dd2-9689-2da09ad2ffc7/1/design-thinking-across-the-curriculum.zip/index.html>

Make sure you click on all the links, watch the videos and answer all the questions (including writing in your digital Design Folio).

Your Design Folio should be saved in your Google Drive from the previous weeks. If you can't find it or it didn't save, you can access a new Design Folio here:

<https://docs.google.com/presentation/d/1riWdXBRu5ug9DQ1ib2tBlvDy8jBnSCNsYUvmJPLwtY4/template/preview>

You will be working through pages 12-19 today.

**If you don't have access to a computer:**

Last week you came up with challenges that different students might be facing during home-schooling.

This week, you are going to turn each of your problem statements into a question. You can do this by starting your questions with the words, "How might we...?"

For example:

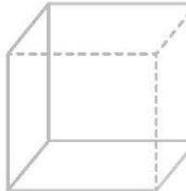
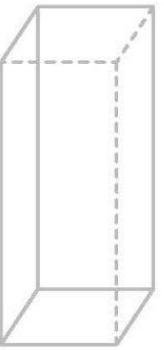
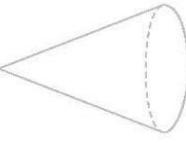
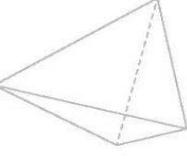
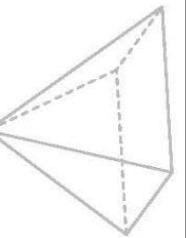
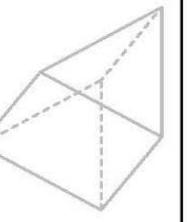
-Problem statement: They may not have access to technology.

-Question: How might we assist students to have better access to technology during home-learning?

After this, select three questions you think are the most important to answer. Why do you think they are the most important questions to address?

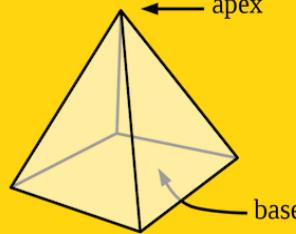
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 3D Object Properties

Trace the shape	Name	Edges	Faces	Vertices	Curved surfaces	Flat surfaces	
							
							
							
							
							
							
							



## Year 4 – Tuesday – 03.08.21 – Term 3 Week 4

Morning English - Writing Essential	Morning English Additional	Break 30 mins	Middle Maths - 3D Space Essential	Middle Maths Additional	Break 1 hour				
<p><b>Super Six</b> Read the novel you are currently reading for approximately 20 mins, or read a picture book, short story, newspaper or magazine article, etc and work through the Super Six comprehension strategies (in bold below).</p> <p><u>Before reading</u>, write a short sentence in your book about what you think the text is about. You can use headings or any images to help you <b>predict</b>.</p> <p>Then as you are reading, write a few short sentences <b>connecting</b> parts of the text to your life, the wider community or the world.</p> <p>Whilst reading, <b>question</b> what is happening, <b>visualise</b> it in your head and <b>monitor</b> how the text is making you feel and think. Write five of your own comprehension questions and write a paragraph explaining how what you have read has made you feel.</p> <p>When you are finished, write a short <b>summary</b> about what the text is about and draw a picture.</p>	<p><b>Education Live</b> At 10am you can watch the latest <a href="#">Education Live</a> lesson.</p> <p><b>Language - Olympics</b> Word bank of Olympics words - Your target is 30. Can you reach the end? Below are seven 'Olympic Words' to get you started. Provide another 23 words, CLOSELY associated with the Games. <u>No Internet allowed!</u> Instead, find your 23 words by thinking and/or asking others. Spirit, Athlete, energy, sacrifice, events, nation, fellowship. Your turn, Go!</p> <p><b>Poetry</b> Write a concrete poem (a poem with words written in the shape of something) about the Olympics. What rhyme scheme did you use?</p> <p></p> <p><b>Literacy Planet</b> Complete one or more <a href="#">activities</a>.</p>	<p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p><b>Warm up</b> Spend 5-10 minutes going over your times tables or completing addition, subtraction, multiplication or division questions of your own creation. Alternatively, you could work on Maths Mental. Mark with a calculator as you go.</p> <p><b>Identifying 3D objects</b> Today you are going to try and find examples of 3D objects. Go around your house and yard and try to find 5-10 examples of each of the following 3D objects: cube, rectangular prism, cone, cylinder and pyramids.</p> <p>For pyramids, identify what type of pyramid - remember, the shape (base) connecting the triangles names the pyramid (e.g.: if it is a square like below, it is a square pyramid). The pyramids don't need to be perfect, for example a lamp shade or even a beanie might work.</p> <p></p> <p>Draw up a table and write in what you have seen for each object (aim for about 10):</p> <table border="1"> <thead> <tr> <th>Object</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Cylinder</td> <td>Toy lightsaber hilt Drink bottle Google Wifi Mug Toilet paper roll</td> </tr> </tbody> </table> <p><b>Extension 1:</b> Can you find examples of other 3D objects, such as a hexagonal prism?</p> <p><b>Extension 2:</b> Make a photo collage on the computer of examples and share them on Seesaw.</p>	Object	Examples	Cylinder	Toy lightsaber hilt Drink bottle Google Wifi Mug Toilet paper roll	<p><b>Daily Activity</b> Look at all the products in your bathroom (e.g., shampoo, hand soap, etc.) Record the number of millilitres in each one. How many total millilitres do you have? How many cups? How many litres?</p> <p><b>Problem Solving</b> Complete a page or two of <a href="#">the booklet</a>, showing all working out. Get someone to check your work.</p> <p><b>Mathletics</b> Complete one or more <a href="#">activities</a>.</p>	
Object	Examples								
Cylinder	Toy lightsaber hilt Drink bottle Google Wifi Mug Toilet paper roll								



**Tuesday Afternoon**  
**Olympics**  
**Extension**

**Commentating**

The Olympic Games are live from 9:00am to 5:30pm on Channel 7 today.

Watch a sport for 10 minutes and make a list of 10 different things the commentators say. Then write a creative story of a commentator narrating your life on a normal day.

Part of a commentator's job is to make things sound more exciting than they are, so make sure the boring things you do sound the most thrilling!

**AND/OR:**

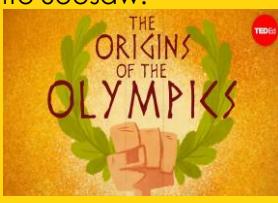
**Meal plan**

Athletes need to eat! But to keep their bodies in shape they need to eat the right things!

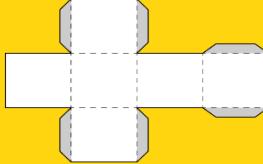
Choose an athlete, listing their name and sport. Create a meal plan for them consisting of breakfast, morning tea, lunch, afternoon tea and dinner. Detail what they will eat at each of these meals and why you have chosen it for them.

For example, a powerlifter will eat a lot of carbs (potatoes, pasta) while a tennis player wants high fibre (cereal, fruit).

## Year 4 – Wednesday – 04.08.21 – Term 3 Week 4

Morning English - Comprehension Essential	Morning English Additional	Break 30 mins	Middle Maths - 3D Space Essential	Middle Maths Additional	Break 1 hour	Afternoon Music/ Mandarin
<p><b>Informative Texts</b> Today you will write an information text on the Origins of the Olympic Games using your Fact File from Monday.</p> <p>Before you start writing, please read the resource on the Seesaw Activity on how to set out your report.</p> <p>Follow the template on the Seesaw Activity for the layout of your report. Be sure to use factual information, a Sizzling Start and some pictures. You can copy them from the Internet or draw your own.</p> <p>You may write out your information report or type it into a Word Document. Please don't type it directly into Seesaw.</p> 	<p><b>Education Live</b> At 10am you can watch the latest <a href="#">Education Live</a> lesson.</p> <p><b>Language</b> Make a poster showing the difference between there, their and they're.</p> <p><b>BTN</b> Watch the latest episode of BTN, either live on ABC Me at 10am or this afternoon online at: <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a> You could instead browse the Classroom Stories and watch a few videos that interest you.</p> <p>Write a half/one-page summary of some of the interesting things you learnt.</p> <p><b>Literacy Planet</b> Complete one or more <a href="#">activities</a>.</p>	<p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p><b>Warm up</b> Spend 5-10 minutes going over your times tables or completing addition, subtraction, multiplication or division questions of your own creation. Alternatively, you could work on Maths Mental Maths. Mark with a calculator as you go.</p> <p><b>Sketching 3D Objects</b> Today you are going to have a go at sketching 3D objects.  You are to do this using a pencil, paper and a ruler. You might like to use some curved items you have around to assist with those objects that have curved surfaces. <u><a href="#">Make sure you use a ruler on the edges!</a></u>  You can watch along with the hyperlinked YouTube videos to help. Just click on the name of the object to be taken to a video.  Draw a: <a href="#">cube</a>, <a href="#">rectangular prism</a>, <a href="#">triangular prism</a>, <a href="#">cone</a>, <a href="#">cylinder</a> and a <a href="#">square pyramid</a>.  <b>Extension 1:</b> Can you draw the above objects, but this time showing the non-visible lines dotted (like in this <a href="#">triangular prism video example</a>). <b>Extension 1:</b> Can you draw a sphere? Shading will help. <b>Extension 2:</b> Have a go at drawing other 3D objects, such as a pentagonal prism and a hexagonal pyramid. <b>Extension 3:</b> Use a computer program to create and label the 3D objects listed above. Show your computer skills by adding in colours for the different faces.</p>	<p><b>Daily Activity</b> The link below includes a <u>Bar Graph</u> showing the 'All time (summer) medal count' for all countries. It's quite interesting and covers 1896-2016 (a total of 28 Summer Olympics). Create a <u>COLUMN</u> graph using the same numbers for the USA, Great Britain, France, Australia and Japan. <a href="https://www.statista.com/statistics/1101719/summer-olympics-all-time-medal-list-since-1892/">https://www.statista.com/statistics/1101719/summer-olympics-all-time-medal-list-since-1892/</a></p> <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p><b>Problem Solving</b> Complete a page or two of <a href="#">the booklet</a>, showing all working out. Get someone to check your work.</p> <p><b>Mathletics</b> Complete one or more <a href="#">activities</a>.</p>	<p><b>Music</b> Mrs. Mac has put together a <a href="#">Google Site</a> with weekly music activities for you to complete.</p>  <p><b>Languages – Mandarin</b> 太太 Tseng has put Mandarin language activities on <a href="#">the school website</a>. If you scroll down, you will see video lessons too.</p>

## Year 4 – Thursday – 05.08.21 – Term 3 Week 4

<u>Morning</u> English - Reading & Spelling Essential	<u>Morning</u> English Additional	<u>Break</u> 30 mins	<u>Middle</u> Maths - 3D Space Essential	<u>Middle</u> Maths Additional	<u>Break</u> 1 hour	<u>Afternoon</u> Computers
<p>Log onto Seesaw to access the School Magazine link and click on the 'July Blastoff'.</p> <p>Read Across the Milky-way on page 4. This text talks about intelligent life on different planets.          "How will the creatures of this planet feel about our arrival? What will they look like? Will they have six legs? Green tails? No hair? My parents say that many strange creatures lived on Earth over millions of years. How strange will the inhabitants of this planet be?"</p> <p>Create a fact file on intelligent life that may exist on other planets. Draw your creature in the middle of the page and write facts around your drawing. You could include subheadings such as: appearance, diet, habitat, strengths, weaknesses and special abilities.</p> <p><b>Spelling</b>          Complete one of the Soundwaves Spelling programs. Work in order: <a href="http://www.soundwaveskids.com.au/">http://www.soundwaveskids.com.au/</a>. Your class code will be on Seesaw.</p> <p>If you can't access a computer, write a spelling list with 20 <b>m/mm(mb</b> words or more (e.g.: mined, calm, crumb, hammer, movement, etc.). Ask someone to test you on them.</p>	<p><b>Education Live</b>          At 10am you can watch the latest <a href="#">Education Live</a> lesson.</p> <p><b>Language - Olympics</b>          Refer to the 30 words you put together on Tuesday (Morning English Additional). Invent three athletes and write a short Readers Theatre Script for your athletes - e.g., <b>James</b>: "As athletes it's important to support each other". <b>WooJin</b>: "Exactly, in line with the <u>spirit</u> of the Games". <b>William</b>: "We're here to do our best, but also as representatives of our nation".</p> <p><b>Comprehension</b>          Read the comprehension passage and answer the questions:  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSPn13DFd-xNqFi2wrlav_JUREU3MU9RUIBJOURRVjdIUDZQSUNTOFkwRy4u">https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSPn13DFd-xNqFi2wrlav_JUREU3MU9RUIBJOURRVjdIUDZQSUNTOFkwRy4u</a></p> <p><b>Literacy Planet</b>          Complete one or more <a href="#">activities</a>.</p>	<p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p><b>Warm up</b>          You know what to do by now 😊</p> <p><b>Nets</b>          Did you know that 3D objects have nets? Nets are the flat version of a 3D object. Once put together, they create the 3D object. Here is an example of a cube net:</p>  <p>Try drawing your own net of a cube and cutting it out to see if you can create your very own cube!</p> <p><b>Radical Robots</b>          Watch the following video and then create your own radical robots using nets of 3D objects:  <a href="https://www.youtube.com/watch?v=FvXse_IfPEE&amp;ab_channel=TeachStarter">https://www.youtube.com/watch?v=FvXse_IfPEE&amp;ab_channel=TeachStarter</a></p> <ol style="list-style-type: none"> <li>1. Plan, draw and label the robot in your book</li> <li>2. Begin cutting and creating the nets for your 3D objects</li> <li>3. Colour and decorate your robot</li> </ol> <p><b>Post-work</b>          Complete the following post-work questions. Once done, mark by checking the Seesaw Activity.</p> <ol style="list-style-type: none"> <li>1. Sketch a square pyramid.</li> <li>2. Sketch a cube.</li> <li>3. Sketch a triangular prism from the top, front and side views.</li> </ol> <p><b>Extension:</b> Have a go at creating a pet for your radical robot, made in the same way as your radical robot.</p>	<p><b>Daily Activity</b>          Face a partner in the middle of a room with your hands behind your back. At the same time, show a number on your fingers. The first person to say the product takes a step back. The first person to a wall wins.</p> <p><b>Problem Solving</b>          Complete a page or two of <a href="#">the booklet</a>, showing all working out. Get someone to check your work.</p> <p><b>Mathletics</b>          Complete one or more <a href="#">activities</a>.</p>	<p><b>Minecraft &amp; Coding</b>          Mr Rowland has been working on computer activities for you to do at home, including one on <a href="#">Minecraft</a>. You might like to choose an activity from one of the "Break Ideas" sheets on the school website <a href="#">on the school website</a>. You can also continue working through one of the coding courses at <a href="https://code.org/">code.org</a>: <a href="https://code.org/student/elementary">https://code.org/student/elementary</a>.</p>	

## Year 4 – Friday – 06.08.21 – Term 3 Week 4

Morning Visual Arts Essential	Morning English Additional	Break 30 mins	Middle STEM Essential	Middle Catch up time Additional	Break 1 hour	Afternoon PDHPE Extension
<p><b>New Olympic Medal</b> We have bronze, silver and gold for 3rd, 2nd and 1st place, but what if there was a new medal for some other reason?  For example, this could include Sportsmanship, Respect or Best Outfit.  Design/Create a new Olympic medal!  Write a short description of what it is awarded for, and what it is made from (e.g., Platinum, Ruby, Amethyst, Copper).  You could have a go at creating a model of your medal.</p>	<p><b>Premier's Reading Challenge</b> Update your PRC list at: <a href="https://online.det.nsw.edu.au/prc/home.html">https://online.det.nsw.edu.au/prc/home.html</a> You might want to spend some extra time reading. You have until the end of August to finish.</p> <p><b>SQUIZ Kids Podcast</b> With your parents' permission, listen to today's episode of The SQUIZ Kids Podcast. Here is the link: <a href="https://www.squizkids.com.au/">https://www.squizkids.com.au/</a> Write down interesting things you learnt from listening to the podcast. You may need to pause it so you have time to write. Try and write at least 1 page of notes. Don't forget to write a heading and a date on your page.</p>	<p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p>Choose 1, 2, 3, or even all 4 of the following STEM activities.</p> <ol style="list-style-type: none"> <li><b>Create a treasure map</b> for someone in your family to find hidden treasure!</li> <li><b>Use recycled materials to create something.</b> What did you make, and what's its purpose?</li> <li><b>Try creating a stop motion video</b> using playdough or Lego and a camera.</li> <li><b>Cook your favourite dish!</b> What were the steps you took to make it?</li> </ol>	<p><b>Catch up time</b> Go over any of the previous work from the week that you have missed.</p> <p><b>Mathletics</b> Complete any/all of the remaining assigned weekly <a href="#">activities</a>.</p> <p><b>Literacy Planet</b> Complete one or more <a href="#">activities</a>.</p> <p><b>Taronga Zoo Virtual Tour</b> You may want to go on a virtual tour of Taronga Zoo. It would be a fun thing to do as a family, with everyone getting to choose a different video to watch. <a href="https://www.youtube.com/user/TarongaSydney/videos">https://www.youtube.com/user/TarongaSydney/videos</a></p>	<p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p>	<p><b>Personal Development - Values for the Olympians</b> 1) Invent your own Olympic competition and describe in detail what the athletes need to do. This can be an existing sport that isn't part of the Olympic Games, a modification of an existing sport or a sport you have created. 2) What are 3 specific sporting values that are important for athletes to agree to while competing in your newly invented sport? To get you started and to give you ideas, you can reflect on our school's values in the video.  Remember, your 3 sporting values need to be about the sport you have invented.</p> <p><b>Physical Activity</b> Pick something from the <a href="#">Fitness Break Ideas sheet</a> or the <a href="#">PDHPE section</a> of the school Learning from Home website. You could also give 'Smiling Minds' mindfulness or one of the yoga activities on the PDHPE ideas page a go. You can get the Smiling Minds App on your phone or tablet or access it online at: <a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a> You will need your parent's permission to do this as they will need to sign up to a free account. Mindfulness and yoga activities are fun to do with the whole family!</p>