

Prep to Grade 2: Thursday, March 26

TASK 1: LITERACY

Approx: 60 mins

Writing

Note to Parents/Guardians:

A recount is a retelling of an event or experience. Talking about what you are going to write about helps students to formulate their ideas. Have on hand a copy of an alphabet chart, and simple common words that your child can refer to. Encourage your child to have a go at unfamiliar words by listening for the sounds they can hear.

Activity:

Discuss a recent family event. It could be something simple such as, a family dinner or games night, or a picnic or could possibly even be a recent holiday you have been on.

Talk about who was there, what the occasion was, where the event took place, and any other interesting details about the event.

During the discussions, note down names, and other topic specific words that your child may need when writing their recount.

Foundation (Prep):

Draw a picture and write a sentence about your family event.

(Allow your child to draw a picture of this event. Help your students to formulate a sentence about it. Encourage them to have a go at writing it. They may write some letters they are familiar with or be able to make attempts at words. If your child has a firm understanding of the letter-sound relationships, encourage them to listen for the sounds within the words and make reasonable choices to represent these sounds. Give guidance to help at this stage.)

Years 1 and 2:

Write a short recount about your family event. Include who was there, where it was held, what the event was and when it happened. Include some interesting details. Make sure you use capital letters and full stops correctly.

Illustrate your recount.

Curriculum Links:

English – Language – Phonics and Word Knowledge

Foundation/Prep: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.

Year 1: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.

Year 2: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

TASK 2: LITERACY

Approx: 20 mins

Literacy – Guided Reading

Note to Parents/Guardians:

Help your child to choose a 'just right' book to read. Hopefully they have brought some 'take home readers' from school that are at a suitable level. However, if not, don't despair! You can choose a book from your collection or source

one online. Some companies have simple 'readers' available for you to read online. Do a google search to help you. Your child might even have a subscription through school to a program such as Reading Eggs, where books are available. Early readers (Foundation/Prep students) will need books with picture support, lots of repetition and simple sentences. The level of repetition, picture support and simplicity needed will decrease as students become more competent at reading. Another test you can do is choose a book and ask your child to read a random page. If they struggle to read or understand more than 5 words on that page it is too hard.

Activity:

This is a simplified version of a guided reading session. You will need to adapt it to suit the book you are reading and the ability of your child. Before beginning, familiarise yourself with the text.

Before Reading:

Look at the cover of the book and the title.

Discuss what the book could be about, what you might expect to see/ read about in the book, any personal experience you may have had with the topic.

(For example: Text: The Circus – talk about what a circus is, who performs there, have you been to one or would you like to go? etc.

Look through the pictures in the book (don't read the text). What do you think each page will be about?

In the discussion, use the words from the text so that when reading, your child is familiar with the language they will come across (eg. acrobats, performers, ring master, animals, big top). Try and talk in the same tense as the book (eg. if it uses 'play' use 'play' in your discussion not 'playing').

Point out familiar words on the page or common initial letters of words (depending what support your child needs).

During Reading:

Ask your child to read the text, either aloud to you, or independently. Encourage the use of reading strategies to help them with unfamiliar words, (looking at the picture, initial letter sound, thinking what would make sense, reading on, rereading, sounding out etc).

Your school may have provided guidance on the strategies your child is working on.

(*If your child is reading a novel, or longer text, you might only ask them to read a chapter or section rather than the whole book)

After reading:

Ask your child to retell the story to you. Check that they have understood the text by asking key questions.

Give them time to draw/write about something they have learnt from or liked about the story.

Curriculum Links:

English – Literacy – Interpreting, analysing, creating

Foundation/Prep: Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.

Year 1: Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading.

Year 2: Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting.



BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 20 mins

Subitizing/Mental Addition to 12.

Note to Parents/Guardians:

This lesson follows on from the previous day. If you have time you can play the same game as yesterday as well. Frequent practice of this skill will improve children's ability to subitize.

You will need:

- computer or tablet with internet access
- dice (1 for Foundation/Prep, 2 for Year 1 & 2)
- objects to make collections (you could use toy cars, blocks, counters, buttons etc).

Mental Warm Up:

Foundation/Prep:

Watch the You tube clip about Subitizing numbers up to 5 again.

Subitize Rap - https://www.youtube.com/watch?v=6yyz_OycV4A

See if you can say the number shown before seeing the numeral appear. Are you getting quicker?

Roll the dice. Collect the corresponding number of objects Write the numeral.

Repeat this until you have rolled every number at least once.

Years 1 and 2:

Watch the You tube clip about Subitizing numbers up to 10 again.

Subitize Rock - <https://www.youtube.com/watch?v=ib5Gf3GIZAg>

See if you can say the number shown before seeing the numeral appear. Are you getting quicker?

Roll your dice (2) and add up the two numbers as quickly as you can. Write the number sentence to represent your roll. (For eg. rolled a 6 and a 3, $6 + 3 = 9$)

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep: Subitize small collections of objects.

Year 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Year 2: Solve simple addition and subtraction problems using a range of efficient mental and written strategies.

TASK 4: MATHEMATICS

Approx: 40 mins

Time – Days of the Week

Note to Parents/Guardians:

Refer to the story of the Very Hungry Caterpillar (read previously as part of these daily lessons). You may like to read it again (children love to hear familiar stories read over and over again and will often like to join in the reading of them) For Year 2 you will need a calendar showing the current month.

Activity:

Look through the book together and point out the days of the week mentioned in the story and what the caterpillar ate on each day.

Practice saying the days of the week in order. Repeat this several times. These links are clips with catchy songs to help practice the days of the week sequence.

<https://www.youtube.com/watch?v=3tx0rvuXIRg>

<https://www.youtube.com/watch?v=HtQcnZ2JWsY>

Foundation/Prep:

On the following sheet (also found in the appendix) draw the things that The Very Hungry Caterpillar ate on each day of the week.

Year 1:

Discuss the things that you usually do on each day of the week. (Some of these will be on hold for a while but you can base it on what a usual week was like).

You could talk about which days you had swimming lessons, music at school, visited the library, favourite TV show was on, when Mum and Dad worked etc

On the following sheet (found in the appendix) draw the things that usually do on each day of the week.

Foundation/Prep**Year 1**

On Monday he ate	On Monday I
On Tuesday he ate ...	On Tuesday I
On Wednesday he ate ...	On Wednesday I ...
On Thursday he ate ...	On Thursday I ...
On Friday he ate	On Friday I ...
On Saturday he ate ...	On Saturday I ...
On Sunday he ate ...	On Sunday I ...

Year 2: Discuss with your child, how we use days of the week and months of the year to measure large blocks of time.

How else do we measure time (minutes, seconds, hours, years etc)?

Can you place these units of time in order. Which is longest, which is shortest?

Look at a calendar of the current month find out what day of the week it began, what day of the week will it finish?

Does anyone you know have a birthday in this month? What day of the week will it fall?

Extension:

Can you make up your own song to help you remember the days of the week in order? It could be to a familiar tune or you can make it up. Can you recite the months of the year in order? Can you make up a song to remember those?

Curriculum Links:

Mathematics – Measurement & Geometry – Using units of measurement

Foundation/Prep: Connect days of the week to familiar events and actions.

Year 1: Describe duration using months, weeks, days and hours.

Year 2: Use a calendar to identify the date and determine the number of days in each month.

LUNCH: 60 minutes

TASK 5: HUMANITIES AND SOCIAL SCIENCES

Approx: 40 mins

Change over time

Note to Parents/Guardians:

Students will possibly need help with the writing of this task. Parents can scribe for students. Encourage good discussion and thinking about how/why they have changed and how they might continue to change.

You will need:

- A photo of your child as a baby, and a current photo (or mirror to look in)
If possible, a paper print out that can be written on would be ideal.

Activity:

Look at yourself as a baby. What do you notice about yourself?

Look at yourself now. What has changed?

If you have a photo of yourself and are allowed to draw on it. Label the things you have noticed that are different. Why have they changed?

What else has changed about you that the photo cannot tell us? (for example, knowledge and skill development)

Draw a picture of yourself 10 years from now. Label how you expect to change in that time.

Extension:

If possible, look at a photo of your parent/s as a baby, as a child and as an adult. Discuss how they have changed. (Be kind!)

Curriculum Links:

Humanities and Social Sciences — Inquiry and Skills

Foundation/Prep – Year 2: Pose questions about past and present objects, people, places and events.

BREAK: 30 minutes

TASK 6: STEM

Approx: 60 mins

Create your own toy

Note to Parents/Guardians:

If you have not had enough time to collect the resources you need, you can hold this activity over until another day. Please ensure you supervise the making of this toy to ensure that all tools are used safely and appropriately. Depending on the complexity of the toy, you may need to make this over several sessions.

You will need:

- DESIGN BRIEF from previous session
- construction materials collected
- tools needed
- adhesive materials (glue, sticky tape etc)

Activity:

Review the DESIGN BRIEF, you created yesterday. Check your resources. Were you able to find everything you needed? Do you need to make any substitutions?

Set about creating your toy. Think about making it strong and durable so that it will cope with you playing with it.

While you are creating, you may run into challenges. Things may not stick together as you had hoped or a material you planned to use may not be suitable in real life. Don't give up!

Use your Critical and Creative thinking skills to develop 'work arounds'. It is perfectly acceptable to adjust your original design if it is not working

Ask yourself ... what could I use instead? How else could I attach it? And other similar questions. Ask your parent or older sibling to help you with ideas.

When you are happy with your new toy, you might like to use paint or other mediums to give it a more professional finish. Once it is dry it is ready for you to play with.

Extension:

Present your new toy to your parent or a sibling who hasn't been involved in making it with you. You may be able to call a family member or a friend and show them your toy via photos sent or a video link. Explain what your toy is, how you made it and what you plan to do with it.

Curriculum Links:

Technologies – Design and Technologies – Processes and Production Skills

Foundation/Prep to Year 2: Use materials, components, tools, equipment and techniques to safely make designed solutions.

SUGGESTED LUNCHTIME ACTIVITIES

- Do a random act of kindness for someone in your house (For example; put something away or tidy up an area without being asked)
- Make a card to send to a neighbour, friend or relative so they know you are thinking of them.
- Ride your bike around your back yard.
- Call or Facetime a friend to see how they are filling their day.
- Make up a new outside game with your siblings

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. Aussie zoo's big hatch of critically endangered snapping turtles**
- 2. Australian treasures stored in icy global code vault**

APPENDIX

On Monday he ate

On Tuesday he ate

On Wednesday he ate

On Thursday he ate

On Friday he ate

On Saturday he ate

On Sunday he ate

On Monday I

On Tuesday I

On Wednesday I

On Thursday I

On Friday I

On Saturday I

On Sunday I