

Prep to Grade 2: Monday, March 23

TASK 1: LITERACY

Approx: 40 mins

Reading Comprehension

Note to Parents/Guardians: *Students will need varying levels of support with this, depending on their reading ability, familiarity with the story and complexity of the book. For this activity it is perfectly acceptable to read the whole story to your child if needed or allow them to read some parts, or the whole story if they are capable.*

Activity:

Read a story of your choice with an adults' support. You might have a favourite story book at home or may have brought some books home from your school to read. If you don't have access to a story book at home you maybe able to find a story extract online in the Kids News Book Club at kidsnews.com.au/book-club.

After reading the story ...

Discuss with your parents/carer what you thought of this book. The following questions can help to guide you.

- Did you enjoy it? Why/Why not?
- What made the story interesting?
- Who was your favourite character?
- What did you like/dislike about the characters?

If you were the main character would you have done the same thing?

Draw a picture of the main character or theme/topic of your book. Choose one of the following sentences to complete and follow it with a reason.

For example; **The main character was** really sad **because** they couldn't find their puppy.

This book made me feel _____ because...

This book was _____ as it

The main character was _____. He/She

Curriculum Links:

English – Literature – Responding to Literature

Foundation: Share feelings and thoughts about the events and characters in texts.

Year 1: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.

Express preferences for specific texts and authors and listen to the opinions of others.

Year 2: Compare opinions about characters, events and settings in and between texts.

TASK 2: LITERACY

Approx: 20 mins

Literacy – Looking for words

Note to Parents/Guardians:

Choose the activity which best suits your child's ability. Students will need varying levels of support with this activity. Younger children may need you to scribe for them, while older students may be able to write independently.

Activity:

Using the same story from the above activity, look through the text and complete one of the following tasks:

Foundation/Prep: Choose 5 letters that you are familiar with. Discuss the letter name and sound/s it can make. Look through the story and list down all the words/pictures/objects you can find that begin with this letter.

Extension: Can you find other things from around your house that begin with these letters.

Year 1 and 2: Create a word chain.

Start with a word (randomly selected from your book) then find a word that begins with the letter that ends that word before. Look at the word for 5 seconds and then try and write it from memory. How long can you make your chain? Do not repeat a word in your chain.

Example: hat-too-open-not-top-Penny

Extension: Can you use all the words in your chain in one sentence? It can be a silly sentence but still needs to make sense.

Example: Penny put on a top hat too but did not open her eyes.

Curriculum Links:

English – Language Phonics and word knowledge

Foundation/Prep: Recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents.

Year 1: Use visual memory to read and write high-frequency words.

Year 2: Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Maths Games

Note to Parents/Guardians:

These games can be played between yourself and your student or between siblings.

The Race to... game can be adjusted to a suitable number for your student. Suggestions have been given but you can adjust to suit your child. If you do not have a dice you can find 'random dice rolls' online.

Activity:

Foundation/Prep: Dice Wars

You will need:

A dice (with dots not numbers) and five counters per player. (If you don't have 2 dice you can roll in turns)

Counters can be buttons, sticks, small stones, pencils, spoons, milk bottle tops, pegs or anything similar you have around your home.

Begin with 5 counters each. Both players to roll their dice. Student to call out what is on each dice. The player with the highest number can take a counter from the other player. Play continues until one player has all the counters.

Year 1 & 2: Race to ... 10, 20 or 50

You will need:

Tens frames per player (you may need several each if you race to 20 or 50 etc).

These can be drawn up or created in a Word document and printed.

Taking turns, roll a dice and place a counter or draw dots in your tens frame for the number you rolled. After each roll say

'I had ___ and added 5, now I have ___'.

You must end on an exact roll for the number you are racing to. If you have 3 spaces left and roll a 5 you miss a turn.

Extension: Students could record their additions at each turn.

Example: $0 + 5 = 5$ then $5 + 6 = 11$ then $11 + 2 = 13$ etc

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep:– Subitise 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: SCIENCE

Approx: 60 mins

Investigating Toys

Note to Parents/Guardians:

Ensure your students roll the balls in a safe manner in a suitable space and are not going to break anything.

You will need:

A variety of balls (or spherical shaped objects) Eg: tennis ball, marble, high bounce ball, basketball, golf ball, ball of playdough etc.

A long safe area to roll balls (a hallway or clear section of floor or grass in your garden).

A small ramp (10-15cm high is sufficient) This can be made by propping a book or piece of stiff cardboard on a block or another similar object.

Activity:

You are going to roll each of the balls down the ramp to see which will go the furthest.

Before you start, make a prediction of which of your ball-shaped objects will roll the furthest down the ramp and why you think this. Discuss with your parent/guardian or sibling how you can make sure it will be a fair test.

Conduct the experiment, rolling each ball down the ramp, making a note of where each ball stopped.

Discuss the results. Which balls rolled the furthest? Why do you think this was the case? Did size, weight, material it is made of have an effect? If you repeat the experiment do you get the same result? Why/Why not?

Draw a picture of your results.

Extension: You can measure how far each rolled which links it as a Mathematics activity, too.

Curriculum Links:

Science – Science Understanding/Science Inquiry Skills

Foundation/Prep: The way objects move depends on a variety of factors, including their size and shape.

Year 1: Pose and respond to questions, and make predictions about familiar objects and events.

Year 2: A push or a pull affects how an object moves or changes shape.

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS

Approx: 60 mins

Art – Foreground/ Background

Note to Parents/Guardians:

You might like to look at some sunset images online to give your student an idea of what colours they may use. Oranges, reds, yellows etc.

You will need:

A blank piece of paper (A3 or A4).
Pencils, crayons, paint or pastels.
Black card/paper.

Activity:

Discuss with your parent/guardian what colours you see in a sunset sky.
Create a sunset picture. On an A4 or A3 piece of paper completely cover the paper with a sunset skyline. Blend the colours of a sunset. You can include the sun if you wish or you can pretend it has already dropped behind the horizon. When your background is dry, use the black paper to tear shapes to put in the foreground. You could have trees, mountains, buildings or even people. Paste your silhouette pictures on your sunset.

Curriculum Links:

The Arts – Visual Arts

Foundation/Prep to Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Rolling

Note to Parents/Guardians: *Nil*

You will need:

An indoor or outdoor space that is safe to roll balls at a target approximately 5 metres in length.
Balls you collected in the Science activity above.
A target to roll balls into (such as a cardboard box or toybox placed on its side).

Activity:

Stand at a set point and practise rolling the balls into the target. How many can you get in?
If it is too easy, take a step or two further back. If it is too tricky, move a little closer.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our bodies

Foundation/Prep: Practise fundamental movement skills and movement sequences using different body parts

Year 1 & 2: Perform fundamental movement skills in a variety of movement sequences and situations

NOTE: 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.