

## Prep to Grade 2: Tuesday, March 24

### TASK 1: LITERACY

Approx: 30 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 picture-storybook (one that has a main character) of your choice with an adults' support. If you don't have access to a story book at home you may be able to find a story online at Kids News or elsewhere.

##### **Before reading the story:**

Look at the front cover. Look at the picture and read the title.

Predict what you think the story will be about. What makes you think that? Who are the characters in the book?

Read the story together.

##### **After reading the story:**

Discuss with your parents/carer one of the main characters of the story. What are some of their character traits? Are they friendly, nasty, happy, clever, sneaky, grumpy? How else might you describe them?

##### **Foundation/Prep:**

Draw a picture of this character. Ask your parent or guardian to write a list of words that describe your character.

##### **Year 1 & 2:**

Draw a picture of this character. Write one to five sentences about your character giving a reason why you describe them like this.

Example: I think the Troll under the bridge was grumpy because he growled at the billy goats crossing the bridge.

##### **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.

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

### TASK 2: LITERACY

Approx: 20 mins

#### Literacy – Funny mixed up sentences

##### **Note to Parents/Guardians:**

Copy and paste the sentence beginnings and endings and enlarge them. Print them out so your child can cut them out and rearrange them. Practice reading the sentences together. Students can have fun with making different sentences while practicing reading.

## Activity

Beginning	Ending
Our cow	fixes cars with sticky tape.
My teacher	likes to eat ice-cream with snails on top.
My dog	has eight legs and a pointed nose.
The doctor	diggs holes in the garden with a spoon.
The Easter bunny	chases chickens around the shops.
My sister	moves slower than a snail.
My cat	likes to play ring-a-rosy with mice.

Arrange the above sentences so that each sentence beginning is next to an ending. Read the sentences with your parent/guardian. They will probably sound pretty funny. Swap them around and read them again. They create a funny image in your head.

### Foundation/Prep:

Choose a favourite sentence and paste it onto a piece of paper. Illustrate your sentence with a picture that matches the sentence.

**Extension:** Look through the sentences with your parent/guardians. Can you find any familiar words? Which words can you read independently?

### Year 1:

Choose three funny sentences and paste them on a piece of paper. Illustrate your sentences with pictures that match the sentences.

**Extension:** Choose one of your sentences and continue writing about the topic.

For example: My sister has eight legs and a pointed nose. She doesn't like people to know so she hides her extra legs under her clothes.

### Year 2:

Choose five funny sentences and paste them on a piece of paper. Illustrate your sentences with pictures that match the sentences.

**Extension:** Use your sentence to write a short story about this topic.

### Curriculum Links:

**English – Literacy – Creating texts.**

**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.

**BREAK: 30 minutes**

## TASK 3: MATHEMATICS

Approx: 30 mins

### Shape Hunt

#### Note to Parents/Guardians:

Discuss with your student the names and features of common 2D shapes (circle, triangle, square, rectangle, oval, pentagon, octagon). For younger students, you might select 3 or 4 shapes to focus on for this activity.

#### You will need:

To draw or create on a word processing document, an example of each of the shapes you are focusing on.

#### Activity:

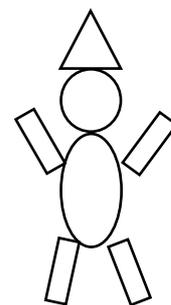
Go on a shape hunt around your house. Look for all the examples of 2D shapes you can find.

Draw/write or photograph examples of where you found the shapes. For example; circle – clockface, rectangle – a bedroom door, television screen etc. If you have taken photographs, share these with your parents/guardian.

#### Extension:

##### Foundation/Prep:

Draw a picture using the shapes that you are focusing on. (See picture for example)



##### Year 1 and 2:

Choose 2 of the shapes you have found and compare them. Write down things that they have the same and things that are different.

Create a picture using all the shapes you have found.

Count how many of each shape is in your picture.

#### Curriculum Links:

##### Mathematics - Measurement & Geometry - Shape

**Foundation/Prep:** Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment.

**Year 1:** Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

**Year 2:** Describe and draw two-dimensional shapes, with and without digital technologies.

## TASK 4: SCIENCE

Approx: 60 mins

### Tapping Bottles

#### Note to Parents/Guardians:

Ensure you supervise this activity and encourage students to tap glasses gently. You will need 5 drinking glasses or glass bottles. They can be all the same size and shape or varying sizes and shapes.

#### You will need:

5 glasses

A pencil

Jug of Water

#### Activity:

Look at your 5 glasses. Predict what type of sound you will hear when you tap them with your pencil. Will it be loud or soft? Will it be high pitched or low?

Line up your empty glasses and gently tap your glasses with a spoon.

Can you describe the sound you hear? Is it a thud, boom, ping, ding, dong? Is it a short sound or a long sound?

Are they all the same or do they have different sounds? Form a hypothesis (educated guess) of why they are the same or different.

Line your glasses up next to each other. Gently tap one then pour water into it. What happens to the sound? Does it go up or down?

Continue with each glass, filling them with different amounts of water. Tap them gently. What has happened to the sounds? Can you place them in order of the highest sound to the lowest sound?

Discuss your results. Draw each glass showing how much water it has in it and write a sentence explaining what happened to the sound when you added water to the glass. Form a hypothesis of why the sound changes.

Although it is not essential, for the purposes of this activity, to know why the sound changes, some students (and parents will be interested).

**Science:**

The glasses will have different tones when hit with the pencil, the one with the most water should have the lowest tone. The one with the least the least water should have the highest. Small vibrations are made when you hit the glass, this creates sound waves which travel through the water. More water means slower vibrations and a deeper tone.

These glasses can be used for today's music activity. Put them aside to use later.

**Curriculum Links:**

**Science – Science Understanding/Science Inquiry Skills**

**Foundation/Prep:** Pose and respond to questions about familiar objects and events.

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

Light and sound are produced by a range of sources and can be sensed.

**Year 2:** Pose and respond to questions, and make predictions about familiar objects and events.

**LUNCH: 60 minutes**

**TASK 5: THE ARTS – VISUAL ARTS**

**Approx: 60 mins**

**Art – Toy Easter Hat Parade**

**Note to Parents/Guardians:**

A favourite activity for junior primary students (indeed most primary school students) is the Easter Hat Parade. Being away from schools doesn't mean you can't put your creative skills to work. This is an activity that can be done by all members of the household or a 'parade' could be held via photos that family or friends share via email or phone.

Before you start you might like to investigate images online of Easter Hat ideas.

Students will need varying degrees of assistance with this task. Allow them to do as much as they are capable of and what is safe for them to do.

You may need to complete this over several sessions.

**You will need:**

A soft toy, teddy or doll as a model.

A variety of craft supplies. These can be collected from items around the house or from your garden. Eg. Stickers, sequins, feathers, craft sticks, buttons, beads, old wrapping paper, old Easter egg wrappers, gum nuts, leaves, bits of material, ribbons etc

Small cardboard/plastic boxes

Paper/thin cardboard

Scissors

Tape

Paint  
PVA, craft or hot glue gun. (If using a hot glue gun, remember to be safe and have parent supervision/assistance the whole time)

**Activity:**

Look at some online pictures of Easter Hats/Bonnets with your parent/guardian to get ideas. Look at the craft supplies you have available.

Design an Easter Hat for your favourite toy. Draw a picture of what you would like your hat to look like. Label the things you will need to make it.

Create your hat using the craft supplies you need. Take a photo of your toy, modelling their Easter Hat.

Hold an Easter Hat Parade for your toy.

Did you have any difficulties making your hat? How did you overcome them? Did you have to change your design?

**Extension:** You could make different hats for your other toys, using different designs and materials.

**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: THE ARTS – MUSIC**

**Approx: 30 mins**

**Making Music**

**Note to Parents/Guardians:**

Use the glasses that were used for the Science activity previously. Remind students to tap the glasses gently.

**You will need:**

5 glasses with varying amounts of water, lined up in order of highest to lowest sound.

pencil

**Activity:**

Experiment with the different sounds the glasses make when being tapped.

Try tapping a different rhythm on the glasses.

Can you tap a tune that sounds like a favourite nursery rhyme? Do you need to add more glasses to get different tones?

Practice tapping your favourite rhythm or nursery rhyme. When you feel confident with it, perform it for your family members.

**Curriculum Links:**

**The Arts - Music**

**Foundation/Prep – Year 2:** Create compositions and perform music to communicate ideas to an audience.

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Complete a jigsaw puzzle.
- Create something with Lego, Duplo or another type of block.
- Play hide and seek inside the house.
- Create a 'Kids Only Fort' – use blankets, towels and furniture to build a fort. Ensure it is safe. Make it comfy with pillows and cushions. Hide out in there playing cards games or reading.
- Play tag or chasey outside with your siblings. (you might like to include some suitable age adjustments in there is a big age gap).
- Play with playdough.

### **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/reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.