

Prep to Year 2: Friday, March 27

TASK 1: LITERACY

Approx: 30 mins

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. If you did this exercise yesterday, use the same text so students can develop confidence and fluency.

Activity:

Before Reading:

Revise what the book is about.

Look through the book, point out familiar words on each page or common initial letters of words (depending what support your child needs).

During Reading:

Have your child read the text again. 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 the next chapter or section rather than the whole book)

After reading:

Write the title of (or a sentence from) your book using magazine print and newspapers (catalogues or from food boxes) in 'ransom' style by cutting out letters and sticking them on paper.

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.

TASK 2: LITERACY

Approx: 60 mins

Writing

Note to Parents/Guardians:

This activity relies on the completion of the 'toy' from the previous days STEM activity.

If you did not complete that activity, perhaps go back and do that first. Or choose a toy and pretend that you have created it.

This activity can be done on paper or digitally. 'Word', 'Publisher' or similar programs would be suitable.

Foundation/Prep (and Year 1) students may need lots of help with this task. Allow them to complete as much as they can themselves, with your guidance. They can type letters into the computer. Show them how to insert pictures and resize pictures to fit, where to find Word Art to make headings etc This helps them develop keyboard and mouse skills, as well as literacy skills.

Activity:

Create an advertisement for the toy you have designed and created. Advertisements are used to persuade people to buy or agree with something. Your job is to encourage people to want to buy or play with your toy.

Think of a name for your toy. Make it sound exciting.

If possible, take some photos of you or your siblings playing with your toy. What facial expression and poses do you think would help encourage people to buy it? Or you can draw pictures of your toy.

Think about the positive aspects of your toy. What words could you use to encourage people to want it? Make a list of powerful and persuasive words that relate to your toy. (Your parent can write these down for you)

Foundation/Prep:

With your parent/carer's help, come up with a statement to help 'sell' your toy.

For eg. Speedy Rocket zooms to the stars! Fantastic fun!

Your parents can help you write it down.

You can then either type your sentence into a word document and insert pictures of your toy or write your sentence on a piece of paper with pictures attached (or drawn).

Years 1 and 2:

Come up with 2 (3 for Year 2 students) statements to help 'sell' your toy.

For eg. Speedy Rocket zooms to the stars! Fantastic Fun! Your parents can help you write them.

You can then either type your sentence into a word document and insert pictures of your toy or write your statements on a piece of paper with pictures attached (or drawn).

Curriculum Links:

English – Literacy – Creating texts

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

Construct texts using software including word processing programs.

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.

Construct texts that incorporate supporting images using software including word processing programs.

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.

Construct texts featuring print, visual and audio elements using software, including word processing programs.

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 replay the game from Day 3. 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, 2 for Year 1 & 2)
- collection of 10 (20 for Year 1 & 2) small objects in a cup or small container (you could use hair clips, coins, small blocks, counters, buttons etc)

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?

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?

Activity:

Shake your cup of objects and scatter some (or all of them onto a clear surface). Use 'subitizing' to help you work out how many are there without having to count every item. Point out the patterns you can see in the collection.

For eg. 'I can see 3 here and 2 there, that is 5', 'Here are 6 and there's 2, that is 8).

Count each item to check you have subitized correctly. Point to each item or move them into a line as you count them.

Extension:

Can you find patters in larger collections of objects? Try scattering some from collection of 30 or more. Use subitizing to help you reduce the amount you have to count individually.

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: WELLBEING

Approx: 30 mins

Getting Along

Note to Parents/Guardians:

You and your family might be now spending a lot more time in the same confines at the moment, compared to your normal routine.

Getting used to being around each other for extended periods can be fantastic but it is not without a down side.

Tempers can become frayed more easily, especially as there may be some concern or stress about the current circumstances. It is important for all of us to recognise our feelings and work out ways to manage them positively. The way we manage as adults, will be a model of how our children will manage.

Activity:

Trace Moroney has written a series of books aimed at young children that explores feelings and ways we can express them without hurting or upsetting others. You may have a copy of some of these books at home.

If you have your own copy, read this together and discuss. Alternatively, the following is a link to a reading of 'When I am Feeling Angry' written by Trace Moroney on YouTube.

<https://www.youtube.com/watch?v=Qx-qmT2wRA>.

After reading the story, discuss how you feel when you are angry. Can you describe it a different way to the book? Ask your parent how they feel when they are angry.

On an outline of the human body, mark the parts of your body that are affected when you are angry.

(**There is an outline in the appendix**, however you or your parent could draw a simple outline on a piece of paper.)

You may get hot, have red cheeks, your stomach may feel knotted, you may have lots of thoughts in your head, you may feel as though you need to move fast or violently (run, jump, stamp etc.

Discuss that it is okay to feel angry and that everyone feels angry sometimes. But the way we act is important. It is not okay to hurt ourselves, others or property when we are angry.

Discuss how the character in the story helped themselves to feel better. Do these strategies work for you?

What else might help you calm down.

Extension:

As a family, write a list of strategies you can try to help you calm down when you are angry. Make a pact that you will remind each other of these strategies when you notice someone is getting angry. (Yes kids, you can remind your parents too – they are not perfect!)

Some examples include:

- taking deep breaths
- moving away to a quiet space while you calm down
- talking about why you are angry (calmly, not shouting!)
- if you don't like a decision, talking about another option (Remember, you don't have to agree with all the decisions in your house, sometimes things just do not go our way!)
- asking for a massage
- taking a warm bath or shower

You might have other suggestions for this list.

Curriculum Links:

Personal and Social Capability – Recognising emotions

Foundation/Prep: recognise and identify their own emotions.

Years 1 and 2: compare their emotional responses with those of their peers.

LUNCH: 60 minutes**TASK 5: LITERACY/MUSIC/DRAMA**

Approx: 40 mins

Geography**Note to Parents/Guardians:**

By now you will have had a week at home, learning together and trying to make this new situation work for everyone. This activity is about reflecting on the week and looking for the positives, the funny situations, the disasters, the ways we can improve learning together.

Activity:

Look back over the past week, and consider how the new situation of spending a lot more time at home has turned out. As a family reflect on the positives, the negatives, the funny situations and the disasters.

As a family, come up with a short poem, or jingle or drama presentation depicting some of the highlights (and lowlights) of the week. Listen to everyone's perspective as Mum and Dad might have thought something very differently to you.

REMEMBER: this is meant to be a little bit of light hearted fun, not an opportunity to upset others.

Record your poem, song or performance on paper or digitally. Practice performing it. If you know someone else who has done this task you may like to share performances with them via texts, email, or over the phone.

On a serious note, did this activity bring up any areas that could be improved upon next week. Make a mental note on what you would like to do better in next week.

Curriculum Links:

Personal and Social Capability – Understand themselves as learners

Foundatio/Prepn: Identify their abilities, talents and interests as learners.

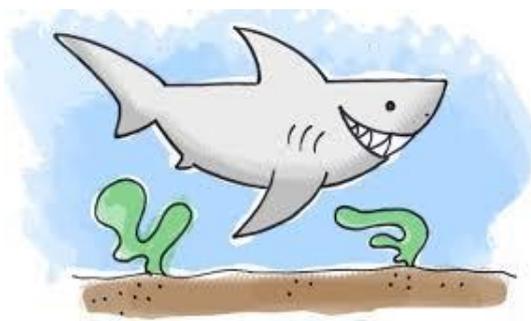
Years 1 and 2: Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.

BREAK: 30 minutes**TASK 6: HEALTH AND PHYSICAL EDUCATION**

Approx: 30 mins

Fundamental Movement Skills**Note to Parents/Guardians:**

Catching – keep eyes focused on the ball, have elbows bent and hands in front of body, move hands to meet the ball, catch and control the ball with hands only, elbows bend to absorb force of the ball.

**You will need:**

- an outside space
- ball (suitable sized for your child to catch comfortably)

Warm Up:

Play a quick game of *Ship, Shark, Shore* (5 mins).

This is best played with a few siblings but can be played on your own just to get moving.

In an outdoor space, designate one side of the space to be the ship (where you have to stand still saluting the captain), the other side to be the shore (where you pretend to dig for treasure) and the centre area is where the sharks roam (with both hands clasped together above your head like a dorsal fin)

Your parent calls out either 'Ship', 'Shark' or 'Shore' and you have to (as quickly as you can) go to the correct area and do the appropriate action. Wait for the next call. Parents, call out these commands in random order without much rest between to keep your children moving from one space to another.

Skill development:

Practice the Fundamental Movement Skill of catching. Discuss with you child how to catch a ball. Start standing about 2 metres apart, throw and catch the ball to each other. When your child catches 5 in a row successfully, take a step backwards and practice throwing and catching from this new distance. Again, when successful 5 times in a row, step backwards, increasing the distance. If it becomes too difficult, step in again.

Curriculum Links:

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

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

Years 1 and 2: Perform fundamental movement skills in a variety of movement sequences and situations.

SUGGESTED LUNCHTIME ACTIVITIES

- Listen to a favourite song you can dance to or put on a (suitable) dance clip on You tube (An example is <https://www.youtube.com/watch?v=ymigWt5TOV8> but there are many others)
- Listen to some action songs such as 'Shake your silly's out' 'Mr Clicketty Cane' or similar and join in with the actions.
- Play a game of 'freeze' or 'musical statues' listening to your favourite music.

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

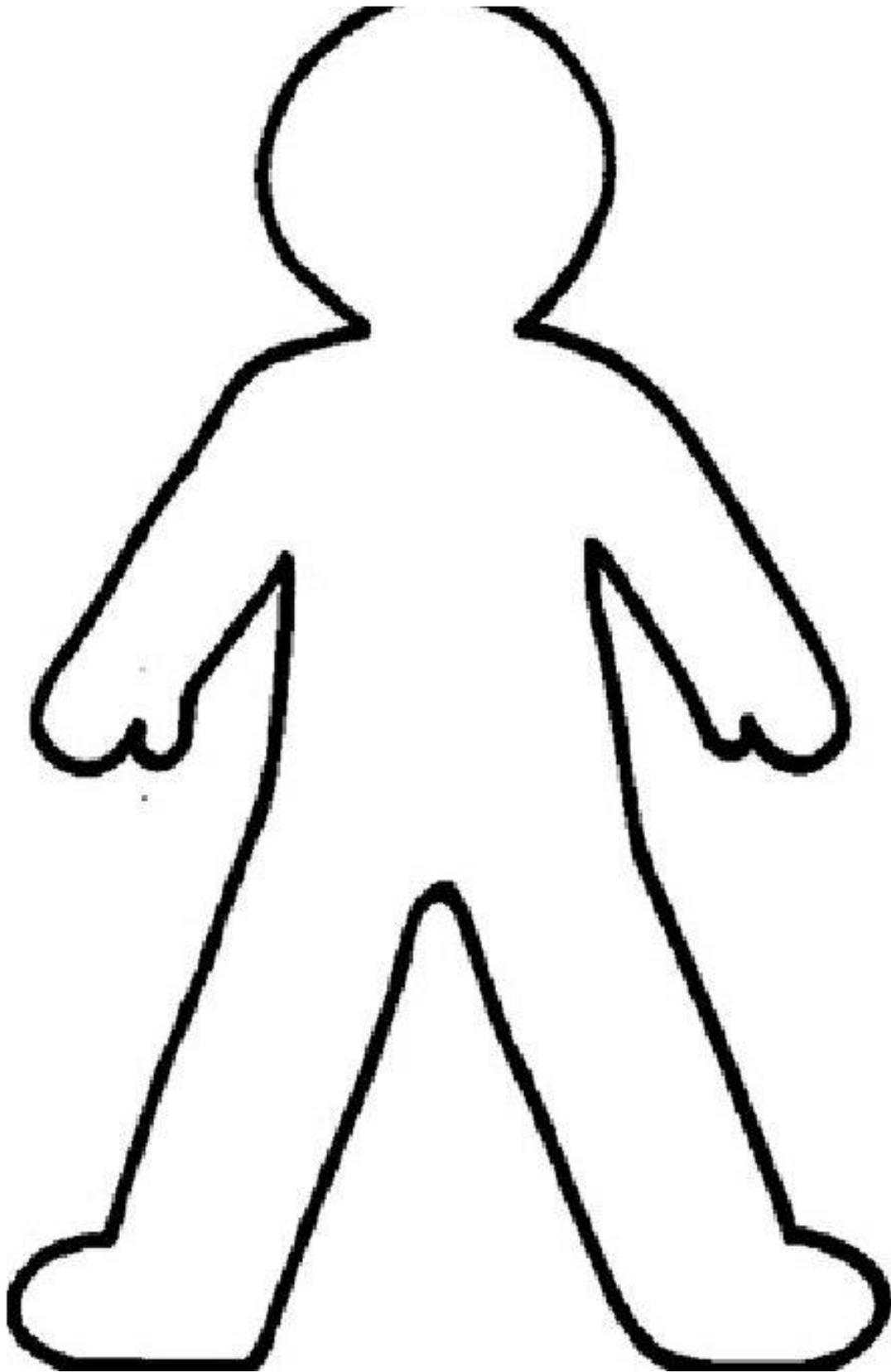
These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. We're going on a bear hunt, we're not scared!**
- 2. Kids News explainer: What is the equator?**

APPENDIX



https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwic8sz916zoAhVlwjgGHdoGDNkQjRx6BAgBEAQ&url=https%3A%2F%2Fpoint-1.org.uk%2Fdocument%2Fhuman-body-outline%2F&psig=A0vVaw2x_fm2pB0q9Yf2oPDNIJdo&ust=1584918586573231