

Prep to Year 2: Thursday, April 9

TASK 1: LITERACY

Approx: 30 mins

Reading Comprehension

Note to Parents/Guardians:

Nil.

You will need:

- a copy of 'The Cat in the Hat' by Dr Seuss. This is a link to it being read on You tube if you do not have a copy at home. <https://www.youtube.com/watch?v=-LL62u6-OjY>
- sheet of paper

Activity:

Before Reading: Look at the front cover. Read the title. What do you think the story will be about?

Do you think this is a story about something that could happen? Or is it an imaginary story?

During Reading: Listen to the story of 'The Cat in the Hat' by Dr Seuss. Think about how your life at the moment is similar to the story and how it is different.

After Reading: What did you think of this story? Did you enjoy it? Why/Why not?

Hold your paper with the long edge on top. Fold your piece of paper in half. Label one side SIMILARITIES and the other side DIFFERENCES.

On the SIMILARITIES side, draw and write things that are similar between your life (while having to stay at home) and the story. (For eg; you might both play lots of imaginary games, make lots of mess, you are both stuck at home).

On the other side draw/write about the DIFFERENCES (For eg; Parent/Guardians at home with you, no cat with a magic machine to pick up my toys, you can play outside at home).

Extension:

Discuss – What would you do if you were the children in the story and a Cat in a Hat came to your house?

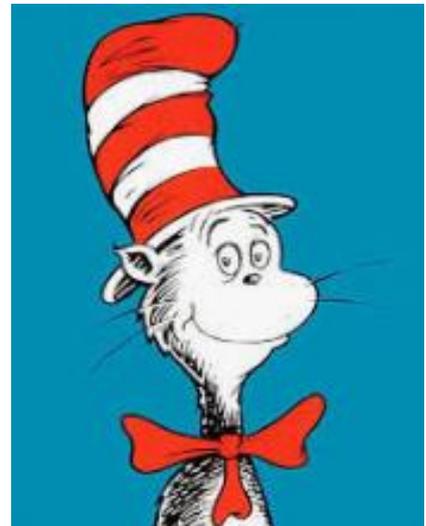
Curriculum Links:

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: 30 mins

Rhyming Words

Note to Parents/Guardians:

This activity uses the same story as the activity above. Rhyming words refer to word that sound the same at the end. Foundation students may need help with this task. You may need to point out a few rhyming words together before they are able to find some on their own.

You will need:

- a copy of 'The Cat in the Hat' by Dr Seuss. This is a link to it being read on You tube if you do not have a copy at home. <https://www.youtube.com/watch?v=-LL62u6-OjY>
- five rockets to fill in (see Appendix or you can draw your own)

Activity:

Read or listen to the story again. This time focussing on the rhyming pairs found in the story.

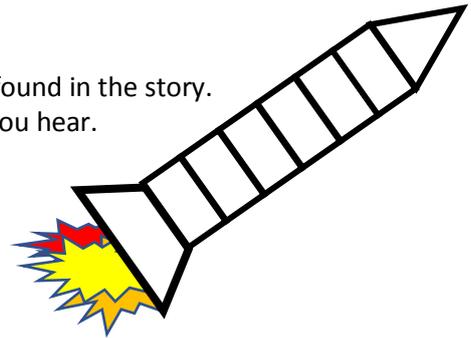
While listening to the story again, take notice of some rhyming pairs that you hear.

For eg:

The sun did not shine, it was too wet to **play**

So we sat in the house, all that cold, cold wet **day**

(play and day – rhyme)



Rhyming rockets.

In the Appendix, you will find 5 rockets on a page. Can you launch these rockets by finding enough rhyming words to fill them up? You need to find one rhyming word for each box for the rocket to have enough power to take off. If you can fill it with rhyming words, draw the fire underneath so it is ready for launch!

These are suggested words to rhyme with for each level – however feel free to adjust to suit your child

Foundation/Prep:

cat	ball	pot	fish	it
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Year 1:

hook	play	red	down	bump
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Year 2:

game	out	cake	hear	kick
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Extension: Choose two of the rhyming words you found and write a line/verse for your own poem.

Curriculum Links:

English – Language – Phonics and Word Knowledge

Foundation/Prep: Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.

Year 1: Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.

Year 2: Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Difference between

Note to Parents/Guardians: Subtraction involves 'taking away' or finding the 'difference between' two amounts. To find the difference between you compare the two amounts and find out how many 'different' the two amounts are.

You will need:

- wooden blocks or Duplo, Lego or other construction material of a consistent size (you need to be able to compare heights/lengths easily) Alternatively, counters, buttons, cards or something that you can line up would work too)
- a timer (a stop watch or timer on a smart phone will do)

Activity:

Play this with your parent or older sibling. Sit on the floor with the blocks between you and your partner. Set the timer for 10 seconds (20 seconds for Year 2).

When the timer starts, use the blocks to make a tower as high as you can – it does not need to be very stable as it will not stay built for long so don't build out, build up. (If you have no blocks, lay buttons, cards or counters in a line end to end).

When the timer goes off, stop building and compare your towers.

How many blocks high is each tower? Who has the most blocks in their tower?

What is the difference between your towers? (Line them up together and see how many more/less are in your partner's tower.)

Now say this as a number problem. I had 12 blocks, my partner had 10. The difference was 2.

Play several rounds – varying the time or making it harder to build your tower.

Can you solve the following problems?

Foundation/Prep:

Mary had 5 cards in a line, her sister had 3. What is the difference between their lines?	John's tower was 4 blocks high, Sarah's was 2 blocks high. What was the difference?	Mark's lined up 6 cars, Penny lined up 5 cars. What is the difference in their lines?
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Year 1:

Mary had 15 cards in a line, her sister had three. What is the difference between their lines?	John's tower was 24 blocks high, Sarah's was 14 blocks high. What was the difference?	Mark's lined up 16 cars, Penny lined up 5 cars. What is the difference in their lines?
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Year 2:

Mary had 25 cards in a line, her sister had 17. What is the difference between their lines?	John's tower was 40 blocks high, Sarah's was 32 blocks high. What was the difference?	Mark's lined up 15 cars, Penny lined up 26 cars. What is the difference in their lines?
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Extension: Can you make up some of your own problems for your parents to solve. Make sure you know the answer so you can help them if they need it!

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep: Represent practical situations to model addition and sharing.

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: 30 mins

Money, Money, Money!

Note to Parents/Guardians:

Nil.

You will need:

- a collection of Australian coins with at least 1 of each coin.
- crayons

Activity:

Look closely at the Australian coins. One side is called 'Heads' and the other 'Tails'. Can you tell which is which?

Look at the head on the 'heads' side of the coin? Is it the same head on all coins? Whose head is it? Why is her head on all our money?

Find out how much each coin is worth? You should be able to find a number on the 'tails' side of the coin. What picture is on each coin?



Foundation/Prep: Take a rubbing of each coin. Place the coin under a piece of paper and use a crayon to rub over the coin. You should get an imprint of the pattern that is on the coins. Can you match the coins to their rubbings? Can you place the coins in order of size? In order of value?



Year 1: Use a mix of 6 coins from your money box (or borrowed from your parent) to make a money caterpillar (see picture). Find out how much your caterpillar is worth. You could also do this by making a rubbing of your caterpillar. Make 4 different caterpillars.

Year 2:

Solve these money problems. They are included in the appendix to print out if needed.

<p>I have 4 coins in my piggy bank. I have 30 cents. Which coins do I have?</p>	<p>You bought a lollipop that cost 85c. What coins could you have used to pay for it? Find 3 different ways you could have paid.</p>
<p>A parking ticket machine was broken and wouldn't accept \$2 coins. Parking cost \$2.20 for an hour. What combinations of coins could be used to pay for one hour of parking? Find 3 different combinations.</p>	<p>An ice-cream cost \$3.85, what is the least number of coins you could use to pay for it? Can you pay for it using 12 coins? Which coins?</p>

Curriculum Links:

Foundation - Year 1: Recognise, describe and order Australian coins according to their value.

Year 2: Count and order small collections of Australian coins and notes according to their value.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Throwing

Note to Parents/Guardians:

Fundamental Movement Skills are key gross motor skills that form the basis for all physical activity. They include; rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety as well as object control skills such as bouncing, throwing, catching, kicking, striking. This session focuses on the skill of throwing overarm.

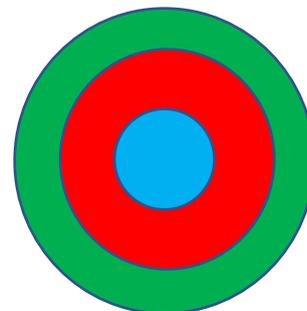
Use the following steps to help you demonstrate the correct technique for an overarm throw.

- 1. Eyes are focused on the target throughout the throw*
- 2. Stand side-on to the target*
- 3. Throwing arm nearly straightened behind the body*
- 4. Step towards the target with foot opposite throwing arm during the throw*
- 5. Marked sequential hip to shoulder rotation during the throw*
- 6. Throwing arm follows through down and across the body*

You will need to find a suitable place outside where they can create a target. A shed wall, brick wall of house (away from any windows) something hanging from a clothes line, a fence (fairly high so ball does not go over) are some suggestions.

You will need:

- a tennis ball or ball of similar size.
- a target marked on a wall or a fence (or other suitable position).
- chalk (to draw on fence or wall)



Activity:

With a sibling or your parent, stand between 3 and 5 metres apart (adjust depending on ability) and practice throwing the ball to each other using the correct overarm throwing technique. As you become more confident with your throwing action, step back a bit from your partner and see if you can throw a bit further.

Draw/set up a target and a throwing line. Your target should be three circles (see diagram) drawn on a fence or wall at about eye level. Position your throwing line about 3-5 metres from your target.

Stand at your throwing line and throw your ball at the target (using the correct throwing action). Can you hit anywhere on the target? Were you able to hit the 'bullseye'?

If it is too difficult, check your throwing action. Can you improve it?

You can move your throwing line closer if it is too hard. If it is too easy move your throwing line further away.

Extension: If you have a sibling or parent willing you could hold a mini competition. Allocate points for different parts of the target. For eg, the outside circle worth 3 points, the middle worth 5 and the centre circle (bullseye) worth 10 points). Who can score the most points in 5 throws?

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.

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

BREAK: 30 minutes

TASK 6: THE ARTS – VISUAL ARTS

Approx: 60 mins

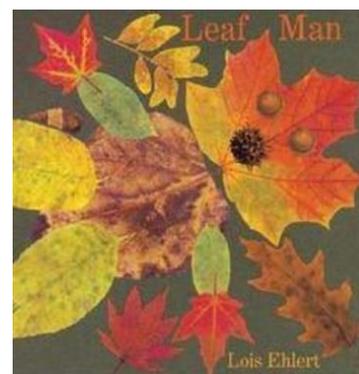
Garden Art

Note to Parents/Guardians:

In some parts of Australia, you might notice the trees changing. The leaves are changing colour and falling to the ground. It is Autumn however different parts of Australia experience Autumn differently. If you have access to fallen Autumn leaves these will make excellent collage materials for this activity. However, if not you can collect a variety of natural collage materials to create your picture.

You will need:

- access to the story Leaf Man by Lois Elhert. You can hear it here <https://www.youtube.com/watch?v=bqW-j3WV6g8>
- a collection of natural collage materials (for example; a variety of leaves, gumnuts, twigs, feathers, seeds, flowers, petals etc)
- paper/card for the background
- PVA/craft glue



Activity:

Listen to the story of 'Leaf Man' by Lois Elhert. Look carefully at the pictures and notice how they have all been made out of leaves. You are going to make your own Leaf (or natural) picture. You might like to make a picture from the book or you can create something completely different. Think about the picture you would like to make and what shape leaves (etc) you might need.



Go out into your garden and collect leaves (or other materials) for you to make a collage picture with. Don't pull things off plants that are growing but look on the ground for things that have fallen. When you have collected what you need it is time to make your picture.

Arrange the materials into the picture you want to create. When you are happy with your design, carefully glue the materials into place. Leave your picture to dry. When it is dry, use a black marker to add any details you need (for example beaks or eyes

on birds, or legs and antennae on butterflies).

Display your artwork for your family to see.

Curriculum Links:

The Arts – Visual Arts

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

SUGGESTED LUNCHTIME ACTIVITIES

- Listen quietly to some music.
- Make up a dance routine.
- Set up a shop with your toys and play shops.
- Ride your bike around the back yard.
- Play a board game – connect four, Who am I? and Snakes and Ladders are some suggestions.
- Make up a new game to play with your family.

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.

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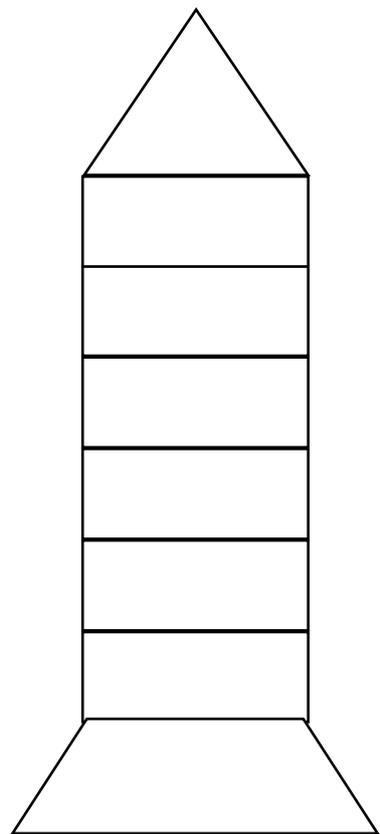
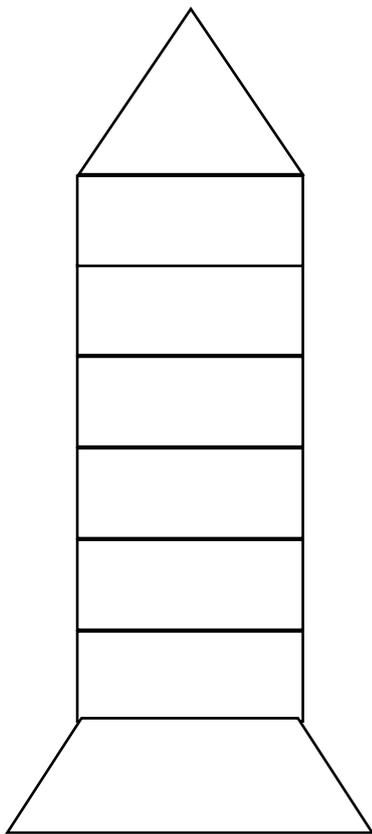
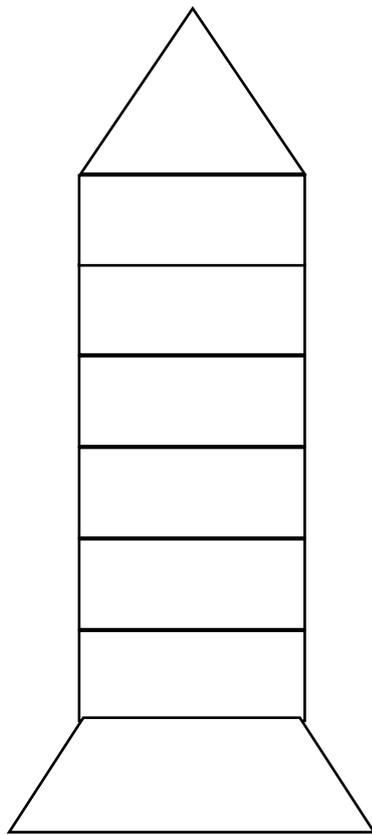
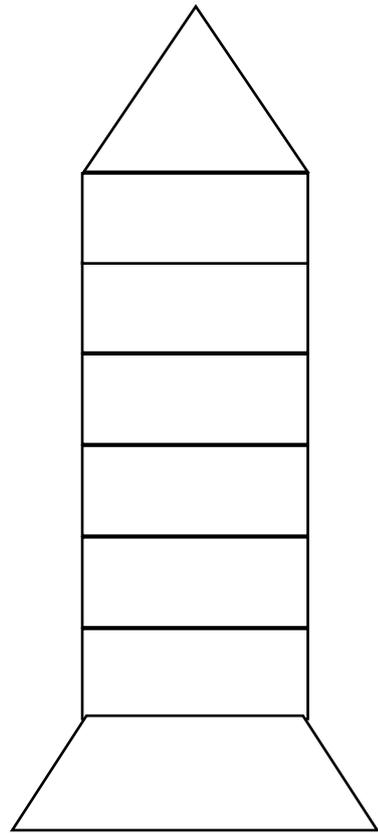
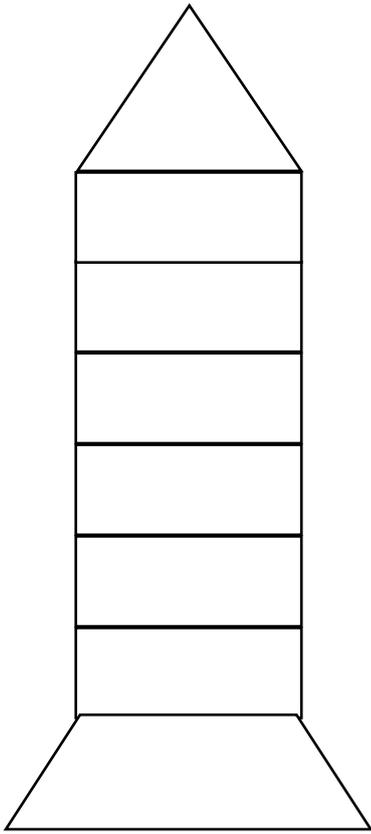
TODAY'S STORY

1. NASA reveals new plans for life on the Moon.

Kids News is taking a break with news and lesson plans. We will return on Wednesday, April 15.

APPENDIX

Literacy



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**An ice-cream cost \$3.85, what is the least number of coins you could use to pay for it?
Can you pay for it using 12 coins? Which coins?**