

## Prep to Year 2: Monday, April 6

### TASK 1: LITERACY

Approx: 40 mins

#### News Articles – Monster Monday!

##### Note to Parents/Guardians:

*Kidsnews.com.au is a website that provides daily news articles written for children to allow them to read and learn about current events. The articles have been written and explained in a child-friendly way. You can use this website and activities in many ways to help your child with their literacy learning. It is free and easy to access. The articles are all recorded and can be listened to so younger children do not have to miss out. The Kids News article selected here offers a suggestion of how to beat boredom while at home. You may need to help younger children to understand the concepts by highlighting the main points of this article. I suggest that you read through it first and think of examples of how your child shows their creativity so they can relate to the main idea.*

##### You will need:

- access to the following Kids News article:  
<https://www.kidsnews.com.au/arts/author-and-illustrator-matt-stanton-gives-tips-on-drawing-monsters-and-curing-boredom/news-story/a3fc1a425a71aee2e47bcbb8e1b4a7d1>
- plain paper and a grey lead pencil or black marker

##### Activity:

Listen to or read the above news article. Discuss what it was about. Can you answer the questions? (Younger children may need support to answer these.)

Think of ways that you like to be creative. Do you have a favourite way to be creative?

Watch the video in the article and either draw your own monster or copy Matt Stanton's monster.

Now draw the background for your monster.

You can decide where – is it: in a forest, on the moon, in your bedroom?

If you used pencil, go over your outline with a black marker.

Give your monster a name.



##### Extension:

This is the second 'Monster Monday' YouTube clip. <https://www.youtube.com/watch?v=t69Rh0hGp7w>

Your child could have a go drawing this monster or draw a second monster of their own choice.

You may like to tune in each Monday to get ideas of drawing different monsters. Keep all your drawings in a book or file. They could become characters in a story that you write one day.

##### Curriculum Links:

**English – Literacy – Interpreting, analysing, evaluating**

**Foundation/Prep:** Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.

**Year 1:** Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

**Year 2:** Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.

## **TASK 2: LITERACY**

**Approx: 45 mins**

### **Literacy – Phonics**

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

**Foundation/Prep:** *Alphabet Scavenger Hunt. You can simplify this by reducing the number of letters your child needs to find items for or have them find items for more letters.*

*Students will need varying degrees of support with Activity 2. Different cards are suggested for each year level however, choose the level of task that you feel is most suited to your child. Foundation/Prep students may need assistance to put letters in different positions to see if they make words.*

#### **Activity 1:**

##### **You will need:**

- 2 copies of the Scavenger Hunt Grid (see Appendix or simply fold a piece of paper into thirds length ways and quarters long ways to give you 12 squares).

#### **Alphabet Scavenger Hunt**

Choose 12 letters of the alphabet and write them in the grid (see Appendix).

Allow your children to help choose some letters. Select a few they are confident with knowing the sound/s for and a few they need some work on. Revise the sound or sounds that each letter can make before beginning.

Give your child 5 minutes to search the house and find something that begins with each letter on their grid. They can collect it, draw it or Year 1 and 2 students could write it.

Repeat the activity but this time send them outside to find things for each letter.

#### **Activity 2:**

##### **You will need:**

- game board (make sure you copy the gameboard suited to your child's ability)
- cards with consonants and digraphs (see Appendix). These can be printed on paper or card if available and cut out.

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

Have your gameboard and the pile of letter cards (see Appendix) in front of you.

Turn over a letter from the pile and see if you can use it to make a word on your gameboard. If you can use it, write it in position on the sheet, if not, return it to the discard pile and try the next letter. Read your list of words aloud.

(For eg. 'b' can be added to 'in' to make 'bin'). Can you use each word in a sentence?

#### **Extension:**

Can you think of any other words that you can make that rhyme with any of the words on your gameboard?

#### **Years 1 and 2:**

Have, your gameboard and the pile of letter/digraph cards placed face down (see appendix) in front of you. Turn over a card and see if you can use it to make a word on your game board. Write it in any position you like on the sheet. Remember, you need to be able to make a proper word so think carefully about where you place the letter.

(For eg. 'b' and 'd' can be used with the 'a' to make bad, 'sh' and 'p' can be added to 'ee' to make 'sheep'). Place your used cards face down in a discard pile (you may need them again). Continue turning over letters/digraphs until you have filled in your gameboard. You may need to go through your cards a second time to fill all the spaces. Read your list of words aloud. Can you use each word in a sentence?

#### **Extension:**

Choose one or two of the words you have made – can you write any other rhyming words?

#### **Curriculum Links:**

##### **English – Language – Phonics and Word Knowledge**

**Foundation/Prep:** Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.

**Year 1:** Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words.

**Year 2:** Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable.

## BREAK: 30 minutes

### TASK 3: MATHEMATICS

Approx: 20 mins

#### Subtraction

##### Note to Parents/Guardians:

Subtraction involves 'taking away' or finding the 'difference between' two amounts.

##### You will need:

- set of skittles (or empty and cleaned soft drink bottles)
- small ball (suitable for indoor rolling)
- hallway or other safe space to roll a ball (an outside area would be great).

##### Mental Warm Up:

**Foundation/Prep to Year 2:** Let's get your brain ready for some number work!

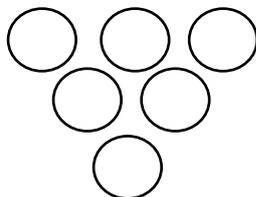
Play a game of 'Simon Says' (or whichever name you like – 'Mum/Dad says...' could also work 😊) where 'Simon' says an action and a number. You then have to complete the action given that number of times.

For eg. Simon says ... hop 4 times, Simon says... jump 12 times etc.

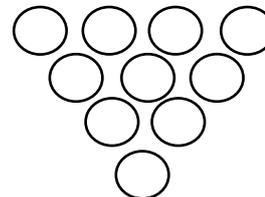
Simon might try to trick you and say clap 0 times. Listen carefully so you are not tricked. If you do the action when the number is 0 you are out.

Swap roles, can you trick your parent or a sibling?

**Years 1 and 2:** Simon could be super tricky and say things like 'Clap 7 plus 2 times' etc. You then have to solve the problem before you do the action.



Foundation/Prep



Year 1 & 2

##### Activity: Skittles

The aim is to get the lowest number.

Set up 6 (or 10 for Years 1 and 2) skittles at the end of the hallway in the pattern of the diagram. Allow your child to count the skittles so they know how many are there.

From a distance (suitable for your child's ability) roll the ball trying to knock over the skittles.

How many did you knock over? How many are left?

Encourage your child to say the subtraction problem they have completed. 'There were 6 skittles, I knocked over 2, now there are 4'. Repeat this several times.

Record some of your subtraction problems either as a sentence and number sentence. (I had 6 and knocked 2 over. I now have 4, or  $10-6=4$ )

##### Extension:

For Year 2 students, each skittle could be worth 2 points. Your child then has to say 'I had 20 points (not skittles), I knocked over 4 skittles which is 8 points. I now have 12 points'.

They may need to count by 2s to work out the number of points they have 'knocked over'.

##### 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: WELLBEING**

Approx: 30 mins

### **Feeling Lonely!**

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

*Many children will be feeling lonely at the moment, isolated from friends and family for an unknown length of time. It is normal to feel lonely, especially with all that is going on at the moment. Acknowledging their feelings and talking through the situation so they know they are not alone will help. However, if you feel your child needs additional support you can contact Kids HelpLine 1800 55 1800 <https://kidshelpline.com.au/>*

#### **You will need:**

- access to the story 'When I'm feeling Lonely' by Trace Moroney. If you do not have a copy there is a clip of the story being read on YouTube <https://www.youtube.com/watch?v=7w-dLSx7EYw>



#### **Activity:**

Listen to the story 'When I'm Feeling Lonely', by Trace Moroney.

Discuss the things that made the main character feel lonely and what they did to help themselves feel better.

Check in with your feelings. Are you feeling a little (or a lot) lonely at the moment? What is making you feel lonely?

Who are you missing? Can you use one of the ideas in the book to help you feel better? What else might help you?

If you are not feeling lonely, think about those in the community who might be feeling lonely at the moment.

#### **Extension:**

Think of a small act of kindness you could do to help someone in your household or community feel less lonely or isolated. Some suggestions include; bake a treat for a neighbour and leave it on their doorstep, allow your parent some uninterrupted time to call a friend or relative, write a note/card for a friend and drop it in their letterbox, send a photo or video message to a family member letting you know that you are thinking of them, paint some rocks/pebbles with a uplifting message that you can leave at various places when you go out for a walk/ride with your family so that others can find them.

#### **Curriculum Links:**

**Personal and Social Capability – Social Awareness**

**Foundation:** show an awareness for the feelings, needs and interests of others.

**Year 1 & 2:** identify ways to care for others, including ways of making and keeping friends.

**LUNCH: 60 minutes**

## TASK 5: THE ARTS - DRAMA

Approx: 20 mins

### Act it Out!

#### Note to Parents/Guardians:

*Matt Stanton has suggested that being creative helps to cure boredom. (See Kids News article in today's Literacy activity) Using drama is another way to be creative. This activity will work better if there are a few people to join in – it is suitable for any age so get the whole family involved!*

#### You will need:

- an imagination and sense of fun

#### Activity:

Take it in turns to silently act out different actions for other members of the family to guess.

You can act out anything you like but must be able to use your body and facial expressions to communicate your idea without your voice. You can act out animals, activities, sports, chores, TV characters, book/movie title or scene etc.

Some ideas with a bit of a twist include;

- an animal doing something unusual (a snake going down a slide)
- a nursery rhyme character (itsy bitsy spider climbing the water spout)
- someone playing two sports at once (playing football and doing ballet)
- someone doing a job with a problem (a gardener who jumps everywhere)
- an everyday action with a difference (someone cleaning their teeth while having a cup of tea)

Have fun!

#### Curriculum Links:

##### The Arts - Drama

**Foundation/Prep to Year 2:** Explore role and dramatic action in dramatic play, improvisation and process drama.

## BREAK: 30 minutes

## TASK 6: HEALTH & PHYSICAL ACTIVITY

Approx: 20 mins

### 5-minute moves

#### Note to Parents/Guardians:

*You may be able to link your internet up to your television screen so it is easier to see while exercising. Younger children will need help to work the stop watch/timer.*

#### You will need:

- access to the internet where you can watch the You tube clip while exercising.

[https://www.youtube.com/watch?v=u0\\_1QBQ8Syk](https://www.youtube.com/watch?v=u0_1QBQ8Syk)

- a stop watch

#### Activity:

Watch and follow the You tube clip '5-minute moves featuring Betsy' on The Body Coach TV.

Complete the activities, listening carefully to his instructions.



How do you feel straight after completing the work out? After 5 minutes?

Can you create your own 5 minutes of exercise for your family to follow? Go outside or into a quiet space and practice, explaining your action while doing them.

When you are ready, call your family together and run a session for them.

**Ext:** You can do one of these '5 minute moves' – work outs each morning to help give you energy for the day.

**Curriculum Links:**

**Health and Physical Education – Movement and Physical activity – Understanding Movement**

**Foundation/Prep:** Explore how regular physical activity keeps individuals healthy and well.

**Years 1 and 2:** Discuss the body's reactions to participating in physical activities.

## SUGGESTED LUNCHTIME ACTIVITIES

- Do some 'doodling'. On a blank sheet of paper – just start drawing. Doodles are simple drawings that may have meaning or may just be random lines, shapes or patterns. You don't have to have an idea of what you are going to draw - just pick up a pencil or marker and start. See what you can create.
- Complete a puzzle
- Complete a dot-to-dot – you may have a book of dot-to-dot pictures or you can download some free dot-to-dot pictures from the internet. Extra challenge – can you create your own dot-to-dot picture for someone else to do?

### **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. JK Rowling invites all Muggles into Harry Potter world**
- 2. Oldest known fossil of the earliest human is found**

## APPENDIX

### Literacy – Scavenger Hunt Grid


Literacy - Foundation

<b>_ an</b>	<b>_ at</b>	<b>_ in</b>
<b>_ an</b>	<b>_ at</b>	<b>_ in</b>
<b>_ an</b>	<b>_ at</b>	<b>_ in</b>

Letter Cards - Foundation

<b>b</b>	<b>c</b>	<b>d</b>	<b>f</b>	<b>g</b>	<b>h</b>
<b>m</b>	<b>n</b>	<b>p</b>	<b>r</b>	<b>s</b>	<b>t</b>
<b>w</b>	<b>s</b>	<b>b</b>	<b>p</b>	<b>c</b>	<b>f</b>

Literacy - Year 1 Game board

<u>  </u> <b>a</b> <u>  </u>	<u>  </u> <b>a</b> <u>  </u>	<u>  </u> <b>a</b> <u>  </u>	<u>  </u> <b>i</b> <u>  </u>
<u>  </u> <b>i</b> <u>  </u>	<u>  </u> <b>i</b> <u>  </u>	<u>  </u> <b>e</b> <u>  </u>	<u>  </u> <b>e</b> <u>  </u>
<u>  </u> <b>u</b> <u>  </u>	<u>  </u> <b>u</b> <u>  </u>	<u>  </u> <b>o</b> <u>  </u>	<u>  </u> <b>o</b> <u>  </u>

Literacy - Year 2 Game board

<u>  </u> <b>oo</b> <u>  </u>	<u>  </u> <b>oa</b> <u>  </u>	<u>  </u> <b>ee</b> <u>  </u>	<u>  </u> <b>ar</b> <u>  </u>
<u>  </u> <b>oo</b> <u>  </u>	<u>  </u> <b>oa</b> <u>  </u>	<u>  </u> <b>ee</b> <u>  </u>	<u>  </u> <b>ar</b> <u>  </u>
<u>  </u> <b>oo</b> <u>  </u>	<u>  </u> <b>oa</b> <u>  </u>	<u>  </u> <b>ee</b> <u>  </u>	<u>  </u> <b>ar</b> <u>  </u>

Letter/ Diagraph cards for Year 1 & 2

<b>f</b>	<b>l</b>	<b>k</b>	<b>c</b>	<b>b</b>
<b>s</b>	<b>h</b>	<b>g</b>	<b>p</b>	<b>n</b>
<b>r</b>	<b>t</b>	<b>w</b>	<b>d</b>	<b>v</b>
<b>m</b>	<b>t</b>	<b>ch</b>	<b>sh</b>	<b>st</b>
<b>p</b>	<b>k</b>	<b>th</b>	<b>n</b>	<b>d</b>
<b>st</b>	<b>b</b>	<b>c</b>	<b>m</b>	<b>t</b>
<b>th</b>	<b>sh</b>	<b>k</b>	<b>w</b>	<b>p</b>