

Prep to Year 2: Thursday, April 2

TASK 1: LITERACY

Approx: 30 mins

Reading Text Types

Note to Parents/Guardians:

Help your child to choose a 'just right' book. 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 (Click on 'My program' on the home page of Reading Eggs). 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 required 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.

Need to know:

This version of a guided reading session is an example that can be used for a non-fiction text. You will need to adapt it to suit the book you are reading and the ability of your child. (Another example for a beginning reader, fiction book is available by looking at the daily plan for Thursday March 26 on the Kids News learning at home program.

<https://kidsnewsatnewscorpau.files.wordpress.com/2020/03/learning-at-home-prep-gr-2-day-4-march-26-pdf.pdf>

Before Reading:

Before beginning with your child, familiarise yourself with the text.

Discuss with your child the topic of the book (eg. sea animals). Ask key questions such as: what sea creatures do you know? What do you know about them – how do they breathe? What do they eat? Are they dangerous? Have you ever seen any? Where? What did they look like? Feel like? How did they act?

Look through the section of the book you plan to read (you do not have to read the whole book). Don't read the words yet! What information do you think you will learn about? What is this section called? Look at the text – are any words in bold text? Can you read those words? What do they mean? Can you find them in the glossary (if it has one) Are there photos? What pictures are shown?

During Reading:

Ask your child to read the text, either aloud to you, or independently. 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.

After reading:

Ask your child to retell the information they have learned to you. Check that they have understood the text by asking key questions.

Extension: Children could summarise the information they have read by writing a few sentences about the main idea. Make sure they refer to the text for correct spelling of key words and use full stops and capital letters correctly.

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: 30 mins

Literacy – Spelling

Note to Parents/Guardians: *Your child may already have a list of spelling words that they are learning from school. If not, you can use the following lists to focus on or select words that are appropriate for your child. The lists provided for Year 1 and 2 are common words that will appear in various forms of reading and writing activities, they are not based on a particular spelling pattern or sound.*

Activity:

Read through your lists of words.

Read through them again focusing on each word. Use the **Look, Say, Sound, Spell, Cover Write, Check** strategy.

Look at the word – take a photo with your eyes.

Keep looking at the word while you, **Say** the Word out loud, **Sound** the word, emphasising all the sounds in the word.

Spell out the letters in the word.

Cover the word and try to write it from memory. **Check** your spelling. Was it right? Fix any errors. [

Foundation	Year 1	Year 2
the	Monday	Summer
was	Tuesday	Autumn
at	Wednesday	Winter
is	Thursday	Spring
in	Friday	January
Mum	Saturday	February
Dad	Sunday	March
yes	April	April

Choose one or two of the following activities to practice your words.

Rainbow writing	Use in sentence	Playdough words
Write each of your spelling words out, copying over each word several times in different coloured pencils.	Write a sentence that includes as many of your spelling words as you can. Make sure it still makes sense.	Use playdough to make each of your words. Try to form them as you would write them. (Use capital letters and lower-case letters correctly. ie, capital letters only for the beginning of a proper noun)

Extension: Repeat these activities several times throughout the week.

Curriculum Links:

English – Literature – Examining Literature

Foundation: Know how to read and write some high-frequency words and other familiar words.

Year 1: Understand how to spell one and two syllable words with common letter patterns.

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

Addition – Number Facts

Note to Parents/Guardians:

Nil.

You will need:

- a pack of playing cards (Ace is equal to 1, King, Queen and Jack can be removed or make them equivalent to 10.)
- counters (some form of token to keep score).

Mental Warm Up: Let's get your brain ready for some number work!

Counting in the kitchen... **Foundation:** find something you have 1 of (eg. oven), something you have 2 of (eg. taps), something you have three of (eg. draws) continue up to something you have 10 of something (eg. dinner plates)

Year 1 & 2: Use skip counting by 2s to help you count the number of knives, forks and spoons in the draw. Remember to count two items for each number you say (2,4,6 etc.)

Activity:

Foundation/Prep: Find 10

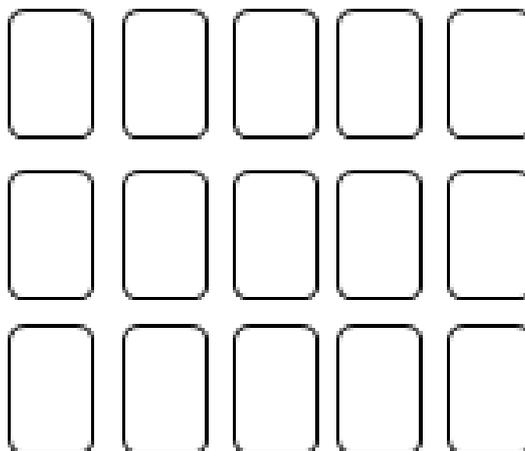
Play against an adult or older sibling. Deal 15 cards face up into three rows of 5 (see the image at right).

Place the rest in a pile upside down, next to the game area.

Take turns to look at the dealt cards and see if you can find pairs that add up to 10. (eg. 4 and 6, or 7 and 3). Take any pairs that add up to 10. You can take as many as you can see in your turn.

When you have found all the pairs, fill up the gaps with cards from the pile.

Now it is your partner's turn. Keep taking turns until all cards are used or you can your partner can find no more pairs. Person with the most pairs wins.



Extension: Can you use two or more cards to equal 10 – for eg. 5 and 2 and 2 and 1)

Years 1 and 2: Card wars

Play against your parent or an older sibling. Deal two cards upside down to each player. Turn them over and add up your pair. Call out your answer. Whoever has the highest number in total takes a counter. Keep playing until you have used all the cards in the pack. Person with the most counters wins.

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

Measurement

Note to Parents/Guardians: Telling the time on an analogue clock can be a difficult skill to master. There are lots of things to remember and think about. It is a skill that is generally developed over a number of years. Foundation/Prep

students will generally be able to tell the time on the hour (o'clock times) Year 1 students are expected to be able to tell the time to the half hour and Year 2 children to the quarter hour by the end of the year. The YouTube clip suggested in this activity is 34 minutes long. However, it is not suggested that your child (particularly younger children) watch it all. It has different sections that talk you through the telling the time to varying degrees of difficulty. It begins with telling the time on the hour. This will be suitable for Foundation/Prep students and as revision for Year 1s. At 6min 40sec it talks about telling the time to the half hour for Year 1 students. At 9min 45 sec it begins talking about telling the time to the quarter hour. It is recommended to pause the video at the 14 minute mark.

You will need:

- access to the internet on computer or tablet with following link
<https://www.youtube.com/watch?v=r2K1Py9U87I>
- numbers 1 – 12 printed (see Appendix – optional)
- paper/plastic plate (or circle cut from cardboard)
- cardboard
- Split pin



Activity:

Watch the section of the YouTube clip that is suitable for your child's ability.

0 – 6:40min – Introduction and o'clock – Foundation/Prep students

6:40 – 9:45min – half-past times – Year 1 students

9:45 – 14:07min – quarter past/quarter to times – Year 2 students

Make your own clock to practice on. If you have a paper (or plastic) plate you could use this. Alternatively cut a circle out of a piece of card (the side of a cereal box will be perfect) Place/write the numbers in the correct positions. Cut out two hands from cardboard (make sure one is long and one is short) and use a split pin to fasten the hands in the centre of your clock face. Decorate your clock. Use your clock to practice telling the time.

Extension: Explain what you know about telling the time on an analogue clock. You could use your clock to help you make a video of your explanation and send it to a friend in your year level at school to help them learn about telling the time.

Note: It is not expected that your child will have mastered this skill in this one session. They will need to revise and practice this skill regularly to become proficient at telling the time. Encourage them to look at the clock and work out the time at various times during the day.

Curriculum Links:

Foundation/Prep: Compare and order duration of events using everyday language of time.

Year 1: Tell time to the half-hour.

Year 2: Tell time to the quarter-hour, using the language of 'past' and 'to'

TASK 5: THE ARTS – VISUAL ARTS/TECHNOLOGIES – DESIGN AND TECHNOLOGIES

Approx: 60 mins (may also require a second session)

Easter Baskets

Note to Parents/Guardians:

Easter is coming around quickly. This is an opportunity for your child to create their own Easter basket. If your family doesn't celebrate Easter – your child could make a treasure box instead (or something else similar).

You will need:

- craft supplies,
- items from your garden
- coloured cardboard
- recycled containers
- paint
- glue/scissors and other stationery



Activity:

Your job is to design and create your own Easter basket, for Easter Bunny to leave eggs in for you. (Alternatively, you could design and create your own treasure chest).

Begin by drawing a plan of how you would like your basket to look and label it with what materials you plan to use.

Create your Easter basket. Decorate it to give it a professional finish. You could decorate it with craft materials, (ribbons, sequins, stickers, paint etc.) or even with items from your garden (flowers, leaves etc.).

You could decorate it with your favourite sports teams' colours or have an Autumn or floral theme.

The choice is yours!

Curriculum Links:

Technologies – Design and Technologies – Processes and Production Skills

Foundation/Prep to Year 2: Use materials, components, tools, equipment and techniques to safely make designed solutions. Generate, develop and record design ideas through describing, drawing and modelling.

BREAK: 30 minutes

TASK 6: TECHNOLOGIES – DIGITAL TECHNOLOGIES

Approx: 30 mins

Animals in 3D

Note to Parents/Guardians: Children will need access to an Android smartphone running Android 7.0 or higher / iPhone running iOS 11 or later and Google Chrome for Android/iOS. You will need to supervise your child while completing this activity to ensure they use the phone safely and appropriately. Try this activity first before showing your child as some phones do not support this function. There are some You Tube clips that explain how to do it if you have trouble. This is one of a few that may be helpful - <https://9to5google.com/2020/03/28/google-ar-animals/>. Not all animals have a 3D option, but many do. If you find one that is not in 3D try another.

You will need:

- a smart phone with Google Chrome
- search engine and camera function (see parent notes)
- an imagination and sense of fun

Activity:

Use the internet on the phone and type in an animal's name into Google. Select 'View in 3D' (you may have to scroll down a little). A moving 3D image of the animal will appear on your screen. Move the image around and select AR (or 'view in your space') and it will access your camera and the animal will 'appear' in your house.

You can move your phone around and position the animal in different rooms/places. You can make your animal smaller or bigger and turn it around.



Ext: Choose your favourite picture to print out or insert into a word document. Use this photo as a stimulus to start thinking about a story you could write about this image.

Curriculum Links:

Technologies – Digital technologies – Processes and Production skills

Foundation/Prep to Year 2: Explore how people safely use common information systems to meet information, communication and recreation needs.

SUGGESTED LUNCHTIME ACTIVITIES

- Do another yoga session (see YouTube clips in Wednesday's Prep-Yr 2 lesson plan)
- Complete a puzzle
- Play a game of chasey in your garden.
- Choose one of the stories you have read in the past 2 weeks and role play the story. You can even continue on the adventures of the main character by role playing a new 'chapter'. For example; Role play the Very Hungry caterpillar and role play what adventures the beautiful butterfly went on.

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. Take a virtual journey around the world.
2. How and why grey seals clap underwater to communicate.

Appendix

Mathematics – Measurement

