

## Prep to Year 2: Friday, April 24

### TASK 1: LITERACY

Approx: 30 mins

#### Common Words

##### Note to Parents/Guardians:

Choose a familiar book for this activity. It could be a 'reader' that your child has brought home from school or it could be a favourite picture story book. When selecting words, use ones from the book that are 'common' (high-frequency) words. Words that appear regularly in written language. Examples of common words include; to, is, up, the, there, right, away, could, because etc. Your school may have provided a list of common words that your child is focusing on.

##### You will need:

- A favourite picture story book or another book that you can read to/with your parent
- Card or pieces of paper cut up to form flash cards. (20)

##### Activity:

Read the book you have chosen together. Parents try and let your child do as much of the reading independently as they are able. However, if they are not able to read it please read it to them or help them when they are stuck.

After reading, go through the book together looking for common words that your child can read independently. Choose 4 of these words to write on the flashcards. (Write each word twice, so you have 2 copies of each word.) Now choose at least 6 more common words to learn. Write these on cards as well so you have 2 copies of each word. Practice these words. Ask a parent or older sibling to help you learn them. Look for clues in the word to remind you what they say. For example, if you were learning the word 'together' (Year 1 or 2), you might notice it has the word 'to' at the start and 'er' like in 'her' at the end. Are there other small words you can see? It might just be the initial sound that gives you a clue.

Once you have practised the words a few times, play a game of memory. Turn all the words down, spread out in front of you. Turn over two at a time, read the words as you turn them. If they are a match you keep them. If not turn them down again and choose other cards. Continue until there are no cards left.

**Extension:** Can you use your words in a sentence?

##### Curriculum Links:

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

**Foundation/Prep:** Know how to read and write some high-frequency words and other familiar 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 knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds.

### TASK 2: LITERACY

Approx: 30 mins

#### Writing – Hand Writing

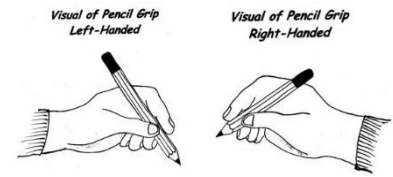
##### Note to Parents/Guardians:

Even with digital technology becoming more readily available, handwriting is still an important skill to learn so that

children can produce legible written text. Regular practice of handwriting, focusing on correct size and shape of letters is recommended to help develop good handwriting skills. Different states (and schools within states) in Australia teach different styles of handwriting so it is impossible to include the correct examples for each school/state. The commonality between them though is to produce, efficient, legible script. For this activity, focus on correct pencil grip and producing neat legible writing that sits on a line and is consistent in size and shape.

**You will need:**

- lined paper (dotted thirds if possible) An example is included in the Appendix but you can also just rule lines on a page.
- a copy of the full tongue twister in the appendix



**Activity:**

Have fun trying to say this tongue twister:

**'Betty Botter bought some butter.'**

Can you say it quickly?

Can you say it five times in a row? Practice saying it over and over, until you can say it confidently.

Now that you have mastered saying it – practice writing it.

On your lined paper, copy this tongue twister. (Years 1 and 2 can copy it several times) Focus on making sure all letters are sitting on the line and they are a consistent size.

**Extension:**

**Super challenge:** Can you say the full tongue Twister? There is a larger version in the Appendix.

Betty Botter bought some butter.

But she said, "This butter's bitter.

If I put it in my batter, it will make my batter bitter.

But a bit of better butter will make my batter better"

So 'twas better, Betty Botter bought a bit of better butter.

**Curriculum Links:**

**English – Literacy – Creating Texts**

**Foundation:** Produce some lower case and upper-case letters using learned letter formations

**Year 1:** Write using unjoined lower case and upper-case letters

**Year 2:** Write legibly and with growing fluency using unjoined upper-case and lower-case letters

**BREAK: 30 minutes**

**TASK 3: MATHEMATICS**

**Approx: 30 mins**

**Measurement - Weight by hefting**

**Note to Parents/Guardians:**

*Hefting in mathematics refers to holding items in each hand to determine which is heavier/lighter or if they are the same. For this activity help your child to select a collection of grocery items from the kitchen pantry (cans, boxes of biscuits, cereals, pasta etc.) Collect about 10 items. If you would rather your child not use the groceries, you can substitute them for toys or something else.*

**You will need:**

- a collection of grocery items from the pantry or varying weights. (10 for first activity, 20-30 for the challenge)
- set of kitchen scales
- 3 shopping bags

**Activity:**

Can you predict which item will be the heaviest? Lightest?

Use hefting to help you decide.

Continue to use hefting to help you place these items in order of heaviest to lightest. Are there any that are too similar in weight to be sure?

Can you use a set of kitchen or bathroom scales to check the weight? (an adult or older sibling would need to help you do this)

**Challenge:**

Pack the shopping bags. Gather a larger collection of groceries from the pantry and place them all in front of you (approx. 20-25 items of varying weights).

Pack the groceries into three shopping bags so that each bag is approximately the same weight. Make sure you pack the groceries carefully so your biscuits don't get squashed by your cans of baked beans.

Compare their weight by hefting.

You might have to swap the groceries around to find the combinations that are most similar. (It does not need to be exact but get it as close as you can.)

**Curriculum Links:**

**Mathematics – Measurement and Geometry – Using Units of Measurement**

**Foundation/Prep:** Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.

**Year 1:** Measure and compare the lengths and capacities of pairs of objects using uniform informal units.

**Year 2:** Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.

Compare masses of objects using balance scales.

## TASK 4: HEALTH AND PHYSICAL EDUCATION

**Approx: 30 mins**

**Skipping****Note to Parents/Guardians:**

*If your child has not mastered the skill of skipping with a rope, you might only do the warm-up activities today.*

**You will need:**

- skipping rope (it does not need to be an actual skipping rope. Another rope cut to size will do) A good guide for the right size skipping rope for your child is to have them stand on the middle of the rope and pull it up. It should reach to about their shoulders.
- Timer/stopwatch
- A space that you safely jump rope. You will need space all around you. (Including above)

**Activity**

**Warm Up:** Lay your rope on the ground. Practice jumping over your rope with two feet together.

- Jump forwards and backwards across your rope,
- Jump side to side across your rope

Pick up your rope and place it behind your legs, with your hands by your sides. Swing your rope forwards and backwards (like rocking a baby) and jump over it each time.

Practice swinging your rope while you jump. Put both ends in one hand and turn your rope while you jump next to it. Try and time your jump so you jump slightly before the rope hits the ground. (You want to be in the air when the rope is on the ground.)

Practice swinging your rope over your head and jumping it as it passes under you. Try and get 10 successful jumps in a row.



**Main Activity:**

Jump rope (turning it forwards) for a sustained period. Aim for 1 minute (it's a lot longer than you think).

If you have mastered the art of jumping rope forwards, try some of these other skills

- Skipping backwards. Start with the rope in front of your legs and turn it backwards over your head. How many jumps can you get?
- Double under - Turning the rope twice for each jump. You need to spin the rope fast and jump really high.
- The Scissors – Start with your legs in a split stance, one forward and one backwards, jump and swap your feet. Then include the rope. Jump and swap your feet while you swing your rope over your head.
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**Extension:**

The Heart Foundation's Jump Rope for Heart fundraising page has videos of these and other skipping skills you can practice. <https://www.heartfoundation.org.au/jump-rope-for-heart/skipping-skills>

**Curriculum Links:**

**Health and Physical Education – Movement and Physical Activity – Learning through Movement**

**Foundation/Prep:** Test possible solutions to movement challenges through trial and error.

**Years 1 and 2:** Propose a range of alternatives and test their effectiveness when solving movement challenges.

**LUNCH: 60 minutes****TASK 5: HUMANITIES AND SOCIAL SCIENCES**

**Approx: 20 mins**

**Making Anzac Day biscuits****Note to Parents/Guardians:**

*Every year around Anzac day, Australians and New Zealanders make Anzac biscuits. Although the sweet biscuits we enjoy today have little resemblance to the 'hard tack' biscuits the soldiers were given as part of their rations, they have become synonymous with Anzac Day. It is thought that this kind of biscuit possibly became known as Anzac biscuits as they may have been sent to soldiers in care packages. (For more interesting information – check out this article on the Australian War Memorials Website - <https://www.awm.gov.au/articles/blog/anzac-biscuits>).*

**You will need:**

- Anzac biscuit recipe (See Appendix)
- Ingredients as listed in recipe
- Baking trays, bowls, measuring cups etc.

**Activity:**

With your parents and/or sibling, make and enjoy some delicious ANZAC biscuits. While making them discuss the significance of ANZAC Day and why these biscuits are made around ANZAC Day.

**Extension:** Write and draw about the process of making ANZAC biscuits. What job did you do? Were they easy to make? Did you enjoy the biscuits?

**Curriculum Links:**

**Humanities and Social Sciences – Inquiry & Skills - Questioning**

**Foundation to Year 2:** Pose questions about past and present objects, people, places and events

## **BREAK: 30 minutes**

### **TASK 6: WELLBEING**

**Approx: 60 mins**

#### **Wellbeing – Family Fun**

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

*After a full week of work and learning at home, it is time to let your hair down and have some fun. Help your child to choose a few games or challenges that your family can do together. They could be games like hide and seek, or chasey, or board/card games like UNO, Snakes and ladders or Hungry Hippos. Or you could set a series of challenges for your family to work together to achieve or compete against each other.*

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

- Depends on activities chosen

##### **Activity:**

Spend an hour as a family playing games and having fun. There is no 'learning intention' for this activity – just the opportunity to stop and spend time together enjoying each other's company.

Some ideas of games include;

- Hide & seek – who can find the best hiding spot in your house?
- Twister – Stretch and flex – who can stay up the longest?
- Charades – Can you guess what they are acting? Can you include dress ups?
- Hat Parade – who can make the best hat using items from a given room in the house (such as the kitchen or the laundry)
- Balloon challenge. Keep 2 or 3 balloons up in the air at the same time – play as a team or individually. Who can keep them up the longest?
- UNO – will luck be on your side today? – Can you add an extra challenge – For example; Every time you have to draw 4 you have to sing or dance as well
- Board Games - Hungry hippos, Snakes & Ladders, Guess Who

##### **Curriculum Links:**

**Personal and Social Capability – Social Awareness – Understanding Relationships**

**Foundation:** explore relationships through play and group experiences

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

### **SUGGESTED LUNCHTIME ACTIVITIES**

- Read a book – Act out the story with your siblings
- Do some mindfulness colouring
- Play a game of kick to kick with a soccer ball or football in your backyard.
- Draw up a game of hopscotch and practice hopping up and back.

#### **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.



## TODAY'S STORIES

- 1. Drones may soon fly COVID-19 test kits and medicines to Aussies**
- 2. Tuning in to the calming powers of music during lockdown.**

## APPENDIX

### Literacy

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## **Tongue Twister**

Betty Botter bought some butter

But she said, "This butter's bitter

If I put it in my batter, it will make my batter bitter.

But a bit of better butter will make my batter better"

So 'twas better, Betty Botter bought a bit of better  
butter.



# ANZAC biscuits

## Ingredients

150g (1 cup) plain flour  
90g (1 cup) rolled oats  
85g (1 cup) desiccated coconut  
100g (1/2 cup, firmly packed) brown sugar  
55g (1/4 cup) caster sugar  
125g butter  
2 tablespoons golden syrup  
2 tablespoons water  
1/2 teaspoon bicarbonate of soda

## Method

**Step 1:** Preheat oven to 160C. Line 2 baking trays with non-stick baking paper.

**Step 2:** Combine flour, oats, coconut and combined sugar in a large bowl.

**Step 3:** Stir the butter, golden syrup and water in a small saucepan over medium heat until the butter melts and the mixture is smooth. Stir in the bicarbonate of soda. Add to the oat mixture and stir until well combined.

**Step 4:** Roll level tablespoonfuls of the oat mixture into balls and place, about 5cm apart, on the prepared trays. Flatten until about 1cm thick. Bake, swapping trays halfway through cooking, for 15 minutes or until lightly golden. Set aside for 10 minutes to cool before transferring to wire racks to cool completely.

## Want soft and chewy?

Omit the brown sugar and increase the caster sugar to 155g (3/4 cup). Cooking time stays the same.

## How about dark and crunchy?

Omit caster sugar and increase the brown sugar to 155g (3/4 cup, firmly packed). Bake for 18 minutes.

## Thin and crispy more your thing?

Omit the caster sugar and increase the brown sugar to 200g (1 cup). Reduce the flour to 115g (3/4 cup). Cooking time stays the same.

(Recipe supplied by [Taste.com.au](https://www.taste.com.au))