

Prep to Year 2: Monday, April 27

TASK 1: LITERACY

Approx: 40 mins

Reading Comprehension

You will need:

- access to the story 'Enemy Pie' written by Derek Munson <https://www.storylineonline.net/books/enemy-pie/>

Before reading:

Predict what you think the story will be about.

What is an enemy? (If children don't have a concept of an enemy, help them define one) How do we usually treat an enemy?

During reading:

Listen really carefully for how/if 'Enemy Pie' helped solve the main characters problem.

After reading: Discuss the following questions (or similar questions depending on your child's understanding.)

- Why does the main character dislike Jeremy Ross?
- Why do you think Jeremy hadn't invited the main character to play at his house? How did that make the main character feel?
- What do you think was in the pie?
- Did the pie get rid of his enemy?
- What happened to Jeremy and the main characters relationship over the story?

Foundation/Prep:

Draw a picture and write a sentence about something that Jeremy and the main character did together.

Years 1 & 2:

Draw a picture and write your opinion of 'Enemy Pie'. Do you think 'Enemy Pie' is a good name for this pie? What is another name could you call it?

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: 30 mins

Character Profiles

Note to Parents/Guardians: *This activity uses the same book as the previous activity. You do not have to have completed that activity to do this one, however you will need to have listened to the story.*

You will need:

- to have listened to the story Enemy Pie by Derek Munson <https://www.storylineonline.net/books/enemy-pie/>
- there is a character profile page in the appendix, however, you can create your own if you prefer.

Activity:

While listening, we found out some facts about the main characters of the story. However, we didn't find out everything.

Foundation/Prep: Draw a picture of one of the main characters.

Write 2 sentences ... On one side of the picture write 'I know...' followed by something you know about the character.

On the other side write 'I don't know...' followed by something you don't know about him.

For eg, if you draw Dad – you might write 'I know he has 2 kids' and 'I don't know how old he is'.

Years 1 & 2:

Use the information from the story to help you create a Character Profile for one of the characters in the story.

Use the example pictured here as a guide of what to include. If you don't know one of the items, you can make it up. You may also like to listen to the story again to find out more about the character you choose. Draw a picture of the character you choose.

Character Profile

Name:**Age:****Siblings:****Things he/she enjoys...****Things he/she is good at...****Character traits... (personality)****Curriculum Links:**

English – Literacy – Creating Texts and Literature – Examining Literature

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

Year 1: Discuss features of plot, character and setting in different types of literature and explore some features of characters in different text.

Year 2: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

3D Shapes

Note to Parents/Guardians: *3D shapes refer to shapes that have 3 dimensions – that is length, width and height/depth. 2D shapes are flat shapes - they only have 2 dimensions – a length and width.*

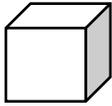
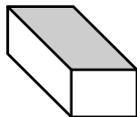
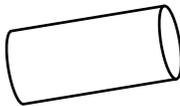
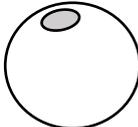
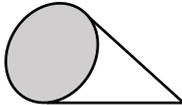
You will need:

- Worksheet (see Appendix)
- There is a different sheet for Foundation/Prep students and Year 1/2 students
- Access to the following You tube clip <https://www.youtube.com/watch?v=ZnZYK83utu0> (3D shape song for kids)

Activity:

Look at the 3D shapes on this page. What are the names of each of these shapes? Watch the 3D Shape song for kids.

Note: Rectangular prism is not mentioned in the song.

Cube	Rectangular Prism	Cylinder	Sphere	Cone
				

Go on a Shape Hunt around your house. Can you find examples of these shapes around your house? Try to find at least 3 examples of each one. You could collect your examples together and take a photo of them or you could draw the things you find on the worksheet in the appendix.

Years 1 and 2: After finding examples of each shape. Go through the following characteristics of 3D shapes.

A Face – Surface of a shape

Edges – Two faces join

Vertices/Corners – three or more edges intersect

Look at your examples of each shape. How many faces, edges and vertices does each shape have? Fill in your answers on the worksheet.

Curriculum Links:

Mathematics – Measurement & Geometry – Shape

Foundation/Prep: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment.

Year 1: Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

Year 2: Describe the features of three-dimensional objects.

TASK 4: THE ARTS – VISUAL ARTS

Approx: 20 mins

Monster Monday

Note to Parents/Guardians: *Monster Monday is Back! Matt Stanton has been running a Monster drawing session each Monday. This activity is showing Monster Monday #4.*

You will need:

- access to Matt Stanton's you tube clip Monster Monday #4
<https://www.youtube.com/watch?v=dPSfDTqYx6I>
- a pen or pencil
- piece of paper

Activity:

Watch and copy Matt Stanton create the 'Octopus monster' or create your own Monster. Today Matt is using a different style of drawing. Watch how he lightly draws the rough shapes of his monster and fills in with ink. You can draw along with Matt, copying his picture or you can watch the clip first and draw afterwards.



Listen for why Matt draws light rough shapes first?
Notice what he does to cover up a little slip.
Can you use Matt's tips in your own drawings?

Extension: When you have finished. draw the background or a scene that your Monster is involved in.
If you have been keeping a all your monster pictures in a book or file, add this one to your collection.

Curriculum Links:

The Arts – Visual Arts

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

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION /THE ARTS - DANCE

Approx: 20 mins

Go Noodle

Note to Parents/Guardians: *Have fun with your child by joining in with a 'Go Noodle' dance. 'Go Noodle' has lots of different clips available on You tube and on their website. Go Noodle aims to get kids moving to be their strongest, bravest, silliest, smartest, and best selves. They get kids dancing, stretching, running, jumping, deep breathing, and wiggling. You can find out more about GoNoodle activities at GoNoodle.com*

You will need:

- access to a Go Noodle clip. This one is features, Trolls and the song– Can't stop the feeling.
<https://www.youtube.com/watch?v=KhfkYzUwYFk>
- access to the Website to find another Go Noodle dance (You might like to choose a couple before you start.)



Activity:

Find a space where you can watch the clip and you have room to dance. If you can connect your device to the TV you might be able to see it better.

Have a go at following along to the dance clip. Can you keep up?
If not make up your own moves.

When you have finished. Have a drink. Then select another Go Noodle clip to watch and follow along to.
Try 3 different dances.

Choose your favourite and have another go at that one. Can you keep up now? Don't worry if you can't. Keep practicing - more practice means more fun, more fitness and more laughter.

Curriculum Links:

The Arts - Dance

Foundation/Prep to Year 2: Use fundamental movement skills to develop technical skills when practising dance sequences.

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: Incorporate elements of effort, space, time, objects and people in performing simple movement sequences.

BREAK: 30 minutes

TASK 6: WELLBEING

Approx: 35 mins

Packed for Success

Note to Parents/Guardians: *Things do not always go well, for any of us. Children, like adults, need a number of coping strategies for when things don't go their way. This activity explores some of the strategies that help us to cope in trying situations and strategies that are unhelpful.*

You will need:

- A copy of the 'Coping Backpack' sheet found in the Appendix.
- Scissors and glue

Activity:

Have you ever felt really frustrated or angry with a situation? Maybe someone was ruining your game, maybe something was really tricky and you felt annoyed you couldn't do it. Maybe someone was unfair or unkind towards you. Or you really wanted something but couldn't have it?

What strategies can you use to get you through these situations in a positive manner?

Discuss the following strategies with your parents. Would they helpful or unhelpful strategies to pack in a 'Coping Backpack'?



Run away and hide	Take deep breaths	Hitting & punching	Ask for help
Count to 10	Look for a solution	Drink of water	Break a toy or rip your work
Talk to friend/family	Yelling & screaming	Goal setting	Stretch

Pack a bag full of healthy coping strategies that you can use when things do not go your way.

Cut out and stick the helpful strategies around your 'Coping backpack' found in the appendix. Or you could draw pictures of the helpful strategies around the backpack.

Curriculum Links:

Personal and Social Capability – Self-Awareness – Recognising emotions/Self-Management – Expressing emotions appropriately

Foundation/Prep: identify a range of emotions and describe situations that may evoke these emotions. Express their emotions constructively in interactions with others.

Years 1 and 2: compare their emotional responses with those of their peers. Describe ways to express emotions to show awareness of the feelings and needs of others.

SUGGESTED LUNCHTIME ACTIVITIES

- Set up an obstacle course in your backyard (or outside area)
- Play a game of hide and seek
- Read a favourite story to a sibling
- Rake up some leaves and add them to your compost

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

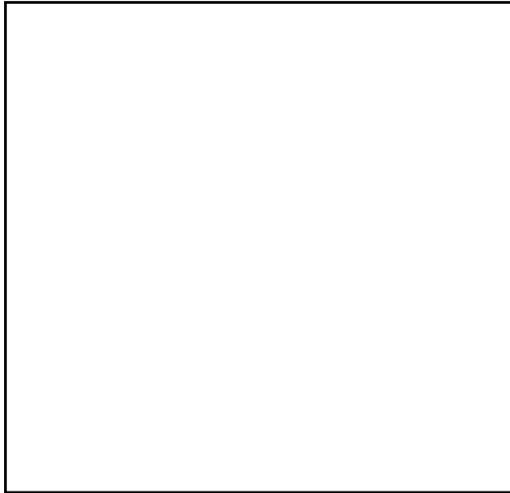
- 1. World insect numbers are dropping but dragonflies and mosquitoes are thriving.**
- 2. Toy Story actor sends gift to bullied Aussie boy named Corona.**

Character Profile

Name:

Age:

Siblings:

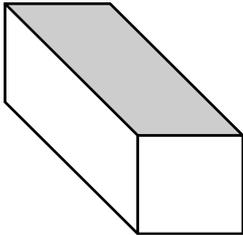
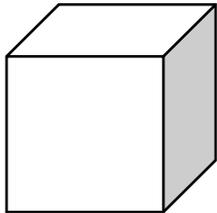
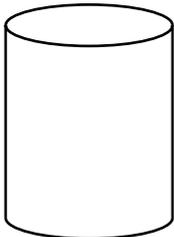
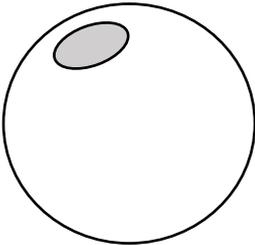
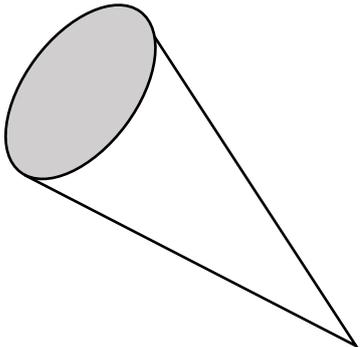


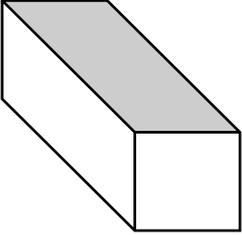
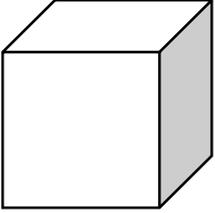
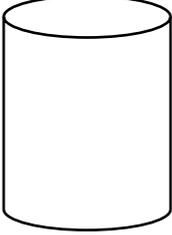
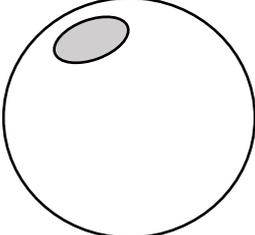
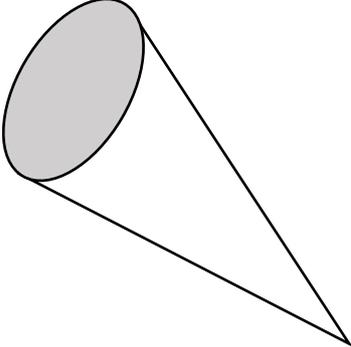
Things he/she enjoys...

Things he/she is good at...

Character traits... (personality)

Other interesting information.

Name	Shape	Examples
Rectangular Prism		
Cube		
Cylinder		
Sphere		
Cone		

Name	Shape	Faces	Edges	Vertices/ Corners
Rectangular Prism				
		Examples		
Cube				
		Examples		
Cylinder				
		Examples		
Sphere				
		Examples		
Cone				
		Examples		

Walk away	Deep breaths	Hitting & Punching	Ask for help
Count to 10	Look for a solution	Drink of water	Break something
Talk to friend/family	Yelling & Screaming	Goal Setting	Stretch

Pack your bag full of strategies that will help you cope in difficult situations.

