

Prep to Year 2: Tuesday, April 28

TASK 1: LITERACY

Approx: 40 mins

Reading Comprehension – Story Sequence

Note to Parents/Guardians:

You will need:

- access to a copy of Edward the Emu by Sheena Knowles or this read aloud <https://www.youtube.com/watch?v=VBs3J-WHehY>

Activity:

Before reading:

What do you think it would be like to be an emu?

What do you think will happen in the story?

During reading:

Think about why Edward leaves his enclosure. What does that tell you about his personality?

After reading:

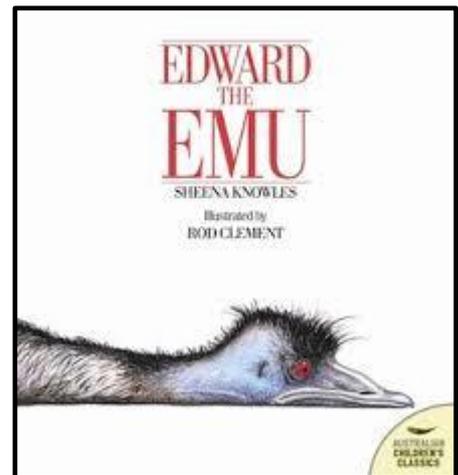
What did Edward discover when he got back to his enclosure?

Foundation/Prep: What part of the story did you like? Were there parts you didn't like?

Draw a picture of something that happened in the story. Have a go at writing a sentence about it.

Years 1 and 2:

Write a blurb for this book. A blurb is a short description of a book. It doesn't give the ending away. Begin your blurb with 'Edward the Emu is about ...' Draw a picture of a part of the story that you liked to go with your blurb.



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

Story Salad

Note to Parents/Guardians:

ABC Kids Listen is a radio station aimed specifically for kids. Story Salad is a segment where the hosts are given three words and they have three minutes to use those three words in a short story. This activity asks your child to have a go

at a similar task. (You can give your child some extra time if you feel it is needed) Children will then get the chance to write their story down. Younger children will need help – you may need to help them generate ideas and or scribe some of the story for them. This activity has been used previously but this time has different words to choose from.

You will need:

- dice
- word list (can be found in the Appendix)
- stop watch/timer or similar
- access to the following website <https://www.abc.net.au/kidslisten/story-salad/>
- a device that can record audio (optional)

Activity:

Choose one of the 'Story Salad' episodes to listen to. Choose one you haven't heard before. Listen carefully to how they use the three words they are given in the story that they make up on the spot. Notice how their story has a beginning (introduces the characters, the setting and what is happening) a middle (an adventure, a problem to solve) and a conclusion (the story finishes and they solve the problem)



Now it is your turn!

- Use a dice to help you select three unrelated words from the lists in the Appendix. Roll your dice to select a word from list 1, roll it a second time to choose a word from list 2 and a third time for a word from list 3. Write these words down somewhere you can see them.
- Set your timer (stopwatch etc.) for three minutes.
- And press Go! Tell your story, weaving those words into a short story. Your parent, or older sibling can help you. Try and finish your story in three minutes.
- You might like to record your story so you can listen back to it.

How did you go? It's not as easy as it sounds. Have another go with some different words. You can extend or shorten the time if needed. (Parents gauge if your child needs more or less help/time to come up with a story.)

After you have had a few turns, choose your favourite story to write down.

Foundation/Prep: Draw a picture that tells your story and ask a parent or older sibling to help you write it.

Years 1 and 2: Write your story. If you have recorded your story, you could listen to it as you write it down. Don't forget to try your best to have correct spelling and punctuation. Edit your story to make sure it makes sense. Draw a picture to illustrate it.

Curriculum Links:

English – Literacy – Creating Texts

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

Year 1: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.

Year 2: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Skip counting

Note to Parents/Guardians:

Skip counting is an important numeracy skill. Encourage your child to use skip counting to solve the problems. A number chart has been included in the Appendix to help. Foundation children may not be able to skip count independently yet and will most likely need assistance.

You will need:

- number chart (see Appendix)

Activity:

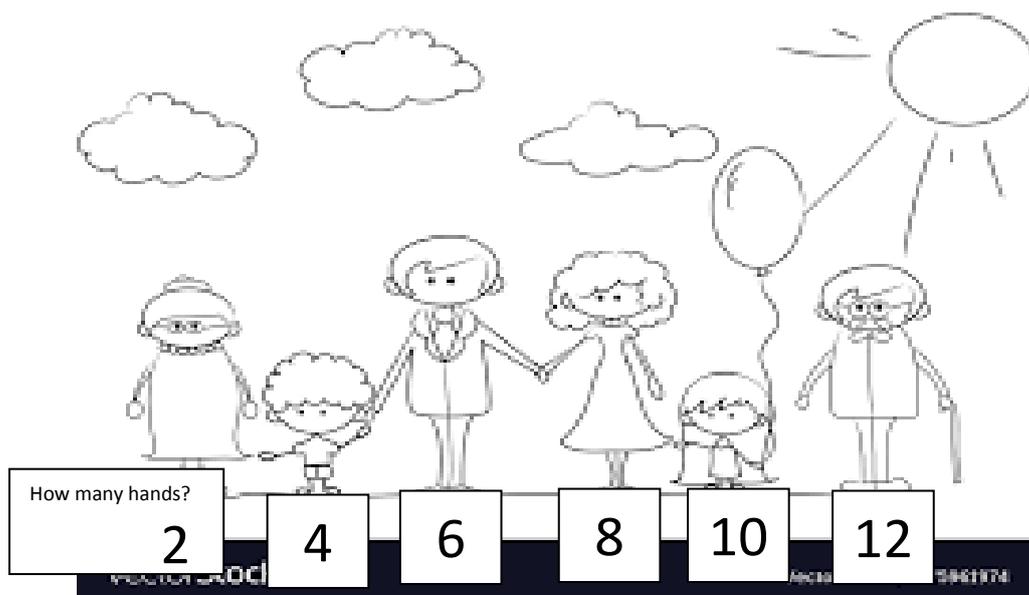
Foundation/Prep:

Draw a picture of all the people who live in your house.

Use skip counting to find out how many...

hands
fingers
thumbs
noses
toes

are in your house?



Years 1 and 2:

Imagine you are holding a birthday party. Choose how many people you are going to invite. (No more than 10)
On a large piece of paper draw a party bag for each person.

You plan to make party bags for each of your guests. Each bag needs to have ...

- 1 special prize (pencil/bubbles/ball etc)
- 2 lollipops
- 3 chocolate frogs
- 4 lolly snakes
- 5 jelly beans
- 10 stickers.



Use skip counting to find out how many of each item you need to make sure each party bag is full?

Use different toys or items from around your house (such as pegs, toy cars, Lego pieces) to represent items in your lolly bag.

Place the right number of things on each bag to count how many of each item you need. (For eg, if you are using pegs, place 4 pegs on each bag when counting the lolly snakes. – skip count to find out how many.)

Write down your answers.

Extension:

3 extra people came to your party who you weren't expecting – how many of each item do you need now?

Curriculum Links:

Mathematics – Number & Algebra – Number and Place Value

Foundation/Prep: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

Year 1: Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero.

Year 2: Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences.

TASK 4: THE ARTS - MUSIC

Approx: 20 mins

High and Low sounds

Note to Parents/Guardians:

Encourage your children to feel the front of their neck while making high and low sounds. They should feel the vibrations high on their neck when making high sounds and low on their neck when making low sounds.

You will need:

- <https://www.youtube.com/watch?v=xCqpi5Ekwiw> The Music Show episode
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Activity:

In music, we learn about high and low sounds. But what are they? Watch the clip of 'The Music Show' Episode #4 (see the link above) as they talk about high and low sounds. Sing along to the song. Can you make high sounds/low sounds with your voice?

Can you find some high and low sounds from around your house? Listen carefully to sounds that are happening. Can you hear anything such as

- birds tweeting?
- a truck rumbling past?
- the kettle boiling
- keys rattling?
- the hum of the fridge?

Are these high or low sounds?

Carefully tap on several surfaces (window, the table, the floor etc) around your house. Did you make high or low sounds?

Curriculum Links:

The Arts - Music

Foundation/Prep to Year 2: Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.

LUNCH: 60 minutes

TASK 5: SCIENCE

Approx: 40 mins

Fact Detectives

Note to Parents/Guardians:

Fact Detectives is a podcast produced by Kinderling and Museum Victoria. Two curious kids, ask interesting questions to get the cool facts about all sorts of things. You can tune in on Kinderling Kids Radio (7am weekdays or 1pm weekends), via the Kinderling app or listen to previous podcasts online.

<https://www.kinderling.com.au/music/programs/the-fact-detectives>

You will need:

- Access to the Kinderling website – fact detective page <https://www.kinderling.com.au/music/programs/the-fact-detectives>. Find the episode called *Cockroaches* to listen to.
- A device (phone, tablet or computer) to listen on and headphones (not essential)

**Activity:**

What do you know about cockroaches?

Draw or write 3 things that you already know about cockroaches.

Listen to the podcast where Anika and Derek ask Simon Hinkley (an entomologist, which is a person who studies insects) about cockroaches and learn some pretty cool facts.

Listen carefully and when the podcast is finished. Add 3 more facts that you now know about cockroaches.

If you could interview Simon Hinkley about cockroaches – what would you ask him? Write a question you would like answered about these creatures.

Extension: Can you find the answer to your question on the internet or in a book you might have. You might need an adult to help you search.

Curriculum Links:

Science – Science Inquiry Skills – Questioning & Predicting

Foundation/Prep: Pose and respond to questions about familiar objects and events.

Years 1 and 2: Pose and respond to questions, and make predictions about familiar objects and events.

BREAK: 30 minutes**TASK 6: HEALTH AND PHYSICAL EDUCATION**

Approx: 35 mins

Bouncing**Note to Parents/Guardians:**

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

This session focuses on the skill of bouncing. Your child will need to keep:

- *Eyes focused forward throughout the bounce (not looking down at the ball)*
- *Contact the ball with the fingers of one hand at about hip height*
- *Wrist and elbows bent then straightened to push the ball*
- *Hips and knees slightly flexed during the bounce*
- *Ball bouncing in front of and to the side of the body*
- *As the ball returns to the hand, push down again.*

Bouncing is a skill that will develop over time. Practice will assist to develop the skills. Persist as long as interest lasts.

You will need:

- A suitably sized ball for your child. A basketball size would be ok, although for younger children a lighter ball might be easier to handle.
- A space to practice bouncing the ball and run. A flat, hard surface such as concrete driveway would be beneficial.
- 5 objects that can be used as markers (pot plants, pavers buckets etc)

Warm Up:

Complete... 10 secs of speed running on the spot, 8 star-jumps, 6 seconds of high knee runs, 4 squats, 2 vertical jumps.

Repeat 5 times.

Activity:

Practice bouncing the ball to yourself. Can you control the ball for 5 bounces? 10 bounces?

Along the length of your driveway (or other suitable space.) Place your 5 markers at similar distances apart. Practice walking along, bouncing your ball as you weave in and out of the markers.

As your confidence with this skill grows you can try ...

- Running along bouncing your ball
- Swapping hands as you bounce the ball
- Using your less dominant hand when bouncing etc.

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.

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

SUGGESTED LUNCHTIME ACTIVITIES

- Ring a friend or family member for a chat.
- Plant a flower or small plant in a pot and take care of it.
- Practice skipping or hoola hooping
- Bounce on the trampoline or play in a cubby (if you have one).

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. Kids News explainer: 250 years since Captain Cook arrived at Botany Bay

2. Amazing space pictures released to celebrate 30 years of the Hubble telescope

APPENDIX

Literacy

	Roll the dice to select a word from this list.	Roll the dice to select a word from this list.	Roll the dice to select a word from this list.
1	camera	whale	boat
2	watch	marbles	elevator
3	radio	tent	surfing
4	Ring master	forest	owl
5	horse	toad	helicopter
6	blender	sheep dog	park

Mathematics

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100