

Prep to Year 2: Thursday, April 30

TASK 1: LITERACY

Approx: 30 mins

Rhyming Words

Note to Parents/Guardians:

'One fish, Two fish, Red fish, Blue fish' by Dr Seuss, is a funny rhyming book about all sorts of things. This book has lots of rhyming words in it. As children listen, get them to take note of the rhyming words. Some are made up words for made up things (eg. Zans). These made up words can be used on their rockets.

You will need:

- Access to the story 'One fish, Two Fish, Red Fish, Blue Fish' by Dr Seuss or to this link. <https://www.youtube.com/watch?v=oLpZE32QG5g>
- 5 rockets to fill in (see Appendix or you can draw your own)

Activity:

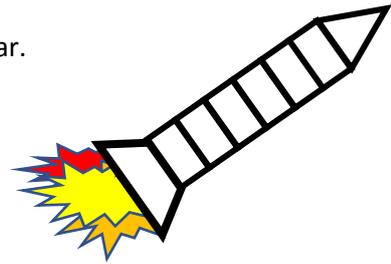
Read or listen to the story. Focus on the rhyming pairs found in the story. While listening to the story, take notice of some rhyming pairs that you hear.

For example,

I do not like this bed at **all**

A lot of things have come to **call**.

(all and call – rhyme)



Rhyming rockets

In the Appendix, you will find 5 rockets on a page. Can you launch these rockets by finding enough rhyming words to fill them up? You need to find one rhyming word for each box for the rocket to have enough power to take off. If you can fill it with rhyming words, draw the fire underneath so it is ready for launch! You will find some rhyming words in the story. You can go back and listen to parts of it again.

These are suggested words to rhyme with for each level – however feel free to adjust to suit your child. Write these words in the bottom box on your rocket and add more words that rhyme to power up your rocket.

Foundation/Prep:

far	cook	yell	hop	get
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Year 1:

box	old	sheep	low	fear
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Year 2:

more	wink	home	mother	park
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Extension:

Choose two of the rhyming words you found and write a line/verse for your own poem.

Curriculum Links:

English – Language – Phonics and Word Knowledge

Foundation/Prep: Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.

Year 1: Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.

Year 2: Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing.

TASK 2: LITERACY

Approx: 30 mins

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.

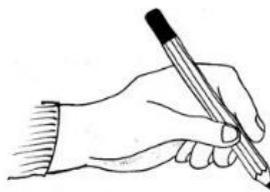
You will need:

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

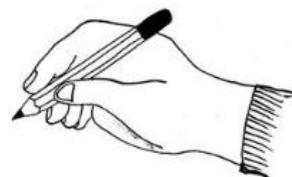
Activity:

Have fun trying to say this tongue twister

*Visual of Pencil Grip
Left-Handed*



*Visual of Pencil Grip
Right-Handed*



**'Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't really fuzzy, was he?'**

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.

Curriculum Links:

English – Literacy – Creating Texts

Foundation/Prep: 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

Location

Note to Parents/Guardians:

Children may need some help to create their map. They do not have to create a map to scale but the order or rooms/position of large furniture should somewhat represent your house/room.

You will need:

- Duplo, Lego, wooden blocks, craft sticks or other construction materials. (If you do not have something suitable children can simply draw their map) and other toys as required.



Activity:

Create a 'Map' using Lego, blocks, Duplo, craft sticks or another type of construction material. (See photos for examples.)

Feel free to use whatever materials you have.

When creating a map, pretend you are a bird looking down and there is no roof.

What would you see?

Foundation/Prep:

Create a map of just one room in your house. It could be your bedroom or lounge room or another space.

What shape is the room? What would your furniture look like from above? What shape is your bed or couch when looking down on it? Where is it positioned in the room? Is it in the middle or against a wall?

You do not have to include everything in your room. Just the main pieces of furniture. You can use other things to be the furniture if you need different shapes.

The pictures above show toy plates used as tables and buttons used as plates.

Years 1 and 2:

Create a map of your whole house. What shape is your house? You might like to walk around the outside to get an idea of the shape of your whole house.

How are the rooms divided up? What room do you walk into when you enter the front door. Is there a room straight ahead, to the left or to the right? Is there a hallway? Is the bathroom as big as the bedrooms or smaller?

All:

When you have finished your map. Ask a parent to take a photo of it. Keep this for another activity.

Curriculum Links:

Mathematics – Measurement and Geometry – Location and transformation

Foundation/Prep: Describe position and movement.

Year 1: Give and follow directions to familiar locations.

Year 2: Interpret simple maps of familiar locations and identify the relative positions of key features.

TASK 4: MATHEMATICS

Approx: 20 mins

Number Words

Note to Parents/Guardians:

For this activity, children are learning to recognise the written words for numbers.

You will need:

- Worksheets in the Appendix (Note: there is a different worksheet for each year level – choose the one most appropriate for your child. Years 1 and 2 children could revise all numbers if they have time)

Activity:

Foundation/Prep:

Cut out and match the numerals to the written words of numbers for 1-10. Draw items next to each to show that amount. (Eg: Match 1-one and draw 1 star)

1	one
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Year 1:

Cut out and match the numerals to the written words of numbers for the numbers 11-20. Draw items next to each to show that amount.

11	eleven
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Year 2:

Cut out and match the numerals to the written words of numbers for each decade 10-100. Roll a dice two times to get a 2-digit number. For eg, if you roll a 6 and a 2. You can make 26 or 62. Write the number as a numeral and as a word. (Note that between the sixty and two there is a hyphen) Repeat the dice roll several times.

62	sixty-two
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Extension:

Practice reading these words. Add them to the list of common words you are learning and revise them regularly.

Curriculum Links:

Mathematics – Number & Algebra – Number & Place Value

Foundation/Prep: Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.

Year 1: Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

Year 2: Recognise, model, represent and order numbers to at least 1000.

LUNCH: 60 minutes

TASK 5: HUMANITIES AND SOCIAL SCIENCES

Approx: 40 mins

History

Note to Parents/Guardians:

Talk to your child about how school life was different when you were younger. In particular, talk about how technology has changed things at school and how things were done without the technology they have now.

You will need:

- To be able to interview a parent or guardian and possibly a grandparent or someone of a similar age to a grandparent.

Activity:

What is a typical day at school like for you?
Draw a picture of you at school and label all the things you typically find in your classroom. Include as much detail as possible. Think about how many children are in your class, what technology you use (tablets, laptops, computers, interactive whiteboard, smart televisions).
What else do you have in your classroom?



Show your parent/carer your picture and explain all the things you have drawn.

Ask them what school was like when they were in the same year level as you are in now.

Listen for all the things that were different.

Write a sentence about one of the differences. For eg, 'We have lots of iPads in our classroom. My mum only had 3 computers in her classroom'.

Extension:

Call up a grandparent or someone of a similar age to a grandparent and ask them what school was like for them. What are some of the big differences between each generation's school day? Draw what you imagine their classroom would have looked like from their description.

Curriculum Links:

Humanities and Social Sciences – Knowledge & Understanding – History

Foundation/Prep: How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums.

Year 1: Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods.

Year 2: How changing technology affected people's lives (at home and in the ways, they worked, travelled, communicated and played in the past).

BREAK: 30 minutes

TASK 6: THE ARTS - DRAMA

Approx: 60 mins

Act out a story

Note to Parents/Guardians:

The purpose of this activity is to have-a-go at planning and preparing a performance, including rehearsing, making or collecting props, and acting/narrating. As most children are learning from home at the moment there may not be enough people at home to be all the characters so we suggest using toys instead.

Children could do this with a sibling or on their own, using different voices for each character voices and the narrator etc.

This activity suggests acting out the story of Goldilocks and the three Bears. Many children will know this story or you may have a copy of this story at home which you can read. Alternatively, the following link has the story of Goldilocks and the Three Bears told on YouTube https://www.youtube.com/watch?v=qOJ_A5tgBKM by Giggle Box. If your child does not have toys that are an exact match (Bears and a Little girl) they can change the characters in the story to match their toys. For eg, they could make their story 'Peppa Pig and the Three Little Ponies'.

**Note: If Goldilocks and the Three Bears story is unfamiliar to your child, feel free to choose another similar simple story instead.*

You will need:

- A collection of toys to be the characters.
- Props as required (Chairs, bowls of porridge, beds etc)

Activity:

Use your toys to act out the story of Goldilocks and the Three Bears. You do not have to use 'Bears' or a 'Little Girl' in your story. Your story can be 'Woody' and the Three Dinosaurs if these are the toys you have, or 'Emma' and the Three Unicorns'.



Set up a scene for your story to take place in. You can use props that you make (eg. The cottage made from cereal boxes) or use other toys (eg. blocks to make a castle). You can also use things from around your house (eg. tea set bowls for bowls of porridge).

Practice acting out the story. If you are working with a sibling, make sure you both know what the main idea of the story is. You can improvise (make it up as you play out the scene) what each character will say and do. Practice using different voices for each character and the narrator.

When you think you are ready, invite your family to watch your performance.

Extension:

Introduce your performance to your audience, introduce each character and who will be their voices. Ask an adult to film it so you can watch it later too.

Curriculum Links:

The Arts - Drama

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

SUGGESTED LUNCHTIME ACTIVITIES

- Read a non-fiction book and take note of three random facts that you can share with your family at dinner time.
- Play a game of memory.
- Do a Go Noodle dance. (Search Go Noodle on your search engine)
- Play a game of soccer with your parents or siblings.

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.

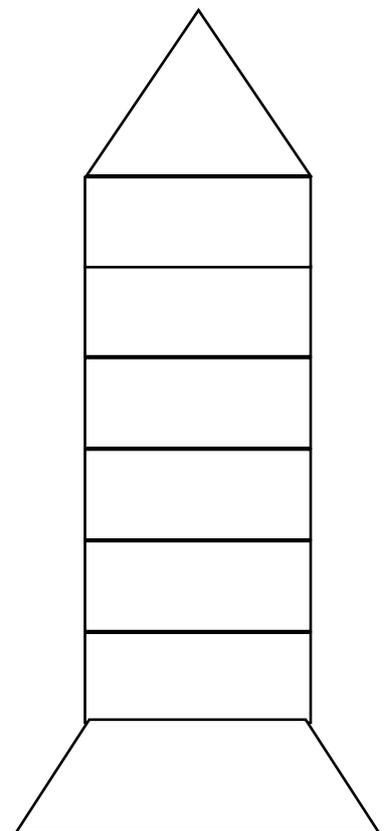
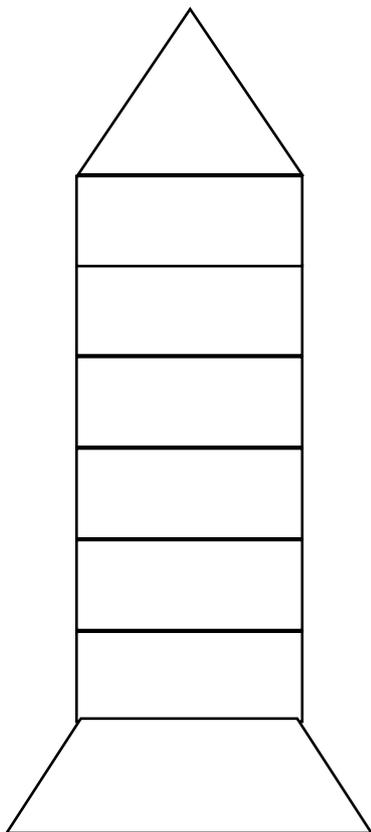
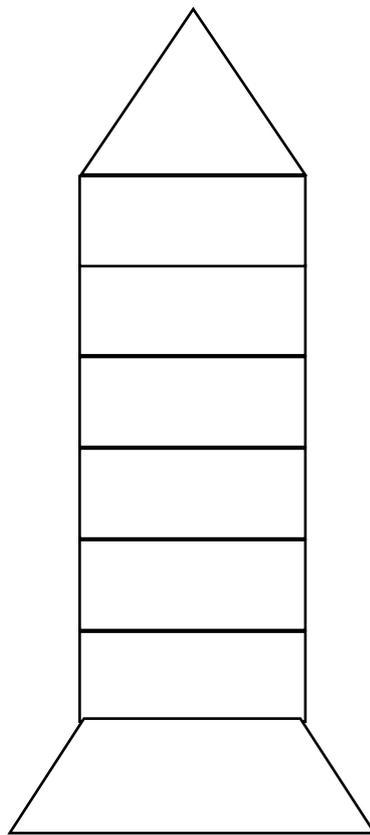
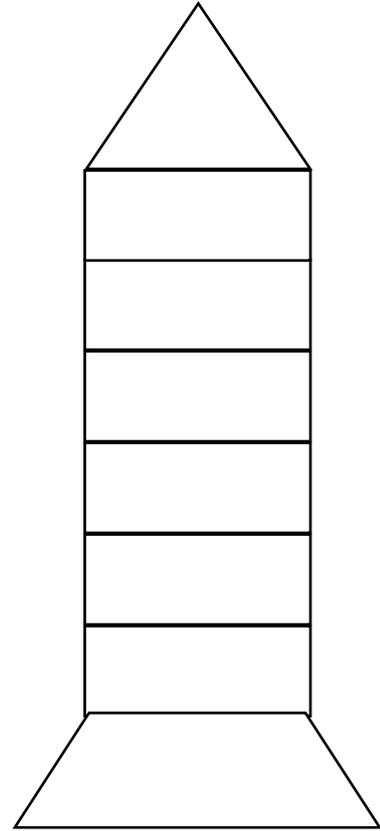
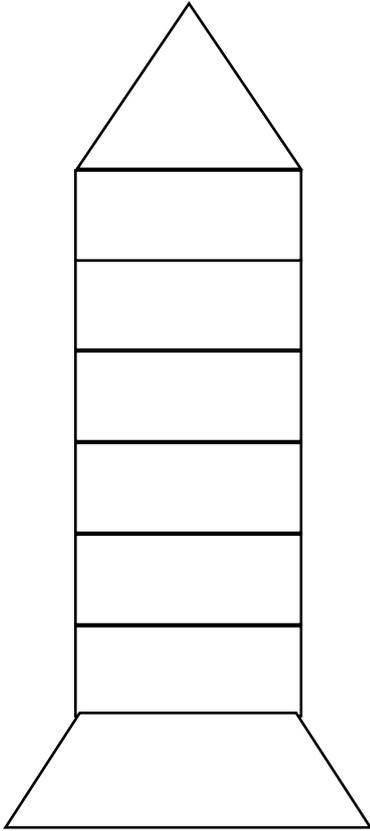


TODAY'S STORIES

- 1. Glowing dolphins dance through bioluminescent algae**
- 2. US military releases UFO videos to prove they're real**

APPENDIX

Literacy



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4

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forty

one hundred

eighty