

Prep to Year 2: Wednesday, April 15

TASK 1: LITERACY

Approx: 30 mins

Rhyming Words – Onset and rimes

Note to Parents/Guardians:

Before you start, you will need to print out the word slides found in the Appendix. Cut the columns into strips to make slides. (These are the onset – beginning of a word) You will then need to cut out and write suggested 'rimes' on the cards. The rime is the end of the word. Carefully cut two slits in the cards (on the lines- Don't cut all the way through to the edge of paper) Use the rimes suggested for your child's year level or choose ones you feel are appropriate for your child. The onset strips can be weaved through the slits and moved up and down to make different words. Not all combinations will make words. For example; with the card and strip in the diagram you could make 'ban', 'can', 'dan' and 'fan' – 'gan' and 'han' do not make words. Sometimes the onset and rime will sound like a word (eg pland) but not be the correct spelling for that word (planned). If you are unsure, use a dictionary to help determine if it is a word. Only include real words with correct spelling on your lists.

You will need:

- word slides (found in the Appendix). These need to be made up before you start.

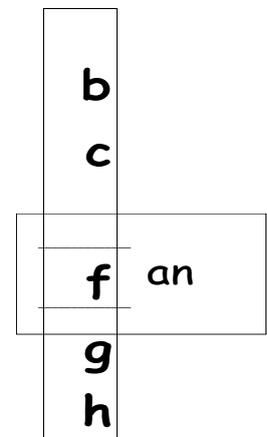
Activity:

On the cards, write the 'rimes' from the below list that are suitable for your child.

Slide the 'slides' through the cards and read the words that you can make.

Not all combinations of onset and rime will make real words.

Use all slides for each card. Foundation/Prep students might need some help to read the words with two consonants on the slide.



Foundation	Year 1	Year 2
__ an	__ ake	__ oat
__ at	__ old	__ oom
__ and	__ ook	__ ang
__ in	__ ate	__ ike
__ am	__ ing	__ own

Write a list of words you can make for each rime.

For eg: ban, can, fan, tan, ran, plan etc

Extension: Write a sentence using as many words from one list as you can. Your sentence can be funny, but must make sense.

For example; I am **told** it was a **cold** day, when the **bold** girl **sold** the dress with a **fold**.

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

Writing – Recount

Note to Parents/Guardians:

A recount is a retelling of an event or experience. Talking about what you are going to write about helps students to formulate their ideas. Have handy, a copy of an alphabet chart, and simple common words that your child can refer to. Encourage your child to have a go at unfamiliar words by listening for the sounds they can hear. Foundation/Prep children will need some help

Activity:

Easter 2020 was an Easter like no other. Talk to your parent about how you celebrated Easter this year. How was it different to other years?

While you are talking, ask your parent to help you write down some words you might need when writing.

Write a recount about Easter at your house this year. Begin your recount by setting the scene, include who was there, what was the occasion, where it happened and when it occurred. Then give some details about the events that happened.

Foundation/Prep: Have a go at writing a sentence or two about your Easter celebrations. Foundation children will need guidance for this task.

Years 1 and 2: Write an introduction and the order of events with some supporting and interesting detail about your Easter celebrations.

Read through and edit your writing. (Foundation/Prep children will need help to do this – choose only 2 or 3 things to edit).

Does it make sense? Have you used punctuation correctly? Have you spelled the common words correctly?

Draw a picture to accompany your writing.

Extension: If you have time you could publish your recount using word processing tools.

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. Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.

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. Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation.

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. Re-read and edit text for spelling, sentence-boundary punctuation and text structure.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Sharing

Note to Parents/Guardians:

This activity is designed to encourage children to practice sharing collections into equal-sized groups. If your family does not celebrate Easter, substitute this problem for another similar one.

You will need:

- A collection of 'eggs' (you can use the pictures of eggs in the Appendix (you will need to cut them out) or another household item to represent the eggs – counters, marbles, toothpicks, craft sticks, small balls etc.)



Activity:

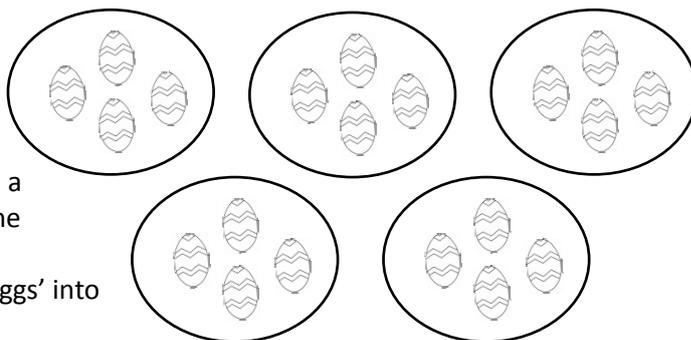
The Easter Bunny has left a basket of 11 eggs on your doorstep. The note says that they must be shared fairly with everyone in your household (adults included). Can you share them fairly so that everyone gets the same amount of eggs?

- Draw a circle for each person in your family on a piece of paper. Take your collection of 11 'eggs' and share them out for each person in your house (into the circles). Did it share fairly?

Can you suggest a better number of eggs that the Easter Bunny could deliver to your house so that everyone receives the same amount? You want as many eggs as possible but the most he can fit in the basket is 30.

- Share different totals (up to 30), into your circles to find a number that shares fairly for your family. You can use the worksheet in the appendix to help record your findings.

For example; If you have 5 people in your family, share 11 'eggs' into the five circles you have drawn. Does it share fairly?



Next choose a different number, say 18 – share 18 'eggs' into the 5 circles. Does it share fairly?

Continue until you find a number of eggs that does share fairly for your family. Try and find the largest number up to 30.

Extension: Fill in the letter to the Easter Bunny suggesting another amount of eggs in your basket for next year or write your own letter to Easter Bunny.

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: Recognise and represent division as grouping into equal sets and solve simple problems using these representations.

TASK 4: WELLBEING

Approx: 20 mins

Wellbeing – What are you looking forward to?

Note to Parents/Guardians:

It is important that children remember that the current situation is not forever. We will be able to go outside our homes again, go back to school, see family and friends again, visit playgrounds, have swimming and dance lessons,

play football and have parties and gatherings. Helping children look forward to these things will help keep them positive while they are stuck at home. It will also give them cause to appreciate these regular parts of our life when it returns to normal. Feel free to use alternative language to suit the understanding of your children. For eg. you might be referring to this period as 'isolation', 'lockdown' or 'stay at home' or something else. Use the terms your child understands.

You will need:

- a large piece to make a poster (A3 preferably)
- coloured pencils or markers

Activity: This activity can be done as a whole family or individually. On a large piece of paper write a heading along the lines of ... **When isolation is over**

This can be written in large decorative writing at the top of your page, across the middle or in another creative way.

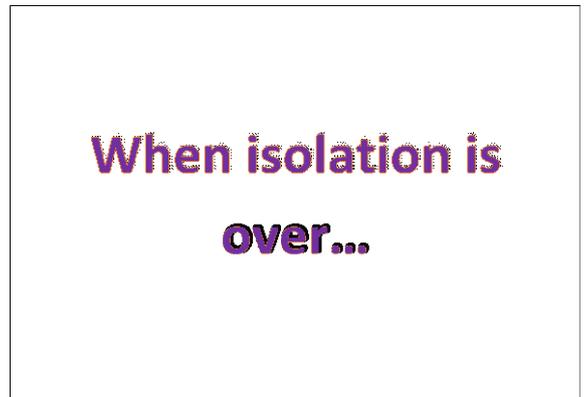
While you are writing and decorating your heading, think about all the things you are looking forward to doing when social distancing is over.

Who are you looking forward to seeing? Where do you want to go?

Write or draw all the things you are looking forward to around your page. (Your parent may help to scribe things for you)

Extension: At the bottom of your page write 'The first thing I want to do is ...' and write the thing you want to do most when isolation is over. (For eg. 'Hug my nana'.)

Display your poster on a wall or fridge to help remind you of what you have to look forward to.



Curriculum Links:

Foundation/Prep: Identify and describe emotional responses people may experience in different situations.

Years 1 and 2: Identify and practise emotional responses that account for own and others' feelings.

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS

Approx: 20 mins

Monster Monday except it's Tuesday

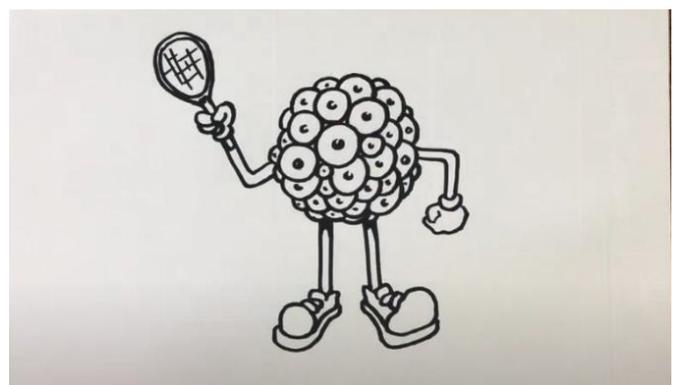
Note to Parents/Guardians: *It is Tuesday but lucky for us Matt Stanton's Monster Monday You tube clips can still be found online.*

You will need:

- access to the following You tube clip <https://www.youtube.com/watch?v=9mABN5mU4R4>
- plain piece of paper
- pencil or black marker

Activity:

Watch and copy Matt Stanton create the 'Eyeball' monster or create your own Monster. Watch and listen to the way Matt uses his drawing to create the effect of highlights in his eyeballs. Can you use those tips in your Monster drawing?



Extension: Matt wondered what his 'Eyeball monster' might look like if it blinked. On another piece of paper, draw your Monster blinking. How would it be different? What would be the same?

Curriculum Links:

The Arts – Visual Arts

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

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Sort the Socks – Basketball

Note to Parents/Guardians: *Get your children to help you fold and sort the socks.*

You will need:

- a safe space to move around and to throw things
- a collection of socks (preferably from clean the washing pile that is waiting to go away – but if yours are already away ask your parent if you can borrow clean socks (some from everyone in your family). Promise that you will put them away again.
- a laundry basket or bucket to catch them in

Activity:

Warm Up: Play a game of Land Air Sea.

Pick a line on the ground to be the division between Land and Sea. Make sure you are in a safe space. It could be a line on some tiles or the edge of a carpet rug.

If you don't have anything suitable in a safe space, you could lay a piece of string/ribbon along the ground.

On one side of the line it is the *Sea*, the other side is the *Land*. *Air* is jumping directly up. Call out a series of instructions in random order. Your child/children need to follow the instructions. For example; Sea, Land, Air, Land, Sea, Air.

Children must then step to the 'sea', then to the 'land', jump up for 'air', step to 'land' then to 'sea' and then jump for 'air' again. If they make a mistake get them to do 5 actions (star jumps, runs on spot, push ups, etc) Then have them try again with different instructions.

Sock Basketball.

- Ask your parents to show you how to fold the socks. Pair up the socks from the washing pile and fold them carefully. (It might take a few turns to get it right)
- Position the laundry basket or bucket at one end of a space and you stand at the other end. (Perhaps behind the line you used in the Land, Sea, Air game?)
- From behind the line, see if you can throw the socks into the basket. Adjust your throw depending on the weight and size of the socks (an adult's socks will be heavier than your baby sister's socks). See how many you can get in on the first attempt.
- Collect the socks and try again. Can you get more in the basket this time? Repeat a few times.
- Finally, this time sort the socks into piles



according to who they belong to. Choose one pile at a time to try and throw into the basket (one pair at a time). Collect up this pile and go and put them in the draws of who they belong to (or on their bed). Then choose the next pile of socks. Collect those and put them away. Continue until all socks are away.

- If there is any more washing to be folded, fold that and leave the space tidy.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our Body

Foundation: Practise fundamental movement skills and movement sequences using different body parts

Participate in games with and without equipment

Year 1 & 2: Perform fundamental movement skills in a variety of movement sequences and situations

Create and participate in games with and without equipment

SUGGESTED LUNCHTIME ACTIVITIES

- Draw a picture of yourself or your family.
- Tidy your bookshelf – make sure all books are placed with spines facing out.
- With a parent (or with parent permission) go for a ride on your bicycle or scooter
- 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/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. 50 years since Apollo 13 -- NASA's most successful failure**
- 2. Massive stringy clone colony filmed off Australian coast**

APPENDIX

Literacy

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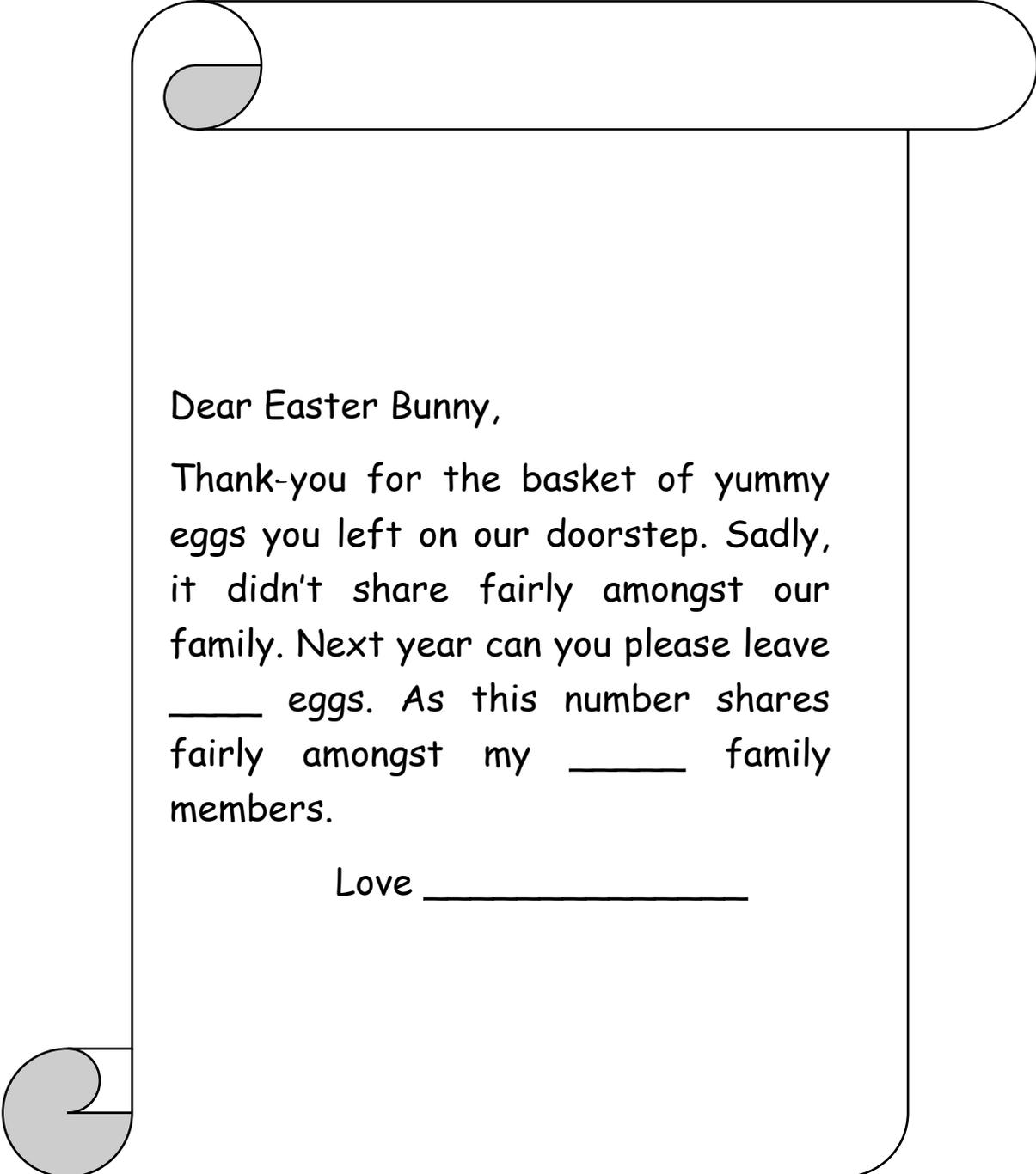
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<u>Number of Eggs</u>	<u>Does it share fairly? How many each?</u>	<u>Number of Eggs</u>	<u>Does it share fairly? How many each?</u>	<u>Number of Eggs</u>	<u>Does it share fairly? How many each?</u>
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	



Dear Easter Bunny,

Thank-you for the basket of yummy eggs you left on our doorstep. Sadly, it didn't share fairly amongst our family. Next year can you please leave _____ eggs. As this number shares fairly amongst my _____ family members.

Love _____