

Prep to Year 2: Wednesday, April 22

TASK 1: LITERACY

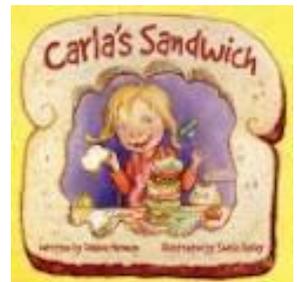
Approx: 40 mins

Reading Comprehension

Note to Parents/Guardians: This is the same story that was used in the literacy activity yesterday. However, the follow-on activity is different. You do not have to have completed yesterday's activity to be able to do this one.

You will need:

- access to the following link or a copy of the book *Carla's Sandwich* by Debbie Herman <https://www.storylineonline.net/books/carlas-sandwich/>



Before reading:

If you have already listened to the story think about and discuss how the other children treated Carla in the story. If you have not listened to the story, predict what you think it will be about.

During reading:

Listen to the story *Carla's Sandwich* by Debbie Herman. While you are listening take notice of how Carla how might be feeling throughout the story. Watch her facial expressions to see how her feelings change.

After reading:

Foundation/Prep and Year 1: Carla's face tells us how she is feeling in the story. Draw Carla's face when she is feeling happy and when she is feeling sad. Underneath each write why she was feeling that way. For example; Carla was happy because Buster liked her sandwich. Carla was sad because no one would sit with her.

Year 2:

Carla's emotions go on a bit of a roller coaster ride throughout the story. You can tell this from the way her facial expressions change. Sometimes she is happy (top of the roller coaster) and sometimes she feels sad and alone (bottom of a roller coaster). Is a slow climb up to the top or a steep climb? Is it a slow decent (going down slowly) or is it a sharp drop (going down fast)? Draw a picture of a roller coaster ride that shows how Carla feels throughout the story in order. Label what is happening when she is happy (at the top) and what is happening when she is sad (bottom).

For example;

Carla is feeling really happy with herself and her sandwich.

Carla is feeling really sad because no one would sit with her.



Your rollercoaster will look a little different to this. It should show the order of how Carla's emotions change in the story.

DRAW YOUR ROLLERCOASTER HERE:

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

Writing – Letter Writing

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.*

You will need:

- to have listened to the story *Carla's Sandwich* by Debbie Herman. It is available at the following link.
<https://www.storylineonline.net/books/carlas-sandwich/>
- There is a letter format that you can write on in the appendix, or you can write your own.

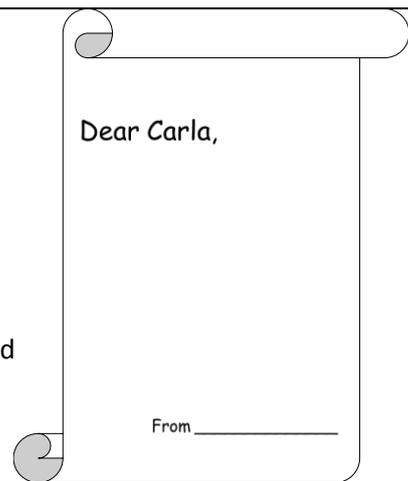
Activity:

Carla has a bit of a hard time at school when other students don't want to sit with her, just because she has different sandwiches to them. Carla likes to be unique and seems proud of her sandwiches, always offering to share. But her classmates don't seem to accept her uniqueness.

Write a letter to Carla. You can write Carla a letter about whatever you like. You could ask her about her favourite type of sandwich or offer her some support for way she was treated by her classmates.

You could let her know your favourite sandwich or you could ask her questions about something else.

Remember to set your letter out correctly.



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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

Patterns

Note to Parents/Guardians: *In mathematics, patterns refer to repeating sequences based on a rule, such as 'red, blue, red, blue' or 'large, small, large, small' or 'green, yellow, yellow, green, yellow, yellow'. There are patterns everywhere in our lives. Once we have a firm understanding of patterns, we can start to look for patterns in numbers.*

You will need:

- Years 1 and 2 – Number patterns sheet in Appendix.

Activity:

Foundation/Prep:

'Read' these repeating patterns. Can you continue them?

1					
2					
3					

Look around your house for some simple repeating patterns. You might be able to see a pattern in some floor tiles (eg. black, white, black white), or on the dining table (knife, fork, knife, fork etc.).

See if you can create some patterns using things around your house. Your toys might be a good place to start. (Eg. red block, blue block, red block, etc.) Create 5 different patterns.

Years 1 and 2:

Practise skip-counting by 10s, 5s and 2s.

Look for or create some interesting patterns using things from around your house. For example,



Create 5 patterns.

Can you work out the rules for the number patterns on the sheet?

Note there is a separate sheet for Years 1 and 2. Select the one that is closest to your level.

Curriculum Links:**Mathematics – Number & Algebra – Patterns & Algebra**

Foundation/Prep: Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings.

Year 1: Investigate and describe number patterns formed by skip-counting and patterns with objects.

Year 2: Describe patterns with numbers and identify missing elements.

TASK 4: THE ARTS - MUSIC

Approx: 20 mins

Keeping a Rhythm

Note to Parents/Guardians: *This activity is a good follow-on activity to the Music Show Episode #1 - The beat is the heart of Music (<https://www.youtube.com/watch?v=0kaX2l413p8>) watched last week. It is not essential that you have seen this episode for today's task but you could review it if you wish.*

You will need:

- access to the following website <https://www.youtube.com/watch?v=RYSGINpx2YI> The Music Show Episode #2 – I've got Rhythm.
- access to these websites for practicing rhythms <https://www.youtube.com/watch?v=XuZEspOEVtc>, <https://www.youtube.com/watch?v=vzMx3mbvOoc>

Activity:

Watch 'The Music Show Episode #1 – I've got Rhythm. Clap along to the different rhythms used in the song. Rhythm is different to the beat. The beat is steady and generally remains the same throughout a piece of music. The rhythm has fast and slow notes that are put together to make a pattern.

Watch and follow along with the rhythms on this YouTube clip. <https://www.youtube.com/watch?v=vzMx3mbvOoc>
Watch and listen as the hands on the left clap a rhythm, then copy as the hands on the right repeat it. You might need to watch a few times to get the hang of it.

This YouTube clip has a rhythm that you can practice using body percussion to copy:

<https://www.youtube.com/watch?v=XuZEspOEVtc>

(Boom could be a stamp or slapping knees, Snap is clicking fingers and clap is clapping hands).

You do not have to do the same actions as suggested (it is tricky). You can use your own actions or simply clap along in time.

Can you keep the rhythm to songs that you know? For example;

- Happy Birthday.
- Row, Row, Row your boat.

Extension: Can you create your own repeating rhythm? Use body percussion (clapping, clicking, tapping, stamping etc.) to play a rhythm. Practice playing your rhythm several times over. Perform it to your parents and other family members. Can you get them to join in and keep in time with you?

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: STEM – DESIGN & TECHNOLOGY

Approx: 40 mins

Save the teddy

Note to Parents/Guardians:

Place one of your child's soft toys out of reach. Ideally it will be in a spot that your child cannot reach and is free from the temptation of climbing. It could even be outside in a tree or on a fence.

You will need:

- It would be beneficial if a sibling could help with this task but if that is not possible your child might need a little help from you.
- full newspaper that is no longer needed
- masking tape (1 metre)
- piece of paper for design

Activity:

Somehow, your teddy (soft toy) has got himself/herself stuck up high. He could be on top of the fridge, above a door frame, in a tree? Search for your toy. When you have found your toy, your job is to rescue it. You need to bring your toy safely to the ground. You cannot let it fall. It must be lowered slowly and carefully.

You are not allowed to climb on anything to reach your toy. The only way you can get your toy back is to use the newspaper and tape.

On your piece of paper create a labelled diagram of what you plan to make out of the newspaper and tape to rescue your toy.

When you have finished your plan. Make your design. Test it out by attempting a rescue of your toy.

Extension: Evaluate your success. Did your design work? Were you able to lower your toy to the ground safely? If not, what would you do differently next time?

Curriculum Links:

Technologies – Design & Technologies – Processes and Production skills

Foundation/Prep to Year 2: Use materials, components, tools, equipment and techniques to safely make designed solutions.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 35 mins

5-Minute Moves

Note to Parents/Guardians: *You may be able to link your internet up to your television screen so it is easier to see while exercising. Younger children could require help to work the stop watch/timer.*

You will need:

- access to 5 Minute Move Featuring Noah & Jessie | The Body Coach TV
<https://www.youtube.com/watch?v=xbVr38Bhe7E>
- a space to complete the workout.

Warm Up: Watch Joe from the Body Coach and do the 5 Minute Moves workout featuring Noah & Jessie. You should feel warm and slightly puffed.

Activity: Go for a walk or ride with your parent for approximately 20 minutes. Try and keep up a fast pace so that you stay slightly puffed (not too puffed) the whole time.

Talk about how you feel straight after your walk/ride.

In 5 minutes – see how you feel again. Do you feel the same? Did you enjoy the activity?

Curriculum Links:

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: Discuss the body's reactions to participating in physical activities.

SUGGESTED LUNCHTIME ACTIVITIES

- Plan a tea party for your toys. Decide who will come. Make sure you set a place for each toy and organise enough food for all of them.
- Set up a low ramp and let your toy cars/trucks go down it. Which car/truck goes the furthest?
- Create a new model out LEGO
- Make your bed and tidy underneath.

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. Facial recognition technology finally identifies Aussie WW1 soldiers.

2. Why flocks of flamingos have friendship groups.

Dear Carla,

From _____

Mathematics – Year 1

	Number Pattern	Rule
Eg.	5, 8, 11, _____, _____, _____	Add 3
1	10, 12, 14 _____, _____, _____.	
2	13, 11, 9, _____, _____, _____.	
3	25, 30, 35, _____, _____, _____.	
4	24, _____, 30, 33, _____, _____.	
5	38, 33, _____, 23, _____, _____.	
6	26, _____, _____, _____, _____, _____.	Add 2
7	48, _____, _____, _____, _____, _____.	Take 3

	Number Pattern Answers	Rule
Eg.	5, 8, 11, 14, 17, 20	Add 3
1	10, 12, 14, 16, 18, 20	Add 2
2	13, 11, 9, 7, 5, 3	Take 2
3	25, 30, 35, 40, 45, 50	Add 5
4	24, 27, 30, 33, 36, 39.	Add 3
5	38, 33, 28, 23, 18, 13	Take 5
6	26, 28, 30, 32, 34, 36	Add 2
7	48, 45, 42, 39, 36, 33	Take 3

Year 2:

	Number Pattern	Rule
Eg.	5, 8, 11, _____, _____, _____	Add 3
1	_____, 12, 17, _____, 27, _____	
2	_____, _____, 16, _____, 20, 22	
3	46, 52, 58, _____, _____, _____	
4	4, 6, 5, 7, 6, _____, 7, _____, _____	Note: It is a 2 step rule
5	15, 20, 18, 23, 21, _____, _____, _____	
6	16, _____, _____, _____, _____, _____, _____	Rule: +2, +3
7	_____, _____, 36, 32, _____, _____, _____	Rule: -4, -2

	Number Pattern Answers	Rule
Eg.	5, 8, 11, 14, 17, 20	Add 3
1	7, 12, 17, 22, 27, 32	Add 5
2	12, 14, 16, 18, 20, 22	Add 2
3	46, 52, 58, 64, 70, 76	Add 6
4	4, 6, 5, 7, 6, 8, 7, 9, 8	Add 2, Take 1
5	15, 20, 18, 23, 21, 26, 24, 29	Add 5 Take 2
6	16, 18, 21, 23, 26, 28	Add 2 Add 3
7	42, 38, 36, 32, 30, 26, 24	Take 4 Take 2