

Prep to Year 2: Wednesday, April 29

TASK 1: SCIENCE

Approx: 30 mins

Shadows

Note to Parents/Guardians:

You need a sunny day for this activity to be successful. It would be good to do this activity several times throughout the day. Shadows are caused by the blocking of light. On a sunny day our bodies (and any other object) can create a shadow. When the light from the sun hits us, our body blocks the light from reaching the ground. Therefore, it appears as shade.

You will need:

- A sunny day
- Chalk
- Camera (not essential)

Activity:

On a sunny day (preferably in the morning), go outside and look at the shadows your body makes. Strike different poses to see how your shadow changes. Have fun experimenting with the different shapes you can make. Take notice of where the sun is in the sky.

Choose a spot to stand where you can use chalk to draw the outline around your shadow. Ask an adult or older sibling to help you, draw around your shadow while you stand straight and tall. Draw around your feet so you know where you were standing.

Now make your favourite shadow shape. Trace around this shape (maybe take a photo of it, too)

Why do shadows occur?

Shadows occur when something blocks the light. In this case, the light is from the sun and your body is blocking the sunlight from reaching the ground. This makes shade on the ground in the shape of your body.

Extension:

Come back out at the end of the day (before the sun goes down – late afternoon) and stand in the same position as earlier (your footprints are hopefully still there). Is your shadow the same as before? What has happened to it? Why do you think it has changed?

Answer: see the Appendix.

Curriculum Links:

Science – Science Inquiry Skills – Planning & Conducting

Foundation/Prep: Participate in guided investigations and make observations using the senses.

Year 1: Participate in guided investigations to explore and answer questions.

Year 2: Participate in guided investigations to explore and answer questions.



TASK 2: LITERACY

Approx: 30 mins

Reading Comprehension

Note to Parents/Guardians:

This book follows nicely from the previous activity. However, if you cannot do the shadow activity because it is not sunny or you do not have adequate outside space (or any other reason) you can still do this activity.

You will need:

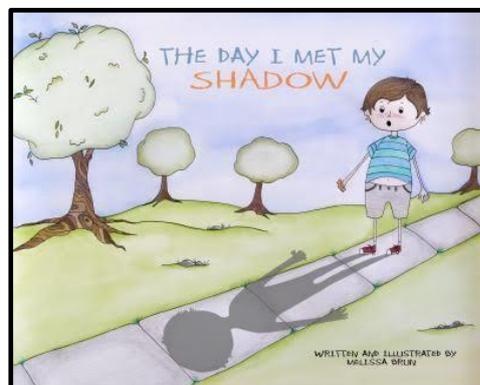
- access to the book 'The Day I met my Shadow' or this clip, <https://www.youtube.com/watch?v=8L52xSutJNg>

Activity:

Before Reading: What do you already know about shadows. Where have you seen them before?

During Reading: Listen to the story and take notice of how they explain shadows.

After Reading: Draw a picture of you making your favourite shadow shape in the previous activity (if you didn't do this activity choose a shadow from the story to draw) and write a sentence to explain why there is a shadow on the ground. Label your picture to show how the shadows are made.



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: LITERACY

Approx: 15 mins

Initial sounds

Note to Parents/Guardians:

'I spy' is a great game for children to help them develop their knowledge of initial sounds. It involves no equipment, so it can be played anywhere. In the car is terrific as it keeps them entertained and taking notice of their environment.

Activity:

Play a game of 'I spy'. This game can involve everyone from the family and be tailored to suit different abilities.

Rules:

Select who will 'spy' first. This person looks around the room and chooses something. They say 'I spy, with my little eye, something that begins with the ___ sound'. They then make the sound that the word begins with. Other players try to guess the item by looking around the room for things that begin with the given sound.

When someone guesses the word, they become the new 'spier'. If players are having trouble guessing, the 'spier' can give clues to help. It could be the next sound, final sound, a clue to its whereabouts (eg. it is up high) or what it looks like (eg it is round), or what it rhymes with.

Note: The 'Spier' must be able to see the object they choose. They can see it in the room they are in or through the window.

Variations:

If you play it in the car, you might like decide if the item can be in the car or only out of the car or either.

More capable children might like to play 'I spy something that begins with ___' and choose the letter.

For younger children you might add a clue 'I spy something that begins with ___ (sound) and it is green'.

Curriculum Links:

English – Literacy – Interpreting, analysing, evaluating

Foundation/Prep: Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents.

Year 1: Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.

Year 2: Understand that a sound can be represented by various letter combinations.

TASK 4: MATHEMATICS

Approx: 20 mins

Location

Note to Parents/Guardians:

For this activity, encourage positional language, such as above, below, under, near, behind, over, in front of, next to, left, right etc.

You will need:

- A toy you can find (soft toy, ball or another easily identifiable possession)

Activity:

Play 'Hide and seek' but with a toy. Ask your parents and/or siblings to play with you.

Choose a toy that everyone can identify.

Foundation/Prep: Quietly hide the toy somewhere in the house. Now it is up to the others to find it. Give them some directions/clues. But don't tell them exactly where it is. You may give more clues as they get closer or if they are finding it too hard. Clues could be similar to ...

'It is in the lounge room, inside something', 'It's near the back of the house, beside something orange.', or 'It is under something in the front room'.

Years 1 and 2: Hide a toy somewhere in your house.

Write a series of instructions that will lead someone to your toy.

Try to give directions, not use names of rooms.

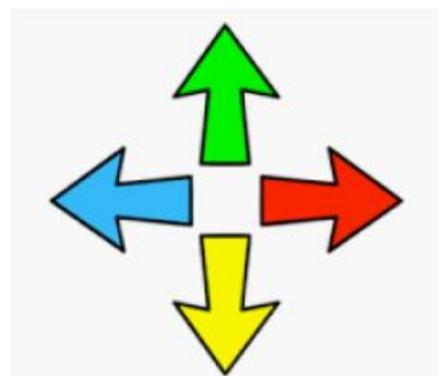
For example; Walk to the end of the hallway, turn left. Walk 2 steps forward then turn right. Look up.

Ask a parent or older sibling to follow your instructions. Did they find your toy?

Did you need to adjust your directions or where they accurate?

Next, hide your toy somewhere outside. Write a series of instructions for someone to find you toy outside.

Can your parent hide your toy and give you instructions to follow? Were you able to find your toy?

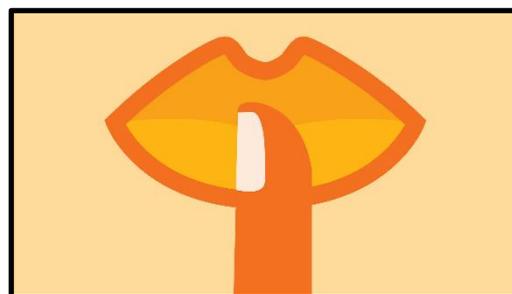


Curriculum Links:**Mathematics – Measurement and Geometry – Location and transformation****Foundation/Prep:** Describe position and movement.**Year 1:** Give and follow directions to familiar locations.**Year 2:** Interpret simple maps of familiar locations and identify the relative positions of key features.**LUNCH: 60 minutes****TASK 5: WELLBEING****Approx: 20min-60 mins****Quiet Time****Note to Parents/Guardians:**

The ABC Kids Listen is a radio station aimed specifically for kids. The ABC Kids Listen App can be downloaded free so you can listen anywhere or you can listen via the website. It may also be available on your digital television. 'Quiet time' is a segment that airs each day from 12.30pm. You can listen to it live or you can listen to a past episode via the website. 'Quiet Time' begins with a narrator taking you on a journey through your mind's eye, some guided meditation and is followed by gentle classical music to promote quiet reflection and calmness. For this activity, encourage your child to sit or lie still and listen carefully to the story, picturing everything in their mind. When the music begins, your child may like to continue being still and listening or may prefer to quietly draw the scene that was in their mind's eye. Continue listening to the music for as long as you like. The whole segment goes for 1hr and 30mins. You do not need to listen to it all, or you could leave it on while you begin something else.

You will need:

- Access to an episode of ABC Kids Listen via the App or the website. Each episode takes you on a different journey. <https://www.abc.net.au/kidslisten/quiet-time/> or it is live on ABC Kids Listen at 12.30pm each day.
- Paper and pencils

**Activity:**

Find a comfy spot to sit and snuggle up in or somewhere to lie down. Close your eyes and listen as the narrator takes you on a journey in your mind's eye. Where are you off to today?

Some of the recent episodes have been a walk in the park on a beautiful Autumn day, a trip to the beach where the waves are crashing on the rocks and visiting a forest where birds and insects abound.

Listen carefully to the story, imagining everything that is said. Allow your body to relax and become calm. When the story has finished you can continue listening to the music or you can draw a scene from the story that was told. Enjoy the calm and peaceful feeling as you move into the next activity.

Curriculum Links:**Foundation/Prep to Year 2: Personal and Social Capability****BREAK: 30 minutes**

TASK 6: THE ARTS – VISUAL ARTS

Approx: 40 mins

Nature Treasures

Note to Parents/Guardians:

Children will need to be able to go on a nature walk to complete this activity. Encourage children to find and collect things on the ground, not pull things from trees or other living plants. Children can admire and talk about the beautiful and interesting things they find on living plants, but encourage them to only collect things from the ground. The scavenger hunt is only a guide of what to collect. If children find other interesting things from the ground, feel free to collect them, too. They will be asked to use their collection to make a picture that tells a story. So, look for things that will help to make an interesting picture.

You will need:

- A copy of the scavenger hunt.
- A bucket or container to collect your treasures in.

Activity:

Go for a walk around your neighbourhood. Collect things from the scavenger hunt checklist.

When you return home look at your collection of treasures.

See if you can use your treasures from nature to make a picture or tell a story.

Here are some examples of how to make your pictures.



Take a photo of your picture and return your treasures to the garden.



Nature Scavenger Hunt

Admire the beauty in nature's living treasures. Look for things on the ground to collect. Can you find the following thing?

Different leaves. (look for different colours, shapes or sizes).

Sticks of different sizes

Flowers from different plants

Different type of seed pods (for example, pinecones, gum nuts)

Flat rocks, round rocks, smooth rocks and rough rocks

Something that starts with the first letter of your name or last name.

Other interesting treasures

Curriculum Links:

The Arts – Visual Arts

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

SUGGESTED LUNCHTIME ACTIVITIES

- Listen to some music and make up a dance to a song.
- Check your shadows – are they the same shape, size and position as this morning? Make some more shadow pictures.
- Kick a ball around your back yard.
- Go for a ride on your bike.

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. 40 million-year-old fossil proves frogs once lived in Antarctica**
- 2. Chinese students back at school with special hats for social distancing**

APPENDIX

Shadows answer:

As the sunlight is now coming from a different angle (direction), your body is blocking the light at a different angle. Therefore, your shadow is in a different position.