

## Prep to Year 2: Tuesday, April 21

### TASK 1: LITERACY

Approx: 30mins

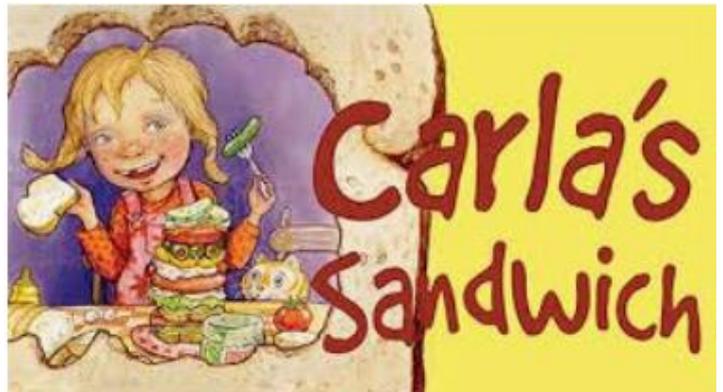
#### Reading Comprehension

##### 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/>



Adjectives help to give more information about a noun. In stories, they help us to develop a clearer picture of the noun they are describing. This book uses lots of adjectives to describe the sandwiches.

##### Before reading:

Revise what an adjective is (see above). If you read the story yesterday, can you remember how some of the sandwiches were described? If you haven't read the story before, can you predict how the sandwiches might be described?

##### During reading:

Listen to the story *Carla's Sandwich* by Debbie Herman. While you are listening take notice of all the ways that the sandwiches are described. If you can, write a list of the words used to describe Carla's sandwiches. It doesn't matter if you can't spell them properly.

##### After reading:

Check your spelling of the adjectives against the list in the Appendix.

Can you come up with 5 more adjectives that could describe some of the sandwiches in the story. (It does not have to be Carla's sandwich) You might need to listen to the story again to remember some of the other sandwiches.

##### Curriculum Links:

**English – Language – Expressing and developing ideas**

**Foundation/Prep:** Explore the different contribution of words and images to meaning in stories and informative texts.

**Year 1:** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs).

**Year 2:** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives.

## TASK 2: LITERACY

Approx: 30 mins

### Writing – Simple and Compound sentences

#### Note to Parents/Guardians:

A simple sentence is a sentence that has one subject and a verb and is a complete thought. (Eg. We ran to the park.)  
A compound sentence refers to a sentence that has two independent clauses (subject and verb) joined together with a conjunction. (We went to the park and we saw a bird.)

#### You will need:

- to have listened to *Carla's Sandwich* by Debbie Herman used in the activity above.

#### Activity:

Use some of the adjectives from the story *Carla's Sandwich* (or others that you can think of) to write your own sentences. You can describe anything you like.

**Foundation:** Begin by thinking of a simple sentence, such as: I ate some custard.

Now choose at least 1 adjective to make your sentence more interesting. You can use more than one adjective if you like. For eg. I ate some lumpy custard or I ate some disgusting, lumpy custard.

Write your sentence down and draw a picture to illustrate it. Underline the adjectives. You can write more sentences if you wish.

#### Years 1 and 2:

Write interesting simple or compound sentences using at least 2 adjectives in each. Remember a compound sentence needs to have a conjunction (eg; and, so, because, but, then, etc.)

For eg, The green moss was slimy and gross. (simple sentence) or I went to the beautiful park and saw a colourful bird. (Compound sentence).

Underline the adjectives you have used and draw a picture to illustrate it. Write 3-5 sentences.

#### Curriculum Links:

**English – Language – Expressing and developing ideas**

**Foundation/Prep:** Recognise that sentences are key units for expressing ideas.

**Year 1:** Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances.

**Year 2:** Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction.

## BREAK: 30 minutes

## TASK 3: MATHEMATICS

Approx: 45 mins

### Ordinal Number

**Note to Parents/Guardians:** This activity is aimed at teaching the months of the year in order. The activity combines ordinal number and time outcomes.

#### You will need:

#### Foundation/Prep:

- Days of the Week sheet in Appendix.
- access to the following clips

<https://www.youtube.com/watch?v=3tx0rvuXIRg> – The 7 Days of the week Song by the Learning Station (2:17)

<https://www.youtube.com/watch?v=HtQcnZ2JWsy> – Days of the Week to the Addams Family tune (0:30)

### Years 1 and 2:

- access to a calendar
- table in Appendix (or these can be drawn up yourself)
- access to the following clips  
<https://www.youtube.com/watch?v=omkuE6Wa5kQ> – 12 Months of the Year Exercise song for kids by The Learning Station (2:26)  
<https://www.youtube.com/watch?v=Fe9bnYRzFvk> – Months of the Year Song - The Singing Walrus (3:47)

### Warm Up:

Practice saying the 'Days of the Week' and 'Months of the year' in order. It doesn't matter if you call Sunday or Monday the beginning of the week.

Listen to and sing along to the YouTube clips above to help you practice the order. You might even like to do the actions.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

January	February	March	April	May	June
July	August	September	October	November	December

### Activity:

#### Foundation/Prep:

Cut out the Ordinal Numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc) and days of the week and stick them in order next to each other. (See activity in Appendix)



### Years 1 and 2:

Who has the first birthday in your household? Who has the second one? Who is last? Find out when everyone in your household has their birthday. If you only have a couple of people that live in your house you might like to include some other family member's or friends' birthdays. (Try to have at least 6 people).

Find their birthdates on a calendar.

Write your family members' birthdays in the order that they occur in the year. You can draw your own table or there is one in the appendix.

**Extension:** Whose birthday is the 'next' birthday in your household? Make this person a card. Keep it safe until it is their birthday. If it is your birthday next – write a birthday wish that you might make when it is your birthday. Tuck it away safely in your room. Don't share your wish with anyone but remember to read it when it is your birthday.

### Curriculum Links:

#### Mathematics-Measurement & Geometry – Number and Place Value

**Foundation/Prep:** Connect days of the week to familiar events and actions.

**Year 1:** Describe duration using months, weeks, days and hours.

**Year 2:** Name and order months and seasons.

## TASK 4: MATHEMATICS

Approx: 20 mins

### Addition - Maths War

#### Note to Parents/Guardians:

Any pack of playing cards with numbers will work for this activity. Remove the picture cards or you could have them equal 10. If using Uno cards, remove the Skip, Reverse, Wild cards etc.

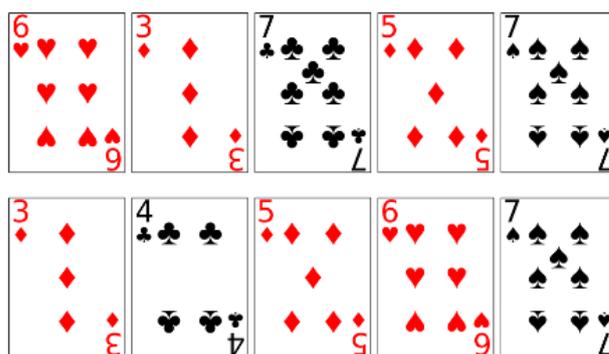
**You will need:**

- a packet of playing cards (picture cards removed) or Uno cards with the 'special' cards removed.

**Activity:****Foundation/Prep:**

**Make 10:** Play with an adult or an older sibling. Deal 10 cards, face up in two rows between the two players. Keep the rest of the cards in a pile. Take it in turns to find cards that add up to 10. When you have taken the cards that add up to 10, replace them with some from the pile. So, there are 10 cards again.

For eg, you might take '5' & '5' or '3' & '3' & '4'. If you cannot make 10 on your turn, play passes to your opponent. If they cannot make 10 either, then every second card can be replaced and returned to the bottom of the pile.

**Year 1 and 2:**

**Card War:** You can play this game with 2 or 3 players. Three players will make the additions a little harder.

Deal the cards evenly between each player. Keep your cards face down in a pile. Choose someone to be the leader. The leader calls out 'Go' and each player flips over the top card from their pile into the centre. Each player needs to add the two numbers together. The first one to call out the correct answer – takes the cards and sets them aside. If there is a tie – place these cards at the bottom of your deck and play again. The leader calls out 'Go' again when both players are ready. Play continues until each player has no more cards to flip. The player who won the most 'sets' of cards is the overall winner.

**Curriculum Links:**

**Mathematics – Number & Algebra – Number & 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:** Solve simple addition and subtraction problems using a range of efficient mental and written strategies.

## LUNCH: 60 minutes

### TASK 5: THE ARTS – VISUAL ARTS

**Approx: 40 mins**

**Rain sticks**

**Note to Parents/Guardians:** Rain sticks have been used in many indigenous cultures around the world. They were often decorated with paintings, drawings or even colourful yarn etc. They were used in ceremonies to bring much needed rain to the arid countryside. This 'You tube' clip shows how they can be made. The instructions below are slightly different to this clip. You can choose how you make your rain stick.

<https://www.youtube.com/watch?v=gil9RfsA0uM>

**You will need:**

- paper cylinder (approximately 30 cm long)
- aluminium foil (approx. 1 metre)
- 2 strong elastic bands
- 2 circles of paper (that will fit over the end of your cylinder) or you could use a piece of material.
- paint, stickers, coloured paper, yarn or other materials to decorate your rain stick.
- Uncooked rice – approx. ½ cup (or similar – small stones, coarse dry sand would work also)

**Activity:**

- Take your paper cylinder and decorate the outside of it. You can decorate it with paint, coloured markers, pencils, crayons etc. Or you could wrap your cylinder with wrapping paper, ribbons, put stickers on it. Be as creative as you like. You may need to wait until it has dried before doing the next part.
- Take your aluminium foil and scrunch it up long ways to make it like a long snake. Gently fold it in half and lightly twist it (so it looks like a very loose plait) or wrap it tightly around the handle of a wooden spoon (or similar).
- Carefully put your twisted foil (or coil) into the cylinder so that it stretches the length of the cylinder. You may like to fix it to one end.
- Place one of the paper circles over one end of the cylinder and wrap an elastic band around it to secure it. (You could fray the edges of the paper circle to add some decoration if you like)
- Pour the rice into your rain stick. Then use the other paper circle and elastic band to secure the other end.
- Tie ribbon, yarn or coloured paper over the elastic bands to decorate.



**Extension:** Use your rain stick to make beautiful rain music. Experiment with tipping it fast and slow to hear the different sounds it can make.

**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: HUMANITIES AND SOCIAL SCIENCES**

**Approx: 30 mins**

**Simpson and His Donkey****Note to Parents/Guardians:**

*On Saturday April 25, it is Anzac Day. Young children may or may not have developed an understanding of the significance of this day for many Australian and New Zealanders. You may like to give your child a brief overview of what Anzac Day is about before completing this activity. It is a day that we stop to remember and pay respects to the many servicemen and women who have served our country in many wars. Anzac Day is held on April 25 as this is the day in 1915 that Australian and New Zealand soldiers first saw battle. This activity focuses on the story of Simpson and his donkey, a stretcher bearer who with the help of a donkey, helped many wounded soldiers back down to the beach at Gallipoli. The book – The Donkey of Gallipoli, tells this story. It would be a good idea to listen to this story with your child so that you can stop and answer questions that your child may have. You might also be able to stop the story at particular points to clarify what is meant or to look more closely at the pictures. Remember to remind children that these events happened a long time ago and while there are still wars in the world now, Australia is a safe place to live.*

**You will need:**

- access to the You Tube clip of [The Donkey of Gallipoli – A True story of courage in World War 1](https://www.youtube.com/watch?v=UwfxneYbFMA) by Mark Greenwood, being read - <https://www.youtube.com/watch?v=UwfxneYbFMA>

**Activity:**

Read and/or watch the YouTube clip of *The Donkey of Gallipoli* by Mark Greenwood.

Discuss the story with your child. The following questions may help guide your discussion.

- Who was Jack Simpson?
- What was his job at Gallipoli?
- How did he do his job differently?
- What did the other soldiers think of him? How do you know?
- Would you consider him a hero?
- Who was the soldier that Simpson rescued from South Shields (mentioned on the last page)?



Draw your own picture of Jack Simpson and write a sentence about him.

#### Curriculum Links:

#### Humanities and Social Sciences – Knowledge and 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:** How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons.

**Year 2:** The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past.

### SUGGESTED LUNCHTIME ACTIVITIES

- Draw a picture of your house. Go and sit outside where you can get a good view of your house, draw what you can see. Try and include as much detail as possible.
- Use some chalk to draw on the pavement – draw a hopscotch
- Play down ball, against the wall
- Play totem tennis if you have it.

#### 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. Earthquakes signal Iceland's volcanoes are waking up.
2. Go on a virtual safari to see the wild animals at Australia's zoos.

## APPENDIX

### Literacy

#### **Adjectives**

weird

green

slimy

gross

different

disgusting

sick

delicious

best

creative

unusual

lumpy

different

1 <sup>st</sup>	Sunday
7 <sup>th</sup>	Tuesday
2 <sup>nd</sup>	Friday
4 <sup>th</sup>	Saturday
6 <sup>th</sup>	Wednesday
5 <sup>th</sup>	Thursday
3 <sup>rd</sup>	Monday

<b>Ordinal Number</b>	<b>Family Member/Friend</b>	<b>Birthdate</b>
<b>1<sup>st</sup></b>		