

Prep to Year 2: Wednesday, April 8

TASK 1: LITERACY

Approx: 30 mins

Acrostic Poetry

Note to Parents/Guardians:

Acrostic Poems are written using the first letter of a word to begin each line. Each line can have one word or a short phrase/sentence about the topic that it is written about. If you do not celebrate Easter you can choose another topic such as Autumn or Holidays.

Activity:

Use the letters of EASTER or EGGS or HOT CROSS BUNS or another Easter related word to write your own acrostic poem. Write the letters that spell EASTER down the side of your page and then write one word or a short phrase that relates to your word that begins with the letter on that line.

When you are finished publish your poem using decorative writing, colour and pictures. You could even publish it in a word document and print it out.

Be creative and have fun!

Here are a couple of examples of acrostic poems



E ating A rtistically S tyled T asty E ggs R epeatedly	E xcellent Eggs A re hidden all around S mall and Large T reats abound E ating and Sharing R elaxing holiday for all	E ggs A ll the family around S pecial Time T reats E aster egg hunting R abbit
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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.

TASK 2: LITERACY

Approx: 30 mins

Easter Story

Note to Parents/Guardians:

If your family does not celebrate Easter you can choose another book to read and complete the activity based on your story. This story is set in the northern hemisphere where Easter is celebrated in the Spring. Encourage your child to take note of how our weather is changing as we get closer to Easter and how the weather changes in the story.

You will need:

- a copy of 'The Story of the Easter Bunny' by Katherine Tegen, illustrated by Sally Anne Lambert.
- This is a link to the story read on You Tube https://www.youtube.com/watch?v=xP_j1Fviaw

Activity:

Before Reading: Discuss the following questions

- How do we celebrate Easter in our family? What do other people do?
- Who/what is the Easter Bunny? Where does he/she live? What is his/her job?

Read the title and predict what you think this story will be about. What do you think will happen?

During Reading: Listen to the story and think about;

- how this couple prepared and celebrated Easter
- where (what part of the world) they might live.

After Reading:

Discuss: What the story is mostly about? Summarise the storyline (plot).

Have your ideas/understanding about Easter Bunny changed? (Compare what you thought before you read the story to what you think now.)

Did this couple prepare for Easter differently to you? What was different/What was the same?

Where do you think this story was set? What gave you clues? How is that different to Australia?

On a piece of paper write (Year 1 and 2) and/or draw (Foundation/Prep) the following things about the story.

(You can simply divide a piece of paper into three or a copy of the following table is available in the Appendix)

Write/draw three things you like about the story.	Write/draw 2 things that you didn't expect to happen.	Write/draw 1 thing you would like changed about the story.
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Curriculum Links:

English – Literature – Examining Literature

Foundation/Prep: Share feelings and thoughts about the events and characters in texts.

Year 1: Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts.

Year 2: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 60 mins

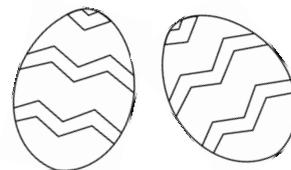
Problem Solving

Note to Parents/Guardians:

This activity will require students to model the problem and find all possible solutions. Allow them to colour in the eggs in the Appendix (or they can draw their own) to help them work out how many different 'wrapper' designs they can make. This problem is a fun problem for all age groups to solve. If you have older children, they can also find the answers but encourage them to look for a pattern in the answers so they can work out a 'formula' or 'rule' to solve the problem for any number of colours without colouring in the eggs for every possible solution. Older children can also look for the number of different wrappers they can make with three colours (for eg, one colour for background, one colour for stripes and one colour for dots). If you do not celebrate Easter, you can complete the same activity but use footballs with two colours on them as the problem.

You will need:

- pictures of Easter Eggs to colour in (see Appendix). You may need several copies. Or you can draw your own eggs. (Just make sure there are only 2 colours on each egg.



Activity:

Easter Bunny has a problem. He has lost his collection of wrapping foil. He doesn't know how he will be able to wrap the delicious chocolate eggs before Sunday. He needs to make more wrappers and FAST!

He has found the template for one style of wrapping paper. It has a background colour and zig zag stripes.

Each egg can only have two colours on it. One colour for the background and one for the stripes.

If the Easter Bunny buys two different colour paints, how many different eggs could he make?

What if he bought three colours?

Foundation/Prep: students can be encouraged to find the combinations Easter Bunny could make with up to 4 colours

Years 1 and 2: students can be encouraged to find the combinations Easter Bunny could make with up to 6 colours

Extension: How many colours will he need to make 30 (50) different wrappers?

Answers: in Appendix.

Curriculum Links:

Mathematics – Proficiency Strand – Problem Solving

Foundation/Prep: includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

Year 1: includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

Year 2: includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape.

TASK 4: THE ARTS – MUSIC / WELLBEING

Approx: 20 mins

Mindfulness Music

Note to Parents/Guardians: *Listening to music can be a way to 'chill out' and find some calmness in a busy and stressful time. 'Mindfulness' is when we 'step out' of our busy lives for a few minutes and focus on just being present in the one activity or moment. Some music has been suggested for this activity. You do not need to use this music; you may already have some calming music that you prefer or you can search YouTube for 'mindfulness music for kids' to find something else. Judge the reaction to the music from your child. 5-10 minutes may be enough for this activity. If they are particularly calm and enjoying the serenity of the music, you could allow a little longer.*

You will need:

- access to one of the following clips (audio only needed) or your own music
<https://www.youtube.com/watch?v=WUXEeAXywCY>
https://www.youtube.com/watch?v=U_gtzGSNcCI
- headphones (if possible – but not essential)
- drawing paper and pencil.

Activity:

- Sit/ lay in a comfortable position where you can listen to music and draw (you can be curled up on a bean bag, sitting on the couch, laying on your bed – wherever you find comfortable).
- Think about how you are feeling. Are you anxious, excited, nervous, calm, relaxed etc?
- Listen to one of the clips mentioned above or your own choice of calming music. You can listen for 10 minutes or if you are enjoying the quiet time, listen for longer.
- While you are listening, draw on your paper. You can draw a picture or something specific or you can simply 'doodle'. A doodle is a simple drawing that may have meaning or may just be random lines, shapes or patterns on a page.
- When you have had enough of listening to the music and drawing – check in with your feelings. How are you feeling now? Have your feelings changed? Is listening to music a 'mindfulness' activity that you would like to do regularly?

Curriculum Links:**The Arts – Music**

Foundation/Prep to Year 2: Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander People.

LUNCH: 60 minutes

TASK 5: INTERCULTURAL UNDERSTANDING

Approx: 40 mins

Celebrations around the world**Note to Parents/Guardians:**

Easter began as a Christian religion based celebration but it is also celebrated by many non-religious people. People celebrate Easter in many different ways. For this activity, think about how you celebrate Easter (or another festival) and compare it to a festival/celebration from another culture.

Some websites have been selected as a starting point to find out about celebrations in other cultures. These have been sourced using the search engine 'Kiddle' which searches for child friendly content. You can extend the search and find out about different celebrations. Just ensure that the information is age appropriate and suitable for your child. Foundation – Year 2 students may need help to read and interpret the information. It is fine to select small sections of relevant information to discuss rather than read the whole page – not all will be relevant to the activity.

You will need:

- information on a celebration from another culture.

Activity:

Discuss with your family what Easter (or another celebration) means to you. How do you celebrate Easter in your family? What do you know about how this celebration began? Read about how other people celebrate Easter and how Easter was celebrated in the past.

The following link has some information about Easter. <https://www.ducksters.com/holidays/easter.php>

Use one of the suggested websites (or another resource) to find out about another culture's celebration. Some suggestions include, but are not limited to...

Diwali (India), <https://kids.kiddle.co/Diwali>

Chinese New Year (China), [https://kids.kiddle.co/Chinese New Year](https://kids.kiddle.co/Chinese_New_Year)

Ramadan (Islam), <https://kids.kiddle.co/Ramadan>

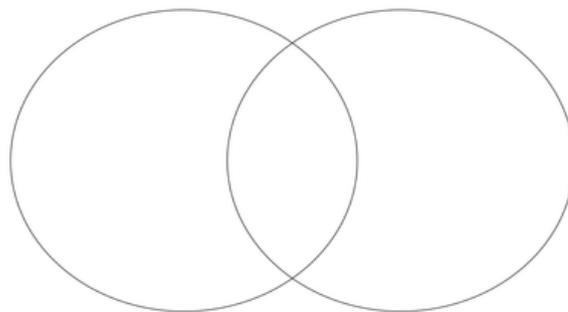
Thanksgiving (America/Canada) https://www.ducksters.com/holidays/thanksgiving_day.php

Hanukkah (Jewish) <https://kids.kiddle.co/Hanukkah>

Wesak (Buddhism) <http://www.primaryhomeworkhelp.co.uk/religion/buddhistfestivals.htm>

Draw two large overlapping circles on your page.

- In one circle write/draw the things you know about Easter. You can include things you do to celebrate, things that other people do and anything else you know about this celebration.
- In the other circle write/draw things about the other festival that you have chosen.
- In the overlapping section draw/write things that are common to both festivals/celebrations (for eg, do they both involve a shared meal, do children receive something in both celebrations?).



Curriculum Links:

Intercultural Understanding – Explore and compare cultural knowledge, beliefs and practices

Foundation/Prep: identify, explore and compare culturally diverse activities and objects.

Year 1: describe and compare the way they live with people in other places or times.

Year 2: describe and compare a range of cultural stories, events and artefacts.

BREAK: 30 minutes

TASK 6: STEM – DESIGN AND TECHNOLOGIES

Approx: 60 mins

Make a Whirligig

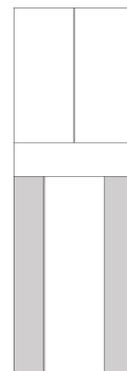
Note to Parents/Guardians:

You will need:

- Paper (copy paper is fine, however thin card will be a little more durable) with the template printed on it.
- Paper clip or similar as a weight. A small folded piece of paper taped to the end will also work or a small stone taped to the bottom. Anything that will give a little bit of weight to the whirligig.

Activity:

1. Print out a copy of the template (in the Appendix) on thin card or copy paper. If you cannot print the template you can simply draw your own version. You may need to experiment to get the dimensions right but it is a fairly simple shape. (Two slightly different templates are provided. You may like to make a couple of copies of each to allow for experimenting)
2. Cut out around the outside of the shape.
3. Cut the grey rectangles off. The rectangle left is the handle.
4. Then cut down between the two adjacent rectangles to the line. Fold one of these rectangles forward and one backwards. These are the rotor blades.
5. Hold the handle, with the rotor blades at the top, one folded forward and one folded back, reach up and then let go. Watch the 'Whirligig' fall to the ground. What happened? Did the whirligig spin on its way down? Did it float down. Why/Why not?



6. Now add a paperclip to the bottom of the handle and repeat step 5. What happened now? Did it spin better? Why/Why not?
7. Experiment with your whirligig ... by dropping it from different heights and with more paper clips added to the bottom. You can even experiment with the length of the rotor blades (but you may like a second copy to do this on). How does extra weight added to the whirligig affect the way it moves? Do shorter blades make it spin faster/slower?
8. Colour in the blades of your whirligig, how do they look as it falls?

Answer:

As gravity pulls the whirligig to the ground, it passes through the air which pushes the rotor blades up slightly. It causes the blades to move sideways to allow the air past. As there are two blades both being pushed up slightly and moving sideways it makes the whirligig spin. More weight on the bottom will make it spin faster as the gravitational pull is stronger. Longer blades should slow it down as there is more air under the blades pushing it upwards.

Curriculum Links:

Technologies – Design and Technology – Knowledge and Understanding

Foundation/Prep to Year 2: Explore how technologies use forces to create movement in products.

SUGGESTED LUNCHTIME ACTIVITIES

- Play a game of 'off ground' tiggly. Someone is 'it' they need to chase after their siblings/parents who try to run away. Players can get 'off ground' (eg. stand on a garden edge, or on a step, or climb up on a fence or tree) in which case they cannot be tagged. You can only stay 'off ground' for 5 seconds or you can be tagged again. When you have been tagged you become 'it' and chase after the others.
- Water the garden
- Wipe the front of the cupboards in the kitchen or bathroom.
- Make an Easter table decoration

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

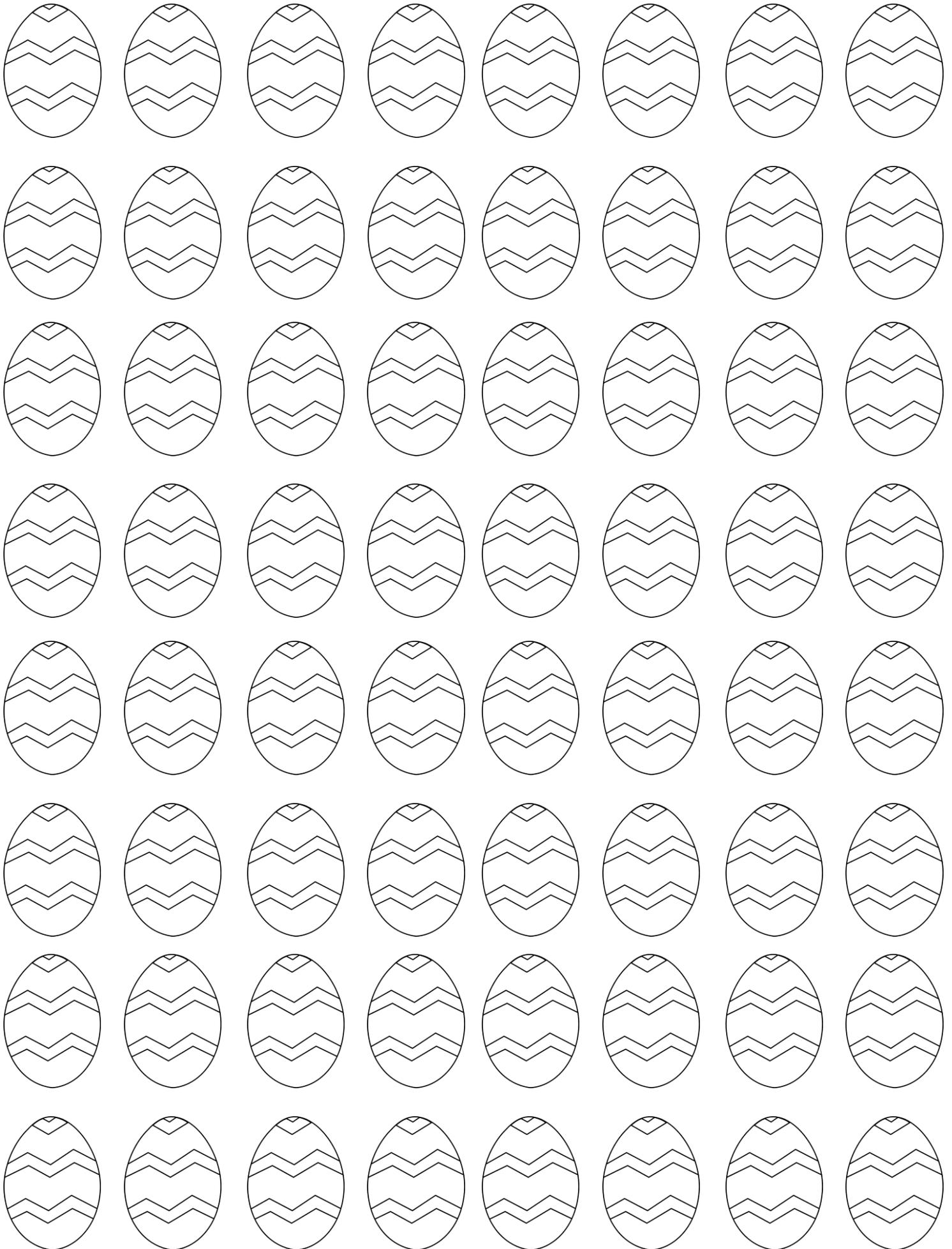
- 1. Why we celebrate Easter with chocolate eggs and bunnies**
- 2. See the robotic maids, chefs and pet companions in our hi-tech homes of the future**

Appendix

Literacy

<p>Write/draw three things you like about the story.</p>	<p>Write/draw 2 things that you didn't expect to happen.</p>	<p>Write/draw 1 thing you didn't like or would like changed about the story.</p>

Mathematics – Problem Solving



With two colours – (Red and Blue) He could make 2 different eggs. A red egg with blue stripes and blue egg with red stripes. With three colours – (Red, Blue, Green) He could make 6 different eggs. A red with blue, red with green, blue with red, blue with green, green with red and green with blue etc. To work out the answer without modelling all possible choices you can multiply the number of colour choices for the first colour by the number of colour choices for the second colour (so with 7 colours available, 7 colours could be chosen from for the background, which leaves 6 colours to be chosen from for the stripes $7 \times 6 = 42$) It is **not expected** that Foundation to Year 2 will be able to work out the formula for this problem. However, older children may be able to.

STEM

