Prep to 2: Friday, April 3

TASK 1: LITERACY
Approx: 30 mins

Guided Reading

Note to Parents/Guardians:
If you did yesterday's lesson plan, read the same text as yesterday to develop confidence and fluency. If not, choose a new text.
Parents will need to prepare the after reading activity before starting this task.
Foundation/Prep: *Choose a sentence from the book. Rewrite it onto a long strip of paper, cut it up. (Alternatively, you could type it. Put each word in random order in a different cell on table and print it out)*
Years 1 and 2: *Copy a page (or paragraph) of text without the punctuation included. Print this out in fairly large font, at least 28 point).*

Before Reading:
Revise what the book is about.
Look through the book, point out familiar words on each page or common initial letters of words (depending on what support your child needs).

During Reading:
Have your child read the text again. Encourage the use of reading strategies to help them with unfamiliar words, (looking at the picture, initial letter sound, thinking what would make sense, reading on, rereading, sounding out etc.)
Your school may have provided guidance on the strategies your child is working on.
(*If your child is reading a novel, or longer text, you might only ask them to read the next chapter or section rather than the whole book)

After Reading:
Foundation/Prep: You will have a jumbled sentence from your book. Cut out the words and reassemble so they make sense. Paste it, in order, onto a piece of paper. Add punctuation as needed and a picture to illustrate.
Years 1 and 2: Read through the text given to you (it may be a page or paragraph) and add the punctuation that is needed for this to make sense. Find the section of text in your book and see if you were right.

Curriculum Links:
English – Literature/Literacy – Examining Literature/Interpreting, analysing, evaluating
Foundation/Prep: Identify some differences between imaginative and informative texts
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry.
Year 1: Describe some differences between imaginative informative and persuasive texts.
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: 45 mins

Literacy – Write a narrative story.

Note to Parents/Guardians:
Use the 3D pictures you created yesterday on your phone as the inspiration for a narrative story.
If you have not created photos of an animal in your house, then ask your child to imagine an unexpected animal guest that might have come to their house and what they may have been doing there? Use these ideas to write your story.
A narrative story usually has a beginning (setting the scene – who, where, when, what) a complication (problem or funny event), a series of events, a resolution (solving the problem) and an ending. Younger children will have more simplistic storylines. You may need to scribe or type the story for younger children.

Activity:
Look at the photos you took yesterday with the 3D animals in your house or imagine an unexpected animal guest has come to visit your home.
Come up with an idea of a story using one of these pictures. Before you begin writing, talk about your ideas.
-   Who are the characters in your story?
-   What will happen in your story?
-   What is the problem?
-   How will you solve it?
-    Write down a list of some of the words you might need for your story.

Some possible story starters include … (you do not have to use these but they may get you started)
One wet and rainy day …
There's a _____ in my bedroom …
You wouldn't believe me t…
One day …

Foundation/Prep: Write a sentence about what is happening in your photo or story. (For eg, 'One day a tiger came to my house for a tea party. We ate cakes together'.)

Year 1 and 2: Spend 30 minutes writing your story. Write an interesting beginning. (For eg, 'One night while I was getting ready for a bath ….)
What is the problem, or funny event (I noticed a penguin in the bath)? She wouldn't get out).
How did you solve the problem? (I tried to catch her but she snapped at me, I tried to ….)
Then finish your story. (Finally, I offered her some fish and she took it and swam down the drain and back to the ocean.)

Spend 10 minutes revising your work and editing it for spelling and punctuation. Make sure your story makes sense. Can you add any descriptive words to make your writing more interesting?

Curriculum Links:
English – Literacy – Creating Texts
Foundation: 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

Collecting Data
Note to Parents/Guardians: *For this activity, use a collection of toys/games that can be sorted into broad categories. You could use a 'soft toy' or 'toy car', collection or anything similar (figurines, books, puzzles etc.). They could even use their whole toy collection if it is appropriate. For the purpose of explaining this activity a 'soft toy' collection is referred to, however other toy collections can be substituted with the questioning altered to suit.*
You will need: - a collection of toys - approx. 5 pieces of paper **Activity:** What 'type' of soft toy do you have the most of? Pull out your 'soft toy' collection. Spread it out across the floor. (Tell Mum and Dad you'll clean them up later!) Look at the different types of soft toys you have. Do you have lots of teddies? Giraffes? Dolls? Hippopotamuses? Lions? Unicorns? Are there some broad categories that they can be sorted into? For eg: zoo animals, farm animals, Australian animals, water animals, imaginary animals, dolls or people? Decide on some categories (approximately 5 will be enough – you can use an 'other' category if needed). Write each category on a piece of paper. Spread the categories around the floor. Sort your toys into these groups in piles on the floor. Is it easy to tell which category has the most, least or if any have the same number? You might have to count each group to work out which has the most/least etc) Line up the sheets of paper with the categories written on them into a straight line. Then line your toys up from there so that you can easily see and count how many each group has. You have made a picture graph. Take a photo of your picture graph and print it out. Count how many toys you have in each category and write it on your photo. Alternatively, you can draw your graph. **Extension:** Answer the following questions about your graph … - Which category had the most toys in it? How many toys? - Is this what you expected? - Which category had the least number of toys? - Did any group have the same amount? - Were any of the categories a surprise for you? Keep this data to use later in a Technology activity.
Curriculum Links: **Mathematics – Statistics & Probability – Data representation and Interpretation** **Foundation:** Answer yes/no questions to collect information and make simple inferences.

Year 1: Choose simple questions and gather responses and make simple inferences.
Year 2: Create displays of data using lists, table and picture graphs and interpret them.

TASK 4: TECHNOLOGIES – DIGITAL TECHNOLOGIES

Approx: 30 mins

Digital Technologies

Note to Parents/Guardians:
You will need your data from your toy picture graph from today's mathematics lesson.
You can use any number of applications to complete this activity. For eg, Word, Excel (spreadsheet) Google docs, PowerPoint, Pages, Numbers.
If you are not familiar with using 'charts' in Word documents or other program – you might like to familiarise yourself with the steps first. The instructions for completing this task in Word and Excel are included. If you have a different program you need to use, you may have to research the steps involved.
This activity is designed to show you how to present data in a digital format. Children will need a fair amount of support with this task. Allow them to do as much as they are capable of.

You will need:
- a computer, notebook or tablet with a program that can present data into charts.

Activity:
Look at your photo of the picture graph you created in mathematics. How many toys did you have in each category?
Recreate your graph using a digital data tool.

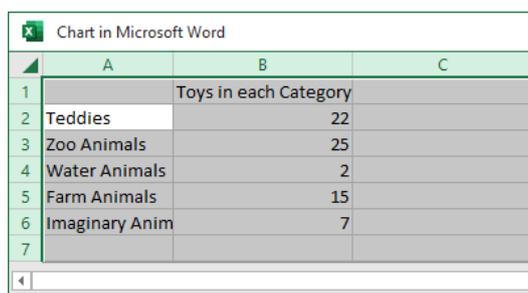| Instructions for Word Document	Instructions for Excel
Open a Word Document Select 'Insert' on the menu bar and click on 'chart'. A box will pop up – select 'column graph' and click ok. A data box and graph will appear. Delete the data in the box and input your own data. Close the chart data box. The graph should now show your data.	Open an Excel document Input your data into the spreadsheet. Highlight the cells that your data is in. Select Insert on the Menu bar. Select chart - column graph. Your graph should appear on your screen.
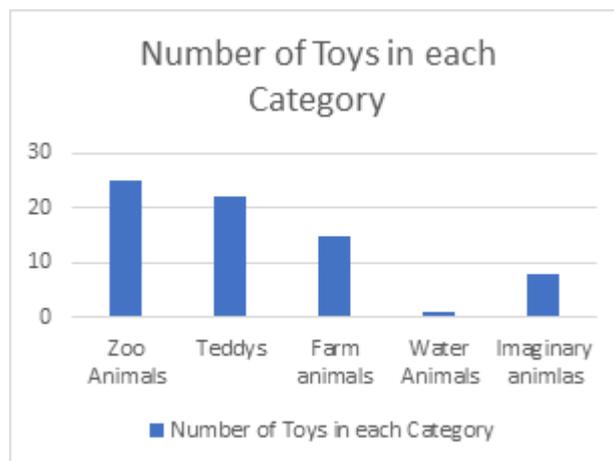
Compare your graph to the computer-generated graph. Which is easier to see data on? Why?

Extension: You can experiment by selecting different types of graphs on the 'chart' menu (pie graph etc.).

Curriculum Links:
Technologies – Digital technologies – Processes and Production skills
Foundation to Year 2: Collect, explore and sort data, and use digital systems to present the data creatively.

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS
Approx: 30 mins

Free Drawing
Note to Parents/Guardians: *This activity needs a partner or two other people. If your child has an older sibling, they could participate or you could draw with your child.*

You will need:
- an A3 piece of paper folded into 3 equal sections per person.
- grey lead pencil.
- black marker
- coloured pencils.

Activity:

You are going to work with your sibling or parent to create a new 'Fantastic Creature'.

Each person needs to have a piece of folded paper with the top of the page showing. Make sure you can only see the top section; the other sections need to be folded underneath. For this part of the drawing, only use grey lead pencil. Spend 5 minutes drawing the outline of a head for your creature. You can design it in anyway you like. Include lots of detail in your drawing After the allotted time fold the head behind the page so that you can now only see the middle section. Swap your picture with your drawing buddy.

Don't look at what they have drawn, but continue their picture by drawing the 'body' of a creature in the next section.

Spend another 5 minutes on this section. Include as much detail as you can.

Fold the page so that now you can only see the bottom section. (Make sure it is up the right way)

Swap the picture again and spend 5 minutes drawing the outline of your creature's lower section. (You could have feet or tails or whatever you decide).

Hand back your picture to the original artist. Open up the picture and check out your 'Fantastic Creature'.

Use the black marker to go over the outline and make any adjustments needed so that the head, body and lower section connect.

Extension: Use your coloured pencil and markers to colour in your 'Fantastic Creature'. Make up a name for your creature.

Curriculum Links:
The Arts – Visual Arts
Foundation/Prep to Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks.
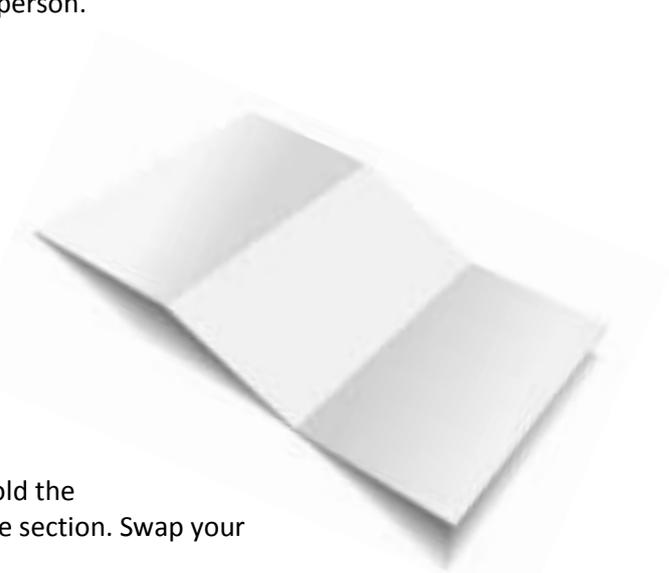
BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION/ THE ARTS - DANCE

Approx: 15 mins

Just Dance

Note to Parents/Guardians:
Not everyone likes to dance. This would be a fun activity to join in with your child. Help them feel more encouraged to give it their all. You never know, you just might enjoy it.
Just Dance is a computer game however; some clips are available on YouTube. When searching for clips, type in <u>Just Dance kids</u> and select ones that have appropriate lyrics and dance moves for your child.

You will need:
- *access to the internet on a screen you can see*
- *a safe space to dance where you won't knock things over or bump into things.*

Activity:
Dancing is a great way to get moving and keep fit. Not everyone likes to dance or may feel a little self-conscious but one of the good things about learning at home is you can dance around like crazy and no one will see you.
Warm up:
Watch the clip Move and Freeze https://www.youtube.com/watch?v=388Q44ReOWE and join in with the moves. Can you freeze and keep your balance?

Have a quick drink and get ready for the next track.
Watch the following clip and join in with the moves.
https://www.youtube.com/watch?v=ziLHZeKbMUo Just Dance - I like to Move it.

Have another quick drink and try this clip. It is the same song but with different movements.
https://www.youtube.com/watch?v=ymigWt5TOV8 Zumba - I like to Move it

Which clip did you find easier? Which was more fun?
Now play one of the clips again. This time make up your own movements. Aim to keep yourself moving for the whole track.

How do you feel straight after dancing? Ask yourself again in 10 minutes and 30 minutes.

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

- Chill out outside looking up at the sky and watching the clouds.
- Participate in a yoga session (see previous days' plans)
- Write a note to a neighbour, to let them know you are thinking of them. Drop it in their letterbox.
- Practise tennis skills against a wall.
- Pay snap, go fish or memory with card games.
- Choose one of the stories you have read in the past 2 weeks and role play the story. You can even continue on the adventures of the main character by role playing a new 'chapter'. For example; Role play the Very Hungry caterpillar and act out the adventures the beautiful butterfly went on.

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.

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TODAY'S STORIES

1. Seven spectacular new spiders discovered

2. Mark Knight: Breaking social distancing rules is lunacy