

Prep to Year 2: Wednesday, April 22

TASK 1: LITERACY

Approx: 40 mins

Reading Comprehension

You will need:

- A picture story book that you have at home.

Activity: Choose a picture story book that you have at home.

Ask an adult to read it to you or with you.

After reading the story. Discuss what was the story about? Where was it set? Who was in the story?

Now, go on a ...

Word Hunt: Go through the book carefully looking at the writing.

Use your index finger to help you scan the writing looking for ...

Long Words – words that have lots of letters in them.

Find a long word – such as '**chocolate**' & '**éclair**' (see picture) and look for smaller word inside these words.

In '**chocolate**' we can find the word 'late' (chocola**te**), 'ate' (chocola**te**) and 'at' (chocola**te**).

In '**éclair**' we can find 'air' (é**cl**air).

See if you can find 10 long words and list the smaller words inside them.



Photos from a page in
The Very Hungry Bear by Nick Bland.



Curriculum Links:

English – Literacy – Interpreting, analysing, evaluating

Foundation/Prep: Know how to read and write some high-frequency words and other familiar words. Understand that words are units of meaning and can be made of more than one meaningful part.

Year 1: Recognise and know how to use simple grammatical morphemes to create word families. Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.

Year 2: Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds. Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words.

TASK 2: LITERACY

Approx: 30 mins

Little Yarns

Note to Parents/Guardians:

'Little Yarns' is a series of podcasts available on the ABC Kids Listen website and App. The App is available to download free and can be listened to on a smart phone or tablet. Alternatively, you can listen via the internet. Little Yarns is a podcast for children celebrating the languages and cultures of our First Nations people. This is a description of the 'Little Yarns' series from the ABC Kids Listen website.

'Australia is full of diverse Aboriginal and Torres Strait Islander nations. From Bunuba to Wiradjuri, Mabuig to palawa, every mob has its own language and unique culture. Each episode of Little Yarns will take you on a journey to a different nation to learn a first word on Country. (<https://www.abc.net.au/kidslisten/little-yarns/>)

This Little Yarn episode teaches us about how Aboriginal People respect the land, their totem and ancestors. Children may need to listen to the podcast a few times to recall the information for the discussion points.

You will need:

- access to the Little Yarns episode Mud Crab in Batjamalh
<https://www.abc.net.au/kidslisten/little-yarns/mud-crab-in-batjamalh/11299066>

Activity:

Listen to the story from Wadjigany country. When it has finished, discuss the following questions... (You might like to listen again to help you):

- What language does Maree speak?
- Why is the beach so important to the Wadjigany people? What do they believe?
- Why is the 'Mud Crab' special to Maree and her family?
- What did Maree say a totem is? How do they respect it? Do you have something similar in your life?



Can you find Wadjigany country on the following map? <https://gambay.com.au/map/Batjamalh>
(Look for Batjamalh Just a little South west of Darwin)

The Mud crab is the Totem for Maree's Wadjigany family. Draw a picture of it and write the Batjamalh word for it (Marrutj).

Curriculum Links:

English – Literacy – Interacting with others

Foundation/Prep: Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations.

Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.

Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions.

Aboriginal and Torres Strait Islanders Histories and Cultures – Country/Place

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

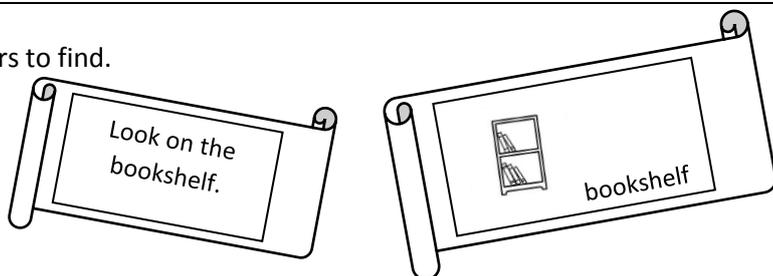
Location

Note to Parents/Guardians:

Foundation children may be able to draw clues with a parent or older sibling labelling it for them.

You will need:

- A small toy or treat that you can hide for others to find.
- Seeker (family member to follow your clues)
- Small pieces of paper to write clues on



Activity:

Hide your toy or treat somewhere in your house.

Draw a map of your house.

(If you did the mathematics activity yesterday you could use the photo of your block map to help you or you could print it and use it) \.

Place an X on your map where you have hidden the toy/treat.

Write a series of clues (approx. 4) to help someone find your toy/treat. Your map will be the last clue.

Each clue should tell you where to look for the next clue. Write each clue on a separate piece of paper and place them around the house in order of where to find them.

For eg, your first clue might say 'Look in the kitchen on top of the microwave'. (This will be handed to your seeker). The clue on top of the microwave might say. 'Look in the laundry inside the washing basket'. Place the next clue in the washing basket and so on. Your map will be the last clue they find before they find the toy.

Give your first clue to your family member who will look for the toy/treat. Did they find it?

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.

TASK 4: TECHNOLOGIES – DIGITAL TECHNOLOGIES

Approx: 20 mins

Google Doodle Game

Note to Parents/Guardians: Coding uses computer programming language to create an application. It involves putting in a series of instructions to tell the computer what to do. Coding is becoming increasingly important for children to learn to prepare them for the jobs they will have in the future. By learning coding, they develop problem solving skills, the ability to think logically and mathematically among many other things. There are a number of kids' computer coding programs available, 'Scratch' being one. Google released this Google Doodle game a number of years ago. It was developed in conjunction with 'Scratch'. It has 6 levels to work through (programming the rabbit to collect the carrots) gradually increasing the complexity of the code needed. This website has some background information about it. https://www.google.com/doodles/celebrating-50-years-of-kids-coding?doodle=32615474&domain_name=google.com&hl=en

Depending on their experience with computer coding, young children will need some assistance to get started. Year 2 children may be able to work through the levels independently, younger children will most likely need more help. The aim of this game is to use the shortest possible amount of code to get the rabbit to each of the carrots. If this is your child's first time at coding, focus mainly on getting the rabbit to each carrot. Once they have mastered that, they can work on using shorter codes.

You will need:

- access to the Google Doodle game 'Celebrating 50 Years of coding' available through the Google Doodle Archive <https://www.google.com/logos/2017/logo17/logo17.html?hl=en>

Activity:

Open up the Google Doodle game from the above link. Click on the big white triangle. Work through the tutorial (Purple box where you practice the code needed for that level.)

Then have a go at the level. Input the code you think will get the rabbit to the carrots. Did it work? If not, try again.

Work through each of the levels, watching the tutorial first to help you. If it becomes too difficult, stop and perhaps try again another time.

Extension: Ask your parents if they can download Scratch or another computer programming language to try out more coding activities.

Curriculum Links:

Technologies – Digital Technologies – Processes and Production skills

Foundation/Prep to Year 2: Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems.

LUNCH: 60 minutes

TASK 5: WELLBEING

Approx: 40 mins

Random Act of Kindness**Note to Parents/Guardians:**

Kidsnews.com.au is a website that provides daily kids-based news articles, to allow children to read and learn about current events. The articles have been written and explained in a child-friendly way. You can use this website and activities in many ways to help your child with their literacy learning. It is free and easy to access. The articles are all recorded and can be listened to, so younger children do not have to miss out. The article selected today is about a Random Act of Kindness.

You will need:

- Access to the following article on Kids News.
<https://www.kidsnews.com.au/humanities/toy-story-star-tom-hanks-writes-heartfelt-letter-to-bullied-australian-boy-named-corona/news-story/459add7f25f35ac57646f3b0f298b34b>

Activity:

Listen to the article 'Toy Story star Tom Hanks writes heartfelt letter to bullied Australian boy named Corona'.



In this story, two strangers have gone out of their way to do something nice for each other. Both had a reason to feel sad, but a small act of kindness from each of them has made the other person feel better.

Discuss the following questions:

- Why might Tom Hanks have been feeling a bit down?
- Why was Corona feeling sad? What were people doing to cause him to feel this way?
- What act of kindness did Corona do to lift Tom Hanks' spirits?
- What did Tom Hanks do to help Corona feel better? Do you think Tom Hanks solved Corona's bullying problem?

(He probably hasn't stopped anyone from teasing him. However, Corona would probably feel better about himself and feel more confident to not let the bullying make him feel so sad. He might even feel confident enough to stand

up for himself)

Nobody asked Corona to write the letter to Mr Hanks and no-one made Mr Hanks respond. But they cared enough for each other, despite having never met, to perform an act of kindness.

Do you know someone who is feeling a bit down or low at the moment? Or is there someone you would like to make feel happier?

Think of a 'Random Act of Kindness' you could do for someone. Maybe someone you know is going through a tough time, or maybe there is someone who you would like to make smile. It could be a family member, a neighbour, a friend or another relative you haven't seen for a while.

Some examples of acts of kindness include:

- Writing a letter or card and posting or delivering it
- Baking a special treat or a meal
- Calling someone on the phone or as a video message to let them know you are thinking of them.
- Leaving a special home-made gift on their doorstep.
- Potting a small plant and gifting it to someone.

Prepare and deliver your random act of kindness to bring a smile to someone's face. It will make you feel pretty good too.

Curriculum Links:

Personal and Social Capability – Social Awareness

Foundation/Prep: show awareness for the feelings, needs and interests of others.

Years 1 and 2: identify ways to care for others, including ways of making and keeping friends.

BREAK: 30 minutes

TASK 6: THE ARTS - MUSIC

Approx: 40 mins

You got a Friend in Me.

Note to Parents/Guardians:

This activity flows on from the previous activity. If you haven't completed the previous activity, it might be a good idea to go back and view the Kids News Article to gain an understanding of the context of this song.

You will need:

- Access to the song You got a friend in me by Randy Newman
<https://www.youtube.com/watch?v=A5uVEN5z1f0> (Lyrics)
https://www.youtube.com/watch?v=zIYOJ_hSs0o (Lyrics & Scenes from Toy story movies)

Activity:

Tom Hanks adds a handwritten note to the bottom of his letter to Corona saying 'You got a friend in me' which is the theme song to the 'Toy Story' movies that he does the voice for.

Listen to the song 'You got a friend in me'. Think about the lyrics. What qualities of friendship does it talk about? How does this song make you feel? What does your body feel like doing while listening to the music? Tapping, swaying, dancing, jumping? Do you feel like moving fast or slow and gently?

Listen to the song again. Tap along to the beat and try and learn the words.

Curriculum Links:**The Arts – Music**

Foundation/Prep to Year 2: Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.

SUGGESTED LUNCHTIME ACTIVITIES

- Put on a play or musical concert with your siblings
- Go for a walk around your neighbourhood.
- Wash the dishes and tidy the kitchen.
- Build a house of cards.

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. Skeleton of prehistoric 'crazy beast' of Madagascar unveiled.**
- 2. Australians spreading joy with footpath chalk talk.**