

Prep to Year 2: Monday, May 4

TASK 1: LITERACY

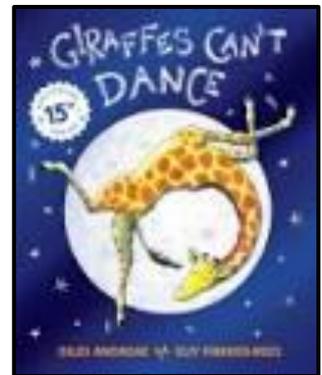
Approx: 30 mins

Reading Comprehension

Note to Parents/Guardians: *The YouTube clip is the story of Giraffes can't Dance by Giles Andreae and Guy Parker-Rees put to music. It is fun to listen to. Please note, there are at least two different versions of this book. The overall story is the same but a couple of the words have been changed slightly.*

You will need:

- Access to the following site <https://www.youtube.com/watch?v=Zzb5Acl-n70> or a copy of the book *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees



Before reading:

If you haven't read the story before, predict what it might be about.

If you were a giraffe, how would you feel if you heard the statement 'Giraffes can't dance?'

During reading:

Watch Gerald's face throughout the story and listen for the words that tell us how he was feeling. How does he feel at different times in the story?

After reading:

The other animals in the story did not treat Gerald very nicely. Can you help them make better choices in the way that they treated him so he didn't feel so sad in the story?

(Note, you can find a larger copy of this table in the Appendix.)

The animals did or said...	They could have said or done...
The lions saw him coming and they soon began to roar. (Look carefully at the picture of lions - What does the author mean by 'roar'?)	For example, The Lions saw him coming and they soon began to cheer.
"Hey Look at clumsy Gerald"	
The animals all sneered.	
"Giraffes can't dance, you silly fool, Oh Gerald you're so weird"	
It's a miracle. We must be in a dream. Gerald's the best dancer we have ever seen.	

Extension:

What can you do to help someone in your family feel better about themselves? Draw a picture of you doing it.

Curriculum Links:**English – Literacy – Interpreting, analysing, evaluating**

Foundation/Prep: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.

Year 1: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

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

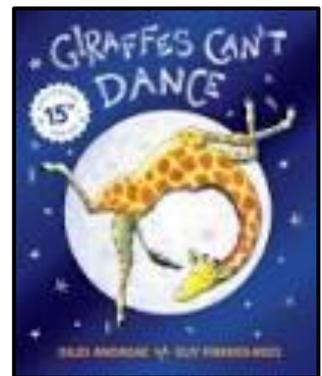
Approx: 30 mins

Writing – Letter Writing**Note to Parents/Guardians:**

This activity uses the same book as the previous activity. You do not have to have completed the activity above to do this one, but you will need to have listened to the story.

You will need:

- access to the following site <https://www.youtube.com/watch?v=Zzb5Acl-n70> or a copy of the book Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees
- sheet from the Appendix (optional)

**Activity:**

Poor Gerald, has not been treated very well in the story. Instead of supporting and encouraging him to dance, the other animals teased and hurt his feelings. They made him feel useless.

Write Gerald a letter to cheer him up and give him some words of encouragement. You might like to congratulate him on learning to dance.

Remember to set your writing out like a letter. Try really hard to write independently, using letter/sound knowledge and common word knowledge to help you.

When you have finished, read through your letter to check it makes sense and you have used punctuation correctly.

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: MATHEMATICS

Approx: 30 mins

Place Value

Note to Parents/Guardians:

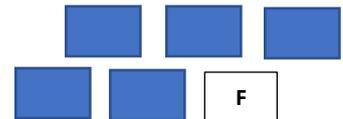
There is some preparation needed for the Foundation/Prep activity. The activity is aimed at practicing counting forward and backwards from various starting points to 20.

The activity for those in Years 1 and 2 is a place value activity which allows children to develop their understanding that 2-digit numbers are written showing 'tens' and 'ones' (or units). For some children (particularly Year 2) this may be revision. Feel free to create some 3-digit numbers for your child if you feel they are capable.

Foundation/Prep:

You will need:

- worksheet in the Appendix, preferable printed on card but not essential
- 2 counters & a dice
- forwards (F) and backwards (B) cards



Activity:

Ask an adult or older sibling to play with you. You each need a counter. The aim of the game is to be the first person to reach either 1 or 20.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Cut out and paste together the numbers 1-20 from the sheet in the Appendix to make a number line that goes from 1-20 (as shown). Cut up the forwards and backwards cards. Place these, upside down in between you.

To start the game, both players begin on 10.

In turns, choose an F or B card from the centre, this will tell you which way to move, then roll the dice. Move either forwards or backwards the number indicated on the dice. Set aside the F or B card that you turned over into a separate pile. (You may need to add them back in later.)

Continue taking turns until one of you reaches 1 or 20. You must reach 1 or 20 on an exact roll.

(For example, if you are on 18, and you pick a forward card and then roll a 5, you cannot move as moving 5 forwards will take you past 20. Therefore, you miss a turn)

Years 1 and 2:

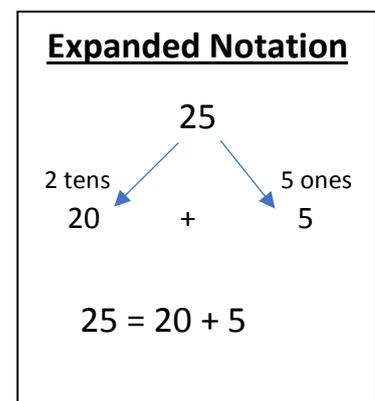
You will need:

- Worksheet from Appendix (optional)
- You tube clip about Place Value ones and tens by Kids Academy
<https://www.youtube.com/watch?v=dHu5TFxPtk>

Activity:

Watch the above clip about Place Value.

Place Value tells us that the value of a digit is dependent on the place in the number it is located. For example; In the number 25, the 2 is in the tens place therefore it refers to 2 tens (which is 20) the 5 is in the ones place therefore it refers to 5 ones (5). In expanded notation, 25 is written $20 + 5$



Write the following numbers in expanded notation. See example in box.

Complete your answers on a piece of paper or in the worksheet found in the appendix.

24	45	30	17	29	37
70	95	84	56	65	32

Curriculum Links:**Mathematics – Number & Place Value**

Foundation/Prep: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

Year 1: Count collections to 100 by partitioning numbers using place value.

Year 2: Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting.

TASK 4: SCIENCE**Approx: 30 mins****Find an Insect****Note to Parents/Guardians:**

Minibeasts, bugs or creepy crawlies, whatever you call them, they are interesting creatures to look at. If possible, help your child observe an insect or another bug going about its usual life. Help them to take a picture and use that picture to zoom in and look at the features up close. If possible, you could print this picture to make notes and observations on or it can be pasted into a word document for them to type notes on. If you do some further research on the internet for more facts about the creature you found, try searching under 'Kiddle'. Kiddle is a kid safe visual search engine, powered by Google. The information found using Kiddle is generally pitched at children, therefore is simpler to read and understand.

You will need:

- camera, smart phone, tablet or other device to take photos on.
- access to a device to work on a word document (for example, Word, Notes)
- printer (optional)

Activity:

Go out into your garden and look for some insects, minibeasts or bugs. Sit close to a garden bed or in the middle of the lawn and watch quietly.

What creatures can you see? Look in the soil for worms, slaters, spiders, beetles, ants etc or look at plants for aphids, butterflies, flies, mosquitos etc.

When you spy one, watch carefully (and quietly). What is it doing?

As carefully as you can, take a photo of the creature. Get as close as you can without scaring it away. You might like an adult to help you.

Watch it for as long as you can. Look at the way it moves, does it stay still for long?

How does it move? (does it crawl, jump, fly?) Look at its body structure, how many legs does it have, does it have different body parts, can you see its eyes?

When your creature moves away or you have watched for long enough, ask an adult to help you download your photo and insert it into a word document.

If you cannot find a bug to photograph, look one up on the internet and copy the picture into a word document Either print out your picture to write on or you can type information onto it.

Label your photograph, pointing out the features of the bug you found. What observations did you make? Did you see what eats? Did it use its legs to hold on to something? To climb? Did it fly?

How many legs does it have? What shape is its body? Write down anything you noticed about how it behaves.

If you don't know the name of the creature you found, can you find out? The following website may help you identify the creature you found. <http://anic.ento.csiro.au/insectfamilies/>

Extension:

Can you find out some more information about this creature? Maybe you have a book about minibeasts or maybe you can look up information on the internet* See parents' notes. Write any additional information you find out in a different colour.



Curriculum Links:**Science – Science Understanding – Biological Science****Foundation/Prep:** Living things have basic needs, including food and water.**Year 1:** Living things have a variety of external features.**Year 2:** Living things grow, change and have offspring similar to themselves**LUNCH: 60 minutes****TASK 5: THE ARTS – VISUAL ARTS****Approx: 20 mins****Monster Monday****Note to Parents/Guardians:**

Monster Monday is Back! Matt Stanton has been running a Monster drawing session each Monday. This activity is showing Monster Monday #5.

You will need:

- access to Matt Stanton's YouTube clip Monster Monday #5
<https://www.youtube.com/watch?v=amgPAAqaxzc>
- scissors
- a pen or pencil
- 2 pieces of paper

Activity:

Matt Stanton is trying something new today. He is experimenting to see how it works. Will it work? Or will it be a flop? Remember if something doesn't work the first time it is OK. We all learn by trying new things.

Watch Matt Stanton create his 'Scribble Monster' and follow along. Or you can create your own monster.

Notice how when Matt is not happy with the size of the first mouth, he just moved on to try again. Can you show resilience and perseverance when you are drawing?

What facial expressions can you make on your Scribble Monster? Experiment with different positions for the eyes and mouth. Can you add some other features? (Nose, horns, ears etc.)

Extension: When you have finished. draw the background or a scene that your Monster is involved in.

If you have been keeping all your monster pictures in a book or file, add this one to your collection.

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: PERSONAL AND SOCIAL CAPABILITY

Approx: 20 mins

Positive Self Talk.

Note to Parents/Guardians:

It is important that children develop the understanding that while we may not be 'good' at everything now, we have the power to change that. Try to encourage your child to develop positive self-talk. When they are disappointed that they cannot 'do' or are not 'good' at something, encourage them to say YET. "I am not good at riding a bike yet, but if I practice, I will get better" or "I don't understand this yet, but if I keep working on it, it will get easier."

You will need:

- access to this YouTube clip from Sesame Street - <https://www.youtube.com/watch?v=XLeUvZvuvAs>
- a copy of the sheet in the Appendix (or you can write it on some paper)

Activity:

It takes time and practice to learn new skills. We are not all good at everything right from the start. But we all have the power to get better and improve our skills. A positive attitude is the first step and lots of practice and asking for help from others will help us to achieve almost anything we want to.

Watch the clip from Sesame Street about the **Power of Yet**. Listen to it a few times so that you can sing along.

What is the message of the song?

Think of something that you don't feel confident with yet. How can you use the **Power of Yet** to help you keep trying and aiming for success?

Fill in the sentence in the box. (There is a copy in the Appendix)

Visualising yourself being successful can also help you to keep trying.

Draw a picture of yourself being successful. Write down three words to show how you will feel when you achieve it.

<p style="text-align: center;">I am not good at</p> <hr/> <p style="text-align: center;">YET</p> <p>but if I _____</p> <p style="text-align: center;">I will be able to achieve it.</p>
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Curriculum Links:

Personal and Social Capability

Foundation/Prep: identify their abilities, talents and interests as learners.

Years 1 & 2: discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.

SUGGESTED LUNCHTIME ACTIVITIES

- Do a puzzle.
- Make up a game to play outside – using a ball.
- Listen quietly to some music.
- Make a card or write a letter for someone you are missing.

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.

APPENDIXLiteracy 1

What could the animals have said better about himself.

The animals did or said...	They could have said or done...
<p>The lions saw him coming and they soon began to roar. (Look carefully at the picture of lions - What does the author mean by 'roar'?)</p>	
<p>"Hey Look at clumsy Gerald"</p>	
<p>The animals all sneered.</p>	
<p>"Giraffes can't dance you silly fool Oh Gerald you're so weird"</p>	
<p>It's a miracle. We must be in a dream. Gerald's the best dancer we have ever seen.</p>	

Dear Gerald,

11	B	F	1
12	B	F	2
13	B	F	3
14	B	F	4
15	B	F	5
16	B	F	6
17	B	F	7
18	B	F	8
19	B	F	9
20	B	F	10

24 =		+	
45 =		+	
30 =		+	
17 =		+	
29 =		+	
37 =		+	
70 =		+	
95 =		+	
84 =		+	
56 =		+	
65 =		+	
32 =		+	

I am not good at

YET

but if I _____

I will be able to achieve it.