

## Prep to Year 2: Tuesday, April 7

### TASK 1: (Part 1) MATHEMATICS

Approx: 10 mins

#### Collecting Data

##### Note to Parents/Guardians:

You will need to complete the data collection for this activity throughout the day (or it could be over several days). The rest of the instructions for this activity are found later in today's plans. However, you may like to complete it at a later date to allow time to collect more data. If your residence doesn't have a garden or suitable space to conduct this survey, you could change it to something else (For eg. the types of vehicles you can see from your house – cars, trucks, helicopters, bicycles etc.)

##### You will need:

- a table to record your observations (see Appendix)

##### Activity:

You are going to conduct a survey of the various types of birds that can be seen from your house. Think about the types of birds that you have seen visiting your garden or flying overhead. What types are they? Do any birds visit over night?

List the birds you expect to see on the data collection table and predict how many of each you will see.

Over the day, tally any birds that you see or hear in your garden or can see from your house. (Tally – means to make a mark (I) each time you see/hear that type of bird).

If you see/hear a bird that is not on your list, you could add it or put it in an 'other' column. If you don't know the name of a particular type of bird you may need to research it. Check through windows and by going outside regularly to look for birds. You will not see every bird that comes near your house but you will hopefully see a pattern of the types of birds that come near your house.



##### Curriculum Links:

**Mathematics – Statistics and Probability – Data representations and interpretations**

**Foundation/Prep:** 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:** Collect, check and classify data.

### TASK 2: LITERACY

Approx: 30 mins

#### Reading Comprehension

Note to Parents/Guardians: Nil

##### You will need:

- a copy of the 'Shoes from Grandpa' by Mem Fox. If you do not have a copy you can find a You tube clip of it being read at <https://www.youtube.com/watch?v=ajBlaBW7FPk>

**Activity:****Before Reading:**

Discuss the front cover – what do you think the story will be about? Read the title – Shoes from Grandpa. What do you think now?  
 Has your grandparent (or another significant person) given you a present?  
 How do you feel when you are given a present? Why do people give presents?

**Read the story:**

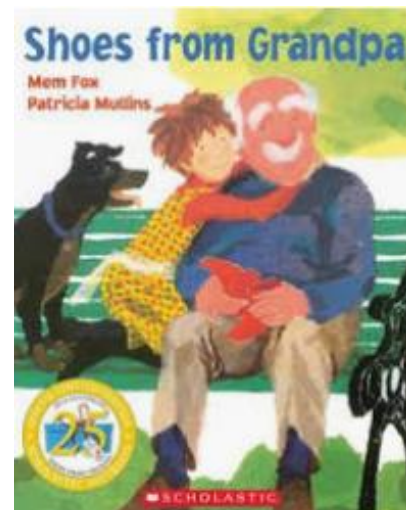
Discuss – What did you think of this story? Did it remind you of any other stories you have read or songs you know? (You may know the story – This is the house that Jack built or know of other stories about presents).  
 Why did everyone give Jesse a present? Was Jesse happy with her presents?  
 Why/Why not? How do you know how she feels about the presents?

**After Reading:**

Draw a picture of Jesse wearing all the clothes that she was given.

**Extension:**

Years 1 and 2 – Label all the items of clothing.

**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.

**BREAK: 30 minutes****TASK 3: LITERACY**

**Approx: 30 mins**

**Handwriting Practice****Note to Parents/Guardians:**

*Even with digital technology becoming more readily available, handwriting is still an important skill to learn. Regular practice of handwriting, focusing on correct size and shape of letters is recommended to help develop good handwriting skills. Different states (and schools within states) in Australia teach different styles of handwriting so it is impossible to include the correct examples for each school/state. The commonality between them though is to produce, efficient, legible script. For this activity, focus on correct pencil grip and producing neat legible writing that sits on a line and is consistent in size and shape. See Appendix for an example of effective pencil grip position.*

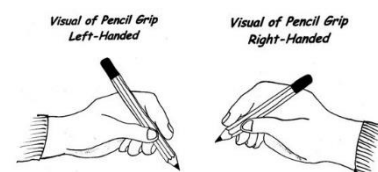
**You will need:**

- lined paper (dotted thirds if possible). An example is included in the Appendix but you can also just rule lines on a page.

**Activity:**

Have fun trying to say this tongue twister

**'She sells sea-shells by the sea shore.'**



Can you say it quickly?

Can you say it five times in a row?

Now that you have mastered saying it – practice writing it.

On your lined paper, copy the tongue twister. (Years 1 and 2 can copy it several times).

Focus on making sure all letters are sitting on the line and they are a consistent size.

**Extension:**

Draw a picture to go with the tongue twister.

**Curriculum Links:**

**English – Literacy – Creating Texts**

**Foundation/Prep:** Produce some lower case and upper-case letters using learned letter formations.

**Year 1:** Write using unjoined lower case and upper-case letters.

**Year 2:** Write legibly and with growing fluency using unjoined upper-case and lower-case letters.

## TASK 4: MATHEMATICS

**Approx: 30 mins**

### **Subtraction**

**Note to Parents/Guardians:**

*Play this game with your child or they could play with an older sibling. Choose the level of difficulty most suitable.*

**You will need:**

- a dice (2 for Year 1 & 2)
- a number chart per player (See Appendix for Foundation/Prep – 20, Year 1 – 50, Year 2 – 100)
- a counter or marker

**Activity:**

**Race to Zero:**

Begin with your counter on the highest number on your board. (Foundation/Prep – 20, Year 1 – 50, Year 2 – 100).

In turns, roll a dice (or 2 dice for Year 1 and 2) and take away the number you roll from where you are on the board. Each time, say the subtraction you are doing. *'I was on 45, I moved back 3, I'm now on 42.'* Keep playing until you someone reaches zero. You must reach zero on an exact roll. If you are on 3 and you roll a 5 you have to wait until your next turn to roll again.

If you have time; play again.



**Curriculum Links:**

**Mathematics-Number & Algebra – Number and 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.

## TASK 1 (continued...) MATHEMATICS

Approx: 30 mins

### Graphing Data

#### Note to Parents/Guardians:

Use the data you have collected about birds you can see from your house (or other similar topic). Younger children will need assistance to draw up the graph.

#### You will need:

- A completed table with data.
- Small coloured squares of paper. Each square can be used to represent a bird on your graph. 1cm x 1cm is probably a good size – but if you have a large flock of cockatoos fly over your house, you may need to have another way to represent that many. This helps to keep the scale consistent so the graph is a true reflection of the data.

#### Activity:

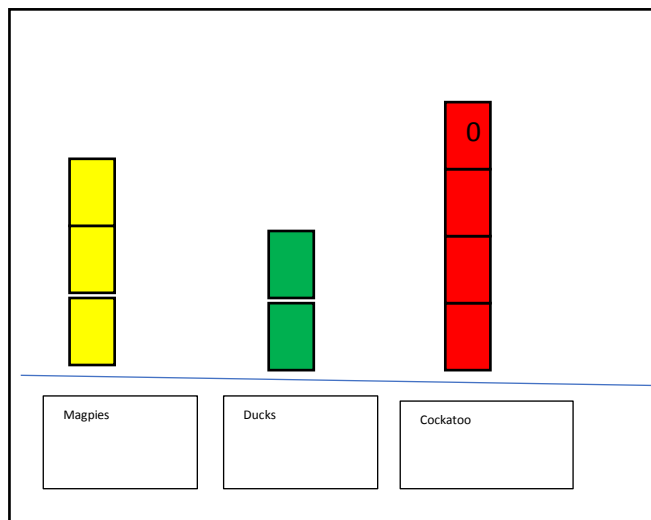
Count up the number of birds in each category and fill in the total column on your sheet.

Draw up a graph with the categories written along the bottom. Above each category place a square for each bird in that category, that you saw.

Which type of bird did you see most of? Least of? Did this surprise you?

If you did this again on another day would you get the same results? Why/Why not?

Is this data perfectly accurate? Why/Why not? What made it difficult to keep track? How could you improve it if you were to do it again?



#### Curriculum Links:

**Mathematics – Statistics and Probability – Data representations and interpretations**

**Foundation/Prep:** Answer yes/no questions to collect information and make simple inferences.

**Year 1:** Choose simple questions and gather responses and make simple inferences.

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## LUNCH: 60 minutes

## TASK 5: MUSIC

Approx: 40 mins

### Body Percussion

#### Note to Parents/Guardians:

Body percussion is using your body to produce sounds such as clapping, clicking, stamping, slapping your tummy, knees or chest, etc.

#### You will need:

- your body
- internet access to watch YouTube examples of body percussion (not essential but beneficial)

**Activity:**

Watch the following YouTube clips to gain an understanding of what body percussion is. Copy the actions and see if you can keep up. What actions did they use in the videos to create sounds with their bodies?

<https://www.youtube.com/watch?v=sW2DY1OpgrI> – 2:17min – Let's Go club - teaching body percussion. Can you continue this rhythm yourself?

<https://www.youtube.com/watch?v=QOh1P1ZcTaU> – 1:34min – Let's go club – teaching body percussion. Can you continue this rhythm yourself?

<https://www.youtube.com/watch?v=zsXOehynKJ8> – 5:29 – Body percussion warm up – This one is more advanced but a good one to get ideas on how to build your own body percussion piece.

<https://www.youtube.com/watch?v=mwCbXlQrQng> – 1:04min – Performance of body percussion. This will show you what you can do if you keep practicing body percussion and rhythms.

Experiment with other sounds you can make by tapping various parts of your body.

Come up with your own body percussion performance.

Think of a short rhythm that you can hum or vocalise (eg, *da da da di-di di-di, da, da* or *da, di-di, da, di-di, da, da, da*).

Practice keeping the rhythm going several times with just clapping. Now try and swap some other body percussion actions for the claps. It might be clap, slap knees x 2, tap chest x 4, click x 2. Be as inventive as you like.

Keep practicing your rhythm with body percussion, until you can keep it going for several times.

**Extension:**

When you are confident – perform your body percussion piece to your family or video yourself performing and send it to a friend. See if they can come up with another version for you to learn.

**Curriculum Links:****Arts – Music**

**Foundation/Prep to Year 2:** Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.

**BREAK: 30 minutes****TASK 6: SCIENCE**

**Approx: 60 mins**

**Paper Chromatography****Note to Parents/Guardians:**

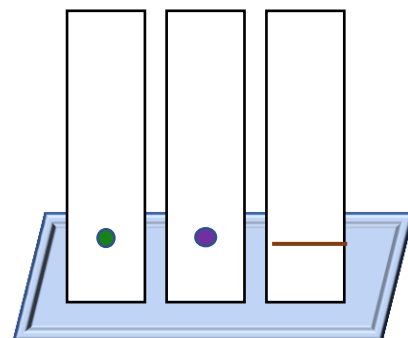
*Chromatography is a technique used to separate two or more dissolved solids that are present in a solution by passing it through a solution (medium). The different solids may move at different speeds. This experiment looks at the coloured dyes that are used to make different colour markers (textas). This activity suggests using filter paper; however, kitchen paper towel also works well. Make sure you use water-based markers as they are water soluble and therefore the water will separate the coloured dyes up along the paper.*

**You will need:**

- strips of paper (filter paper or paper towel)
- coloured 'water-based' markers (red, blue, yellow, purple, green, orange, brown, black)
- a container with a small amount of water (approx. 2cm deep)

**Activity:**

**Aim:** To show the individual coloured inks used to make each different marker colour.



**Method:**

- Use the markers to draw a dot (or line) about 3 cm from the bottom of the strip of paper (see diagram). Use a different colour on each strip of paper.
- Put a small amount of water in the bottom of the tub. It only needs to be 2 cm deep (Make sure it is lower than the dot/line on your paper)
- If you can, place the water tub under something that you can suspend (peg) the papers from (for example; the bottom rung of a clothes airer/horse). If you don't have somewhere suitable you can simply fold the top of the paper over the edge of your container and peg it there. When placing the strips into the water - ensure that the coloured dot/line does not go below the water line.
- Watch as the water travels up the paper and carries the different dyes in the markers at different speeds and to different lengths.
- Leave the papers there until you see no more movement or until they have reached the top of the paper.
- Carefully unpeg each piece of paper and lay it on a piece of newspaper (or similar) to dry.
- 

**Observations:**

Discuss the following questions:

- What happened to the colours?
- Did all colours travel the same distance? Did different colours travel quicker than others?
- What colours were mixed inside the following markers - red, blue, yellow, purple, green, orange, brown, black.
- Did you enjoy doing this experiment? Why/Why not?

**Extension:** Write a sentence or two to explain what you have learnt from this experiment.

**Curriculum Links:**

**Science – Science Inquiry skills – Planning and Conducting**

**Foundation/Prep:** Participate in guided investigations and make observations using the senses.

**Years 1 and 2:** Participate in guided investigations to explore and answer questions.

## SUGGESTED LUNCHTIME ACTIVITIES

- Play a game of 'Celebrity Heads'.  
Play a game of soccer outside with your siblings or you could kick a ball against a wall or try to kick it at a target. (Make sure your target is something safe)
- Play a game of 'bob down' tiggly. Someone is 'it' they need to chase after their siblings/parents who try to run away. They can also 'bob down' (crouch) in which case they cannot be tagged. You can only stay bobbed down for 5 seconds or you can be tagged again.

### **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. Australian scientists track how a river can sing.**
- 2. Animals reclaim city streets during isolation.**

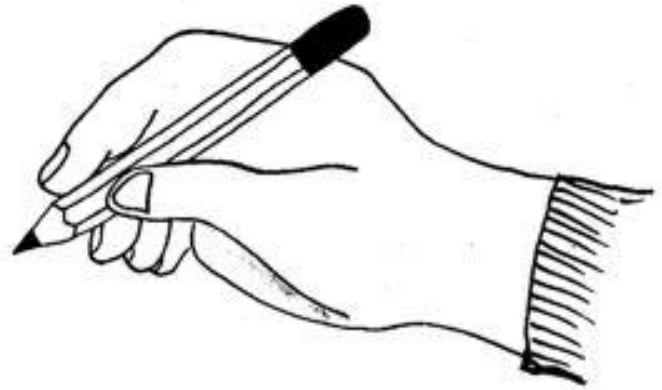
## APPENDIX

### Literacy

*Visual of Pencil Grip  
Left-Handed*



*Visual of Pencil Grip  
Right-Handed*



<https://www.communityservices.act.gov.au/childdevelopmentservice/4-5-years/movement/pencil-grasp>





Mathematics – Race to Zero - Foundation

0	1	2	3	4
	5	6	7	8
	9	10	11	12
	13	14	15	16
	17	18	19	20

Mathematics – Race to Zero – Year 1

0	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
	<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
	<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
	<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
	<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

