

Prep to Year 2: Thursday, April 16

TASK 1: LITERACY

Approx: 30 mins

Reading Text Types

Handwriting Practice

Note to Parents/Guardians:

Even with digital technology becoming more readily available, handwriting is still an important skill to learn so that children can produce legible written text. 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 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.

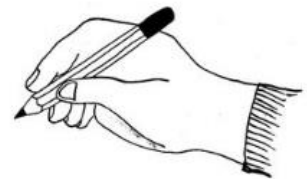
You will need:

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

Visual of Pencil Grip
Left-Handed



Visual of Pencil Grip
Right-Handed



Activity:

Have fun trying to say this tongue twister

'Peter Piper picked a peck of pickled peppers.'

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 this 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. The lower case 'p' will have the stick going below the line.

Extension: Draw a picture to go with the tongue twister. Can you come up with another tongue twister that has lots of words beginning with 'p'.

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 2: LITERACY

Approx: 30 mins

Reading Comprehension

You will need:

- copy of the book – ‘What do they do with all the poo from all the animals at the zoo?’ – by Anh Do.
There is a video of it being read here if you do not have a copy.
<https://www.youtube.com/watch?v=QPvGHQ95cMc>

Activity:

Before reading: Look at the front cover and read the title. Predict where you think this story might take place. What do you think they do with all the poo from all the animals at the zoo?

During reading: Listen carefully to the story and take notice of all the words that rhyme.

After reading: What do you think the monkey whispered? Come up with another suggestion of what might happen to all the poo. Write your idea of what they do with the poo at the zoo. Can you make it rhyme? Draw a picture to illustrate it.

Extension: Write a list of the rhyming words from the story. Can you add any more words that rhyme with these?

Curriculum Links:

English – Literature – Responding to Literature

Foundation/Prep: Respond to texts, identifying favourite stories, authors and illustrators.

Year 1: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.

Year 2: Compare opinions about characters, events and settings in and between texts.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Sharing

Note to Parents/Guardians:

‘Sharing’ in mathematics involves the sharing of a collection of items into equal groups. Allow your child to use counters or similar to solve these sharing problems. Younger children will need some guidance to solve these problems.

You will need:

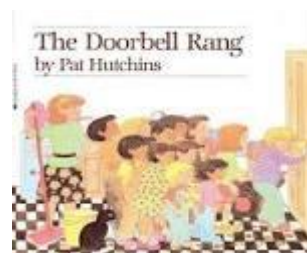
- counters (buttons, marbles, pencils, toy cars – anything that can be shared out)
- access to the following YouTube video
<https://www.youtube.com/watch?v=DnQHE04kzPY> or a copy of the book ‘The doorbell rang’ by Pat Hutchins.

Activity:

Listen to the story ‘The doorbell rang’ by Pat Hutchins.

Discuss what type of mathematical problem they were solving.

- How many cookies did Ma make?
- Show how they were shared between Victoria and Sam. Draw two circles on your page to represent their plates and share your ‘cookies’.



- Show how they were shared when each group of guests arrived. (Tom and Hannah, Peter and his little brother, Joy and Simon with their 4 cousins)
Draw extra 'plates' as you need them.



Why did they hesitate before opening the door at the end of the story?

Grandma made a lot of cookies. It is a bit tricky to count them on her tray.

- If Grandma brought 12 cookies – how many would the children get each? Don't forget to include the ones Ma made.
- If Grandma brought 24 cookies – how many would the children get each?
- How many would she need to bring so that everyone (including Ma and Grandma) would get 3 each?

Extension: How many would Grandma need to bring for everyone (including Ma and Grandma) to get 6 which is the amount Victoria and Sam were originally going to get. Do you think you could eat 6 cookies?

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: Recognise and represent division as grouping into equal sets and solve simple problems using these representations.

TASK 4: MATHEMATICS

Approx: 30 mins

Measuring Length

Note to Parents/Guardians:

Soft toys are suggested for this activity; however, another type of toy would work as well. It is important though that your collection has enough variation in length that can be seen with the unit you choose to measure with.

You will need:

- collection of soft toys of varying sizes (lengths), at least 5.
- a uniform informal unit to measure with (this can be anything that is of a consistent size, suggestions include your hand/foot, blocks, coins, toothpicks, buttons, bread ties etc)



Activity:

Which is your longest soft toy? Which is the shortest? Measure the length of your soft toy collection, to find the longest and shortest.

- Bring your collection of soft toys to a suitable space to measure them.
- Look at your collection and predict which item you think will be the longest and shortest.
- Compare your toys to see which is the longest and shortest. You could use a wall or another straight edge to line them up against.
- If you have lots of soft toys, choose 5-8 toys. Use blocks or icy-pole sticks (or suitable alternative to measure how long your toys are.
- Fill in the table (see Appendix) to show how long each of your toys are.

When measuring, make sure you are accurate. If you are using blocks, buttons or toothpicks, make sure you don't have gaps between them when lining them up. If using hands/feet, make sure you put your hands/feet end to end with no gaps so you can be as accurate as possible.

Curriculum Links:

Foundation/Prep: Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.

Year 1: Measure and compare the lengths and capacities of pairs of objects using uniform informal units.

Year 2: Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.

LUNCH: 60 minutes**TASK 5: HUMANITIES AND SOCIAL SCIENCES**

Approx: 40 mins

String Phones**Note to Parents/Guardians:**

Plastic cups are preferable for this activity. However, if you are using tin cans for this experiment an adult will need to help by using a hammer and nail to put a hole into the end of each can. If using plastic cups, please supervise your children when using scissors to put holes in the bottom of the cups.

You will need:

- 2 plastic cups or tin cans (tin cans will be a little harder to get the holes in but they will work)
- a length of string
- scissors/tape
- access to the following YouTube video <https://www.youtube.com/watch?v=3yqB2KFwJCo> – The Science of the string phone.

**Activity:**

Watch the YouTube video about making a string phone.

Have a go at making your own string phone. You may need to watch several times to catch all the steps.

Test out your string phone. Can you get it to work? Experiment with how the sound travels over different lengths. Can you get it to work the whole length of your house?

Extension: Draw a diagram of your string phone, label all the parts and in a sentence or two explain how the sound travels from one cup to the other.

Curriculum Links:

Science – Science Inquiry skills – Questioning and Predicting

Foundation/Prep: Pose and respond to questions about familiar objects and events.

Year 1: Pose and respond to questions, and make predictions about familiar objects and events.

Year 2: Pose and respond to questions, and make predictions about familiar objects and events.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL ACTIVITY

Approx: 60 mins

Healthy Eating

You will need:

- access to this video available on YouTube.
<https://www.youtube.com/watch?v=L9ymkJK2QCU&t=11s>
– The Five Fabulous Food groups – 4:31
- access to this 'Guide to Healthy Eating'
<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>
- printed copy of the blank Healthy Eating Guide.



Activity:

Eating a healthy diet is important for keeping our bodies healthy and helping them to grow up strong.

Watch the first YouTube video – The Five fabulous Food groups.

After watching the video, talk about the 5 food groups. What sorts of foods do you eat/like from each category?

Have a look at the Guide to Healthy Eating (Online). Look at the different size sections. Which groups should you eat the most of? Which ones the least of.

Use the blank Healthy Eating Guide found in the Appendix - label each section.

Next, plan a healthy diet for one day.

Think about what you could eat for breakfast, lunch, dinner and snacks.

When you have finished look at the guide, are most of your foods in the larger sections? Do you need to make any substitutions to make your eating plan healthier?

Extension: Help your parents plan your meals for the next week. Ensure you are following the healthy eating guide.

Curriculum Links:

Health & Physical Education – Personal, Social & Community health – Contributing to healthy & active communities Foundation/prep: Identify actions that promote health, safety and wellbeing.

Years 1 and 2: Examine health messages and how they relate to health decisions and behaviours.

SUGGESTED LUNCHTIME ACTIVITIES

- Try some origami – look up some simple designs on the internet and follow the instructions
- Finish the dishes, loading/unloading dishwasher or washing, drying and putting away everything by hand
- Practice skipping, can you do any special tricks?
- Learn how to Hula-Hoop – practice to see how many long you can hula-hoop for without stopping.

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. Mysterious rocks that move by themselves in Death Valley**
- 2. Rice ATM feeds the hungry in Vietnam during COVID-19 shutdown**

APPENDIX

Literacy

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