

## Prep to Year 2: Tuesday, March 31

### TASK 1: LITERACY

Approx: 30 mins

#### Reading Text Types

##### Note to Parents/Guardians:

*Procedural texts are texts that instruct you how to complete a task. They typically are written in the present tense and use simple sentences (rather than compound or complex sentences). Sequence is important for the method in a procedural text. If you do not complete the steps in order the desired outcome may not be reached.*

##### You will need:

- A copy of the steps for cooking toast found in the appendix.

##### Activity:

Discuss how you make a piece of toast. What are the steps you need to do?

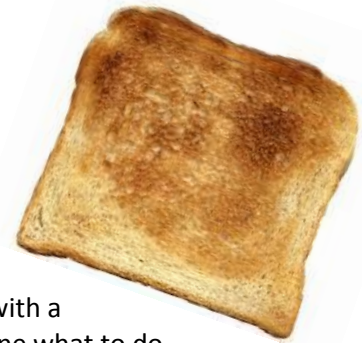
Look at the steps included on the sheet. Are they the same as what you expected?

If you followed these in their current order would you get a piece of toast?

Underline the verbs (words that tell you to 'do' something)

Cut out the sentences out and place them in the correct sequence so you end up with a yummy piece of toast at the end. Draw a picture next to each step to show someone what to do. If appropriate, you could follow the steps and make yourself (and your parent) a piece of toast.

**Extension:** Add the ingredients and the equipment list to make this into a proper recipe?



##### Curriculum Links:

**English – Literature/Literacy – Examining Literature/Interpreting, analysing, evaluating**

**Foundation:** 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: 30 mins

#### Literacy – Reading Comprehension

##### Note to Parents/Guardians:

You will need to have access to a copy of *Possum Magic* by Mem Fox. If you do not have a copy you can listen to the story online using the following link. <https://www.youtube.com/watch?v=XhLH6ZELEX4>

##### Before you read:

Look at the cover of *Possum Magic* written by Mem Fox.

Have you heard the story before? What do you think the book will be about? What do you know about possums?

Where do they live? What do they eat? Will this book be factual or imaginary?

**Activity:**

Read the book together.

Discuss – Why did Grandma Poss make Hush invisible? What could she do? Would it be fun to be invisible? What would you do if you were invisible? Why would that be fun, what might be difficult about being invisible?

Draw a picture of something you would do if you were invisible. Write a sentence beginning with 'If I were invisible...'

**Extension:** Continue writing ... why doing that would be fun? What wouldn't be good about being invisible?

**Curriculum Links:****English – Literature – Examining Literature**

**Foundation:** Share feelings and thoughts about the events and characters in texts.

**Year 1:** Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts.

**Year 2:** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.

**BREAK: 30 minutes****TASK 3: MATHEMATICS**

**Approx: 30 mins**

**Addition – Number Facts****Note to Parents/Guardians:**

*The answers for the grids are provided in the Appendix. Make sure you separate these before giving the grid to your child. Feel free to allow your child to work with the more difficult grid if they are able.*

**You will need:**

- the appropriate number grid (found in the Appendix)
- counters (eg. counters, toy cars, small blocks, buttons)

**Mental Warm Up:** Let's get your brain ready for some number work!

Call out a random number (1-20) to your child and ask them to jump, stamp, clap, hop, spin, do star jumps etc for that number. Repeat for approx. 2 minutes.

**Foundation/Prep:** Practice counting up to 10 (or 20 if you can) forwards and backwards. Try starting at different numbers 6, 7, 8 etc.

**Years 1 and 2:** Practice counting up to 100 and backwards from 20. Skip count by 2s, 5s and 10s if you can.

**Activity:****Foundation/Prep:**

On the appropriate grid, look for all the neighbouring numbers that add up to 10. You will need to check all neighbouring numbers both horizontally and vertically. Use the counters to model the addition problem. For example; In the first row – 1 & 5 are neighbours. Model a group of 5 and a group of 1. Put them together – How many is it? Does it equal 10? Then try the next two numbers 5 & 5. Model two groups of 5 Put them together – How many is it? Does it equal 10? If yes colour, the two numbers in one colour. Use different colours for each pair you find. Continue as long as interest permits or until you have found all pairs that add up to 10.

**Year 1 & 2:** On the appropriate grid, look for all the neighbouring numbers that add up to 12 (Year 2 – 20). You will need to check all neighbouring numbers both horizontally and vertically. Children may use counters to help them decide if the neighbouring numbers add up to 12 (or 20) if they need support. Encourage them to model only the smaller number, then use the larger number as your starting point and 'count on' from there. (For example; if 8 & 4 are neighbours, collect 4 counters, begin at 8 then count on the following 4 counters '8... 9, 10, 11, 12).

Colour in the neighbouring pairs that add up to 12 (20)

Look for these grids in the Appendix

**Foundation**

**Year 1**

**Year 2**

1	5	5	9	2
4	6	3	7	8
1	5	3	9	1
4	5	0	1	4
6	10	10	9	6

1	4	8	9	2	6	6
4	3	5	7	2	9	5
1	9	3	1	10	3	5
4	8	0	11	4	0	2
6	10	12	9	2	7	7
3	8	7	1	9	5	2
9	8	5	6	6	9	10

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

**Extension:** Can you find any groups of 3 neighbouring squares that add to 10 (or 12 or 20)?

**Curriculum Links:**

**Mathematics-Number & Algebra – Number and Place Value**

**Foundation:** 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 4: MATHEMATICS**

**Approx: 30 mins**

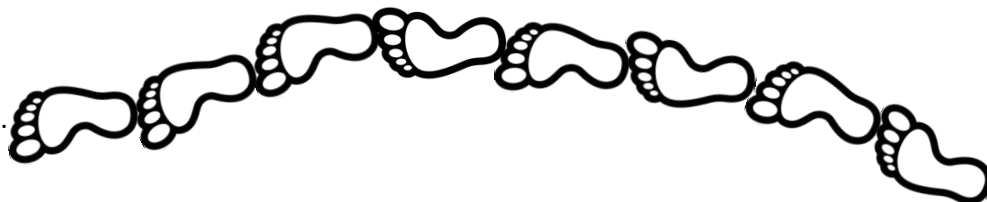
### **Measurement**

#### **Note to Parents/Guardians:**

*You will need to find or create a floorplan of your house. If possible, draw this with in front of your child explaining it as a 'bird's eye' view of your house without the roof on. What rooms would the bird see? Where is each room in relation to other room? Positional language such as; next to, behind, in front of, beside etc will be useful. For the purposes of this activity the floorplan does not have to be to scale but should somewhat represent the layout of your house. Label the rooms. Discuss with your child about how to measure accurately. To be consistent there needs to be no gap between steps. If this is too tricky for younger children, they could use a pair of shoes on their hands, and crawl the length placing the shoes one in front of the other. For longer distances children might also need help to count.*

#### **You will need:**

- a pencil
- your feet
- floorplan of your house.



#### **Activity:**

Choose a spot in your house that you can measure from (for eg. the kitchen table).

On the floorplan of your house mark where you are with a 'cross'. Choose 5 places in your house you can walk to (such as bedroom door, bathroom, fridge, front door, lounge room).

Mark each of these places on your map in a different colour.

Predict which place will be the closest to and furthest from your starting spot. Which will be next furthest? Place them in order of the predicted distance.

Next, measure how far it is to each place in footsteps (by doing heel/toe walk – see picture). Were your predictions correct?

**Extension:** Ask someone else in your house to repeat one of the measurements. Did they get the same number of footsteps as you? Why/Why not?

**Curriculum Links:**

**Mathematics – Measurement and Geometry – Using Units of Measurement.**

**Foundation:** 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**

**Geography**

**Note to Parents/Guardians:**

Re-read through the book *Possum Magic* by Mem Fox. An online version is available at <https://www.youtube.com/watch?v=XhLH6ZELEX4>

**You will need:**

- A blank copy of a map of Australia (a copy is available in the Appendix)
- An atlas that shows Australia's capital cities.

**Activity:**

Re-read *Possum Magic*. This time focus on the capital cities that Hush and Grandma Poss visit and what she eats there.

Look at a map of Australia. Find where you live in Australia.

Locate the cities that Hush and Grandma Poss visit. Which states of Australia are they in?

Mark where you live and the cities they visit on your map of Australia and draw the food that Hush ate while she was there.

**Extension:** Trace their journey across Australia showing the order they visited each city.

Look for other places that you know about in Australia. Where have you visited?

**Curriculum Links:**

**Humanities and Social Sciences – Knowledge and Understanding – Geography**

**Foundation:** The representation of the location of places and their features on simple maps and models.

**Year 1:** Activities in the local place and reasons for their location.

**Year 2:** The way the world is represented in geographic divisions and the location of Australia in relation to these divisions.

**BREAK: 30 minutes**

## TASK 6: THE ARTS – VISUAL ARTS

Approx: 60 mins

### Paper Mosaics

#### Note to Parents/Guardians:

Mosaic is an art form that has a long history, originating in the Middle East with art works found across Europe as well. It usually involves using bits of coloured stone, tiles, marble or other materials fixed to a surface and the gaps filled with mortar. For this activity – children replicate the idea of mosaic art using coloured paper squares. If you can, show your child some images of mosaics from the internet.

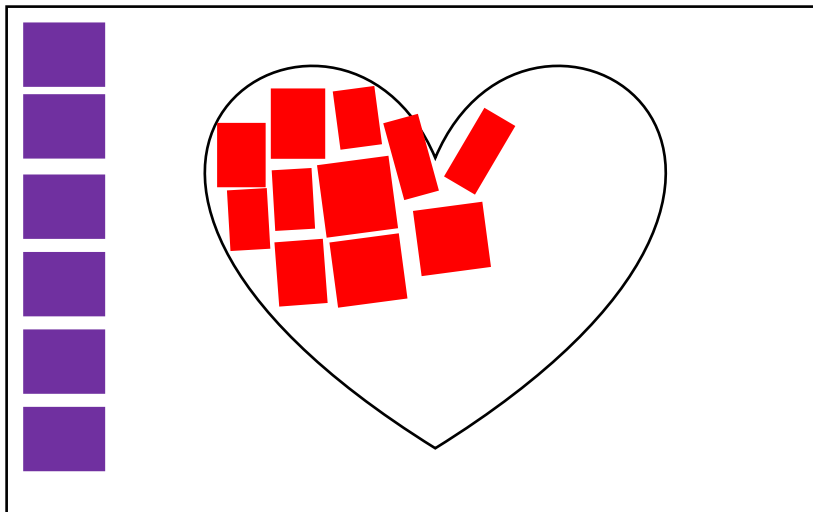
#### You will need:

- lots of small coloured squares (can be made by cutting up coloured paper or card.  
If you don't have plain paper, old wrapping paper, newspapers, catalogues or magazines can be cut up. This will create a different, yet equally impressive effect.
- a piece of card/cardboard or firm paper as the background.
- a pencil



#### Activity:

Use a pencil to draw an outline of a simple picture. Encourage them to use large shapes for their picture that fill most of the page. See example. Your picture can be of anything you like.



Use small coloured pieces of paper to fill in the outlined picture. It does not need to be all the one colour. You can cut the squares to fit into smaller spaces. Remember to leave small gaps between squares to represent the mortar.

Choose a contrasting colour to fill in the background. You can colour in the 'Mortar' (the gaps) if you wish.

#### Curriculum Links:

##### The Arts – Visual Arts

**Foundation to Year 2:** Use and experiment with different materials, techniques, technologies and processes to make artworks.

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Do some quiet colouring in or free drawing
- Make a thank you card for someone in your house for some thing they have done for you.

### **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. Huge 4.5 billion-year-old meteorite rediscovered in SA**
- 2. Keeping tigers happy during the COVID-19 disruption**

## APPENDIX

### Literacy

Lower the lever on the toaster.	Carefully, spread your favourite topping on the toast, with a knife.
Put your toast on a plate.	Take a piece of bread from the loaf.
Wait until it pops.	Put bread in the toaster.

Mathematics Foundation/Prep

1	5	5	9	2
4	6	3	7	8
1	5	3	9	1
4	5	0	1	4
6	10	10	9	6

Answer

1	5	5	9	2
4	6	3	7	8
1	5	3	9	1
4	5	0	1	4
6	10	10	9	6



Year 1 Mathematics

1	4	8	9	2	6	6
4	3	5	7	2	9	5
1	9	3	1	10	3	5
4	8	0	11	4	0	2
6	10	12	9	2	7	7
3	8	7	1	9	5	2
9	8	5	6	6	9	10

Answer:

1	4	8	9	2	6	6
4	3	5	7	2	9	5
1	9	3	1	10	3	5
4	8	0	11	4	0	2
6	10	12	9	2	7	7
3	8	7	1	9	5	2
9	8	5	6	6	9	10

Year 2 Mathematics

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

Answer:

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

