

**Term 2, 2018**

**Weeks 9 and 10 (12 – 25 June)**

## **Prep – Year 2**

### **Reading and viewing**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

(Publisher: Aladdin Paperbacks) <https://www.youtube.com/watch?v=h6rp0SZX7lg>

Alexander knew it was going to be a terrible day when he woke up with gum in his hair. And it got worse... His best friend deserted him. There was no dessert in his lunch bag. And, on top of all that, there were lima beans for dinner and kissing on TV! Have you ever had a terrible, horrible, no good, very bad day?

*Ira sleeps over* by Bernard Waber (Publisher: Houghton Mifflin)

<https://www.youtube.com/watch?v=o-goOHzn--w>

Ira is thrilled to spend the night at Reggie's, until his sister raises the question of whether he should take his teddy bear. We have all been worried or afraid we will not fit in. Have you ever felt like this? What happened?

Read the books – or view the YouTube clips above – stopping periodically to discuss the characters and events, and the words and images being used to portray them.

Ask your child questions such as:

- What happened in the story? (Recount)
- How is the story similar to your life? (Compare)
- How is the story different to your life? (Contrast)

Support your child to fill in the 'Text-to-self connections' template (below). This may be words or pictures – or a combination of the two. An explanation of text-to-self connections is available at: <https://www.youtube.com/watch?v=UXymHkbA5Ng>

### **Asking and answering questions about a text**

Support your child to use the Q-Matrix chips (below) to ask questions about the two stories. Take turns in using the Q-matrix chips to ask and answer questions with your child. Once a chip has been used place it aside. Watch the YouTube clip to gain an understanding about the types of questions. This clip is available at: <https://www.youtube.com/watch?v=-0zOFyX22so>

### **Spelling / Vocabulary**

Information about onset and rime: [http://www.readingrockets.org/strategies/onset\\_rime](http://www.readingrockets.org/strategies/onset_rime)

- Have your child say and, with support, record words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ack').
- Have your child say and, with support, record words rime as a given word (for example words that end like 'c/at', 'pl/ay').

### **Mathematics / Problem solving**

- Sorting the numbers: <https://nrich.maths.org/6947>

**Text-to-self connections**

What happened in the story? (Recount)

How is the story similar to your life? (Compare)

How is the story different to your life? (Contrast)

## Q-Matrix chips

1 What is?	2 Where/ When is?	3 Which is?	4 Who is?	5 Why is?	6 How is?
7 What did?	8 Where/ When did?	9 Which did?	10 Who did?	11 Why did?	12 How did?
13 What can?	14 Where/ When can?	15 Which can?	16 Who can?	17 Why can?	18 How can?
19 What would?	20 Where/ When would?	21 Which would?	22 Who would?	23 Why would?	24 How would?
25 What will?	26 Where/ When will?	27 Which will?	28 Who will?	29 Why will?	30 How will?
31 What might?	32 Where/ when might?	33 Which might?	34 Who might?	35 Why might?	36 How might?