# Play school story time – Alpacas with maracas

**ABC ME screening details: Friday** 22 May 2020 at 10:10am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/play-school-story-time) after the scheduled screening time.

**Key learning areas:** English and creative arts

**Level:** lower primary

**About:** Stephen Curry shakes things up at the Story Time couch with a story about a fun alpaca duo and some maracas! Join him and Play School's Little Ted to read Alpacas With Maracas, by Matt Cosgrove.

## Before the episode

1. Draw or write about a time when you lost a game but still had fun.

## After the episode

1. Draw or write three things that Macca and Al did together.

## After the episode

1. Verbs are action words. ‘Jump, ‘run’ and ‘walk’ are all verbs. Act out these verbs.

* dance
* shake
* wiggle
* blow

1. Act out, draw or list other verbs that you know.
2. Use some of your action verbs to create a dance like Macca and Al’s. What story can you tell through your dance? What feelings do your actions show?



4. Perform your dance for a family member or friend. Teach them your dance.

**Follow-up activity:** Create your own maracas. Fill a plastic bottle with different materials, such as rice or pasta. Which material makes the most sound? How could you improve your maracas?

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify and represent verbs.
* To create and perform a simple dance sequence.

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early stage 1 | Stage 1 |
| Grammar, punctuation and vocabulary | demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts (ENe-9B) | uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts (EN1-9B) |
| Thinking imaginatively and creatively | thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts (ENe-10C) | thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts (EN1-10C) |

## NSW Creative arts K-6 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early stage 1 | Stage 1 |
| Dance | Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities (DAES1.1) | Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance. (DAS2.1) |

[NSW English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 [NSW Creative Arts Syllabus K-6](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.