# Grandpa Honeyant Storytime – Caar Caaar

**ABC ME screening details: Thursday** 28 May 2020 at 10:10am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/grandpa-honeyant-storytime).

**Key learning areas:** English

**Level:** lower primary

**About:** A very funny and charming story which uses the sounds of animals to relay an incident as it unfolds.

## Before the episode

1. In the story ‘Caar Caaar’, you will see and hear lots of animals. Draw or write about three animals that you know. What sounds do they make?

## After the episode

1. Wow! That was a busy story full of lots of sounds. Time to go on a sound hunt. Move around a room or go for a walk with a family member if you can. Draw, write or make the sounds that you hear.
2. You have just created a soundscape! Time to plan a story to match it. Close your eyes and picture all of the sounds that you heard. What events could go with these sounds? Does your story start with someone closing a door or a bird flying past? Draw or write the **beginning** of your story.

| Beginning |
| --- |
|  |

1. There was a big crash in the story, ‘Caar Caaaar’. What is a problem that could happen in your story and how could it be solved? Draw or write the middle and end of your story.

| Middle | End |
| --- | --- |
|  |  |

1. Time to create your story! Write a sentence or paragraph for each part of your story or you could act it out using props and costumes. Remember to include your sounds, a problem and the way it is solved.

**Follow-up activity:** Perform or read your story to a friend or family member. Ask them what sounds they heard and how the problem was solved in your story.

# 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 create an imaginative text with a beginning, middle and end.

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early stage 1 | Stage 1 |
| 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 English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 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.