# Play School Story Time – Kumi Taguchi: Too Many Pears

**ABC ME screening details: Monday** 27 April, 2020 at 11:45am

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

**Key learning areas: English and mathematics**

**Level:** lower primary

**About:** ABC News presenter Kumi Taguchi swaps the news desk for the Story Time couch to read Jackie French and illustrator, Bruce Whatley’s beloved story about Pamela the cow in ‘Too Many Pears’.

## After the episode

1. Draw what happened in ‘Too Many Pears’.

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

1. Call someone you know. On the call:
* Retell the story.
* Describe the characters.
* Share what you liked or disliked about the book
1. Pamela picked 10 pears. She shared some with Amy and kept some for herself. Draw a picture to show how many pears Pamela might have had and how many she might have shared with Amy. How many possible combinations are there? Show your thinking on some extra paper.
2. **Optional activity** - Pamela eats a total of 600 pears. That’s a lot of pears to eat! She eats different types of pears:
* red pears
* yellow pears
* pears and chocolate sauce
* baked pears
* pear pie
* pancake pears

How many of the 600 pears might have been in each category? What’s another combination? Show your thinking on some extra paper.

**Follow-up activity:** What could you make that uses pears? Cook a recipe with someone. Write the recipe in a letter to a friend for them to try.

# 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 retell a story
* To use a range of skills to solve word problems.

## 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 Mathematics K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early Stage 1 | Stage 1 |
| Number and Algebra | groups, shares and counts collections of objects, describes using everyday language, and records using informal methods (MAe-6NA) | uses a range of mental strategies and concrete materials for multiplication and division (MA1-6NA) |
| Working Mathematically | uses objects, actions, technology and/or trial and error to explore mathematical problems (MAe-2WM) | uses objects, diagrams and technology to explore mathematical problems (MA1-2WM) |

[NSW English K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home) © 2012 [NSW Mathematics K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-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.