

Play School Story Time – The Very Itchy Bear

ABC Me screening details: Wednesday 13 May, 2020 at 10:10am

This episode can also be viewed on [ABC iView](#)

Key learning areas: English

Level: Foundation and Level 1

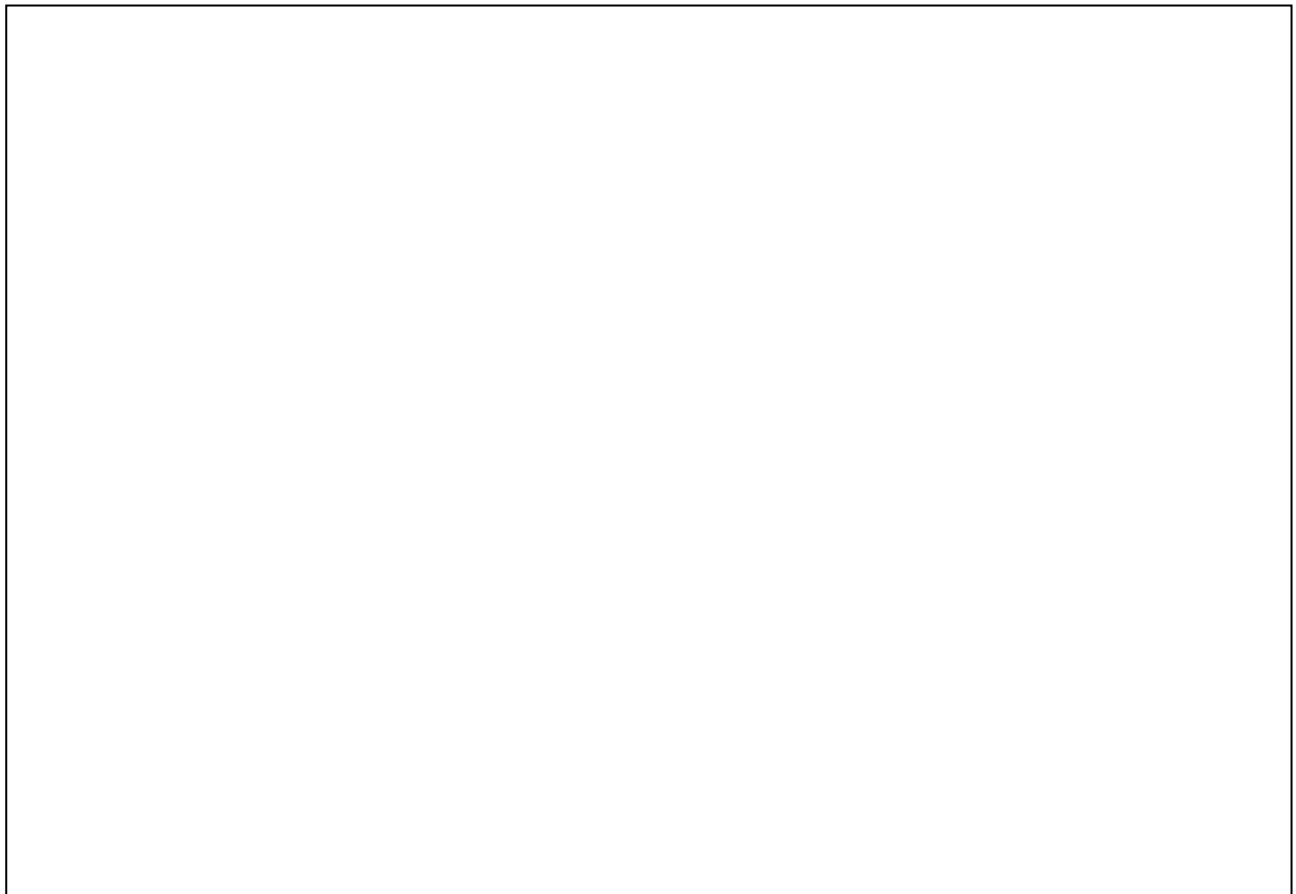
About: Don't miss Paralympic gold medalist and tennis player, Dylan Alcott as he reads Nick Bland's "The Very Itchy Bear" alongside Big Ted, Maurice and Little Ted!

Resources

- Paper, coloured pencils

Before the episode

1. Draw or write about how you can make a friend. For example you may go up to some children and ask: 'Can I play with you?'.



After the episode

1. Flea was biting Bear because he wanted to say 'Hello' and be friends with him. What do you think Flea should do to help him to make friends?

2. Finish the outline by drawing an expression on Bear's face. Describe your drawing to someone and tell them why Bear is feeling that way.



3. The author has used rhyming words in The Very Itchy Bear. Trace the rhyming words below, and add more words that rhyme with 'sea'.

sea *be* *flea* *see*

Follow-up activity: At the end of the story Bear and Flea go everywhere together.

Write a story about you and a friend going somewhere special together. Where would you go with your friend? You could go to the park, beach, on a holiday or an adventure together. Draw some illustrations to go with your story. Tell your story to someone in your family, a friend or to a lucky listener.

Teacher notes

This resource contains self-directed learning activities that students can complete while learning at home or in the classroom. The activities align with the Victorian Curriculum F-10 and can be modified to meet the needs of your students. Teachers could collect student work for feedback and assessment.

Learning intentions

- To develop an understanding of rhyming words.
- To develop an understanding of character development and draw and write about a character's emotions.
- To create a story with a beginning, middle and end, with illustrations.

Victorian English Curriculum content descriptions

	Foundation	Level 1
Writing	<p>Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157)</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)</p>	<p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p>
Speaking and Listening	<p>Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)</p>	<p>Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204)</p>

Victorian English Curriculum achievement standards

	Foundation	Level 1
Writing	Students will use familiar words, phrases and images to convey meaning when writing.	Students will provide detail about ideas, events and characters when writing.
Speaking and Listening	Students can identify rhyme.	

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