

S	W	A	Y
<p>SWAY Learning experiences “Me and My Body” LOIS’ FISHING YARN</p>			
<p>Yarning Objective:</p>	<ul style="list-style-type: none"> • To develop an overall understanding of Lois’ fishing yarn (including main characters, setting, events etc.) • To listen and respond to questions related to Lois’ fishing yarn. • To think and talk about the main characters’ thoughts and feelings. • To act out Lois’ fishing yarn. • To visually sequence and retell the steps of Lois’ fishing yarn. 		
<p>EYLF Outcome 4</p> <p>EYLF Outcome 5</p>	<p>Children are confident and involved learners Children resource their own learning through connecting with people, place, technology and natural and processed materials</p> <p>Children are effective communicators Respond verbally and non-verbally to what they see, hear, touch, feel and taste Contribute their ideas and experiences in play, small and large group discussions</p>		
<p>Cultural Objective:</p>	<p>Children begin to:</p> <ul style="list-style-type: none"> - learn about traditional story telling (yarning) in Aboriginal Culture and why it is important. - develop an understanding of learning in a natural environment through a more knowledgeable person / important family member. - learn about the different roles and responsibilities in Aboriginal culture. - understand the importance of responsibilities towards providing food gathering for not just themselves but the whole family. - understand that learning took place for each child when they were considered ready and responsible to learn. - explore the feelings involved with taking on new challenges (scared or fearful) and that it is part of learning. 		

Activity:

PART ONE

- Read Lois' yarn with the children (small or large group).
- Discuss Lois's yarn in detail, exploring how she had a special role to play for her family that night and how special that experience would have been for her.
- Explore the concept of learning through listening to people's stories about their life and experiences and memories. Ask the children to think about special roles they have had within their family unit.
- Make paper lanterns with the class and have the students re-enact the story by:
 - Teacher setting the scene (turn off lights create a quiet space)
 - Students enact each part of the story e.g. walking along the beach, getting in the boat, rowing the boat, looking at the moon, bringing out the lantern, fish hopping, returning home tired.

Use comments and questions to extend language during the story re-enactment.

C. Let's pretend that we are with Lois in the boat, in the river, at night.

Q. Can you remember who was in the boat with Lois?

C. I don't think it would have been a good idea for Lois to have been in the boat on her own. Q. What do you think?

Q. What sounds do you think she would have been able to hear?

C. It was a dark night. I think Lois might have felt a little bit scared because it was so dark.

Q. What did she use to light the way?

C. I once caught a fish with a fishing line.....

How did Lois catch the fish? What did they do with the fish?

- Encourage the children to hold the lantern out in front with their arm extended. (This will help develop good shoulder stability to allow their hands to carry out fine motor tasks like drawing and writing).
- Take photos of the children acting out the story to support the re-telling later on.



Retell the Story:

PART TWO

- This activity can be undertaken with children individually, in pairs or as a group.
- Provide the photos for students to visually sequence the events within the story.
- Discuss the steps of acting out Lois' Fishing Yarn.
- Give each child a turn to retell part of the story.
- Scribe the retell onto paper.
- Read the story back to the children.

Use scaffolding and recasting techniques to help children to

Sequence and link ideas together

E.g. Child: Lois was in the boat. She caught some fish.

Adult: That's right. Lois was in the boat and she caught some fish.

Use the correct tense when retelling a story

E.g. Child: Lois is in the boat.

Adult: Yes, Lois was in the boat.

Produce sentences using correct Standard Australian English grammar.


E.g. Child: Lois caught loads of fish

Adult: Yes, Lois caught lots of fish.

Add description/information

E.g. Child: Lois caught some fish.

Adult: One dark night, Lois caught some slippery fish.

Extend:	<ul style="list-style-type: none"> • Sequence another familiar story in the same way 	
Intentional teaching activities for targeted children:	<ul style="list-style-type: none"> • Blank's levels of comprehension questions relating to Lois' yarn NB: This needs to be modelled by Joanne (Speech Pathologist) first. 	
Resources:	<ul style="list-style-type: none"> • Lois' Yarn • Paper lanterns (you will make these in part one of the lesson) • Digital camera or IPAD. • Boat (box) • Photos of stages of the story 	
Evaluation:		