

S	W	A	Y
<p>SWAY Learning experiences “Me and my body” ‘I CAN’ STORY</p>			
Words Objectives:	<ul style="list-style-type: none"> • To extend knowledge and use of action words. • To produce SVO (subject-verb-object) sentences. • To develop knowledge and use of descriptive words. • To use the personal pronouns ‘he’ and ‘she’ 		
EYLF Outcome 5	<p>Children interact verbally and non-verbally with others for a range of purposes.</p> <p>Model language and encourage children to express themselves through language in a range of contexts. Children use language and representations from play, music and art to share and project meaning. Explore texts from a range of different perspectives and begin to analyse the meanings.</p>		
Cultural Objective:	<p>Children begin to:</p> <ul style="list-style-type: none"> - Understand and view culture and the context of family as central to children’s sense of being and belonging, and to success in lifelong learning. - Learn that through traditional learning experiences there are opportunities to solve problems. -- Understand the importance of sharing real life experiences as a learning tool. 		

Activity:

- Reflect on Lois's fishing Yarn. Have students identify and discuss what Lois and her dad were doing in the story.
- Explain that 'fishing' is a doing word.
- Say 'I wonder what you can do' Have the children respond verbally.
- Model the sentence "That's right! _____ is a doing word."
- Suggest the idea that we create a class I CAN book to show all the things we can do. Read the "I can" book from Royal Far West School.
- Have the children draw or paint a picture of what they can do with the "I can _____" sentence starter at the bottom of the page.
- Scribe the rest of the sentence, saying each word as you write.

Use comments and questions to extend children's sentences.

Give lots of praise.

C. Talk about what you can do to give children ideas. E.g. I can read a book on the lounge. I can swim in the pool. I can eat ice-cream.

Q. What is something that you can do that makes you happy?

Children may need prompting to help them generate their own ideas. You could refer back to the story and read the sentences as examples.

C. Tyler, I saw you playing with the lego. Q. What were you building?

Wait for the child to respond (some children need more processing time)

Child: I made a tower

Q. Was it tall? Strong? What colours did you use?

Child: Tall. Red

Let's put it into a sentence.

So you could say "I can (wait) build with....."



Resources:

- “Lois’s Fishing Yarn” Book
- “I can...” Book
- Craypas
- Edicol Dye
- Paint Brushes
- Art Paper



Evaluation: