

S	W	A	Y
<p>SWAY Learning experiences            “Me and My Body”            ‘I CAN’ STORY</p>			
<p><b>Words Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To extend children’s knowledge and use of action words.</li> <li>• To produce SVO (Subject-verb-object) sentences.</li> <li>• To encourage use of descriptive words.</li> <li>• To develop children’s knowledge and use of descriptive words.</li> <li>• To use the personal pronouns ‘he’ and ‘she’</li> </ul>		
<p><b>EYLF Outcome 5</b></p>	<p><b>Children interact verbally and non-verbally with others for a range of purposes.</b>            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>		
<p><b>Cultural Objective:</b></p>	<p>Children begin to:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop an awareness of actions/skills that need to be learnt in the experiences in Lois’ fishing yarn.</li> <li>- Learn that through traditional learning experiences there are opportunities to solve problems.</li> <li>- Develop cultural competence.</li> <li>- Understand the importance of sharing real life experiences as a learning tool.</li> </ul>		

**Activity:**

- Reflect on Lois’ 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 (see link).
- Scribe the rest of the sentence.

**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' Fishing Yarn
- "I can..." book
- "I can" sentence starter
- Craypas
- Edicol Dye
- Paint Brushes
- Art Paper



**Evaluation:**