



	modern day things like shops etc.
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**Activity:**

- Share Lois's worming yarn with the children. Discuss how it would have felt collecting the worms. Describe how worms look and feel.
- Say "We are going to make pretend worms with play dough". "First let's make something like a tin so we have something to put the worms in"  
Provide each child with a ball of play dough.
- Demonstrate to them how to make a ball by rolling the ball between their palms in a circular motion (bilateral coordination).
- Place the ball on the table and push your thumb down the centre. Next, using your fingers and thumb, press around the edges to make the tin (pincer grasp).
- Make a smooth worm. Use as much language as you can whilst making the worms.
- Make small balls by again, rolling the play dough between their palms.
- Use one (unilateral coordination) or two (for bilateral coordination) hands to roll out the worms on the table. You can talk about long/short/fat/skinny worms etc.  
To make a bumpy worm.
- Roll out a smooth worm on the table.
- Using their index finger, encourage children to poke holes along the top of their worm.
- Next, using a pincer grasp, pinch together the holes to make the worm bumpy.
- Take photos of each step for the retell later on.



**Use comments and blank level questions to extend language during the craft activity.**

**C. Look, I have something that we can use to make the tin and worms.**  
(Show children the playdough)

**Q. What is this?** (Blank level 1 question)

Allow the child time to respond.

**It is play.....** (sentence completion cue)

**C. My playdough feels really soft and squidgy.**

**Q. How does your playdough feel?** (Blank level 2 question)

Allow the child time to respond.

**Is it hard or soft?** (forced alternative cue)

**C. I am going to use my fingers to poke holes in the worm.**

**Q. What else could we use to poke holes?** (Blank level 3 question)

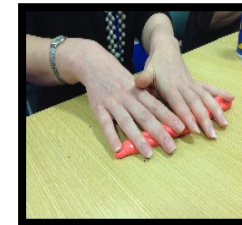
Allow the child to respond.

**We need to find something that is pointy that can poke hole. A pen is quite pointy or the end of a paintbrush.** (Restructuring question to stress important feature)

**C. I remember when I left some playdough out overnight on the table. The next day it was really dry and hard.**

**Q. What do you think I had to do with the playdough?** (Blank level 4 question)

**C. When playdough is hard you can't use it. If something is broken or can't be used what do we usually do with it?** (Relate known to unknown).



**Retell steps of the tin and worm craft activity:**

**PART TWO**

- Provide the photos of tin or worm craft activity for children to sequence.
- Have the students sequence the photos individually, in pairs or as a group.
- Give each child a turn to retell each step of the sequence.
- Scribe the retell onto paper.

**Use recasting techniques and questioning to support the retelling of the yarn.**

Sequence and link ideas together

E.g. Child: I rolled the dough. Made a worm.

Adult: That's right. First you rolled out the dough to make a worm.

Use the correct tense when retelling a sequence

E.g. Child: First, I roll the dough.

Adult: Yes, first you rolled the dough.

Produce sentences using correct Standard Australian English grammar.

E.g. Child: My worm's got no bumps.

Adult: No, your worm doesn't have any bumps.

Add description/information

E.g. Child: My worm is red.

Adult: Your worm is red and very long. Does it feel smooth bumpy?

Child: bumpy.

Adult: So you could say. My worm is red, long and .....

(PHOTO OF STUDENTS SEQUENCING PHOTOS)



<b>Intentional teaching activities for targeted children:</b>	<ul style="list-style-type: none"> <li>• Blank's levels of comprehension questions relating to Lois' yarn</li> </ul>	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Digital camera or IPAD.</li> <li>• Photos of each step of the craft activity (you will make these in part one of the lesson)</li> </ul>	
<b>Documentation:</b>		