



Language and Culture Archives

Vernacular literacy programme

Bloomfield River State School

Advanced class

Henry D. Hershberger and Ruth Hershberger

© SIL International

License

This document is part of the SIL International Language and Culture Archives.
It is shared 'as is' in order to make the content available under a Creative Commons license:

Attribution-NonCommercial-ShareAlike

(<http://creativecommons.org/licenses/by-nc-sa/4.0/>).



More resources are available at: www.sil.org/resources/language-culture-archives.

V E R N A C U L A R

L I T E R A C Y

P R O G R A M M E

Bloomfield River State School

Advanced Class

Vol. I

VER
KUKU
370
VerAd1

VER
KUKU
370
VerAd9

INTRODUCTION

This Vernacular Literacy programme is designed to teach children in Grades 5, 6 and 7 at the Bloomfield River State School to read and write in their own language - Kuku-Yalanji.

The programme is taught by the teachers aides in four half-hour lessons per week. The Teacher's Guide is set out as a series of daily lesson plans.

The programme was designed by members of the Summer Institute of Linguistics and is being taught under the auspices of the Queensland Department of Education.

Lesson aim - to find out how much students remember
from last year.

= = = = =

Revision. Stand syllable chart in front of the board.
Take pointer and point to syllables, calling
student's names to say them.

Word building. a. Ask the class to make up words using
syllables on the chart. Write words
on the board as the class spells
them.
b. Get each student to make a word and
have him write it on the board.

Writing. Take Primer 1, read words from it and call on
students to go to the board and write them.
Watch which students need help so you can help
them later on.

Lesson covers p.p. 1-2, introducing syllables

da	di	du
ka	ki	ku
ba	bi	bu
na	ni	nu

= = = = =

Revision. Take a pointer and point to the syllables on the chart, calling out student's names to say them.

Reading. Read pp. 1-2, each student reading a word or sentence.

If a student doesn't know a word, write it on the board and divide it into syllables as follows: da/ka/da. Then make him say it one syllable at a time.

Exercise. Do the exercise at the bottom of page 2 and correct the papers in class.

Lesson covers p. 3, introducing syllables

ma	mi	mu
ya	yi	yu
la	li	lu
ja	ji	ju
wa	wi	wu

= = = = =

- Revision. a. Revise all syllables on the chart by pointing to them and calling out the names of the students to say them.
- b. Put the following words on the board.

kudi	dudu	kaka
kida	dakada	bana
babi	kuku	bubu
nuka	bikibiki	kuni

Have the children take turns, each reading a word. If anyone has trouble with a word, separate the syllables for him.

- Reading. a. Take turns reading the words on p. 3. Read them across the page like when we read a sentence.
- b. Have each student read a sentence on p. 3. If there are more than seven students, start at the beginning again.

Exercise. Do the exercise at the bottom of p. 3 and correct in class.

Lesson covers p. 4, introducing the syllables

ra ri ru
nga ngi ngu

= = = = =

Revision. Put the following words on the board before class.

mana	baya	bula	kija
kami	mayi	mili	biji
kumu	yuba	nulu	kiju

Have the children take turns, each reading a word. Keep the chart up front and point to any syllable that the students have trouble with when reading.

New Syllables. Show the new syllables ra ri ru
nga ngi ngu

Reading. a. Read all the words on p. 4.
b. Read the sentences making each student read one. Be sure to separate the words into syllables when the students have trouble reading them.

Word building. Do the exercise at the bottom of p. 4.
Collect all primers and correct the students' work.

Lesson covers p. 5, introducing syllables rra rri rru
nya nyi nyu

= = = = =

Revision. Read the following words to the class and put them on the board as the class spells them.

mara	ngali	nginga
kari	ngiki	mingu
kiru	nguba	

Ask the class to say in Kuku and then write it on the board:

- | | |
|------------------|---------|
| 1. on the ground | bubungu |
| 2. in the sky | jiringa |
| 3. on the paper | kabanba |
| 4. in the tree | jukungu |
| 5. at the house | bayanba |

- Reading. a. Put 'bi/rra' on the board, separated into syllables. Read all the words on p. 5 with the class and teach rr and ny.
- b. Read the sentences on p. 5 and also the one under the picture. If there are not enough sentences for each student, start at the beginning again.

Exercise. Do the exercise at the bottom of the page and correct in class.

BE SURE THE STENCIL FOR DAY 6 IS RUN OFF BEFORE CLASS.

Lesson revises 'r' and 'rr'.

= = = = =

Contrast. Put the following words on the board one above the other and make the students say them in pairs.

mara	dara	wara	wari	kiru	kuri
marra	darra	warra	warri	yirru	burri

Flashcards. Use flashcards, making each student read a word. Following that, divide the class in half, making two teams. Flip over a flashcard and see which team can say the word first. Keep score on the board, the team having the highest score being the winner.

Exercise. Do the exercise for Day 6 and correct in class.

<u>English</u>	<u>Kuku kabanba balka.</u>
run
name
hand
no
fat
young man
leaf
sky
spear stick

Lesson revises ng and ny.

= = = = =

Contrast. Put the following words on the board, one above the other, and make the students say them in pairs.

ngaki	ngiki	binga	yinya	nyulu	wanyu
nyaka	nyiku	minya	nginga	nguba	nyungu

Spelling. Have the students get their workpads out and write down the following words as you say them. Try to give them a sentence with the word in it as you say them.

1. nyuma	5. ngaji	9. ngali
2. ngamu	6. minya	10. ngara
3. dunyu	7. nyungu	11. nyaka
4. nganya	8. yunga	12. ngana

Correct the words in class.

Word building. Write on the board nga ngi ngu
 nya nyi nyu

and ask the class to make words with these syllables. Have the class spell them as you put them on the board.

Lesson covers page 6. Revising all syllables.

= = = = =

Syllable drill. Put the syllable chart on the front of the board. Take the pointer and point to the syllables, calling students' names to say them.

Contrast. Contrast the pairs on p. 6, each class member taking part.

Exercise. Do the exercise at the bottom of p. 6 and correct in class.

DON'T FORGET TO RUN OFF THE STENCIL FOR TOMORROW'S LESSON.

Note to teacher: if any students are very slow and unable to keep up, now would be a good time to switch them to the beginner's class before beginning Primer 2.

Teaching point - revision of primer 1.

= = = = =

Revision. a. Review flashcards with a pair of words on each flashcard covering ng, ny, n, m, r, rr. Make each student say both words on each card, for instance, mara and marra. (The flashcards have the same sets of words as those on page 6 of Primer 1.)

b. Take the English flashcards for Day 9. Hold up the English flashcards and have the students take turns and say the Kuku word and spell it. (The correct Kuku word is on the back of each flashcard.)

Affixes. Pass out the duplicated exercise. Then read the words and affixes as they appear below. The students then write the affixes in the blanks.

- | | |
|---------------------|------------------------|
| 1. <u>dunaku</u> | 10. <u>nakaku</u> |
| 2. <u>dunada</u> | 11. <u>nakada</u> |
| 3. <u>dunakuda</u> | 12. <u>naka-naka</u> |
| 4. <u>kunida</u> | 13. <u>naka-nakaku</u> |
| 5. <u>kunikuda</u> | 14. <u>kuku-baka</u> |
| 6. <u>nukada</u> | 15. <u>kukuku</u> |
| 7. <u>nukakuda</u> | 16. <u>banaka</u> |
| 8. <u>kabada</u> | 17. <u>kakaku</u> |
| 9. <u>kaba-baka</u> | |

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - closing the syllables with 'n'.

= = = = =

GIVE EACH STUDENT A PRIMER 2 AND HAVE THEM WRITE THEIR NAME IN IT.

Revision. Write all open syllables on the board as follows.
Leave space so you can add the final 'n' later.
Review them.

ba	bi	bu	na	ni	nu
da	di	du	nga	ngi	ngu
ja	ji	ju	nya	nyi	nyu
ka	ki	ku	ra	ri	ru
la	li	lu	rra	rri	rru
ma	mi	mu	wa	wi	wu
			ya	yi	yu

Add 'n'. Add 'n' after each syllable; for instance
ba becomes ban. Review all the syllables again
with the whole class, then ask individuals.

Word building. Let the class give you words with the
syllables on the board. Make them spell
them as you write them, or let them put
them on the board.

Reading. a. Read the words on p. 1, each one taking
his turn.
b. Everyone read a sentence at the bottom of
page 1.

Exercise. Pass out the duplicated exercise and have the
class do it.

English balka.

binda
badin
buban
kaban
nandan
kadan
bundan
kakan

Kuku balka.

dug
rain
killed
hard
water
wet
eat
ran

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - revision of syllables closed with 'n'.

= = = = =

Word building. Put all syllables on board, point to one and ask the class to give a word with that syllable. Have them spell the word. Do this several times.

Reading. Read all of page 2 in the primer.

Exercise. Pass out the duplicated exercise and have the class fill in the blanks as you dictate to them.

- | | |
|----------------|----------------|
| 1. badin | 14. nubinda |
| 2. badinda | 15. nubinkuda |
| 3. badinkuda | 16. bubanku |
| 4. kabanba | 17. bubankuda |
| 5. kabanka | 18. bundanda |
| 6. nandan | 19. bundankuda |
| 7. nandanda | 20. nukan |
| 8. nandankuda | 21. nukanda |
| 9. kunban | 22. nukankuda |
| 10. kunbanda | 23. kunida |
| 11. kunbankuda | 24. kunin |
| 12. bikibikika | 25. kuninda |
| 13. nubin | 26. kuninkuda |

Teaching point - revision of closed syllables.

= = = = =

Exercise. Do the exercise on page 3.

Sentence building. Use the words in the exercise on
page 3 to make sentences.

New work. If there is time, introduce 'l' on the end
of syllables, like bal bil bul etc.

Teaching point - closing the syllable with 'l'.

= = = = =

Word building. Put the syllable chart on the board and close all the syllables with 'l'. Make words with the syllables, each student helping. Write the words on the board. Following that, get the class to give a sentence with the word. Write the sentence on the board.

Reading. Have the students read all the words on p. 4.

Writing. Give them 10 minutes to write the story on p. 4 in English. Then do it together as a class.

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - revising closed syllables with 'l'.

= = = = =

Sentence building. Put the following words on the board before class.

binal	ngalku	malal
bujil	balka	milbil
bulka	kulngu	walnga
jirakal	janjil	kulbul
kalbali	jinkalmu	kawal

Make sentences with the above words and have the class spell them as you write them on the board.

Exercise. Kuku bada-bada kunbay-mana.

- | | |
|-----------------------|--------------------|
| 1. wash janjil__ | 10. speared dama__ |
| 2. washed janjin__ | 11. closed nanda__ |
| 3. jump jalama__ | 12. bring wundi__ |
| 4. jumped jalama__ | 13. eat nuka__ |
| 5. follow wukurri__ | 14. ate nuka__ |
| 6. followed wukurri__ | 15. get mani__ |
| 7. brought wundi__ | 16. threw yilba__ |
| 8. chop nyanda__ | 17. saw nyaji__ |
| 9. climbed daka__ | 18. cooked wayju__ |

Teaching point - introduce 'y' ending on syllables.

= = = = =

Word building. Use the syllable chart and put a 'y' on the end of all syllables. For example bay biy buy. Make words with the syllables.

Reading. a. Take turns reading the words on p. 6.
b. Read the story on p. 6.

Spelling. Dictate the following words and have the students write them in their work pads.

balbay	jaybin
naybu	yilayku
wayjul	bajibay

Exercise. The class does the exercise on the bottom of page 6.

Teaching point - revision by translating and writing.

= = = = =

Writing. Write the story on page 7 in Kuku. Take the whole class period. Collect and correct their papers.

Teaching point - introduce 'rr' ending on syllables.

= = = = =

Word building. Use the syllable chart and put 'rr' endings on all syllables, like barr, birr, burr. Make words with the syllables.

- Reading.
- a. Take turns reading words on page 8.
 - b. Pair off the whole class in twos and let them read the story on page 8 to each other.
 - c. Have them all come to their desks and ask them questions about the story.
 1. Jana wanjabu dungan? Dikarrba.
 2. Wanya dungan? manyarr, babarr, jinkurr.
 3. Wanyu jana nyajin? walkarr
 4. Wanyu jiringa? ngurrban
 5. Wanjabu jana bundan? wabarrda
 6. Wanyu nyulu kunin marrkinda? jinkalmu
 7. Wanyu nyulu daman kalkabu? kubarr
 8. Manyarrda wanyu bakan? mayi bambayal

Teaching point - revise syllables with 'rr' ending.

= = = = =

Spelling. Dictate the words on page 9. The class writes them in their workpads. Be sure they are not looking at their primers to spell the words.

Writing. Use those same words and write a story about them.

Teaching point - revision of all syllables.

= = = = =

Flashcards. Divide the class in half and see which side can say the word first. Keep score on the board. Use flashcards marked 'Day 19'.

Spelling. Dictate the following words and sentences. Have the class write them in their workpads. Collect and correct them.

- | | |
|---------------------------------|--------------|
| 1. ngayku | 5. ngamungku |
| 2. bimakay | 6. wayjul |
| 3. yaykarr | 7. yilayku |
| 4. jayban | 8. naybu |
| 9. Nganjanangka kaya kunin. | |
| 10. Ngayu ngamunku wawu jirray. | |
| 11. Nyulu ball ngaykundu dajin. | |

Teaching point - introduce 'r' on the end of syllables.

= = = = =

Word building. Add 'r' on the end of all the syllables on the syllable chart, like bar, bir, bur. Make words with the syllables.

Spelling. Dictate the words on page 10. Correct them in class.

Reading. a. Divide the whole class into groups of two and let them read the story on page 10 to each other.

b. Have them come to their desks again and ask them the following questions.

1. Jana wanjabu dungan? kuyungu
2. Wanyu jana nyajin? jarba
3. Jana wanyu nukan? tea
4. Nyulu wanyu kunin marrkinda? jinkalmu
5. Wanyu nyulu manin badurubu? ngujay

Teaching point - introduce 'ng' on the end of syllables.

= = = = =

Word building. Put the syllable chart on the board
and add 'ng' on all syllables. Make
up words with the syllables.

Spelling. Dictate words on page 11. Correct them
in class.

- Reading. a. Divide the class by twos and let them
read the story on page 11 to each other.
- b. After they are back at their desks ask
them the following questions about the
story.
1. Wanya kadan? ngarrbal
 2. Bula wanjamun? kungkarmun
 3. Yabangka balkan nyulu karrkay wanya?
bujil-barin
 4. Jana wanyu manin ngikika? yangka
 5. Mayi wanyu yungan bulanji? mayi
bangkamu.

Teaching point - revising 'ng' on the end of syllables.

= = = = =

Writing. Make sentences with the following words.

1. yangka
2. mungka
3. dingkan
4. bangkal
5. bangkarr

Exercise. Do the exercise on page 12. Correct them in class.

Teaching point - introduce 'm' on the end of syllables.

= = = = =

- Word building.
1. Put up the syllable chart.
 2. Point to a syllable and ask a student to say it, like ba.
 3. Add 'm' to the syllable and ask that student to say it again, like bam.
 4. Ask that student to give you a word with that syllable, and write it on the board.

(Take turns with the whole class)

Reading. Let the class read the two stories on page 13 to themselves for 5 minutes. After they are finished, ask the class questions about the stories.

Teaching point - introducing m, ng, n between syllables.

= = = = =

Words with

m, ng, n. Separate 'walmba' into syllables on the board as follows: wal-m-ba. Then show how 'm' doesn't belong to either 'wal' or 'ba'. Explain that when you spell it by syllables you sound it out just like other words but add the 'm' after you say wal. Sound it out for them as you write it on the board.
wal m ba.

Reading. Take turns reading all the words on page 14.

Exercise. Dictate the words on the exercise for Day 25 and let the students fill in the missing letters.

- | | |
|-----------------------|------------------------|
| 1. wal <u>m</u> ba | 9. bir <u>m</u> ba |
| 2. mul <u>ng</u> ku | 10. dakwu <u>y</u> nji |
| 3. way <u>m</u> bil | 11. warr <u>m</u> ba |
| 4. bul <u>m</u> buy | 12. jal <u>ng</u> kun |
| 5. kul <u>ng</u> kul | 13. yal <u>m</u> bar |
| 6. war <u>ng</u> ku | 14. bil <u>ng</u> kumu |
| 7. bal <u>n</u> ji | 15. dul <u>ng</u> ku |
| 8. burr <u>ng</u> kuy | |

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - revision of m, ng and n between syllables.

= = = = =

Flashcards. Use the flashcards for page 14. The class gives a sentence for each word and the teacher writes it on the board as the class spells it out.

Reading. Read the first paragraph on page 15 with each student reading to himself. Help them with words they do not know but make them say the words themselves, one syllable at a time. (Read only the first paragraph, which is half of page 15.)

Exercise. Do the exercise for Day 26.

1. Jana wanyu dingkinga yijarrin? birubay
2. Jana how long yalmbanga bundan? warngku
kulur
3. Jana wanyu bangkan? baya
4. Kalngangka wanyu nyundan? walmba
5. Kalnga wanyu nyandajin? ngarri
6. Jana wanyu kambibu kajan? ngarri

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teacher - note that all syllables have now been introduced.

Teaching point - revision of all syllables.

= = = = =

Flashcards. Combine flashcards for p. 10, 11, 13, and 14. Divide class in two, making two teams. Put some fast students in each half. Stand by board so all students can see the cards at the same time. Turn over flashcard and see which team can say the word first. Keep score on the board and see which team wins.

Reading. Read last paragraph of page 15, each student reading by himself.

Exercise. When all students have finished reading the second paragraph of p. 15, have them do the test questions on that paragraph.

1. Wawu dinnermun jana wanjabu dungan?
dulngkungu
2. Yabangka minya kuyu wanyu daman?
kalngkan
3. Jana kuyu wanjabu bawan? dingkinga
4. Jana bulkiji wanjabu bakan? yalmbaburr
5. Wanyungku kuyu nukan? dirrmbayngka
and kalmbangarrangka

Teaching point - p. 16, writing.

= = = = =

Writing. Have the class take the whole period to write in Kuku the first paragraph of the English story on p. 16. The teacher helps them with their spelling but makes them do it themselves by syllables. At the end of the class period collect all their papers for correcting. Do not allow the students to rip their pages down to the size of their story, as they are to continue the story on the same page in the next lesson.

Important. Keep the slow workers working rather than looking out the windows.

Teaching point - writing.

= = = = =

Writing. Finish the story on page 16 that they began last lesson. The teacher helps them with their spelling but makes them do it themselves by syllables. As the students finish, have them go to one side of the room by themselves and read their stories to each other. At the end of the period collect all their papers for correcting.

Important. Keep the slow workers working rather than looking out the windows.

Teaching point - revision of all letters with emphasis
on ny and ng.

= = = = =

Revision. a. Revise all letters with big set of
flashcards. Make a game of it by dividing
the class into two teams.

b. Revise ny and ng by putting these letters
on the board. Then ask the class to give
words with these letters in them. Write
them on the board as they spell them.

Reading. Have the children sit in pairs and have them
read the story on p. 6 to each other. When
two people have finished the story, ask them
questions about it to see if they understand
what they read.

Teaching point - general revision and word endings.

= = = = =

Revision. Write the following words on the board before class. Ask each student to read a word and give a sentence with it. Write the sentence on the board as the class spells it.

kalbali	diburr	nyajin	jakalamban
ngalkalba	karrbal	dunyu	nyumbil
baja-burray	bulbur	kungkarr	bilngkumu
jirraymal	wungar	yangka	waymbil

Word endings. Explain to the class what happens to words when they are in a sentence.

kaya ngka

Kayangka buji baykan.

Dictate the following words and make the class write them on paper. Give a sentence with each word so that the students will get the context for the words.

bayanba	jalbungku	duduymbu
jukungu	bayanga	kalnganda
marrkinda	bayanmun	baraldarr

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - revision of r and rr and reading fluency.

= = = = =

Revision. Revise r and rr by dictating the following words and having the students write them in class.

kubarr	karrbal	ngurma
dirka	kadar	ngurrban
badur	walkarr	kundurr
wabarr	yarkin	kurmun

Correct in class.

Reading. Read the story on page 8. Each student reads to himself, then answers the following questions about the story. (Questions on duplicated sheets.)

- 1. Jana wanjabu dungan? Dikarrba
- 2. Jana minya wanyu nyajin? Walkarr
- 3. Jana minya walkarr kunin? kari
- 4. Jana wanjabu buban bundan? wabarrba
- 5. Jana jinkalmu kunin? yuwu
- 6. Jana wanyu daman kalkabu? kubarr

DON'T FORGET TO RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - comprehension in reading and writing.

= = = = =

Writing. Hand out the duplicated sheets and have them fill the blanks in the following sentences with the words below.

1. Ngamungku mayi bambayal bakan juwalda.
2. Kayangka minya kadar kangan.
3. Jana kuyu yalbay manin badurubu.
4. Ngayu mayi bread manin storemun.
5. Yundu wangkar-wangkar daka jukungu.

kuyu yalbay	mayi bambayal
jukungu	mayi bread
minya kadar	

Reading. The teacher reads the story on p. 10 and the students follow in their copies. Then they answer the following questions on the duplicated sheets.

1. Wanyurrinji jana dungan? baduriji
2. Jana wanyu nyajin? jarba
3. Nyulu jarba wanjarman? jurrkiijin, warrinda
4. Wanjabu jana janjin? wawubajanga
5. Wanyu jana nukan? tea
6. Wanyu jana kunin marrkinda? jinkalmu

RUN OFF THE STENCIL FOR THE NEXT LESSON.

Teaching point - reading and writing by syllables.

= = = = =

Revision. Use all flashcards. Remind the students to read hard words by syllables, one by one.

Word building. Write the following syllables on the board before class. Have the children make as many words as they can with them and write the words in their workpads.

nga	da	mal	way
bil	nyu	nin	rrin
yu	ku	ngan	

The teacher takes their papers to correct their spelling.

Spelling. Hand out the duplicated sheets and unscramble the words below.

1. rr k a ng u k _____ north.
2. k ng a y a _____ green ant.
3. ng l a k a k _____ child.
4. a l m a b w _____ log.
5. b a w l i m y _____ axe.

All the letters must be used or the word is not spelled right.

Reading. Have the students sit in pairs and let them read to each other. Use the Kaban Bamanka booklet.

Teaching point - word endings (affixes).

= = = = =

Word endings. Write bayanba on the board. Ask, 'What does bayanba mean?' in the house or by the house.

How many words can you give with ba or bu on them?

Teacher - get the class to give you the words. The following list is only to help them if they get stuck.

jikanba	wabarrba
kabanba	bujilba
baralba	dakilba
ngalkalba	miyilba
jalunbu	yulalba

Writing. Write the English story on p. 7 in Kuku. Collect their papers and correct them for spelling.

Teaching point - word endings (affixes).

= = = = =

Nouns without endings.

1. Before class, write the following words on the board.

kadar buji dingkar walkarr
juki-juki kukur bulki kulngu
yarraman

2. Write on the board

Kayangka _____ kangan.

3. Have each child come to the board, pick out a word, and write it in the blank, then read the sentence. You do one to show them how to do it.

Kayangka bikibiki kangan.

4. Erase Kayangka _____ kangan.

Nouns with ngka

1. Write _____ karrkay kangan.

2. Now use the same words and have each child come to the board, pick out a word, write it in the blank, then read the sentence. You do one to show them how to do it.

Bikibikingka karrkay kangan.

Be sure they put the proper endings on the words.

Verbs. 1. Write the following words on the board.

warrin daran badin
jalaman badaman yirrkan
jabin ngujurin yalaman

2. Write Ngayu _____.

3. Have each child come to the board, pick out a word, write it in the blank, then read the sentence. You do one to show them how to do it.

Ngayu dungan.

Teaching point - creative writing.

= = = = =

Class project. Let the class tell a story while the teacher writes it on the board. Let the students pick what they want to talk about. Make them help spell the words. Teacher, help them with ideas, such as a fishing trip, camping out, killing a snake.

Writing. Write the following sentences in Kuku.

1. I saw a tree with mayi kurrui on it.
2. I climbed up to get mayi kurrui.
3. No, I fell down.
4. I didn't get any mayi kurrui.

Teaching point - creative writing.

= = = = =

Logical order. BEFORE CLASS write the following sentences on the board.

1. Ngayu mayi breakfast nukan.
2. Ngayu schoolbu dungan.
3. Ngayu warngkumun wandin.
4. Ngamungku mayi breakfast dajin ngaykundu.
5. Ngayu kambi didan.
6. Ngayu schoolbusmunbu dakan.
7. Ngayu mara julurrijin.

In class, have the children write the sentences on their workpads in the right order.

The right order is 3, 5, 7, 4, 1, 6, 2.

Writing. Write a short story about camping out.

Teacher - collect their papers and correct spelling.

Teaching point - descriptive writing.

= = = = =

Write a sentence with the following words.

Adjectives

yalbay bajaku

kurru-kurru

buban

junkay

duna

ngulkurrijin

mini-mini

wumbul

Adverbs

jinbalku

kulijiku

waymbulku

yaykarrku

The teacher collects the papers and corrects spelling.

Teaching point - reading comprehension

= = = = =

Reading - read Wandi Bula Bilngkumu, the first story in Kaban Bamanka, and talk about it in class. Ask questions that will make them want to talk about the story, such as

1. Yurra kanbalda wandi nyajin?
2. Jana bilngkumungku wanyu nukan-nukal?
Wanyu jananga mayi?
3. Yurra yanyunku storyka wawu? Manubaja kari, pretend one.
4. Yurra nguba pretend story balkal.

Class project. Make up a story about two animals. Decide what animals they will be, then get each student to add something to the story and write it on the board. Have the students help spell the words.

RUN OFF THE STENCIL FOR THE NEXT CLASS.

