

Unit of Work: Aboriginal Dreaming “The Narran Lake”

Unit: The Aboriginal Dreaming

Language: Yuwaalaraay

School: St.Joseph’s Catholic School Walgett

<p>Focus:</p> <ul style="list-style-type: none"> • Introductory Brainstorming Session • Class reading “ The story of the Narran Lake” • Discuss the story line/ summarise the story in point form • Illustrate favourite scenes from the story • Direct discussion about the story • Dictionary Meanings and Map Work • Do a play about the Narran Lake story • Brainstorming session: What have I learnt? 	<p>Indicative time:</p> <ul style="list-style-type: none"> • Duration of program; 5 weeks • 3x30minutes per week
<p>Unit Description: In this unit the students will take part in the local Aboriginal Language “Yuwaalaraay”. Focusing on special aspects of the Dreaming stories around our area. The class story will be “The making of the Narran Lake”. Students will participate in class reading of the story, discuss the story line/ summarise the story in point form. Direct discussion about the story as a whole class. Students will be given a section each from the story (working in pairs) they will produce illustrations from the story to produce a big book. Find a word puzzle about the story in language. Students will Create their own version of the Narran Lake Dreamtime story also reading /telling their Dreamtime story to the class. Dictionary Meanings and Map Work will also be done throughout the 5 weeks relating to the Narran Lake story. Brainstorming session: What have I learnt? to wrap up half of terms work.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • 3.UL.1: organises and responds to key ideas from spoken text in familiar contexts. • 3.UL.2: organises and responds to key ideas from written texts in familiar contexts. • 3.UL.3: interacts with others by sharing key points of information in Aboriginal languages. • 3.UL.4: writes text to present key points of information in Aboriginal languages. • 3.MLC.1: recognises the importance of context in language use. • 3.MLC.2: identifies patterns and features of Aboriginal languages by making comparisons across languages. • 3.MBC.1: demonstrates awareness of cross-cultural influences on language and culture. • 3.MBC.2: demonstrates understanding of significant cultural values and practices in Aboriginal communities.
<p>Language functions and structure: Vocab list (see appendix), Sentences (see appendix)</p>	
<p>Published Resources:</p> <ul style="list-style-type: none"> • Ash, A, Giaccon, J & Lissarrague, A (eds), 2003, <i>Gamilaraay, Yuwaalaraay, Yuwaalayaay Dictionary</i>, IAD Press, Alice Springs • Giaccon, J & Betts, M, 1999, <i>Yaama Maliyaa Yuwaalaraay/Gamilaraay – An Aboriginal Language textbook</i>, Yuwaalaraay-Gamilaraay Program, Walgett High School • Kaliarna/Ellis, Jean A, 1998, <i>The Teachers Manual Aboriginal Studies</i>, Kaliarna Productions, Penrith <p>Teacher-made Resources:</p> <ul style="list-style-type: none"> • Picture flashcards/posters • Audio recordings of elders • Model written text for reading activities- Recount of the Narran Lake Story 	

FOCUS: Introductory Brainstorming Session			
Class reading “The story of the Narran Lake” Discuss the story line/summarise the story in point form			
Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
<ul style="list-style-type: none"> Identifying purpose, context and key ideas in a text The role of prior knowledge when attempting to read a text Redundancy and the need to focus on the key words when listening to text 	<ul style="list-style-type: none"> Understanding purpose and context, eg by identifying key words and textual clues, roles and relationships of participants Locate key words and phrases within a text Develop strategies to manage unfamiliar language in spoken text, eg identifying context, purpose, audience and focus on familiar language elements 	<p>Teacher</p> <ul style="list-style-type: none"> Outlines the communication goals of the unit in English Introductory Brainstorming session about Narran Lake; where its located, has anyone been there, Aboriginal name for it.....ect Engage class in discussion about the Narran Lake Story showing them the poster. Students will read the story out loud to the class, taking in turns using the Yaama Maliyaa Book. Students will also have a copy of the story to paste into their language workbooks <p>Student</p> <ul style="list-style-type: none"> Mimic teacher’s pronunciation of new vocabulary Begin to record vocab list in language workbooks Class reading of the story “The making of the Narran Lake”. Engage in class discussion Questions and answers are grammatically accurate <p>Complete the following assessment for learning activity:</p> <ul style="list-style-type: none"> Engage class in discussion about the Narran Lake Story Brainstorming session about Narran Lake; where its located, has anyone been there, Aboriginal name for it. 	<ul style="list-style-type: none"> Accurate pronunciation Engage in class discussion Use vocabulary and suffix in writing own text Questions and answers are grammatically accurate Speak with accurate pronunciation and intonation

FOCUS: Discuss the story line/ summarise the story in point form
 Illustrate favourite scenes from the story
 Direct discussion about the story

Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
<ul style="list-style-type: none"> • Identifying purpose, context and key ideas in a text • The role of prior knowledge when attempting to read a text • Sources of support to enhance comprehension 	<ul style="list-style-type: none"> • Understanding purpose and context, eg by identifying key words and textual clues, roles and relationships of participants • Locate key words and phrases within a text • Use teacher cues, visual stimuli, word lists and charts to support and enhance comprehension 	<p>Teacher</p> <ul style="list-style-type: none"> • Engage class in discussion about the Narran Lake Story. • Go through Vocab list, recording the important events in the story in their language books. • Construct sentences using the Narran Lake Story as a focus for the session. examples are shown. Illustrate favourites scenes to go with the sentences. <p>Student</p> <ul style="list-style-type: none"> • Class reading of the story “The making of the Narran Lake”. Yaama Maliyaa Book. • Recording the important events in the story in their language books. • Construct sentences using the Narran Lake Story as a focus for the session. examples are shown. Illustrate favourites scenes to go with the sentences. <p>Complete the following assessment for learning activity:</p> <ul style="list-style-type: none"> • Construct sentences using the Narran Lake Story. Illustrate favourites scenes to go with the sentences. 	<ul style="list-style-type: none"> • Accurate pronunciation • Participate effectively in vocabulary consolidation exercises • writes text to present key points of information in Aboriginal languages. • understanding of significant cultural values and practices in Aboriginal communities.

FOCUS: Dictionary Meanings and Map Work

Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
<ul style="list-style-type: none"> • Ways to organise information when planning a response to a text • Features and conversations of written text • The construction of text in order to convey meaning • The use of supports to assist the communication of ideas 	<ul style="list-style-type: none"> • Record, organise and present information in different formats, eg charts, graphs, picture sequences • Use scaffolds to experiment with language and produce their own texts, such as model texts and sample sentence patterns • Organise and present information, eg by selecting from options to label pictures and complete sentences • Refer to dictionaries, word lists, glossaries and charts to access symbols or vocabulary to enhance communication of ideas 	<p>Teacher</p> <ul style="list-style-type: none"> • Engage class in discussion about the Narran Lake Story • Hand out students worksheet, which needs to be completed and pasted into their language books. Dictionaries will be given to 1 per group of 3 students. • Hand out students map worksheet, which needs to be completed and pasted into their language books. Discussion about the location, using a key at the bottom and the students can colour coat certain items if they wish. • If completed students can carry on with their Illustrations and sentences, if they didn't complete it last week. <p>Student</p> <ul style="list-style-type: none"> • Work sheet on Dictionary meanings all words are from the Narran Lake story. • Map work: locating Narran Lake, Walgett, Gaurageel Springs (Angledool), Cumborah and Garwin Opal Fields. <p>Complete the following assessment for learning activity:</p> <ul style="list-style-type: none"> • Work sheet on Dictionary meanings all words are from the Narran Lake story. • Map work 	<ul style="list-style-type: none"> • Organises and responds to key ideas from written texts in familiar contexts • Interacts with others by sharing key points of information in Aboriginal languages. • Recognises the importance of context in language use. • Demonstrates understanding of significant cultural values and practices in Aboriginal communities.

FOCUS: Do a play/comic script about the Narran Lake story

Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
		<p>Teacher</p> <ul style="list-style-type: none">• Outlines the communication goals of the unit in English• Introductory Brainstorming session about Narran Lake; where its located, has anyone been there, Aboriginal name for it.....ect• Engage class in discussion about the Narran Lake Story• <p>Student</p> <ul style="list-style-type: none">• Mimic teacher’s pronunciation of new vocabulary• Begin to record vocab list in language workbooks• Class reading of the story “The making of the Narran Lake”.	<ul style="list-style-type: none">• Accurate pronunciation

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		<p>Teacher</p> <ul style="list-style-type: none"> • Outlines the communication goals of the unit in English • Introductory Brainstorming session about Narran Lake; where its located, has anyone been there, Aboriginal name for it.....ect • Engage class in discussion about the Narran lake Story • <p>Student</p> <ul style="list-style-type: none"> • Mimic teacher’s pronunciation of new vocabulary • Begin to record vocab list in language workbooks • Class reading of the story “The making of the Narran Lake”. 	<ul style="list-style-type: none"> • Accurate pronunciation