

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 • Song “Burrulaa Murrun Yurrul-a” • 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:</p> <p>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. Illustrate favourite scenes from the story. Direct discussion about the story as a whole class, display their work in the classroom. The Song “Burrulaa Murrun Yurrul-a” (a lot of animals in the bush) students will act out and sing.</p> <p>Find a word puzzle about the story in language. A guest speaker will come in and give their story about the Narran Lake. Students will be taking notes.</p> <p>Brainstorming session: What have I learnt? to wrap up the half of terms work.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • 2.UL.1: recognises and responds to texts in Aboriginal languages in familiar contexts. • 2.UL.2: identifies and responds to key words, phrases and simple sentences in context in written Aboriginal languages. • 2.UL.3: uses familiar language to share information in Aboriginal languages. • 2.UL.4: uses models to write text to convey personal information and ideas in Aboriginal languages. • 2.MBC.1: recognises the link between culture and a sense of identity. • 2.MBC.2: recognises connections between Aboriginal culture, language, land and a sense of identity. • 2.MLC.1: explores relationships between languages. • 2.MLC.2: identifies ways in which meaning is conveyed by the sounds and symbols of Aboriginal languages.
<p>Language functions and structure: -Pronunciation, new vocabulary, Suffix??which</p>	
<p>Published Resources:</p> <ul style="list-style-type: none"> • Ash, A, Giacon, J & Lissarrague, A (eds), 2003, <i>Gamilaraay, Yuwaalaraay, Yuwaalayaay Dictionary</i>, IAD Press, Alice Springs • Giacon, J & Betts, M, 1999, <i>Yaama Maliyaa Yuwaalaraay/Gamilaraay</i> – An Aboriginal Language textbook, 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"> - Features of pronunciation and intonation and syllable and word formation in speech - The importance of listening for key words to assist understanding - The importance of correct sound articulation for effective communication 	<ul style="list-style-type: none"> - Listen to and repeat words and phrases with attention to pronunciation and intended meaning - Listen for meaning - Imitate and reproduce correct pronunciation, intonation and stress 	<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...etc DHARIWA meaning Meeting Place. • Read the story of the Narran Lake to students which expresses a belief in the importance of protecting the environment. • Go through the poster and the language words, suggest that the dreamtime story has a belief in the importance of protecting our environment and our animals, and in writing a dreamtime story it is trying to raise people’s awareness of a certain issues. <p>Student</p> <ul style="list-style-type: none"> • Mimic teacher’s pronunciation of new vocabulary • Begin to record vocabulary list in language workbooks • Class reading of the story “The making of the Narran Lake”. Photocopy story so students can follow along and underline important words. • Show students the poster, and ask them to retell the dreamtime story from what they seen on the poster. <p>Complete the following Assessment for learning activity: Comprehension Worksheet Participate effectively in vocabulary consolidation exercises Use vocabulary and suffix in writing own text</p>	<ul style="list-style-type: none"> • Accurate pronunciation • Engage in class discussion • Participate effectively in vocabulary consolidation exercises • Accurately copy written models • Use vocabulary and suffix orally • Use vocabulary and suffix in writing own text • Questions and answers are grammatically accurate • Speak with accurate pronunciation and intonation

FOCUS: Illustrate favourite scenes from the story Direct discussion about the story			
Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
<p>- Features of pronunciation and intonation and syllable and word formation in speech</p> <p>- The importance of listening for key words to assist understanding</p> <p>- The importance of correct sound articulation for effective communication</p>	<p>- Listen to and repeat words and phrases with attention to pronunciation and intended meaning</p> <p>- Listen for meaning</p> <p>- Imitate and reproduce correct pronunciation, intonation and stress</p>	<p>Teacher</p> <ul style="list-style-type: none"> • Going through the language words used in the story • Engage class in discussion about the Narran Lake Story. • Have examples of different dreamtime stories to compare with, for example Tiddalick the frog. • Make sentences using language to correspond with the illustration • Making a mind map of the important characters in the Dreamtime story. <p>Student</p> <ul style="list-style-type: none"> • Have the students read the text together and discuss what is happening in the story. • Ask the students to create/finish off the poster which reflects the main points of the dreamtime story. 	<ul style="list-style-type: none"> • Accurate pronunciation • Engage in class discussion • Participate effectively in vocabulary consolidation exercises • Use vocabulary and suffix orally • Use vocabulary and suffix in writing own text • Questions and answers are grammatically accurate • Speak with accurate pronunciation and intonation

FOCUS: Song “Mil Guni-gu”			
Students Learn about:	Students Learn to:	Activities	Evidence of Learning/Assessment
<ul style="list-style-type: none"> - Features of pronunciation and intonation and syllable and word formation in speech - The importance of listening for key words to assist understanding - The importance of correct sound articulation for effective communication 	<ul style="list-style-type: none"> - Listen to and repeat words and phrases with attention to pronunciation and intended meaning - Listen for meaning - Imitate and reproduce correct pronunciation, intonation and stress 	<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.....etc • 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