

Paakantyi Stage 4 Scope and Sequence – Menindee Central School

| | Overview: Units of Work/Focus | Suggested lesson sequence |
|---|---|---|
| Term 1 | Who Am I? | |
| Approx 15 hours (3 x 1-hour lessons per fortnight) | <ol style="list-style-type: none"> Who are the Paakantyi? Introduction to Paakantyi language Locating the Paakantyi people Understanding the Paakantyi sound system Greetings and classroom language Introducing yourself and others/how you feel Where do you live Galah and Frill Neck Lizard story <p align="center">Key elements</p> <ul style="list-style-type: none"> Paakantyi language and sound system focus on ‘th’ and ‘ng’ ask and say who they are and where they come from greetings/everyday words/classroom words Say/ask how you feel; adjectives: ‘apa’, ‘impa’, ‘athu’ key stories that locate Paakantyi people <p><i>Ongoing, every lesson: recording new words and sounds in student dictionaries. Making visuals (words plus visual to put on walls)</i></p> | <ul style="list-style-type: none"> Who the Paakantyi are, and extent of language Locating the Paakantyi people: maps and place Sound system: What words do you know? Brainstorm list Names/list of names/known words/link to written Who are you? Practising names/pronunciation games Verb + name, 1st/2nd person Greetings, introductions, practising names, Consolidate: begin own dictionaries (vocab and structures) Classroom and everyday vocabulary (ssh, etc) Practising language and structures learned so far Saying how you feel/practising the ‘th’ sound More ‘th’/build vocab lists of relevant words Asking others how they feel More ‘th’ words and practise Galah and Frill Neck Lizard story Where do you sit down? Saying/asking where you live? Focus on ‘ng’ sound in ‘ngiinkaapa’ Tell whole story, focus on sounds and spelling Other stories that locate Paakantyi people |
| Term 2 | Me and my body | |
| Approx 15 hours (3 x 1-hour lessons per fortnight) | <ol style="list-style-type: none"> Putting it all together: Revision of term 1. Building language: role play and writing a story Parts of the body Body language idioms in Paakantyi Focus on new sounds in new vocabulary Understanding instructions Traditional story, introducing ‘hurt’ Traditional bush medicinal plants and animal products <p align="center">Key elements</p> <ul style="list-style-type: none"> sentence structure for story writing based on role-play using and understanding you and me for identifying body part vocabulary | <ul style="list-style-type: none"> Revision of ‘Who I am’, ‘How I feel’ and ‘Where I live’ Pronunciation activities and sentence building Putting it all together: focus on word order Getting it right: pair work practise/teacher support Building in other language, eg how ... feel Getting it down: teacher support to finalise Role plays become their own stories Video, record, write down final versions Stories published and shared Other traditional Paakantyi stories to share in class Body vocabulary: vocab and pronunciation building Body part idioms in Paakintyi/focus on ‘R’ in ‘maRa’ Imperative verbs: ‘touch’/and ‘ithu’ Songs and games to reinforce vocab |

| | | |
|--|--|---|
| Term 2 | <ul style="list-style-type: none"> • personal pronouns • imperative ‘Touch!’ (See!/'This') • <i>Introducing something hurts</i> (compare with hit transitive) | <ul style="list-style-type: none"> - Focus on personal pronouns - Begin with body vocab, then to classroom objects - In Galah and Frill neck lizard story, phrase for hit/hurt - ‘... hurts’ ‘Ngalka-?’ Combine with body parts - Medicinal uses of local plants, animals - Research project or excursion |
| Approx 15 hours (3 x 1-hour lessons per fortnight) | | |

| | | |
|--|---|--|
| Term 3 | Family and animals | |
| Approx 15 hours (3 x 1-hour lessons per fortnight) | <ol style="list-style-type: none"> 1. Who is my family? 2. Traditional family/kinship relationships 3. Referring to people, my/your 4. Terms of endearment 4. Training your pet – giving instructions 6. <i>Language loss/reconstruction ??</i> 7. Local animals and their significance <p style="text-align: center;">Key elements</p> <ul style="list-style-type: none"> • Family and kinship vocab • Personal pronouns • Revise ‘wintya’ and ‘ithu’ • Using the imperative • Using the negative/‘kila’ • ‘Wiimatya’ and ‘paliira’ (‘karli’) • <i>Missing language?</i> • Galah Frill neck story link | <ul style="list-style-type: none"> - Basic family vocab, sample family picture, use ‘ithu’ - Compare Paakantyi more specific words with English - Reintroduce my/your, practise words with pronouns - Students draw own family tree, use Paakintyi names - Discuss traditional kinship relationships - Add more to tree. Any in-class family links? - Revise ‘wintya?’ - Model conversation using my/your and 'ithu' referring to family tree. Then students in pairs - Introduce ‘-uulu’, +‘ayi’. Show how words build - Write up short conversation as practised in pairs - Your dog? Name your dog in Paakantyi, real or imaginary - Revise imperative: classroom instructions, touch/ don’t ... - Train your dog. Teacher, then students instruct teacher - Introduce ‘wiimatya’ and ‘paliira karli’ - Students in pairs ‘train’ each other. Then demo to class - Video students and /or write and illustrate ‘training’ - Have some fun with animals – local native animals - Games and practice with animal vocab - Significance of local animals/Emu/Galah and Frill neck link - Other stories, dances, hunting practices |

| Term 4 | Country | |
|--|---|--|
| <p>Approx 15 hours (3 x 1-hour lessons per fortnight)</p> | <ol style="list-style-type: none"> 1. What people do, in my country, at the river 2. Place/moving around/going to the river 2. Recounting/storytelling 3. Past-events activities 4. Food/hunting/cooking/digging 5. Seasonal vocabulary 6. Cultural context <p style="text-align: center;">Key elements</p> <ul style="list-style-type: none"> • Verbs, 1st, 2nd, 3rd person • Transitive/intransitive verbs • Prepositions • Asking questions • Present and past tense • Producing a narrative • Conversation • (Past tense) | <ul style="list-style-type: none"> - Revision of animals leading into verbs: 3rd person form - Animal actions: run, fly, swim - Add verbs students know - Use training verbs: my dog rolls over, comes, etc - 1st and 2nd person: I/you come, run, lie down. Note suffixes - What do we do at the river? What can we say in Paakantyi? - Listing the activities. Photos, drawings - Asking where someone is going to/from? - Place names, pronunciation practise on stress - Questions What are you doing? Where is ..? What's ... doing? - Building language to tell the river story - Putting it all together: Galah and Frill neck story to model sentences - Excursion to river - Worksheets to label activities - What have we learned this year? - Telling my own story - End of year activities - Cultural celebration? |