NOTES FOR TEACHERS

This book is the second of a series of six books designed for use with native children in the Northern Territory. In this book, nineteen new words are added to the twenty-one words introduced in the first book.

If used as designed this book should provide for about 12 weeks' work. The teacher should remember that the book itself provides only a core around which other individual and class activities should be grouped. Some suggestions for activities related to the reading aspect of language are provided in these notes, but as native children are learning to read a foreign language, oral work must continue as a major part of the presentation.

General Activity Work.

As pointed out in the notes accompanying Bush Book 1, drawing provides a most useful correlated activity. Children may copy and colour pictures from the page on which they are working or do their own illustrations of phrases or sentences. These should provide variations of the phrases and sentences used in the book but should still use the existing vocabulary. It may also be possible to introduce simple dramatisation, associated with the goanna, an animal well-known to the children.

Detailed Suggestions.

The following notes suggest some of the activities which could be organised in relation to each page. Such activities need not always involve the teacher; more advanced pupils may often be appointed to lead group work.

Pages 2, 3. Revision Pages.

The first book introduced the use of “and”. These two pages revise its use as well as introducing four new words; the same pattern can be used to revise other words from the first book. Simple illustrations can be drawn on the blackboard with the appropriate phrase but omitting “and”. Children could then write in the missing word. Similar drills can then be given without the use of illustrations.

Pages 4, 5. Picture Story.

The picture story on page 5 is designed mainly to encourage interest in reading material and could be used to get the children to relate their own experiences. At the same time it should be possible to build up vocabulary, particularly as the words on page 4 are so closely related to the story. Oral sentences containing words already known can be made up and children could indicate either by pointing to the blackboard or by holding up printed cards which words they had used in their oral constructions.

Pages 6, 7. Colour.

Children will have learned to recognise colours by name during oral and pre-reading work. Once the words are introduced many exercises can be devised to give practice in using them; for example, all the red things in a room may be drawn under the appropriate words, labels with the colour words on them can be attached to various articles in a picture or in the room, objects such as counters can be sorted by colour or placed in a pattern and children asked to match the pattern with the colour words, etc. Fordigraphed outlines of common objects could be coloured in, according to the colour words accompanying them. The words “table” and “truck” have been found to be difficult ones therefore special attention should be given to their teaching.
The Goanna Book

This book is the second of a series of six primers prepared especially to meet the needs of aboriginal children in Northern Territory native schools. They are a result of two years of experience and research on the techniques of beginning reading in this particular environment.

It is expected that before children begin work on the first book, they will have had at least a year's instruction in oral English and in pre-reading exercises.

Produced by the
Commonwealth Office of Education
Australia

Illustrations by Katherine Morris
a kangaroo and a tree

a man and a truck
a horse and a dog

a bird and a frog
two boys

a goanna

a fire
yellow

blue

a yellow chair

a blue table
red
green

a red car

a green truck
A man is climbing.

A boy is walking.
A girl is running.

A woman is swimming.
on a log

by a log

in a log
A girl is by a fire.

A boy is on a horse.

A man is in a truck.
a big chair

a little chair

a big table

a little table
A woman is big.
A baby is little.
A horse is big.
A dog is little.
a little green frog

a big yellow car

a little blue bird

a big red truck
A boy is walking.
A frog is swimming.

A dog is running.
A goanna is climbing a tree.
A dog is swimming.
A goanna is walking.

A horse is running.
A boy is climbing a tree.

A goanna is on a log.
A blue bird is in a tree.

A goat is on a big box.
A kangaroo is by a log.

A little spear is by a fire.
A red bird is in a tree.
Pages 8, 9. Simple Sentences.

Present participles were introduced in Book 1 and the addition of “is” now provides the first opportunity to present written sentences. Dramatisation of the words should precede matching exercises, then many new sentences should be made up on the blackboard from vocabulary already known and the new verb forms, e.g., “A boy is swimming”, “A goanna is swimming”, “A horse is walking”, etc.

Pages 10, 11. Prepositions.

Experience has shown that the children have difficulty in grasping the use of “in”, “on” and “by”. Oral revision providing variations such as “on a box”, “in a box”, “by a box” should be given before the introduction of the written form. Games can be played to illustrate the use of the prepositions, e.g., “Where is the chalk?”, “The chalk is in the drawer”, “Where is the chalk now?”, “The chalk is on the table”. Simple instructions can be used thus—“Put the pencil by the book” and the children are asked to say what they are doing, i.e., “I put the pencil by the book”. In each case, the children should be asked to select or point to the preposition which they have used.

Pages 12, 13. Adjectives.

Oral revision using the various objects in and about the schoolroom can be given first, illustrations can be drawn on the blackboard or Fordigraphed, and phrases, with a space left for “big” or “little”, can be written underneath. The children then fill in the missing words with cards. The introduction of the words “big” and “little” provides additional vocabulary which can add variety into sentences constructed by the teacher.


This page reverts to phrases as they are designed to give an opportunity for the teacher to stress rhythm. Many of the children will already be familiar with the song about “The Little White Duck” and these phrases can be sung as well as spoken. These phrases and similar ones which can be constructed including the word “big” lend themselves admirably to drawing activities.

Pages 15, 16. Revision.

At this stage a large number of sentences can be prepared on the blackboard or by duplication on paper. It is essential that the vocabulary of 40 words which has been used in Books 1 and 2 should now be presented in different ways while still retaining the same fundamental phrase and sentence patterns.
The vocabulary of this book consists of 38 words, 19 of which are introduced for the first time. Words used in Book 1 are printed in italics.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a man</td>
</tr>
<tr>
<td>3</td>
<td>horse</td>
</tr>
<tr>
<td>4</td>
<td>two boy</td>
</tr>
<tr>
<td>5</td>
<td>kangaroo</td>
</tr>
<tr>
<td>6</td>
<td>yellow blue</td>
</tr>
<tr>
<td>7</td>
<td>red green</td>
</tr>
<tr>
<td>8</td>
<td>is walking</td>
</tr>
<tr>
<td>9</td>
<td>girl running</td>
</tr>
<tr>
<td>10</td>
<td>on log</td>
</tr>
<tr>
<td>11</td>
<td>by in</td>
</tr>
<tr>
<td>12</td>
<td>big little</td>
</tr>
<tr>
<td>13</td>
<td>baby</td>
</tr>
<tr>
<td>14</td>
<td>two woman</td>
</tr>
<tr>
<td>15</td>
<td>swimming</td>
</tr>
<tr>
<td>16</td>
<td>goat spear</td>
</tr>
</tbody>
</table>