NOTES FOR TEACHERS

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.

The book is accompanied by two sets of flash cards, one set (6” x 8”) for group work, and a smaller set (3” x 4”) for individual work. The cards are designed so that the printed words on the bottom can be cut off. The pictures can then be used for picture matching, the words for word matching, and the two for word-picture matching. The appropriate cards should be used prior to and in conjunction with the presentation of each page of the book. As progress is made more cards will come into use.

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 words learned. Blank picture “frames”, each with its caption, may be run off on a duplicator and given to children who then put in appropriate drawings. Some of their drawings might be cut out and made into models. Cutouts from old magazines could be pasted into similar frames. Drawings will give training in the manipulation of a pencil, and will lead to the introduction of writing activities.

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. Members of the family.

Picture matching, word matching, and word-picture matching using flash cards may be done in groups and as individual work. Games developed around questions such as—Who can find the man?—Who can find the word for this picture? etc. Drawing and colouring work.

Page 4. Animals met in the picture story (p. 5).

Children should be asked to match pictures and words with cards, draw and colour, and tell stories about kangaroos. Wall pictures of “kangaroo” and “dog” with captions could be constructed and displayed.

Page 5. Picture story.

This story uses the principle of progressing from left to right with which the children should already be familiar from pre-reading activities. Oral expression should be encouraged by asking the children to tell what is happening. But the story should be used mainly to encourage children to look for meaning and become interested in printed matter and should not, therefore, labour expression work.

Page 6. Words for phonic drills.

The initial sound of each group of words should be stressed not as an isolated consonant, but as part of the word. Similar drills can be given with other known words as oral work. Word-picture matching; drawing and colouring work; games based on the association of spoken word with printed word, e.g., cards divided among children with one selected card printed in the centre; children read their cards aloud as they place them in turn on the desk and are asked to indicate when they notice a card similar to the one in the centre.

Page 7. Indefinite article; similarities and differences.

Flash card work, drawing, colouring and phonic work stressing “k” sound in each word could be done and games, such as miming the actions of the animals, e.g., “Hop like a kangaroo”, “Run like a goat”, at the same time selecting the card showing the name of the animal they are

(Continued on Back Cover.)
The Kangaroo Book

This book is the first 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 this 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
spear

kangaroo
baby
boy
box
girl
goat
goanna
a dog

a goat

a kangaroo
one

two

three
one boy

two boys

three boys
walking  
running  
climbing  
swimming
a woman

a goat

a kangaroo
a man and a woman

a woman and a baby

a boy and a girl
one box  two spears  three frogs
one girl and three goats
two dogs and three kangaroos
miming, introduced. The indefinite article should be dealt with by using the separate cards for "a" which can be added to nouns as an individual exercise. Discussion of the similarities and differences of the three animals, e.g., legs, ears, coats, tails should be done in conjunction with the large flash cards bearing captions in order to arouse interest in reading material generally.

**Pages 8, 9. Number.**

Children should already be familiar with the numerals for one, two and three and the relation to the word and the symbol can be introduced through the illustrations on Page 8. Number games should be introduced, e.g., one child inquiring how many counters in another's hand, then finding the appropriate word for the correct answer; jumbled drawings on blackboard or objects on table and children asked to assign the number word to each group. Flash card work, drawing and colouring work.

Page 9 can be used for two purposes—to give interest in reading material by discussing the similarities and differences and to give individual practice with the number words. Appropriate number cards can be arranged under the illustrations, and answers to oral questions, such as "How many goats are standing?", "How many dogs in this picture?", etc., can be answered by holding up the appropriate card and saying the word.

**Page 10. Plural form of nouns.**

Plural form in "s" should be first introduced orally, then the printed words shown. The plural form of other known words should be developed on the blackboard stressing the addition of "s". Word-picture matching with singular and plurals.

**Page 11. Revision of number and plurals.**

This page could be demonstrated by bringing one, then two and three children to the front of the class, and relating the groups to the illustrations on the page. Drill can then be given with other known words. Children can be asked to collect groups of objects under the cards—one, two and three, e.g., pencils, rubbers, counters, books, stones.

**Page 12. Doing words.**

Miming should be used to introduce these words of action. Teacher or group leader could display large activity words (e.g., swimming) and children could imitate this action; leader does action, children choose appropriate word; each child could choose a word and do the action. The words are a preparation for the introduction of the present continuous tense in Book 2, therefore the use of "is" should be confined to oral treatment at this stage. Word and picture matching are very important so that these words may be readily recognized later.

**Page 13. Revision of plurals.**

Activities could include flash card work, drawing and colouring, oral drills and games such as the "s" game, i.e., some single objects (or pictures) and some in groups, captions all singular, children given printed "s"s and asked to add to caption where necessary. A similar game removing superfluous "s"s can also be organised.

**Page 14. Associations.**

The page may be studied to decide which picture goes with which and matching exercises can then be done.

**Page 15. Use of "and": revision of nouns.**

The use of "and" cards to link nouns other than those on the page should provide plenty of activity work, especially if the new phrases are drawn and coloured.

**Page 16. Revision page.**

Lively revision work involving word recognition, matching, etc., should be used with this page, particularly the association of the spoken and printed word. Games such as calling out or standing up first when a card is held up, running to pick up the right card first when a word is spoken.

Teachers should test to see how much has been learned and make sure that Book 1 is thoroughly grasped and understood before attempting Book 2.
WORD LIST
(The page on which each word first appears is indicated.)

2. man  
woman  
3. boy  
girl  
baby  
4. spear  
kangaroo  
6. box  
goat  
goanna  
7. a  
dog  
8. one  
two  
three  
12. running  
climbing  
dog  
swimming  
walking  
13. frog  
15. and