

Ndjébbana Language

Transition and Year 1

Teachers' Guide



Introduction

This Teachers' Guide is designed for both Aboriginal and Non-Aboriginal teachers in the Ndjebbana Bilingual Unit.

The content and methods suggested have been trialled and worked out over a number of years by the early Childhood teachers in the Unit. However, if Aboriginal teachers wish to change or adjust anything they should be encouraged to do so with help from the Non-Aboriginal teacher and the Teacher Linguist.

The Theme packages for the Transition and Year 1 group have been written for untrained Aboriginal teachers and may need changing once Kunilidji teachers become trained.

It is suggested that Phonics lessons be followed by a Theme. As each Theme includes learning a sound it should be the same sound learnt in the Phonics lessons.

Movement from Preschool

Children move to Transition from Preschool in the year that they turn 5, unless they have been non-attenders and need a little time in Preschool, learning about school behaviour and routine.

The Ndjébbana Language Lessons.

Language development is the most important part of any learning. Children need to know how to use lots of words: to talk about things: think about and understand things: and later on, to write about things.

Language development is especially important for learning to read. Children need to be able to

*listen well

*understand well and

*speak well

before they begin to learn to read. A child cannot learn to write things that he or she hasn't already learnt to say.

The Ndjébbana Language lessons usually take place between recess and lunch, when the children and teachers are all at school. If a Kunibidji teacher is not at school the Ndjébbana lessons cannot take place and the Non Aboriginal teacher must take the class for other lessons, speaking English.

While the Ndjébbana lessons are taking place the Non Aboriginal teacher should act as a teachers aid, helping organise sissors and worksheets etc.

Phonics Lessons

Order of Teaching sounds.

b d k l m n r w y dj ng nj
rr a e i o u rd rl rn (21)

Lesson format

1. Quiet reading on the mat till the children are all ready.
2. Teacher reads one or two stories to the children.
3. Do one of the sounds chart activities.
4. Play one of the phonics games.
5. Do a page in the phonics workbooks.
6. Story writing folders.

Sounds Chart Activities

- * say the sounds chart together.
- * read the alphabet books together.
- * watch the sounds video.
- * read one of the sounds books e.g. "w"

Phonics games.

- * read through the sight word flashcards.
- * play hide hide with the sounds cards.
- * play hide hide with some of the sight word flashcards.
- * play word and picture matching game using the sight words.
- * play musical sounds - put some of the sounds cards down on the floor in a circle. Play some music or clap a song. When the music stops the teacher calls out a sound and the children must run to that sound and stand near it.

Workbooks

p1. pictures and words starting with the sound of the week - teacher and children read and colour. Then practice writing the sound at the bottom of the page.

p2. pictures and words - children circle the sound of the week, then practice writing the sound at the bottom of the page.

p3. cutting out the sound/letter and pasting it under each picture starting with that sound; or colouring in the pictures starting with that sound only.

p4. pictures with missing letter underneath - children write in missing sound.

p5. cutting out pictures which begin with the sound and pasting into own alphabet books. Writing the sound under each picture.

Sight words

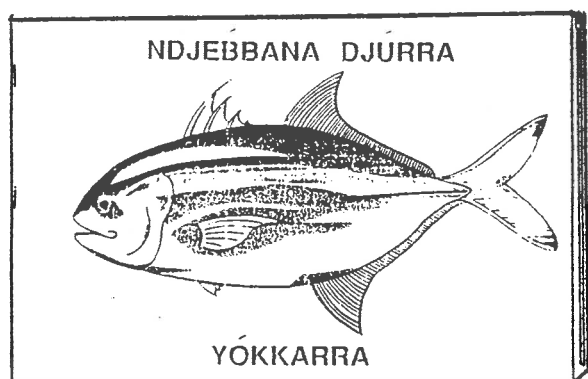
kanána	mudíkkang	libbo
lábba	djíya	barrabéna
kabéna	kabála	makéddja
kanóra	ngabéna	njarrabéna
nganóra	ránba	rdórdbalk
yúya	karnmáwa	barranóra
múya	wilbarra	yókkarra
ngáyabba	njírrabba	míkkombo
kánbaya		

Themes

A Theme is a topic for talking and learning about. Themes in the Ndjebbana Unit are made up of a number of Concentrated Language Encounters, plus any other activities which may be related to the theme. Not all subject areas can be integrated into the theme.

There is a teachers booklet, "Ndjebbana Djurra" for each theme, with Ndjebbana reading and writing lessons to do in the classroom. The children learn one sound and one or two sight words with each theme.

The theme packages and resources are kept in the Ndjebbana Literacy room. Aboriginal teachers should look in this room and the library for extra resources for themes.



The Aboriginal and Non Aboriginal teachers also plan excursions for many themes to help the children learn about Aboriginal culture and reading and writing in Ndjebbana.

Parents and old people can go on excursions to help look after the children and teach them about Aboriginal culture.

See "Excursions in the Ndjebbana Bilingual Program" for more information on excursion planning.

Resources for Themes

1. Teacher's booklets (one for each sound of the Ndjébrana alphabet = 21.) with worksheets.
2. Two sets of flashcards for the 21 sight words.
3. Sounds chart.
4. Sounds books - Big Books
5. Alphabet books - Big books
- small copies.
6. Handwriting books.
7. Games - Fishing
 - board game with counters.
 - 'makéddja' game
 - picture and word matching game.
 - letter cards.
 - sounds bingo
8. A story related to the topic with a repetitive text, to be used in Shared Book activities.
9. A list of books related to the topic to read to the children.

Ndjébbana Lessons

The Daily Routine

These lessons are written in the Teachers' Booklets.

1. **Story Writing** - this should take about 10-15 minutes. Each child should have a story writing book - 'Ngáyabba Ngayabbinbiba Ngúidja'

The children should discuss with the teacher what they are going to draw and write.

The children can tell their story to the teacher and she can write it for them or they can try to write something by themselves. Children should be encouraged to try and write something by themselves and any attempt at story writing should be given positive feedback from the teacher.

2. **Theme work - Story time.**

The teacher reads one or two stories to the children. These stories should be related to the theme if possible. The teacher should draw the children's attention to the sight word or other key words.

3. **Mat activity** - This involves a flashcard game and syllable clapping. The children should be learning about words and their sounds.

4. **Activity** - This is usually a craft activity or worksheet activity related to the theme.

5. **Handwriting and Phonics** - This is a series of activities based around a Ndjébbana sound. The children say the sounds chart, play sounds games and do a worksheet or related activity.

Checklists

There is a checklist of Themes in the Ndjébbana Literacy Room which teachers should tick off on completion of a theme. This allows Aboriginal, Non Aboriginal teachers, and the Teacher Linguist to see how many and what themes have been covered.

The Aboriginal teacher should also have a checklist for the children in her group to be ticked off if they were present for most of a theme.

This checklist is best pinned on the wall for easy access.

At the end of each year the children should also be tested on their knowledge of the Ndjébbana sounds (alphabet) and the sight words from the themes they have done.

These checklists are available from the Ndjébbana Literacy Room.



Ndjébbana Checklist Transition & Year 1

Name: _____

Year: _____

Can recognise these letters:

- a
- b
- d
- dj
- e
- i
- k
- l
- m
- n
- ng
- nj
- o
- r
- rd
- rl
- m
- rr
- u
- w
- y

Can say the sounds of these letters:

- a
- b
- d
- dj
- e
- i
- k
- l
- m
- n
- ng
- nj
- o
- r
- rd
- rl
- m
- rr
- u
- w
- y

Can Write These Letters: a

b

d

dj

e

i

k

l

m

n

ng

nj

o

r

rd

rl

rn

rr

u

w

y

Comments: _____

Year 1 only:

Can recognise these words:

Can write these words:

kanána	<input type="checkbox"/>	<input type="checkbox"/>
bábba	<input type="checkbox"/>	<input type="checkbox"/>
muddíkang	<input type="checkbox"/>	<input type="checkbox"/>
djíya	<input type="checkbox"/>	<input type="checkbox"/>
barrabéna	<input type="checkbox"/>	<input type="checkbox"/>
bíbbo	<input type="checkbox"/>	<input type="checkbox"/>
kabéna	<input type="checkbox"/>	<input type="checkbox"/>
makéddja	<input type="checkbox"/>	<input type="checkbox"/>
kanóra	<input type="checkbox"/>	<input type="checkbox"/>
ngabéna	<input type="checkbox"/>	<input type="checkbox"/>
njarrabéna	<input type="checkbox"/>	<input type="checkbox"/>
nganóra	<input type="checkbox"/>	<input type="checkbox"/>
ránba	<input type="checkbox"/>	<input type="checkbox"/>
rdórbalk	<input type="checkbox"/>	<input type="checkbox"/>
njanamarlábbana	<input type="checkbox"/>	<input type="checkbox"/>
karnmawa	<input type="checkbox"/>	<input type="checkbox"/>
barranóra	<input type="checkbox"/>	<input type="checkbox"/>
múya	<input type="checkbox"/>	<input type="checkbox"/>
wíbbara	<input type="checkbox"/>	<input type="checkbox"/>
yókkarra	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

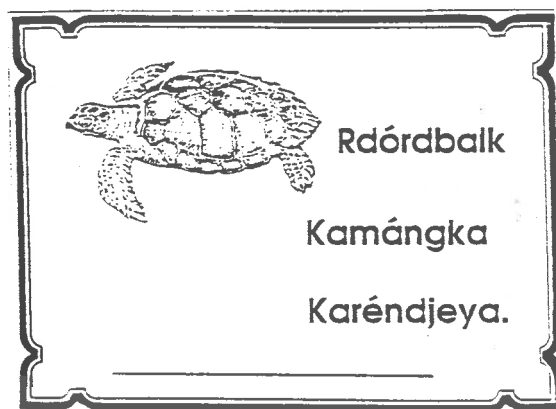
Ndjébbana Assembly

Assembly for all the classes in the Ndjébbana Unit (including Pre school) takes place after recess one day a week.

It can take place around the community or in the classrooms and should be organised and run by the Aboriginal teachers.

There are Ndjébbana song charts (kept in the Literacy room) for singing and then time for each class to show their work to the rest of the group.

A merit certificate is given to a child from one class for good work.



Handwriting

Handwriting should always be tied in with phonics lessons so that children know what they are writing.

Children have the opportunity to write on the blackboards and on paper, as well as using other materials such as finger paint.

Every day the Aboriginal teacher demonstrates writing a Ndjébbana letter or sound, on the blackboard.

A suggested daily routine for Handwriting is as follows:

1. Make sure the children are sitting at tables, with their feet on the floor.
2. Do some finger warming exercises.
3. The teacher demonstrates writing the letter or sound of the day on the blackboard - talking all the time about the formation of the letter while doing so.
4. The teacher gives each child a pencil and checks that they are holding it correctly.
5. Children begin writing in their books.

Transition and Year 1 have two writing books -

"Ngayabbinbiba Djúrra 1"

"Ngayabbinbiba Djúrra 2"

By the end of Grade 1, the children should be able to:

- * write some letters correctly from memory
- * copy their own names - some from memory
- * Copy words

Theme Work

There is a "Ndjébbana Djúrra" theme book for each theme, with Ndjébbana reading and writing lessons to do in the classroom. The children learn about 1 sound and 1 reading word for each theme. These are listed on this chart. The teacher also plans an excursion for each theme to help the children learn about Aboriginal culture and reading and writing in Ndjébbana.

Themes

Theme	Sound	Sight word
kánbaya	a	kanána
barrúra	b	bábba
dílana	d	mudíkkang
djábbarnma	dj	djiya
wénjgala	e	barrabéna
bíbbó	i	bíbbó
kalúkkú	k	kabéna
lárrwa	l	kabála
makéddja	m	makéddja
nórnda	n	kanóra
ngáyabba	ng	ngábéna
njarríwana	nj	njarrabéna
wongoríwongorl	o	nganóra
ránba	r	ránba
mardárda	rd	rdórbalk
kúrla	rl	njanamarlábbana
marnúbbarr	rn	karnmawa
kakárra	rr	barranóra
múya	u	múya
warakkála	w	wíbbara
yókkarra	y	yókkarra

Excursions

The children go on an excursion for each theme. They can go somewhere out bush (e.g. Rocky Point) or somewhere in Maningrida (e.g. near the airport).

The teacher will need to plan excursions with the other Kunibidji teachers in the small Kunibidji class.

Parents and old people can go on excursions to help look after the children and teach them about Aboriginal culture, e.g. dancing, hunting, language.

Tran

Yes

Ndjétt

P

A

- We want the children to write their own language.
- We want them to write about their family relationships (e.g. family relationships, bush food, hunting).
- We want the children to write about their writing.
- We want the children to write about what reading and writing.
- We want the children to write about words from their own language.
- We want the children to write about letters in their own language.
- We want the children to write words by themselves.

Ndjé

Ass

We will have Ndjébbana teachers and have lots of children at school with their parents. Sometimes there will be many children. Adults will teach them.

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urn about Aboriginal culture.
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cooking.)

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n to learn to read some
(sight words)

n to learn about the sounds
djébbana alphabet.

n to try and read and
selves.

bana

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l and we have things to show the

ginal singing and dancing for the
e children Ndjébbana dancing.

Reading and Writing

Ndjébbana Djúrra booklet	Other Activities
A. STORY-TIME <ul style="list-style-type: none"> • Read 1 or 2 stories to the children. • Talk about the stories. 	<ul style="list-style-type: none"> • Shared Book Experience • Songs/rhymes • Lap Reading • Quiet reading
B. DRAWING FOLDERS <ul style="list-style-type: none"> • Choose 1 of the Drawing Folder activities from the back of the book. 	<ul style="list-style-type: none"> • Drawing/ Writing Conferences • Group story-writing
C. MAT ACTIVITY <ul style="list-style-type: none"> • Play concentration game. • Play fishing game. • Play hide-hide. • Play board game with counters. • Play matching words and pictures game 	<ul style="list-style-type: none"> • Any other games or activities that help the children learn about words and sentences. • Talk about words when you are reading stories to the children.
D. ACTIVITY <ul style="list-style-type: none"> • dot-to-dot tracing worksheet • cut and paste worksheet • art and craft activity • maths activity • art and craft activity 	Other activities for Craft, Music, Drama, Maths, P.E., S.A.C.E., and Science that are about the topic.
E. HANDWRITING/PHONICS <ul style="list-style-type: none"> • Activities to learn about sounds and letters. • Practise writing letters. 	Talk about sounds and letters when you are reading a story to the children.

Resources

- Information booklet
- Theme booklets for teachers (lesson plans, worksheets)
- Excursion files in the filing cabinet
- Excursion planning booklet
- Theme files in the filing cabinet
- Ndjébbana books
- Ndjébbana songs
- Ndjébbana language games
- Listening Post sets

