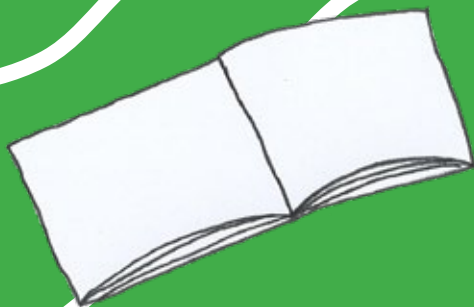


# Teacher Guide

## Level 3

READERS



**Yolŋu ga Bala Marrtji  
Ranjilil Yolŋu ga Marrtji**

KEY WORDS



**marrtji  
bala  
-lil  
yolŋu**



## Pack Contents

This Teacher Guide should be used with the Level 3 Reading Program

10 copies x YM Reader 5 - Yolŋu ga Marrtji Bala  
10 copies x YM Reader 6 - Raŋjilil Yolŋu ga Marrtji  
Level 1, 2 & 3 laminated Key Word cards  
Cued Articulation – Sound Cards  
Blending Cards

## About the Yolŋu Matha Levelled Reading Program

The philosophy behind the bilingual program is for students to learn to read and write competently in their own language first. This will support them to later become proficient in a second language. In this case the second language is English, and students officially start learning to read and write in English in Year 4.

This Yolŋu Matha Levelled Reading Program is based on the original Djambarrpuyŋu program created by Pam Stephenson, Marrŋanyin', Dhaykamalu, Nāṇḍama and the Bible Translation Team (Wanymulu and Dianne Buchanan) in 1978, when the language of instruction at Shepherdson College first changed from Gupapuyŋu to Djambarrpuyŋu. Over 40 years the program has undergone many adaptations, including the creation of additional readers and decrease of Phase 1 (levels 1-16) from 16 to 8 levels. In 2020, Shepherdson College decided to revise Phase 1 of the program back to its original 16 levels, review the readers and renew the accompanying Teacher Guides.

This revised program for Phase 1 (levels 1-16) now weaves together the original program with new design, and aligns student outcomes with the Northern Territory Indigenous Languages and Cultures (NT ILC) curriculum. Phase 1 includes 60 readers across 16 levels, each with an engaging and complete Teacher Guide. The Teacher Guides integrate lesson instructions and worksheets with progress maps and assessment tasks.

The Yolŋu Matha Levelled Reading Program is one component of Shepherdson College's early years literacy program, and should be complemented in the classroom by the Goanna Planner Program, Cued Articulation, daily speaking and listening in Yolŋu Matha, and explicit daily teaching of phonological awareness, phonics and handwriting.

## Acknowledgements

Initial restructure, typing, editing and reorganisation of original Djambarrpuyŋu program content, including readers, teacher guides and key words: *Julie Donald, Craig Danvers and Helen Flanders*

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Illustrations: *Margaret Muṭuwili, Sherilyn Guyulun Dhamarrandji, Andie Clements, Emma Smolenaers and Fred Dhamarrandji*

Design and Production: *Andie Clements*



**Literature  
Production  
Centre**

Shepherdson College

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[www.lpc.elcho.org](http://www.lpc.elcho.org)

# Teacher Guide

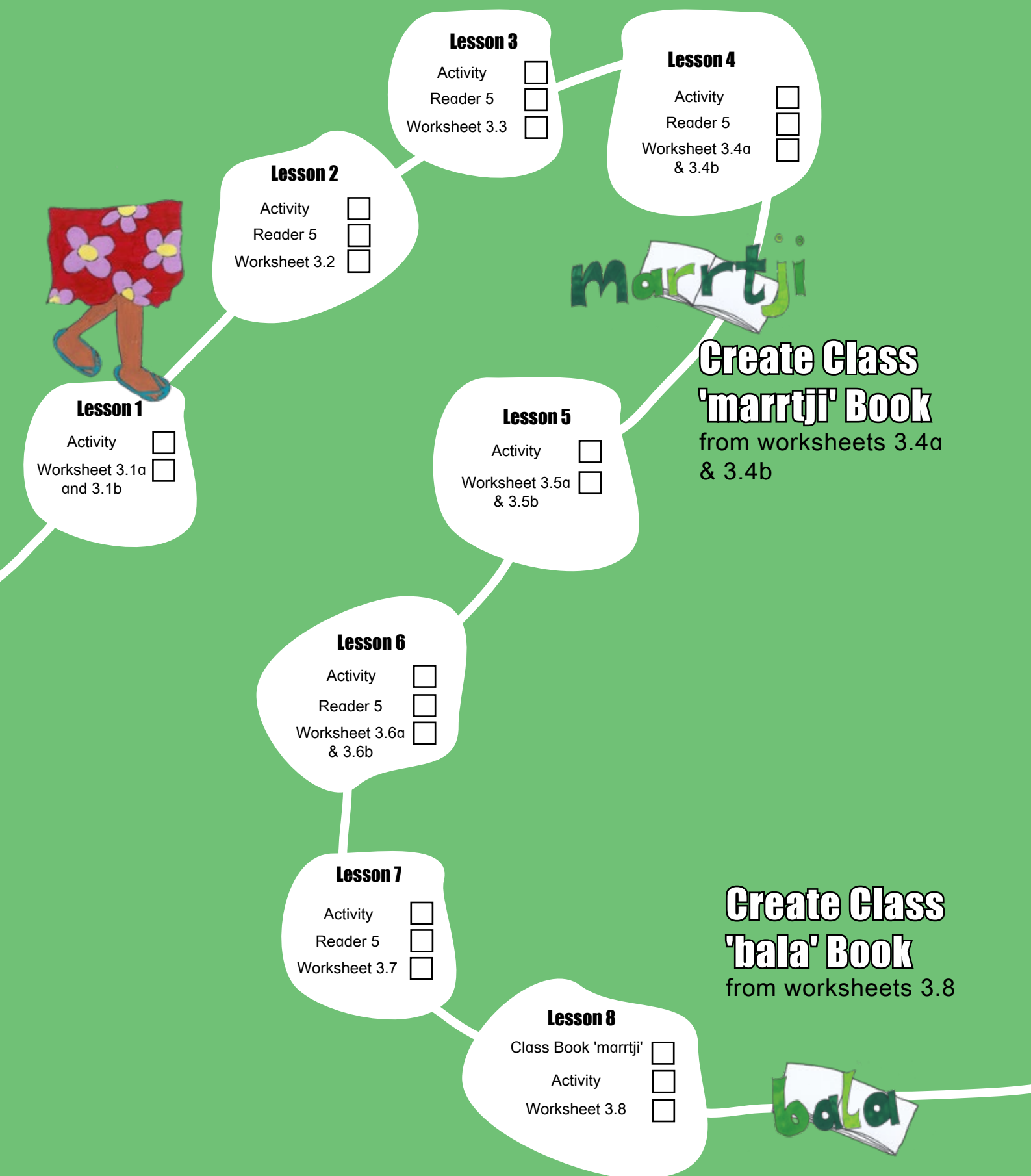
## Contents

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# Progress Map

## YM Reading Program – Level 3



# Create Class

## '-lil' Book

from worksheets 3.13a  
& 3.13b

### Lesson 13

Class Book 'bala' ☐

Activity ☐

Reader 6 ☐

Worksheet 3.13a & 3.13b ☐

**VIDEOS** ☐



### Lesson 14

Activity ☐

Reader 6 ☐

Worksheet 3.14a  
& 3.14b ☐

### Lesson 15

Activity ☐

Reader 6 ☐

Worksheet 3.15 ☐

### Lesson 12

Activity ☐

Reader 6 ☐

Worksheet 3.12a  
& 3.12b ☐

### Lesson 16

Class Book  
'ranji' ☐

Activity ☐

Worksheet 3.16a  
& 3.16b ☐

### Lesson 11

Activity ☐

Reader 6 ☐

Worksheet 3.11 ☐

### Lesson 10

Activity ☐

Reader 6 ☐

Worksheet 3.10 ☐

### Lesson 9

Activity ☐

Worksheet 3.9a  
& 3.9b ☐



## Create Class 'yolnu' Book from worksheets 3.16

### Progress Check

Record Responses ☐

Collect and Upload  
Videos ☐

Update  
Assessment Table ☐

Assessment  
Worksheet ☐

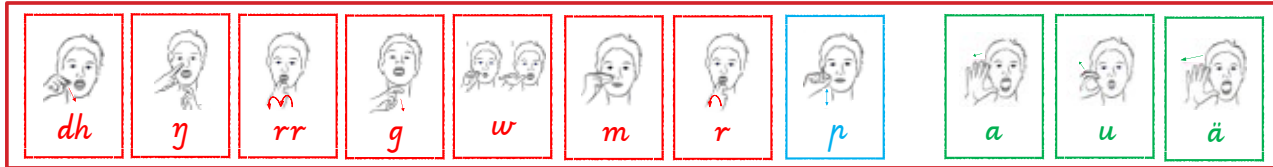


**MOVE ON TO  
LEVEL 4  
READERS**

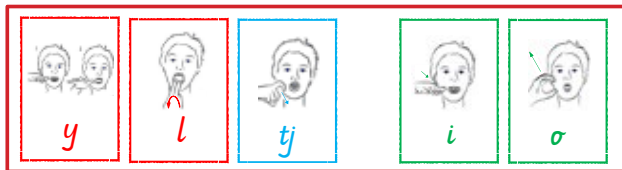
# Cued Articulation

## Focus Sounds

These are the sounds students should focus on and feel confident articulating for Level 3.



**Focus sounds from Level 1 & 2**



**New focus sounds for Level 3**

## About Cued Articulation

Cued Articulation is a set of hand gestures developed by Jane Passy and adapted for Yolŋu Matha. They draw students' awareness to the way individual sounds are articulated. The hand gestures are logical - each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.

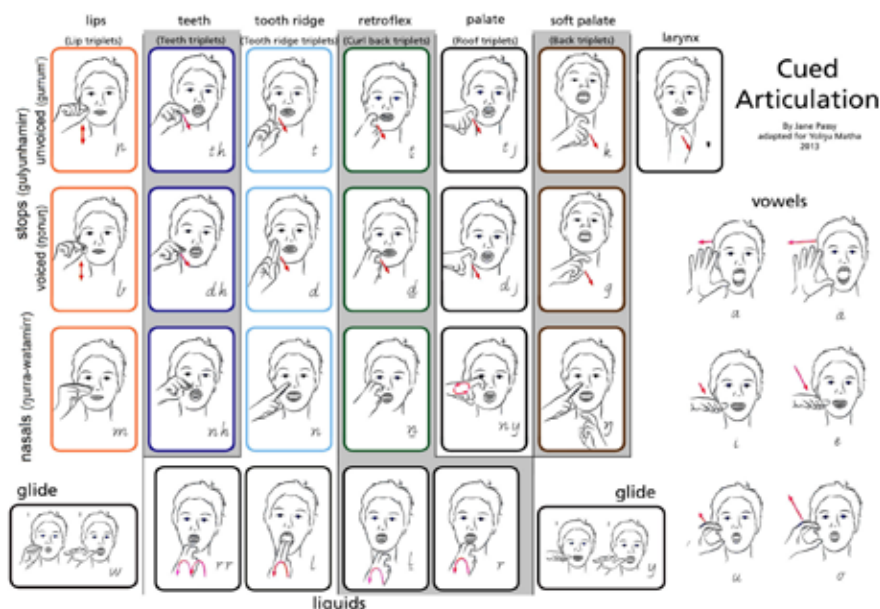
Yolŋu Matha has 31 sounds in total and Shepherdson uses the following colour coding to help students distinguish between them.

There are 6 Yolŋu Matha vowels (miyalkkurruwurr rirrakay - female sounds), which are coded Green.

There are 25 Yolŋu Matha consonants (dirrumuwurr rirrakay - male sounds). Consonants are colour coded **red to distinguish 18 voiced consonants** (ŋonun rirrakay) and **blue to distinguish 7 voiceless consonants** (gurrum' rirrakay).

As a rule, voiced consonants are the only consonants that can start words in Yolŋu Matha. Voiceless consonants only occur in the middle of words and at the end of words.

Colour Coding in the diagram below is used to prompt where the sounds are formed.





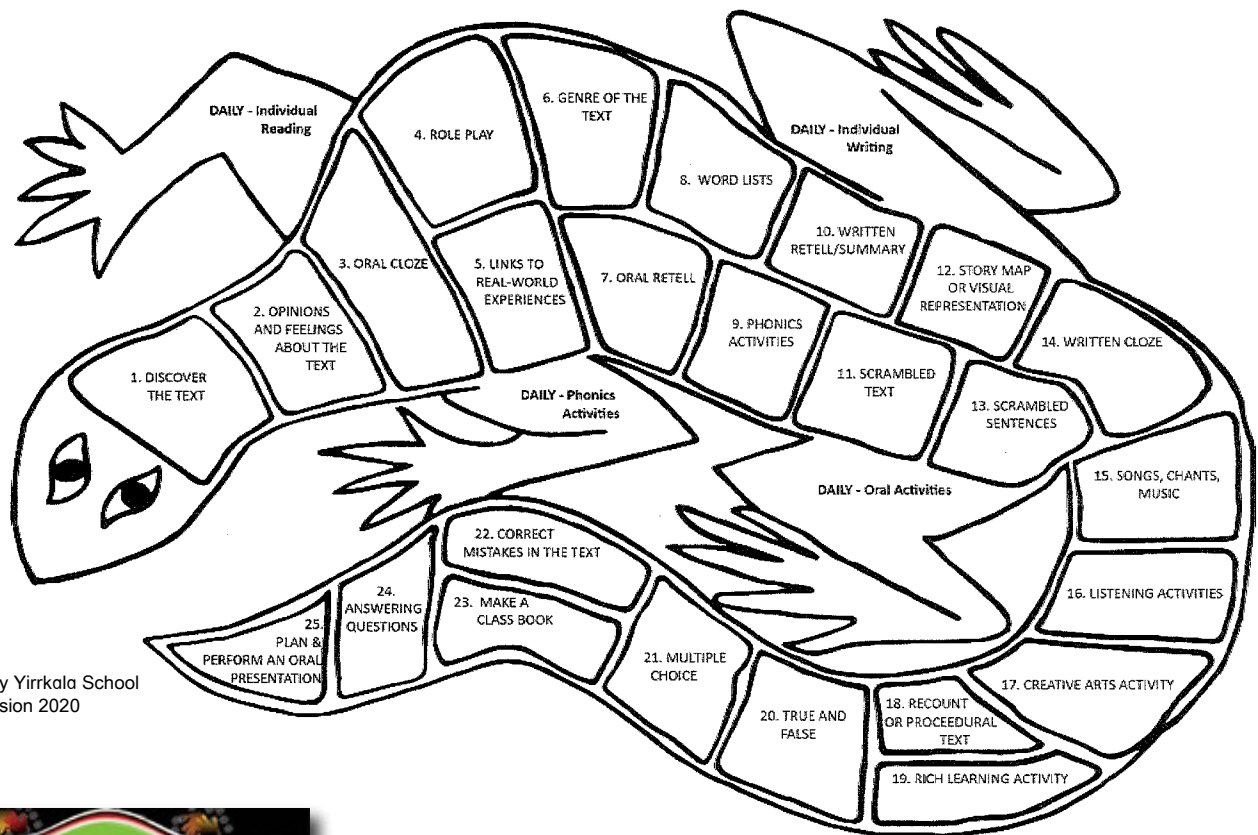
# Goanna Planner

## Explicit Teaching of Literacy

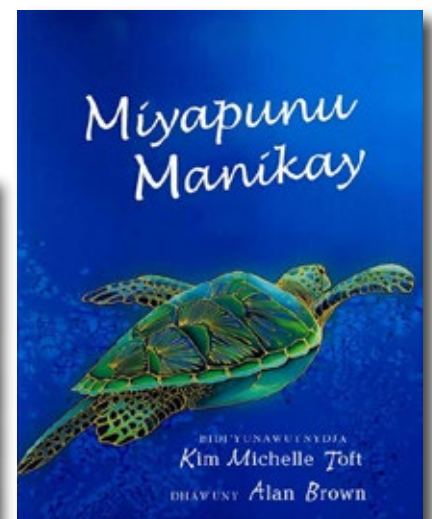
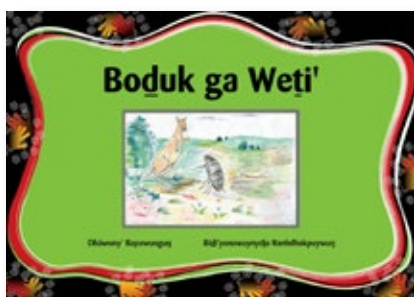
It is important to read a variety of Yolŋu Matha texts with your class every day to expose them to written text and reading conventions. These are essential to reading development.

Choose stories from the school's literature collection – Interest Books rather than this Levelled Reading Program. Ideally these texts would be linked to your Goanna Planner Program where you will find additional activities to support language and literacy development.

There is an opportunity to match the Goanna Planner text with the **Buku Manapan** (Big Ideas) topic.



Adapted by Yirrkala School  
LPC – Version 2020



# Key Words

## Overview & Key Word cards

<b>Level 1</b>  dhuwal ṇarra ga	<b>Level 2</b>  wäṇa nhäma raṇi napurr -ṇur	<b>Level 3</b>  marrtji bala -lil yolṇu	<b>Level 4</b>  mutika wandirr nhina maypal
<b>Level 5</b>  ṇarraku marthanay djamarrkuli' bul'yun	<b>Level 6</b>  galkun -wu -w maṇḍa -gu gäma miyapunu -y -yu	<b>Level 7</b>  -thu -dhu ṇarirri' räkum gapu ṇulḱthun	<b>Level 8</b>  limurr ḍiltji buma dhu gurtha
<b>Level 9</b>  walal dhärra -wal guku gunga ṇayi	<b>Level 10</b>  nhaltjan räkay bäpa nhälil	<b>Level 11</b>  nhe barpuru butpuḷ dharpa nhaliy	<b>Level 12</b>  ṇathi ṇorra ḷuku wet'i' detuṇ -wal
<b>Level 13</b>  yapa djäma yol ṇatha nhaku dharrwa	<b>Level 14</b>  wanha yothu dhakal yaka wanhawal nhä	<b>Level 15</b>  bathan bili märram yindi -ny	<b>Level 16</b>  bäpi -na nhuma linyu





marrtji

bala

-lil

(to) walk/go

LEVEL 3

away (from speaker)

LEVEL 3

towards something

LEVEL 3



yolɲu

person

LEVEL 3

# Key Words

## Games

These games can be played in class to help students remember Key Words for each level.

### Helpful tips

- Choose confident students to go first so they can model the activities and others have a chance to learn the words before their turn.
- Students have their turn one at a time while other students watch and listen so they are always learning from each other.
- Keep the games positive and fun, praising efforts and encouraging students to keep practicing.

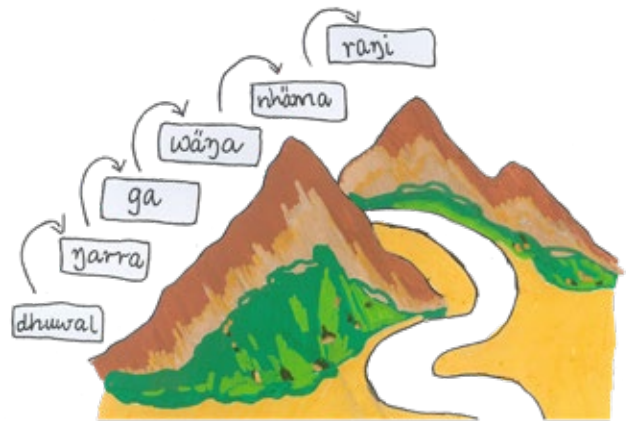
### Climbing the Mountain

You will need:

- Chalk
- Key Word cards

How to play:

1. Draw a mountain on the floor or veranda with chalk or make a wall chart.
2. Put key words on the mountain.
3. Starting at the base, students read the first word.
4. If they get it correct they continue to step up the mountain. If they don't know a word they are out.



### Bäpi!

You will need:

- A box or cloth bag
- Key Word cards
- 1 x snake picture card (see additional materials)

How to play:

1. Put the flashcards and snake picture card into a box or bag.
2. One by one, students pull out a card without looking.
3. If they read the word correctly they keep the card. If they are incorrect they put it back.
4. If a student pulls out the snake, they have to put all of their cards back.
5. After a set time, stop the game and students count their cards.



# Memory

You will need:

- 2 x sets of Key Word cards

How to play:

## Easy

1. Lay out two sets of cards in two columns: one face up and one face down.
2. A student chooses one card from the face up pile and reads the word.
3. They turn over one of the face down cards. If the cards match they keep them and it is the next student's turn.
4. If the cards don't match they are put back and it is the next student's turn.
5. If the cards run out, start again so everyone has a turn.



## Hard

1. Shuffle two sets of cards together and lay them out face down.
2. A student turns one card over, leaving it on the mat face up, and reads the word.
3. They turn over a second card and read that word. If the cards match they keep them and it is the next student's turn.
4. If they don't match the cards are put back and it is the next student's turn.
5. If the cards run out, start again so everyone has a turn.

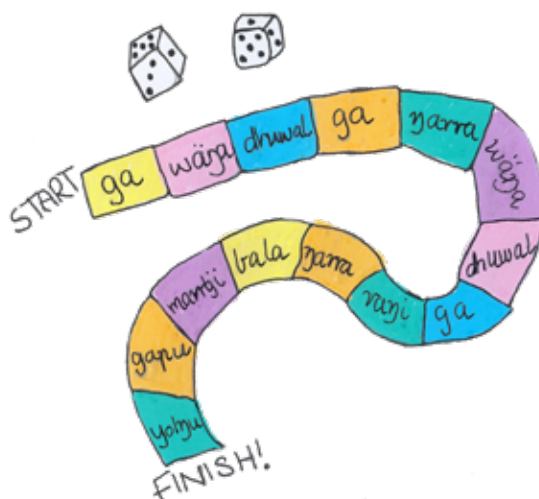
## Board games

You will need:

- A large piece of cardboard
- Textas
- Player's counters
- Key Word cards

How to play:

1. Draw up a game board with a picture such as a snail or snake.
2. Students roll the dice and pick up a card from the pile.
3. If they can read the key word correctly, they move the number shown on the dice.
4. You could add other instructions to the board such as skip ahead spaces, fall in a hole, go back 3 spaces, have two turns etc.





## Hopscotch

You will need:

- Chalk
- Key Word cards

How to play:

1. Draw hopscotch on the floor or veranda with chalk.
2. Put key word cards in the spaces.
3. Students must read each word before they hop on it. If they don't know the word, they are out.



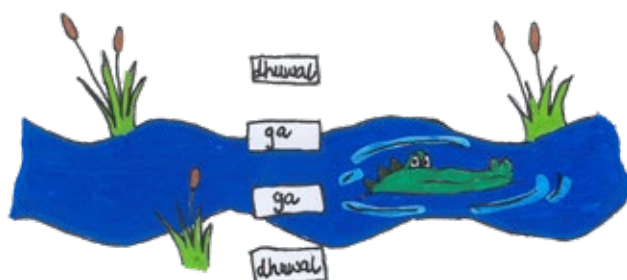
## Crossing the river

You will need:

- Key Word cards
- 1 x sheet of blue fabric (or you could use string, chalk etc) to make the river.

What to do:

1. Spread out key word cards like stepping stones across the river.
2. Student must say each word before they walk on it.
3. If they are correct they take another step across the river.
4. If a student does not know a word they fall into the river. A bāru (crocodile, played by the teacher) chases them back to shore to have another try.



## Fly Swatter Game

You will need:

- 2 x fly swatters
- 2 x sets of Key Word cards

How to play:

1. Place the cards face up on the floor.
2. Teacher gives two children a fly swatter each.
3. When the teacher says a word they must race to swat the matching card first.
4. Students could also take turns at calling out the words to swat.



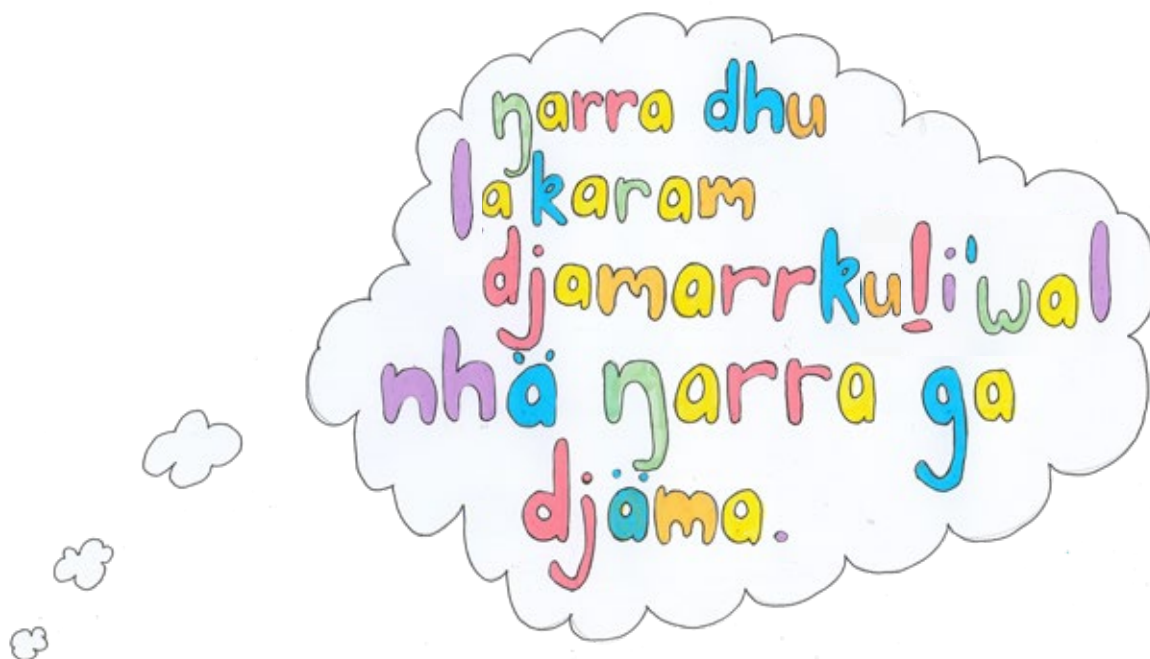
# Lessons

## 'Think Aloud'

### The Teacher as a Literacy Role Model

Throughout this Levelled Reading Program, it is essential to demonstrate good reading and writing behaviours. Teachers should also demonstrate the thoughts and actions that one does when reading and writing.

Teachers can 'think aloud' in a focused, clear way to narrate their actions. This makes thinking about reading and writing visible for students.



#### Model good READING by:

- Pointing to match one spoken word to one written word, from left to right.
- Identifying the titles and covers of books.
- Turning the pages one by one from front to back.
- Thinking out loud about how to read a tricky word, for example: looking at the first sound, looking at the picture, and breaking words into parts to make reading easier.
- Thinking out loud about what to do at various punctuation marks.

#### Model good WRITING by:

- Using and talking about correct Yolngu Matha spelling, grammar and letter formation when writing students' sentences or modelling a worksheet.
- Talking about how to form each letter while writing it, for example, "Hmm... nhaltjan narra dhu 'm' djäma? Nurrungu garramatjur bala ñoylil martji... roñiyiny garramatlil rrambañi dhukarrkurr, bala waphthun märrma'mirr..."
- Thinking out loud about the word to be written and how to find the right sounds and letters.
- Thinking out loud while modelling where to start on the page, print direction, and spaces between words.
- Using objects to prompt ideas and encouraging students to be creative rather than telling them what to write.

# Lessons

## Overview Level 3

Readers		5 Yolŋu ga Bala Marrtji 6 Ranjilil Yolŋu ga Marrtji
Key Words		marrtji bala -lil yolŋu
Lesson	Worksheet	
<b>1</b> <i>marrtji</i>	<b>3.1a</b>	Word recognition: Rainbow trace <i>marrtji</i> <b>3.1b</b> Word identification: Circle and say <i>marrtji</i>
<b>2</b> <i>marrtji</i>	<b>3.2</b>	Read sentences: trace, add suffix and colour in pictures
<b>3</b> <i>marrtji</i>	<b>3.3</b>	Read sentences: trace and draw pictures to match
<b>4</b> <i>marrtji</i>	<b>3.4a &amp; 3.4b</b>	Class Book: Make a simple sentence with <i>marrtji</i> and draw a picture. Staple all into a book.
<b>5</b> <i>bala</i>	<b>3.5a</b>	Word recognition: Rainbow trace <i>bala</i> <b>3.5b</b> Word identification: Circle and say <i>bala</i>
<b>6</b> <i>bala</i>	<b>3.6a &amp; 3.6b</b>	Read sentences: trace and colour in pictures
<b>7</b> <i>bala</i>	<b>3.7</b>	Read sentences: trace and draw pictures to match
<b>8</b> <i>bala</i>	<b>3.8</b>	Class Book: Make a simple sentence with <i>bala</i> and draw a picture. Staple all into a book.
<b>9</b> <i>-lil</i>	<b>3.9a</b>	Word recognition: Rainbow trace <i>-lil</i> <b>3.9b</b> Word identification: Circle and say <i>-lil</i>
<b>10</b> <i>-lil</i>	<b>3.10</b>	Trace & match: trace word and draw pictures to match
<b>11</b> <i>-lil</i>	<b>3.11</b>	Read sentences: trace suffix and draw picture to match
<b>12</b> <i>-lil</i>	<b>3.12</b>	Cut and paste sentence with <i>ga, ranjilil, bala, marrtji, napurr</i>
<b>13</b> <i>-lil</i>	<b>3.13a &amp; 3.13b</b>	Class Book: Make a simple sentence with <i>-lil</i> and draw a picture. Staple all into a book.

# Lessons

## Overview Level 3

<b>Readers</b>		5 Yolŋu ga Bala Marrtji 6 Raŋilil Yolŋu ga Marrtji
<b>Key Words</b>		marrtji bala -lil yolŋu
<b>Lesson</b>	<b>Worksheet</b>	
<b>14</b> <i>yolŋu</i>	<b>3.14a</b>	Word recognition: Rainbow trace <i>yolŋu</i>
	<b>3.14b</b>	Word identification: Circle and say <i>yolŋu</i>
<b>15</b> <i>yolŋu</i>	<b>3.15</b>	Read sentences: trace, add suffix and colour in pictures
<b>16</b> <i>yolŋu</i>	<b>3.16a &amp; 3.16b</b>	Class Book: Make a simple sentence with <i>yolŋu</i> , <i>-lil</i> , <i>-ŋur ga</i> , and a verb. Draw a picture. Staple all into a book.
<b>Progress Check</b>	Read sentences and colour in pictures (independent task to complete while teacher completes Running Record with individual students). Level 3 Progress Check - Running Record Review students' levels against the NT Indigenous Languages and Cultures (ILC) curriculum.	

# Lesson 1

## marrtji

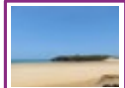
### BEFORE THE LESSON, PREPARE:

- Write student names on your assessment table ready to check students' progress
- Key Word game (and any resources you need for it)
- Key Word cards: *napurr*, *ga*, *narra*, *marrtji*, *-nur*
- Picture cards (you can use the picture side of your Blending Cards)
- Photocopies of **Worksheet 3.1a & 3.1b**
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound.  
Clap and count *djilabul* (syllables) for *marrtji*.
2. Play your favourite key word game to revise *napurr*, *ga*, *narra*, *-nur* and *marrtji*.
3. Make a sentence with *narra*, *ga*, *napurr*, *-nur*, *marrtji* and a noun picture card.
4. Students read it with you.
5. Try swapping the word order and reading the new sentence, pointing and reading from left to right.
6. One by one, students make and read a sentence.

- *make sure students point to the cards from left to right*
- *make sure students match the word they say to the card they are pointing to*
- *everyone reads each sentence together*

napurr	ga	marrtji		nur
--------	----	---------	-------------------------------------------------------------------------------------	-----

napurr ga marrtji ranjur  
we are walking from the beach

### Worksheet: 3.1a Rainbow trace *marrtji*

1. **MODEL BEFORE HANDING OUT!** Students trace the whole word in one colour, then repeat in other colours.

- *check every student is writing letters correctly*
- *remind them to start at the dot and follow the arrow*

2. Students copy *marrtji* into the spaces below.

# Lesson 1

## marrtji

### Worksheet: 3.1b Circle and say *marrtji*

#### 1. MODEL BEFORE HANDING OUT!

Show the worksheet to students and ask them what the word is in the middle.  
Show students how to find and circle which words are the same as *marrtji*.

- say the word *marrtji* with students each time you circle it

Give students their own worksheet.

- walk around and check work

- ask individual students to read the word in the middle and find another *marrtji*

#### HOW ARE THEY GOING?:

- Student identifies *marrtji* amongst other words

Judy	✓	✓	✓	✓
James	✓	✓	✓	✓
Jon	✓	✓	✓	✓
Clare	✓	✓	✓	✓

#### ADD MARRTJI TO CLASSROOM KEY WORD WALL CHART

- *dhuwal, ga, ŋarra, wäŋa, nhäma, ranji, napurr* and *marrtji*.

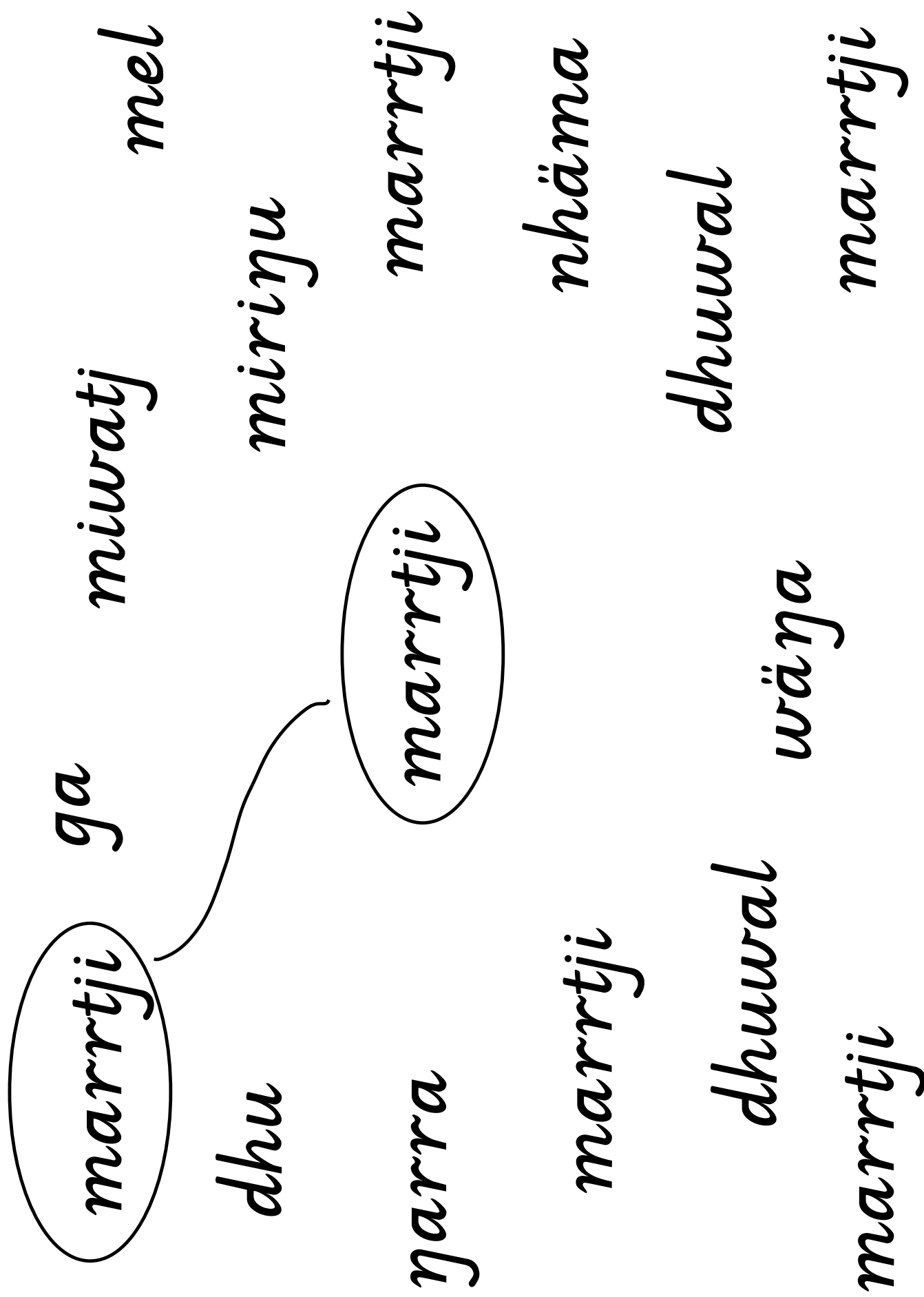


Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

mälrtji

--	--	--	--	--	--	--



# Lesson 2

## marrtji

### BEFORE THE LESSON, PREPARE:

- Key Word game (Climbing the Mountain) with marrtji, wänjaŋur, nhäma, napurr, raŋiŋur, ŋarra, dhuwal
- Reader 5: Yolŋu ga Marrtji Bala
- Photocopies of Worksheet 3.2
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound. Clap and count *djilabul* (syllables) for *marrtji*.
2. Play Climbing the Mountain using *marrtji* and level 2 words *wänjaŋur*, *napurr*, *raŋiŋur*, *ŋarra*, *nhäma*.



- make sure all the students watch and listen as each student tries to climb the mountain
- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students

### Reader: Yolŋu ga Bala Marrtji

1. Hand out Yolŋu ga Bala Marrtji to each student and read together.
  - teacher models pointing to the words
  - remind students to point to the words in their own book
  - make sure all students are on the right page

### HOW ARE THEY GOING?:

- Student turns pages one by one, from front to back.



### Worksheet: 3.2 Read sentences, trace, add suffix and colour in

1. Hand out one worksheet to each student.
2. Read sentences together and based on the picture ask students which suffix is missing.
  - make sure students are pointing to the words and reading left to right
3. After reading all sentences together, hand out pencils for students to trace the word *marrtji* and write the suffix *-ŋur* where it is needed then colour in the pictures.
  - walk around checking work and listening to each student read a few sentences

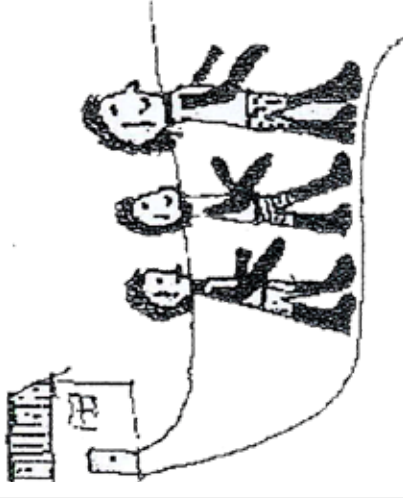
Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Narra ga *maaryji*  
raŋi \_\_\_\_\_.



Wäŋa \_\_\_\_\_ napurr  
ga *maaryji*.



Narra ga *maaryji*  
wäŋa \_\_\_\_\_.



# Lesson 3

## marrtji

### BEFORE THE LESSON, PREPARE:

- Key Word game (Hopscotch) with marrtji, nhäma, napurr, ranjur, dhuwal, ñarra, wänjur
- Reader 5: Yolŋu ga Bala Marrtji
- Photocopies of Worksheet 3.3
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound.  
Clap and count *djilabul* (syllables) for *marrtji*.
2. Play Hopscotch using *marrtji*, *wänjur*, *napurr*, *ranjur*, *ñarra*, *dhuwal*, *nhäma* and *marrtji*.

- each student has one turn and must say each word before they hop on it
- all students must watch and listen while others play
- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students



### Reader: Yolŋu ga Marrtji Bala

1. Hand out Yolŋu ga Marrtji Bala to each student and read together.

- teacher models pointing to the words.
- remind students to point to the words in their own book.
- make sure all students are on the right page

### Worksheet: 3.3 Read sentences and draw pictures to match

1. Hand out one worksheet to each student.
2. Read sentences together.
  - ask students to point to each word as you all read and then choose the matching picture
  - make sure students are pointing to the words and reading from left to right
3. Hand out pencils to students and ask students to find and trace *marrtji*.
4. Talk with students about what they could draw for each sentence. For each sentence ask, will you draw *ñarra* or *napurr*? Will you draw *ranjur* or *wänjur*?
5. Students draw pictures to show their understanding of the sentences.
  - walk around checking work and listening to each student read a few sentences

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Narra ga *marɣi*  
wäŋaŋur.

Wäŋa napurr ga  
nhäma raŋiŋur.

Dhuwal napurr  
*marɣi* ga.

Raŋiŋur ŋarra ga  
*marɣi*.



# Lesson 4

## marrtji

### BEFORE THE LESSON, PREPARE:

- Key Word game (and any resources you need for it)
- Key Word cards: wāṇa, dhuwal, ga, ṇarra, raṇi, napurr, -ṇur, nhäma, marrtji
- Reader 5 Yolṇu ga Bala Marrtji
- Photocopies of Worksheet 3.4a & 3.4b
- Pencils, scissors and glue

### Activity: Key Word cards

1. Play your favourite key word game to revise *dhuwal, ga, ṇarra, wāṇa, raṇi, napurr, -ṇur, nhäma* and *marrtji*.

### Reader: Yolṇu ga Bala Marrtji

1. Hand out Yolṇu ga Bala Marrtji to each student and read together.

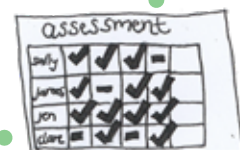
- teacher models pointing to the words
- remind students to point to the words in their own book
- make sure all students are on the right page

2. Read again, this time each student reads one page each.

- remind students to point to each word and to look at the pictures for help
- make sure all students are following on the right page

### HOW ARE THEY GOING?:

- Student identifies *marrtji* amongst other words



Jilly	✓	✓	✓	✓
James	✓	✓	✓	✓
Jon	✓	✓	✓	✓
Clare	✓	✓	✓	✓

# Lesson 4

## marrtji

### Worksheet: 3.4a & 3.4b Class Book

#### 1. MODEL BEFORE HANDING OUT!

- trace the words
- choose a noun to write in the blank space in Worksheet 3.4a
- cut and paste the pieces in flexible word order
- read the whole sentence, pointing to the words from left to right
- illustrate

2. Ask students one at a time to choose a noun. Write it on their worksheet before you give it to them.

- students must choose a noun different to the reader and to other students

3. Walk around and listen to each student read their sentence while they are drawing. Students may each have different word order so this is a good opportunity to assess their individual reading.
4. Make a front cover together that says 'marrtji'. Collect all pages and staple them together to make a book.

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



gur	marrijj	napurr
ga		

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

# Lesson 5

## bala

### BEFORE THE LESSON, PREPARE:

- Key Word game (and any resources you need for it)
- Key Word cards: *napurr*, *ga*, *ŋarra*, *-ŋur*, *marrtji*, *bala*
- Photocopies of **Worksheet 3.5a & 3.5b**
- Coloured pencils

### Activity: Key Word cards

1. Show students the *bala* key word card. Say each single sound.  
Clap and count *djilabul* (syllables) for *bala*.
2. Play your favourite key word game to revise *napurr*, *ga*, *ŋarra*, *-ŋur*, *marrtji* and *bala*.
3. Make a sentence with *ŋarra*, *ga*, *napurr*, *-ŋur*, *marrtji* and *bala*.
4. Students read it with you.
5. Try swapping the word order and reading the new sentence, pointing and reading left to right.
6. One by one, students make and read a sentence.

- *make sure students point to the cards from left to right*
- *make sure students match the word they say to the card they are pointing to*
- *everyone reads each sentence together*

ŋarra	ga	bala	marrtji	ŋarra ga bala marrtji I walk away
-------	----	------	---------	--------------------------------------

### Worksheet: 3.5a Rainbow trace *bala*

1. **MODEL BEFORE HANDING OUT!** Students trace the whole word in one colour, then repeat in other colours.

- *check every student is writing letters correctly*
- *remind them to start at the dot and follow the arrow*

2. Students copy *bala* into the spaces below.

# Lesson 5

## bala

### Worksheet: 3.5b Circle and say *bala*

1. **MODEL BEFORE HANDING OUT!** Show the worksheet to students and ask them what the word in the middle is.
2. Show students how to find and circle which words are the same as *nhäma*.

- say the word *bala* with students each time you circle it

3. Give students their own worksheet.

- walk around and check work. Ask individual students to read the word in the middle and find another *bala*

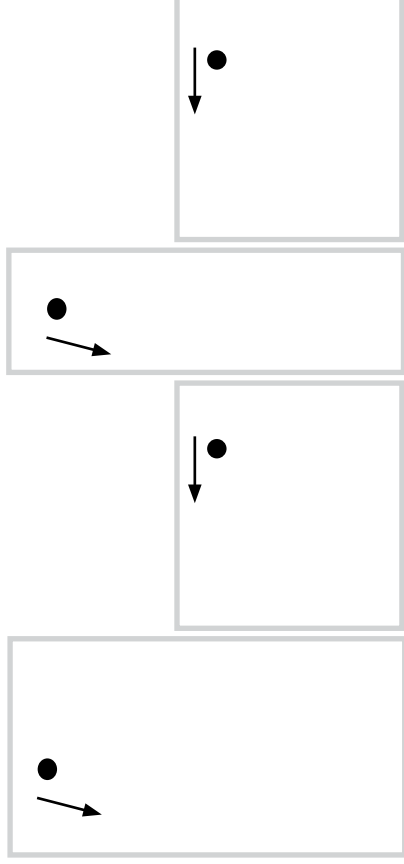
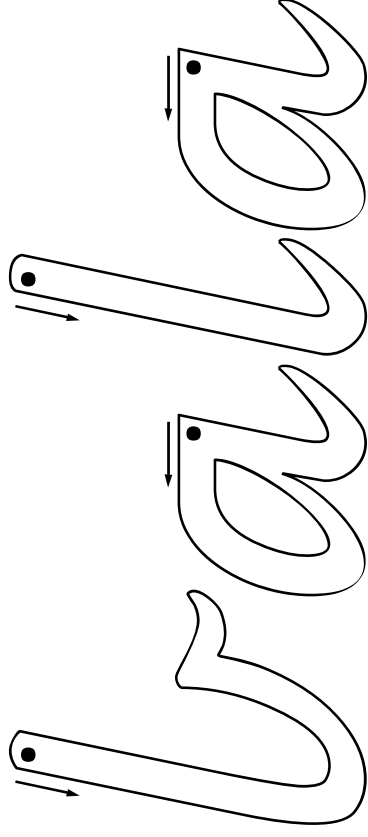
#### ADD BALA TO CLASSROOM KEY WORD WALL CHART

- *dhuwal, ga, ŋarra, wäŋa, -ŋur, napurr, nhäma, marrtji* and *bala*.



Yäku: \_\_\_\_\_

Walu: \_\_\_\_/\_\_\_\_/\_\_\_\_



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

*bala*

*mel*

*dhuwal*

*bala*

*bili*

*garra*

*bala*

*marrtji*

*bala*

*raŋi*

*bala*

*wäŋa*

*buma*

*dhuwal*

*mala*

# Lesson 6

## bala

### BEFORE THE LESSON, PREPARE:

- Key Word game (Climbing the Mountain) with dhuwal, ŋarra, wäŋaŋur, nhäma, napurr, raŋiŋur, marrtji, bala
- Reader 5: Yolŋu ga Bala Marrtji
- Photocopies of Worksheet 3.6a & 3.6b
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound. Clap and count **djilabul** (syllables) for *bala*.
2. Play Climbing the Mountain using *marrtji*, *wäŋaŋur*, *napurr*, *raŋiŋur*, *ŋarra*, *nhäma*, *dhuwal*, *bala*.

- make sure all the students watch and listen as each student tries to climb the mountain
- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students



### Reader: Yolŋu ga Bala Marrtji

1. Hand out Yolŋu ga Bala Marrtji to each student and read together.

- teacher models pointing to the words
- remind students to point to the words in their own book
- make sure all students are on the right page

2. Read again: this time each student reads one page each.

- remind students to point to each word as they read

# Lesson 6

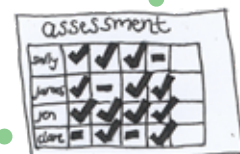
## bala

**Worksheet:** 3.6a & 3.6b Read sentences trace *bala* and colour in

1. Hand out first worksheet to each student.
2. Read sentences together.
  - ask students to point to each word as they read
  - make sure students are pointing to the words and reading left to right
3. Students trace *bala* and colour pictures to show understanding of the sentences.
  - walk around and listen to each student read a few sentences
4. Give students second worksheet and repeat activity.

### HOW ARE THEY GOING?:

- Student reads the sentence with bala



assessment				
amy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
james	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
jon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
clare	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

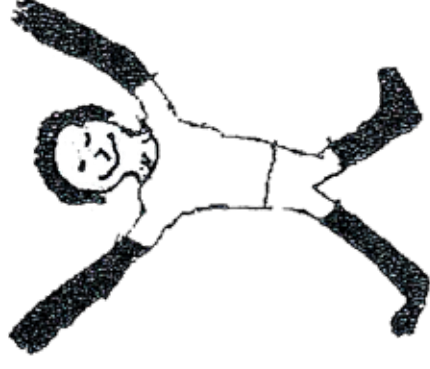
Narra ga *baba*  
waythun.



Narra ga *baba*  
gaḷ yun.



Narra ga *baba*  
wapthun.



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

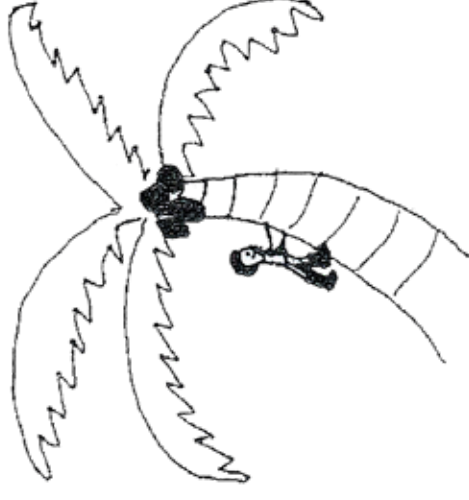
Narra ga *baba*  
marrtji.



Narra ga *baba*  
wandirr.



Narra ga *baba*  
gal'yun.



# Lesson 7

## bala

### BEFORE THE LESSON, PREPARE:

- Key Word game (Hopscotch – draw a hopscotch with dhuwal, ŋarra, wäŋaŋur, nhäma, napurr, raŋiŋur, marrtji, bala)
- Reader 5: Yolŋu ga Bala Marrtji
- Photocopies of Worksheet 3.7
- Coloured pencils

### Activity: Key Word cards

1. Show students the *bala* key word card. Say each single sound.  
Clap and count *djilabul* (syllables) for *bala*.
2. Play Hopscotch using *bala, wäŋaŋur, marrtji, napurr, nhäma, raŋiŋur, nhama, dhuwal, ŋarra*.
  - make sure all the students watch and listen as each student plays
  - if some students do not know all the words let them have the last turns, so they can learn by listening to the other students

### Reader: Yolŋu ga Bala Marrtji

1. Hand out Yolŋu ga Bala Marrtji to each student and read together.
  - teacher models pointing to the words
  - remind students to point to the words in their own book
  - make sure all students are on the right page
2. Read again: this time each student reads one page each.
  - remind students to point to each word as they read

### Worksheet: 3.7 Read sentences, trace and draw picture to match

1. Hand out worksheet to each student.
2. Read sentences together.
3. Ask students to point to each word as you all read.
  - make sure students are pointing to the words and reading left to right.
4. Students trace *bala* and draw pictures on the worksheet to show understanding of the sentences.
  - walk around and listen to each student read a few sentences.

Yäku: \_\_\_\_\_

Walu: \_\_\_\_/\_\_\_\_/\_\_\_\_

Raŋiŋur napurr  
ga *baba* marrtji.

Wäŋaŋur napurr  
dhuwal.

Narra ga *baba*  
marrtji.

Napurr ga nhäma  
ralji.



# Lesson 8

## bala

### BEFORE THE LESSON, PREPARE:

- Key Word cards: ga, marrtji, bala
- Gurruṯu/Kinship cards
- Class Book: Marrtji
- photocopies of Worksheet 3.8
- coloured pencils

### Activity: Class Book

1. Read Class 'marrtji' book made in Lesson 4.
2. Tell students they will make a new book together today.

### Activity: Key Word cards

1. One by one, students make and read a sentence using the key words *bala*, *ga*, *marrtji* and the gurruṯu/kinship blending cards.

- make sure students point to the cards from left to right
- make sure students match the word they say to the card they are pointing to
- everyone reads each sentence together



ga

bala

marrtji

ṇathi ga bala marrtji  
grandfather is walking away

### Worksheet: 3.8 Class Book

1. Give students their own worksheet with their chosen gurruṯu/kinship term on the page, for students to draw a matching picture.

- walk around and listen to each student read their sentence while they are drawing.

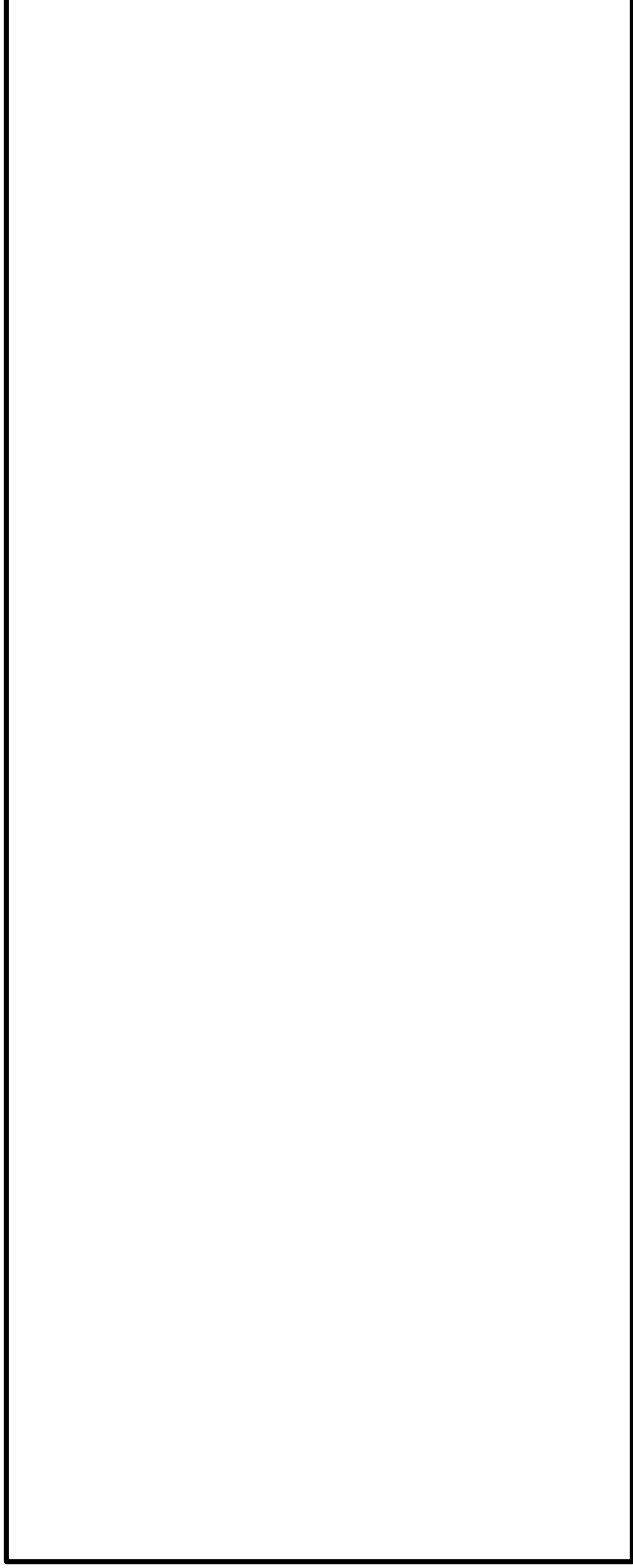
2. Make a front cover together that says 'bala'.
3. Collect all pages and staple them together to make a book.
4. Read the book then add to your classroom library.

Yäku: \_\_\_\_\_

Walu: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

*ga bala marrtji.*



# Lesson 9

## -lil

### BEFORE THE LESSON, PREPARE:

- Key Word cards: all level 1-2 key word cards including marrtji, bala, -lil
- Picture cards (you can use the picture side of your Blending Cards)
- Photocopies of **Worksheet 3.9a & 3.9b**
- Coloured pencils

### Activity: Key Word cards

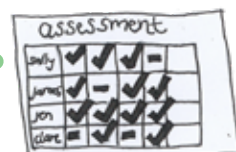
1. Show students the *-lil* key word card. Say each single sound.  
Clap and count **djilabul** (syllables) for *-lil*. Review all key words quickly.
2. Talk about suffixes.
3. Practice adding *-lil* key word card after pictures cards.
4. Students read the sentence with you.
5. One by one, students make and read a sentence.

- make sure students point to the cards from left to right

- make sure students match the word they say to the card they are pointing to

### HOW ARE THEY GOING?:

- Student can arrange words to create a sentence.



assessment				
sally	✓	✓	✓	✓
james	✓	✓	✓	✓
jon	✓	✓	✓	✓
clare	✓	✓	✓	✓

### Worksheet: 3.9a Rainbow trace *-lil*

1. **MODEL BEFORE HANDING OUT!** Students trace the whole suffix in one colour, then repeat in other colours.

- check every student is writing letters correctly

- remind them to start at the dot and follow the arrow

2. Students copy *-lil* into the spaces below.

# Lesson 9

## -lil

### Worksheet: 3.9b Circle and say -lil

1. **MODEL BEFORE HANDING OUT!** Show the worksheet to students and ask them what the word in the middle is.
2. Show students how to find and circle which words are the same as suffix -lil.

- say the suffix -lil with students each time you circle it

3. Give students their own worksheet.

- walk around and check work.

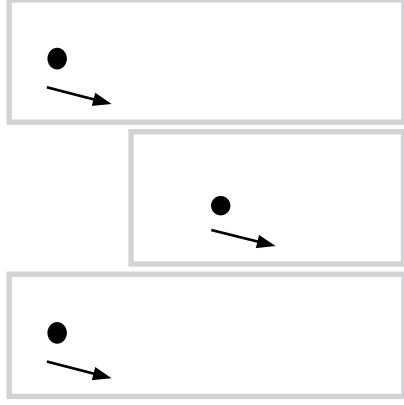
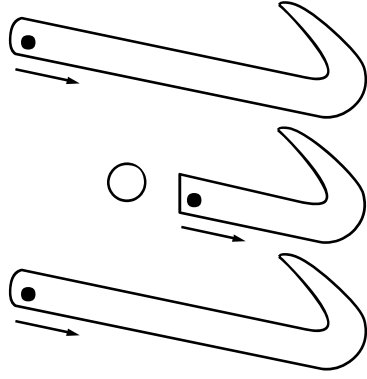
- ask individual students to read the word in the middle and find another -lil

#### ADD RANJİ TO CLASSROOM KEY WORD WALL CHART

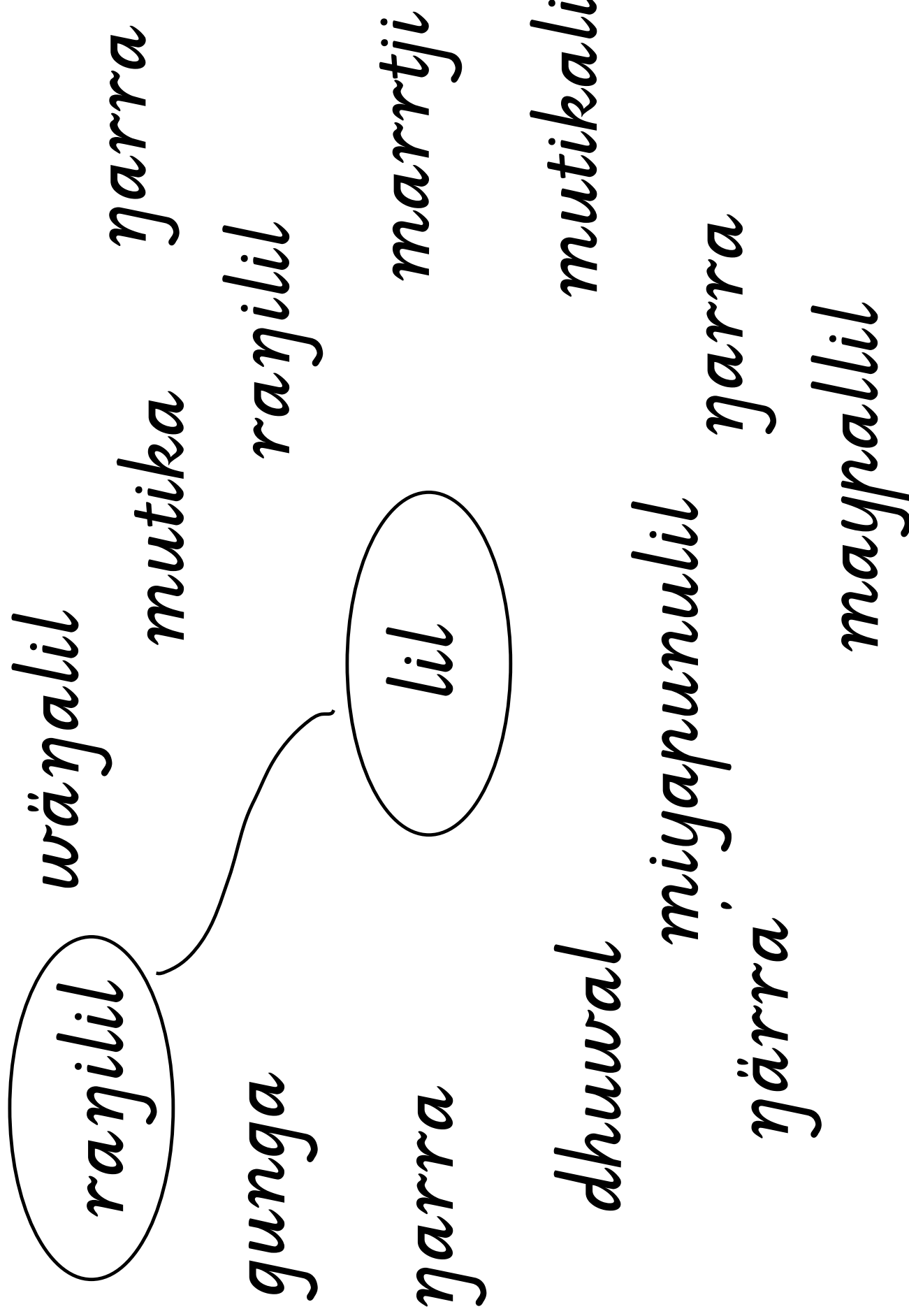
- dhuwal, ga, ŋarra, wāŋa, nhāma, ranji, napurr, -ŋur, marrtji, bala and -lil

Yöku: \_\_\_\_\_

Walu: \_\_\_\_/\_\_\_\_/\_\_\_\_



\_\_\_\_\_



# Lesson 10

## -lil

### BEFORE THE LESSON, PREPARE:

- Key Word game (Climbing the Mountain) with wāṇalil, marrtji, napurr, raṇiṇur, wāṇaṇur, bala, raṇilil, nhāma
- Reader 6: Raṇilil Yolṇu ga Martji
- Photocopies of Worksheet 3.10
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound. Clap and count *djilabul* (syllables) for *bala*.
2. Play Climbing the Mountain using *marrtji*, *wāṇaṇur*, *napurr*, *raṇiṇur*, *ṇarra*, *nhāma*, *dhuwal*, *bala*.

- make sure all the students watch and listen as each student tries to climb the mountain

- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students



### Reader: Raṇilil Yolṇu ga Marrtji

1. Hand out Raṇilil Yolṇu ga Marrtji to each student and read together.

- teacher models pointing to the words
- remind students to point to the words in their own book
- make sure all students are on the right page

### Worksheet: 3.10 Trace & match

1. Hand out one worksheet to each student.
2. Read words together.

- ask students to point to each word as you all read and then trace the word
- make sure students are pointing to the words and reading left to right

3. Hand out pencils for students to trace the word and draw a picture to match.

- walk around checking work and listening to each student read a few sentences

### HOW ARE THEY GOING?:

- Student identifies and reads words with -lil suffix.

Assessment				
Sally	✓	✓	✓	✓
James	✓	✓	✓	✓
Jon	✓	✓	✓	✓
Clare	✓	✓	✓	✓

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

wäyqälä

wäyqälä

reñqälä

reñqälä



# Lesson 11

## -lil

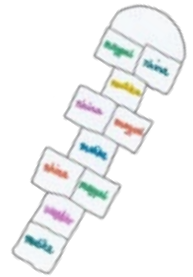
### BEFORE THE LESSON, PREPARE:

- Key Word game (Hopscotch) with wāṇaṇur, bala, nhäma, wāṇalil, marrtji, napurr, raṇiṇur, raṇilil
- Reader 6: Raṇilil Yolṇu ga Martji
- Photocopies of Worksheet 3.11
- Coloured pencils

### Activity: Key Word cards

1. Show students the *marrtji* key word card. Say each single sound. Clap and count *djilabul* (syllables) for *marrtji*.
2. Play Hopscotch using *marrtji*, *wāṇalil*, *napurr*, *raṇiṇlil*, *ṇarra*, *dhuwal*, *nhäma* and *bala*.

- each student has one turn and must say each word before they hop on it
- all students must watch and listen while others play
- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students



### Reader: Raṇilil Yolṇu ga Marrtji

1. Hand out Raṇilil Yolṇu ga Marrtji to each student and read together.

- teacher models pointing to the words
- remind students to point to the words in their own book.
- make sure all students are on the right page

2. Each student reads one page each.

- remind students to point to each word and to look at the pictures for help
- ask students to find -lil on each page

### Worksheet: 3.11 Read & draw

1. Hand out one worksheet to each student.
2. Read sentences together.

- ask students to point to each word as you all read and then choose the matching picture
- make sure students are pointing to the words and reading left to right

3. Talk with students about what they could draw for each sentence. For each sentence ask, will you draw wāṇaṇur or wāṇalil? Will you draw ṇarra or napurr?
4. Hand out pencils for students to trace -lil and draw pictures to show their understanding.

- walk around and listen to each student read a few sentences

Yäku: \_\_\_\_\_

Walu: \_\_\_\_/\_\_\_\_/\_\_\_\_

Dhuwal napurr ga  
nhäma wäja ranjur.

Bala wäjalil jarra  
ga marrtji.

Wäjanur marrtji  
jarra ga ranjilil.

Napurr dhuwal ga  
marrtji bala wäjalil.

# Lesson 12

## -lil

### BEFORE THE LESSON, PREPARE:

- Key Word cards wāṇa, dhuwal, ga, ṇarra, nhäma, raṇi, napurr
- Picture cards (you can use the picture side of your Blending Cards)
- Reader 6: Raṇilil Yolṇu ga Marrtji
- Photocopies of Worksheet 3.12a & 3.12b
- Coloured pencils

### Activity: Key Word cards

1. Show students the *raṇi* and *-lil* key word card. Say each single sound. Clap and count *djilabul* (syllables) for *raṇilil*.
2. Review all key words cards from level 1-2 including *marrtji*, *bala*, *-lil*
3. Make a sentence with *-lil* and other key words and picture cards.
4. Students read it with you.
5. Try swapping the word order and reading the new sentence, pointing and reading left to right.
6. One by one, students make and read a sentence.

- make sure students point to the cards from left to right
- make sure students match the word they say to the card they are pointing to
- everyone reads each sentence together



### HOW ARE THEY GOING?:

- Video students reading Key Word card sentences or worksheets

### Reader: Raṇilil Yolṇu ga Marrtji

1. Hand out Raṇilil Yolṇu ga Marrtji to each student and read together.
  - teacher models pointing to the words
  - remind students to point to the words in their own book
  - make sure all students are on the right page
2. Read again, this time ask each student to find *raṇilil* on each page.

# Lesson 12

-|i|

**Worksheet:** 3.12a & 3.12b Cut and paste sentence

## **1. MODEL BEFORE HANDING OUT!**

- *trace the words*
- *read all the words together with the students*
- *cut out all the words*
- *rearrange the words to make a sentence, pointing left to right.*
- *paste the pieces in flexible word order*
- *illustrate*

2. Give students their own worksheets 3.12a and 3.12b to cut and paste.

- *walk around and check work*
- *ask individual students to read their sentence, pointing to their words one by one*

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



napurr	ragibul	kala
ga	marrijj	

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

# Lesson 13

## -lil

### BEFORE THE LESSON, PREPARE:

- Key Word all level 1-2 including -lil, marrtji, bala
- Picture cards (you can use the picture side of your Blending Cards)
- Class Book: Bala
- Reader 6: Ranjilil Yolŋu ga Marrtji
- Photocopies of Worksheet 3.13a & 3.13b
- Coloured pencils

### Activity: Class Book

1. Read Class 'bala' book made in Lesson 8.
2. Tell students they will make a new book together today.

### Activity: Key Word cards

1. Show students the -lil key word card. Say each single sound.  
Clap and count djilabul (syllables) for -lil. Review all key words quickly.
2. Using the key word cards *ŋarra*, *ga*, *marrtji*, *bala*, *-lil* and location each student makes and reads a sentence. Write each student's chosen location onto Worksheet 3.13a.

- students must choose a location different to the reader and to other students
- make sure students point to the cards from left to right
- make sure students match the word they say to the card they are pointing to
- everyone reads each sentence together

ŋarra	ga	marrtji	bala		lil
-------	----	---------	------	-------------------------------------------------------------------------------------	-----


ŋarra ga marrtji bala diltjilil  
I am going to the bush

### Reader: Ranjilil Yolŋu ga Marrtji

1. Hand out Ranjilil Yolŋu ga Marrtji to each student and read together.
  - teacher models pointing to the words
  - remind students to point to the words in their own book
  - make sure all students are on the right page
2. Read again, this time ask each student to find *ranjilil* on each page.

# Lesson 13

-lil

**Worksheet:** 3.13a & 3.13b Class  Book

## 1. MODEL BEFORE HANDING OUT!

- trace the words
- cut and paste the the words to make a sentence
- read the whole sentence, pointing to the words from left to right
- illustrate

2. Give students their worksheets with their chosen location. Ask them to cut out the words, arrange and paste them in a sentence on Worksheet 3.13b.
3. Ask students to illustrate their sentence.
4. Walk around and listen to each student read their sentence while they are drawing. Students may each have different word order so this is a good opportunity to assess their individual reading.
5. Make a front cover together that says '-lil'. Collect all pages and staple them together to make a book.
6. Read the book then add to your classroom library

### HOW ARE THEY GOING?:

- Student draws a picture to accurately illustrate the sentence.



assessment				
sally	✓	✓	✓	✓
jane	✓	✓	✓	✓
jon	✓	✓	✓	✓
clara	✓	✓	✓	✓



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



lil

marryi

lala

ga

\_\_\_\_\_

yarra

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

A diagram consisting of a 3x3 grid of dashed lines. The lines intersect to form a 2x2 arrangement of squares. The grid is composed of four vertical dashed lines and four horizontal dashed lines, creating a total of nine square cells. The central cell is empty, while the other eight cells are intended for drawing.

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# Lesson 14

## yolŋu

### BEFORE THE LESSON, PREPARE:

- Key Word cards all level 1-2 including -lil, marrtji, bala, yolŋu
- Picture cards (you can use the picture side of your Blending Cards)
- Reader 6: Raŋilil Yolŋu ga Marrtji
- Photocopies of Worksheet 3.14 & 3.14b
- Coloured pencils

### Activity: Key Word cards

1. Show students the *yolŋu* key word card. Say each single sound  
Clap and count *djilabul* (syllables) for *yolŋu*.
2. Review all key words quickly.
3. Make a sentence with *yolŋu*, *ga*, *marrtji*, *bala*, *-lil* and location picture cards.
4. Students read it with you.
5. Try swapping the word order and reading the new sentence, pointing and reading left to right.
6. One by one, students make and read a sentence.

- make sure students point to the cards from left to right
- make sure students match the word they say to the card they are pointing to
- everyone reads each sentence together

yolŋu	ga	marrtji	bala		lil
-------	----	---------	------	-------------------------------------------------------------------------------------	-----

yolŋu ga marrtji bala gurthalil  
someone is going away to the campfire

### HOW ARE THEY GOING?:

- Student arranges words into a sentence.



### Reader: Raŋilil Yolŋu ga Marrtji

1. Hand out Raŋilil Yolŋu ga Marrtji to half the students and ask them to find a partner to read to.
2. When they are finished reading, their partner has a turn of reading.

- walk around and listen to pairs reading to each other
- remind students to point to the words as they read
- make sure all students are on the right page

# Lesson 14

## yolŋu

### Worksheet: 3.14a Rainbow trace *yolŋu*

**1. MODEL BEFORE HANDING OUT!** Students trace the whole word in one colour, then repeat in other colours.

- check every student is writing letters correctly
- remind them to start at the dot and follow the arrow

2. Students copy *yolŋu* into the spaces below.

### Worksheet: 3.14b Circle and say *yolŋu*

**1. MODEL BEFORE HANDING OUT!** Show the worksheet to students and ask them what the word in the middle is.

2. Show students how to find and circle which words are the same as *yolŋu*.

- say the word *yolŋu* with students each time you circle it

3. Give students their own worksheet.

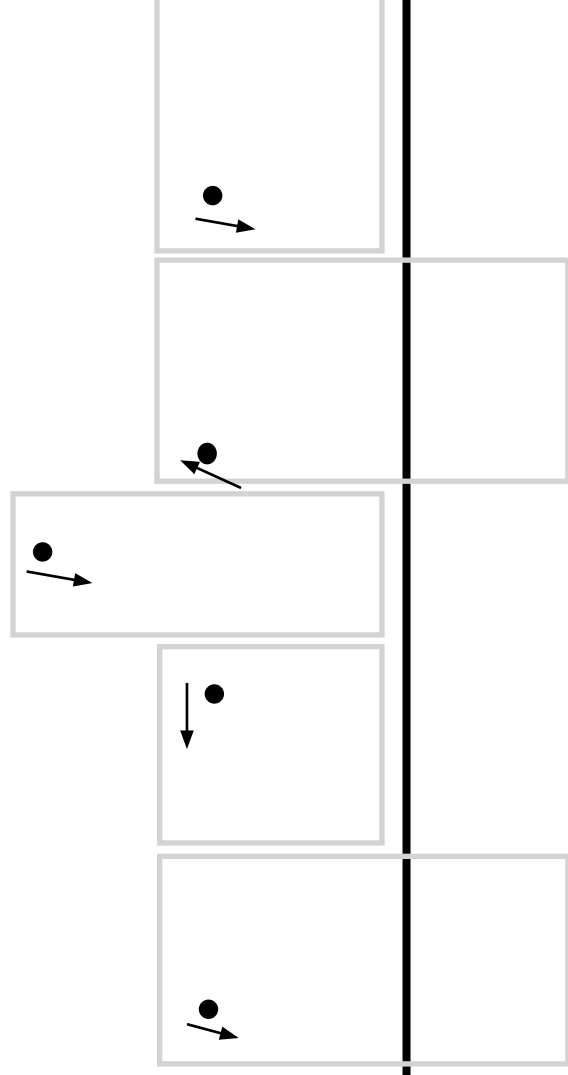
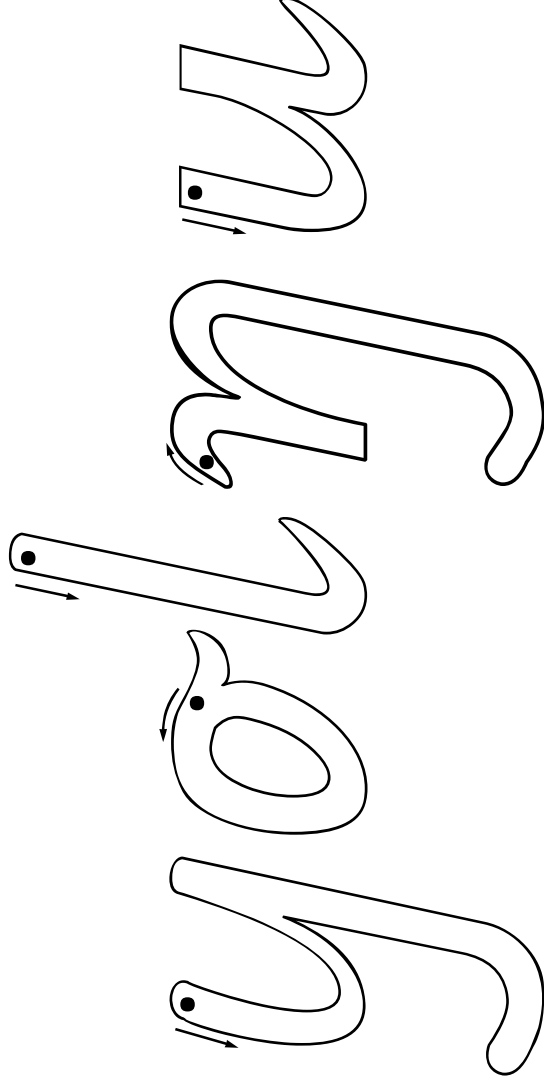
- walk around and check work. Ask individual students to read the word in the middle and find another *yolŋu*

#### ADD YOLŊU TO CLASSROOM KEY WORD WALL CHART

- *dhuwal, ga, ŋarra, wāŋa, nhāma, ranji, napurr, -ŋur, marrtji, bala, -lil* and *yolŋu*

Yöku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

yolŋu

mol' ŋu

yol

bili

yolŋu

ŋarra

yolŋu

yolŋu

gola

bala

dhuwal

bolu

yolŋu

yolŋu

yow

wäŋa

# Lesson 15

## yolŋu

### BEFORE THE LESSON, PREPARE:

- Key Word game (Climbing the Mountain) with yolŋu, wāŋalil, marrtji, napurr, raŋiŋur, wāŋaŋur, bala, raŋilil, nhāma
- Reader 6: Raŋilil Yolŋu ga Marrtji
- Photocopies of Worksheet 3.15
- Coloured pencils

### Activity: Key Word cards

1. Play "Climbing the Mountain."

- make sure all the students watch and listen as each student tries to climb the mountain
- if some students do not know all the words let them have the last turns, so they can learn by listening to the other students



### Reader: Raŋilil Yolŋu ga Marrtji

1. Hand out Raŋilil Yolŋu ga Marrtji to each student and read together.

- teacher models pointing to the words
- remind students to point to the words in their own book
- make sure all students are on the right page

2. Read again: this time ask students to find yolŋu on each page.

### Worksheet: 3.15 Read sentences trace, add suffix and colour in

1. Hand out one worksheet to each student.
2. Read sentences together and ask students which suffix is missing based on the picture.
  - make sure students are pointing to the words and reading left to right
3. After reading all sentences together, hand out pencils for students to trace the word yolŋu and write the correct suffix (-ŋur or -lil) where it is needed and then colour in the pictures.
  - walk around checking work and listening to each student read a few sentences

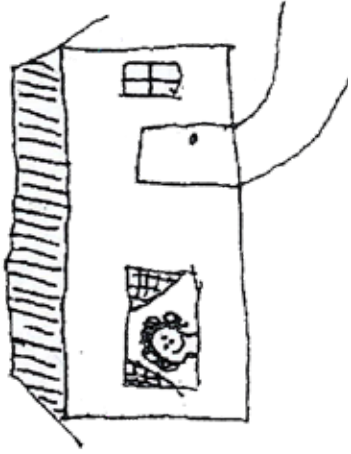
### HOW ARE THEY GOING?:

- Student identifies and writes the word yolŋu.



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



Dhuwal yobyn  
wäŋa\_\_\_\_\_.



Raŋi\_\_\_\_\_ yobyn ga  
marrrtji wäŋa\_\_\_\_\_.



Yobyn ga marrrtji  
bala raŋi\_\_\_\_\_.



# Lesson 16

## yolŋu

### BEFORE THE LESSON, PREPARE:

- Key Word cards *dhuwal, ga, ŋarra, wāŋa, nhäma, raŋi, napurr, -ŋur, -lil, bala, yolŋu*
- Class Book: *-lil*
- Picture cards (you can use the picture side of your Blending Cards)
- Photocopies of **Worksheet 3.16a & 3.16b**
- Coloured pencils

### Activity: Class *-lil* Book

1. Read Class '*-lil*' book made in Lesson 13.
2. Tell students they will make a new book together today.

### Activity: Key Word cards

1. Play a key word game to revise *dhuwal, ga, ŋarra, wāŋa, nhäma, raŋi, napurr, -ŋur, -lil, yolŋu, marrtji*, and *bala*.
2. Using the key word cards *yolŋu, -ŋur, -lil, ga, marrtji* and picture cards of locations, each student makes and reads a sentence.

- *make sure students point to the cards from left to right.*
- *make sure students match the word they say to the card they are pointing to.*
- *everyone reads each sentence together.*

3. Write each student's chosen location onto either Worksheet 3.16a or Worksheet 3.16b.



*lil*

*yolŋu*

*ga*

*marrtji*

*runulil yolŋu ga marrtji*  
someone is going to the island

### Worksheet: 3.16a & 3.16b Class *yolŋu* Book

1. Give students their own worksheet with their chosen location on the page.
2. Students trace the word *yolŋu* and the suffix *-lil*.
3. Illustrate.

- *walk around and listen to each student read their sentence while they are drawing*

4. Make a front cover together that says '*yolŋu*'. Collect all pages and staple them together to make a book.
5. Read the book then add to your classroom library.

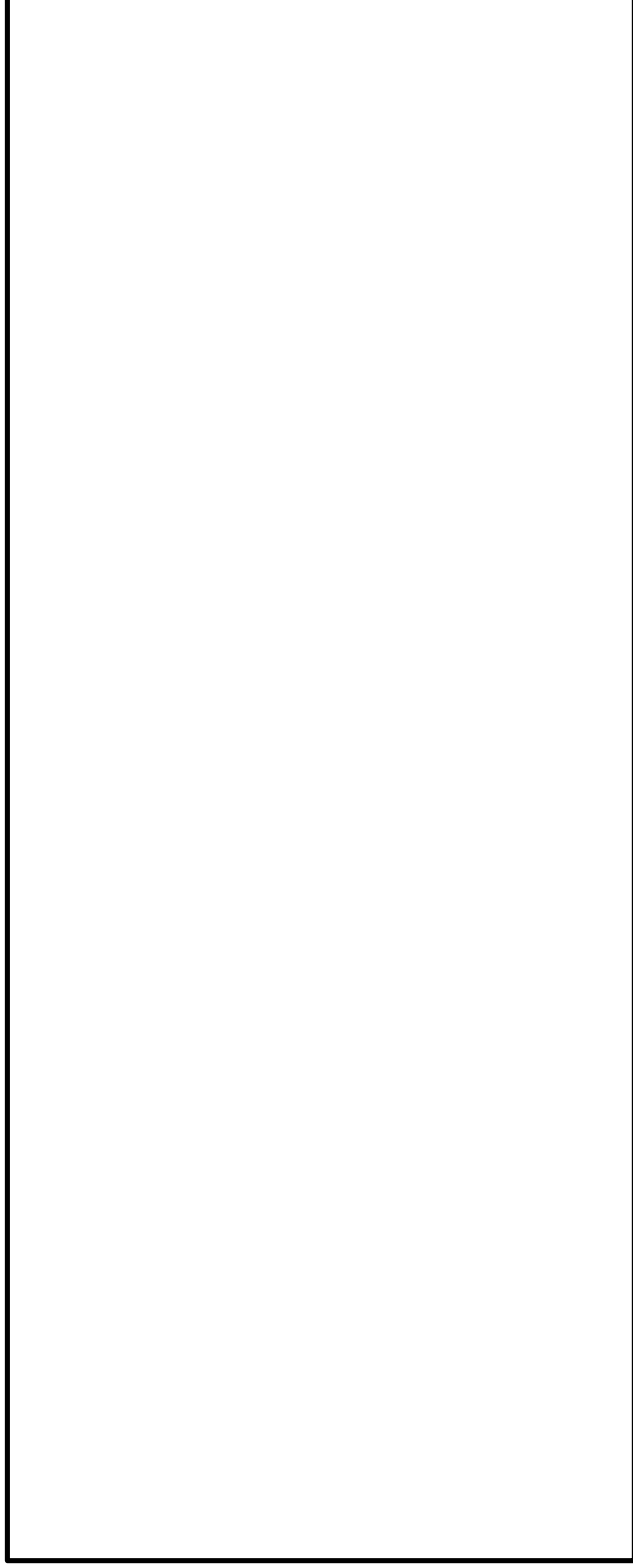
Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

*Wul* \_\_\_\_\_

*yolgu*

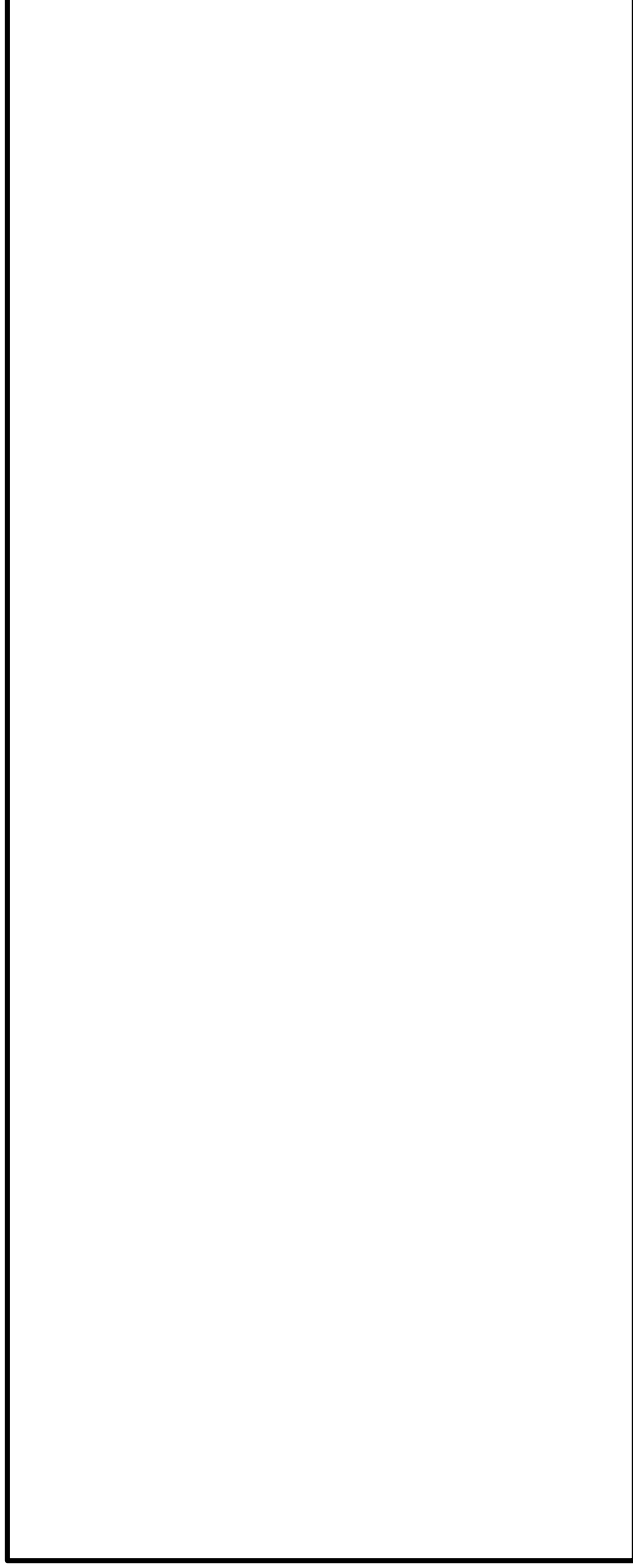
*ga marrtji.*



Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Yälgä ga  
marrtji \_\_\_\_\_



## Task 1: Rainbow trace Level 3 Key Words

- ## Task 2: Running Record



- Ensure that the HOW ARE THEY GOING? assessment table is complete.**

- ## Levelling students

## Assessment

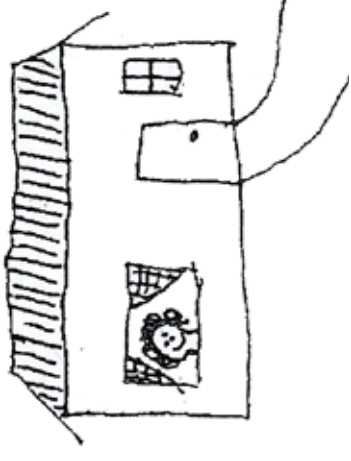
### Level 3 Table

[illegible]

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Dhuwal garra  
wäñayyar.



Raṇiyyar napurr ga  
nhäma wäñä.



Yobya ga marɗi  
baba raɗiil.



# Running Record

## Recording Sheet - Level 3

Yäku: \_\_\_\_\_

Walu: \_\_\_\_\_

HOW ARE THEY GOING?			
	Bitjan bili (always)	Birka'mirriy (sometimes)	Bäyju yan (not yet)
<b>Reading Behaviour</b>			
Reads page from top to bottom			
Reads left to right			
Points to words			
Asks for help			
Reads with Confidence			

Dhuwal narra wänanjur.

Raninjur napurr ga nhäma wänja.

Yolnju ga marrtji bala ranjilil

Total \_\_\_\_ / 10 = \_\_\_\_ %

Remember to also tick the suffixes that get read correctly. Count all the ticks when adding up the correct words.

### Comments:

---



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✓	dhunupa lakaraṇ (accurate reading)	SC	ṇayipi dhunupakuṇal (self-correction)	O	rirrakay gulk-gulkthurr (sounding out)	mirithirr	baḍatjun dhäruk, yaka dhunupa (word left out)
^	nhanukuṇ dhäruk muḷkurrpuy - garramatlil wukirri (insertion)	T	ditjaju ṇanya guṇga'yun (told student word)	...	wiyin' ṇir'yun (long pause)	A	asked for help
gan ga	yaka dhunupa lakaraṇ - garramatlil wukirri (substitution)	R	bulu ṇayi lakaraṇ (repeated word)	«	wiḍitjiwiḍitj dhäruk, yaka dhunupa (different order)	~	suffix left off

Dhuwal narra  
wänanur.



Raninur napurr ga  
nhäma wänja.



Yolnu ga marrtji  
bala ranilil.





# What's next?

Split the class into TWO ability groups from here.

**REPEAT  
LEVEL 3  
READERS**

## **GROUP 1:**

STUDENTS WHO  
NEED MORE TIME

Repeat Level 3  
(they may have had lower  
attendance and missed  
lessons).

\* If you have concerns about  
a child's reading after their  
second attempt at Level 3, talk to  
leadership and school support staff



## **GROUP 2:**

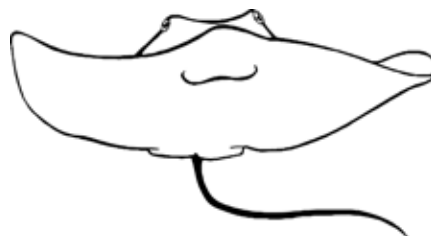
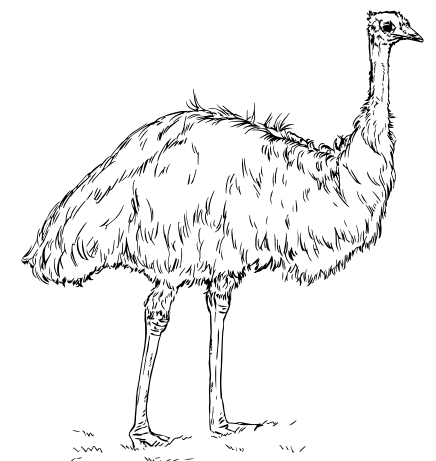
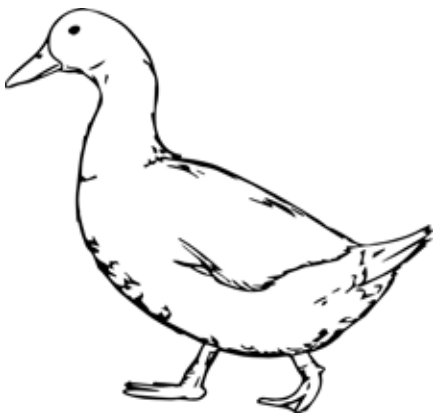
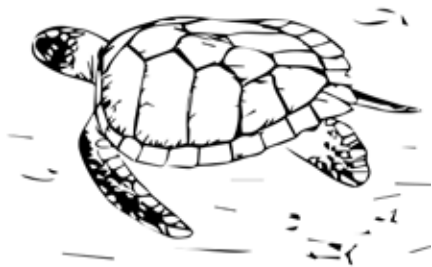
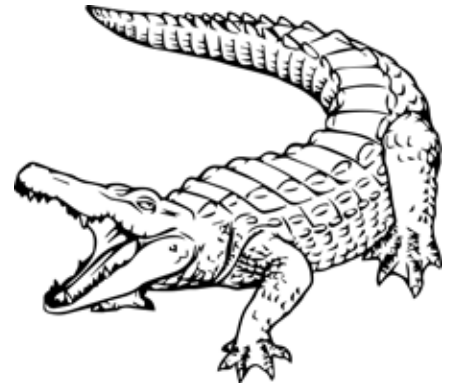
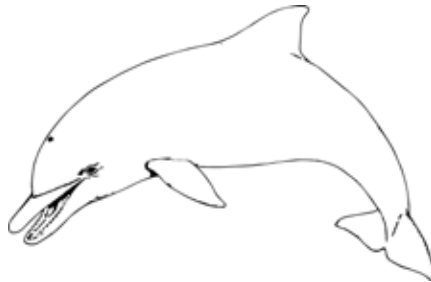
STUDENTS WHO HAVE  
PASSED LEVEL 3

Begin work on Level 4

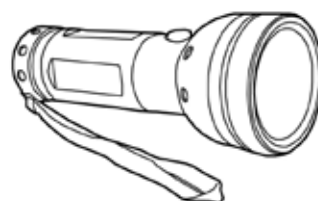
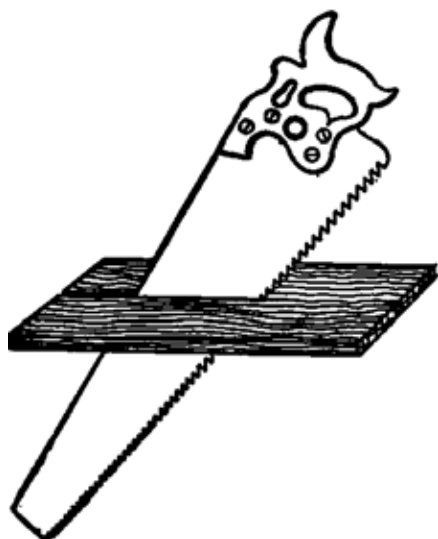
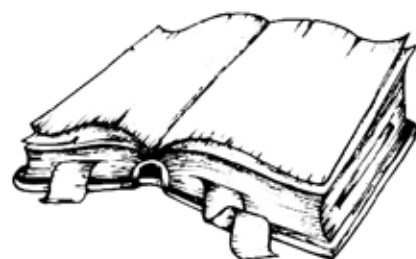
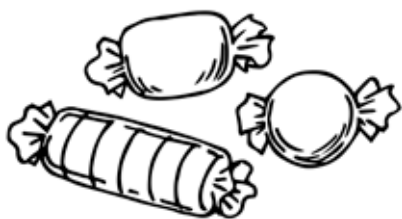
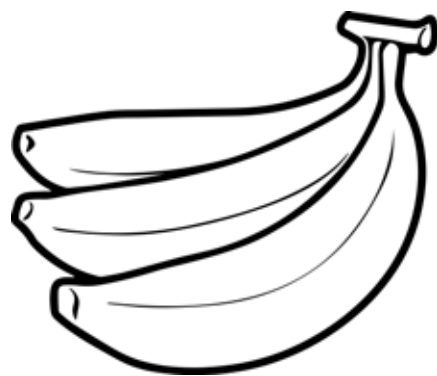
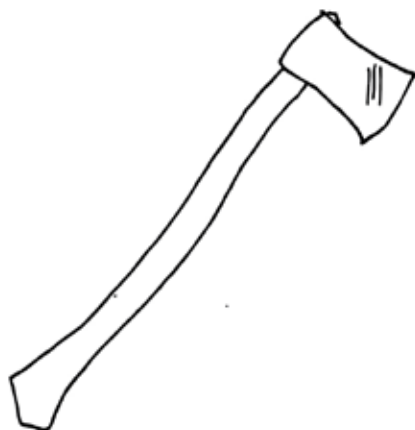
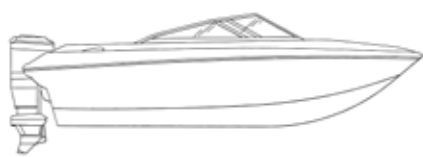
**MOVE ON TO  
LEVEL 4  
READERS**

# Additional Materials

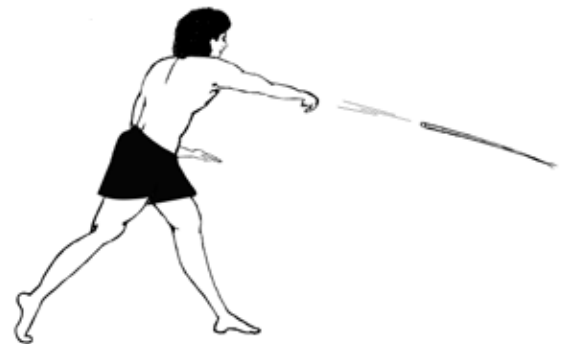
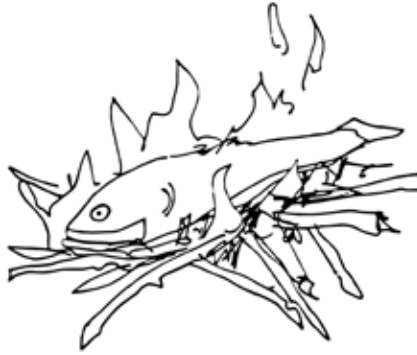
## Animals



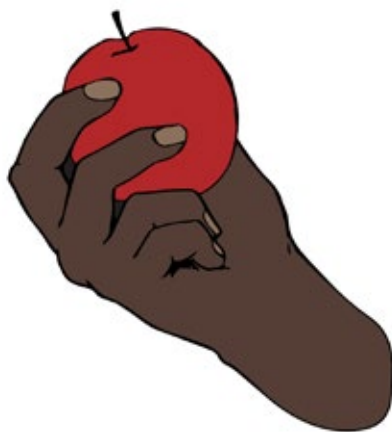
# Objects



# Verbs

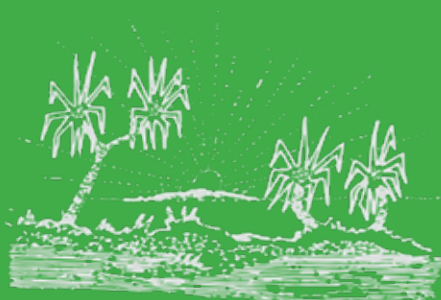












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