

Goanna Planner Prediction Resources to introduce **Yolŋu Ƙarruŋal N̄athaw**

Lesson 1: Introduce the new book and activate prior knowledge.

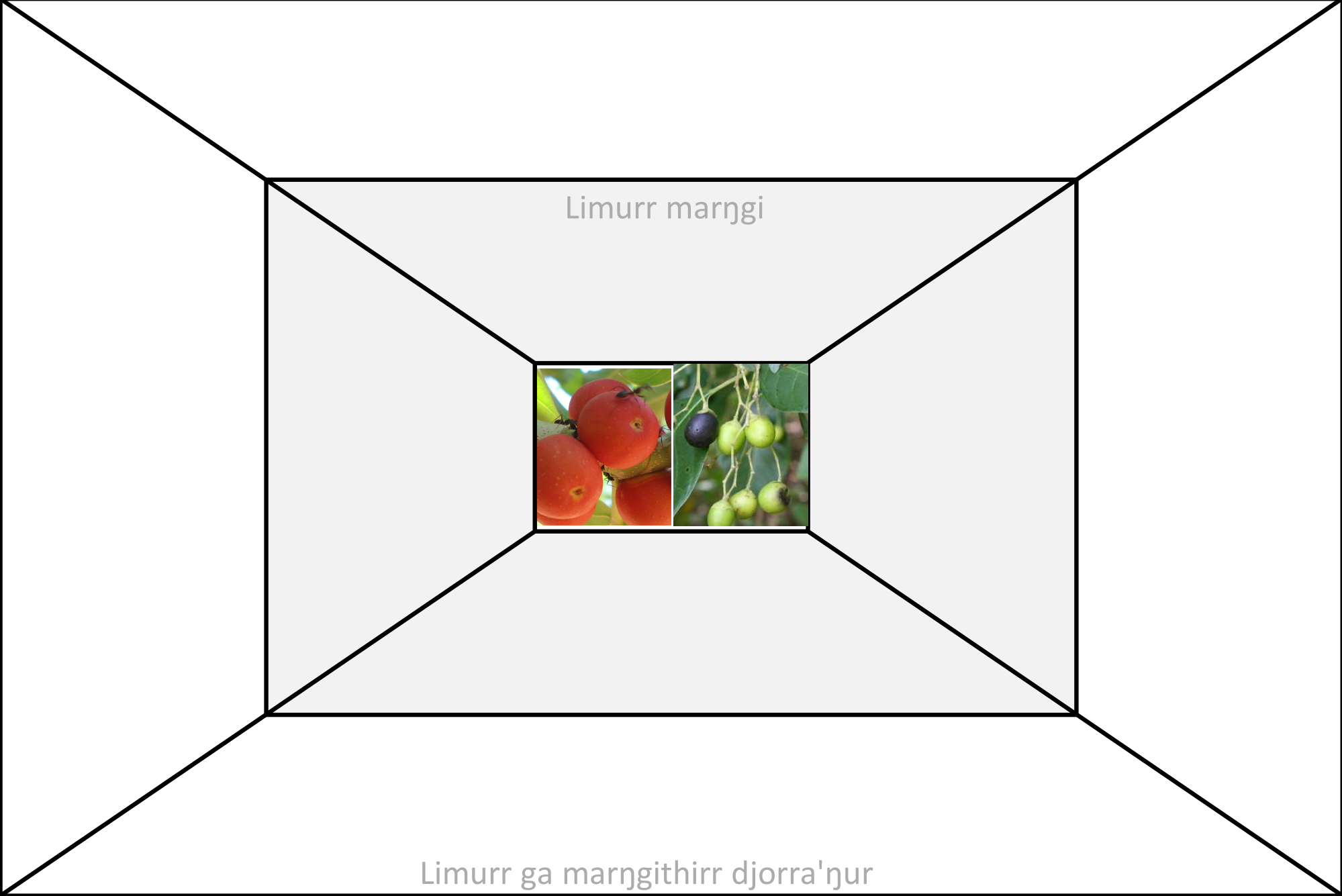
Before reading (don't read or show the book yet!)

1. Chart 1: (or butcher's paper) Get the students interest – show a real item if you can, or a photo, picture. Ask students what they already know about _____ (fill in inner circle, can write students names next to their comments if you want assessment record)
2. Chart 2: As a whole group on A3, make dot to dot connections to expand students' ideas – pass around the circle, each student draws one line and says a sentence about what they predict.
3. Chart 3: Use pictures from the book to prompt discussion and prediction (glue onto chart for wall display): yäku?, wanhal?, yol?, nhaltjan?
4. Optional: Start lists of words with pictures: yäku?, nhäthinya?, yol?, djämamirriyam? etc

Lesson 2: Read the book for the first time.

1. Review chart 3 (yäku?, wanhal?, yol?, nhaltjan?) to remember the story ideas, then
2. Read the book
3. Check Chart 2 (dot to dot connections): was each connection yuwalk or nyäḷ (true or false)?
4. Add extra words to Chart 1 to build on prior knowledge.
5. Add some new words from the book to the word lists (yäku?, nhäthinya?, yol?, djämamirriyam?)
6. Children can go to their desks and complete individual A4 dot to dot connection pages – draw lines and attempt to write some words from the charts now on display; colour in.

Chart 1: Before and after web: Activating prior knowledge



Limurr marŋgi



Limurr ga marŋgithirr djourra'ŋur

Image to support Chart 1



Yäku: _____

Walu: ___ / ___ / _____

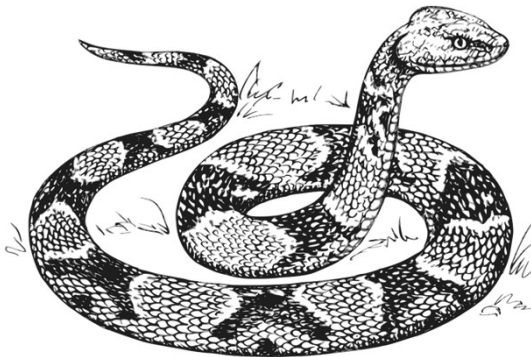
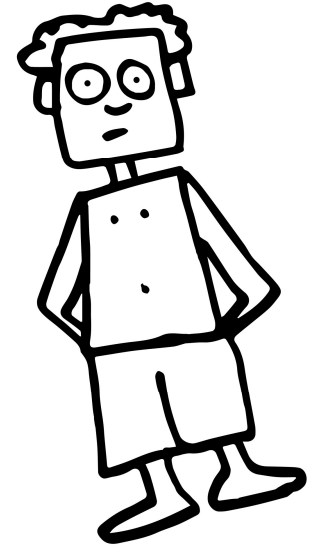
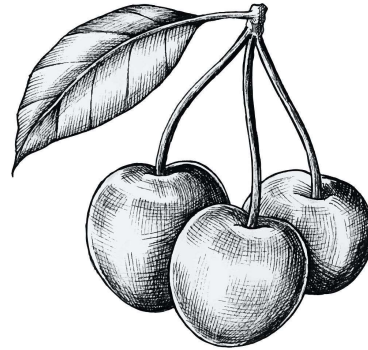
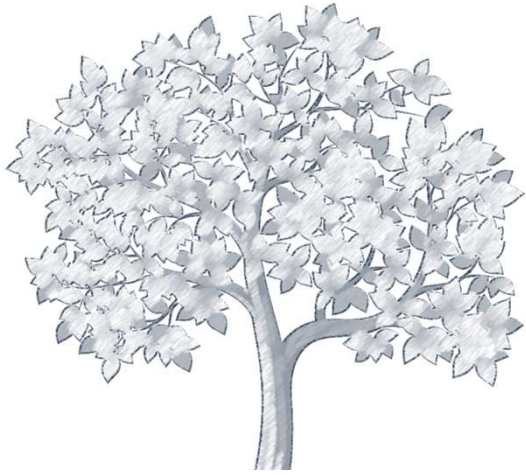


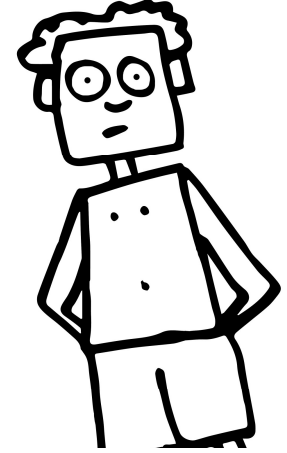
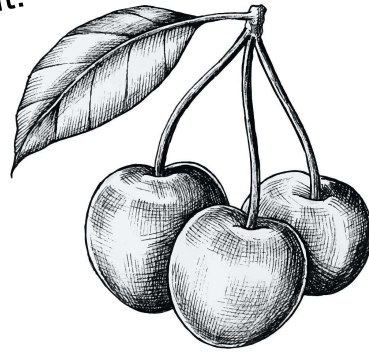
Chart 2: Dot to Dot connections. Making predictions before reading **Yolŋu Larrunjal Nathaw**: draw lines to predict what might go together in this story. Say sentences out loud to the group.

Teacher cheat sheet – to assist with prompting – however all student predictions are good – no wrong answer so encourage all predictions!

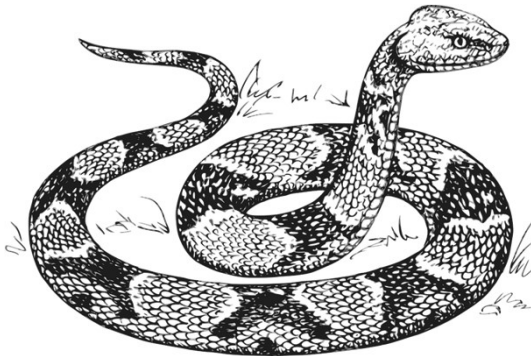


Dharpa – tree. Fruit is growing on the tree, the snake is in the tree, the boy goes to the bush / climbs the tree.

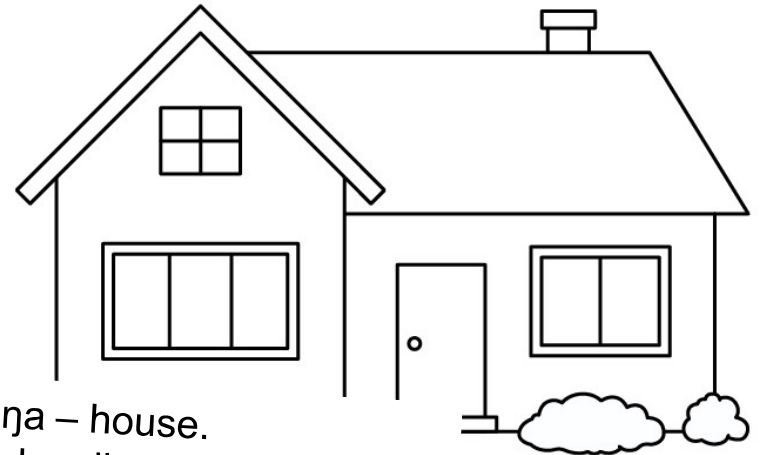
Borum – fruit. The fruit is hanging in the tree, the boy wants to eat the fruit.



Ḍirramu – boy / Yolḡu – person. The boy wants to eat the fruit. He sees / is scared of the snake. He climbs the tree. He lives in the house.



Bäpi – snake. The snake is in the tree. The snake scares the boy.



Wäḡa – house.
The boy lives in the house.

Chart 3: Match pictures from the book to the correct box, display on the classroom wall

Yäku (book title)

Wanhal (setting)

Yol (characters)

Nhaltjan (plot)

Cut these out before the lesson and present to the students in mixed order, to glue into the correct box of Chart 3.

