



Early years curriculum materials

A week on Badu Island

Planning and reflecting on real-life situations in a remote context



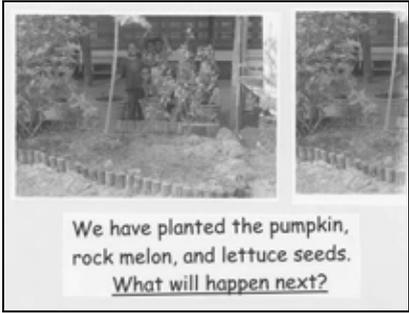
**Queensland
Government**



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Partnership and innovation

Links to <i>Early Years Curriculum Guidelines</i>		Teacher monitoring and reflection
	Background	
<p>Active learning processes — Investigating the natural world</p> <p>Early mathematical understandings — Early numeracy</p>	<p>This case study examines a week in a Preparatory class in a P to 8 setting. The Preparatory class is made up of 17 children who are turning five in the calendar year. The Preparatory classroom is located on a school campus in a remote Queensland community where Creole is the first language. Both English and Creole are used in the classroom context. The teacher uses Standard Australian English (SAE). Within the classroom, the staff use a scaffolding process based on the Felicks approach and the Walking Talking Texts model. Both philosophies help children in the transition from early literacy understandings in their own language to beginning spoken and written English. Many adults who use Creole as their first language work in the classroom at various times. Throughout the year there is a strong emphasis on developing language and teaching social strategies.</p> <p>As the teacher develops the children’s early literacy understandings, the teaching assistants point out the way something is said in “home talk” and “school talk”. Creole is always recognised as a valid and distinct way of speaking. An adult role plays using the two languages in different contexts to help the children understand that at school English is used, whereas in contexts like home and at a party, Creole is used. Learning experiences such as excursions provide opportunities for the children to discuss uses of language in the home, in the community and at school.</p> <p>Catalyst for the week’s planning</p> <p>I observed the children outdoors in the dirt patch re-planting weeds. The children decided that they would like to make their own garden. I suggested that we visit the new nursery on the island to get some ideas about what to do.</p> <p>At the same time, our deputy principal, Mrs Ahmat, visited our class and commented on the children’s fantastic sewing skills. So, we decided to develop a sewing project. The children suggested they could measure Mrs Ahmat and make a new dress for her.</p>	

<p>Active learning processes — Thinking</p> <p><i>Generating and discussing ideas and plans and solving problems.</i></p> <p>Language learning & communication — Early literacy (writing & shaping)</p> <p>Interacting</p> <p>Use teachable moments to respond to and extend children's understandings of written language.</p> <p>Active learning processes — Imagining and responding</p> <p>Planning</p> <p>Explore and playing with colour, line, shape, texture and size and repetition as they draw, paint, print, sculpt and model.</p>	<p>Indoor learning</p> <p>I introduced the sewing project by asking the children, <i>If we want to make a dress for Mrs Ahmat, what would we use to measure her? Nathan suggested a ruler. If we wanted to measure around someone's waist, could we use a ruler? Why not?</i> We discussed different ways of measuring and I then modelled how to measure with a measuring tape. I explained that Esther would be helping the children who were interested in the sewing project and that they could measure out the material and begin sewing it together.</p> <p>Cydonia worked with a group to make a collage of plants using images children selected from a magazine.</p> <p>I helped a group of children doing free writing in their note pads. We were exploring and developing understandings about signs. Steven wrote the letters in his name for a sign and said shop.</p> <p>Steven stuck his sign on a big block and sat nearby. Moe, Anai, Etta and Nathan began playing together in the shop. I was "Mrs Flower" and encouraged Steven to join the play by buying some seeds from him and asking his dog to wait outside the shop. The children roleplayed exchange processes using play money. Ivy decorated the newsletter that contained information and permission forms for our upcoming excursion to the nursery. She found plant and fruit pictures to put around the border.</p> <p>Reflecting on learning</p> <p>I read the story <i>Leaves for Mr Walter</i> with the children and we made links to measuring for our sewing project and the name of our religion teacher Athe Walter (Athe means "grandfather" in Creole).</p> <p>After lunch we listened to some relaxation music that contained garden and forest sounds. The children became excited when they recognised some of the sounds. We discussed the animals that lived in the forest. <i>Will animals come and live in our garden if we have plants? Do any of the creatures eat plants?</i></p> <p>We decided to develop a backdrop for our garden display. The whole group went through magazines looking for colours and patterns to make collages that we would use for the backdrop.</p> <p>At home time Ivy handed out the newsletters to the parents/carers.</p>	<p><i>W not ready to follow my lines — did a drawing in a book instead.</i></p> <p><i>N became destructive by being a dog in the shop.</i></p> <p><i>R, T, N, D were overexcited after their lunchtime play.</i></p> <p><i>B made a three-part pattern with flowers. He told his group his pattern was "red, white, blue".</i></p>
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	Tuesday	
	<p>Athe Walter came into the preparatory class for religion. Athe lives next door to the school and is a regular participant in our learning. He owned the land that the school was built on and donated it so that the school could be built. Athe is 80 years old and he shares stories with the children and discusses simple moral dilemmas with them.</p>	<p><i>N was distracting others. Athe Walter mentioned to N that he would talk to his mother.</i></p>
<p>Active learning processes — Investigating the natural world</p> <p>Interacting</p> <p>Share texts to stimulate or challenge thinking or introduce scientific language.</p>	<p>We looked again at the information book on plants. It contained instructions for an experiment for growing rice sprouts by putting a rice grain on a wet cotton ball. I demonstrated how to set up the experiment and explained to the children that they could make the same experiment. I asked the children to predict what might happen, and modelled the correct language for labelling the items in the experiment. We then re-examined the pumpkin seeds from the previous day. What is the difference between the two seeds? Does the shape of the seed match the shape of its fruit? How can such a small seed grow such a big fruit? What else do you notice about these two types of seeds?</p> <p>Some children chose to set up their own rice grain experiment during outdoor learning time.</p>	<p><i>A, D, M, B and I listened well and were able to help me with the rice experiment and independently setting up their own.</i></p>
	Outdoor learning	
<p>Planning</p> <p>Conduct simple experiments and observations, with assistance.</p> <p>Health & physical learning — Fine motor</p> <p><i>Using and extending fine-motor skills when integrating movements and using equipment.</i></p> <p>Active learning processes — Imagining and responding</p> <p>Planning</p> <p>Experiment with materials, processes, tools, movement, sounds or props as they construct and create.</p>	<p>All of the children planted their pumpkin seeds in the garden that they had prepared the previous day. After planting the seeds the children watered them in. They then drew representations of plants and seeds on the cement using chalk. The children also used water to paint on the cement. I placed instruments out for them to experiment with, and played the music that we would be using for movement when we went inside. The children used the instruments to make animal sounds.</p> <div style="text-align: center;">  <p>We have planted the pumpkin, rock melon, and lettuce seeds. <u>What will happen next?</u></p> </div> <p>Movement</p> <p>After playing outside and representing plants with chalk, we represented the growth cycle of a plant through movement. The children then formed seed and bud shapes with their bodies, as well as flower shapes and the wind. The children enjoyed this session and then drew the life cycle of a plant on paper and acted it out. We then had morning tea.</p>	<p><i>I drew a plant with chalk that included roots under the soil. T not helping to tidy up, I gave him a job and he ignored me. Esther talked to him and he tidied the sandpit toys.</i></p> <p><i>Planting the pumpkin seeds.</i></p> <p><i>St was able to keep the beat and Sa moved slowly like a plant growing.</i></p>

<p>Language learning & communication — Early literacy (reading and viewing)</p> <p>Planning</p> <p>Investigate the conventions of reading and viewing electronic texts.</p> <p>Active learning processes — Imagining and Responding</p> <p>Planning</p> <p>Explore aesthetic and sensory qualities of environments, objects and their own and others' artistic works.</p> <p>Active learning processes — Thinking</p> <p>Planning</p> <p>Ask questions to clarify meanings, gather more information and challenge others' ideas.</p>	<p>Indoor learning</p> <p>To develop an understanding of logging on and logging off, I took a small group of children to the computer laboratory to work with the Year 7 children. While we were there we looked up the Badu Island Nursery on the internet. Didymus and Anai became very excited, "There's Aunty Sarah!" We printed out the web page to show the other children. It was wonderful for the children to see their Aunty Sarah on a web page, working at the nursery.</p> <p>Cydonia continued working with the interested group on the dress-sewing project. The children discussed colours and how they would fit the pieces of the pattern together.</p> <p>Esther accompanied a small group of children on a discovery walk. They walked around the school looking at plants. She asked the children, <i>What does this plant look like? Feel like?</i> When the children returned indoors they made a group book. The children drew the plants and Esther wrote words in Creole underneath the drawings.</p> <p>The children suggested that the play-shop we had developed the previous day become a nursery. The children began to "sell" plants at the nursery, and they designed and wrote signs and labels for the plants.</p> <p>Reflecting on learning</p> <p>We reflected together on what we had found out during our learning. The children were very enthusiastic when Didymus and Anai showed them the images from the Badu Island Nursery web page. <i>What do you think we might see at the nursery on our excursion tomorrow? Do you think there will be a shop at the nursery? How do the workers at the nursery look after the plants? What sort of plants do you think we will find at the nursery? Will they be the same as our plants or different? What behaviours do we need to use to stay safe?</i></p> <p>I wrote down the children's thoughts and responses on a large sheet of paper and explained what sort of behaviour would be appropriate on an excursion. We then made a list of our rules and what we needed to bring on the excursion. The rules that the children decided on were: <i>Stay with the group. Walk in a straight line next to the road. Listen carefully and use nice talk.</i></p>	<p><i>J, I, JB loved sewing. W wanted to have a go and Cydonia helped him to use a large needle. He needed a lot of support and Cydonia guided his hand in the up and down motion needed to sew.</i></p> <p><i>Et. included great detail in her plant illustrations.</i></p> <p><i>A suggested that we should walk in one line on our excursion.</i></p>
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<p>Social & personal learning — Personal learning</p> <p><i>Interacting</i></p> <p>Provide visual prompts to help children manage tasks and routines with increasing independence.</p>	<p>After lunch the children chose between board games and quiet book-sharing time. The group that had made books about the plants they had seen on their discovery walk shared their books with the other children. This was a good opportunity to practise the plant vocabulary.</p> <p>Library</p> <p>In previous weeks the children had been practising placing rulers in the place where they took a book from the shelf. Bando modelled the correct use of the rulers for everyone. We helped the children to select information books on plants and to find information they wanted.</p> <p>When we returned to class I reminded the children about the excursion by showing them the poster “What to bring on the nursery excursion”, which we had made earlier. I also reminded them about bringing their permission slips, a packed lunch and any member of their family who wished to come with us.</p>	
	<p>Wednesday</p>	
<p>Early mathematical understandings — Early numeracy</p> <p>Investigating and communicating about sequence, order and pattern.</p>	<p>Focused learning and teaching</p> <p>We reviewed the information that we had gathered about plants in the first two days of the week. <i>Why do plants have roots? What would happen if they did not have roots? Is a stem important? Can a plant grow without planting a seed? How will a pumpkin grow from such a tiny seed?</i></p> <p>I showed the children a set of six illustrations of a pumpkin seed being planted, growing, being picked and made into a pumpkin pie. Each picture was in a square box with a short sentence underneath. We read the sentences and arranged the illustrations in order. Then the children got their own set of sequence illustrations and, with scaffolding, placed them in order.</p>	<p><i>Et, Sa, D were able to read back the sentences.</i></p>

<p>Active learning processes — Investigating the natural world</p> <p>Interacting</p> <p>Draw children’s attention to other ways of understanding or thinking about natural phenomena.</p> <p>Social & personal learning — Social learning</p> <p>Interacting</p> <p>Engage children in opportunities for collaborative decision making about ways to solve social problems arising at school.</p>	<p>After observing the rice grain experiments that some of the children and I had set up the previous day, we started another experiment. We placed a stick of celery in a cup of coloured water. <i>What do you think will happen? Does celery have roots? Do you think it is a plant? What happens when we put a flower in a vase of water?</i> After modelling how to set up the experiment, the children independently poured coloured water into some cups and placed celery sticks in them.</p> <p>Indoor learning</p> <p>To enhance the children’s strategies for group work, I suggested that we work together to make our own garden from collage and junk materials. The children chose friends that they would like to work with and they planned a design for their garden by drawing a sketch on paper. I suggested that the children practise the strategies — “nice talk”, sharing and asking a question. When planning how to talk nicely, the children suggested, <i>saying please and thank you, listening and one person talking at a time</i>. We recorded these suggestions on paper by sketching children and drawing speech bubbles containing the words <i>please</i> and <i>thank you</i>. Possible questions included, <i>Can you pass the glue please? Can you please help me bend my pipe cleaner?</i> Nathan role played asking for the glue. Rashid then repeated the role play.</p>	<p><i>The children cooperated really well. When JB didn’t use “nice talk” to ask for the scissors, I asked her to think of another way. We reviewed the chart of suggestions.</i></p>
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<p>Active learning processes — Imagining and responding</p> <p>Planning</p> <p>Explore and playing with rhythm, beat, pitch, tempo and dynamics in music.</p>	<p>Before morning tea we sang “I love the flowers”; “Today I am so happy” and “You are my sunshine”. To support the children during singing and to reinforce the concept of a “word”, we followed the text of the chorus, which was written on butcher’s paper. The children enjoyed singing along with the music.</p> <p>After morning tea we reviewed the list of manners we had developed to use on our excursion: Stay with the group. Walk in a straight line next to the road. Listen carefully and use nice talk. <i>Are these similar to the rules that we used during our group work this morning? How is an excursion different from class?</i> We met the parents/carers — Lillian, Josephine and Maggie — and walked to the nursery. It was great to chat along the way and build partnerships with the parents/carers.</p> <p>We met Volker and Sarah (the nursery workers) at the front of the nursery. We walked around the nursery together for the first part of the excursion. Volker was very responsive to the children’s questions and showed great flexibility by following their lead and stopping his explanations to answer questions along the way. We then divided up into small groups to investigate the plants and go on a sensory tour. We investigated the plants through touch, smell, sight and taste. The nursery had many attractions: a sunflower garden, a greenhouse, sprinklers, palm trees, a banana jungle, loofah vines and hydroponics.</p>	
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Active learning processes — Investigating technology

Investigate ways technology is used in their local areas (systems such as garbage collection, factories that manufacture goods, designed environments ...).



Volker showing us the loofah vine.



Touching, smelling, and feeling the flowers.

Health & physical learning — Making healthy choices

Planning

Roleplay and visit community services and personnel to explore how those services promote health and safety.

Language learning & communication — Oral language

Interacting

Use teachable moments to develop children's speaking and listening.

After our sensory tour we regrouped to taste some of the fruit that Volker and Sarah were growing. The children recognised Sarah from the web page. The children used lots of language to describe the taste of the bananas. I modelled some language to describe how I thought bananas tasted — *creamy, smooth, sweet*. Sarah explained how the food they were growing at the nursery would keep the community healthy.



Deep in the banana jungle.

Sarah took the children to the shed where she plants the seeds and tends the seedlings. She showed the children how to plant tomatoes in a planter box. We bought some rock melon and lettuce seeds, soil, a coconut husk to add to the soil and a plant for our classroom.

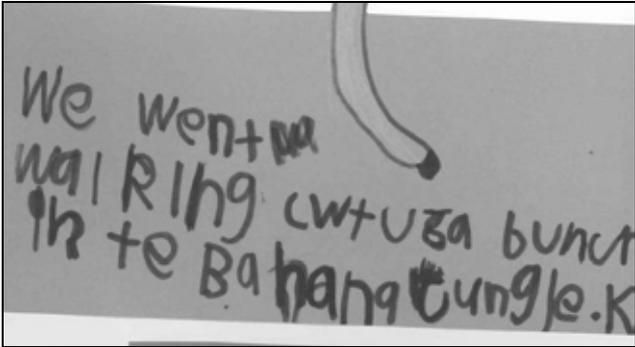
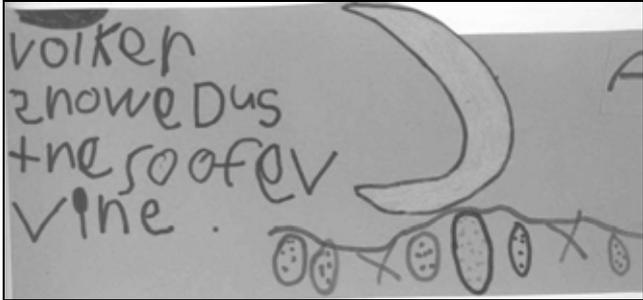


N ran off from the group. J helped to explain to him why this wasn't safe.

Sarah showing us the planter boxes.

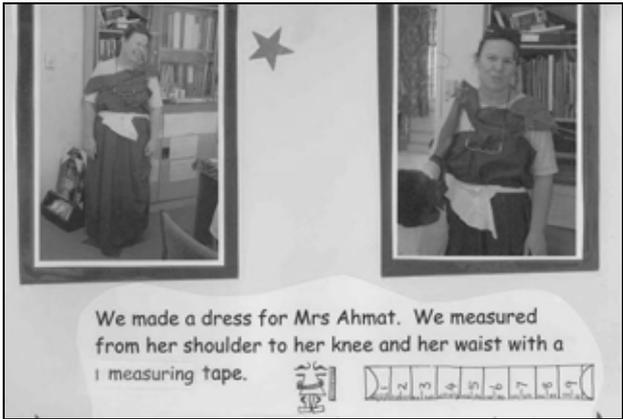
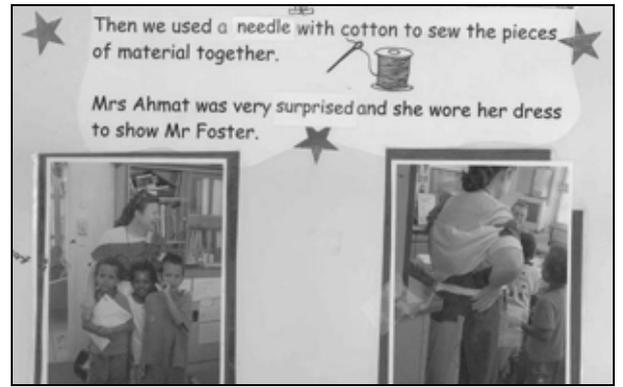
<p>Language learning & communication — Oral language</p> <p>Interacting</p> <p>Respond to children's use of new spoken language with supportive feedback.</p>	<p>The children gave Volker and Sarah their "goodbye speech". I praised their wonderful speaking efforts.</p> <p>We had lunch at the nearby oval. The children really relaxed and enjoyed their free play. Cydonia played circle games with the children and we caught a bus back to school.</p>	
<p>Thursday</p>		
<p>Language learning & communication — Early literacy (writing & shaping)</p> <p>Interacting</p> <p>Model writing while co-constructing texts for a range of purposes.</p>	<p>Whole-group reflection</p> <p>The children helped me to write a recount of our visit to the nursery. <i>What did we do first? What did we do after that? What did Volker show us? What did Sarah show us?</i> We filled four pieces of butcher's paper with the children's recounts. Sai said that Volker put the loofah vine up to stop 'em wind. We sat in a circle to look at the seeds that we had bought at the nursery. To decide on a spot for our new classroom plant, we took a vote and recorded a tally. The children observed their rice and celery experiments and discussed the changes that had taken place.</p> <p>Outdoor learning</p> <p>The children prepared soil in some large pots. They planted rock melon, senposai and mizuna lettuce, and loofah seeds. They were very busy planting, preparing and watering.</p> <div data-bbox="655 1272 1034 1877" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>The soil is now prepared and we are ready to plant our seeds.</p>  <p>Look at how small the seeds are!</p> </div>	<p><i>I wrote down the children's responses and translated them into Standard Australian English.</i></p>

<p>Language learning & communication — Early literacy (writing & shaping)</p> <p>Planning</p> <p>Use teachable moments to respond to and extend children's understandings of written language.</p>	<p>Focused teaching and learning</p> <p>I suggested to the children that we could make a plant diary. To determine their prior understandings I asked, "What is a diary?" Moesha said, "A calendar." I modelled what I thought the plant diaries could look like. I suggested that the children could do their own diaries after morning tea, using some words from the recount that we had written that morning.</p> <p>Indoor learning</p> <p>After lunch Etta asked if she could do her plant diary on the computer. She did this independently, sounding out words and using the spacebar.</p>  <p>The children continued with their nursery play in the home corner. Tyron found a hat with corks, put it on and said, <i>I'm Volker</i>. We discussed what Volker looked and sounded like and what he was wearing. <i>What else could you dress up in to look like Volker?</i></p> <p>I pretended to buy some plants from him and Ivy, Moesha, Jo-Beth followed my lead and set up shop. We made prices for the pot plants and the children made pot plants to sell.</p> <p>A small group of children worked with Cydonia to develop their plant diaries. Another group went with Esther to the computer laboratory to look at the nursery web page. After helping the children at the start of the nursery play, I assisted them with their own recounts of their nursery experience.</p>	<p><i>M had a great answer — I explained the differences and similarities between a diary and a calendar.</i></p> <p><i>M, B, Iv D, N, A, and St took butcher's paper to copy from. R produced his own letter-like symbols for the recount.</i></p> <p><i>The cover of one of the children's plant diaries.</i></p>
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	<p>Reflecting on play</p> <p>We came together and shared the individual recounts from the trip to the nursery.</p>   <p>The children were really tired so we had a rest period.</p> <p>Mr Peters, a full-time member of staff who helps with behaviour management, came to our classroom to read nursery rhymes to the children in their own language. He also sang songs to the children.</p>	<p><i>Recount about the banana jungle — copied from whole-group recount.</i></p> <p><i>“Volker showed us the loofah vine” — copied from whole-group recount.</i></p>
	<p>Friday</p>	
	<p>Before school, Jo-Beth planned the obstacle course with me and Ivy helped us to set it up.</p> <p>Indoor learning</p> <p>I explained to the children that the fete was coming up and that we could sell things at the fete to raise money for the school. “What could we sell at the fete? Is there something we have that we could sell?”</p> <p>Didymus said, “We could make pumpkin pie.” Other children suggested we could sell our plants like Volker does. When I asked the children how much a plant would be, Ivy said, “Twenty dollars. Dai said, “One hundred million.”</p>	

<p>Early mathematical understandings — Early numeracy</p> <p><i>Interacting</i></p> <p>Develop and extending the language of mathematics.</p> <p>Language learning & communication — Early literacy (writing & shaping)</p> <p><i>Interacting</i></p> <p>Accept and encourage children’s personal efforts to represent and symbolise experiences.</p> <p>Active learning processes — Investigating technology</p> <p><i>Planning</i></p> <p>Investigate products of technology and make connections with ways products are used in everyday life.</p>	<p>We discussed the value of money as a group. Esther, talking in Creole, showed the children a 50-cent coin, a 10-cent coin and a 1-dollar coin.</p> <p>We also set up another experiment by planting some sprout seeds on glass. Anai said, “We’ll see the roots grow.”</p> <p>Outdoor learning</p> <p>The children took their plant diaries outside to record how they bought plants from the nursery and planted them. I modelled in Standard Australian English (SAE) and recorded the children’s responses. Etta said, “The sun makes the flowers grow up.” I praised the children for sharing their ideas in English.</p> <p>The children continued planting and watering. We provided different-sized containers for the children to place water in and this provided opportunities to develop the children’s early mathematical understandings. The children decided to incorporate buckets, pipes and pouring into their sandpit play. They had an opportunity to role play what they had seen happening at the nursery, using pipes as sprinklers and pretending to plant seeds.</p> <p>Mr Peters visited our classroom to sing island songs with the children. The positive interactions with Mr Peters assist in building partnerships and positive relationships. (Uncle Eddie, a respected community member, also comes in at other times to facilitate an art program with the children. This enhances relationships and builds partnerships between home and school.)</p>	
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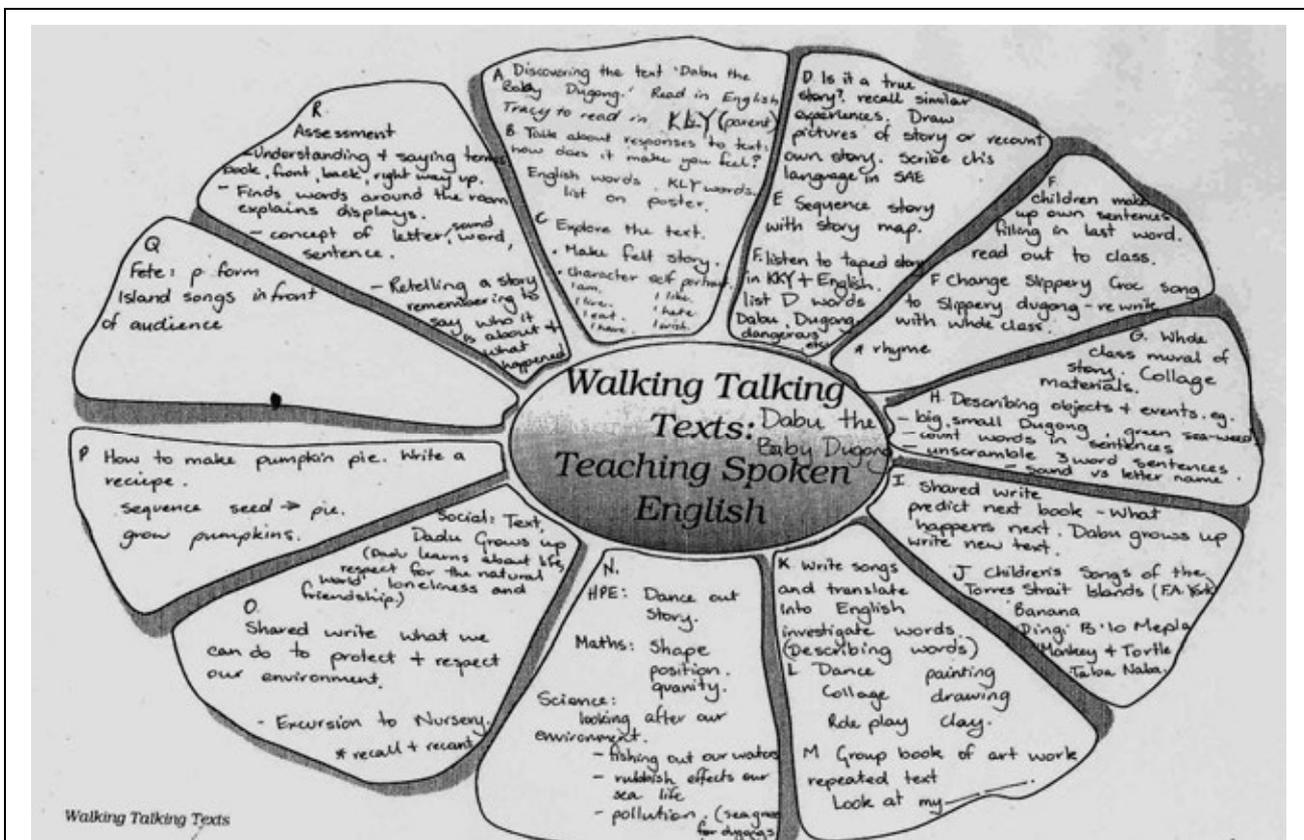
	<p>Indoor learning</p> <p>After morning tea Cydonia accompanied a group of children to the computer lab to look up the nursery web page. Henrietta made a front title for our book independently on the computer. Bando used environmental print to write “<i>Our trip to the nursery</i>”. I worked with a group of children to compile a class book of the nursery trip and Esther helped the children to finish the dress for Mrs Ahmat. Once it was finished, she modelled it for the children. Esther also scaffolded the children’s independent writing on cards that they wanted to put with Mrs Ahmat’s dress when they gave it to her. The children placed the cards in envelopes and wrapped the dress as a present. At the last minute Jovannah made a belt with a button on it to go with the dress.</p> <div data-bbox="678 808 1011 1124" data-label="Image"> </div> <p>Reflecting on our play</p> <p>We planned how we would surprise Mrs Ahmat with her new dress: Firstly, two children would invite Mrs Ahmat to the classroom afternoon session. Tyron and Rashid volunteered to go. Secondly, we would hide in our hiding spots so that when she came in we could surprise her. Thirdly, Didymus and Henrietta would speak to Mrs Ahmat. We rehearsed the process several times.</p> <p>After lunch Mrs Ahmat came to the door saying, <i>Hello</i>. The children called out, <i>One, two, three surprise!</i> and jumped out from their hiding spots. Henrietta said, “We made a dress.” Anai gave Mrs Ahmat the cards and present. She replied, “It’s my birthday next week, so this is a lovely surprise!” Mrs Ahmat put the dress on and everyone walked with her to the office to show Mr Foster (the principal).</p>	<p><i>J showed great fine-motor skills when making the belt for Mrs Ahmat’s dress.</i></p> <p><i>H typed this cover independently.</i></p> <p><i>This was a huge celebration and the children loved it.</i></p>
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	 <p>We made a dress for Mrs Ahmat. We measured from her shoulder to her knee and her waist with a measuring tape.</p>  <p>Then we used a needle with cotton to sew the pieces of material together.</p> <p>Mrs Ahmat was very surprised and she wore her dress to show Mr Foster.</p> <p>This was a fantastic finish to our week. The children were able to celebrate their success.</p>  <p><u>Our Garden has grown!</u></p> <p>Pumpkin flowers are growing on the vine.</p> <p>The lettuce is almost ready to eat.</p>	<p><i>Mrs Ahmat modelling her wonderful dress.</i></p> <p><i>Showing Mr Foster the wonderful dress.</i></p> <p><i>Observing how the plants had grown.</i></p>
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	<div style="text-align: center;">  </div> <p>Finishing the week</p> <p>We reflected on our week. <i>What were we going to learn about next week?</i> We recorded the children's ideas and used them to plan for the following week.</p>	<p><i>Ready to sell the million dollar plants!</i></p>
	<p>Extra information</p>	
	<p>Walking talking texts</p> <p>In the weeks prior to the week described in this case study, the Preparatory class had been learning about language using the story <i>Dabu the baby dugong</i> as a catalyst. The Walking Talking Texts model contains a circular format for developing understandings of texts. Using an A–Z format, the teacher plans experiences that will enhance children's early literacy understandings. The teacher uses a "petal planner" to record the circular process and the types of experiences offered for the children in sequence. The sequence is based on developing understandings through sight, sound and touch. To explore the text <i>Dabu the baby dugong</i>, the teacher used the petal planner. Towards the end of the process, the teacher introduced other text types that related to what the children were learning about during their gardening experiences. As part of the assessment, children interacted with the teacher to retell the story. The teacher used transcripts of discussions with the children about the story to record information on their oral language profiles and analyse their oral language development (see <i>appendix</i>).</p>	

Appendix

Teacher planning recorded in the petal planner. Planning begins at A and moves clockwise around the flower to R. She gathered evidence of learning throughout learning.



Adapted from: *Walking talking texts* 1995, Northern Territory Department of Education, Darwin.

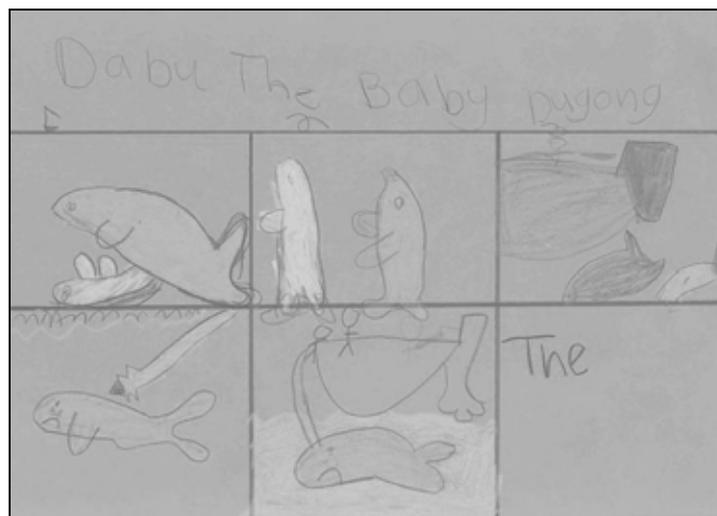
Language learning & communication — Oral language

Monitoring and assessing

Often contributes ideas and shares information in group settings, responding to others, usually when asked.

Is extending vocabulary and sentence structures to compare, classify, explain, describe, imagine and recount events.

T: Can you tell me about this book? What's it called?
 J: Dabu the Baby Dugong
 T: What's happening here?
 J: The mother go born the baby one.
 The mother go learn em for breath
 The dangerous man go kill the mother one. Dem dangerous, one em, dem go spear the mother one.
 T: Remember we're going to try and talk in English. Tell me what's happening in this one.
 J: He gone tied him up that tail with rope take em to house and kai kai em.
 The other dugong gone play with his friends.
 Dugong gone play with his family
 He come big.
 T: Now can you tell me what we do here at Prep?
 J: Painting... then colouring then..... do cooking then playdough
 T: How do you make playdough?
 J: um put the colours on and the flour and the oil.
 T: Then what do you do?
 J: Mix it up then it comes for thing there playdough.



By using a text that has relevance to their own community, the children can concurrently develop understandings of Creole and Standard Australian English and strategies for using both languages in context. By using partnerships and developing and extending them, the teacher in this setting is encouraging and valuing the use of both languages and their importance for learning.

This oral language transcript allowed me to develop my planning for teaching further oral language strategies: Continue working with J on singular-plural in nouns, singular-plural in verbs, pronouns, sounds, prepositions, tense, possession, questions and word meanings. (See FELICKS approach)

J used “dangerous” well.

Sequenced drawing of Dabu the baby dugong. First, Dabu is born; next, his mother teaches him to breathe; then he is in danger.



Uncle Eddie comes in to do art with the children once a week.



Building partnerships – Uncle Eddie discussing an artwork with the preparatory class.

Special thanks to the teacher, Storm Rickard, teaching assistants, Esther Nona and Cydonia Nona, and the children of the Preparatory class at Badu Island State School. Additional thanks to the Deputy Principal of Badu Island State School, Kay Ahmat, and members of the Badu Island community, Athe Walter, Uncle Eddie and Mr Peters, for their participation in the program of the Badu Island Preparatory class.

Further reading

To view information about the Badu Island Hydroponic Nursery go to:

ABC (online). 2005, <http://www.abc.net.au> [accessed 5 December 2005]. Search "Badu Island Nursery".

Berry, R & Hudson, J 1997, *Making the jump*, Jawa Production Centre, Catholic Education Office, Kimberley region. A resource book using the FELIKS approach (FELIKS — fostering English language in Kimberley schools).

Department of Employment, Education and Training 1995, *Walking talking texts*, DEET, Darwin. Contact Fran Murray: Manager ESL for Indigenous language-speaking students program (tel. 08 89220 724).

	<p>Fleer, M & Williams-Kennedy, D 2001, <i>Building bridges: literacy development in young Indigenous children</i>, Early Childhood Australia, ACT.</p> <p>Solomon, S 2003, <i>Dabu the baby dugong</i>, Magabala Books, Broome.</p> <p>For an extensive bibliography go to: The Aboriginal English Website (online). 2005, http://www.ecu.edu.au/ses/research/CALLR/AENG/research/bibliog.htm [accessed 5 December 2005].</p>	
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