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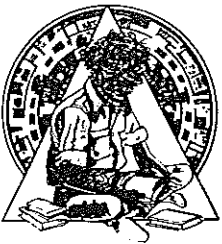
Series B, Volume 2

**PAPERS IN LITERACY AND BILINGUAL
EDUCATION**

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Summer Institute of Linguistics
Australian Aborigines Branch
Darwin
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PREFACE

These Work Papers are being produced in two series by the Summer Institute of Linguistics, Australian Aborigines Branch, Inc. in order to make results of SIL research in Australia more widely available. Series A includes technical papers on linguistic or anthropological analysis and description, or on literacy research. Series B contains material suitable for a broader audience, including the lay audience for which it is often designed, such as language learning lessons and dictionaries.

Both series include both reports on current research and on past research projects. Some papers by other than SIL members are included, although most are by SIL field workers. The majority of material concerns linguistic matters, although related fields such as anthropology and education are also included.

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INTRODUCTION TO
SERIES *B* VOLUME 2

In this, our first volume of Work Papers with the accent on literacy, we include three research papers written by students of the Literacy Course at the South Pacific Summer Institute of Linguistics, Sydney. These appear with a minimum of editing in order to make the information contained in them immediately available. We are grateful to the authors for giving us permission to reproduce their work in this way.

A brief but important paper by Anee Glass on linguist-school interaction completes the volume.

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TEACHING AIDS FOR TIWI

Sr. Teresa Ward

0. INTRODUCTION

In attempting to look at teaching aids that would be suitable for the Tiwi bilingual programme of Bathurst Island, I have found it impossible to cover all those aids required for the entire programme.

Certain vital areas have not been touched on, and others treated very briefly. As Marie Godfrey (SIL linguist, resident on Bathurst Island) has provided a wide range of suggestions for pre-reading in the areas of Visual Discrimination, Auditory Discrimination and Language Enrichment, I have dealt with the first two areas, only with regard to additional activities and not touched on the last mentioned area.

My intention has been to concentrate more fully on the areas of concepts of reading and on supplementary activities once the primer has been commenced.

1. CRITERIA FOR ASSESSING AIDS

An aid is not an end in itself. The aid or activity must be used in helping in the reading process, either to teach a new skill or to provide repetition, enrichment or evaluation.

Well directed learning aids and activities should meet certain criteria. The main ones I see are:

- (a) The activity should be directed at some specific reading technique or skill.

- (b) If it is to be used by the child as an independent activity, the child should have the purpose clear and the directions should be simple and clear.
- (c) The material should be educationally sound.
- (d) The exercise should provide repetition (when used by the child independently) and the skill taught previously.
- (e) The aid and work should be adapted to the age and developmental level of the child.

2. VISUAL PERCEPTION AIDS

2.1 VISUAL DISCRIMINATION

While recognising that many aids/activities, used in readiness programmes in this area are irrelevant and holding with many others the view that it is a specific type of visual discrimination we want to develop in the child, namely the ability to discriminate between written symbols, I felt it necessary to look to aids that can more quickly bring the Aboriginal child to letter discrimination.

As the child is accustomed to seeing three dimensional symbols and can read their meaning, it is in adjusting to two dimensional symbols that he needs assistance. From the difference in direction, which he can read quickly, e.g. in seeing wallaby tracks--I think the aid which would be most useful would be pattern cards--taking track marks, and especially painting designs and drawing these on card. Two activities could be done--one asking the child to select the pattern that is the same as the one in the top of the chart, and then arranging other cards, the same as the one at the top, with only one different, asking them to choose the one that is different. This could then lead on to similar cards being used with letter shapes on them. (See Appendix 3 for suggestions, but Aboriginal teachers would be the ones to produce these.)

The other activities which I feel useful, involve the feeling sense along with visual stimuli. Two activities here would be:

1. Sandpaper Shapes

Materials: Pieces of cardboard with a letter shape (or syllable) on it, which is superimposed in sandpaper (or if none available, glue sand on in the shape). From the 'feeling' of t and p, etc., children can more easily see the difference.

2. Rope Patterns

Materials: String or rope. Children can either place the rope over a letter shape drawn on the ground before or at a later stage, look at a representation in one place and produce it in another with the rope/string.

2.2 VISUAL MOTOR CO-ORDINATION

The following are supplementary activities to ones already existing in the Tiwi bilingual programme, and are not complete or exhaustive.

1. Tracing Cards

This activity co-ordinates eye and hand movements as well as reinforces left to right eye movements.

Materials: Pages prepared and glued onto firm cardboard, then covered in sturdy plastic or contact.

Two types of activity could be prepared, one requiring the child to trace between two lines, the next to trace over a dotted line. In both cases the boundaries between which the child traces would be progressively narrowed. (See Appendix 3 for examples.)

2. Stencils and Templates

Materials: Old plastic ice cream containers from which geometric and letter shapes can be cut. If the plastic is too floppy, the shape can be cut twice and glued or stapled together. By cutting a square ready for each shape, then cutting the shape from the inside, nothing is wasted, and one has both template and stencil,



e.g.



How to use: Children can trace around them on chalkboard or on paper.

3. Eye Span Activities

To help increase eye span, two activities are suggested:

- (a) One child walks towards another, continually throwing a ball back and forth. This makes the eye muscles adjust to the distance.
 - (b) The teacher says a nonsense syllable, e.g. pipi, and then has the children clap twice, stamp twice, etc., then writes pipi on the board and the children read pipi. Then it is increased to pipipi and so on.
4. Other activities such as hand tracing, tracing gross shapes , and gradually moving to finer shapes , joining points . . . , are all thought to be activities to develop eye hand co-ordination (Reading Development Centre 1973).

2.3 TESTING

Aids which were suggested in this area were varied--some I felt were testing areas irrelevant to reading, others were very complicated and would require specialising in the techniques in order to be able to administer them. Three sources, however, presented simple tests which I took and in some examples adapted. These were: Sheppard's Screening test (which I also used for the Auditory test suggestion); sheets from a Reading Conference (the original form of which was given to me by Ruth Lipscombe, Advisory Reading Teacher in the N.T.) and sheets from Western Psychological Services (also given by Ruth Lipscombe).

The areas they cover are:

Visual discrimination: of shapes
of letter symbols
of words

Visual memory: general
sequential

The adapted tests will be found in Appendix 3.

It will be noted that I have not included in this paper, any work on visual memory in a separate section, though in the word recognition skill section, later in the paper, a game is included. This is an important area, but it was impossible to cover all areas adequately or, to even cover them briefly. I would like to mention just one activity which would assist and that is the use of picture story arranged in order. This could be used both to develop visual memory and to test it.

3. AUDITORY PERCEPTION

3.1 AUDITORY DISCRIMINATION

In this critical area, the activities which appear to be most useful fall into two categories, namely aural activities and aural-visual activities. The last mentioned type were the ones I was able to find most on, which were adaptable for the Tiwi situation. For the straight aural discrimination the most useful aid that I was able to adapt was a test for English speakers (Wepman 1958), which tests only the ability to hear accurately (most important when children are going to be taught by a method where they must hear the difference). The test is such that the child listens to pairs of words that either are the same or vary slightly at either the beginnings or endings of words, or are different slightly within words. This provided me with the idea to construct a similar test (found in Appendix 4).

Aural-Visual Aids

These activities would supplement those which require the child to analyse the sound without any visual stimuli. They combine the association of visual stimuli with auditory elements of spoken language.

Syllable Sounding Boards

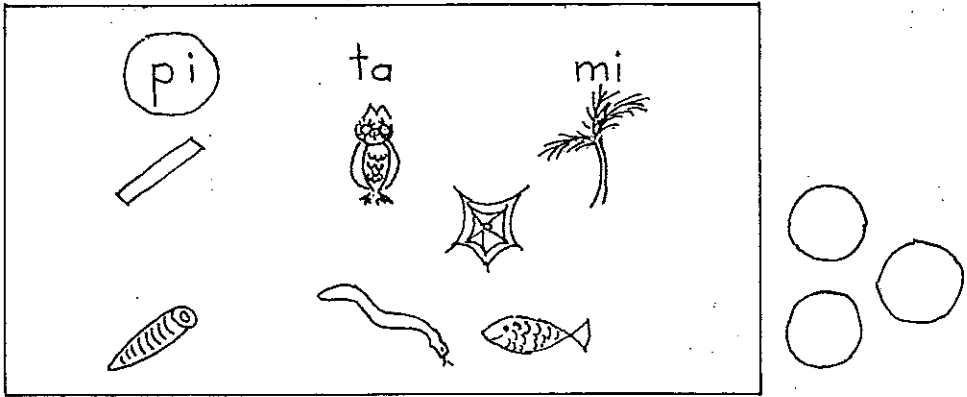
This is an adaptation on the Phonic Board (Baratta-Lorton 1972).

Materials: A strong piece of cardboard approximately 24" x 18" on which is drawn three syllables at the top. Small pictures (about ten for each beginning syllable) are drawn in jumbled arrangement on the board. It is best to cover it in contact or plastic. Rubber rings.

How to use: The child is told a syllable (that is, one at the top of the board) and asked to place a circle over the pictures that start with that syllable, saying the names of the objects as they work. Having several syllables at the top of the board it is then usable for whatever sound you wish to focus on. (See illustration top of page 36.)

Arrow Game

Materials: About eight squares of firm cardboard approximately 9" x 6"; eight arrows cut and fastened to the cardboard with a brass fastener. On the top of each board a different syllable is printed, and lower on the cardboard, three pictures, one of which has a beginning syllable the same as at the top of the board. An alternate way

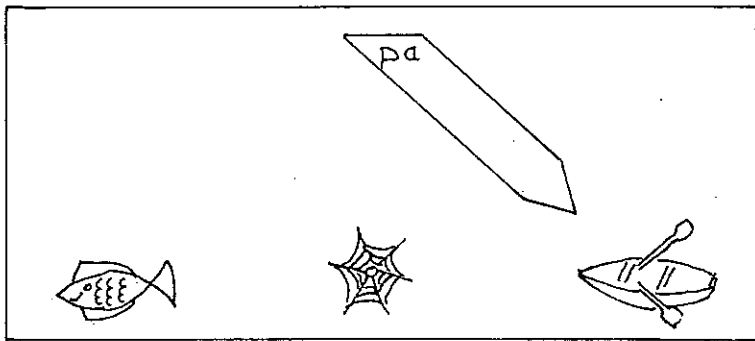


Syllable Sounding Board

(Idea from Baratta-Lorton 1972)

of this activity, which is probably more foolproof, would be to have the syllable written on the arrow, and it could then be attached to various appropriate boards (see illustration below).

How to use: Child names the objects, and the syllable being focused on is told to him (if he is yet unable to read it) and he points the arrow to the correct picture.



Arrow Game

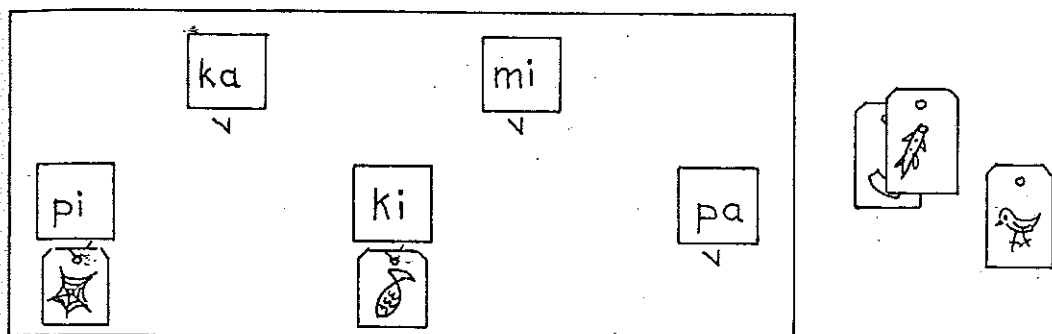
(Idea from Baratta-Lorton 1972)

Tag Board

Materials: Piece of plywood approximately 18" x 24". About five L hooks screwed in, above which small cards are placed with a

syllable written on each. Pictures are drawn on commercially produced travel tags (or if unavailable, cut the card and punch a hole in the top). (See illustration below.)

How to use: Children choose a tag from the box, say the name of the picture/object and then hook the picture-tag on the right hook. This could be used to focus on final syllables, but the child should be clear which was being focused on.

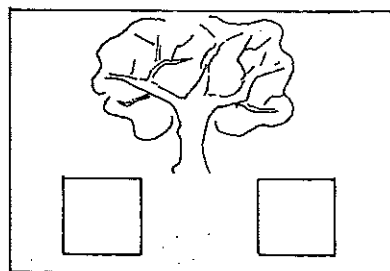


Tag Board

The three aids previously described aim at the skills of listening for and selecting first sounds in words and associating to some extent sound with symbols. The following activity is geared to listening to the number of syllables.

Block Cards

Materials: Pieces of tagboard with a picture depicting an object, under which there are drawn boxes (squares) for the number of syllables in the word. The later development of this would be the picture without the squares.



Block Card

How to use: The child is asked to place a counter in the boxes for the syllable, as he says the word, e.g. 'ta ka' and he places two blocks or counters.

3.2 AUDITORY MEMORY AND SEQUENCING

By providing activities in this area, there develops in the child the ability to remember sounds which build up an auditory word attack skill.

Some activities could be:

Tapping Games

The teacher taps loudly on the blackboard, then faintly on the desk, then loudly on the floor. The child is asked to repeat the pattern.

Addition Games

The first child says: "I went to the bush and looked for sugar-bag." The second child adds to it, e.g. "I went to the bush and looked for sugarbag and possum.", etc.

Syllable Repetition

The teacher gives a sequence of syllables and the child is asked to repeat them.

Repeating A Story

The teacher tells a simple story, one with familiar content, and the child is asked to repeat it. (See suggestion in Appendix 4.)

In Sheppard (1972) I found two tests that would require little adaptation. In fact, the first could be used as it appears. The two tests are as follows:

Auditory Perceptual Patterning

The first is a tapping test using fist and finger taps. She gives five patterns (which can be found in Appendix 4). She posits that a child scoring less than four would need extra help.

The second test is a repetition of non-sense syllables. Various groups of syllables are said to the child and the child repeats them. The examples given involve both long and short vowels, and

increase from a three syllable sequence to four in examples 2 and 3, to five syllables in the last one.

4. PRE-PRIMER CONCEPT AIDS

4.1 READING ACTIVITIES

Aids in this section are those things which are sometimes glossed over, because they are so obvious. However, with Aboriginal children we cannot presume that they have learnt certain concepts, so we must explicitly aim at teaching them: that words can be expressed in print, how to hold a book, where to commence reading and sequences such as word, line and page. Some suggestions are:

1. Transparencies

A short story can be printed on a transparency and flashed onto the wall, and the teacher can point on the transparency (teaching incidentally left to right eye movement), while watching if children are following.

2. Experience Charts

A story can be printed on a chart, accompanied by a drawing. The teacher reads the story and the children will "read" after her. She could then read a phrase and the children repeat it. Matching of words, phrases, etc. can also be done, and later substituting one word within a sentence.

3. Reading from Books

Reading to children from books can teach several things: how to hold the book, where to begin. By running one's finger along the line of print, the correct eye movement is taught. Hopefully, children will catch on that reading can be enjoyable. (See Appendix 2 for suggestions of books to be translated, also those already translated.)

4. Writing Messages

This can be one of the best aids in teaching children that print has meaning. The teacher could write a note, telling the child the message that is being written. If the child then takes the note to the appointed person and sees the result, it soon catches on that those symbols are meaningful, especially if the message was one with high emotive content.

4.2. PICTURE/WORD MATCHING ACTIVITIES

These aids are used for teaching: (a) keywords of the primer and (b) the concept that print as well as pictures have meaning. Following are suggestions:

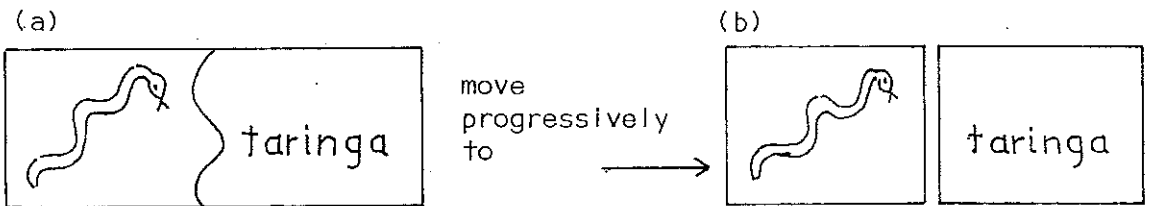
1. Jigsaws

Materials: Cards prepared as illustrated below.

How to use: Children match the cards. These could get progressively more difficult, by later using only words with straight ends. Drawings can be used or small appropriate cards glued onto card.

This activity reinforces that written symbols have meaning and also tests or reinforces keywords taught (when wanting to use this alone, remove other cards).

[Two sets have been prepared using the following examples (see illustration below).]



Set A (prepared as in illustration (a) with drawings):

taringa (poison snake)	tarnikini (flying fox)
parliwini (a type of palm which is edible)	arijilani (red hermit crab)
artirringarika (Rosella parrot)	tirrika (tree snake)
arlipwa (coconut)	pinjomwa (owl)
pulangumwaka (dog fem.)	pikipiki (pig)
	arlitwiyi (female wallaby with joey)
	pika (horse)

Set B (prepared as in illustration (a) above with cards):

miputi (fish)	arlijarraka (frog)
mutika (car)	mupulingini (pigeon)
pika (horse)	purnarrika (waterlily)

pulangumwani (dog masc.)
yirrimuruwu (eagle)
yinkaka (white
cockatoo fem.)

mirningatinga (tortoise)
jurriyi (whistle duck)
jarranga (buffalo fem.)
wuninga (possum)

One small set of type (b) illustrated above, have been prepared using:

pika (horse)
jirraka (wallaby masc.)
miputi (fish)
kwarri (goanna)

yilinga (carpet snake)
pwankipwanka (frog)
jorrijorringa (jackass)
pipirriwini (dragonfly)

2. Word Wheel (a) or Word Chart (b)

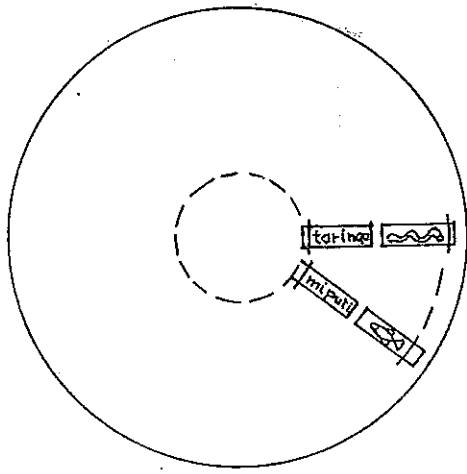
Materials:

- (a) A circle of cardboard approximately 20 cm. in diameter. Holes are punched just in from the edge or length of card in, and the width of the cards, apart. A string (or hat elastic) is threaded in and out of holes, and secured at the end (elastic threads easily through a button and can be tied on itself). Holes are punched 5 cm. out from the centre. These are threaded with string to correspond to the outer string.
- (b) A rectangular piece of cardboard approximately 60 cm. x 30 cm. (The side of a carton is good--it is sturdy and can be covered over with wallpaper.) Holes are punched in from the edges, the length of the cards apart. The cards from the (b) jigsaw could be used. It would be practical to cover the board in plastic, before threading the elastic through.

How to use: Children match the pictures with the words, by slipping each under the elastic.

This game is used to reinforce recognition of keywords or of sight vocabulary words, used in experience reading.

(This chart--2 (b)--could be used in the visual discrimination activity of having pattern cards at the top and others to compare with it--in place of having a pocket chart--refer to Visual Discrimination 2.1.)



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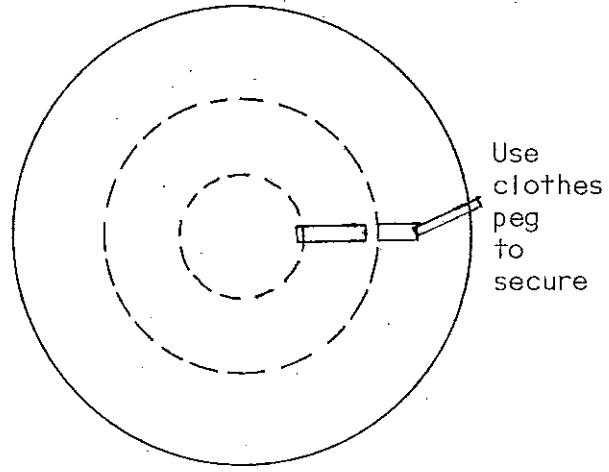


Illustration 2 (a)

(Idea--Herr 1961)

(Idea Reading Development Centre 1972)

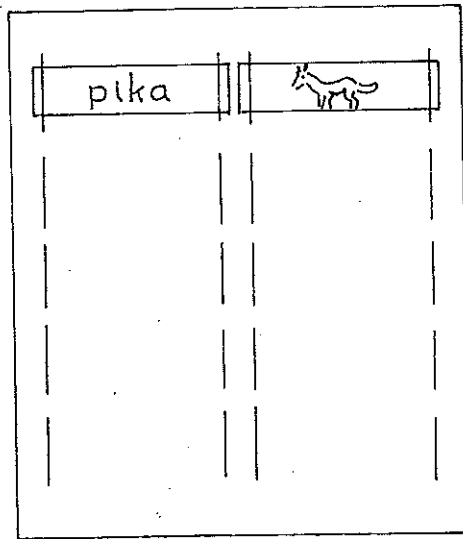


Illustration 2 (b)


3. Give and Take

Materials: A set of 72 cards, composed of 24 picture cards with two cards with words only, corresponding to each picture.

A piece of cardboard for each player, divided into 18 squares to correspond to the size of the picture and word cards. (This latter could be dispensed with outdoors, as long as children know how to play.)

How to use: A group of four to six players is suggested-- but you could use up to eight, and then state that only three sets are to be made by each player. The set of 72 cards is placed in a box in the centre. Players in turn draw a card. A picture card must be drawn to start. As soon as a player draws a picture card, he places it at the top of his board (as shown in the illustration below). If he draws a picture, he may draw again. If he draws a word card corresponding to a picture, he places it under that picture, even though the picture may be on another person's board. If a player completes a picture and word set of another player, he may take that whole set and transfer it to his board. If he has no room for it he tosses it back into the box. The game continues until one player fills up his board with picture and word sets.



 wiyini					
wiyini					
wiyini					

The following is one set which I have prepared:

arijilani (red hermit crab)	pika (horse)
jampawunga (pelican fem.)	pirraka (spider web)
tirrika (tree snake)	mirningatinga (tortoise)
tartuwali (shark)	arlitwiyi (female wallaby with young)
wuruwataka (rat)	pipirriwini (dragonfly)
wurrikiliki (pied goose)	kirimpika (generic term-- crab)
wiyini (leaf)	pwanga (spider)
kwarukwaringa (butterfly)	pwankipwanka (frog)
pikipiki (pig)	jurriyi (whistle duck)
tayamini (dingo masc.)	pinjomwa (owl)
tokampini (bird masc.)	munani (beetle)
pulangumwaka (dog fem.)	piyarringa (scorpion)

This could be adapted, to having picture cards without words on them, and matched as usual with the two word cards.

Again, this could be limited to the keywords, if that was what needed reinforcement, or with other sight vocabulary.

4. Animal Spinner Game

Materials: A circle drawn on firm cardboard and marked out in 12 divisions. Six pictures are drawn (two of each) in the divisions around the circle, with the word below it. Separate cards are prepared with the words corresponding to the pictures. A pointer is secured in the centre.

How to use: The separate cards are placed face up on the ground. The players spin in rotation and win the animal card indicated by the picture where the spinner stops. The object of the game is to secure one each of the six animals on the spinner. When the players have learned to match the pictures well, the game can be played using a spinner without words written beneath the picture (as in Illustration 4 (b), page 46). I have made one, graded with mainly keywords from primer one, and another with animals chosen for interest.

The spinner itself can be adapted--by cutting pictures and fitting them into the slots, thus being able to continually renew words and pictures.

I have prepared Illustration 4 (a) below for primer one and have used:

arijilani (red hermit
crab)
amtirringarika (Eastern
Rosella)
kawarri (goanna)

arlitwiyi (female wallaby
with young)
pika (horse)
wurrikiliki (pied goose)

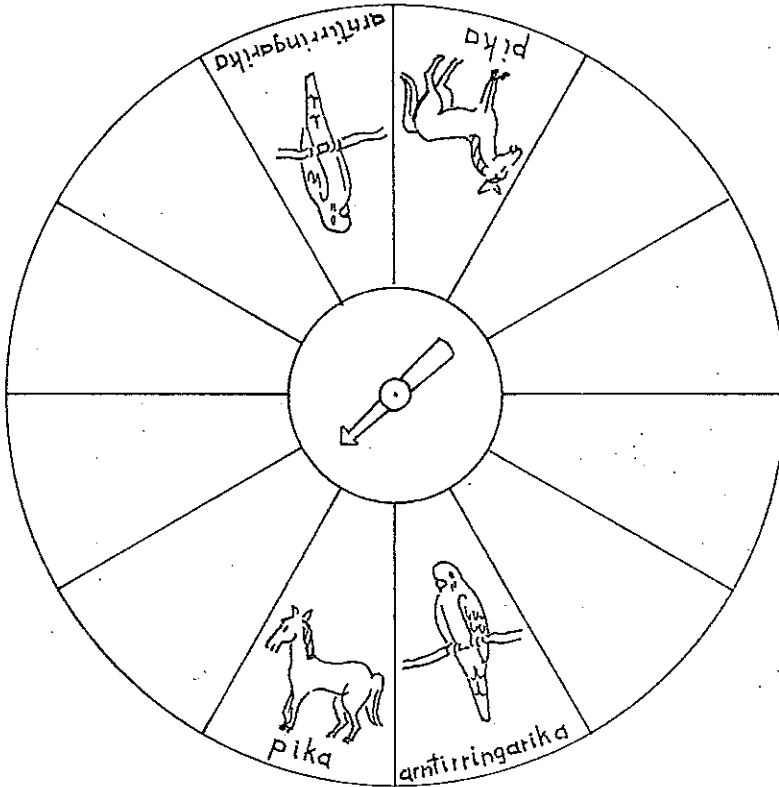
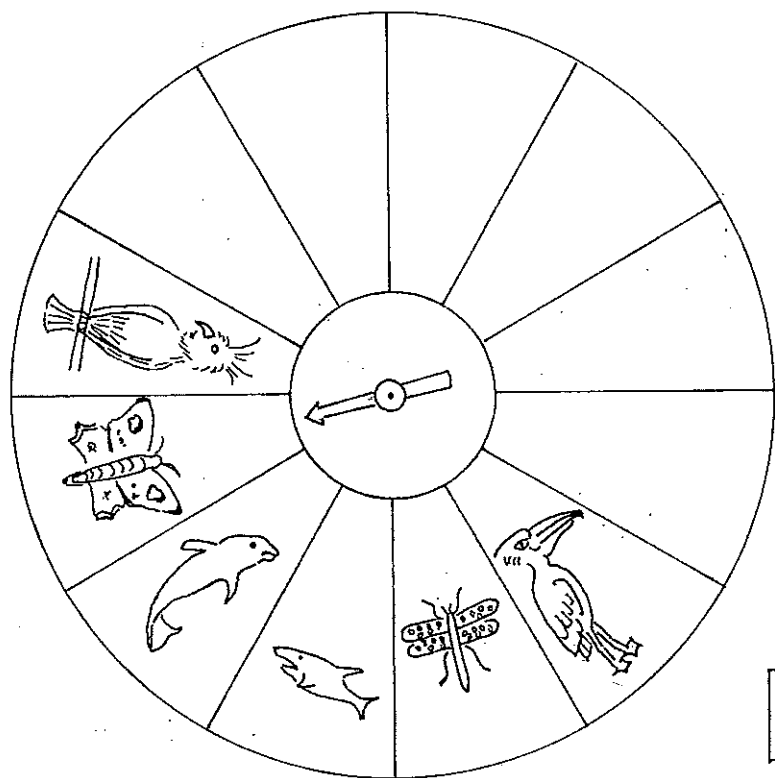


Illustration 4 (a)

(Idea--Gudschinsky 1971)

As indicated in Illustration 4 (b) below, just the drawings are on the spinner, and word cards separate (the drawings are repeated around the other half of the circle).



tartuwali

yinkaka

stock piles
of cards

Illustration 4 (b)

The drawings used for this were:

yinkaka (white cockatoo
cockatoo fem.)

kwarukwaringa (butterfly)

pipirriwini (dragonfly)

murninga (porpoise)

tartuwali (shark)

arlipiwura (pelican masc.)

5. Picture-Word Matching Cards

Materials: Individual cards are prepared, approximately 20 cm. x 10 cm. and made of sturdy cardboard. There are two ways this can be used, described in (a) and (b) below:

- (a) Card is cut to size, and pictures are drawn down one side, and words corresponding are printed in a jumbled order on the other side. Holes are punched by each picture, and a shoe lace or string is fastened in each hole. A hole is punched beside each word also.

How to use: Children match the word/picture by threading the lace through the appropriate hole.

- (b) Card is cut to size, drawings and words are made on alternate sides. Card is then covered with clear heavy plastic or perspex.

How to use: The child uses a soluble felt pen or chinagraph pencil to link the picture and word by a line. The marks can be erased with a cloth after correction.

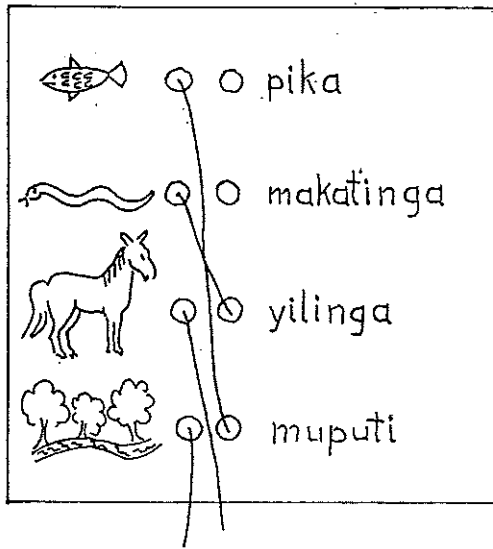


Illustration 5 (a)

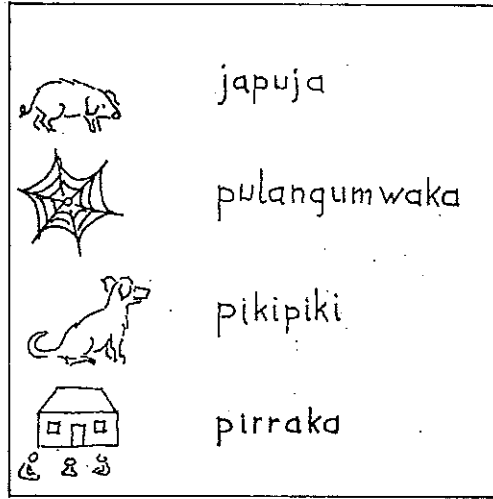


Illustration 5 (b)

(Idea--Reading Development Centre 1972)

6. Folders for Picture-Word Matching

Three types are useful, the first is easier, as children have a check. They are described and illustrated below.

- (a) Pictures of objects in the primer (usually the keywords, but other objects could be used, for recognition of words for experience reading) are used.

Materials: A card cut approximately 30 cm. x 16 cm. A second strip 5 cm. wide, but the same length as the larger piece is cut, then fastened to the larger piece with masking tape, hinging it so it folds over the first sheet. Divisions about 6 cm. wide are made, as shown in Illustration 6 (a) below. Pictures are pasted or drawn on the far left. On the flap that folds over, the correct word corresponding to the picture, is printed on the underside, so the child can use it as a check. A small pocket is placed on the outside of the flap, to hold the word strips.

How to use: The child places the words on the open spaces beside each picture. He can check his work by opening the flap.

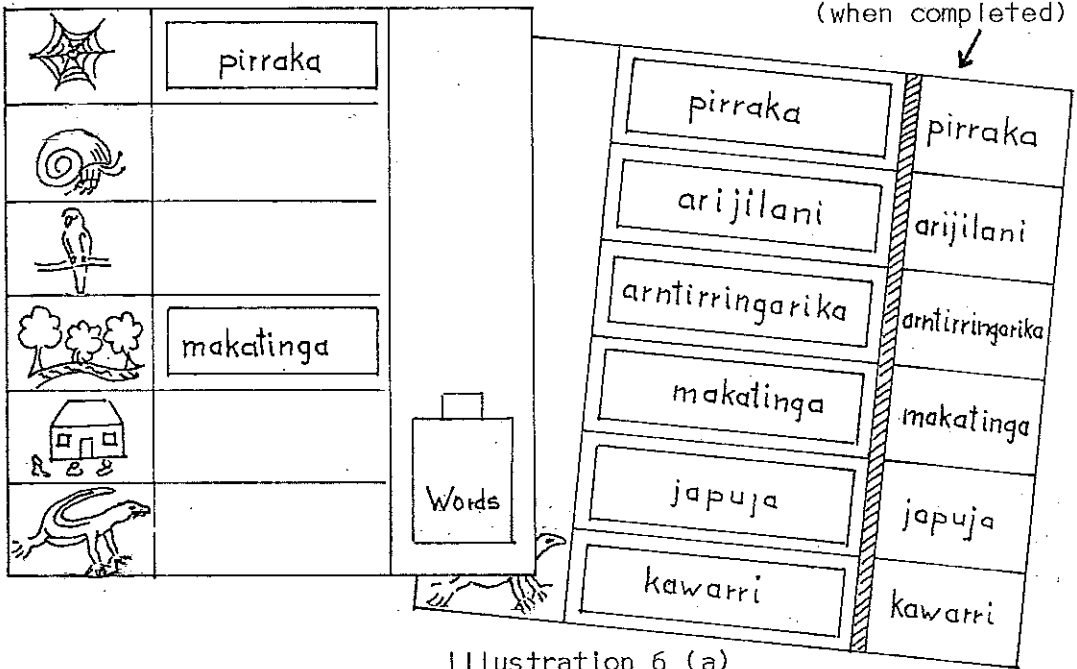


Illustration 6 (a)

(Idea--Herr 1961)

- (b) Materials: Two sheets of cardboard approximately 30 cm. x 16 cm. are used, and hinged with tape to make a folder. Squares and spaces are marked off as shown below. A picture is pasted in each square. Words are printed on small strips to correspond to the picture. These strips are kept in an envelope on the back of the folder.

How to use: The children are to place the words in proper sequence in the space provided for them to correspond to the pictures.

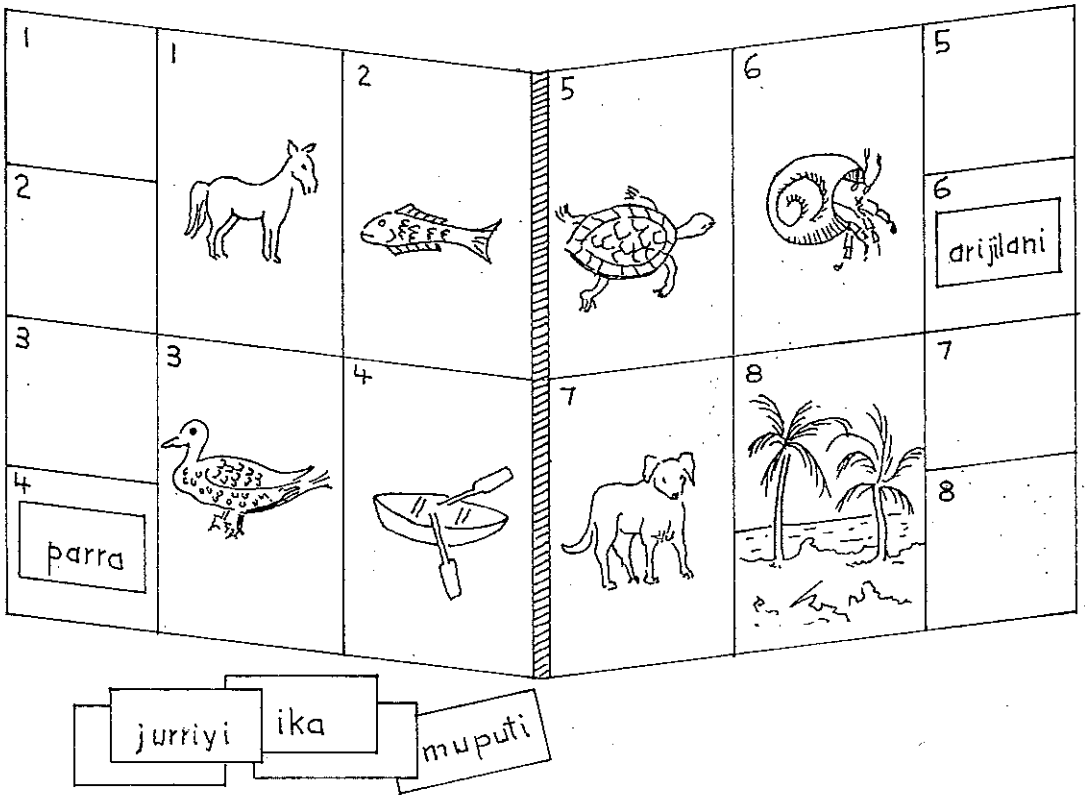


Illustration 6 (b)

(Idea--Herr 1961)

- (c) Materials: Similar to (b) above, only the words are printed in the columns on the left hand side and the child places the picture cards in the squares in proper order.

(A further adaptation could be made, having the folder with just drawings, no numbers, and word cards that match. It would be able to be used as a bingo picture word game.)

1	parra	1	2	9	10	9	pulangumwaka
2	marrakani					10	makalinga
3	tingata	3	4	11	12	11	arhiringarika
4	pika					12	japuja
5	kawarri	5	6	13	14	13	yawurlama
6	wurikiliki					14	pima
7	arjilani	7	8	15	16	15	Kapaka
8	arlitwiyi					16	tingiwini

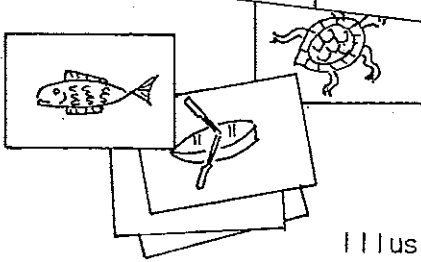


Illustration 6 (c)

(Idea--Herr 1961)

7. Flash Card and Key Word Charts

Materials:

- (a) Flash Card and Board Drill. This requires a board or strawboard approximately 30 cm. x 20 cm., with two pocket cards glued to the board (see Illustration 7 (a) below). Separate cards are prepared, one set with pictures, the other with the matching words.

How to use: A card is placed in the upper pocket, and a pupil is called upon to match the correct picture. This is very good for teaching or reinforcing key words.

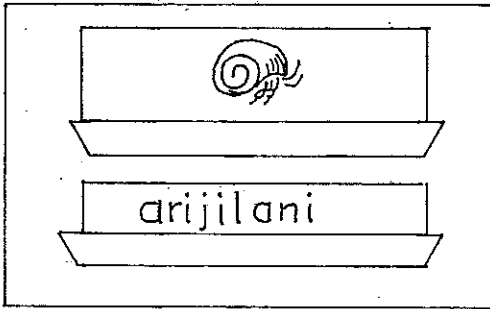
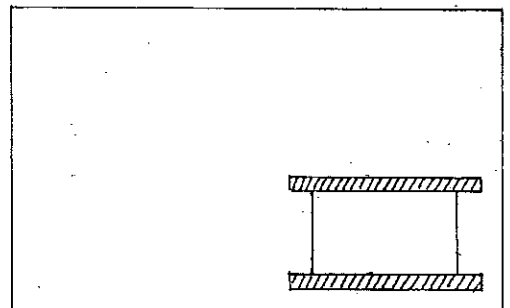
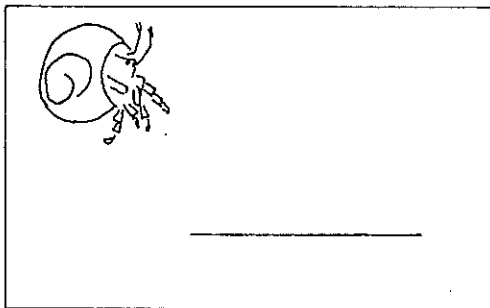


Illustration 7 (a)
(Idea--Gwyther-Jones 1968)



Back of chart

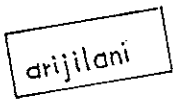


Illustration 7 (b)

(b) Key Word Charts. These are individually prepared.

Materials: Sheets of cardboard approximately 60 cm. x 40 cm.--one sheet for each keyword you wish to teach. The picture of the keyword is drawn--an enlarged copy of the one used in the primer. A slit is cut in the chart to the right of the picture (see Illustration 7 (b) above) and a piece of cardboard is taped behind the slot, leaving sufficient space for a card to fit in the slot and all letters still be visible. Separate flashcards of each word are made.

How to use: These can be used to introduce keywords (then it is good to have two flashcards with words-- for matching) or to test recognition, by calling on the pupil to place the correct card in the pocket.

8. Flip Books

Materials: Drawings prepared either individually, or such that are run off on a duplicator machine. The size is optional. The lower section of each page is left, and a word is written on it--eventually all pictures would have a word flip, but are in jumbled order. The pages are stapled and the section where the words are, is cut across, leaving it bound on the side only (see illustration 8 below).

How to use: Children flip the word to match the picture. Pages prepared singly, e.g.

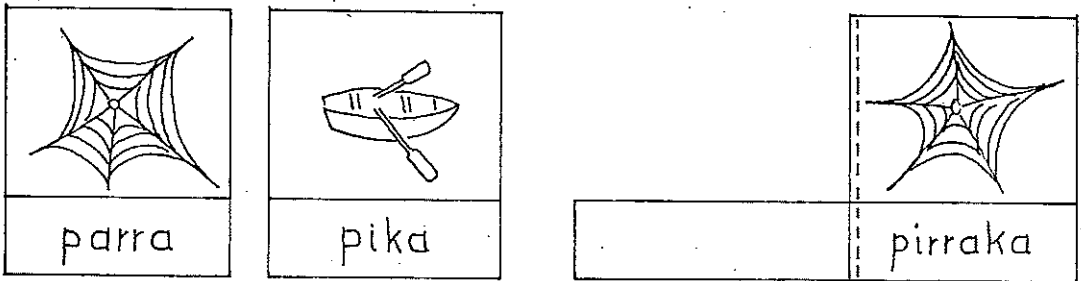


Illustration '8

If individual books are being prepared, a spiral bound art book with cartridge paper is a sturdy way to do the same activity. Illustration 8 indicates the procedures for producing multiple copies.

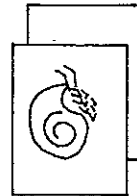
9. Lotto or Picture-Word Bingo

Mention was briefly made to this, at the end of item 6 above.







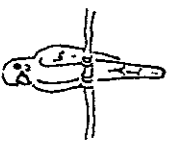
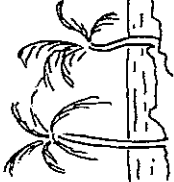

- (a) Lotto Materials: Cardboard squares for individual players, approximately 18 cm. square, ruled into squares and either words or pictures drawn onto the card. Small cards (if words are on the cardboard, then the small cards will contain the pictures or vice versa).

How to use: Players take the large cards, and a caller takes the pile of small cards. The caller shows the picture of the card, or calls the name, and the child who has that word on his card, takes it and covers it with the matching card (see illustration 9 (a), page 54).

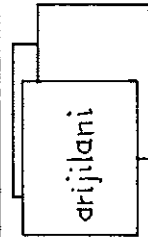
makatinga	arltiwiyi	pika
pulangumwaka	jiyipirini yilinga	yawurlama
arjilani	tingata	arntiringarika



Cards:

or



Cards:

Illustration 9 (a)

(b) Picture-Word Bingo

This would be constructed the same as for Bingo (refer to Game 12, page 69) but words on the players' cards would be replaced by pictures.

5. DECODING AIDS

The aids in this area cover the following:

- (a) Configuration (shape of words) [functors]--recognition on sight.
- (b) Sound elements (syllable attack drills).
- (c) Structural analysis--functors (prefixes, suffixes).

Aids fall into two categories; namely, those used mainly by the teacher and games used more independently by the children.

5.1 TEACHER'S AIDS

1. Circular Syllable Drill

Materials: This consists of two pieces of cardboard, cut into circles of different sizes, and fastened in the centre with a paper binder. The back circle (see Illustration 1, page 56) cut from stiff cardboard, is approximately 11" in diameter. On this is written the consonant and vowel combinations. (An alternate way is to separate these two and have the vowels written on a smaller circular cardboard.) The front circle is approximately the same size as the back circle. A tab, as a turning device, is glued onto the outside edge of this, and a "window" approximately 4" x 2" is cut, so that the syllables become visible.

How to use: Teacher rotates the circle, thus exposing various syllable combinations, which children read.

2. Flip Charts

Materials: A small spirax bound book can be cut into two sections (see Illustration 2 (a), page 57). On the first section, the consonants are printed; on the second section, the vowels are printed. Another use is to have syllables written on both sections, and then used to build words (see Illustration 2 (b), page 57).

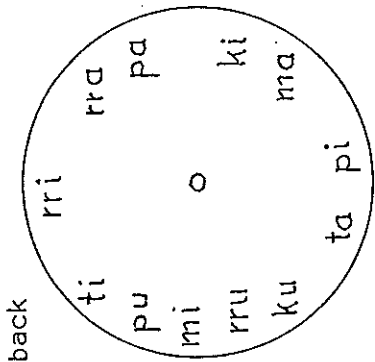
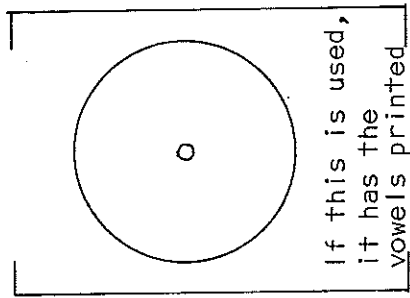
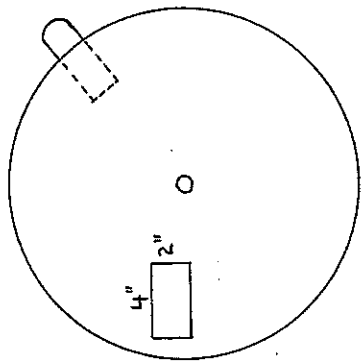


Illustration 1 (Circle Syllable Drill)

(Idea--Gwyther--Jones 1968)

For focusing on prefixes of verbs, the prefixes can be written on the first section and the various roots on the second section (see Illustration 2 (c) below).

How to use: The teacher flips the first section or second section, thus exposing various combinations, which the children read.

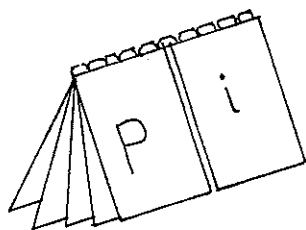


Illustration 2 (a)

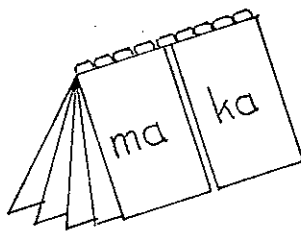
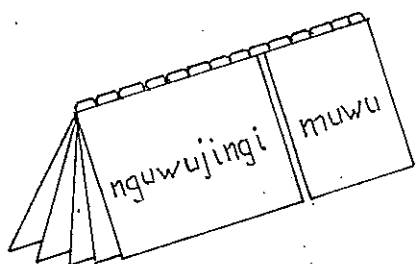


Illustration 2 (b)



or

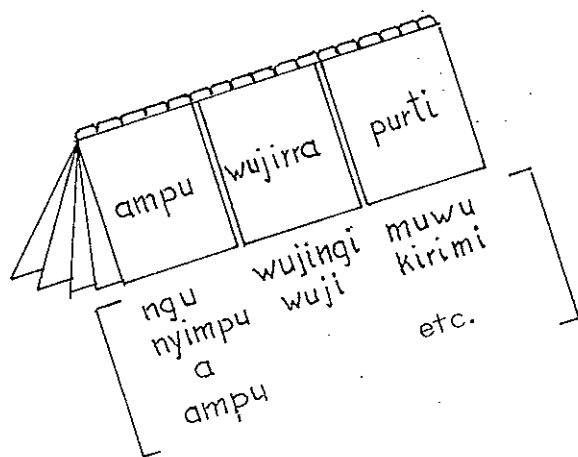


Illustration 2 (c)

3. Man and Woman

Materials: Outline cardboard shapes of men and women, about 9", on which are printed consonants on the men and vowels on the women (see Illustration 3 below).

How to use: Teacher holds up a man with a woman and elicits what syllable they make. Then other 'women' are substituted and children read syllables, or men are substituted. Another way is to request children to change a man or woman, to make another syllable, e.g. if ka is showing, children are asked to change the man to make them say 'ma', etc.

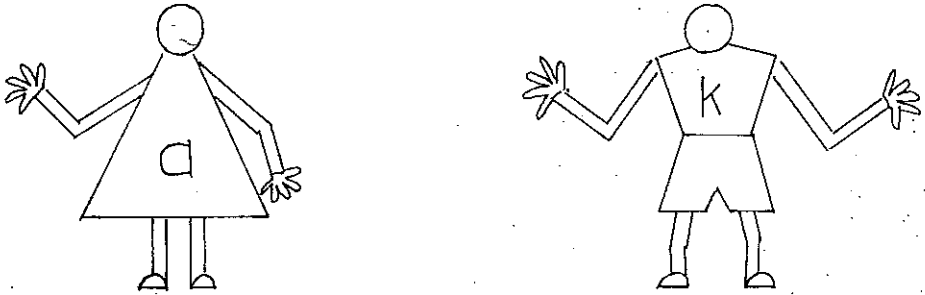


Illustration 3 (Man and Woman)

4. Slide Cards

Materials: Large piece of cardboard (approximately 12" x 6") with rectangular piece of cardboard slotted through, to pull

nguwujingi	
nyimpuwujingi	mangapa
awujingi	mili
ampuwujingi	ma
muwujingi	muwu
ngawujingi	rriti
ngimpuwujingi	mi
ngimpuwujingi	parirri
wujingi	marnuwa

Illustration 4 (Slide Cards)

easily. Word stems are written on the main card and prefixes written on the large rectangular card.

How to use: Teacher pulls the long card through the slots and elicits combinations.

5.2 GAMES

Through games we aim to provide repetition, enrichment and especially "painless" learning, that is enjoyment. Following are the ones I feel will be most suitable.

1. Football Game

Materials: Football field drawn on cardboard (approximately 60 cm. x 40 cm.). A button for the ball. Small flashcards on which are written words (see Illustration 1 below).

How to play: Divide the group into two teams. The leader shows the first card. The first player to answer correctly moves ball towards his goal, one space. If incorrect, the ball moves one space towards the other team's goal. Winner is team with most goals scored in given time.

(This could be used to drill syllables, cards would then contain syllables.)

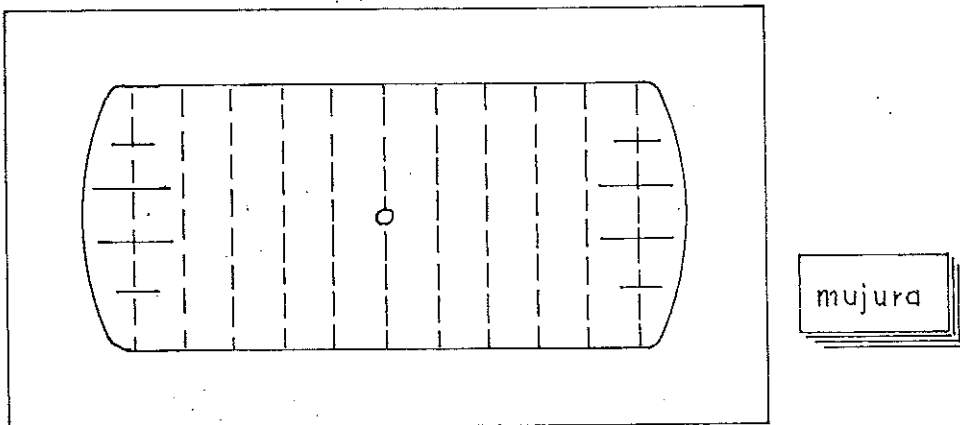


Illustration 1 (Football Game)

(Idea--Reading Development Centre)

I have prepared cards for primary children, following lessons 2, 3, and 4. It could be used with any age group--restricting words or syllables to what has been introduced.

Following are the lists of cards prepared:

After lesson 2 (primary)

kirilima (jungle fowl)	rapatinga (sandbank out in ocean)
parika (paddle)	taringa (poison snake fem.)
karaka (turtle egg)	malakaninga (young man)
ngirimi (I said)	piranga (whelk)
tangara (fat)	kiyana (cooked)
waranga (stone)	ngaringa (black cockatoo)
miraka (throat)	timirrikimani (digging stick)
yikara (hand)	yikiyikini (white cockatoo masc.)
tangarima (home)	
pariwani (hungry)	
takaringa (mullet fem.)	
ariliranga (shy, embarrassed)	

More cards could be prepared, but this would be sufficient to commence with.

(See Appendix 1 for further lessons with cards prepared.)

2. Dart Game

Materials: Cardboard, approximately 50 cm. x 40 cm., with a circle (diameter approximately 30 cm.) drawn on it, resembling a dart board, with 20 divisions (see Illustration 2 below). The divisions are numbered, and a word is printed into each division. (Rubber darts may be used, but are not necessary.)

How to use: A child can call numbers and another is called upon to read the corresponding words. Another way of using it is to have a child call a series of number, which when decoded with the words, make a sentence.

After each lesson, different words could be printed on paper and stuck over existing words.

The words I have prepared are for use following Lesson 4. Following is the list:

- | | |
|--------------------------------|----------------------------|
| 1. tayamini (dingo masc.) | 11. kukuni (water) |
| 2. kutupi (jump) | 12. yuwuriyi (he went) |
| 3. yimi (he said) | 13. kirijini (child masc.) |
| 4. kangi (say to) | 14. yilinga (carpet snake) |
| 5. mutika (car) | 15. yilaruwu (inside) |
| 6. kapi (to) | 16. tingiwini (log) |
| 7. makatinga (running water) | 17. taka (tree) |
| 8. ngiya (I) | 18. miputi (fish) |
| 9. maka (where) | 19. kali (run) |
| 10. kuta (show me, don't know) | 20. tini (man) |

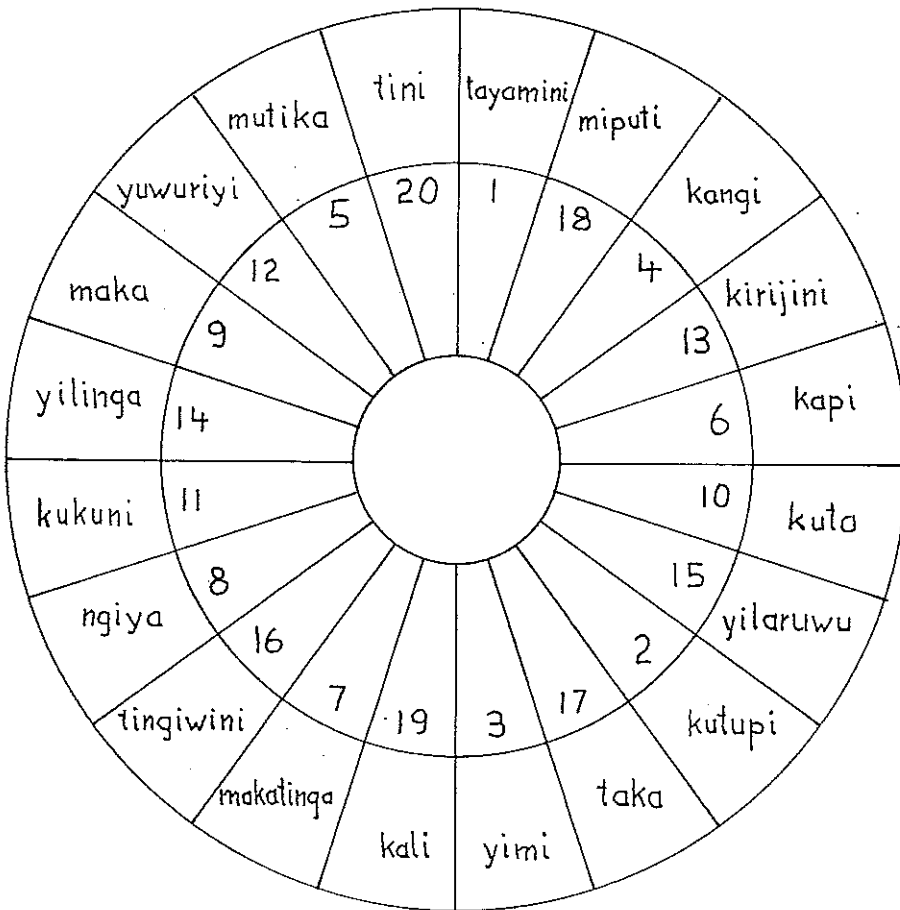


Illustration 2 (Dart Game)

(Idea--Leyden, n.d.)

3. Checkers

Materials: A cardboard with outlines for checkerboard drawn in. (I used a smaller size--only 36 squares instead of 64.) (See Illustration 3 below.) In the squares where the checkers (or shells) are to be placed and moved, print a word (or syllable) right side up and upside down, so both players can read it.

(On one board I made, I printed the words. Another one I left blank and intend covering it with plastic or duraseal, then writing different words on--in chinagraph pencil--according to the lesson being taught. Another way would be to run the outline off on a duplicator and then use a different sheet each lesson.)

How to use: Children play checkers in the usual way, but they must be able to read the word in order to move to the space. If they cannot, the other player may read it, then have two moves.

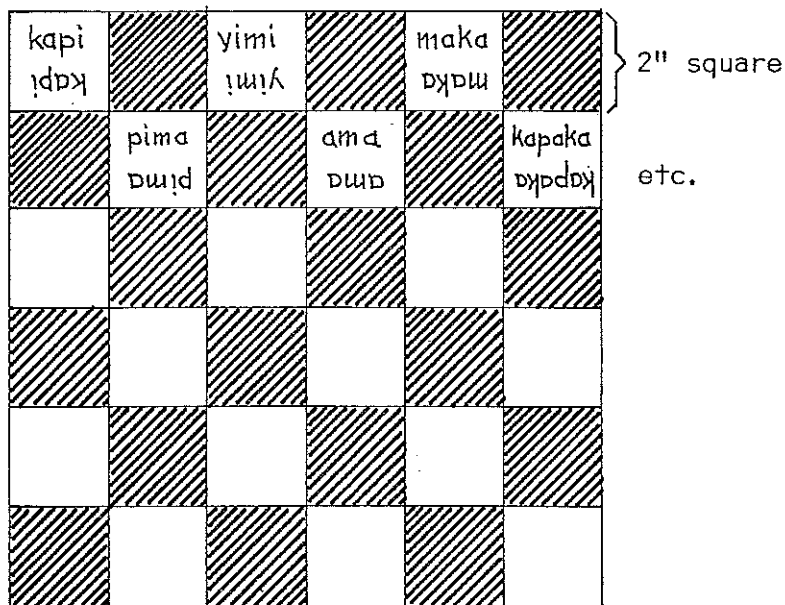


Illustration 3 (Checkers)

(Idea--Herr 1961)

4. Travel Game

Materials: A board (approximately 60 cm. x 40 cm.) drawn in a winding manner (See Illustration 4 below). A set of counters, or shells--one for each child playing. A set of small cards with words and small numbers (which indicate total spaces to be moved) printed on them. This can be adapted easily for syllable drill (see Appendix 1 for syllable cards prepared).

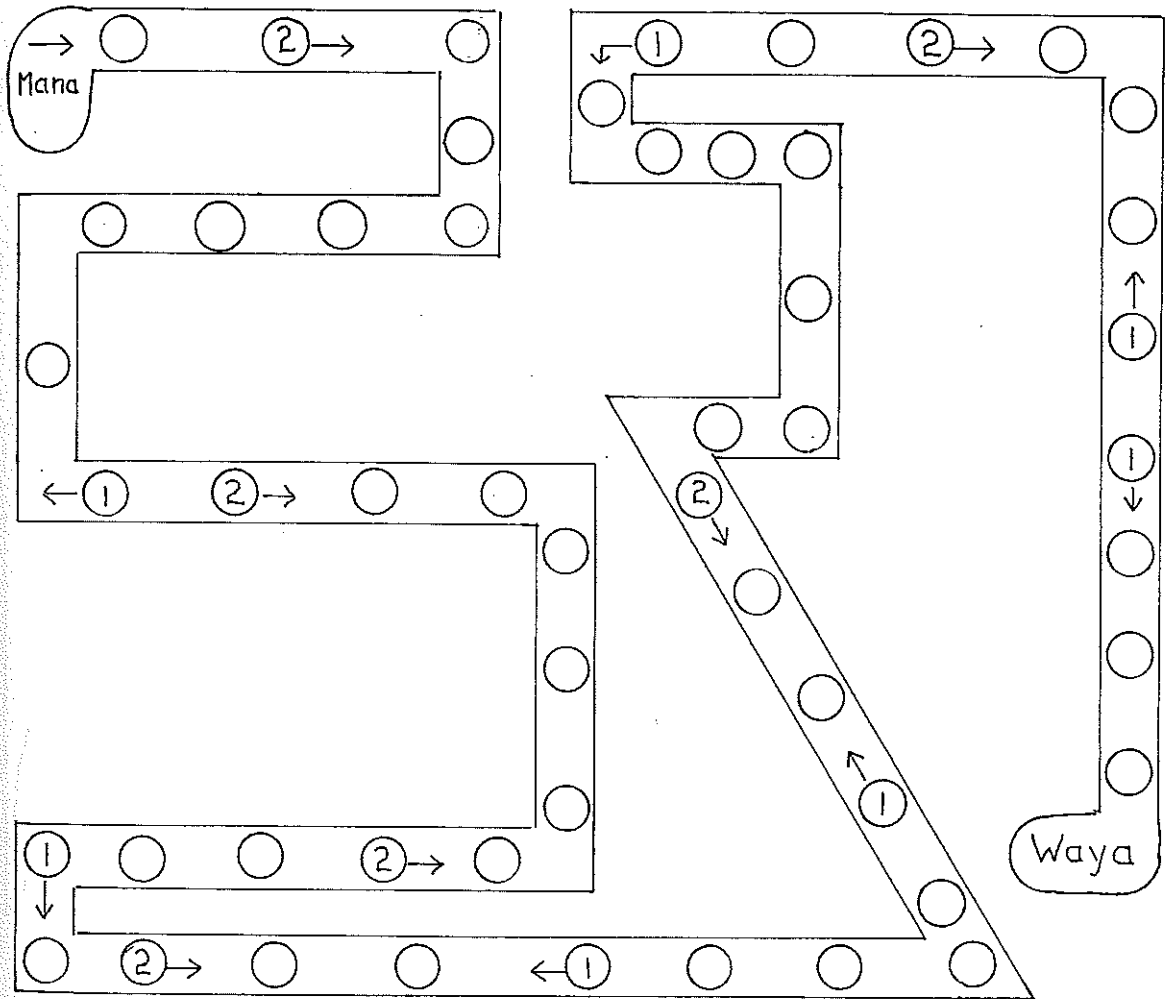


Illustration 4 (Travel Game)

(Idea--Gudschinsky 1971)

How to use: A player picks up a card from the pile. If he can read it, he may move his marker the number of spaces indicated by the number on the card, plus one. However, if he cannot read it by himself, he moves only the number indicated on the card. Thus, the slow learner is also encouraged to play, while the more advanced one has a further incentive. If a player's marker lands on a circle which has an arrow pointing forward, he moves the number of circles indicated. Likewise, if he lands on a circle which has an arrow pointing backward, he must move backward the number of spaces indicated. The first player to reach the end by exact count wins the game. (That is, he must get a card with only two on it if he has two spaces to go, etc.)

5. Race Track Game

Materials: Game board, with large race track drawn in (see Illustration 5 below). (Adaptations in the board could be made for older children--having signs along the way.) Cards with words (or syllables) printed on them. A dice and individual buttons according to the number of children participating.

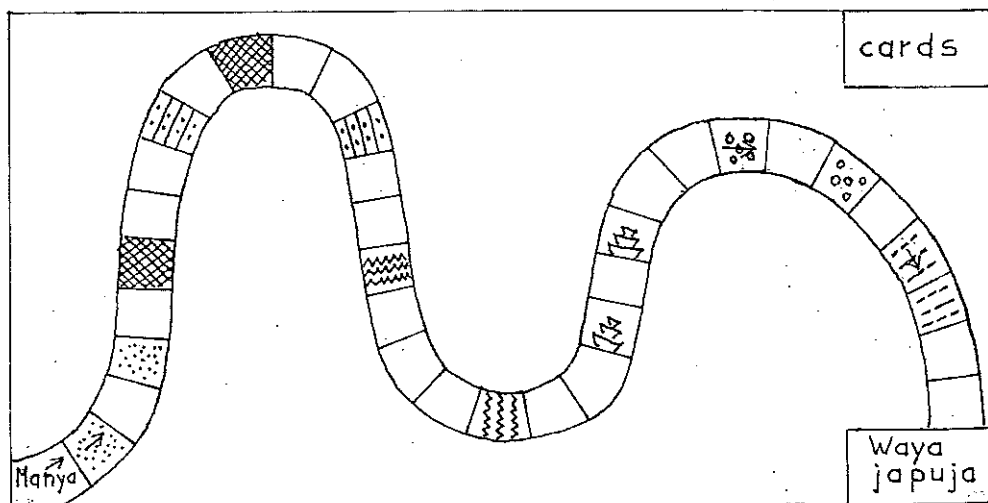


Illustration 5 (Race Track Game)

How to use: Each player has a marker which is placed at the start (manya). Cards are placed face down on the board. The first player throws the dice, picks up a card, sounds the word and moves on as many spaces as the dice indicates.

If he has answered incorrectly, he moves one less space than indicated. If a player lands on a coloured block, he may move on to the next block of the same colour.

(See Appendix 1 for cards prepared.)

6. Dice Game

Materials: Cardboard (approximately 40 cm. x 30 cm.) marked into numbered squares as illustrated below. Three piles of cards with numerals corresponding to those on squares. These have words (or syllables) printed on them. A dice and buttons.

How to use: Children roll the dice and move to corresponding square, they take a card with the same number as they land on, read it, sound it out, etc. If correct they stay there, if incorrect they move back one space. The winner shuffles the cards for the new game.

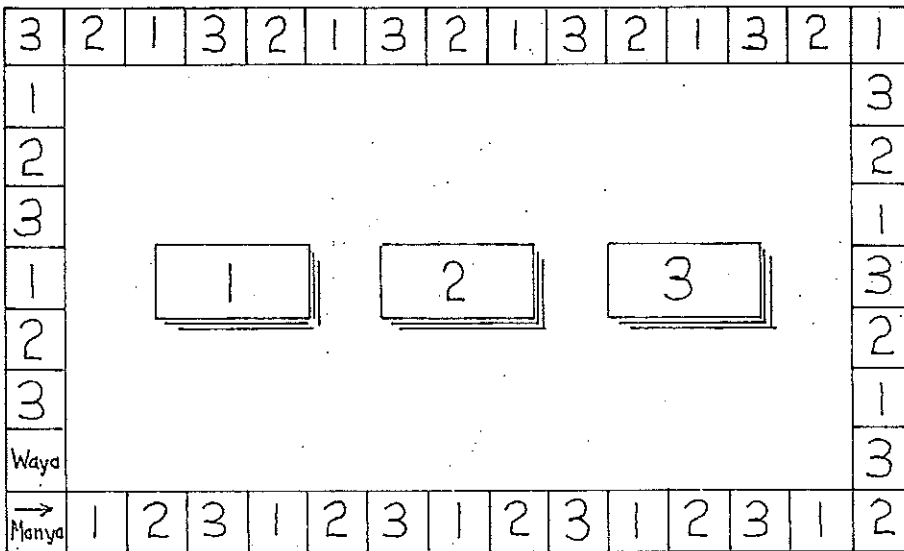


Illustration 6 (Dice Game)

(Idea--Reading Development Centre 1972)

(See Appendix 1 for cards prepared.)

7. Snakes and Ladders

Materials: Board drawn up with snakes and ladders. Either syllables or words are written in the squares. (To make the game usable after any lesson, cover it in plastic and write on this in chinagraph pencil or soluble water base pen-- these can be easily erased with a damp cloth.) (See Illustration 7 below.) This is the size made for the Infants classes. I made a similar one for the primary, but increased the squares to 80, and reduced the size of the squares to 2" x 1½". A dice and counters.

How to use: Children throw dice and move along the number of squares indicated by the dice, reading each syllable (or word) in the squares passed. If the child reads incorrectly, he moves back one. A child may move his counter up a ladder, if the base is landed on, and he must move it down, if a snake's head is landed on.

(See Appendix 1 for possible combinations of syllables and words for use after specific lessons.)

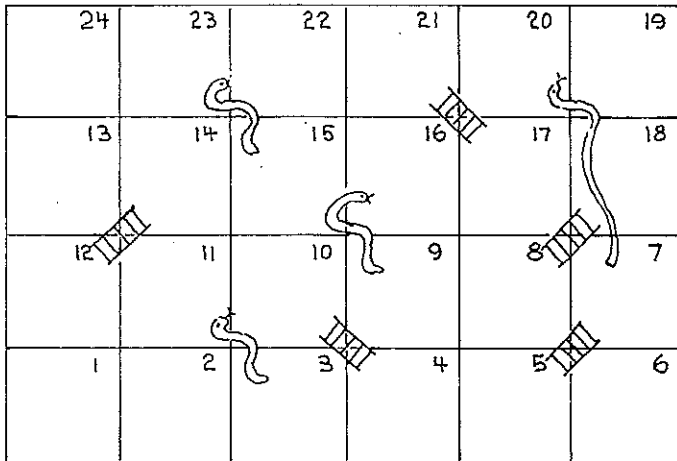


Illustration 7 (Snakes and Ladders)

(Idea--Lee 1965)

8. Colour Spinning Wheel

Materials: A small piece of cardboard (approximately 12 cm. square) on which is drawn a circle (diameter approximately 11 cm.). This circle is then divided into six equal parts, each part being coloured a different colour. An arrow is

secured to the centre of the circle (the plastic of ice cream containers seems durable and appropriate for this purpose).

A pile of small cards (approximately 6 cm. x 4 cm.) are prepared, one pile corresponding with the six colours on the wheel above. (If coloured card is unavailable, then the divisions could be numbered with the same colour as those on the wheel.) (See Illustration 8 below.)

How to use: The children take turns spinning the arrow. Whatever colour the arrow points to, the child takes a card of that colour and can keep the card if read correctly. If read incorrectly, he misses a turn. An alternate way is to let the child score the number of points indicated on the dial if he reads correctly and if incorrectly, receives no score. (See Appendix 1 for cards prepared.)

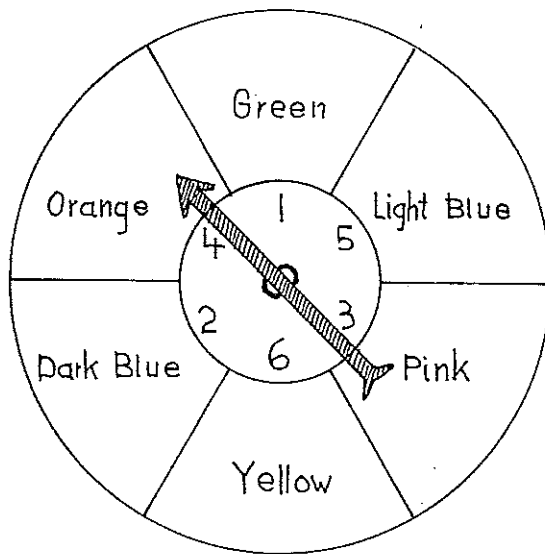


Illustration 8 (Colour Spinning Wheel)

9. Caterpillar (mwarlinjangini)

Materials: Cardboard with a caterpillar drawn and words (or syllables) written on each part of the caterpillar (see Illustration 9 below). A dice and counters.

How to use: A child throws dice and moves counter along, reading each section. If he reads incorrectly, he goes back that number of markers. (See Appendix 1 for graded use in lessons.)

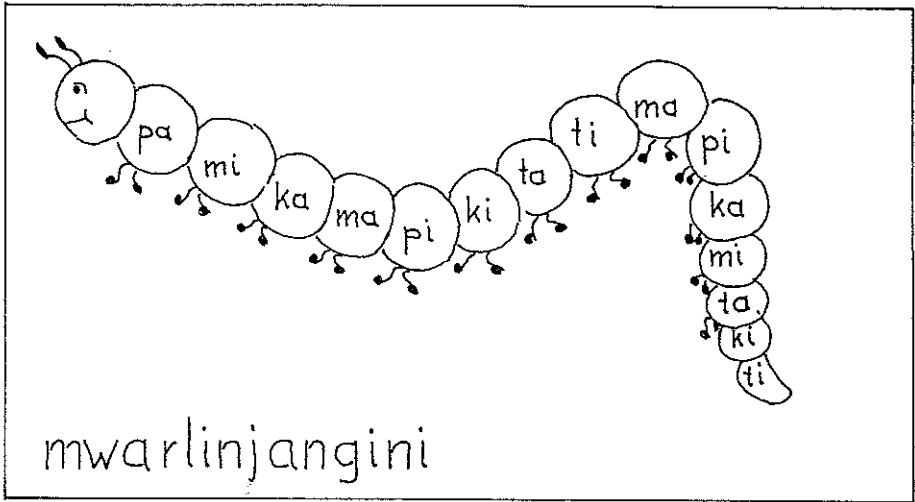
















Illustration 9 (Caterpillar)

(Idea--Reading Development Centre 1972)

10. Aeroplane Taxiing

Materials: A cardboard (approximately 20" x 15") with several runways drawn in (see Illustration 10 below). Words (or syllables) are written on the flight path. A dice and children's markers. (It is best to cover in plastic and write on as previously described. It would be best to have two boards marked out--one suitable for syllables and the other for words.)

How to use: Children throw dice and read syllables (or words) as moving down the path to the air-sock. If a child reads incorrectly he moves backwards that number of squares. (See Appendix 1 for lists of words, syllables, etc.)

	ka	ti	ma	pi	ki	ta	mi	pa	nga	ra	
	mi	pa	nga	ka	ra	ti	ki	ma	pi	ta	
	ti	pi	ma	ta	mi	nga					
											
											
											
											

etc.

Illustration 10 (Aeroplane Taxing)

11. Word or Syllable Ludo

Materials: A cardboard marked out in the usual way, with slight adaptation to centre (see illustration 11, page 70). Small cards (approximately 6 cm. x 4 cm.) prepared with words or syllables printed on them. A dice and four counters.

How to use: A child throws the dice and chooses a card. If the card is read correctly, he moves on the number indicated by the dice. If read incorrectly, he moves one less than indicated.

(Size of the game is approximately 12" square, and instructions which are written in parenthesis in illustration 11, do not appear on the game itself.)

12. Bingo

Materials: This game is made with a minimal number of 12 syllables (or words). A master card is made containing all 12 written. Then four, or six players cards are made, each having six sections on which are written different combinations of the syllables (words) on the master card. The

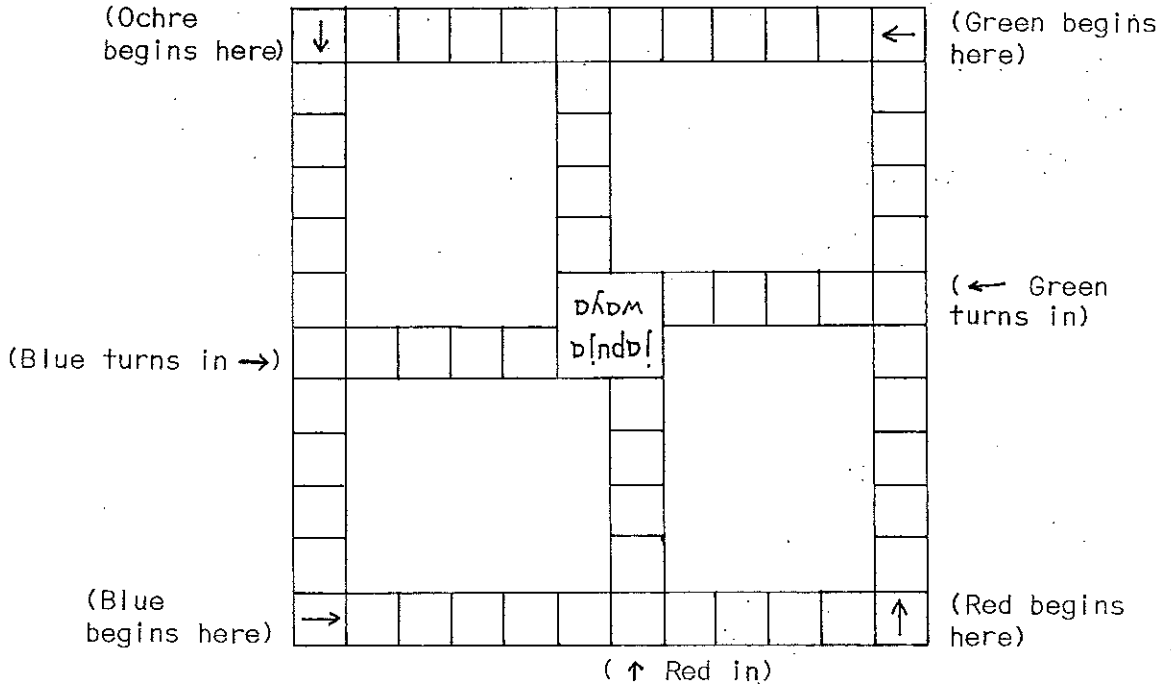


Illustration 11 (Ludo)

master card needs to be approximately 12" x 6", and players cards approximately 9" x 4", divided as shown in Illustration 12 (a) below. The syllables (words) need to be ordered to a pattern (indicated below 12 (b) or 12 (c)) so that no two are identical. Shells or some objects are needed for players to cover words with.

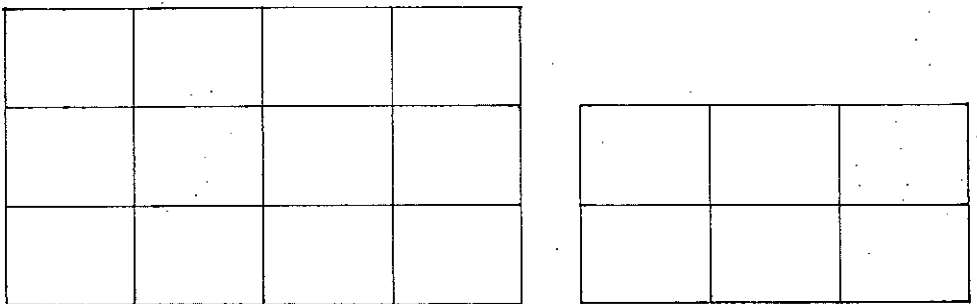


Illustration 12 (a)

If four players cards are being made, the following pattern could be used:

1	9	7
8	3	2

4	10	1
11	5	7

2	8	6
12	4	10

5	11	12
3	6	9

Illustration 12 (b)

The 12 syllables (or words) are then assigned a number, then the corresponding syllable is written on the players cards, e.g. if the 12 syllables on the master card are:

- | | | |
|--------|-------|---------|
| 1. wu | 5. ta | 9. tu |
| 2. ti | 6. mu | 10. wi |
| 3. rri | 7. ku | 11. ni |
| 4. pu | 8. wa | 12. rru |

then the first card above would look thus:

wu	tu	ku
wa	rri	ti

If six players cards are being made, following is the pattern used:

<table border="1" style="width: 100%; height: 100%;"> <tr><td>1</td><td>9</td><td>5</td></tr> <tr><td>7</td><td>10</td><td>2</td></tr> </table>	1	9	5	7	10	2	<table border="1" style="width: 100%; height: 100%;"> <tr><td>5</td><td>11</td><td>1</td></tr> <tr><td>3</td><td>7</td><td>10</td></tr> </table>	5	11	1	3	7	10	<table border="1" style="width: 100%; height: 100%;"> <tr><td>7</td><td>9</td><td>4</td></tr> <tr><td>1</td><td>12</td><td>5</td></tr> </table>	7	9	4	1	12	5
1	9	5																		
7	10	2																		
5	11	1																		
3	7	10																		
7	9	4																		
1	12	5																		
<table border="1" style="width: 100%; height: 100%;"> <tr><td>3</td><td>12</td><td>8</td></tr> <tr><td>11</td><td>2</td><td>6</td></tr> </table>	3	12	8	11	2	6	<table border="1" style="width: 100%; height: 100%;"> <tr><td>12</td><td>4</td><td>10</td></tr> <tr><td>6</td><td>8</td><td>2</td></tr> </table>	12	4	10	6	8	2	<table border="1" style="width: 100%; height: 100%;"> <tr><td>9</td><td>3</td><td>4</td></tr> <tr><td>8</td><td>11</td><td>6</td></tr> </table>	9	3	4	8	11	6
3	12	8																		
11	2	6																		
12	4	10																		
6	8	2																		
9	3	4																		
8	11	6																		

Illustration 12 (c)

How to use: The leader (with master card) calls a syllable (word) and children with that syllable, cover it with a shell. The first child to cover the card (correctly) calls "bingo";

and if he is right, he then becomes the leader for the next game--he shuffles the players cards around. (See Appendix 1 for details of syllable and word games prepared.)

13. Lotto

Materials: This game is similar to "Bingo", but the players all have different words or syllables, and the caller has the cover cards (about 6 cm. x 4 cm.) with all of the words written individually. So, if a card for six players is made with 12 words on each, then 72 different words would need to be found, and these would then be written on the cover cards for the leader.

How to use: The caller has all the cover cards face down in front of him. The players have their master cards face up in front of them. Caller picks up one cover card and says word on that card. The child who has the word on his card, indicates that and places it on the appropriate square on his card. To stop children from looking at one another's cards and one looking for the word, if some extra cards are included in the pile, they will watch only their own--not knowing for sure, whether it appears or not.

The game concludes when one player has covered either a row or a column or the whole card (arranged before the game commences). (See Appendix 1 for those prepared.)

ama	pima	pika	papi
pika	kama	kapaka	pikipiki
kirriki	pirraka	parra	mirripuka
pirri	taka	tirrika	pitipita

Possible players card. Then if four players, caller will have at least 72 cards with different words on them.

Illustration 13 (One Lotto Players Card)

14. Concentration (or Memory)

This game can be used in developing visual memory. It is here presented for use with syllables or words, though it could easily be adapted for the preprimer stage, by use of pictures or shapes.

Materials: Small cards, approximately 6 cm. x 4 cm. The quantity required is double the amount of words or syllables used. To begin with 12 words would be sufficient (then this could be increased). Each word is printed on two cards (see Illustration 14 below).

How to use: Cards are shuffled and placed face down on the table. Each child has a turn at turning over two cards. If the cards match, the child keeps the pair. The game continues until all cards have been paired. Winner is the child with most pairs. (Those prepared are shown in Appendix 1.)

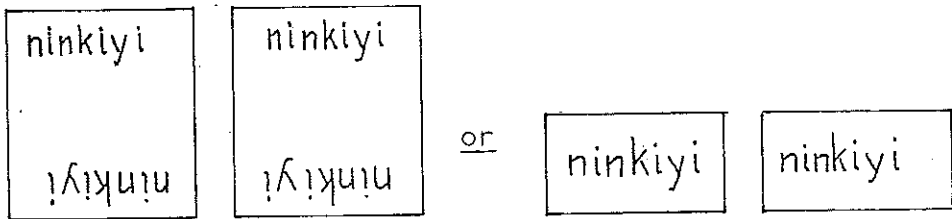


Illustration 14 (Concentration)

15. Fish

This game is similar to the one described above, but it develops auditory memory--as a child tries to remember what cards have been requested previously.

Materials: Identical to above, the second type printed are preferable. More cards are needed.

How to use: Cards are shuffled and each player receives five cards. Rest of cards are placed face down as a stock pile. Players take turns in asking one other player for a card to match one in his hand. If the opponent has the card asked for he must surrender it to the caller, who makes a pair. If the player does not receive it, he takes a card from the stock pile. The winner shuffles for the next game.

16. Syllable Dice Game

This game is used to develop word building skills.

Materials: Dice made out of cardboard, or foam rubber with different syllables written on each face. Several of these would need to be made.

How to use: One child shakes all dice and rolls them out-- those syllables which are face up are used to try to build words. If words are built, child writes them down, then next child rolls and tries.

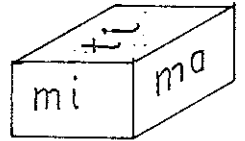
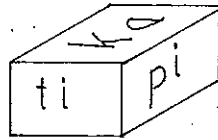
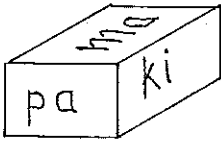


Illustration 16 (Syllable Dice)

17. Hookey

Materials: Hookey board with flashcards taped above the hooks. (Flashcards can be of syllables, soundout words or functors.) Rubber preserving rings.

How to use: Players take it in turns to throw rubber rings, read/sound the words and a score of a point is made for each word read.

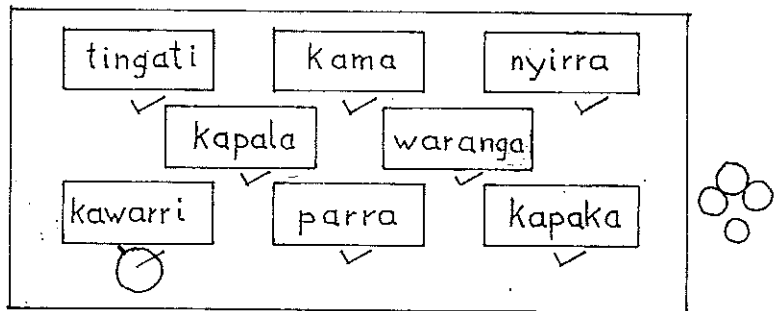


Illustration 17 (Hookey)

(Idea--Reading Development Centre 1972)

6. CONCLUSION

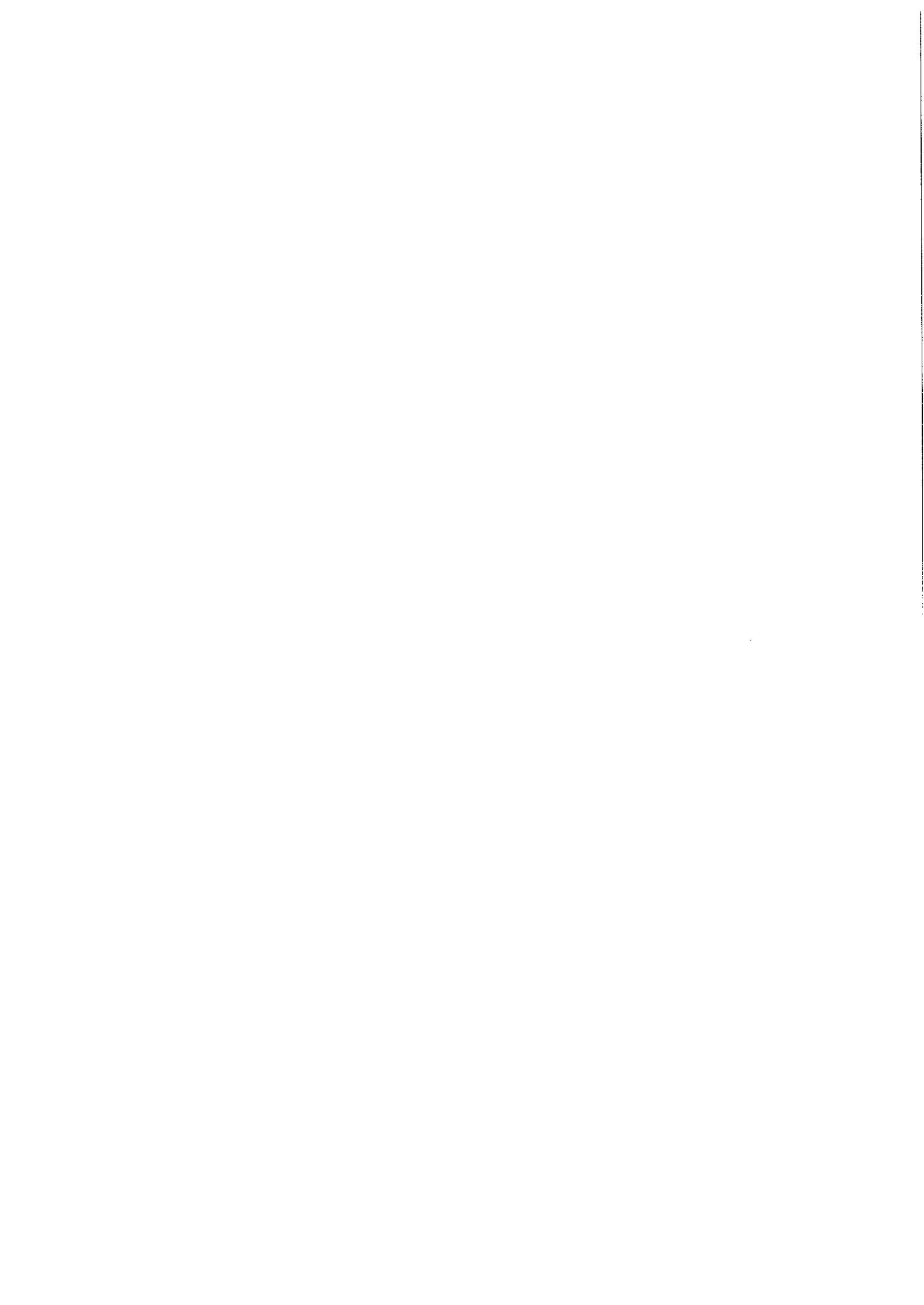
The aids/activities that have been described are those which should be able to be made from inexpensive materials, which are readily available.

The work content may need to be further modified according to pupil needs. The examples given serve only as suggestions.

It needs to be noted that further work will be required in the area of games and activities to develop reading for understanding.

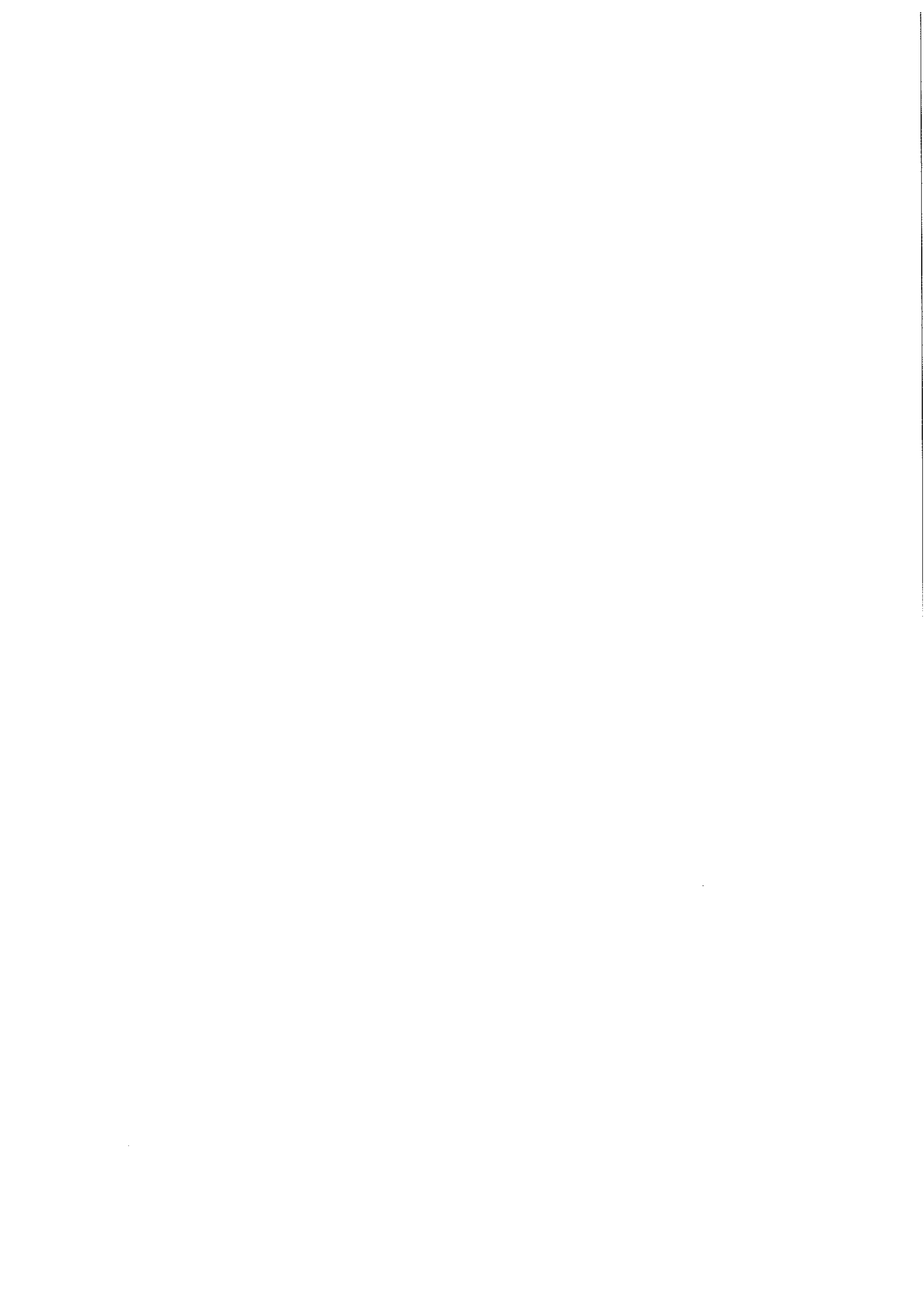
All games/aids should be labelled, so that it can easily be seen where they fit into the programme. Separate pieces of the one game/aid, should indicate what they belong to, and if required, directions placed with the aids.

Finally, it will be noted that the aids presented in this paper are for the vernacular part of the Tiwi bilingual programme, and that sometime in the near future, work needs to be done for the transition stage.



APPENDIXES

- I. Graded Lists of Words and Syllables for Games
- II. List of Books for Translation
List of Books Translated into Tiwi
- III. Visual Discrimination Suggestions and Tests
- IV. Auditory Discrimination and Memory Tests



APPENDIX I

FOOTBALL GAME

After Lesson 3 (Primary)

rutunga	(wasp)	kutupi	(jump)
turliturli	(stinging lips)	mutika	(car)
wupunga	(grass)	alawura	(boss)
tuwlyika	(whirlwind)	kurumuta	(upper arm)
kamunga	(which fem.)	muwani	(goanna)
ruwuti	(heart)	mangiluwuni	(tea--beverage)
karuwunga	(short fem.)	yuwuriyi	(he went)
pumutinga	(ashes)	yilaruwi	(inside)
tuwara	(tail)	yuwapa	(he ate)
wuta	(they)	kukuni	(water)

After Lesson 4 (Primary)

mujura	(rib)	jipawuriji	(she went in)
jinaringa	(blind snake)	pajukura	(honey)
pukilijipa	(mangrove tree)	mijuwalini	(good masc.)
pajuwani	(dead)	kirijini	(child masc.)
mijingarlinga	(prawns)	majipani	(blood)
jilamara	(paint)	jipakapuraji	(she fell over)
majulungi	(water)	jipita	(crab claw)
kirijinga	(child fem.)	jikipayinga	(crocodile fem.)
pajipajuwu	(turtle egg)	jilati	(brolga)
jiringa	(bad fem.)	wilijinga	(billycan)

CHECKERS

For Infants, following Lesson 3, one card has been prepared thus:

kapi	(to)	makatinga	(running water)
jiyimi	(she said, or did)	pika	(horse)
papi	(pop us)	kapaka	(carrying [child] on shoulder)
kali	(run)	pikipiki	(pig)
kama	(why)	pima	(curlew)
yimi	(he said)	ama	(father's mother)
maka	(where)		

ninklyi	(then)	kalikali	(run fast)
yawurlama	(jungle)	Palikila	(man's name)
		pulangumwaka	(dog fem.)

After Unit 12, for example, a functor set could be made (using each word twice).

Jiyipirni	(he/she killed it fem.)	kangi	(to, as in "said to")
yipirni	(he/she killed it masc.)	marrakani	(species of small turtle)
jiyimuwu	(she sat)	kamini	(what? masc.)
yimuwu	(he sat)	karrikamini	(nothing masc.)
tamuwu	(sit!)		

CHECKERS (Primary)

After Lesson 6

mirriparinga	(mangroves)	pajapawu	(type of crab)
yirrinamila	(chin)	japarra	(moon)
wurrijinga	(flower)	jumurra	(difficult)
yirrukuni	(long masc.)	mipurra	(skin)
yijana	(sick)	arringaripi	(noisy pl.)
wurringawunari	(dry season)	kitarringani	(dog masc.)
jaluwuni	(tide)	awungarra	(here-at that place)
jawarri	(milkwood tree)	maringarra	(the other side)
Kujalini	(fire totem masc.)	ngarra	(he)

TRAVEL GAME

Cards prepared for Primary, thus:

After Lesson 2, syllable cards:

pa, pi, ta, ti, ka, ki, la, li, ma, mi, nga, ngi,
wa, wi, na, ni, ya, yi, ra, ri. (2 of each)

After Lesson 3, add following syllable cards (prepared)

wu, ngu, ru, pu, tu, nu, ku, lu, mu, yu.

After Lesson 4, add

ji, ju.

Word Cards:

After Lesson 2 (cards are prepared)

piranga	(whelk)	pitipita	(stomach)
ama	(father's mother)	tinga	(woman)
malakaninga	(young lad)	taringa	(poison snake)
tipilipama	(pandanus nuts)	arini	(wild masc.)
kirilima	(jungle fowl)	miraka	(throat)
pariwani	(hungry)	yikara	(hand)
pakitiringa	(rain)	waranga	(stone)
takaringa	(mullet fem.)	mirama	(orphan fem.)
kiyana	(cooked)	pirika	(parrot fish)
rapatinga	(sandbank in ocean)	nginaki	(this one masc.)
ariliranga	(shy, embarrassed)	ngaringa	(black cockatoo)
warangini	(coral reef)	tiniwini	(black masc.)
walimani	(tomahawk)	ylmili	(he slept)
rani	(edible root)	kamini	(what masc.)
yipalami	(he filled it)	mamana	(slowly)
kapala	(boat)	tayamini	(dingo masc.)
timitinga	(son's wife)	famili	(you sleep!)
ngirimi	(I said)	kali	(run)
yati	(one masc.)	tingata	(beach)
amini	(grandfather)	tingati	(sand, sugar)
yangamini	(hole)	kalikali	(run fast)
tingiwini	(hollow log)	pika	(horse)
tini	(man)	pima	(curlew)
maka	(where)	ngiya	(I)
ngawa	(we all)	nanginta	(give me!)
yiminga	(sun)		

5. RACE TRACK GAME

Infants: Following Unit 4 (cards prepared)

arlitwiyi	(female wallaby with young)	ama	(father's mother)
jiyimi	(she said)	pulangumwaka	(dog fem.)
yawurlama	(jungle)	arntirringarika	(Eastern Rosella)
kapi	(to)	yimi	(he said)
arijilani	(hermit crab)	ninkiyi	(then)
pika	(horse)	kama	(why)
makatinga	(running water)	pikipiki	(pig)
pima	(curlew)	kapaka	(carrying [person] on shoulder)
papi	(pop out)	maka	(where)
kalikali	(run fast)	Palikila	(man's name)

6. DICE GAME

Cards prepared for Primary--after Lesson 2--as follows:

<u>Pile 1</u>	<u>Pile 2</u>	<u>Pile 3</u>
warangini	tingiwini	pakitiringa
walimani	tingati	ani
winga	pitiipita	pariwani
parika	pima	malakaninga
timani	tini	ningani
pilikama	pirika	klyana
pirimi	ama	yimpangini
kangi	tingata	rapatinga
yikiyikini	maka	kirilima
wiyini	ngiya	takaranga
yaringa	ngawa	tipilipama
yangali	nginaki	karaka
tingatinga	nanginta	tangarima
pili	yiminga	mirama
miraka	yipalami	tangara
milika	kapala	ariranga
kitartawini	yimili	waranga
karaliki	kamini	piranga
tiniwinga	yati	yikara
aripa	mamana	miraka
aliyinga	tayamini	ngirimi
yipipiti	timitinga	rani
piliwini	amini	arini
papi	tamili	taringa
ngaringa	yangamini	tiniwini

7. SNAKES AND LADDERS

Infants: After Unit 7 (Box 4)

Syllables (write each one 3 times):

ti, ta, ki, ka, rri, rra, pi, pa.

Infants: After Unit 9

Syllables (write each one twice):

ti, ta, tu, ki, ka, ku, rri, rra, rru, pu, mi, mu.

Primary: After Lesson 2

Syllables (write each one 4 times):

pa, pi, ta, ti, ka, ki, la, li, ma, mi, nga, ngi,
wa, wi, na, ni, ya, yi, ra, ri.

8. COLOUR SPINNING WHEEL

Primary: After Unit 7

Green Card

jilamara
pajukura
mijuwali
majulungi
alituta
rutunga
yilaruwu
turliturli
kuwani
mangiluwuni

Yellow Card

mijingaringa
pajuwani
pukilijipa
jinaringa
murimajungani
murruka
paruwan
jana
Kujalini
pajapawu

Dark Blue

jumurra
jawarri
yiwaja
japinari
japalinga
nimarra
japini
jaluwuni
arikulani
mujuni

Orange Card

mujura
majipani
yapajinga
ngarra
maringarra
wurrijinga
yirrinamila
awungarra
kitarringani
awurrini

Pink

mirripaka
arringaripi
mipurra
murrupuwaka
kumapwara
ninganuwanga
makirrana
japurraringa
rutinga
yirringa

Light Blue

parika
ratiwafi
kamunga
ruwuti
tuwiyika
pumutinga
wupunga
karuwunga
tuwara
malurani

12. BINGO

Primary - Syllable Type (those prepared)

After Lesson 1

pa, pi, ka, ki, ta, ti, ngi, nga, la, li, ma, mi.

After Lesson 2

na, ni, wa, wi, ya, yi, ri, ra, ngi, nga, li, la.

After Lesson 3

ngu, ru, pu, tu, nu, ku, lu, mu, yu, wu, ri, ra.

After Lesson 12

jo, ja, ju, lo, la, lu, yo, ya, yu, to, nyo, nya.

Primary - Word Type

After Lesson 1

tayamini
aliyinga
tingiwini
timitinga

amini
yipipiti
kangi
yimili

tingata
yati
pitipita
tingati

After Lesson 2

tangarima
pariwani
takaringa
aliranga

rapatinga
taringa
malakaninga
piranga

kiyana
ngaringa
timirrikimani
yikiyikini

After Lesson 3

tuwara
wuta
kutupi
mutika

alawura
kurumuta
muwani
mangiluwuni

yuwuriyi
yilaruwu
yuwapa
kukuni

After Lesson 4

pajipajuwu
jiringa
jipawuriji
pajukura

mijuwalini
kirijini
majipani
jipakapuraji

jipita
jikipayinga
jilati
wilijinga

After Lesson 5 - Set 1

parra
yirrukuni
pirri
kurrijuwa

yirrimuruwu
pirraka
awurrini
wurrijinga

murrupuwaka
kiripurrani
murrakupupuni
narringari

After Lesson 5 - Set 2

murrupunga
mirripaka
putuwurringika
timirraringa

timirrakimani
tirrika
turringini
tumurripa

yirrikarla
yirrakunga
yirrinamila
yirriwini

After Lesson 6

japurraringa
japuja
jarranga
pijara

japalinga
wakijapa
wunijaka
alijarraka

jaluwuni
japini
japinari
japinamini

After Lessons 7 & 8

palinganya
jarrinya
murinyini
pinyama

muluwanya
pakinya
mawanya
mangunya

punyipunyi
minyika
mawanyini
wurrinyini

After Lesson 9 - Set 1

minti
yimanka
tayampi
kunjanga

mintini
yinkana
yimpaja
manjanga

mamanta
yimpula
yinjara
punkaringa

After Lesson 9 - Set 2

yimpanga
nginja
ngimpija
yinkiti

arinkuwu
pumpuka
yinjula
yintuwu

kintanga
kunjanga
yinkaka
mikanjanga

After Lesson 10 - Set 1

tartuwali
arlipwa
jiyipirni
arlipiwura

warta
jirti
arnapa
farnikini

warnakati
parlini
marluwu
yarti

After Lesson 10 - Set 2

yingarti
warnarringa
karluwu
muwarnikini

warnata
arntuma
jiliyarti
arlukuni

arlipunyika
jikirluwurrika
kularlaka
mirningatinga

After Lesson 11 - Set 1

kwaka
kwarukwaringa
pwajalinga
pwamika

pwampunga
pwatipwatinga
takwayinga
pumwanyinga

yampwa
yikwanari
yatukwani
jipwajirringa

After Lesson 11 - Set 2

jukwarliti
munkwani
mwarini
numwariyaka

mwarlinjangini
jukwarringa
pwanga
pukwiyi

pwajalini
jukwartirringa
kipwapi
pwaja

After Lesson 12

pinjomwa
jora
yiloti
jorrijorringa

yinyonga
yoyi
yilora
pakitiroti

tokampula
palironji
tongulaka
tokampini

After Lesson 13

pungintaga
yintagi
minkaga
kularlaga

wiga
arlaga
rapugi
kirliwage

tinkamaga
miritiga
pwamiga
yimajlmwari

Infants - Syllable Type (prepared thus)

After Unit 8

ta, ki, ma, rri, pa, rra, ka, ni, mi, ti, pi, a.

After Unit 9

mu, ni, rru, ti, pu, ta, ku, rri, ki, rra, ka, tu.

After Unit 10

wu, ti, rri, pu, ta, mu, ku, wa, tu, wi, ni, rru.

After Unit 11

nga, pu, wu, mu, wi, rru, ma, ngu, tu, ngi, ku, wa.

After Unit 13

li, ngu, tu, rru, wu, wa, la, ngi, nga, ku, wi, lu.

After Unit 14

wi, wa, wu, ngu, ngi, nga, la, lu, li, yi, ya, yu.

After Unit 16

yi, yu, ya, lu, la, li, ngu, nga, ngi, ri, ru, ra.

After Unit 18

ngi, ngu, nga, yi, ya, yu, ri, ra, ru, ni, na, nu.

Infants - Word Type (prepared thus)

After Unit 4

pulangumwaka
arntirringarika
yimi
ninkiyi

kalikali
papi
makafinga
arililani

arilitiwiyi
jiyimi
yawurlama
kapi

After Unit 5

pima
ama
papi
kama

pika
pikipiki
kapaka
parra

pirri
maka
mirripaka
pirraka

After Unit 8

kirriki
arrami
kangi
taka

kapi
tirrika
pitipita
marri

api
marrakani
kamini
karrikamini

After Unit 10

mipuṭi
murrūka
kukuni
mutika

kutupi
awarra
muwani
kawarri

kitawu
tamuwu
yimuwu
jiyimuwu

After Unit 13

tingati
tingata
tinga
tingiwini

murrula
milika
wurrikiliki
paluti

tuwuluwa
manguluwuni
kapala
lati

After Unit 16

yati
ngiya
yirrukuni
yuwuni

tayamini
yikara
yaringa
yikiyikini

yilati
yilinga
yirriwini
yangamini

After Unit 18

wuninga
nuwa
nguwana
kiyana

milipukani
purruwapa
kuluwuni
kuwiyini

tini
tiniwini
wunika
tuwunama

13. LOTTO

Infants

After Units 5, 8, 10, 13 (same as master cards of Bingo)

CONCENTRATION

Infants

For After Unit 5, there are three sets prepared--see Bingo lists for words.

For After Units 8, 10, & 13, there is one set for after each unit-- same words as in Bingo.

14. CONCENTRATION (& 15. FISH)

Primary

For Lessons 1-4 inclusive, cards are prepared the same as in Bingo 1-4.

For Lesson 5, they are the same plus: kawarri, marriji, mirririji.

Lessons 6, 7, & 8 are prepared the same as in Bingo 6, 7, & 8.

Lesson 9, they are the same as in Bingo plus: kurrampali, yintumunga.

Lesson 10, they are the same as in Bingo plus: marntuwunyini.

Lesson 11, they are the same as in Bingo plus: pumwarninga, kwampunga, wurrikwati, mwama.

Lesson 12, they are the same as in Bingo plus: yoni.

Lesson 13, they are the same as in Bingo.

APPENDIX II

List of Books which appear suitable for translation (these have been done in the Wik-Munkan language--Curnow 1975).

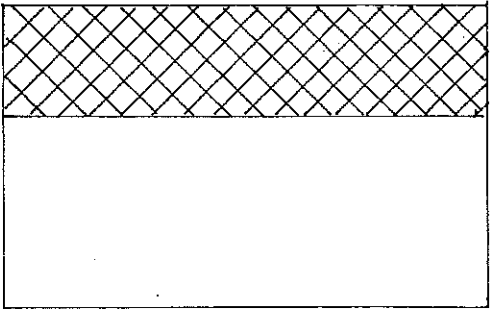
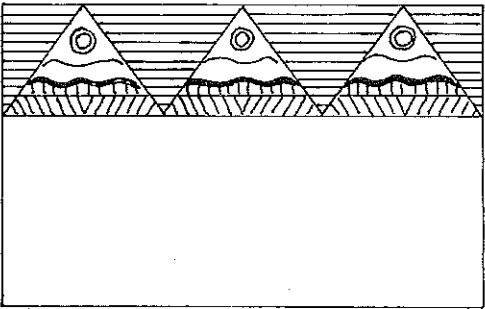
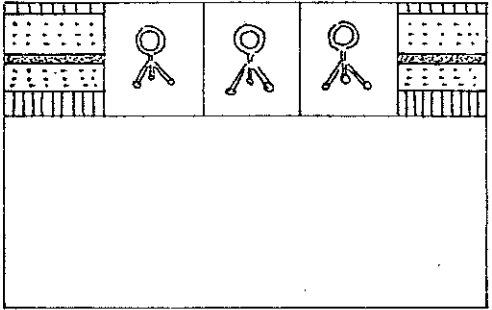
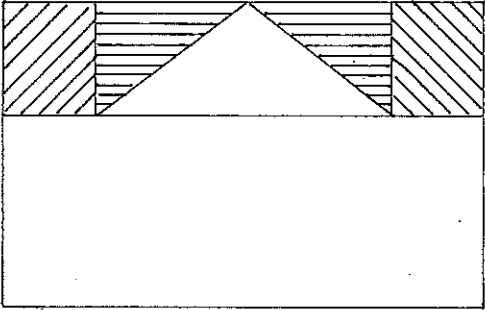
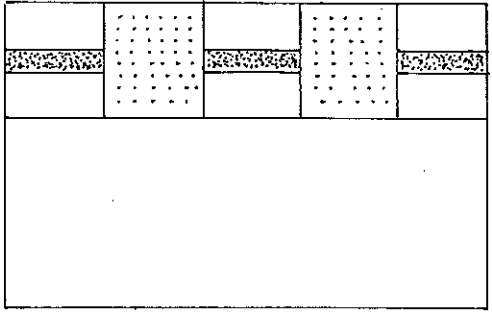
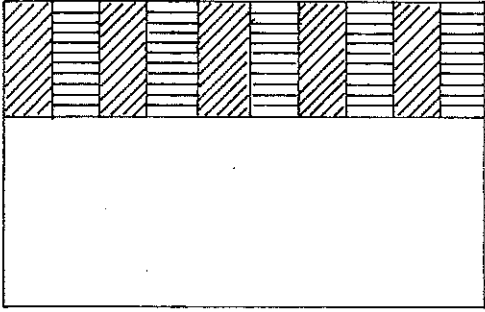
<p>Robert the Rose Horse A Fly Went By Flap Your Wings The Northwind and the Sun The Lion and the Rat Snakes (Macdonald First Library) Eggs " " " Tigers " " " Snuffy The Gingerbread Man (Ladybird) The King, the Mice and Cheese A Fish Out of Water Have You Seen My Puppy?--A. Holt Crocodile and Hen--J. M. Lexau Indian Two Feet and His Horse-- M. Frisky</p>	<p>The Rabbits' Wedding--G. Williams The Egg--D. Bruna The Wolf and the Seven Little Kids (Ladybird) The Sly Fox and the Little Red Hen (Ladybird) The Enormous Turnip (Ladybird) The Sailor--D. Bruna The Fish-- " " The King-- " " Three Billy Goats Gruff (Ladybird) Jawanti Jungle Doctor Stories</p>
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List of books (English) with translations done in Tiwi.

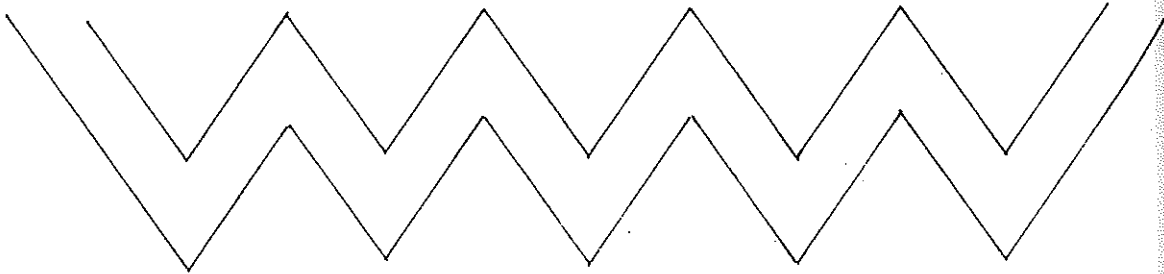
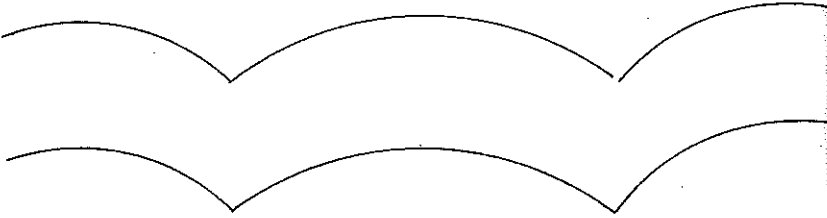
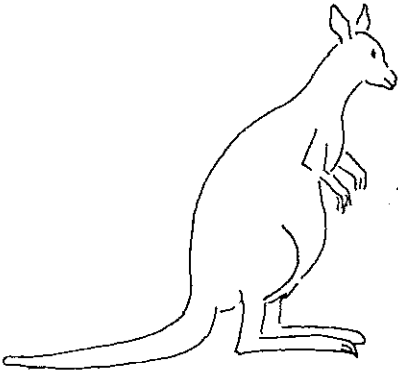
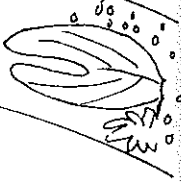
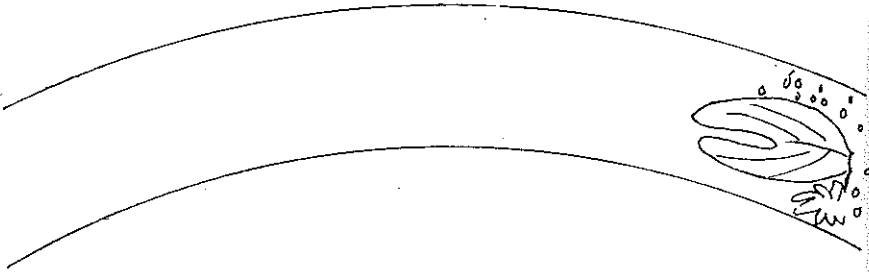
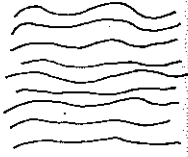
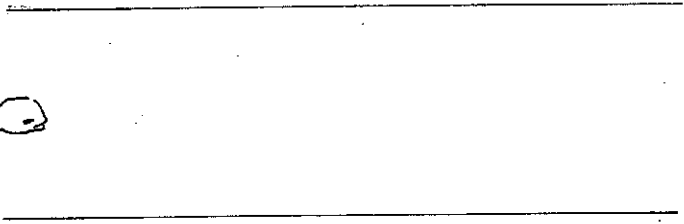
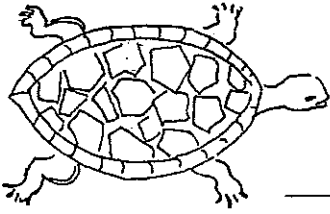
<p>Are You My Mother? The Three Billy Goats Gruff-- William Stobbs (Bodley Head) The Monkey and the Crocodile Methuen Caption Books Who Likes Flies? (Kuwani awutimarti ataapa wupani?) Where Are You Going? (Nyirra maka ampija?) Where Are the Children? (Maka nyirra kakijuwi?)</p>	<p>PM Instant Readers Father An Orange, An Apple My Family Baby Traffic Grown Ups Travelling</p>
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APPENDIX III

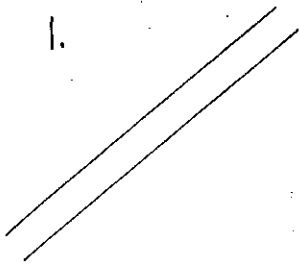
Card Patterns for Visual Distrimination



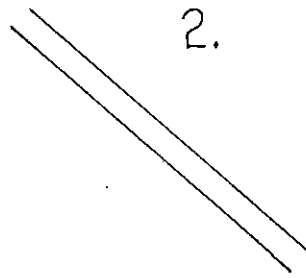
Tracing Cards 1



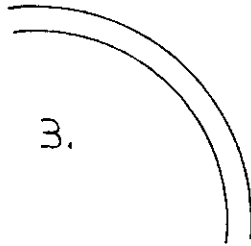
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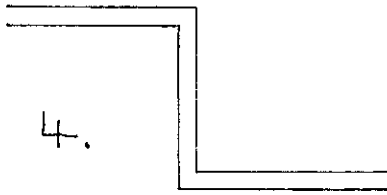
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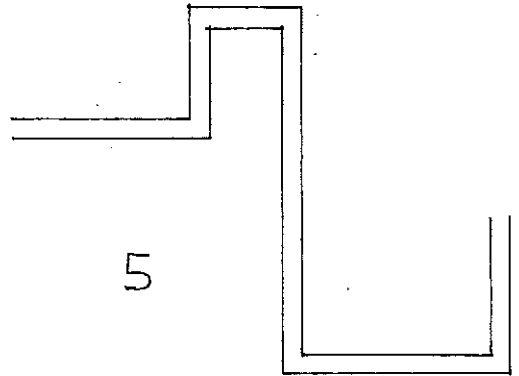
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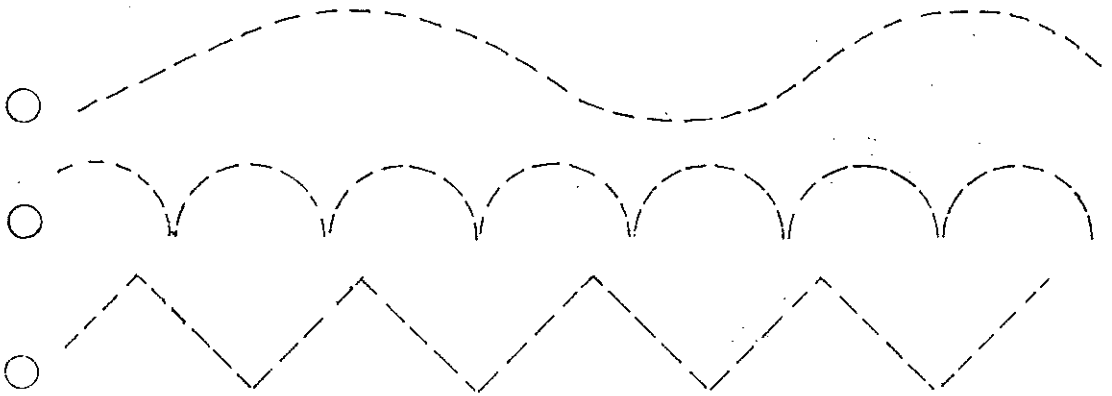
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






















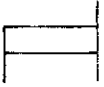
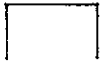
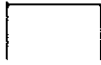
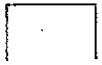
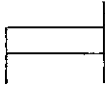







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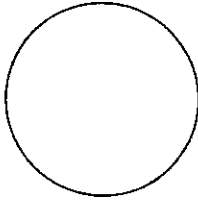

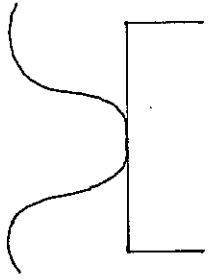
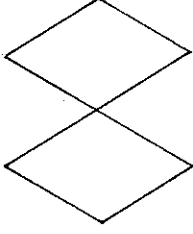


Tracing Cards 2



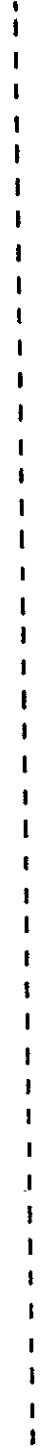
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.	u	n	n	u	n
9.	kama	maka	maka	maka	kama
10.	pika	kapi	pika	kapi	kapi

A. Reproduce shapes.

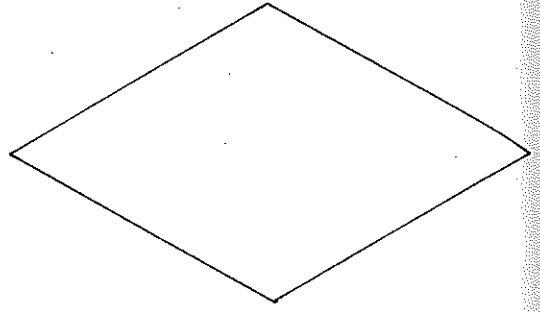
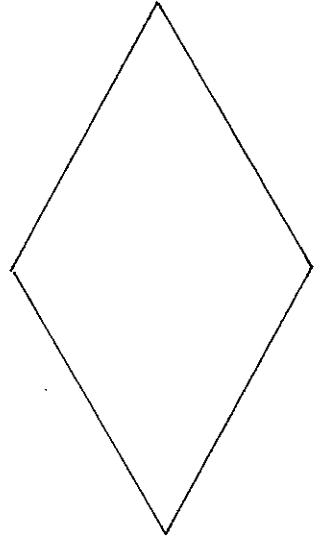
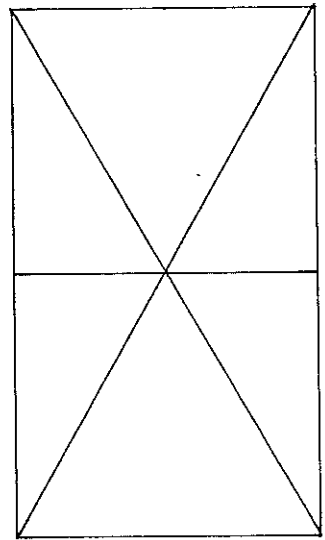
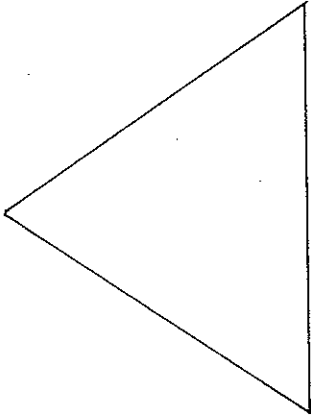
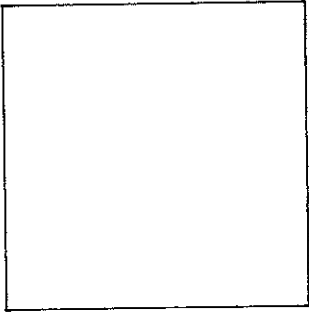
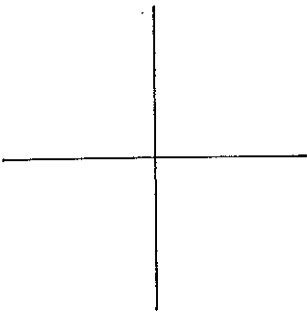
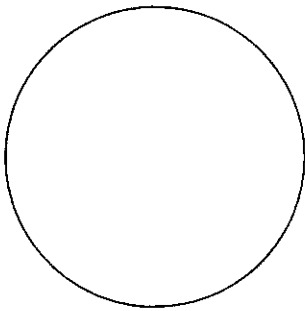
B. Reproduce a sentence.

Pika kalikali kapi makalinga.

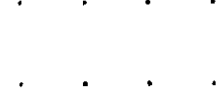
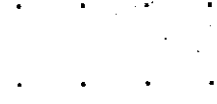
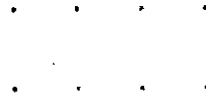
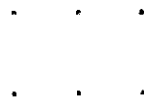
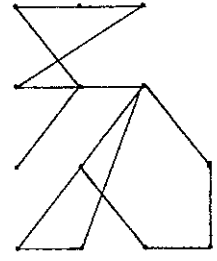
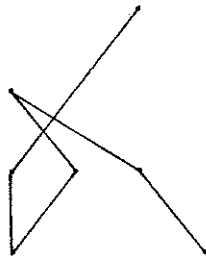
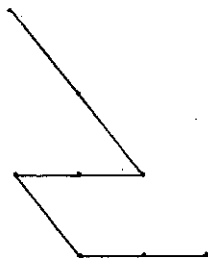
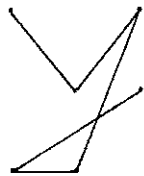
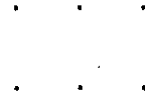
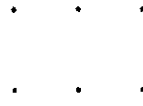
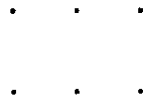
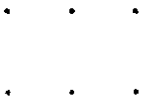
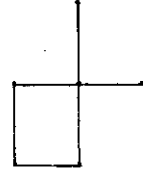
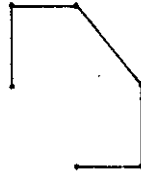
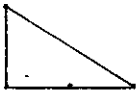


Perceptual Figure Testing (General Visual Memory)

(For administering this test, refer to Card 2 for instructions.)



Visual Sequencing Testing



Letter Discrimination Test 1

Cross out the one that is different.

w w w a w w

n k n n n n

g g g g u g

l l p l l l

y y y a y y

o w o o o o

j j j j n j

p p t p p p

i i i i m i

Letter Discrimination Test 1

Cross out the one that is different.

a	w	a	a	a	a
m	m	m	m	m	y
k	u	k	k	k	k
g	r	r	r	r	r
t	m	t	t	t	t
u	u	u	k	u	u

Letter Discrimination Test 2

Draw a line to the same letter shape.

	t		w
p	r	i	n
	p		i

Letter Discrimination Test 2

Draw a line to the same letter shape.

m	J m y	a	a t k
k	k n g	u	t p u
t	i p t	w	J w n
r	p l r	J	J u w

Letter Discrimination Test 2

Draw a line to the same letter shape.

	l		r
l	w	o	t
	y		o
	k		
n	g		
	n		
	t		
y	y		
	a		

APPENDIX IV

Auditory Discrimination Test

(Idea--Wepman 1958)

warta (bush)	-	warnta (true)
tingati (sand, sugar)	-	tingata (beach)
maka (where)	-	taka (log)
nayi (that one, distant)	-	niyi (that one, mid distant)
wiga (intestines)	-	winga (sea)
pikipiki (pig)	-	pikipiki
kali (run)	-	karri (if, when)
kirijini (child masc.)	-	kirijinga (child fem.)
naringa (mother)	-	ngaringa (black cockatoo)
tamuwu (you sit!)	-	tamuwu
nginja (you sing.)	-	nginta (oh!)
yinkiti (food)	-	yinkiti
nginta (oh!)	-	nyinta (close it!)

Auditory Memory Test

Suggestion:

Ngiya-mantani yipakalinga taka. Yipipiti wuninga kangi
yangamini. Ninkiyi, nguwana juwunga, jiyikitikimi.
Jiyipirni. Papi yimarripi waya japuja. Yipawumi.
Yiwapa. Waya.

Auditory Perceptual Patterning Test

1. ___ ___ ___

2. ___ . ___ . ___ . ___

3. .. ___ .. ___ .. ___

4. ___ ... ___ ... ___ ___ ___

5. ... ___ ___ ... ___ ___ ... ___ ___ ___

(A ___ means fist tap and . means one finger tap.)

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