

# MORNING STAR



*A Walking Talking Text*  
Column Planner unit of work  
based on the text  
*Morning Star: source unknown*

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Making MAP Meaningful Project  
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Northern Territory  
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*Walking Talking Texts*,  
Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Column Planner framework
- provides a framework for the teaching of oral English, and in addition, for the teaching of literacy skills (independent reading and writing) in English through activities and exercises.
- uses the *Do, Talk, Record* planning model
- was written for use with English as a Second Language (ESL) students.



## WHOLE TEXT

Balanda night sky	Yolgnu night sky	Reason for the story	Place
Orion	Three related fishermen in a canoe and their totemically taboo kingfish.	Ecological law	North-east Arnhem Land, NT
Morning Star	After a person dies, his or her spirit is carried over the sea in a spirit-canoe which travels early in the morning along the string of light that comes from <i>Barnambir</i> , the morning star. The spirit goes to an island beyond the sunrise. When the spirit is well-established on the island ( <i>Baralku</i> ), it sends a message back to earth by the morning star, who in turn relays it on to the relatives in the form of a white bird. <i>Barnambir</i> , the morning star, lives in <i>Purelko</i> , the island where the spirits of the dead reside.	<i>Barnambir</i> , is a shining light held in a mesh bag, tied to the island of <i>Baralku</i> by <i>Jari</i> , the string of light which holds the light down so it never goes high in the sky.	North-east Arnhem Land, NT Milingimbi, NT North-western Arnhem Land, NT Djambaringu, NT Galbu, NT
Moon	Moon and parrot fish debate mortality	Death	North-western Arnhem Land, NT
Moon and Evening Star (Venus)	An ancestral-man, who lived near the claypan of the moonlight, died and his body became a nautilus shell (moon). Venus (the evening star) is a spirit. The lotus flower and the waterlily are symbols of the evening star, held up by the spirit.	Death  Lotus and waterlily flowers origin.	Tiwi, Bathurst and Melville Islands, NT Arnhem Land, NT
Sun and moon	Sun is a woman, <i>Wurinpranala</i> , moon is a man, <i>Japara</i> . <i>Japara</i> killed his wife because she did not prevent their son from drowning. <i>Japara</i> searches the sky-world for them both, constantly moving camp. The lines on him are reminders of his scars. <i>Japara</i> also fought with <i>Purukupali</i> , the great creator. When <i>Japara</i> re-appears, he proceeds to eat the flesh of mangrove crabs until he becomes full. He gets ill and dies each month. The silvery crescent is his skeleton, and earth shine is his spirit.	Origin of sun, moon (death) and discovery of fire.	Tiwi, Bathurst and Melville Islands, NT Arnhem Land, NT
Arcturus ( <i>Alpha Bootis</i> ) Saak ( <i>Elta Bootis</i> ) and the Moon	Arcturus is a man and Saak a woman	Dugong, Pandanus, <i>rokia</i> (spike-thrush) and tides	Milingimbi, NT
Two dark patches in the Milky Way	Evil spirit, <i>Waiwera</i> , abducts a beautiful young dancer named Brolga, and sweeps her up in a willy-willy. She returns to earth and changes into a Brolga. <i>Waiwera</i> , lives in the dark patches.		Mandalbingu of Arnhem Land, NT
Orion, the Ilyades, the Pleiades, some stars of Gemini and some stars of Eridanus	Constellation of the canoe Stars, visible December to March		Milingimbi, NT

## MORNING STAR (VENUS)



After a person dies, his or her spirit is carried over the sea in a spirit-canoe which travels early in the morning along the string of light that comes from *Barnambir*, the morning star. The spirit goes to an island beyond the sunrise. When the spirit is well-established on the island (*Baralku*), it sends a message back to earth by the morning star, who in turn relays it on to the relatives in the form of a white bird. *Barnambir*, the morning star, lives in *Purelko*, the island where the spirits of the dead reside.

# Walking Talking Texts – Column Planner

## Morning star



<p>1. Discover the text. Read the text to the students.</p> <p>This is a daily activity to include all students in the session for that day. Initially read the whole text and then each day read another of the sections plus the focus text.</p>	<p>2. Complete oral cloze exercises.</p> <p>This is a daily activity and can lead into oral dictation to assist with spelling.</p> <p>Initially leave out nouns for students to say. When they are confident in that, leave out the verbs.</p>	<p>3. Assessment choice. Teacher &amp; students talk about whether the text was as predicted &amp; exchange ideas &amp; feelings about the text.</p> <p>Did they know this story? Is it a story that makes them feel happy or sad? Do they know any other stories like this? etc</p>	<p>4. Read the text with the students.</p> <p>Role play the text and/or parts of it (if text lends itself naturally to this activity) if so it could be a fun inclusion in the daily activities.</p> <p>This text does not lend itself naturally to a role play and may not be acceptable to be used in this mode. Talk to Indigenous people in the school and community to find out. Otherwise leave the role play out.</p>	<p>5. Read the text again and talk about any links b/w the written text and the real-world experiences of the students.</p> <p>Is this a story they have heard before? Who would tell them this or other similar stories?</p>	<p>6. Teacher tells the students about the genre of the text.</p> <p>Explanation text – the creation story for the Morning Star is explained.</p>	<p>7. Assessment choice The students retell the text: The story line, sequence of events etc</p> <p>The student responses should be taped for transcription at a later date.</p>
<p>8. Teacher &amp; students make a list of words. (teacher usually has planned ahead, but would invite student input to check and alter list)</p> <p>Focus words for this unit could be nouns and verbs. (see attached list)</p>	<p>9. Order into alphabetical order This could be included in the daily program. It would be a good idea to use the words from 8.</p>	<p>10. Teach sound &amp; letter names where appropriate. This should be included in daily plan.</p>	<p>11. Students retell the text and teacher scribes.</p> <p>Then dividing it up into page like sections – with student input, students are to illustrate each page for display, which could be used as the story map in 15 and for scrambled text in 14. The telling of the story</p>	<p>12. Create a wall thesaurus for display in the classroom.</p> <p>Use the words from the list in 8 and make a thesaurus to find other words that could describe the same thing. The teacher would have to scaffold heavily and give lots of prompts. Using an actual thesaurus would</p>	<p>13. Students capable begin independent writing.</p> <p>While activity 12 is being done, independent writers would choose 5 words from the list and find a simile or phrase to demonstrate their understanding of the word. They may use a thesaurus to help.</p>	<p>14. Sort scrambled text.</p> <p>Using the sentences and illustrations from 11, hand out either an illustration or a sentence to each student. Reading the story to the students, get them to rebuild the story using illustrations and sentences. This is a whole class activity which could be done</p>

			could also be recorded for a listening post. See 21.	assist. If words are difficult to find, alternatives for students could be encouraged to use a dictionary and find word meanings.		daily once the students have completed 11.  Also ordering using numbers worksheet would occur to teach about this assessment concept. – see daily program
<p><b>15. Teacher &amp; students produce a story map.</b></p> <p>Using sentences and illustrations from 11 which are displayed in the classroom, the teacher could each day take a few sections away and the students having to replace them. This is also a valuable activity for text walks – it provides lots of opportunity for the students to use all the language of the text.</p>	<p><b>16. Sort scrambled sentences &amp; words.</b></p> <p>Teacher designed worksheets which reflect MAP style items</p>	<p><b>17. Create alternative endings/beginnings for sentences.</b></p> <p>Teacher designed worksheets which reflect MAP style items</p>	<p><b>18. Complete written cloze exercises.</b></p> <p>Teacher designed worksheets which reflect MAP style items</p>	<p><b>19. Assessment Choice</b></p> <p>Explore the text through poetry and/or music.</p> <p>Teacher to choose song/s and or poem/s that compliment the text. Eg Wish on a Star – a simple traditional poem</p> <p>Starlight, star bright, First star I see tonight, I wish I may, I wish I might, Have the wish I wish tonight.</p>	<p><b>20. Teacher and students produce a written text of the poetry and/or music</b></p> <p>Or they can produce their own. Using space music write a rap or they could write an acrostic poem for example.</p> <p>Shining Twinkling Asteriods Rockets</p>	<p><b>21. Practise listening skills through games and exercises.</b></p> <p>The oral cloze (2) is a listening exercise. Use a tape from 11 for listening post activity.</p> <p>Teacher tells story changing names, actions or things in the story to make it silly. Students listen and identify these 'mistakes'.</p> <p>Students listen to community member's stories and can retell accurately. (Science program)</p>

<p>22. Students begin writing their own text in the form of a poem or a song.</p> <p>The independent writers could write new lyrics to the song or poem already being used – or may just change one or two words.</p>	<p>23. Explore the text through art &amp; craft.</p> <ul style="list-style-type: none"> <li>* Traditional painting</li> <li>* Mobiles</li> <li>* Night sky display</li> </ul>	<p>24. Teacher &amp; students write jointly constructed texts associated with the art and/or craft work.</p> <p>This may be a description or a procedure.</p> <p>For this unit a procedure would reinforce the use of verbs and nouns and add to their word list.</p> <p>Eg Making a Mobile Materials required; (these are listed - use of nouns) Procedure: (in order - use of a verb to start each sentence)</p>	<p>25. Students begin to write a procedural or descriptive text of their own based on art/craft work.</p> <p>This activity is for independent writers who may have participated in the group negotiation activity first.</p>	<p>26. Practise English pronunciation.</p> <p>This should be ongoing with all teaching, but the text may address some particular pronunciation issues for a focus.</p> <p>As the teacher, listen to the students when they are reading with you. Pinpoint the words with which they struggle and practise the pronunciation with them. Talk about other words with these sounds and write a list for display in the classroom. Practise pronouncing these words daily.</p>	<p>27. SCIENCE Band 2 Earth and Beyond</p> <p>Identify ways people from diverse socio-cultural groups represent their beliefs and values about science, eg some Indigenous groups share beliefs about the land/country through art/dance/songs and stories</p>	<p>27. MATHS N/A</p>
<p>28. HEALTH/PE N/A</p>	<p>29. SOSE N/A</p>	<p>30. Examine the differences between written &amp; spoken language.</p> <p>This can be demonstrated clearly in group negotiated writing tasks. Eg students have to be able to speak clearly, pronounce words correctly, use whole sentences that make sense etc. Teacher (scribe) has to write clearly and neatly, use correct punctuation, spell correctly etc.</p>	<p>31. Decide about and answer true/false statements.</p> <p>Teacher designed worksheets which reflect MAP style items.</p> <p>Using the language of true and false orally first would assist students to prepare for the worksheets.</p>	<p>32. Make judgments about multiple choice answers.</p> <p>Teacher designed worksheets which reflect MAP style items</p>	<p>33. Recognise and correct substitutions/lies in the text.</p> <p>Teacher designed worksheets which reflect MAP style items</p> <p>See 21 for oral presentation of this activity.</p>	<p>34. Write a group negotiated text in the same genre, which differs from the original in language items, setting, plot, topic, purpose.</p> <p>It is probably easier to change only one of the above.</p> <p>For this text it may be appropriate to write another possible explanation (fantasy) about the Morning Star.</p>

<p>35. Students begin to write a text of their own by improvising on the original text, in one of the following ways: language items, plot, setting, content. Independent writers to do this.</p>	<p><b>36. Identify and use questions and statements.</b></p> <p>Teacher designed worksheets which reflect MAP style items</p>	<p><b>37. Explore the text through an oral presentation.</b></p> <p>The oral presentation could be an evening with a telescope identifying stars and explaining to parents/siblings /community members. It could also be presenting the art work or poetry.</p>	<p><b>38. Write a group negotiated text to support the presentation.</b></p> <p>Posters and/or invitations are fun genres for this activity.</p>	<p><b>39. Students write a text of their own to support the oral presentation,</b></p> <p>eg they may design their own invitation or poster or write up what they are going to say to their chosen audience.</p>	<p><b>40. Give the oral presentation.</b></p>	<p><b>Assessment</b></p> <p>It is recommended that at the beginning of the unit approximately 4 or 5 students are chosen as a focus for assessment. Gather these work samples as you go through the unit. Spelling is included in the worksheet part of the daily program as an extra activity.</p> <ul style="list-style-type: none"> <li>• oral transcript</li> <li>• worksheets with anecdotal notes</li> <li>• video of performance</li> <li>• writing sample with anecdotal notes</li> <li>• spelling test</li> </ul> <p>Use the Assessment Record sheet to profile students and attach the above evidence.</p>
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# Morning Star Assessment Record



Student name:	Date:	Assessment Task	E	S	C
<b>EsseNTial Learnings</b>	<b>Major Focus: Inner 6</b>				
	Explains how the past, present and future contribute to their own identity and broaden life directions <b>Band 2</b> identify which living things people are related to and which songs/stories/dances go with these relationships	Student talks about their totem (tape and transcribe).			
<b>Speaking</b>	<b>Level 1 Communication:</b> join in group retelling of story/text with visual cues	Student retells <i>Morning Star</i> in own words (tape & transcribe).			
<b>Listening</b>	<b>Level 1 Communication:</b> follow simple texts, eg distinguishing true/false statements, identifying characters	Worksheet with true/false (32) and question / statement (37).			
<b>Reading</b>	<b>Beginning Level 3 Socio-cultural understandings:</b> relate own cultural experiences to text references	Read <i>Morning Star</i> with understanding (running record).			
<b>Writing</b>	<b>Beginning Level 3 Socio-cultural understandings:</b> use simple text formats with support, eg genre structure and features	Student writes own acrostic poem (22).			
<b>Science Concepts and Context</b>	<b>Band 2 Earth and Beyond</b> <ul style="list-style-type: none"> <li>Identify ways people from diverse socio-cultural groups represent their beliefs and values about science, eg some Indigenous groups share beliefs about the land/country through art/dance/songs and stories.</li> </ul>	Student tells story about their country (tape and transcribe or video).			

Comments:

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# MORNING STAR

Example daily WTT program 1 – 2 hours  
(Column Planner)

## A. Daily Activities

1. Teacher reads text to students (1).
2. Teacher and students reconstruct text (14).
3. Students recite poem (19).
4. Read through word list (8).
5. Oral cloze (2).
6. Practise letter sounds/name and blends (10).
7. Pronunciation practise (26).

## B. Next Section Of Planner

### C. Worksheet 1 (First 5 weeks of program)

Monday: Questions And Statements (37)  
Tuesday: Look/Say/Cover/Write/Check (26, 10)  
Wednesday: Written Cloze (18)  
Thursday: Scrambled Sentences/Words (16)  
Friday: Multiple Choice (33)

### Worksheet 2 (Second 5 weeks of program)

Monday: True/False (32)  
Tuesday: Look/Say/Cover/Write/Check (26, 10)  
Wednesday: Recognise And Correct Substitutions/Lies In The Text (34)  
Thursday: Written Cloze (18)  
Friday: Create Alternative Endings/Beginnings) (17)



# WORD LIST

## NOUNS

person  
spirit  
sea  
canoe  
string  
light  
star  
island  
earth  
bird

## VERBS

dies  
carried  
travels  
comes  
along  
goes  
sends  
relays  
lives  
reside



# Morning Star (Venus)

Name : .....

Date: ...../...../.....

Written Cloze – choose a word from the box and write it in the correct space.  
(Don't forget to look closely at the text to help you).

After a ..... dies , his or her ..... is carried over the sea in a spirit-canoe which travels early in the ..... along the string of light that comes ..... *Barnambir* , the morning star. The spirit goes to an ..... beyond the sunrise. When the spirit is well-established on the ..... (*Baralku*), it sends a message back to earth by the ..... star, who in turn relays it on to the relatives in the form of a white ..... *Barnambir*, the morning star, lives in *Purelko*, the island where the ..... Of the dead reside.

island	morning	person	from	spirits	spirit	island
	bird		morning			



# Morning Star (Venus)

Name: ..... Date: ...../...../.....

Question and Statement. Write a sentence to give the correct answer.  
Remember the answer will be in the story.

Eg. What carries a dead person's spirit over the sea?  
*A spirit-canoe carries the spirit over the sea.*

1. When does the spirit-canoe travel?

.....

2. What does the spirit-canoe travel along?

.....

3. Where does the spirit go?

.....

4. Where does the spirit send a message to?

.....

5. Who takes the message to the relatives?

.....



# Morning Star (Venus)

Name: ..... Date: ...../...../.....

## Scrambled sentences

Rearrange the sentences so they make sense.

1. dies his her a After person spirit carried sea the over or is

.....

2. an goes spirit The sunrise beyond to island the

.....

3. star lives island *Barnambir* spirits dead *Purelko* reside the the morning in where the of the

.....

.....

## Scrambled words

Rearrange the letters so they correctly spell words from Morning Star (Venus).

1. sropen ..... 2. piitrs .....

3. eas ..... 4. eoanc .....



# Morning Star (Venus)

Name:.....

Date: ...../...../.....

## Multiple Choice

Shade the correct bubble

1. After a person dies,

- he runs over a hill
- his or her spirit is carried over the sea
- her star falls from the sky

2. The spirit-canoe travels in

- the morning
- the evening
- at lunchtime

3. The spirit goes to

- a falling star
- the deep sea
- an island beyond the sunrise

4. The spirit sends a message back to

- Earth
- Venus
- Mars

5. The morning star lives in

- Malak
- Katherine
- Purelko



## Morning Star (Venus)

Name: ..... Date: ...../...../.....

True/False

Circle **true** or **false** for each sentence.

1. After a person dies, his or her spirit is carried over the sea. True False
2. Their spirit is carried in a big boat. True False
3. The spirit-canoe travels late at night. True False
4. The spirit-canoe travels along a string of light. True False
5. The string of light comes from the evening star. True False
6. The spirit goes to an island beyond the sunrise. True False
7. The spirit sends a message back to Mars. True False
8. The morning star relays a message to the relatives. True False
9. A blue bird relays the message. True False
10. The morning star lives in *Purelko*. True False



# Morning Star (Venus)

Name: ..... Date: ...../...../.....

Recognise and correct substitutions/lies in the text.  
Put a circle around the substitutions/lies.

After a person lives, his or her spirit isn't carried under the sea in a big boat which travels late at night along the rope of light that comes from *Barnambir*, the evening star.

The spirit goes to a house beyond the moon.

When the spirit is well-established on the hill (*Baralku*), it sends an ice-cream back to Mars by the evening star, who in turn relays it on to the relatives in the form of a blue donkey.

*Barnambir*, the morning moon, lives in *Purelko*, the mountain where the old ladies reside.

Create alternative endings/beginnings – don't forget to look at the text for ideas.

1. After a person dies, \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

beyond the sunrise.

3. When the spirit is well-established on the island

\_\_\_\_\_

4. The morning star lives in

\_\_\_\_\_

5. \_\_\_\_\_

where the spirits of the dead reside.

# Science Program

## Concepts and Contexts

### Band 2 Earth and Beyond

- Identify ways people from diverse socio-cultural groups represent their beliefs and values about science, eg some Indigenous groups share beliefs about the land/country through art/dance/songs and stories

This unit will rely heavily on Teacher Assistant and relevant community members.

DO	TALK	RECORD
	1. Teacher talks to the students about the unit outcome. Discuss with students about the stories they know about their country.	
2. Students prepare in small groups or as individuals a story they know about their country/dreaming.		3. Students present their story (video or tape and transcribe).
	4. Teacher and students discuss who in the community may be able to participate in telling stories about their country.	6. Make a list of questions to ask re-interview style. Eg where is your country? What stories and dances do you know about your country that you can share? Are you able to share these with the class? Can we choose a time and place to suit you when you could share this information?
6. Student go to camps and conduct these 'interviews'.	7. Community members share their stories.	8. Video this.
9. Teacher and student view the video.	10. Teacher and students discuss the stories. Students choose one they would like to retell or another they can share for final presentation.	11. Students present a story or dance of their choice – this is recorded on audio tape or video- student choice.

