

about the monster for this child? Would your children agree that this is a 'monster' story? What sort of scary monster-dog story would they write? Does this suggest any cultural differences?

Stories from Groote Eylandt

Not too sure where Groote Eylandt is? Mapping skills again to find it! (Note that its name is in Old Dutch. What is the translation?) The indigenous people here are the Warnindilyakwa. Their language is Anindilyakwa. A quick history is [available here](#). Their online [Language Centre](#) has stories. Here we also learn 'Karningaba' is Anindilyakwa for 'Hello'.

When we go walkabout or Yurruwa Yirrilkenuma- *langua* (2014), written by Rhoda Lalara, is a bilingual book of the Gaddigal Land in the Anindilyakwa language. It tells the story of animals seen on walkabout. The [IL reading is here](#). Better still is the [IL reading with clearly identifiable creature images](#). The IL words are long, but this [classroom video](#) may help. Here the Anindilyakwa reading is followed by the teacher and children repeating words. Some [suggestions for activities](#) with this book are available.

Of course, it is easier to discover stories and IL words, if a book is bilingual with written words and images. There is an [Anindilyakwa language story, Yinikarrka](#) (Chicken Hawk), that does this. At the end of this story, ask your children what the story aimed to explain? How would they have explained it? Do we have stories that do that also? If so, are there examples? If not, how do we explain such features?

If you enjoy the sound of Anindilyakwa, there [is more](#) and a seven minute video-story about [animals playing golf](#). It has a very different style of artwork to the *Walkabout* book. Try matching words spoken to the written language on the screen! This develops understanding of the challenge to learn another language. What about telling the


story from its images? Have fun with this! Could it be a trigger for some creative writing too?

Stories are not just about reading. They are a window to discover other world views and knowledge of other places and people's – cultural diversity. So, follow-up listening and reading stories, with discussion about the story, not just for its information, but for ways of thinking and wider issues.

We've now seen a few picture story books from a half a dozen IL's of Australia. If you would like to find more, try this [list of Australian Indigenous books](#).

There really is a lot of choice!

© Text by Jeanie Clark, enviroed4all®, Warracknabeal 2019.



TAILORED TUTORING

Is your child:

- needing extra support in a specific learning area?
- having trouble 'cracking the code' of reading?
- gifted and craving more extension and challenge?
- wanting mentoring in an ongoing project?

My reluctant reader comes out of each session feeling confident and proud of his progress! – Jude

Catherine has a lovely, gentle and patient nature and is a fantastic asset to the home educating community. I enthusiastically recommend her services to other families.
– Tamara Shatar, President of SHEN

Hi, I'm Catherine!
I am a trained primary school teacher who has been working closely with home-educating families for 6+ years. I'm dedicated to the broader picture and relate with each child holistically, supporting them to flourish in their way.

My eldest had learning difficulties and was unable to read until he was over 8 (though has now more than made up for lost time and is a very competent and avid reader at age 11). I attribute much of his confidence and passion for reading to his tutoring with Catherine. – Lousie Howes

Learn more and get in touch:
0410 227 074
www.microeducation.net.au
catherine@microeducation.net.au

available in-person in Melbourne and everywhere else via Zoom/Skype

MICRO EDUCATION

Catherine Sanchez
Qualified Primary Teacher
Carer, Facilitator & Mentor