



## Story telling in Vernacular

Year 5 2006 Term 4



### **Nauru Curriculum Footpath Personal Pathways**

Living in a contemporary Nauruan community and preparing for its changes  
Demonstrating confidence, commitment and accepting responsibility for decision making and problem solving  
Working with peers

### **Communication Pathways**

Mastering literacy including the primary language  
Communicating using languages and intercultural understandings

### **Community Pathways**

Fostering identity, belonging and unity  
Respecting diversity and different ways of thinking

Understanding local political forces  
**Environments and Technologies Pathways**

Creating and working with design technologies

### **Suggestions and ideas for students and teachers:**

Students can make up their own stories using their imaginations, picture stories, books, legends or other sources.

Students can research an agreed Vernacular to help create their own dictionary. They are encouraged to use a local recognised expert to help. If more than one local expert is used, they will see the deep differences that exist in the community overwritten Vernacular. Students are not expected to resolve these differences. There may be more than one accepted spelling of some words in the dictionary although this should be as little as possible.

Students should initially use the Vernacular before using substitute words.

Supporting media for the story includes:  
*Written form:* illustrations, rich language, clever layout and use of white space etc.

*Spoken form:* music, action, movement, sound effects, chants, dance, puppets, backdrops etc.

Encourage students to keep the written story quite short and make sure the illustrations work with the words to help tell the story. Quality not quantity is best. See the Story Writing resource Kit for more ideas for structuring a story.

The class dictionary will have to be finished before the final drafts can be done. It may be a series of cards rather than a book style dictionary.

### **Quality features**

#### *High Quality*

- Acceptable use of vernacular expressions, spelling, writing and speaking consistent with the agreed use in the class dictionary.
- Well developed story imaginatively presented in written and spoken forms with creative supporting media\*.
- Polished artistic engaging recital making clever use of supporting media\* or materials.

#### *Acceptable quality*

- A simple written story making use of Vernacular.
- An oral story told simply.

\* See Suggestions and Ideas for Students and Teachers for ideas about supporting media

### **Task Rules:**

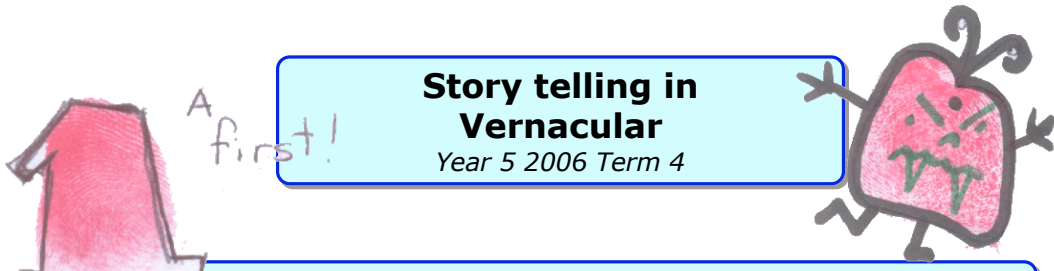
Students work individually or in pairs for the story. They may combine and choose one story for the recital.

The written version may be a short simple version of the spoken story.

Classes should agree on the spelling(s) and meanings in the dictionary.

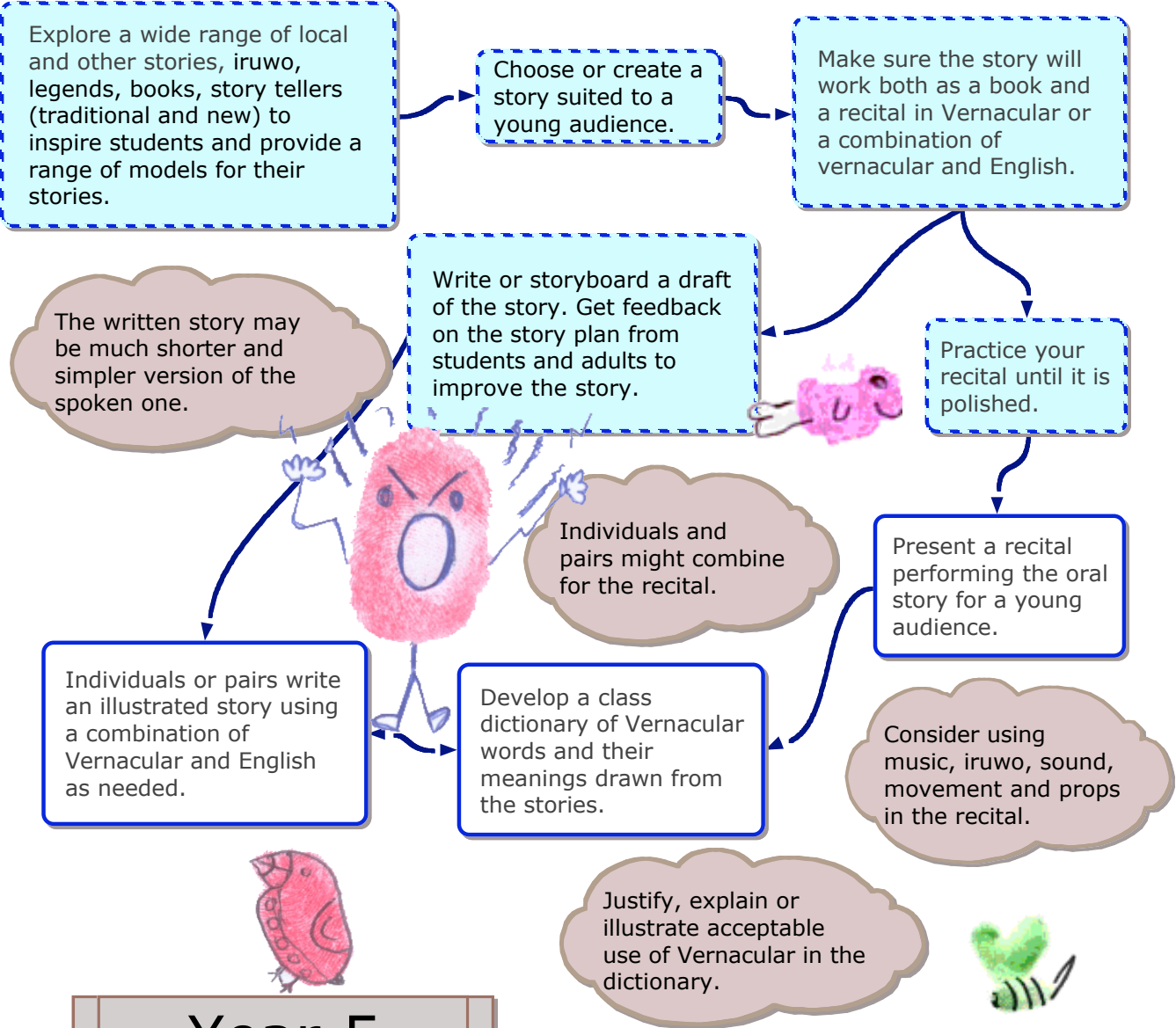
Students should do their presentation mainly in Vernacular.

# Year 5



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**Students will choose or create a story to be presented in their first language as an oral presentation where each student has their individual part and in a written form. Both the oral and written works will be presented to a younger audience. The class will build an agreed dictionary of Vernacular words used with preferred and alternative spellings, meanings and examples of use that have popular support.**



**Year 5**