

message



stick

SUPPORTS THE  
AUSTRALIAN  
CURRICULUM



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ABORIGINAL & TORRES STRAIT ISLANDER  
CULTURAL TRADITIONS & PRACTICES



# DREAMING STORIES, PLAYS AND NON-FICTION TEXTS



One of the three cross-curriculum priorities in the Australian Curriculum is **Aboriginal and Torres Strait Islander histories and cultures**.

**Message Stick** is uniquely suited to schools wanting specific resources that support this cross-curriculum priority.<sup>†</sup>

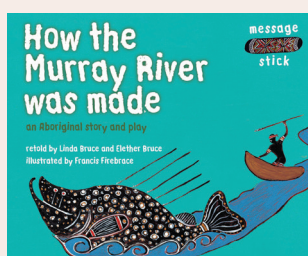


**Message Stick** is a series of 12 books that focus on Aboriginal and Torres Strait Islander cultural traditions and practices. Within the series, there are six traditional Dreaming stories (including plays) and six non-fiction texts.

## Key Features

- Stage plays that complement each Dreaming story to provide students with the opportunity to interact with one another, to develop their oral language skills and to derive greater meaning from their reading
- A range of text types in the non-fiction books, which students can use as models for their own writing
- Superb photographs and illustrations created by Aboriginal and Torres Strait Islander artists.

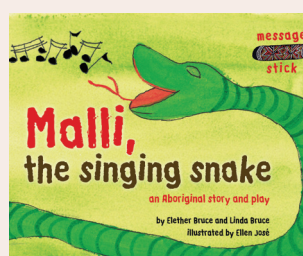
**MESSAGE STICK COMPLETE SET A PACK (6 TITLES) FICTION — PACK ISBN: 9780170114431**



9780170114448

NUMBER OF ROLES: 7

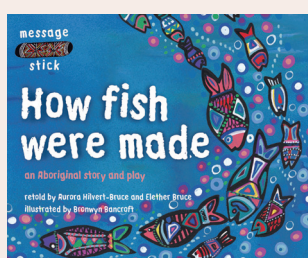
Totty and his friends spear a large fish and follow it as it burrows into the side of the waterhole, forming what we know today as the Murray River.



9780170114486

NUMBER OF ROLES: 9

Malli loves to watch people singing and dancing, and wishes that he too could sing. One day he tricks his friends into thinking that he can sing like a bird.



9780170114455

NUMBER OF ROLES: 7

When Turkey threatens the survival of the land birds, they change into fish and continue their life in a new underwater home.



9780170114493

NUMBER OF ROLES: 8

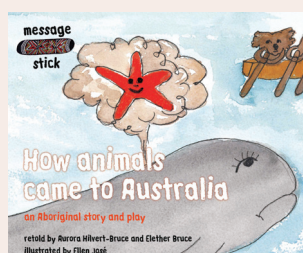
When they are invited to a dance at Old Man Pelican's place, all the birds decide to 'dress up' in their own special colours.



9780170114462

NUMBER OF ROLES: 8

Munna catches a dingo pup to help him hunt, but at first this is not a popular decision with the rest of the clan.



9780170114479

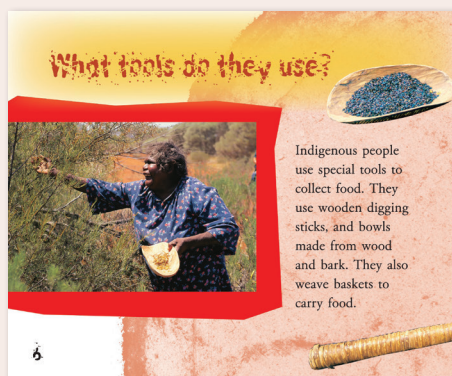
NUMBER OF ROLES: 9

When the birds told stories of a wonderful country called Australia, all the other animals decided they would go and live there.

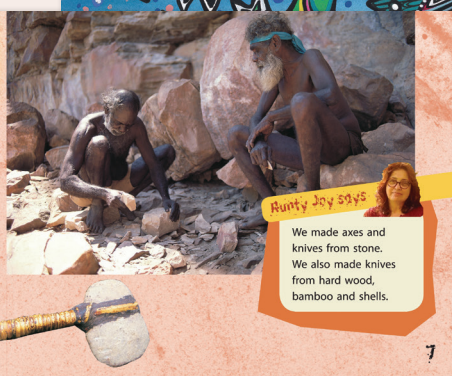
<sup>†</sup>See back cover for details.



Well-structured texts and easy-to-read vocabulary.



Indigenous people use special tools to collect food. They use wooden digging sticks, and bowls made from wood and bark. They also weave baskets to carry food.



Then a strange thing happened. The birds changed shape. Their feathers turned into scales, their beaks into mouths, and their wings into fins. The feathers on their heads became gills, and their tail feathers changed to fish tails. They dived into the waves, and glided through the water as if they were still flying. Even though they had changed into fish, they still kept the beautiful colours they had when they were birds.

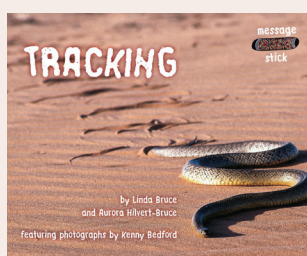
How fish were made

A range of text types are presented in the non-fiction books.

Bush Tucker

Suitable for Primary students in Years 2–6 (reading levels 20–25) and ESL students.

## MESSAGE STICK COMPLETE SET B PACK (6 TITLES) NON-FICTION — PACK ISBN: 9780170114509



9780170114516

Explains how to track, how to identify different animal tracks and how to make tracks.

**Text types:** Information report, procedure, recount, poetry and recount of a procedure.



9780170114547

Looks at the tools, canoes and rafts, traps and fishing techniques used by Indigenous people.

**Text types:** Information report, poetry, recount, procedure and recount of a procedure.



9780170114523

Looks at the different types of weapons for hunting and fighting: spears, boomerangs, woomeras, hunting sticks, swords and shields, and axes and knives.

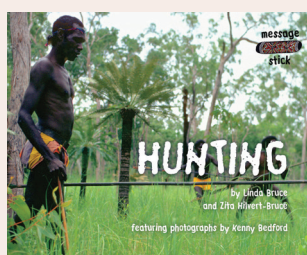
**Text types:** Information report, poetry, procedure, recount and recount of a procedure.



9780170114554

Covers the fun activities such as swinging on vines and sliding in mud, as well as more traditional corroborees, dancing and storytelling.

**Text types:** Information report, discussion, procedure, recount, poetry and recount of a procedure.



9780170114530

Looks at tools such as spears and nets, stalking, camouflage and hand signals used by Indigenous hunters.

**Text types:** Information report, recount, procedure, poetry and recount of a procedure.



9780170114561

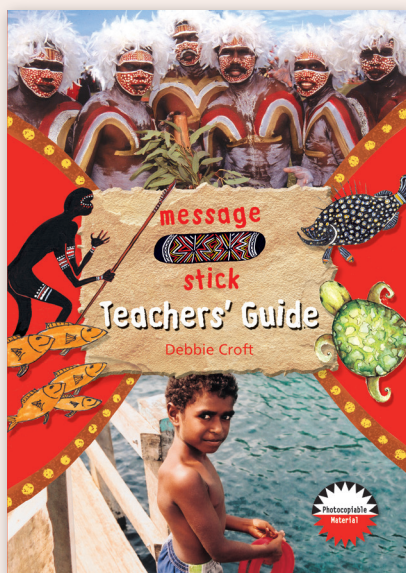
Features a range of bush tucker from around Australia, and covers what it is, where to find it and how to prepare it.

**Text types:** Information report, poetry, discussion, recount, procedure and recount of a procedure.



# Message Stick Teachers' Guide

Before, during and after reading activities in the Teachers' Guide include a range of written and oral language skills development. All activities are open-ended to cater for a range of literacy abilities. Additional activity sheets are included for students whose language acquisition skills are sound, and for students who need more support.



9780170121569

## Before reading

Before reading strategies have been included to provide teachers with ideas to help them introduce the book, before the students are asked to read it independently or in guided and shared situations.

## During reading

Textual and visual features are highlighted for each double-page spread for teachers to refer to when discussing the content with their students during guided and shared reading.

## After reading

After reading literacy skills development is essential in applying students' new knowledge about texts. Activities include a range of written (reading and writing) and oral language (listening and speaking) ideas. For the non-fiction texts, activities that focus on text types are also included.



**SUPPORTS THE  
AUSTRALIAN  
CURRICULUM<sup>†</sup>**

<sup>†</sup> The term 'support' indicates resources that pre-date the Australian Curriculum, and therefore are not written to the Australian Curriculum. However, they do contain content that meets elements of the content descriptions, general capabilities and/or cross-curriculum priorities and can therefore be used as resources for implementation.