

TEACHER'S GUIDE  
I V A T A N P R I M E R

BY

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**Second Printing  
A Teacher's Manual in Ivatan**

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## Preface

The letters of the Ivatan alphabet are a, b, k, d, e, f, g, h, i, j, l, m, n, ny, ng, o, p, r, s, t, ch, v, w, y, and ˊ (stress).

For the first semester the keyword picture cards should be placed in the following order which is the teaching sequence in the primer:

a, i, o, e, n, t, s, m, d, y, g, p, r, h, v, k, ng, l, w, b, ch, j, ny, f.

After the letters of the alphabet are taught, the blends br, pr, and tr are also introduced. Letters needed for foreign words and proper names, c, u and q are also taught.

To teach this primer successfully, use the step by step lessons in the guide. In the older methods the students had to memorize about 3600 syllables before reading stories. In the method in this book the letters of the alphabet are introduced in controlled order so that the letters are taught first which are most useful in building words. In this way pupils are able to read stories almost from the first.

You will notice that the first 7 lessons do not use the e vowel on the syllable charts. The reason for this is to make the initial lessons as easy as possible. Only those syllables are included which are used in the stories.

T refers to what the teacher says or does. S refers to what the students say or do. For example: "T says a; S says ta" means that the teacher elicits the syllable ta by giving the cue a, and students respond with ta.

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## LESSON 1

### a A, i I (2 days)

1. Teach sight recognition of the keyword among and the keyword ipon. Use flashcards and blackboard.
2. Teach the printing of i and I, a and A.  
S trace the pattern in the book with a finger, then print it on paper using correct motions.  
(Practice as long as necessary.)
3. Oral word building game: T says a word and repeats the first syllable. S responds with the last syllable.  
T shows a picture of among and says a; S says mong.  
T shows a picture of ipon and says i; S says pon.  
T shows a picture of ina and says i; S says na.  
T shows a picture of Ana and says A; S says na.  
  
Oral game: "Guess my word"  
T says na; S says ina or Ana.  
T says mong; S. says among.  
T says pon; S says ipon.
4. S thinks of objects in the classroom which begin with a. Repeat for i.
5. Review the letters i, I, a, A with flashcards.

## LESSON 2

o O (1 day)

1. Teach sight recognition of the keyword oho using flashcards and blackboard to compare with among and ipon.
2. Teach the printing of o and O: S trace the pattern in the book with a finger, then print it on paper using correct motions. (Practice until printing is accurate)

3. Oral word building game: T says a word and repeats the first syllable. S responds with the last syllable.

T says oho, o; S says ho.

T says among, a; S says mong.

T says Otay, O; S says tay.

T says Simon, Si; S says mon.

T says Nato, Na; S says to.

Repeat for other words.

Oral game: "Guess my word"

T says mon, S says Simon.

T says to, S says Nato.

Repeat for other words.

4. S think of objects in the classroom which begin with o.
5. Review with flashcards the letters i, I, a, A, o, O.

## LESSON 3

e E (1 day)

1. Teach sight recognition of the keyword geget using flashcards and blackboard to compare with ipon, among, and oho.
2. Teach the printing of e and E: S trace the pattern in the book with a finger, then print it on paper using correct motions. (Practice until they achieve speed and accuracy).
3. Oral word building game: "Finish my word."  
T says a word and repeats the first syllable.  
S responds with the last syllable.  
T says geget, ge; S says get.  
Repeat with other words using the letter e.  
  
Oral game: "Guess my word"  
T says get, S says geget.  
Repeat for other words with the letter e.
4. S think of names of food which contain the letter e.
5. Review with flashboards the letters i, I, a, A, o, O, and e, E.

## LESSON 4

### n N (2 days)

1. Teach sight recognition of the keyword naned using flashcards and blackboard to compare with old keywords.
2. Identifying na: T says, This word says naned and this first syllable says na. S read naned and read na.
3. Teach the printing of n and N. S trace the pattern in the book with the finger, then print it on paper using correct motions. (Practice until speed and accuracy are achieved).
4. Oral word building games: "Finish my word"  
T says a word and repeats the first syllable.  
S responds with the last syllable.  
T says naned, na; S says ned.  
T says kani, ka; S says ni.  
T says nino, ni; S says no.  
Repeat for other n words.  
  
"Guess my word" (T gives a clue if necessary)  
T says no; S says nino.  
T says ned; S says naned.  
T says to; S says Nato.
5. Teach building syllables with n, orally and visually.
  - a. Orally: T says, we can put the new letter n before the four vowels that we have learned in order to make syllables like na, ni, no and na. Vowels are the letters which make

syllables. Consonants (like n) are the letters which give variety to the syllables.

T says a; S says na.

T says i; S says ni. (Note: in some places ni is always pronounced as nyi. Both spellings are correct.)

T says o; S says no.

T says e; S says ne.

T says, We can put the new letter after vowels in order to make different syllables like an, in, on and en.

T says a; S says an.

Repeat for in, on and en.

T says, We can put the new letter both before and after the vowels in order to make different syllables, like nan, nin, non, and nen.

T says a; S says nan.

Repeat for nin, non, and nen.

b. Visually: on blackboard print:

<u>naned</u>	<u>a</u> _____	<u>a</u> _____
<u>na</u>	<u>i</u> _____	<u>i</u> _____
	<u>o</u> _____	<u>o</u> _____
	<u>e</u> _____	<u>e</u> _____

S reads keyword and syllable.

T says, What will you print before the a in order to make na? S prints n, reads na, and prints another na on the line for practice.

T says, What will you print before the i in order to make ni? S prints n, reads ni, and prints another ni on the line for practice.

Repeat to make no and ne.

T says, What will you print after the a on the 2nd chart to make an? S prints n, reads an,

and prints another an for practice.  
Repeat for in, on and en. (Do not make  
nan, nin, non, nen)

6. Building new words with the new syllables  
(book)

a	i	o
na	ni	no

S reads the chart from the book; first read across the rows, then down the columns.  
T says, Find and point to i. Print it on your paper.  
Find and point to na. Print it following the i, leaving no space. What word did you make? (ina)  
Find and point to ni. Print it on your paper.  
Find and point to no. Print it following ni. What word did you make? (nino)  
Repeat for Ana.

Review these new words with flashcards until students know them.

7. Reading from the book: Let students try to read the story from the book without help. Then have them read again repeating sentence by sentence after the teacher. The teacher will model the correct speed and intonation.  
Niaya am si Ana.  
Niaya am among ni Ana.

8. Fluency exercise:

T says, Find and point to si Ina.  
S finds and reads the sentence.  
T says, Find and point to among.  
S finds and reads the sentence.

9. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what word fills the blanks.

Niaya am si \_\_\_\_\_. Ana  
Niaya am \_\_\_\_\_ ni Ana. Niaya  
among

## LESSON 5

2nd page of n (1 day)

1. Review of capital letters:

S read the chart from the book. First read across the rows then down the columns.

A	I	O
Na	Ni	No

T says, Find and point to No.  
Find and point to A.  
Find and point to Na.  
Find and point to Ni.

2. Teach the printing of question mark and explain its use.
3. Spelling with capital letters. T says, Since proper names must begin with a capital letter print the names Ana and Ina on your paper, making sure to use a capital letter for the first letter. (Students may use the chart in the book as an aid in spelling.)
4. Reading from the book: S try to read the story without help.  
T reads again in order to model the correct speed and intonation.  
S repeats sentence by sentence.



5. Teach the blending of t with vowels to make syllables, orally and visually:

a. Orally: T says, We can put t before vowels to make syllables. I will make the vowel and you make the syllable.  
T says a; S says ta.  
T says i; S says ti.  
T says o; S says to.  
T says e; S says te.  
Repeat with t after the vowel for at, it, ot, et.

b. Visually: on blackboard print:

<u>tavahos</u>	<u>a</u> _____	<u>a</u> _____
<u>ta</u>	<u>i</u> _____	<u>i</u> _____
	<u>o</u> _____	<u>o</u> _____
	<u>e</u> _____	<u>e</u> _____

S reads the keyword and syllable.

T says, What will you print before a to make ta?

S prints t, reads ta and prints another ta on the i line for practice.

Repeat to make ti, to, te.

Repeat to make at, it, ot, et.

6. Building new words (book).

<u>a</u>	<u>i</u>	<u>o</u>
<u>ta</u>	<u>ti</u>	<u>to</u>

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary)

<u>at</u>	<u>it</u>	<u>ot</u>
<u>an</u>	<u>in</u>	<u>on</u>

T says, Find and point to ta. Print it on your paper. Follow it with another ta. What word did you make? (tata)

Repeat for ti and ta to make tita.

Repeat for i and to to make ito.

Repeat for o and on to make oon.

Review these new words with flashcards until students know them.



3. Reading from the book:  
 S try to read the story without help.  
 T reads again in order to model the correct speed and intonation.  
 S repeats line by line.  
     Ito si Ina.  
     Ina ya ni Ana.  
     Ito si Nato  
     Tayto tavahos na.  
     " Tavahos mo ya?"  
     "Oon."
  
4. Teach how to use context in order to figure out new words. (blackboard)  
 T says, You do not know the underlined word but you will be able to guess it because you know the first letter.  
     Si Ana am anak ni tata.  
     Si tata am ama ni Ana.

## LESSON 8

### s S (2 days)

1. Teach sight recognition of keyword sorod. Use flashcards and blackboard to compare with old keywords.
  
2. Identify so. T says, This word says sorod, and this part says so.  
     S read sorod and so.
  
3. Teach the printing of s and S. S trace the pattern in the book with a finger, then print it on paper using correct motions. Practice for speed and accuracy.

4. Oral word building games:

"Finish my word"

T says so; S says rod.

T says sino, si; S says no.

Repeat for other s words.

"Guess my word" (T gives clue if necessary)

T says rod, S says sorod.

T says ha, S says soha.

Repeat for other s words.

5. Teach blending s with vowels to make syllables, orally and visually.

a. Orally: T says, We can put s before vowels

I will make the vowel and you, make the syllable.

T says a; S says sa. to

T says i; S says si. make

T says o; S says so. syllables.

T says e; S says se.

Repeat with s after the vowel for

as, is, os and es.

Repeat with sas, sis, sos, and ses.

b. Visually: on blackboard print:

<u>sorod</u>	<u>a</u>	<u>a</u>
<u>so</u>	<u>i</u>	<u>i</u>
	<u>o</u>	<u>o</u>
	<u>e</u>	<u>e</u>

S reads the keyword and syllable.

T says, what will you print before a to make sa?

S prints a, reads sa, and prints another sa for practice.

Repeat for si, so and se.

Repeat on the 2nd chart for as, is, os, and es.

6. Building new words with the new syllables (book).

a	i	o
sa	si	so

S reads the chart from the book; first read across and then down the columns. (Drill as long as necessary.)

as	is	os
at	it	ot

T says, Find and point to si. Print it on your paper. Find and point to si again. Print it leaving no space. What word did you make? (sisi)

T says, Find and point to a. Print it on your paper. Find and point to sa. Print it leaving no space. What word did you make? (asa)

Repeat for so and ot to make soot.

Review these new words on flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats line by line.

Sino ya?

Sorod ni Ana.

Si Nato ya.

Niaya am sorod ni Ana.

8. Fluency exercise:

T says, Find sorod.

S finds and reads the sentence.

T says, Find and point to Ana.

S finds and reads the sentence.

9. Reading for understanding: T says, Look at the words in the box, then read the sentences and tell what words fill the blanks.

Niaya am \_\_\_\_\_ ni Ina.

sorod

Soot ya ni \_\_\_\_\_.

nino

ina

10. Teach the use of context as an aid in figuring out new words:  
T says, You do not know the underlined word, but you will be able to guess it because you know the first letter. (blackboard)  
Soot ni Ina am sakong na.

## LESSON 9

### 2nd page of t (1 day)

1. Review of capital letters:

S read the chart from the book, first read across the rows then down the columns.

A	I	O
Sa	Si	So

T says, Find and point to O.  
Find and point to Sa.  
Find and point to Si.

2. Spelling with capitals.

T says, print the following words: sino, soot.  
Use capitals for the beginning letter as if they will begin a sentence.

3. Reading from the book:

S try to read the story without help.  
T reads again in order to model the correct speed and intonation.  
S repeats line by line.

Sorod nino?

Soot ya no Ina ni Ana.

Sorod ni Ina.

4. Creative writing: Have students write a sentence beginning with sino.

## LESSON 10

### m M (2 days)

1. Teach sight recognition of keyword mata. Use flashcards and blackboard to compare and contrast with old keywords.
2. Identify ma. T says, This says mata, and this part says ma.  
S reads mata and ma.
3. Teach the printing of m and M. S trace the pattern in the book with a finger, then print it on paper using correct motions. Practice for accuracy and speed.
4. Oral word building games.  
"Finish my word"  
T says ma; S says ta.  
T says mamo, ma; S says mo.  
T says si Simon, Si; S says mon.  
Repeat for other m words.  
  
"Guess my word"  
T says mon, S. says Simon.  
T says mo; S says mamo  
T says deded; S says madeded.  
T says mama, S says mamaso.
5. Teach blending m with vowels to make syllables, orally and visually:
  - a. Orally: T says, We can put m before vowels to make syllables. I will make the vowel and you make the syllable.  
T says a; S says ma.  
T says i; S says mi.

T says o; S says mo.

T says e; S says me.

Repeat for am, im, om, em, mam,  
mim, mom and mem.

b. Visually: on blackboard print:

<u>ma</u>	a _____	a _____
<u>ma</u>	i _____	i _____
	o _____	o _____
	e _____	e _____

S reads the keyword and syllable.

T says, What will you print before a to make ma?

S prints m, reads ma, and prints another ma for practice.

Repeat for i to make mi.

Repeat for o to make mo.

Repeat for e to make me.

Repeat on second chart to make am, im, om,  
em.

6. Building words with the new syllables (book):

a	i	o
ma	mi	mo

S reads the chart from the book; first read across the rows, then read down the columns. (Drill as long as necessary)

am	im	om
as	is	os

T says, Find and point to a. Print it on your paper. Find and point to ma. Print it following a. What word did you make? (ama)

Repeat for ma and is to make mais.

Repeat for i and no to make ino.

Review these new words with flashcards until students know them.

7. Reading from the book: S try to read the story without help.

T reads again to model the correct speed and intonation.

S repeat sentence by sentence.

Ito si Ina.

Ina ya ni Simon.

Mian soot ni Ina.

Mian tavahos ni Simon.

8. Fluency exercise:

T says, Find Simon and point to it.

S finds and reads the sentence.

T says, Find soot and point to it.

S finds and reads the sentence.

9. Creative writing: Have students talk about things we can eat which begin with m. Have them try to write 1 or 2 of the words on their paper.

## LESSON 11

2nd page of m (1 day)

1. Review of capital letters:

S read the chart from the book, first read across the rows then down the columns.

A	I	O
Ma	Mi	Mo
an	in	on
Man	Min	Mon

T says, Find and point to Ma.

Find and point to in.

Find and point to Man.

Find and point to Mo.

2. Spelling with capitals.

T says, Proper names must begin with a capital

letter. Write the names si Ama and si Simon on your paper.

3. Reading from the book:  
S try to read the story without help.  
T reads again in order to model correct speed and intonation.  
S repeats sentence by sentence.  
Niaya am ama ni Simon.  
Mamaso so among si Ama.  
Mamaso so oho no among.  
Mamaso so mais.
4. Reading for meaning.  
T says, Look at the words in the box at the bottom of the page, then read the sentence and tell what words fill the blank.  
mamaso so \_\_\_\_\_ si Ama. among  
Niaya am ama ni \_\_\_\_\_. oho  
Simon

## LESSON 12

### d D (2 days)

1. Teach sight recognition of keyword dokay.  
Use flashcards and blackboard to compare with old keywords.
2. Identify do.  
T says, This word says dokay and this part says do.  
S reads dokay and do.
3. Oral word-building game:  
"Finish my word"  
T says do, S says kay.

T says si Dido, Di; S says do.  
T says matda, mat; S says da.  
Repeat for other d words.

"Guess my word"

T says kay, S says dokay.  
T says made, S says madeded.  
T says dadi, S says dadima.  
Repeat for other d words. Use either syllable as clue.

4. Teach blending d with vowels to make syllables, orally and visually.

a. Orally: T says, We can put d before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says da.

T says i; S says di.

T says o; S says do.

T says e; S says de.

Repeat for d after the vowel, ad, id, od and ed.

Repeat for d both before and after, dad, did, dod, and ded.

b. Visually: on blackboard print:

<u>dokay</u>	<u>a</u>	<u>da</u>
<u>do</u>	<u>i</u>	<u>di</u>
	<u>o</u>	<u>do</u>
	<u>e</u>	<u>de</u>

S reads the keyword and syllable.

T says, What will you print before a to make da?

S prints d, reads da and prints another da on the line for practice.

Repeat to make di, do, and de.

(di is pronounced ji in some places.  
Both spellings are correct.)

2nd chart:

T says, What will you print after da to make dad?

S prints d, reads dad, and prints another dad on the line for practice.

Repeat to make did, dod, and ded.

5. Building words with new syllables (book):

a	i	o	e
da	di	do	de

(This is the first time the e syllables occur in the book.)

dad did dod ded

dan din don den

S reads the chart from the book; first read across the rows then down the columns.

(Drill as long as necessary)

T says, Find and point to di. Print it on your paper.

Find and point to do. Print it following di. What word did you make?

(Dido)

Find and point to i. Print it on your paper.

Find and point to di. Print it following i. What word did you make?

(idi)

Repeat for i and did to make idid.

Repeat for da and di followed by ma (not on chart) to make dadima.

Review these new words on flashboards until students know them.

6. Reading from the book:

S try to read the story without help.

T reads again to model the correct speed and intonation.

S repeats sentence by sentence.

Niaya am si Dido.

Matda do idi.

Madeded o tavahos na.

7. Reading for understanding: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

Matda sa do \_\_\_\_\_.

Mian \_\_\_\_\_ da.

dadima

dokay

idi

### LESSON 13

#### 2nd page of d (1 day)

1. Review of capital letters:

S reads the chart from the book, first read across the rows then down the columns. (Drill as long as necessary)

A	I	O
Da	Di	Do

T says, Find and point to Di.

Find and point to Do.

Find and point to Da.

2. Spelling with capital letters. T says, The name of Dios is a proper name and we always begin it with a capital. Print Dios and si Dido on your papers.
3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Niaya am dokay.  
Dokay nino?  
Dokay da Dido ya.  
Mian dokay namen.

Ito si Ama. Ama ni Dido ya.  
Tatdo among na.

4. Teach using context in order to figure out new words. T says, You do not know the underlined word, but you will be able to guess it because you know the first letter.  
No mais am masdep. (blackboard)

#### LESSON 14

Review (1 day) (mam and man prefixes)

1. Teach students that they can make new words from old words by adding a beginning prefix:  
soot                      tavahos  
manoot                      manavahos
2. Fluency exercise (blackboard). Have students read these phrases.  
Manoot si Ina.              Manavahos si Dido.  
Manoot si Ana.              Manavahos si Ana.
3. Matching games. Do matching games on blackboard and with flashcards to match the pairs  
soot, manoot  
tavahos, manavahos
4. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Niaya am si Ama.      Niaya am si Ina.  
Mamati si Ama.      Mamati si Ina.  
Manoot si Ina.

Niaya am si Dido  
Mamaso so among.  
Mamaso so ipon.

5. Writing with capitals: Have the students write the following sentences from dictation. Tell them to be sure to use capital letters, question mark and period.

Sino manoot?  
Si Ina.

6. Teach the use of context in figuring out new words: (blackboard) T says, You do not know the underlined words in these sentences, but you can guess them easily because you know the letters.

Anem o among ni Ama.  
Tayto sisi ni Dido.

## LESSON 15

y Y (2 days)

1. Teach sight recognition of the keyword yovok. Use flashcards and blackboard to compare with old keywords.
2. Identify yo. T says, This word says yovok and this part says yo.
3. Teach the printing of y and Y. S trace pattern in book, then practice on paper for speed and accuracy.

4. Oral word-building games:

"Finish my word"

T says yo, S says vok.

T says voyo, yo; S says yo.

T says mayam, ma; S says yam.

T says ayo, a; S says yo.

"Guess my word"

T says yam, S says mayam or yayam.

Repeat for other y words. Use either syllable as the clue.

5. Teach blending of y with vowels to make syllables, orally and visually:

a. Orally: T says a; S says ya.

T says i; S says yi.

T says o; S says yo.

T says e; S says ye.

Repeat for ay, oy, ey, and yay, yoy and yey. (iy and yi do not occur in words and therefore are not needed here.)

b. Visually: on blackboard print:

<u>yovok</u>	<u>a</u> _____	<u>a</u> _____
<u>yo</u>	<u>o</u> _____	<u>o</u> _____
	<u>e</u> _____	<u>e</u> _____

S reads the keyword and syllable.

T says, What will you print before a to make ya?

S prints y, reads ya, and prints another ya on the line for practice.

Repeat for yo and ye.

Repeat for ay, oy and ey.

6. Building words with the new syllables (book):

a	o	e
ya	yo	ye
yam	yom	yem

S reads the chart from the book, first read across the rows then down the columns. (Drill as long as necessary.)

T says, Find and point to ya.

Print it.

Find and point to yo.

Print it following ya.

What word did you make?

(yayo)

Repeat for a and yo to make

ayo.

Repeat with a and ya to

aya.

Repeat with ya and yam to

make yayam.

Repeat with yo and yo to

make yoyo.

Review these words on flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again modeling the correct speed and intonation. S repeat sentence by sentence.

Si Yoni ya.

Tayto o yayam na.

Madeded o yayam na.

Yoyo yayam naya.

8. Reading for understanding: T says, look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

Mayayam si \_\_\_\_\_. Yoni

Niaya o \_\_\_\_\_ na. sino

yayam

9. Creative writing: S think of names of toys which have the letter y and try to write these words on paper. T helps with unfamiliar words.
10. For fast students use the following extra words on flashcards or blackboard: matimoy, yaten, yaken, yamen.

## LESSON 16

### 2nd page of y (1 day)

1. Review capital letters:

S read the chart

A	O	E
Ya	Yo	Ye

Yam	Yom	Yem
Yat	Yot	Yet

first read across  
the rows, then  
down the columns.

- T says, Find and point to the beginning syllable of yovok.  
Find and point to the beginning syllable of yayam.  
Find and point to the final syllable of mayet.

2. Spelling with capitals: T says, Write a sentence about si Yoni. Be sure to use capital letters correctly. Be sure to put a period at the close.
3. Reading from the book: S try to read without help. T reads again in order to model correct speed and intonation. S read again after teacher sentence by sentence.

Mayayo si Yoni.  
Mayet a mayayo.  
Mayayo ta mamoo.

Mamo si Yoni.  
Mamo no ayo.  
Mayet o ayo.  
Oyod a mayet ya.

## LESSON 17

### g G (2 days)

1. Teach sight recognition of the keyword gadagada. Review old keywords with flashcards in order to compare and contrast with the new word.
2. Identify ga: T says, This word is gadagada and this part says ga.  
S reads gadagada and ga.
3. Oral word-building games:  
"Finish my word"  
T says gagan, ga, S says gan.  
T says gatas, ga, S says tas.  
T says ganta, gan, S says ta.
4. Teach the printing of g and G. S trace the pattern in the book then practice on paper for speed and accuracy.
5. Teach blending g with vowels to make syllables, orally and visually.
  - a. Orally: T says a; S says ga. (Repeat for  
T says i; S says gi. ag, ig, og,  
T says o; S says go. eg, gag, gig,  
T says e; S says ge. og, geg.)
  - b. Visually: on blackboard print:

<u>gadagada</u>	a _____	a _____
<u>ga</u>	i _____	i _____
	o _____	o _____
	e _____	e _____

S reads the keyword and syllable.

T says, What will you print before a to make ga?

S prints g, reads ga, and prints another ga on the line for practice.

Repeat to make gi, go and ge; gag, gig, gog, geg.)

6. Building new words with the new syllables (book):

a	i	o	e
ga	gi	go	ge

gag	gig	gog	geg
gan	gin	gon	gen
gad	gid	god	ged

S reads the chart from the book; first read across the rows, then down the columns.

T says, Find and point to ga. Print it on your paper. Find and point to gan. Print it following ga. What word did you make? (gagan)

Repeat for go and god to make gogod.

Review these new words on flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Niaya am si Gado.  
Tayto do gagan.  
Gogodan na si Nato.

8. Fluency exercise:



Mayayam si Gado do gagan.  
Tayto maygadagada si Ama na.

Mian galagal ni Gado.  
Maygalagal do gagan.

4. Word building with affixes. Explain that we can make new words from old words by adding a prefix, or a suffix.

yayam	gadagada	gogod
mayayam	maygadagada	gogodan

Use flashcards or blackboard to do matching games in which students match each word with its pair.

5. For fast students use these extra words on flashcards or blackboard. togtog, gatas, gata, madodog, domogod, ganta, gomtin, managsag.

## LESSON 19

p P (2 days)

1. Teach sight recognition of the keyword panay. Use flashcards and blackboard to compare with old keywords.
2. Identify pa: T says, This word says panay and this part says pa.  
S reads panay and pa.
3. Teach the printing of p and P. S trace the pattern in the book with a finger, then print it on paper using correct motions. Practice for speed and accuracy.

4. Oral word-building games

"Finish my word"

T says pa; S says nay.

T says tapi, ta; S says pi.

T says apin, a; S says pin.

T says apoy, a; S says poy.

T says maspet, mas; S says pet.

"Guess my word"

T says poy, S says apoy.

T says os, S says ospan.

T says nad, S says nadpid.

Repeat for other p words. Use either syllable as the clue.

5. Teach blending p with vowels to make syllables, orally and visually:

a. Orally: T says, We can put p before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says pa.

T says i; S says pi.

T says o; S says po.

T says e; S says pe.

Repeat for p after the vowel, ap, ip, op, ep.

Repeat for p both before and after, pap, pip, pop, pep.

b. Visually: on the blackboard print:

<u>panay</u>	<u>a</u> _____	<u>a</u> _____
<u>pa</u>	<u>i</u> _____	<u>i</u> _____
	<u>o</u> _____	<u>o</u> _____
	<u>e</u> _____	<u>e</u> _____

S reads the keyword and syllable.

T says, What will you print before a to make pa (first chart)?

S prints p, reads pa, and prints another pa on the line for practice.

T says, What will you print before i to make pi?

S prints p, reads pi, and prints another pi on the line for practice.

Repeat to make po and pe.

Repeat on 2nd chart to make ap, ip, op, and ep.

6. Building words with the new syllables (book):

a	i	o	e
pa	pi	po	pe

ap	ip	op	ep
pap	pip	pop	pep

S reads the chart from the book: first read across the rows then down the columns. (Drill as long as necessary)

T says, Find and point to pa. Print it on your paper.

Find and point to po.

Print it following pa.

What word did you make?

(papo)

Repeat with a and po to make apo.

Repeat with pi and pa to make pipa (si Pipa).

Review these new words on flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again to model the correct speed and intonation. S repeats sentence by sentence.

Si Pepe am papo ni Pepito.

Mian o yayam ni Pepito.

Pito o yayam na.

Mian pa o pana na.

8. Fluency exercise:

T says, Find and point to Pepito.  
S finds and reads the entire sentence.  
T says, Find and point to pito.  
S finds and reads the entire sentence.  
T says, Find and point to pana.  
S finds and reads the entire sentence.

9. Reading for meaning: T says look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

No dokay aya am \_\_\_\_\_. apoy  
Mian o \_\_\_\_\_ ni Pepito. pana  
masdep

10. For fast students use these extra words:  
pagad, tapi, apin, apan, panay, maspet, tapián,  
inapo, papayid, nadpid, maypeptad, ospan, si  
Pio.

LESSON 20

2nd page of p (1 day)

1. Review of capital letters:  
S reads the chart from the  
book, first read across  
the rows, then down the  
columns.

A	I	O	E
Pa	Pi	Po	Pe
Pat	Pit	Pot	Pet
Pay	Piy	Poy	Pey

T says, Find and point to Po.  
Find and point to Pay.  
Find and point to Pet.  
Find and point to Pit.

2. Spelling with capitals:  
T says, Print the names si Pipa and si Pio on  
your papers. Be sure to use capital letters

where needed.

S use charts as an aid in spelling.

3. Reading from the book:

S try to read the story without help.

T reads again in order to model the correct speed and intonation.

S repeats sentence by sentence.

"An-gen mo pana?" kwana ni Apo na.

"Mamana ako."

No pinanan na am papito ka ponayo.

Mian pa o apot kan godo.

4. Explain the use of quotation marks. Print the following sentences on the blackboard without quotation marks and have a student place the quotation marks correctly.

Yapo ka dino, kwana ni Ina?

Yapo ako do da Nato, kwana ni Pipa.

5. Fluency exercise: (book)

T says, Find and point to an-gen.

S finds and reads the sentence.

T says, Find and point to pinanan na.

S finds and reads the sentence.

## LESSON 21

### Review (1 day)

1. T says, We can make long words out of short words by adding a beginning.

S reads the pairs of words in the boxes at the top of the page. pana, mamana, pas, mamaso, soot, manoot.

Do matching games with flashcards and on the blackboard in which students match each word with its pair.

2. Reading from the book:

S try to read the story without help.

T reads again in order to model the correct speed and intonation.

S repeats sentence by sentence.

Tayto si Pepito do pasto da.

Mian pagad da Pepito.

No pagad am tayto do pasto.

Papito o pagad do pasto.

3. Fluency exercise:

T says, Find and read pasto da.

S finds and reads the sentence.

T says, Find and read pagad.

S finds and reads the sentence.

T says, Find and read the sentence you like best.

## LESSON 22

### r R (2 days)

1. Teach sight recognition of the keyword rapoyan. Use flashcards and blackboard to compare and contrast with old keywords.

2. Identify ra: T says, This word says rapoyan and this part says ra.

3. Teach the printing of r and R. S trace the pattern in the book with a finger, then print it on paper using correct motions. (Practice for speed and accuracy.)

4. Teach blending r with vowels to make syllables, orally and visually.

a. Orally: T says, We can put r before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says ra.

T says i; S says ri.

T says o; S says ro.

T says e; S says re.

Repeat with the r after the vowel for ar, ir, or, er.

Repeat with r both before and after: rar, rir, ror, rer.

b. Visually: on blackboard print:

<u>rapoyan</u>	<u>a</u>	<u>a</u>
<u>ra</u>	<u>i</u>	<u>i</u>
	<u>o</u>	<u>o</u>
	<u>e</u>	<u>e</u>

S reads the keyword and syllable.

T says, What will you print before a to make ra?

S prints r, reads ra, and prints another ra for practice.

Repeat to make ri, ro and re.

Repeat on second chart to make ar, ir, or, and er.

5. Building new words with the new syllables (book).

a	i	o	e
ra	ri	ro	re

rar	rir	ror	rer
ras	ris	ros	res

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary.)

T says, Find and point to a. Print it on your paper.

Find and point to ri.  
Print it following a.  
What word did you make?  
Repeat with ra and ra to make  
rara.  
Repeat with a and ro to make  
aro.

Review these new words with flashcards until students know them.

6. Reading from the book:

S try to read the story without help.

T reads again in order to model the correct speed and intonation.

S repeat sentence by sentence.

Si Rita ya.

Ina ya ni Rosa.

Mian relos da.

Mian radio da.

7. Fluency exercise:

T says, Find and point to Rosa.

S finds and reads the sentence.

T says, Find and point to relos da.

S finds and reads the sentence.

T says, Find and point to radio da.

S finds and reads the sentence.

8. Reading for meaning. T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

Ina ya ni \_\_\_\_\_.

Mian \_\_\_\_\_ da.

radio

Rosa

Ina

9. For fast students use these extra words on flashcards or blackboard:

arado, arayo, aran, maray, aro, arina, raray,  
ries, taripen, maparin, tomayara, sira, dira.

## LESSON 23

### 2nd page of r (1 day)

#### 1. Review of capital letters:

S read the chart from the book; first read across the rows, then read down the columns.

A	I	O	E
Ra	Ri	Ro	Re

T says, Find and point to the beginning syllable of Rosa. Read it.

Find and point to the beginning syllable of riosen. Read it.

Find and point to the beginning syllable of rara. Read it.

#### 2. Spelling with capitals: T says, Print the following proper names on your paper, using beginning capital letters. si Rita; si Rosa.

#### 3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

"Pira o yayan mo, mo Rosa?"

"Ari sa aro ta papito."

Marios si Rita.

Marayi o pariosan da.

Marodit si Rosa.

Riosen na ni Rita.

#### 4. Fluency exercise:

T says, Find ta papito.

S Finds and reads the sentence.

T says, Find pariosan da.  
S finds and reads the sentence.  
T says, Find riosen na.  
S finds and reads the sentence.

5. Quotation marks: Print the following sentences on the board and have students tell where the quotation marks should be placed.

Ara dino pagad ta? kwana ni Ama.  
Tayto do idi, kwana ni Nato.

## LESSON 24

### h H (1 day)

1. Teach sight recognition of the keyword hosong. Use flashcards and blackboard to contrast and compare with old keywords.
2. Identify ho. T says, This word says hosong and this part says ho.
3. Teach the printing of h and H. S trace the pattern in the book with a finger, then print it on paper using correct motions. (Practice for speed and accuracy.)
4. Teach blending h with vowels to make syllables, orally and visually.
  - a. Orally: T says, We can put h before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says ha.  
T says i; S says hi.  
T says o; S says ho.

T says e; S says he.  
 Repeat with h after the vowel for  
ah, ih, oh, and eh.  
 Repeat with h both before and  
 after: hah, hih, hoh, heh.

b. Visually: on blackboard print:

<u>hosong</u>	<u>a</u>	<u>a</u>
<u>ho</u>	<u>i</u>	<u>i</u>
	<u>o</u>	<u>o</u>
	<u>e</u>	<u>e</u>

S reads keyword and syllable.

T says, What will you print before a to make ha?

S prints h, reads ha, and prints another ha on the line for practice.

Repeat to make hi, ho, and he.

Repeat on second chart after the vowel to make ah, ih, oh, eh.

5. Building new words with the new syllables (book):

a	i	o	e
ha	hi	ho	he
hap	hip	hop	hep
had	hid	hod	hed
ah	ih	oh	eh

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary)

T says, Find and point to a. Print it on your paper.

Find and print ho. What word did you make? (aho)

Repeat for o and ho to make oho.

Repeat for a and had to make shad.

Review these new words on flashcards until students know them.



A	I	O	E
Ha	Hi	Ho	He

T says, Find and point to the first syllable of hota. Read it.

Find and point to the first syllable of harip. Read it.

Find and point to the first syllable of hovay. Read it.

2. Spelling with capitals: T says, Print the sentence, Hapen mo na. Be sure to use a capital and a period.

3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat sentence by sentence.

Mahota o pagad.

Marios do ahsong.

Omhes ka na mayayam do hota.

Hapen mo na sa o yayam mo.

Mapipia do sahad.

4. Fluency exercise:

T says, Find and point to ahsong.

S finds and reads the sentence.

T says, Find and point to hota.

S finds and reads the sentence.

T says, Find and point to sahad.

S finds and reads the sentence.

## LESSON 26

v V (2 days)

1. Teach sight recognition of the keyword vahay.

Use flashcards and blackboard to compare and contrast with old keywords.

2. Identify va. T says, This word says vahay and this part says va.
3. Teach blending v with vowels to make syllables, orally and visually.

a. Orally: T says, We can put v before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says va.

T says i; S says vi.

T says o; S says vo.

T says e; S says ve.

Repeat with v after the vowel for av, iv, ov, ev.

Repeat with v both before and after: vav, viv, vov, vev.

b. Visually: on blackboard print:

<u>vahay</u>	<u>a</u> _____	<u>a</u> _____
<u>va</u>	<u>i</u> _____	<u>i</u> _____
	<u>o</u> _____	<u>o</u> _____
	<u>e</u> _____	<u>e</u> _____

S reads the keyword and syllable.

T says, What will you print before a to make va?

S prints v, reads va and prints another va on the line for practice.

Repeat for i to make vi.

Repeat for o to make vo.

Repeat for e to make ve.

Repeat on 2nd chart with v after the vowel for av, iv, ov, ev.

4. Building new words with the new syllables (book):

a	i	o	e
va	vi	vo	ve

vav	viv	vov	vev
vak	vik	vok	vek
vad	vid	vod	ved

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary.)

T says, Find and point to o.  
Print it on your paper.  
Find and point to od.  
Print it following o.

(ovod)

Repeat for a and vak to make avak.

Repeat for a and vek to make avek.

Repeat for vi and vi to make vivi.

Review these words on flashcards until students know them.

5. Reading from the book: S try to read the story without help. Let them try to figure out the new words themselves. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Navoya mo vahay da Viki?

Mavid vahay da.

Mavaya o atep na.

6. Fluency exercise:  
T says, Find and point to vahay da.  
S finds and reads the sentence.  
T says, Find and point to Mavaya.  
S finds and reads the sentence.

7. Creative writing: T says, Write a short sentence about vahay. T helps with unfamiliar words.

8. For fast students use these extra words on flashcards or blackboard. navasa, vovoyas, omhavas, mavota, vavahen, kayvan, hovid, matava.

## LESSON 27

2nd page of v. (1 day)

1. Review of capital letters:

S read the chart from the book; first read across the rows, then down the columns:

T says, Find and point to the first syllable of Viki.

A	I	O	E
Va	Vi	Vo	Ve

Find and point to the first syllable of vahay.

Vay	Viy	Voy	Vey
-----	-----	-----	-----

Find and point to the first syllable of vidad.

2. Spelling with capitals. T says, Write a sentence about si Viki. For example: Ivatan si Viki. (Explain that names of languages, nations, and places also are capitalized).

3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

"Hapen nio yayam nio sa," kwana ni Gado.

"Mayayam ta do gagan.

Tayto mavid o vohan."

4. Fluency exercise:

T says, Find and point to Hapen.

S finds and reads the sentence.

T says, Find and point to mavid.

S finds and reads the sentence.

## LESSON 28

Review (Introducing hen suffix and reviewing may prefix.) (1 day)

1. Explain that we can make long words from short words by adding an ending:

<u>taho</u>	<u>gadagada</u>
<u>tahohen</u>	<u>gadagadahen</u>

Do matching games with flashcards and blackboard in which children match each word with its pair. Include review of may prefix; with the words rara, mayrara, yayam, mayayam.

2. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Metdeh si Henry.

Mayayam do hota.

Mavoya na sia ni ina naya.

Tahohen na si Henry.

Riosen na si Henry.

Repeat for the story on the next page.

No pagad am mayet.

Mayrara so dokay.

Mayrara pa so ovi kano sodi.

Marios o pagad do ayo.

3. Fluency exercise: (for both pages)

T says, Find and point to hota.

S finds and reads the sentence.

T says, Find and read Mavoya.

S finds and reads the sentence.

T says, Find and read Tahohen.

S finds and reads the sentence.

T says, Find and read pagad.

S finds and reads the sentence (2nd story).  
T says, Find and read sodi.  
S finds and reads the sentence.

## LESSON 29

### Review (1 day)

1. Use this lesson to review the syllable charts in the first part of the book. Have students read all the charts. Spend time in drill on those charts where it is needed.
2. Reading from the book. S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat sentence by sentence.

Si Ina am mayrara.

Mian yovok na.

Mian ovi do yovok na.

"Yayam namen ya mo ina?"

"Oon, Mayayam kamo do vahay"

"Mavid ya mo Ina," kwana ni Rosa.

## LESSON 30

### k K

1. Teach sight recognition of keyword kavadag using flashcards and blackboard to compare with old keywords.
2. Teach the printing of k and K. Students may follow the pattern in the book. Have them practice until they print quickly and accurately.

3. Oral word building game. T says, When I give a word I will repeat the first syllable and you repeat the last syllable.

T says takey, ta: S says key.

T says kemkem, kem: S says kem.

T says dekey, de: S says key.

T says lokoy, lo: S says koy.

4. Teach blending k with vowels to make syllables, orally and visually.

- a. Orally: T says, We can put the k before vowels to make syllables such as ka, ki, ko and ke. I will make the vowel and you make the syllable.

T says a; S says ka.

T says i; S says ki.

T says o; S says ko.

T says e; S says ke.

Repeat with ak, ik, ok, and ek;

- b. Visually (blackboard): Print:

<u>kavadag</u>	<u>a</u>
<u>ka</u>	<u>i</u>
	<u>o</u>
	<u>e</u>

S read the keyword and syllable.

T calls on students to print the k before the a in order to make ka. S read ka.

T says, What letter will you print before i to make ki?

S print k and read ki, and print another ki on the line.

Repeat for o to make ko.

Repeat for e to make ke.

Repeat for ak, ik, ok, ek.

5. Building new words with the new syllables (book):

S reads the charts from the book; first read across the rows, then down the columns.

a	i	o	e
ka	ki	ko	ke

kak	kik	kok	kek
kay	kiy	koy	key
kad	kid	kod	ked

T says, Find and point to ki. Print it on your paper.

T says, Find and point to key. Print it following ki. What word did you make?

T says, Find and point to ka. Print it. Print yo following ka. What word did you make?

T says, Find and point to ko. Print it. Find and point to kod. Print it following ko. What word did you make?

Review these new words with flashcards until students know them.

6. Compare tinovoy with nyitovoy in the box. Explain that both words are correct.

7. Teach story from the book: Let students try to read it without help, then have them read again repeating sentence by sentence after the teacher.

Niaya am si Kikoy.

Dekey a mahakay.

Asa karaw tinovoy sia ni Ama a mamati.

Inahap na o lokoy as kasibo na.

8. Fluency exercise:

T says, Find and point to mahakay. Read the entire sentence.

T says, Find and point to tinovoy. Read the entire sentence.

T says, Find and point to lokoy. Read the entire sentence.

9. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentence and tell which word fills the blank.

\_\_\_\_\_ si Kikoy.                      mavakes  
Tayto o \_\_\_\_\_ na.                  lokoy  
   mahakay

### LESSON 31

#### 2nd page of k

1. Review of capital letters:

S read the chart from the book, first read across the rows then down the columns. Have the class

A	I	O	E
Ka	Ki	Ko	Ke

Kas	Kis	Kos	Kes
Kam	Kim	Kom	Kem

read aloud as long as necessary.

T says, Find and point to Kem

Find and point to Kas

Find and point to Ki

Find and point to Ke

T says, Print the following words on your paper. Use the k charts to help you with spelling:

kemkem

si Kikoy

2. Explain that mamati and mamachi in the box are both correct.
3. Reading from the book: Let students try to read the story without help. Then have them read again repeating sentence by sentence after the teacher.



- T prints the six words in mixed order on the blackboard and asks S to find the pairs.
2. Reading from the book: S try to read the story without help. T after they finish read the story correctly as students repeat.
    - Kikoy, koman.
    - Nakahoto dana.
    - Nakakotod o kavadag mo?
    - Pakasi mo.
    - Koman ta na.
  3. Reading for meaning: T says, Look at the words in the box at the bottom of the page. Then read the sentences and tell which words fill the blanks.
 

_____	si Kikoy so kavadag.	mavaya
		nakavoya
Koman ta na ta _____.		nakahoto

### LESSON 33

#### ng Ng

1. Teach sight recognition of keyword along using flashcards and blackboard to compare with old keywords.
2. Teach the printing of ng and Ng following the pattern in the book. S follow pattern with finger in the book, then print ng and Ng on paper until they can print it rapidly and accurately.
3. Oral word building game. T says a word and repeats the first syllable. S responds with the last syllable.

T says Pitong, Pi; S says tong  
T says hangsa, hang; S says sa.

4. Teach blending ng with vowels to make syllables, orally and visually:

a. Orally: T says, We can put the ng before vowels to make syllables. I will make the vowel and you respond with the syllable.

T says a; S says nga.

T says i; S says ngi.

T says o; S says ngo.

T says e; S says nge.

Repeat with ang, ing, ong, eng  
and ngang, nging, ngong and ngeng.

b. Visually: on blackboard print:

<u>olong</u>	<u>lo</u>
<u>long</u>	<u>la</u>
	<u>li</u>
	<u>le</u>

T reads keyword and syllable.

T says, What will you print following lo to make long?

S prints ng, and prints another long on the line.

Repeat for lang, ling and leng.

<u>a</u>	T says, What will you print before <u>a</u> to make <u>nga</u> ?
<u>i</u>	
<u>o</u>	
<u>e</u>	

S prints ng, and prints another nga on the line.

Repeat for ngi, ngo and nge.

5. Building new words with the new syllables (book):

a	i	o	e
nga	ngi	ngo	nge

S reads the chart from the book; first read across the rows then down the columns.

ngang nging ngong ngeng  
lang ling long leng

(Drill as long as necessary)

T says, Find and point to a. Print it on your paper. Find and point to ngo. Print it following a. What word did you make?

Repeat with o and long for olong.

Repeat with a and ngang to make angang.

Review these new words with flashcards until students know them.

6. Reading from the book: S try to read the story without help. T after they finish read the story correctly as students repeat sentence by sentence.

Nangay do takey si Pitong.

Nangay a manghap so pagad.

"Hoy! Hoy! Sidongen nio pa yaken!"

"Ange pangengey moaya?" kwana ni Nato.

"Mangolong o pagad aya."

7. Fluency exercise:

T says, Find and point to Nangay.

S finds and reads the sentence.

T says, Find and point to pangengey.

S finds and reads the sentence.

T says, Find and point to Mangolong.

S finds and reads the sentence.

8. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell which word fills the blank.

Nanghap si Pitong so \_\_\_\_\_. anage pagad

\_\_\_\_\_ si Pitong a somibo. mayayo



LESSON 35

l L (2 days)

1. Teach sight recognition of the keyword lamisa using flashcards and blackboard to compare with old keywords.

2. Teach the printing of l and L. S trace the pattern in the book with a finger, then print it on the paper until they can print rapidly and correctly. 5

3. Oral word building game:  
"Finish my word"

T says laylay, lay; S says lay.

T says kolor, ko; S says lor.

T says tolas, to; S says las.

4. Teach blending l with vowels to make syllables, orally and visually.

a. Orally: T says, We can put l before vowels to make syllables. I will make the vowel and you respond with the syllable.

T says a; S says la.

T says i; S says li.

T says o; S says lo.

T says e; S says le.

Repeat with al, il, ol, el and lal, lil, lol, lel.

b. Visually: on blackboard print:

<u>lamisa</u>	<u>a</u>	<u>a</u>
<u>la</u>	<u>i</u>	<u>i</u>
	<u>o</u>	<u>o</u>
	<u>e</u>	<u>e</u>

S reads the keyword and syllable.

T says, What will you print before a to make la?

S prints l, reads la, and prints another la on the line for practice.

Repeat for li, lo and le.

Repeat on the second chart with l after the vowel for al, il, ol, el.

5. Building new words with the new syllables

(book):

a	i	o	e
la	li	lo	le

al	il	ol	el
pal	pil	pol	pel

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary)

T says, Find and point to i. Print it on your paper.

Find and point to lo. What word did you make? (ilo).

Repeat with a and la to make ala.

Review these words on flashcards until students know them.

6. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat sentence by sentence.

Si Lisa am mavid.

Mavid laylay na.

Mian laso no laylay na.

Mavaya o kólor na.

Tinoroh ni Ina do ka Krismas.

7. Fluency Exercise:

T says, Find and point to laylay.

S finds and reads the sentence.

T says, Find and point to laso.

S finds and reads the sentence.  
 T says, Find and point to kolor.  
 S finds and reads the sentence.

8. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell which words fill the blanks.

Maylaylay si \_\_\_\_\_ so navid. laylay  
 Lisa  
 No panay am mian do \_\_\_\_\_. lamisa

## LESSON 36

### 2nd page of 1

1. Review of capital letters:

A	I	O	E	Las	Lis	Los	Les
La	Li	Lo	Le	Lay	Liy	Loy	Ley

S read the chart from the book, first read across the rows then down the columns.  
 (Drill as long as necessary).

T says, Find and point to La.  
 Find and point to Le.  
 Find and point to Lay.  
 Find and point to Los.

2. Spelling with capitals.  
 T says, Print the following proper names on your paper with beginning capital letters.  
Lisa, Lina.  
 S print, using chart in book as an aid in spelling.
3. Reading from the book:  
 S try to read the story without help.

T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Si Lina am dekey a mavakes.  
M pangto a maytolas.  
Naytolas do ama na do Manila.  
Nangahas so laylay na kano lapis.

4. Creative writing:

S write a sentence about lapis.

T helps with unfamiliar words.

### LESSON 37

#### w W

1. Teach sight recognition of keyword wakay using flashcards and blackboard to compare with old keywords.
2. Teach the printing of w and W. S trace the pattern in the book with a finger, then print it on paper using correct motions. (Practice as long as necessary).
3. Oral word building game: T says a word and repeats the first syllable. S responds with the last syllable.  
T says wakay, wa; S says kay.  
T says kawan, ka; S says wan.  
T says wari, wa; S says ri.  
T says dadwa, dad; S says wa.
4. Teach blending w with vowels to make syllables, orally and visually:
  - a. Orally: T says, We can put w before vowels to make syllables. I will make

the vowel and you make the syllable.

T says a; S says wa.

T says i; S says wi.

T says o; S says wo.

T says e; S says we.

Repeat with aw, iw, ow, ew and waw, wiw, wew.

b. Visually: on blackboard print:

<u>wakay</u>	<u>a</u>
<u>wa</u>	<u>i</u>
	<u>o</u>
	<u>e</u>

T reads keyword and syllable. S repeats.

T says, What will you print before a to make wa?

S prints w and prints another wa on the line.

Repeat for wi, and we.

<u>a</u>	T says, What will you print following <u>a</u> to make <u>aw</u> ?
<u>i</u>	S prints <u>w</u> and prints another <u>aw</u> on the line.
<u>o</u>	
<u>e</u>	

5. Building new words with the new syllables . (book).

a	i	o	e
wa	wi	wo	we

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary.)

aw	iw	ow	ew
saw	siw	sow	sew

T says, Find and point to siw. Print it on your paper. Print another siw next to it. What word did you make?

T says, Find and point to wa. Print it on your paper. Follow it with ri. What

word did you make?  
Repeat with wa and kay to make  
wakay.

Review these words on flashcards until students know them.

6. Reading from the book: S try to read the story without help. T reads again to model the correct speed and intonation. S repeat sentence by sentence.

Sa Wini kani Wiwing am nangay sa dadwa do takey.

Arava o asi no wakay ta niweswes no salawsaw.

7. Fluency exercise:

T says, Find and point to dadwa.

S finds and reads the sentence.

T says, Find and point to niweswes.

S finds and reads the sentence.

8. Reading for meaning: Have the students think of a further development of the story. Write it on the board. Have students read it.

## LESSON 38

2nd page of w

1. Review of capital letters:

S read the chart from the book, first read across the rows, then down the columns.

(Drill as long as necessary).

A	I	O	E
Wa	Wi	Wo	We

Was Wis Wos Wes  
Wang Wing Wong Weng

T says, Find and point to Wis.  
Find and point to Wa.  
Find and point to Wong.  
Find and point to Was.

2. Spelling with capital letters: T says, Print the following proper names on your paper beginning with capital letters. Use the chart as an aid in spelling: Wini, Wiwing
3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.  
Nangay do takey si Wini.  
Oyod a masalawsaw.  
Mawara am mayrara so wakay.  
Wawahokararakoh a wakay.
4. Creative writing. S write a sentence about wakay. T helps with the unfamiliar letters.
5. Reading for meaning: T says, Look at the words in the box, then read the sentences and tell what words fill the blanks.

Mayet o \_\_\_\_\_ . wawaho  
\_\_\_\_\_ o wakay na. takey  
salawsaw

### LESSON 39

Review lesson: (teaching the use of hyphen).

1. T explains that hyphen represents the syllable break in the middle of a word like an-gen. Let the students read an-gen and ango to see and hear the difference. When you see the hyphen, the word is pronounced with a short break in the voice.

Hyphen is also used for reduplicated words such as ipil-ipil, where the first half ends in a consonant and the 2nd half begins with a vowel, but not with apoapo where two vowels come together between the halves.

2. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats.

Si Lino am mapangto.  
Mapawal so kaddin.  
Ipanalalas na kararaw.  
Ipanalalas na so ipil-ipil.

3. Fluency exercise:  
T says, Find and point to mapangto.  
S finds and reads the sentence.  
T says, Find and point to kararaw.  
S finds and reads the sentence.  
T says, Find and point to ipil-ipil.  
S finds and reads the sentence.

4. Creative writing: Have students think of the name of other trees besides ipil-ipil and try to write their names.

## LESSON 40

### b B

1. Teach sight recognition of keyword báso using flashcards and blackboard to compare with old keywords.
2. Teach the printing of b and B. S trace the pattern in the book with a finger, then print it on paper. (Practice as long as necessary).
3. Oral word building game. T says a word and repeats the first syllable. S responds with the last syllable.  
 T says báso, ba; S says so.  
 T says bapor, ba; S says por.  
 T says Basco, bas; S says co.  
 T says baka, ba; S says ka.
4. Teach blending b with vowels to make syllables, orally and visually.
  - a. Orally: T says, we can put the b before vowels to make syllables. I will make the vowel and you make the syllable.  
 T says a; S says ba.  
 T says i; S says bi.  
 T says o; S says bo.  
 T says e; S says be.  
 Repeat with ab, ib, ob, eb, and bab, bib, beb and bob.
  - b. Visually, print on blackboard:

<u>báso</u>	<u>a</u>
<u>ba</u>	<u>i</u>
	<u>o</u>
	<u>e</u>

S read the keyword and syllable.

T says, What will you print before a to make ba?

S prints b and prints another ba on the line.

Repeat for i to make bi.

Repeat for o to make bo.

Repeat for e to make be.

Repeat for ab, ib, ob, and eb.

5. Building new words with the new syllables (book):

a	i	o	e
ba	bi	bo	be

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary).

T says, Find and point to bi. Print it on your paper. Find and point to ba. Print it next to bi. What word did you make?

T says Find and point to bo. Print it. Add a. What word did you make?

Repeat for ba and ka to make baka.

Repeat for a and bo to make abo.

Review these words on flashcards until the children know them.

6. Reading from the book: S try to read the story without help. T reads again to model the correct speed and intonation. S repeats sentence by sentence.

"Nawara sawen o bapor," kwana ni Bador.

"Oon, taori dana do Basco.

Mapasakay kami so baka kano bago.

Mapasakay kami pa so bawang.

Na inio?"

"Asa ka bayon a bawang kan dadima ka bayon a bolyas o pasakayen namen."

7. Fluency exercise:  
T says, Find and point to Basco.  
S finds and reads the sentence.  
T says, Find and point to baka.  
S finds and reads the sentence.  
T says, Find and point to inio.  
T says, Find and point to bolyas.  
S finds and reads the sentence.
8. Reading for meaning: T says, Look at the words in the box, then read the sentences and tell what words fill the blanks.  
Tatyo aro o \_\_\_\_\_ da. Basco  
Mangay ta na do \_\_\_\_\_. mawara  
bago
9. Creative writing:  
Have students write a sentence about Basco.

## LESSON 41

Page 2 of b

1. Review of capital letters:  
S read the chart from the book, first read across the rows, then down the columns.  
(Drill as long as necessary.)

A	I	O	E
Ba	Bi	Bo	Be
Bat	Bit	Bot	Bet
Bas	Bis	Bos	Bes

T says, Find and point to Ba.  
Find and point to Bo.  
Find and point to Bes.  
Find and point to Bis.

2. Spelling with capital letters: T says, Print the following proper names on your paper beginning with capital letters. Use the chart as an aid in spelling: Si Biba, di Babat.
  
3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.
 

Nangay si Biba kani Bador do takey.  
 Nangay sira di Babat.  
 Naymoha si Biba so bako kano bolyas.  
 Pinawal sira ni Bador o bago kano baka.
  
4. Creative writing:  
 S write a sentence about baka.  
 T helps each student with the unfamiliar letters.
  
5. Fluency exercise:  
 T says, Find and point to di Babat.  
 S finds and reads the sentence.  
 T says, Find and point to bolyas.  
 S finds and reads the sentence.
  
6. Reading for meaning: T says, Look at the words in the box, then read the sentences and tell what words fill the blanks.
 

Nangay si Biba a _____.	baka
_____ o mohahen na.	bolyas
	maymoha

## LESSON 42

ch Ch (2 days)

1. Teach sight recognition of keyword chito.

Use flashcards and blackboard to compare and contrast with old keywords.

2. Identify chi. T says, This word says chito and this part says chi.
3. Teach the printing of ch and Ch. S trace the pattern in the book with the finger, then print it on paper using correct motions. (Practice until speed and accuracy are achieved).
4. Teach building syllables with ch, orally and visually.

a. Orally: T says, We can put the new letter before vowels in order to make syllables. I will make the vowel and you make the syllable.

T says a; S says cha.

T says i; S says chi.

T says o; S says cho.

T says e; S says che.

Repeat with ch after the vowel for ach, ich, och and ech.

b. Visually: on blackboard print:

<u>ch</u> ito	<u>a</u>	<u>a</u>
<u>ch</u> i	<u>i</u>	<u>i</u>
	<u>o</u>	<u>o</u>
	<u>e</u>	<u>e</u>

S reads the keyword and the syllable.

T says, What letter will you print before a to make cha?

S prints ch, reads cha, and prints another cha on the line for practice.

Repeat with i to make chi.

Repeat with o to make cho.

Repeat with e to make che.

Repeat with the ch after the vowel to make ach, ich, och and ech.

6. Building new words with the new syllables (book). S reads the chart from the book: first read across the rows then down the columns. (Drill as long as necessary).
- |     |     |     |     |
|-----|-----|-----|-----|
| a   | i   | o   | e   |
| cha | chi | cho | che |
- T says, Find and point to cho. Print it on your paper. Find and point to a. Print it following cho. What word did you make? (choa)
- T says, Find and point to cha. Print it on your paper. Print key following cha. What word did you make?
- T says, Find and point to chi. Print it on your paper. Follow it with rin. What word did you make? (chirin)
- Repeat with chi and toh to make chitoh.

Review these new words with flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again in order to model correct speed and intonation. S repeats sentence by sentence.
- Si Chita am dekey a mavakes.  
Aro chirin na.  
No chakey na kanen am no chitoh.
8. Reading for understanding: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

Malkem dana o \_\_\_\_\_ dayaw. chito  
 Ango \_\_\_\_\_ mo? mamó  
 chakey

9. For fast students use these extra words on flashcards and blackboard. dichod, chimit, chinan, machivan, ichaddaw, ichakey, chamo, chakalo

### LESSON 43

Page 2 of ch (1 day)

1. Review of capital letters:

S read the chart from the book, first read across the rows, then down the columns.

A	I	O	E	chad	chid	chod	ched
Cha	Chi	Cho	Che				

T says, Find and point to the beginning syllable of Chito.  
 Find and point to the beginning syllable of chamo.  
 Find and point to the beginning syllable of chinan.

2. Spelling with capital letters: T says, Write the name si Chita on your paper using a capital letter for proper names. Write the name of the country China, using a capital letter for proper names of countries.
3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats line by line.  
 Makey a somakay do iropláno.  
 Makey a machivan di Ama.

"Machivan ako do Manila," kwana ni Chita.  
"Chakey ko todohen o demdem do tohos."

4. Fluency exercise:

T says, Find and point to do iropláno.

S finds and reads the sentence.

T says, Find and point to Manila.

S finds and reads the sentence.

LESSON 44

j J (2 days)

1. Teach sight recognition of the keyword jinjin. Use flashcards and blackboard to compare with old keywords.

2. Identify jin and ji: T says, This word says jinjin and this part says jin. This part of jin says ji.

3. Teach the printing of j and J: S trace the pattern in the book and then print on paper, practicing until speed and accuracy are achieved.

4. Teach the blending of j with vowels to make syllables, orally and visually.

a. Orally: T says, We can put j before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says ja.

T says i; S says ji.

T says o; S says jo.

T says e; S says je.

Repeat with j after the vowel for aj, ij, oj, and ej.  
 Repeat with j both before and after the vowel for jaj, jij, jaj, and jej.

b. Visually: on blackboard print:

<u>jinjin</u>	<u>a</u>	<u>ja</u>
<u>jin</u>	<u>i</u>	<u>ji</u>
<u>ji</u>	<u>o</u>	<u>jo</u>
	<u>e</u>	<u>je</u>

S reads the keyword and syllable.

T says, What will you print before a to make ja?

S prints j, reads ja, and prints another ja on the line for practice.

Repeat with i to make ji.

Repeat with o to make jo.

Repeat with e to make je.

Repeat with ja to make jaj, with ji to make jij, with jo to make jaj and with je to make jej.

5. Building new words with the new syllables (book).

a	i	o	e
ja	ji	jo	je

jan	jin	jon	jen
jap	jip	jop	jep

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary).

T says, Find and point to ji. Print it on your paper. Find and point to ji again. Print it on your paper. What word did you make? (si Jiji)

T says, Find and point to jo. Print it on your paper.



Find and point to the first syllable of Jiji (si Jiji).  
Find and point to the word jip.

2. Spelling with capitals: T says, Proper names must begin with a capital letter. Write these two names on your paper. si Jiji.  
si Jojo.
3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat line by line.  
Mangay si Jiji do kayvan na do Mahatao.  
Somnakay do jip.  
  
No vahay da Jojo am jinjin.  
Aro dijaw do ahbo no vahay da Jojo.
4. Teach the Spanish sound of j. T says, In some proper names from the Spanish language the letter j is pronounced like h. S read the names from the box at the bottom of the page.  

Jose  
Jesus  
Jaime

Proper names which are not from Spanish use the regular pronunciation of j. For example Jojo.

## LESSON 46

ny Ny (2 days)

1. Teach sight recognition of the keyword nyipen. Use flashcards and blackboard to compare and contrast with the old keywords.

2. Identify nyi: T says, This word is nyipen, and this part says nyi. S reads nyipen and nyi.

3. Teach the printing of ny and Ny: Students already know how to print both the n and the y, but let them practice the two together as one sound.

4. Teach the blending of ny with vowels to make syllables, orally and visually:

a. Orally: T says, We can put ny before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says nya.

T says i; S says nyi.

T says o; S says nyo.

T says e; S says nye.

Repeat with the ny after the vowel for any, iny, ony, eny.

b. Visually: on blackboard print:

<u>nyipen</u>	<u>a</u>	<u>nyan</u>
<u>nyi</u>	<u>i</u>	<u>nyin</u>
	<u>o</u>	<u>nyon</u>
	<u>e</u>	<u>nyen</u>

S reads the keyword and syllable.

T says, What will you print before a to make nya?

S prints ny, reads nya, and prints another nya on the line for practice.

Repeat with i to make nyi.

Repeat with o to make nyo.

Repeat with e to make nye.

Repeat on the 2nd chart with a to make nyan.

with i to make nyin.  
with o to make nyon.  
with e to make nyen.

6. Building new words with the new syllables (book):
- |     |     |     |     |
|-----|-----|-----|-----|
| a   | i   | o   | e   |
| nya | nyi | nyo | nye |
- nyan nyin nyon nyen  
nyay nyiy nyoy nyey
- S read the chart from the book; first read across the rows then down the columns. (Drill as long as necessary.)
- T says, Find and point to a. Print it on your paper. Find and point to nyin. Print it following a. What word did you make? (anyin)
- T says, Print ba on your paper. Follow it with nyo. What word did you make? (banyo)
- T says, Print vi on your paper. Follow it with nyay. What word did you make? (vinyay)

Review these words on flashcards until students know them.

7. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats line by line.

Aro makavolaw a vinyay da Tito.

Nakavolaw kapayanyin.

Mayet o anyin dawa aro nakavolaw so vinyay.

Aro pa o nararayaw a vinyiveh.



"Tayto maynyen oho koaya," kwana ni  
Rita as katanyis na.  
"Sigoro maynyen nyipen mo," kon ko.  
"Ango parinyen ta? Mapipia an yangay  
mo do dintis."  
Nipodpod no dintis as maynyen pava.

4. Fluency exercise:  
T says, Find and point to maynyen.  
S finds and reads the sentence.  
T says, Find and point to yangay.  
S finds and reads the sentence.  
T says, Find and point to Nipodpod.  
S finds and reads the sentence.

## LESSON 48

### f F (2 days)

1. Teach sight recognition of the keyword falowa. Use flashcards and blackboard to compare and contrast with old keywords.
2. Identify fa: T says, This word is falowa and this part says fa.
3. Teach the printing of f and F. S trace the pattern in the book and then print it on paper until speed and accuracy are achieved.
4. Teach the blending of f with vowels to make syllables, orally and visually:
  - a. Orally: T says, We can put f before vowels to make syllables. I will make the vowel and you make the syllable.

T says a; S says fa.  
 T says i; S says fi.  
 T says o; S says fo.  
 T says e; S says fe.  
 Repeat with f after the vowel to  
 make af, if, of, ef.

b. Visually: on blackboard print:

<u>f</u> alowa	a	a
<u>f</u> i	i	i
<u>f</u> o	o	o
<u>f</u> e	e	e

S reads the keyword and syllable.  
 T says, What will you print before a to  
 make fa?  
 S prints f, reads fa, and prints another  
fa on the line for practice.  
 Repeat for i to make fi.  
 Repeat for o to make fo.  
 Repeat for e to make fe.  
 Repeat on the 2nd chart with f after the  
 vowel for af, if, of, ef.

5. Building new words with the new syllables  
 (book)
- |    |    |    |    |
|----|----|----|----|
| a  | i  | o  | e  |
| fa | fi | fo | fe |
- S read the chart from the book;  
 first read across the rows  
 then down the columns. (Drill  
 as long as necessary).  
 T says, Find and point to fa.  
 Print it on your paper.  
 Follow it with rol. What word  
 did you make? (farol)  
 Repeat for fcha with fe and cha.  
 Repeat for fir and mi to make  
firmi.

Review these words on flashcards until stu-  
 dents know them.

6. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.  
 Si Fely am kakteh ni Felipe.  
 Oyod a mafino kodit na.  
 Masolib a tomada so fondanggo.
7. Fluency exercise:  
 T says, Find and point to mafino.  
 S finds and reads the sentence.  
 T says, Find and point to fondanggo.  
 S finds and reads the sentence.
8. For fast students use the following words on flashcards and on the blackboard: fiesta  
familia

## LESSON 49

### 2nd page of f (1 day)

1. Review of capital letters:  
 S read the chart from the book, first read across the rows, then down the columns.
- |    |    |    |    |
|----|----|----|----|
| A  | I  | O  | E  |
| Fa | Fi | Fo | Fe |
- |     |     |     |     |
|-----|-----|-----|-----|
| Fan | Fin | Fon | Fen |
|-----|-----|-----|-----|
- T says, Find and point to the first syllable of fondanggo.  
 T says, Find and point to the first syllable of fecha.  
 T says, Find and point to the first syllable of falowa.
2. Spelling with capitals. T says, Names of the

month must be capitalized. Write the word Febrero using a capital letter.

3. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Nawara yapo do Sabtang ka fecha dos no Febrero.

Naylaylay so mavaya franila.

Somnakay do falowa.

Nayrara so farol kano asa ka frasko silam.

4. Fluency exercise:

T says, Find and point to the word fecha.

S finds the word and reads the sentence.

T says, Find and point to the word falowa.

S finds the word and reads the sentence.

T says, Find and point to the word frasko.

S finds the word and reads the sentence.

5. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what word fills the blanks.

Aro kami do \_\_\_\_\_ naman.

Felipe

Somnakay ka na do \_\_\_\_\_?

família

falowa

## LESSON 50

pr (1 day)

1. Teach sight recognition of the keyword priso. Use flashcards and blackboard to compare and contrast with the old keywords.

2. Identify pri: T says, This word is priso and this part says pri. S read priso and pri. With this blend and the others following there is no need to teach printing since the students already know both letters of the blend.
3. Building new words with the new syllables (book):
- |     |     |     |     |
|-----|-----|-----|-----|
| a   | i   | o   | e   |
| pra | pri | pro | pre |
- S read the chart from the book: first read across the rows then down the columns. (Drill as long as necessary).
- T says, Find and point to pri. Print it on your paper. Follow it with so. What word did you make? (priso)
- T says, Find and point to pri again. Print it on your paper. Follow it with mo. What word did you make? (Primo)
- T says, Print pri on your paper again. Follow it with mio. What word did you make? (primio)
4. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat sentence by sentence. (Note that the spelling dino and jino are both correct).
- "Ara dino si Presidente?" kwana ni Principal.
- "Taori do vahay da no priso," kwana ni Primo.
- "Maypripara so primio da no priso."
5. Fluency exercise:
- T says, Find and point to the word Presidente. S finds the word and reads the sentence.
- T says, Find and point to the words ni Primo.

S finds the words and reads the sentence.  
T says, Find and point to the word prímio.  
S finds the word and reads the sentence.

6. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

_____ kamo na.	príso
Mapia si _____.	maypripára
	principal

(There is no capital letter practice for this lesson since students already know capital P.)

### LESSON 51

br (1 day)

1. Teach sight recognition of the keyword brócha. Use flashcards and blackboard to compare and contrast with old keywords.
2. Identify bro. T says, This word is brócha and this part says bro. S reads brócha and bro.
3. Teach the blending of br with vowels to make syllables:
  - a. Orally: T says, We can put br before vowels to make syllables. I will make the vowel and you make the syllable.  
T says a; S says bra.  
T says i; S says bri.  
T says o; S says bro.  
T says e; S says bre.

b. Visually: on blackboard print:

<u>bro</u> cha	<u>a</u>
<u>bro</u>	<u>i</u>
	<u>o</u>
	<u>e</u>

S read the keyword and syllable.

T says, What will you print before a to make bra?

S prints br, reads bra and prints another bra on the line for practice.

Repeat with i to make bri.

Repeat with o to make bro.

Repeat with e to make bre.

4. Building new words with the new syllables (book):

a	i	o	e
bra	bri	bro	bre

S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary).

T says, Find and point to bra. Print it on your paper. Follow it with sa. What word did you make? (brasa)

T says, Find and point to bro. Print it on your paper. Follow it with cha. What word did you make? (brocha)

Review these words on flashcards until students know them.

5. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeat sentence by sentence.

Si Boy am mayet a mahakay.

Rarakoh o braso na.

Nanghap so brocha as nikalaboso da.

Pinangayan so brilios na.

6. Fluency exercise:

T says, Find and point to bráso na.  
S finds the words and reads the sentence.  
T says, Find and point to brócha.  
S finds the word and reads the sentence.  
T says, Find and point to brílios na.  
S finds the words and reads the sentence.

7. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell what words fill the blanks.

Nanghap so \_\_\_\_\_ as kapinta na sia.  
Nakavolaw o \_\_\_\_\_ da.                      bago  
   lamisa  
   brócha

(There is no capital letter review for this lesson since the children already know capital B.)

## LESSON 52

### gr (1 day)

1. Teach sight recognition of the keyword grípo. Use flashcards and blackboard to compare with old keywords.
2. Identify gri: T says, This word is grípo and this part says gri.
3. Teach the blending of gr with vowels to make syllables, orally and visually:
  - a. Orally: T says, We can put gr before vowels to make syllables. I will make the vowel and you make the syllable.  
T says a; S says gra.

T says i; S says gri.  
 T says o; S says gro.  
 T says e; S says gre.

b. Visually: on blackboard print:

<u>grípo</u>	i
<u>gri</u>	a
	o
	e

S reads the keyword and syllable.  
 T says, What will you print before i to gri?  
 S prints gr, reads gri, and prints another gri on the line for practice.  
 Repeat for a to make gra.  
 Repeat for o to make gro.  
 Repeat for e to make gre.

4. Building new words with the new syllables  
 (book) S reads the chart from the book; first read across the rows then down the columns. (Drill as long as necessary.)

a	i	o	e
gra	gri	gro	gre

T says, Find and point to gra. Print it on your paper. Follow it with do. What word did you make? (grádo)

Repeat for gra and sa to make grása.  
 Repeat for ti and gri to make tigri.

Review these words on flashcards until students know them.

5. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats sentence by sentence.

Si Milagros am iskwila do chádwa na grádo.

Do kangay na do iskwila nakavoya so tigre.  
Nayayo as nachibangga do asa ka láta grása.  
Narios no grasa aya.  
"Mangay ka marios do gripo," kwana no maestra.

6. Fluency exercise:

T says, Find and point to the word grado.  
S finds the word and reads the sentence.  
T says, Find and point to the word tigre.  
S finds the word and reads the sentence.  
T says, Find and point to the word grása.  
S finds the word and reads the sentence.  
T says, Find and point to the word gripo.  
S finds the word and reads the sentence.

7. Reading for understanding: T says, Look at the words at the bottom of the page, then read the sentences and tell what words fill the blanks.

Maychangay kamo na do \_\_\_\_\_ aya dia.  
Marios si Milagros do \_\_\_\_\_. gripo  
grópo  
ganta

LESSON 53

tr (1 day)

1. Teach sight recognition of the keyword trak. Use flashcards to compare and contrast with old keywords.

2. Identify tra: T says, This word is trak, and this part says tra. S read trak and tra.

(Teaching printing is not included in this lesson since pupils already know how to print both t and r.)

3. Teach blending tr with vowels to make syllables, orally and visually.
- a. Orally: T says, We can put tr before vowels to make syllables. I will make the vowel and you make the syllable.
- T says a; S says tra.  
 T says i; S says tri.  
 T says o; S says tro.  
 T says e; S says tre.
- b. Visually: T says, What will you print before a to make tra?  
 S print tr, read tra, etc.
4. Building new words with the new syllable (book) S read the chart from the book, read across the rows then down the columns.
- |     |     |     |     |
|-----|-----|-----|-----|
| a   | i   | o   | e   |
| tra | tri | tro | tre |
- T says, Find and point to tra. Print it on your paper. Follow it with hi. What word did you make? (trahi)  
 Repeat with mi and tro to make mitro.  
 Repeat with sa and tri to make sastri.
- Review these words on flashcards until students know them.
5. Reading from the book: S try to read the story without help. T reads again in order to model the correct speed and intonation. S repeats after the teacher sentence by sentence.
- No litrato no maistra do kapaychakovot na am mavid.  
 Mavid o trahi na.  
 Trainta ka mitro o valongot na.  
 Rakoh trabaho no sastri.  
 Somnakay sa do trak do kapaychakovot da

6. Fluency exercise:

T says, Find and point to the word maistra.

S finds the word and reads the sentence.

T says, Find and point to the word mitro.

S finds the word and reads the sentence.

T says, Find and point to the word trabaho.

S finds the word and reads the sentence.

7. Reading for meaning: T says, Look at the words at the bottom of the page, then read the sentences and tell what word fills the blank.

Rakoh _____	da do takey.	trabaho
Somn:kay ka na do _____?		trak litrata

### LESSON 54

#### u U (1 day)

1. Teach sight recognition of the name Uyugan. Explain that in names of people and places the traditional Spanish spelling is used. The vowel u is written in Ivatan with the same symbol as o.
2. Identify the u: T says, This word is Uyugan and this part says U.
3. Teach the printing of u and U: S trace the pattern in the book and then print on paper until speed and accuracy are achieved.
4. Teach the blending of u with consonants to make syllables. (Oral blending is not used in this lesson since u has the same sound for Ivatan as o).



Explain that the letter c is used in spelling Spanish words and in names of people and places which retain the traditional Spanish spelling.

2. Identify c with its 2 sounds. T says, This word is cinco and this part says ci and this part says co.

Explain that c before i and e sounds like s.  
but c before a and o sounds like k.

Syllable chart for the k sound of c:

a	o	i	e
ca	co	qui	que

S read the chart across the rows and down the columns.

T says, Find and point to the beginning syllable of Canada.

Find and point to the beginning sounds in Cotabato.

Find and point to the beginning syllable of Quirino.

Syllable chart for the s sound of c:

i	e
ci	ce
cin	cen

S read the chart across the rows and down the columns.

T says, Find and point to the beginning syllable of cinco.

Find and point to the beginning syllable of centro.

3. Reading from the book: S try to read the story without help. T reads again in order to model correct speed and intonation.

S repeat after teacher sentence by sentence  
Nayvidividi si Carmen do kanayan.  
Nachivan sira o dadwa ka kakteh na.  
No ngaran da am si Carlos kani Camilia  
Nangpeh si Carlos so aro godo.

Moyvoh a Presidente no Commonwealth si  
Quezon.

"Masolib a Presidente si Quezon," kon  
da da Quintin kan Quirino.

4. Reading for meaning: T says, Look at the words in the box at the bottom of the page, then read the sentences and tell which words fill the blanks.

Nakavoya so \_\_\_\_\_ do rarahan.  
"Sino ngaran mo?" kwana ni \_\_\_\_\_.

Quezon  
sahad  
cinco