Ka'pon maimu pi'usenupanpai'nokon
(Teacher’s Guide)

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Teacher's Manual
Level 1
Level 2

KA'PON MAIMU PI'
USENUPANPAI'NOKON
Teacher's Manual
Level 1
Level 2

KA'PON MAIMU P1'
USENUPANPAI'NOKON

2003

Akawaio Language Preservation
&
Bible Translation Society

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Purpose for Literacy among the Akawaio Amerindians

We strive to provide Literacy in Akawaio with the hope that the Akawaio people will read and write in Akawaio in addition to improving their English language abilities and thus achieve these goals:

1. Enjoy reading and writing our rich culture and history and passing it on to future generations.
2. Preserve the Akawaio language as it is fundamental to our identity as individuals and a people.
3. Read the Word of God translated into our mother tongue and therefore understand it more fully.
4. Break free from the dependence on English for written communication - personal as well as business - among ourselves.

In order to achieve these goals, 2 Levels of Akawaio literacy have been developed in manual form, with supplemental instruction provided by a certified Literacy Teacher. Each manual includes instructional lessons, and reading and writing opportunities to be done in class as well as at home.
SELECTION OF THE TEACHER

Requirements for Teacher Candidates
Anyone who desires to become a teacher of Akawaio Literacy should have the following qualifications:

1. He/She should be a respected member of the community, involved in his/her local church.
2. He/She should be recognized by the local church or community as its Literacy teacher.
3. He/She should be able and willing to give the time required to attend required training sessions and teach the courses.
4. He/She should be interested in sharing with his/her fellow Akawaio the importance of learning to read and write Akawaio.
5. He/She must be a native speaker of Akawaio.
6. He/She must be a graduant of both the Level 1 and Level 2 Akawaio Literacy Courses.

Once selected, the candidate must attend and successfully complete the Literacy Teacher Training Seminars and hold written certification of his/her ability to teach the materials in each of two instructional levels. He/She must be willing to do whatever is necessary to meet the need for Literacy instruction in his/her community.

The teacher must understand that his work is currently voluntary - a gift of service provided to his/her community - and should not expect remuneration.
GUIDELINES FOR THE TREATMENT OF STUDENTS

Following the suggestions below will help you to present the material in a professional and controlled atmosphere that will allow your students to learn more effectively.

1. Always show respect to your students. Make each one feel welcome.
2. As much as possible, teach the material in Akawaio. Although the Lesson Plans are written in English, it is the duty of the teacher to explain the Lessons in Akawaio. You may read the material in English first, but you should follow with explanation in Akawaio.
3. Ask for participation from ALL the students without choosing favorites. Give the more timid ones easier questions to answer, but encourage all to participate. NEVER pressure a student to the point of his/her becoming uncomfortable.
4. Encourage your students. Use positive words of praise. Smile. Avoid using negative words or facial expressions.
5. Go over the lesson again if you notice the students regularly answer incorrectly. Be patient with the slower ones.
6. Make sure all have completed the activity you are doing before moving on to the next activity.
7. Regularly pause to ask if the students have any questions.
PLAN FOR THE COURSE ...

1. Reserve the venue well in advance.
2. Post a sign with the name of the course, class days, time, who is invited, venue and what students should walk with.
3. Announce the course at church or any public meetings.
4. Review the lessons so you will be confident to teach the materials in class.

THINGS TO TAKE TO CLASS ...

Before you set out for class, make sure that you have dressed professionally, that your attitude is pleasant and that you have the following things:

1. chalk
2. pointer
3. Teacher's Manual
4. Student Manual or Reading Practice sheets
5. duster
6. chalkboard
7. class register
8. a few plain sheets
9. Alphabet Chart
10. Vowel Chart
11. pins or tape to put up charts
12. pen or coloured pencil for marking papers
13.
14.
Dear Teacher,

Much of what is included in the daily lesson plans is designed as a suggested way to present the materials. While it is very important not to leave out any of the major points in each lesson, the words that you use and the manner in which you teach the lessons are completely up to you. You must teach in a way that is comfortable for you and easy for your students to understand. The details in the lesson plans are intended to provide you with ideas for how to teach the material if you feel uncertain. It is not to be memorized and recited at class time.

You are doing a very important work in your community. You have knowledge that many yearn for. Share it, and you will never regret it. This is your gift to your Akawaio brothers and sisters.
Akawaio Literacy Course
Level 1
Lesson Plans

First Day - Introduction
Welcome students.
Announce class days and times
Tell students to bring a pencil to class each day.
Each day, at the END of class, write names on register and call roll.

Explain the purpose of the course.
PURPOSE: 1.) to introduce them to the Akawaio alphabet and the sounds each letter stands for.
2.) to teach very BASIC reading and spelling.
Explain that at the end of the class, they will NOT be able to read or write well. This process takes time and practice.

Reasons to learn to read and write Akawaio:
(Discuss the following things with your students. You may not want to include everything if it is not appropriate to the group. Use your own judgment.)

1. Maybe you say "I am Akawaio. I already SPEAK my language. Why should I learn to read and write it?"
Imagine if Sr. Dee said that same kind of thing? What if Sr. Dee or Br. Ray said, "I am American, I already SPEAK English, so I don't need to worry to read or write it." Does that sound silly? What if their children said, "We are American. We already SPEAK our language. We have decided we're not going to learn to read or write English. It's too much trouble. We can get along fine without it." Should Sister Dee agree with her children and not make them learn? Kane, ku! Instead she says, "You are American. English is your first language. Therefore, you have no choice. You MUST learn to read and write it." In the same way, we are Akawaio. Akawaio is our first language. Therefore, we now have a responsibility to learn to read and write it.

Some Benefits to being Literate in Akawaio:

1. We have more control/power if we don't HAVE to depend on English for our written communication. We should be able to write letters and send written messages in Akawaio – no outsider will be able to read it. We have a power they don't have.

2. Why should we write minutes in ENGLISH for a meeting where all Akawaio is spoken? This creates many problems. First, nobody wants to be Secretary, because he/she says that English is too hard. They punish to write the minutes. They leave out some things either because they don't know how to write
about them in English, or it takes too long, so the minutes don't really accurately record what was said at the meeting. Then, at the next meeting, the Secretary has to read the minutes in English and then translate them back into Akawaio so that those at the meeting who can't understand English can know what happened at the last meeting. Much time is wasted.

3. We must think of the future. We are Akawaio and now that we have the chance to learn to read and write, we have a RESPONSIBILITY to learn. Before there was no written Akawaio, but now there is and there is no excuse. More and more things will be written in Akawaio. The Bible will be translated into Akawaio and we will look foolish if we can't read or write it, just as English speakers who can't read or write look foolish. On the other hand, we will feel proud and be respected by others when they see we CAN read and write Akawaio.

4. If we don't make Akawaio a language used for more than speaking, it will die out in the near future and a part of our our identity will die with it. There are many examples of this all over the world. Written languages survive - oral languages die. Young people, think about how much Akawaio you can speak compared to your grandparents, or even your parents. They know more words than you do, don't they? How much Akawaio will YOUR children speak — even less than you? But what if your grandchild really takes
an interest in his/her language? How will he/she learn it and be able to pass it on to his/her children? It must be in PRINT. Again, you must think of the future. You must think of the Akawaio who come after you. They should have the chance to be completely fluent speakers AND literate readers and writers of their language if they want, don't you agree? Well, it starts now, here, with US."
(Tell about the Arawak and the Warau—lost languages. Also the Wapishana and Wai Wai—preserved languages.)

Maybe you say, "This is a good thing, but I'm too old, my eyes are not good. I'll send my children to learn." Well, that's better than nothing, BUT maybe you should give it a try. Your children will be proud of you. If you DO decide just to send your children, then show interest in what they learn. Ask them to teach you what they learned each day. That will help them learn better.

Maybe you say, "I'll learn later." NO. It's right to learn NOW. This takes a lot of time and practice. When the Bible is published, when other things are published in Akawaio, you don't want to still sound like a child reading. You want to be a good reader by then, so it is easy for you to read and understand what you've read.
Tools, Rules, Practice

Q: "If I want to play football, what do I need?"
A: Football, boundaries, goals (the proper TOOLS) (Write TOOLS on the chalkboard.)

Q: "If I have a good football, and proper boundaries and goals, will I be able to play football, if I never played it before?"
A: No, you must know the RULES for playing football. (Write RULES on the chalkboard.)

Q: "O.K., if I have the proper tools and I study the rules until I know them well, when I go out on the field, will I be a good football player?"
A: No, you must practice, and practice, and practice, and PRACTICE some more. The best players practice every day. (Write PRACTICE on the chalkboard.)

Q: "If I practice every day, will I become a great football player?"
A: Not everyone becomes a great football player. Some have more skill than others, but anyone who knows the rules and practices everyday WILL become a BETTER football player.

THEN, compare to reading Akawaio. The TOOLS are the letters. You must use letters from the Akawaio alphabet when reading/writing Akawaio, just as you must use a football - not a cricket ball - to play football.
"This is the Akawaio alphabet." (Point to the alphabet chart. Don't go over it yet though!)
"These are your tools – no others. There are no b's, v's, f's, etc. Do not write letters that are part of another alphabet, when writing Akawaio.

This course and others that follow will teach you the RULES for reading and spelling Akawaio. Just as there are rules to play a game, there are also rules to help you read and spell Akawaio. You know that you have learned MANY rules for pronouncing and spelling and writing English. There are also rules for Akawaio. They are different from the rules for any other language, just as the rules for cricket are different from the rules for football. If you go to a football game and start hitting the ball with a bat, you will soon be out of the game. The same will happen if you try to use your English spelling or pronunciation rules when reading and writing Akawaio – you will fail. You must learn the AKAWAIO rules to become a good reader and speller of AKAWAIO.

As your teacher(s), I(we) can teach you the tools and we can teach you the rules and we can practice with you SOME, but much of the practice will be your responsibility. I(we) can teach you the alphabet and the sounds for each letter, but I(we) can't force you to learn the sounds for each letter and I(we) can't force you to memorize the rules. You must do your part. If you want to be good, you'll have to STUDY and PRACTICE a lot."
*Give out the Student Manual, Level 1.

Have students open to page 6. You read the introduction out loud while they follow the text in their books. Read pages 6 and 7. As you read, translate or explain anything you think the students might not understand. Ask if there are any questions.

**Lesson 1**

**Akawaio Letters**

Turn to pages 8 and 9 - Lesson 1. Read out loud while students follow in their books. Don't spend much time on page 8 yet, but read on to page 9. *After* reading all, and *before* going over the chart, *review* the idea of **VOWELS**. (Write **VOWELS** on the chalkboard.)

Remember? English has 5 vowels - a, e, i, o, u

Akawaio has 7 - a, e, i, o, u, i, u

(Write the words "barred i" and "barred u" on the board and explain. Mention how to type them on a typewriter - i backspace dash (-)

Explain again that Akawaio vowel sounds are different from English. They each have only one sound. That means that EVERY time you see a certain vowel in Akawaio, it can only be pronounced ONE way. It's very nice. Each English vowel has at least 2 different pronunciations, making both reading and spelling VERY hard.
5 of the Akawaio vowels are pronounced just like Spanish vowels – a,e,i,o,u.
2 of them are not found in Spanish, nor in English, but they ARE found in many other languages in the world – $i, u$.

Introduce the Akawaio Vowel Chart on the wall.
"This is the Akawaio Vowel Chart (Point to the Vowel Chart.) Vowels are very important to the Akawaio language. If you want to succeed in reading and spelling Akawaio, you MUST memorize how to pronounce them when you see them on paper."

(Go through the vowel chart.) Explain that the first column is the Akawaio vowel, the second column is the sound of that vowel in an ENGLISH word. The third column has Akawaio words that use that vowel.
The LETTER "a" is pronounced "ah", like the "a" sound in the English word "father". Say "ah." Good. Here are 2 Akawaio words with "a"s in them. (Point to each "a" and say "ah, ah, ah" - "asanta" and "ah, ah" - "paka".) Have class repeat the sound and the word. Go through each letter in the same way. THEN, point to each letter in order and say the sounds with the students repeating. THEN, jump from letter to letter and do the same, THEN, let the students say them as you quietly point to them. ENJOY. Do this until you feel they are understanding.
The same chart appears in the book on page 9. Students must study this chart to learn the vowels and their sounds.

"O.K., we have learned the vowels and the sounds they represent, now let's look at the Akawaio consonants. (Write CONSONANTS.) I told you that each Akawaio vowel has only 1 sound. That is not true for the consonants. Akawaio consonants may have different sounds or purposes, depending on where they appear in the word.

(Go to the Akawaio Alphabet Chart on the wall.) Let's look at the letter "k". Here is a word that begins with the letter "k". Let's first say the vowel sounds and then pronounce the word "ah, ah, eh, ka-wa-re" (Point to the vowels in the word "kaware" and then the whole word.) "kaware." Usually, at the BEGINNING of a word, the letter "k" sounds like "kh".

(Follow the same pattern for the rest of the consonants, first pointing to vowels, having the students tell you the sound and then saying the word.) When you get to "r", explain that it is the LETTER "r". It does not SOUND like the English "r" sound, but rather like the Spanish "r" sound. (Write FLAP r.) When you get to the apostrophe, write APOSTROPHE. Explain that it is a very important letter, not to be forgotten. Also mention that it can appear in the middle of words or at the end of a word, but never at the beginning.)
Lesson 1 is finished. Ask the students if they have any questions. Take roll. Dismiss the class. Tell them they will have a short quiz at the beginning of each class so they should take time to review today's lesson before tomorrow's class.

The chalkboard should look like this at the end of the day.

Lesson 2
Welcome students.
Tell new students that they missed a lot yesterday and will have to pay close attention today in order to catch up. They will also have to memorize the vowel sounds as homework.

Give a little spoken quiz. Ask, "According to yesterday's class,

1. How many letters are there in the Akawaio alphabet?
2. How many vowels? How many sounds for each vowel?
3. How many consonants? Is there
only 1 sound for each consonant
too?
4. What are 4 reasons we should learn
to read Akawaio?
5. Why should we learn NOW?
6. Should we forget about learning
English? NO!!!! Explain.

Review Vowels
Talk about LETTERS and SOUNDS. (Write
LETTER and SOUND on the chalkboard.)
For example, the LETTER "a" has the "ah"
SOUND.

Use the pointer. Review each letter and
sound on the vowel chart in order, then jump
from letter to letter having the students say
the sound. Do this as a group first. Then go
around the room and ask each student 1 by 1.
Then, say a sound and ask the students to
write the letter you have pronounced. Do all
of the vowel a few times.

Talk about vowel combinations. "Sometimes
2 vowels appear side by side in the same
syllable. These are called diphthongs. (Write
DIPHTHONGS.) Every language has rules
about which vowels can go together and in
what order. In Akawaio, any vowel can go
first, but only "i" and "u" can go second. AND
there can be no 3 vowels in a row.
So, what is this word? (Write "maipuri". Then
write "pokoi," "kauyama", "arauta", "teusan."
Help students read the words.)
Write SYLLABLE on the chalkboard.) Ask,
"What is a syllable?" Then, go to the Vowel Chart and review the WORDS on it. Point to "asanta." Say it SYLLABLE BY SYLLABLE — "a-san-ta." Then say, "asanta" has 3 syllables." Then go to "paka" "pa-ka". "Paka has 2 syllables." Follow this pattern through the rest of the vowel chart words.

Then, look at the diphthong words you wrote on the board and re-read them SYLLABLE BY SYLLABLE. For each one, count how many syllables it has.

Go to the consonant words on the Alphabet Chart. Read them and ask how many syllables each word has. Tell students, "Reading words BY SYLLABLES is very important when beginning to read or write. It is also useful later when you see a very long word."

Here's what your chalkboard should look like:
Erase board. Copy page 10 on the far left side of the chalkboard. Then have students say "ma, me, mi, mo, mu, mĩ, mu."
Then, move your pointer around from syllable to syllable—not in order—having the class say the syllable you point to. Then move on to the second column, then the third, doing it the same way. Then go around the class and have one student at a time say the syllable you point to. Do this until you feel they can do it well.

**Put students in pairs and have them work on the chart from p.10, testing each other, in the same way as above.

Move on to page 11. On the line beside the word DIPHTHONGS ask the student to write VOWEL COMBINATIONS. Read the top of the page.

Then copy page 11 on the board by adding an "i" to the syllables already on the board, and copying the other three columns. Have the students repeat each syllable with you in order. Note that "moi" is a word in Akawaio, while the others are just parts of words or syllables. Go through again with "n." Note that "nai" is a word. Repeat drill with "w." Note that "wai," and "wai" are words. Repeat the drill with "y" words Note that "yai," and "yai" are words. Now, do the last 2 columns with "u" as the second vowel. Note that "yau" is a word. Repeat the drill, with the last column noting that "tau" is a word. This drill should bring
many laughs as funny syllables are pronounced. Tell the students that Lesson 2 is finished and that at the beginning of next class there will be a WRITTEN quiz about vowels, syllables and diphthongs.

Your chalkboard should look like this:

Lesson 3
Welcome students.
Tell any new students that they have come too late for this class and must wait for the next class.
Start the class by giving a short quiz. Tell the students to turn to page 12 in their books. They may write the answers to the quiz questions on the lines provided. Ask these questions:

1. How many vowels are there in Akawaio?
2. How many vowels can be written together?
3. Which are the only vowels that can be second in a vowel combination?
4. What is the proper name in English for vowel combinations?
5. How many syllables are in the word "uri'san"? (3)
6. "kiritiki"? (4)
7. "usenupanpai'nokon"? (7) (also accept 6)
8-12. (For these questions, say a syllable and have the student write it. "ti, no, yu, we, mai")

Go over the answers and have students mark their books.

From this time forward, you will follow a pattern for class, introducing a new vowel each day and using it with consonants to form words and sentences. The students will learn basic reading and writing at the same time.

Read the bottom of page 12 aloud. Have students close their books.

THE VOWEL E (and apostrophe at the end of a word)

Write a common and capital e on the board. Then, write the following words on the board: ene, ere, eren, ere', eke, eke', esen, ese', yen, ye', pe, pen, pe'? 

Tell the students, "Since vowels are so important in Akawaio, we will now focus more carefully on each vowel sound, beginning with the letter "e". We will also learn the use of the apostrophe at the end of a syllable since it's such an important consonant."
Ask the students what SOUND the LETTER "e" makes. Point to the word "ene," and pointing to each "e", say "e, e, e-ne." Then say the word "ene" at regular speed. Ask how many syllables it has. Then have the whole class read "ene" and then spell it, then "eren."

****When you reach "ere'," discuss the sound of the APOSTROPHE at the END of a word. Tell the students that sometimes it has a kind of "k" sound, and sometimes it has a kind of "t" sound and sometimes it combines with the first sound of the next word. Pay attention to the ' at the end of eke', ese', ye' and pe', too.

Repeat the pattern with the rest of the words.

*tTell the students again how important the apostrophe is and how easy it is to forget. Repeat each word with an apostrophe and then say it without the apostrophe, so the students can hear the difference.

Turn to page 13. Inside the picture of an "ene" is a common and capital "e." Ask the student what the word in the first box is. In each box, the second line is the word with one syllable removed. On each line, a syllable or letter has been removed until only the letter you are teaching remains. Pronounce each line. For example, "ene, ne e" "ere re, e", etc. **This exercise is to help the student see that words are made up of sounds and syllables.
Ask the students what the last letter of each word is on the board. Circle them. Turn to page 14. Read the first half of the page. Point out what you just wrote on the board. Notice that they fit the pattern - vowel (e), n and '.

Read the rest of the page. Have students say "pori' " and "pori' pe", then "ewai' and "ewai' pa" and notice the different ending sound.

Begin the exercise on page 15 with the students. Read the directions with them to make sure they understand what to do. First read all the words as a class. Do number 1 and 2 together, then let them finish alone. (There is one extra picture to fool them.) When they have all finished, go over the answers.

Turn to page 16. Let the students copy the words. Walk around and see how they are doing. Check for apostrophes.

Then write on the chalkboard: "Eke ene esi epe pe." Point to all the "e"s and pronounce them together. Then say each word and then the whole sentence naturally.

**Students will want to say "esi" with an "s" sound and may think it's strange to spell it "esi." Tell them that the "s" sound changes slightly when near an "i". Tell them they will learn about that in detail in the Level 2 class. Then write "Ene ere esi e'ne' pe," and "Epe
ese' Pepepe." Follow the same pattern above. Tell the students to turn to page 17 and copy each sentence 3 times, NOT forgetting capitals, full stops, and apostrophes.

While students write, take roll.

When they finish, they should bring their books to you to correct.

Tell them there will be a spelling test next class.

Here's how your chalkboard should look by the end of class.

Lesson 4
Welcome students.
Tell them to turn to page 18. Give a short spelling test of 10 "e words." Make sure to include "eke" and "eke'," "pe" and "pe'."
Also, ask the students to write the name of the ' (apostrophe). Correct the words as a class.
THE VOWEL ḫ (and apostrophe inside a word)

Read the bottom of page 18. Write a common and capital ḫ on the board. Also write "barred ḫ". Write the following words: iyɨ, mɨrɪ, imirɪ, ḫi', pi', isi, miini', wɨni, pɨmi, nɨrɪ, tiwiri, kirištiki..

Look at page 19. Read the top part of the page to them out loud.

Follow the same pattern as for the "e words", going through the words on the board, saying each vowel sound first, then the whole word. Then go over the boxed words on page 19 (iyɨ, yɨ, i.., etc.).

Then read the bottom of page 19 and go on to page 20. Take time to have the students feel the glottal sound in their throats. Have the students do the exercise at the bottom of page 20. Tell them to read all the words first. Read the first one together, then let them finish alone. Go over the answers when everyone has finished.

Do the exercise on page 21. Go around the room and look at your students' work. Check especially the "i" and apostrophe.

Then write the following sentence on the chalkboard: "ɪnɪmɪ yuɑ sɛri." Point to all vowels and pronounce them.
Follow the pattern again, saying all vowel sounds first, then reading words syllable-by-syllable slowly then at regular speed. Tell students that "uya" is sometimes pronounced in fast speech as "wa", so spoken naturally it SOUNDS like "ɨɨnɨnɨ wa" or "ya". It's FINE for them to continue to SAY "wa" instead of "uya", but they must know that's what it is and MUST spell it "uya".
Then write: "Kiriṭiki wini uya ɨɨnɨnɨ ye' ke."
Do the same thing with that sentence.

Turn to page 22 and have the students copy the sentences CAREFULLY. Remind them of quiz.

Take roll. When the students finish, they should bring their books to you to correct.

Finally, read the last part of page 22. Here's what your chalkboard should look like:

Lesson 5
Welcome students.
Begin with a spelling test of any 10 of the "e" or "i" words. Make sure that some words with apostrophe in the middle are used.
THE VOWEL Ů

Write a common and a capital Ů on the board. Also write: "barred u."
Read the bottom of page 23 with students.
Write the following words on the board: te'mu, kūrūkū, tumūnu, pemui, tūru, muke.

Repeat the pattern used for other vowels: "the LETTER Ů has the SOUND __" , find and pronounce every Ů in the word, say the word syllable by syllable, then naturally, then spell.

Have students turn to page 24. Read the top of the page. Go over the words in the boxes.

Have the students do the exercise on page 25. Let them read all the words first. Read number 1 together, then let them finish alone. When they finish, check the answers together.

On page 26, give the students time to copy the words 5 times each.

Then write "Kūrūkū tūru uya." Pronounce each vowel sound in each word, then the word, then the whole sentence.

Have students turn to page 27 and write it in their books 3 times. **In the middle of the page are some "check questions." Let students answer them.

Then review using the bottom of page 27 and
page 28. The students will say the words "íntu," "írekí," "ewí," and "kerí" after you. Then they should copy them 3 times each. Turn the page and read the sentences to your students. They will repeat after you.

Go over the words and sentences according to the pattern.

Tell students to write each sentence 3 times. Tell them there will be a spelling test next class again. Take roll.

Here's what your chalkboard should look like:

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**Lesson 6**

Welcome students.

Give the students a spelling quiz of 15 words from the previous lessons.

Correct the quiz with the students when they finish.

Read the bottom of page 29 to your students.
THE VOWEL O

Write a common and capital o on the board. Write the following words on the board: moro, moro', toron, poro, pon, to', no'no', kororo', o', non, mo'mo.

First point to the vowel sound. Ask students to say the vowel sound, then syllable-by-syllable read the words.

Turn to page 30. Read the top of the page, then go over the words in the boxes.

Let students do the exercise on page 31. Don't do any of them together at the beginning. (Again, there is an extra picture to fool them.) When they finish, go over the answers.

Turn to page 32. Ask a student to read the words syllable-by-syllable. Then have students copy them 5 times each.

Write "Moromoro eporo to' uya non po." on the chalkboard. Also "Tokotoko pe to' pon ton esi." Teach these following the pattern.

Give students time to copy each sentence 3 times on page 33. Here's what your "o" chalkboard should look like:
THE VOWEL A

Read the bottom of page 33 to the students.

Write a common and capital "a" on the board. Write the following words on the board: apana, karapa, paka, paka', sarara, aman, wayara, panka, wana', kankasa. Ask students for the name of the LETTER and then its SOUND for this new vowel. Go over the new words in the same style as other days.

On page 34, go over the words in the boxes. On page 35, read the instructions for the exercise and let students complete it. Go over answers.

On page 36, have a student read the words and ask students to copy them. Check their work.

Write the following sentences: "Wa'wa uya panka ama'masa'." "Tawa ama'masa' iya kanan." "Anna san uya karakara akasa'." Teach as before.

Have students copy the sentences on page 37.

Read the top of page 38. Go back to the vowel chart on page 9 (or use the one on the wall) and review all the vowels.

Turn back to page 38. Continue reading. Students should read ALONE, then you should read them together as a class.
Tell students to write each sentence 3 times. Remind them to be careful about apostrophes, capitals and full stops. When they finish, they should show you their work.

While they copy, take roll. Also remind them of the quiz before next class.

Here's what your "a" chalkboard should look like:

Lesson 7
Welcome students.
Give quiz of 15 words from any of the previous lessons.

THE VOWEL U

Write a common and a capital u on the board. Write the following words: kurun, kuru', kuru, putu, pun, yu', uyu.

Have students turn to page 41. Read the top of the page, then go over the words in the boxes.
Explain to students that the "u" has a grammatical function when it appears, often silently, at the beginning of a word. It refers to "my" when it appears at the beginning of a noun, (look at uyu, also usan, ukaretaai, ukanwa) and it often affects the SOUND of the word (gwaretaai, gwanwa). Also, a group of Akawaio verbs naturally begins with a silent "u" (userenka, usenupa, ukaramu, upaka, uti, etc.). To other verbs, one must ADD a "u" to the beginning in order to say "me" (Uwini iya, Utarenpa to'u ya). When it appears at the beginning of other words, it also refers to "me" (upi', uyena', upiyapai, upiya'). Again, it is often silent, or only heard in the way it affects the sound of the word. They should NOT change the way they speak, but just be aware, so that they SPELL properly.

Then turn to page 42 and FIRST read the bottom of the page. Then, let the students do the exercise. Go over answers.

On page 43, have the students read the words and let them copy them 5 times each.

On page 44, let students try to read the sentence ALONE. Then read it aloud. Ask "Which words have "my" in them? Have them copy the sentence 3 times.

For review, write, "Piri'u putu tere uya itena'." on the board. Let students copy it on page 44 of the primer.
Take roll while they write. Remind them of the quiz. Also, tell them you will have a spelling bee at the end of the next class.

Here's what your chalkboard should look like:

Lesson 8
Welcome students.
On page 45, give quiz of 15 words from past lessons.

THE VOWEL I

Turn to page 46 and read the first paragraph ONLY.

Write a common and capital i on the board. Write the following words: pipi, kitī, sinkiri, siti’siti’, nin, nin si, tinin, kwipiti'. Say, "The LETTER i has the "e" SOUND." Go over the words on the board by pointing to and saying the vowel sound only and then syllable-by-syllable.
Tell students to be very careful to learn this sound/letter well, as it will confuse them for a long time if they don't.

"I" is a very important vowel in Akawaio. Words that have the letter "i" often don't sound quite like they are written because the "i" tends to change the sound of other letters.

Similar to the "u", the letter "i" has a grammatical function in words. It refers to "his, her, its" when it comes at the BEGINNING of a noun (imure, ipon, isapatooi). When it is at the BEGINNING of a verb, it means "he/him, she/her, it" (iti, ikoneka, iserenka). The interesting thing is that you can't hear it well when people speak. It makes the sound of words change a bit ("myure," "byon," "jyapatooi," "dyi," "gyoneka," "jerenka"). It may sound like there is an "i" or "y" AFTER the first sound of the word. It especially changes the sound of the "s" to sound like "j", "ch", "zh", or "sh" sometimes. It also makes the letter "r" sound more like an "l" (irui, Iremuko', iratoi). Almost anytime it comes at the beginning of a word (ip'i', ina, itau – byi', nya, dyau), you can't hear it, but you MUST write it – it has an important purpose!

Turn back to page 46. Read the rest of it to the students. Ask if there are any questions.
On page 47, read the top and then go over the words in the boxes. Some students may pronounce "miri'i" like "mare'i. Both are fine, but for practicing the letter i, we are choosing to spell it "miri'i". Also, talk briefly about the effect of the letter "i" on the SOUND of the letter "s" in "sinkiri" and "siti'siti".

Have students do the exercise on page 48 without help. When they finish, check the answers.

Have a student read the words on page 49 and let them copy them.

Write the following sentence on the board: "Siti'siti' kisisiukwa iya." Say vowels, then each word syllable-by-syllable, then the whole sentence at regular speed. This is a hard sentence to read. Don't hurry. Turn to page 50 and let students copy the sentence 3 times into their books.

To review other vowels too, have students read the sentences on the bottom of page 50 ALONE. Then read them together as a class. At "Kasiri koneksa' iya." You should mention how this sentence is SPOKEN "Kasiri konekasi'ya." The "i" again has overpowered the syllable before it, and changed how you pronounce it when you speak quickly. It is FINE to continue speaking as you do – NO NEED TO CHANGE, but you must WRITE/SPELL it "_sa' iya."
The students should copy the sentences on page 51 three times. Tell them to be careful! Walk around and check their work.

Then, read the top of page 52 to the students. Work as a class to read the Akawaio sentences. If it is appropriate, give them a few minutes to draw a picture at the bottom of the page. Enjoy!

Tell the students to write each of the sentences on pages 53 and 54, 3 times. Tell them to be careful! * Number 7 is an extra sentence. Ask them to read it quietly. When they finish, they should bring their book to you for correction.

Take roll while they write.

Read the bottom of page 54 to your class. Congratulate them and encourage them to keep practicing and to take the Level 2 Literacy Course when it is offered.

End the class with a spelling bee if you want to.

If there is more time left in class, you can begin the Reading Practice section. The students can use them to practice reading all that has been learned. They can also copy them if they want to practice spelling.
LEVEL 1 READING PRACTICE

A'AI ESI PORI' PE
A'ai uti umi ya'.
A'ai pokon uti umi ya'.
A'ai pikiri Papai uti umi ya'.
A'ai eporo Papai uya umi yau.
A'ai epori'na Papai tense umi yau.
A'ai esi pori' pe Papai uya teposa' pi' umi yau.
A'ai esi pori' pe Papai ya' tautunta kon pi' umi yapai.
A'ai pokon esi pori' pe tautuntasa' kon pi' umi yapai.

EPI' ESA' UYEPU
Epi' esa' esi wake kuru ri.
Epi' esa' uya epi' nepu.
Epi' esa' uya epi' ekamu.
Epi' esa' uya epi' ekamu tanporon kon ena'.
Epi' esa' nekamu anuku tanporon kon uya.
Epi' esa' nekamu anuku tanporon kon uya tepi' kon pe.
Epi' esa' nekamu anuku tanporon kon uya tepi' kon pe tanporo.

ISAN PUN
Isan pun mure esi upiyau.
Isan pun mure esi upiyau uisakon pe.
Isan pun mure esi upiyau uisakon pe aka'ne' pe.
Isan pun mure esi upiyau uisakon pe aka'ne' pe riken.
Isan pun mure esi upiyau uisakon pe aka'ne' pe riken, tusan uyepu pona ri.
O' ETOI PERO
O' etoi pero uikun esi.
O' etoi pero uikun esi moro.
O' etoi pero uikun esi moro miri.
O' etoi pero uikun esi moro miri to' nenna ton.
O' etoi pero uikun esi moro miri to' nenna ton oton.
O' etoi pero uikun esi moro miri to' nenna ton oton ni.
O' etoi pero uikun esi moro miri to' nenna ton oton ni nawon.

URARI'
Urari' esi umi yau.
Urari' esi umi yau, ama'.
Urari' esi umi yau, ama' ye'.
Urari' esi umi yau, ama' ye', pero otori.
Urari' esi umi yau, ama' ye', pero otori ye'.
Urari', ama' ye', ani pero uya.
Urari', ama' ye', ani pero uya umi yau.

TIN'I
Tini kapâ A'ai uya.
Tini kapâ A'ai uya seri pe.
Tini kapâ A'ai uya seri pe, uyerin.
Tini kapâ A'ai uya seri pe, uyerin oton.
Tini kapâ A'ai uya seri pe, uyerin oton kuru.
Tini kapâ A'ai uya seri pe, uyerin oton kuru, miri pi', pori' pe esi.

PUMUI
Pumui ye' epetasa'.
Pumui ye' epetasa' eke pe.
Pumui ye' epetasa' eke pe ri umi yau.
Pumui ye' epetasa' eke pe ri umi yau, umainarę yau.

PAPAI KORŲ POKON
Koru pi' Papai uti.
Koru pi' Papai utisa'.
Koru pi' Papai utito' oton.
Koru pi' tesi tupo Papai uyperu.
Koru pi' tesi tupo Papai utunta.
Koru pi' tesi tupo Papai utuntato' oton.
Koru pi' tesi tupo Papai utito' oton e'manin piya'.
Koru pi' tesi tupo Papai utito' oton e'manin piya' itesa' pe.

WARAWO' KONO'I' PI' UTĮ
Warawo' utį kono'i' pi'.
Tarui pe tesi pi'.
Kono'i' pi' itį mosokoroi' ke.
Asakiri'ne to' masa' iya.
Miripan esi pori' pe.

PAPAI UYA MAIPURI POKA
Akamana esi yu' ya' tətisən, maipuri pokase'na.
Ama'ai iti yu' yau.
Miripan uya si, maipuri enkapu.
Miripan poka iya pirių ke, eke' pe.
Miripan pana teireka iya pata pona kan pe.
Miripan eno'ma iya təmunki amų' rakui'.
"Ekee! Maipuri wısa' Papai uya!" ta nin si imunki amų' uya miri.
"İkan iisiri'nokon, enta'nan nito' kon pe,"
takapu imunki amų' uya.
MURE AMU' USENNAKA
Mure amu' usennaka a'ne' ri wai yau.
To' amu' usennaka inke ri.
Miripan kon eposa' tuna uyepu uya.
Miripan kon amansa'.
To' pon ton nir ir amansa'.
"A'ai kuru usakorotato' oton!" ta to' uya.

WAKU KURU RI UKUPUNU
Ukupunu turawasooi esi sa'man pe inke ri.
Apo' nepu iya.
O' poke iya.
Kono'i pi' iyesi awanakui' kuru.
Apo' i'mo iya.
Tuna nepu iya.
O' nepu iya.
Purata eporo iya.
Koru pi' iti.
Tit'i ami iya.
Sa'man pe kuru iturawasooi esi.
Ipan pe epori'ma tukupunu ke esi pi'.

WAKU KURU RI USAN
Usan turawasooi es i sa'man pe inke ri.
Eki kune iya.
Pon koruka iya.
Pon aima iya.
Weine' kapu iya.
Kasiri koneka iya.
Tuma a'mintanuku iya.
Kiyari koneka iya.
Sa'man pe kuru iturawasooi esi.
Ipan pe epori'ma tusan ke esi pi'.
EKI KONEKA INA UYA SER' PE
Iwan pe tesì kon pi' ina awomè.
Wapiya maina ya' ina utì tukana kon yau.
Eke pe ri eki umurasà' esi mirì yau.
Miri yau, a'ai esi ina enupikiri.

KIYAWU' AMU' ESI INA MAINARU' YAU
Kiyawu' amu' esi ina mainaru' yau.
To' uya eki are iku.
Miri pan kon aka Papai uya.
Miri uya ri to' epanka.
Miri uya, ina pokoitânàku.

TUMON PI' INA ESI
Tumon pi' ina esi.
Ina utì eu amu' usiuri ense'na.
Miri pan kon eposa' ina uya, itumè ina uya
ayà ke.
Miri pan kon ewomè moroi' ya' eke pe ri.
Ina uya nin si to' koneka mirì.
Miri pan kon pi' ina entà'na.

MOROI' ENPO
Sèkìì uya tupon kàpù ina iwù' tau.
Miri pan uya, tupon pe sepa' nan ni
amuranèku.
Miri pan ya', iye'moika, mirì tupo, iyereuta
tù'moi po.
Miri pan kon, e'mopìtu tûmunki amu' eporo
iya.
To' ewekù iya inke ri sepa' nan ke ri.
Ika'ni pe to' eserumè esi upona.
TUNA U'MASA' YAU INA UYA MA' ENPO
Eke pe ri moro' amru' eporo ina uya moroi' yau.
Tikin ni wara', asa'ri' karoi', osorwa'wau
korwa', miri apai asakiri'ne uri amru'
eporo ina uya.
Pori' pe kuru ina esi.
Tarui pe kuru ina esi.
tri ku nin! Turen kanan man iyau!
Tanporo ri eno'ma ina uya pero i'ma pe.
Miri'pan pokoi pe kuru ina esi.

INA ESI TUMON Pi'
Tumon pi' ina uti wara' amru' usiuri ense'na.
Miri yau, to' pokapitu ina uya.
To' eporo ina uya eke pe ri.
Miri yau, to' puru ina uya tuyo' kon pe.
Ina enta'na wara' amru' pi'.

EKI SOKO WEYU UYEPU SERI
Eki soko weyu uyepu seri.
Eki soko purema ina uya.
Main ekama ina uya.
Eki soko anumu ina uya.
Ina umunumu wai nai miri apai ewarupi nau.
Tenki ta ina uya Papa pi'.
Ina userenka Areruya pi'.
Tese'mu kon pona tenai' ina epurema.
Miri tupo ina enta'na eke pe ri.
TUNA U'MASA' EKE PE
Tuna uyepə inke ri uya, tuna u'mankasa' eke pe ri.
Mure amʉ' usennaka tuna kau.
To' upinunpitu tapon kon yau'nė ri.
To' usennasipitʉ ika', tauti kon rawiri.

TAWON NAN KAMORO....

Aimu'nan toron ene yau, paranakʉrʉ amʉ' uyepʉ ekama iya, tawon nan kamoro.

Pun ene yau asanta tau, pa'nʉ' pe iyesi, tawon nan kamoro.

Kayaukayau amʉ' eta yau, itekare nepʉ to' uya, tawon nan kamoro.

Tũwo eta yau, itekare ekama iya, tawon nan kamoro.

Ikui upinumʉ ene yau, rawiri wanni inʉ' ri eriku rawiri wanni ekama iya, tawon nan kamoro.

Peitura esi yei po wœi yau ene auya yau, tuna u'ma ekama iya, tawon nan kamoro.

Kitata esi ìmosokoroopì pe, eke pe moro' amʉ' eporo auya, tawon nan kamoro.

Iyentusa' kon usemiyawasa' ansa' auya yau, siki' pe iwesi, tawon nan kamoro.
łuseruma yau, piinkî ansa' auya yau, werei' pe ìwesi, tawon nan kamoro.

Wọ̀i akè uturumọ yau, wọ̀i enna ekama iya, tawon nan kamoro.

Kitata i'möi ansa' auya yau, ayannu' pe ìwesi, tawon nan kamoro.

Emase uya iworọri ansa' yau, muta'na pe ërẹ ìyena, tawon nan kamoro.

AKAWAYO PI’ USENUPAN
'iri wenai kuru Akawayo pi’ usenupan?
Akawayo pe e’ni tane, iye’menukasa’ pe ërẹ umaimu kon esi. Iye’menukasa’ ene ërẹ ri
niri iyesi. Miri wenai, kuru ri usenupan nito’
pe iyesi, ennin pe, imenukanin pe. Miri ku'nin
pe ìwesi yau — amaimu menukanin pe, ennin
pe ìwesi yau, Akawayo pe kuru nin si ìwesi
miri.
Akawaio Literacy Course
Level 2
Lesson Plans

Lesson 1  Introduction and Review
Welcome students.
Announce class days and times
Tell students they must have a pencil,
an eraser and an exercise book for
class.

Make sure that ALL of your students have
completed Level 1 Literacy Course and have a
certificate of completion. Level 2 is ONLY for
those students. Tell any others that they must
first complete Level 1. Tell them when you plan
to hold the next Level 1 Course.

Ask students if they have been practicing their
reading and writing skills regularly. Tell them that
Level 2 skills build on Level 1 skills and that it is
very important that they know the material from
Level 1, especially the proper pronunciation of
the vowels, in order to succeed in Level 2.

Explain that the Level 2 Course will complete the
basic teaching for reading and writing Akawaio
correctly and smoothly. Tell them that although it
is shorter than Level 1, it is maybe a little more
difficult so they should be prepared to work hard.
Tell them they must come every day in order to
receive a certificate of completion. They also
must come ON TIME.
When they finish this course, they will have the
skills to be able to read everything written in
Akawaio and write whatever they choose to
write.

***Give out the Level 2 Primers.
Open book to pages 6 and 7. Read
introduction to students.

Review
Turn to page 9. Read the top of the page.
Go over the VOWEL CHART.
Review THOROUGHLY. Each vowel has
ONLY ONE sound. Point to vowels on the chart
on the wall and ask students first as a group,
then one by one to tell you the pronunciation.
Then review words in the right column. Review
the word SYLLABLE. Read the words syllable-
by-syllable.

Go over ALPHABET CHART on page 8.
Go over the word Consonant. Make sure the
students know the difference between vowels
and consonants and know how many of each
there are in the Akawaio Alphabet. Consonants
have MORE THAN one sound. The sound
changes depending on the letters nearby.
Review the apostrophe. It is a small, but VERY
IMPORTANT consonant. Remind them that
they MUST use AKAWAIO PRONUNCIATION
and the AKAWAIO ALPHABET when reading
and writing Akawaio.

Students should close their books.
Write the first six words from page 10 on the board one-by-one to review reading skills. Have students read the words syllable-by-syllable then the whole word. When all six words are on the board, point to each word and ask one student to read it. Do not point to the words in order. Give each student a few chances to read different words. Take notice of any students that don’t seem to be ready to study Level 2.

Now turn in the book to page 10. Let the students do the exercise, reading the last four words themselves. When they finish, go over the answers.

Look back at the chalkboard. Add the last four words from page 10 there. Circle the last letter of each word. Turn to page 11. Read through it and review the 3 different ways Akawaio words/syllables can end.

Continue reading. Read the first set of Akawaio words together with the class. How does the n sound? Read the second set of words on page 11. Read them syllable-by-syllable, then quickly. How does the n sound? Read the bottom of the page and the last set of words. Read them syllable-by-syllable, then quickly. How does the n sound?

Tell students NOT to write an m at the end of a word or syllable—EVER! There is no ng combination in the alphabet. Always use n.
Read the top of page 12. Read the Akawaio words syllable-by-syllable. What does the apostrophe sound like? Tell students NEVER to write "t" or "k" at the end of a syllable or word. Always use '.

Review with the students the three ways a syllable/word can end (p. 12, middle). Let them write the answer in their books.

Read the bottom of page 12. Ask students to write the words you say in their books to practice spelling. Remind students ONLY to use letters from the Akawaio Alphabet Chart. Say these words for them to spell. Say them once at normal speed, then say them twice syllable-by-syllable, then say them one last time quickly.

yaranta, urupi, pura, arawera, pirimo',
wa'no', pirituku, tenki', ontona, a'wetasa'.

***IF 2 HOURS HAS NEARLY PASSED, END THE FIRST CLASS HERE, IF NOT CONTINUE TO THE END OF LESSON 1.

Now go over DIPHTHONGS. (p.13)
Read the first half of the page and put the words from the middle of page 13 on the board one at a time. Use the dash between syllables. Notice how every time there are 2 vowels side-by-side, the second one is an i or a u.

BRIDGE LETTERS (p. 13, 14)
Read the last paragraph of page 13 to students.
Say the word "kiyari" at normal speed. Ask what vowel sounds the students hear side-by-side. Say it a few times until the students say the correct sounds (i, a). Since the second sound is NOT an i or a u, a bridge letter must be written. Write "kiyari" on the board. Go through the rest of the words at the top of page 14 in the same way. Before writing it on the board, ask which bridge letter should be added.

Now, have students turn to page 14 and read each word at the top of the page. Then have them close their books.

Tell students there are some exceptions to this rule.

VOWEL LENGTHENING (p.14, 15)
Write the word "ekare" on the board. Ask what it means. Ask how to SAY "his news." Write "itekareei" on the board. Remind the students that there is a rule that no 3 vowels can be side-by-side in Akawaio. However, there are a few exceptions to this rule: 1.) to show possession, 3 vowels will go side-by-side. In English, the 's is used to show when something belongs to someone (possession) - John's ball, the teacher's chalk, etc. Sometimes in Akawaio, when something "belongs" to someone, 3 things happen – 1.) a pronoun is put on to the front of the word, (underline the i in "itekareei"), 2.) the last vowel of the root word is lengthened (underline the second e), and 3.) the vowel i is
added to the end (underline the i.) Write the word "sapato" on the board. Ask the students how to say "my shoes." Write "usapatooi" on the board. Underline all parts of possession as in itekareei. Do "kareta" in the same way. For "apuru," ask the students to apply the rule and tell you how to spell "your things." Many will say "aapuruui." Talk about how the vowel combination at the beginning is not acceptable in Akawaio and therefore a bridge letter must be written. Ask which letter should go between the a's. Put a y between them. Tell them they don't need to change the way they SAY the word, but the bridge letter must appear when they SPELL the word. Ask them how to say "my things." They should say "uyapuruui" and then they will hear the bridge letter.

Open books to page 14 and read the middle BUT NOT the last paragraph of page 14.

Tell students that there is another time when a vowel is lengthened and therefore is an exception to the diphthong rule. Read the bottom of page 14 and the top of page 15 to the students.
Write "iyepə'pə" on the board. Beside it, write "iyee'pə." Ask the students which syllable dropped out. Show that the "e" was lengthened. Write "ikupə'pə" on the board. Ask the students to tell you how the word can be shortened. Write what they say (ikuu'pə). Write the other 2 words on the board and ask the students to tell you the shortened form.
WRITING PRACTICE  Write the words from the bottom of page 15 on the board. Read them with the students first then ask the students to copy them in their books 3 times each – CAREFULLY.

While students write, you write their names in your student register.

Now ask a student to read the sentences on page 16. Read them syllable-by-syllable slowly, then more quickly. Tell students to copy the sentences 3 times each. Remind them to use ALL punctuation.

READING PRACTICE  
Tell the students that when they finish, they should begin reading the short stories on page 17 alone quietly. After a time, read the stories together as a class.

APAI PE TUNA ESI YAU  
Tuna u'ma púra iyesi.  
Kanau e'ma púra iyesi.  
Moro' amu' esi eke pe.  
To' tumu ína uya eke pe.  
To' puru ína uya.  
Pareru ya' tuna nepu uya inke ri.  
A'ne' pe pata esi, weí pe iyesi yau.  
Komi' pe pata esi ewarupi nau.

TUMON WEYU  
Aya ke ekoruka' tautisen umwai pokon pe ína uti kawiniku'i'.
Moro' amʉ' ri arì ina uya, moro' amʉ' ewonto' iya' pe.
Eke pe ri tewonsan pe moro' amʉ' esi seri rupì ya' - wara' amʉ' ri, uri amʉ' ri, korʉwa' amʉ' ri, aruwai amʉ' ri, ewai' koniya amʉ' ri niri.

***Remind students that there will be a quiz at the beginning of the next class. Tell them to be ready to spell any of the words from Lesson 1.

End of Lesson 1. Here is what your chalkboard should look like:

Lesson 2 s, 's
Welcome students.
Tell new students that they missed the review last class and will have to pay very close attention today.

Ask the students to spell the following words on page 18 of their Primer. Remind them to use the rules they reviewed and learned
during last class. Tell them to ONLY use the Akawaio Alphabet.

1. parapi  9. iuti
2. arewera 10. pumui
3. imiri 11. wapiya
4. pirimo' 12. Akawayo
5. ewai' 13. ikaretaai
6. peitura 14. ayapurui
7. wayamori 15. ontuman
8. kaiwara'

Before you correct the quiz, remind the student to make sure he/she ended words and syllables one of the 3 correct ways. Ask one student at a time to come to the board and write. Say the first word. Ask the student to spell it. Have the students mark their papers. At the end, ask them to write the words they got wrong 3 times each.

Choose 4 students to read yesterday's Reading Practice stories to the class—one story each.

Turn to p. 19. Read the first paragraph to students. Remind students that you reviewed this yesterday.

s,'s
Write the letter s at the top of the board. Also write 's.
Tell students that today they will learn about the letter s. They will also learn another function of the apostrophe. This is a hard
lesson. Keep encouraging students. They'll finally understand, but it will take time and practice.

Today you will learn the different SOUNDS for the LETTER s.

Read page 19, paragraphs 2, 3 and 4. Under the s and 's, write s, z, j, ch, sh, zh. Explain that all these SOUNDS in Akawaio are written with the LETTER s. This makes spelling much easier, but reading is a little more difficult.

Write the word RULES on the board. Turn to page 20 and read Rule 1a. Write the example words on the board. Then ask students if they can think of other examples. (If you hear a "z" sound, it's correct.) Reread the rule together. Have students copy the words from Rule 1a. in the spaces provided on the top of page 20.

Read Rule 1b. and write the example words. Ask for other examples. (If you hear the "j" or "zh" or "sh" sound, it's correct.) Write the sentence "Kasiri ensiki." Let students try to read it. Reread Rule 1b. Ask students to copy the example words on the lines provided on the bottom of page 20.

Read Rule 2a. and write example words on the board. Ask for other examples. (If you hear an English "s" sound, it's correct.) Reread Rule 2a. Have students copy the example words on the lines at the top of page 21.

Read Rule 2b. and write examples on the
board. Ask for other examples. (If you hear a "ch" sound, it's correct.) Write the sentence "Si'si' amu' esi moro upiyau." Let students try to read it. Reread Rule 2b. Have the students copy the words on the lines in the middle of page 21. Ask students to close their books.

Here's what your chalkboard should look like:

Erase the board. Write "san." Below it write, "usan." Beside "usan", write "my mother." On the next line, write "asan" and "your mother." Below "asan", write "isan" and "his/her mother." Below "isan," write "to' san" and "their mother."

Open books to page 22. Read the 1st paragraph of page 22. After you apply the rules, go on and read the rest of the page.

Read the 2nd paragraph. Remind students NEVER to write ' at the BEGINNING of a word. Ask them, "How do you spell "Jesus?" (Sises) "sugar cane?" (sikaru) "shingle?" (sinkiri) Encourage students to not give up!
Read page 22, third paragraph. Write the sentences from page 23 on the board. Read them syllable-by-syllable, then quickly. Have students copy each sentence 3 times—carefully on page 23. Go around to the students and see if they are using ALL punctuation.

While students write, take roll. Remind students about the quiz at the beginning of the next class.

When they finish, they should quietly read the 3 stories on pages 24 and 25. After a time, read the stories with the class.

POSIN PE PE' NAI?
Posin pe kuru ri te'sen kuri ri osi.
Posin pe kuru ri te'sen kuri ri kuwasi ta kanan to' uya.
Usari niri posin ni mari.
To' onpasar uya puri nin si man.
To' eposar uya yau, to' onpar uya pe iyesi mi.

MOI POKON USENUPA TİWİRI Rİ
Moi pokon usenupa tiwiri ri.
To' esi imenuka pi' sikuru tau.
Turon kon maimu pi' to' usenupa sikuru tau.
To' enupa to' kəipənə uya mana pi'.
To' kəipənə uya to' muranpa.
To' enupa iya ontuman pe.
To' panama iya Papa namato' pi'.
To' enupa to' san uya eki kune pi'.
Tanporon ni Akawayo eseru pi' to' usenupa inke ri.

MA' NON POKON USENUPA TIWIRI RI
Ma'non pokon usenupa tiwiri ri.
To' esi imenuka pi' sikuru tau.
Teron kon maimu pi' to' usenupa sikuru tau.
To' enupa to' san uya eki kune pi'.
To' san uya to' enupa eki ekiino pi'.
To' panama iya Papa namato' pi'.
Punwei kapu eseru pi' to' enupa iya.
Weine' kapu eseru pi' to' enupa iya.
Maina pimi eseru pi' to' enupa iya.
To' kuipone uya to' enupa mana kapu eseru pi'.
Tanporon ni Akawayo eseru pi' to' usenupa inke ri.

End of Lesson 2. Here's what your chalkboard should look like.
Lesson 3  'p, 't, 'k
Welcome students.
Have students spell 15 words from Lesson 2 for the quiz. Students should correct their papers in the same way as last class. They should write each word they spell wrong 3 times each.

Choose 6 students to read yesterday's Reading Practice stories to the class—one story each.

'p, 't, 'k

Write p and 'p on the top of the chalkboard. Tell students that last class you learned about 's. Today you will learn about 'p, 't, and 'k. The apostrophe has a similar use with these letters as it does with the s. Tell them that yesterday's class was much harder than today's or any other. Encourage them to KEEP PRACTICING!

Tell students that the English "p" sound is written 'p in Akawaio. Read the top of page 27 and look at the 6 words in the middle of the page. Ask students to read them.

Write "apai" and "a'pai" on the board. Say them for the class. These words have different meanings, but are spelled very much alike. Look at how they are similar and how they are different. Ask the students to say
one then the other and try to get them to hear and feel the difference between them. Read the rest of page 27.

Write 'pu on the board. Tell the students that the PAST TENSE in Akawaio is spelled "'pu." In English, you usually add "ed" to the end of a verb to make the past tense. In Akawaio, you add 'pu.

Turn to page 28 and read the first paragraph. Look at the present tense/past tense verbs from page 28. Talk about the 2 tenses. They should understand. Then write the words from the bottom of page 28 on the board one at a time. Ask the students what the past tense would be and how to spell it. Write what they say. When you finish all, read the list all the way through. Read the bottom of page 28 and the top of page 29 to students. They need to hear and feel the difference between p and 'p.

*****Remind students that apostrophes can NEVER be written at the beginning of a word.

Ask a different student to read each Akawaio word on page 29. Have students copy them 5 times each. Tell them to check for apostrophes.

Let students do the exercise on page 30. Then, have students complete page 30 carefully. Go around the room and look over their shoulders to see if they are remembering
to use ALL punctuation.
Here's what your chalkboard should look like:

Teach 't in the same way using pages 32-35.
Here's what your chalkboard should look like:

Teach 'k in the same way using pages 36-39.
Here's what your chalkboard should look like:
While students finish writing sentences on pages 38, 39 - take roll.

Remind them of quiz before next class.

Lesson 4   ิ,ุ in the same word
Welcome students.

Give them a quiz of 15 words from Lesson 3. You should use 5 'p' words including "apai" and "a'pai", 5 't' words including "iyeta'ta" and 5 'k' words including "wakau" and wa'ka."

Choose 5 students to read the Reading Practice stories from Lessons 1 and 2 to the class.

Practice with ิ and ุ in the same word
Write a common and capital ิ and ุ at the top of the board. Underneath write "barred i" and "barred u." Go over the pronunciation for each.
Read page 41 paragraphs 1, 2 and 3. Discuss.
Say the "ิ" sound. Ask students which one it is – ิ or ุ. Do that a few times changing sounds. Then read the last paragraph on page 41. The students should write only one letter on each line as you say the SOUND. ***Tell the students the answer to each one as you go along—don't wait until the end.
Then read the top of page 42. This time you will say a WORD with only 1 vowel sound in it – either i and u. The student must write the vowel sound that he/she hears in the word – either i or u. The student DOES NOT have to spell the whole word. Say these words: pitini, imi'ni, tiwiri, kurukuru, kuru'ku, miri, wupu, turu'penu, ipi', wi'si', muku, wetu' The student should ONLY write 1 vowel for each number – not a word. When you finish, go over the answers with the class. Have students write the correct answers.

Now, read the bottom of page 42. You will say the SAME WORDS as above. This time students should try to spell the whole word. They can look at the section above to get the correct vowel. Tell them some of the words have 'p, 't, 'k, 's as well as other apostrophes, so to be careful to include them. Say the word quickly, then syllable-by-syllable two times, then quickly again. At the end, go over the answers. Have students spell them as you write them on the board. Be careful to include apostrophes!! Have them write each word they missed 3 times.

Now, let's look at words with BOTH i and u in them. Read the top of page 43 and look at the Akawaio words. Ask a different student to read each word.
Have students copy them 5 times each.
Take roll.

Read the bottom of page 43 and WRITE the Akawaio words on the top of page 44 on the board. What's the difference?
Hopefully the students can hear a difference.

Read the middle of page 44 and look at the words. They have i, u AND other vowels.
Choose a different student to read each word.

Read the last 3 paragraphs.
Talk about the importance of learning the difference between these two vowels.

Remind students of the quiz at the beginning of the next class. Tell them to spend extra time studying since the words are hard to spell.

End of Lesson 4. Here's what your chalkboard should look like:
Lesson 5  \textit{ir, ri}

Welcome students. Ask them to spell 15 words from Lesson 4. Tell them to fold back their books, so they can’t see p.44.

\textit{ir, ri}

This lesson will focus on the effect that the letter \textit{i} has on the letter \textit{r}.

Write \textit{ir} and \textit{ri} at the top of the chalkboard. Underneath write a letter "L" with a big "X" over it. Read page 46 to the students, or explain to them what it says. Tell them NEVER to write an "\textit{i}" when writing Akawaio. There is no "\textit{i}" in the Akawaio alphabet. Whenever they think they want to write an "\textit{i}," they should write \textit{r}. The reason they HEAR an "\textit{i}" is because there is an "\textit{i}" next to a "flap r" sound – in fast speech, that combination comes out like an "\textit{i}" sound.

Read the first and second paragraphs on page 47.

Write "\textit{urui}" "my older brother" and "\textit{irui}" "your older brother" and "\textit{irui}" "his older brother" on the board. Have the students read the words and notice how they hear more of an "\textit{i}" sound when saying the last word. (It has an "\textit{i}" at the beginning.)

Write "\textit{urepa iya}" "he gives me," "\textit{irepa iya}" "he gives you" and "\textit{irepa iya}" "he/she gives
him/her" on the board. Have students say each one. Notice how the sound of the letter r changes when it is beside an i.
Write the word "mairi" on the board. Have students read it. Then ask them the word for the Akawaio greeting that sounds like it (miyari). Ask the students how to spell it. They will probably spell it "m-i-a-r-i." Write whatever they say on the board. Then talk about it. If they say "miari," ask them the difference between the first word (mairi) and the second word (miari). The difference is that the vowel combinations are reversed -ai and -ia. Ask them to say the two words — they should hear more of an "I" sound when they say the first word, "mairi," BECAUSE the vowel i changes the sound of the r.

Write the words from the middle of page 48 on the board. They are all words that have an i next to the r. Ask the students to read them one at a time. Make sure they hear the I sound. Now, read the last paragraph on page 48. When you have finished, let the students copy the words in their exercise books 3 times each. You take roll.

Here's what you chalkboard should look like:
Tell the students that the lessons in the book are finished, but there is one final exercise you want them to do. Tell them to try to write a simple message to someone in Akawaio. Help them – they will feel shy to do it. Encourage them. Tell them to tear a piece of paper from their exercise books, write a message to someone on it, fold it like a regular message and write the person’s name on the front. Then collect them. Tell them you will deliver them.

Finally, turn to page 52, Reading Practice. With the remaining time, look together at TAWON NAN KAMORO… (page 53). One-by-one let the students read to the class. Let each student read one. You may read more if you like. Enjoy.

If there is time and interest, you could have a Spelling Bee.

The class is finished. Read page 49 with students. Congratulate them on completing the course. Again, remind them that they must continue to practice. Tell them they may repeat the class for more practice, especially if they did not earn a certificate this time. Also tell them that Br. Ray and Sr. Dee have plenty of things to read. Tell them they are always welcome by us to practice their reading skills. Tell them that we are working to make Akawaio books and that they must read any time they get a chance. THANK YOU!
LEVEL 2 READING PRACTICE

E'PA'PI TUMU'PU INA UYA
E'pa'pi tense'na ina uti'pu tanporon kon pe ri.
Aya mo'kai' ina uti'pu wapiya, siya ri, Waitu
Yen tentakai' karinta pona.

SI'SI' AMU'
Si'si' amu' weyu kanan e'sepoka'sa' ka'pon
amu' anton kon to' mainare yau'ne, to' pütarii
po'ne, to' e'kwe' tau'ne, to' so'sii tau'ne ri.
Tu'tui' pūra ri mi awiri'i'ne ri.
Miripan kon ne'kwì aipopìte pi' to' e'to' oton
tiri'soro' pon ke.
I'se e'nito' pe pūra ri to' esi.
I'se e'nito' ton pen ni kamoro ene amu'.

TAWON NAN KAMORO....

A'kwa' ara'ka tenpi'se, iye'ne'pi'sa' a'tai,
maipuri wini auya, tawon nan kamoro.

Kwasu' Tipu a'pi'pi'sa' auya a'tai, kwipiti'
e'wasu'ka ipona, tawon nan kamoro.

Tuna u'masa' a'tai, tuna
kusensitu'i, iye'wasu'pitu, tawon nan kamoro.

Sarani eperu a'pi'pi'sa' auya a'tai, peka'i' pe
i'mure i'pai esi, tawon nan kamoro.

Manai'manai' ke amanatu i'kaza' auya a'tai,
aiko ton pe amanatu esi, tawon nan kamoro.
Sirikare uturumʉ a'tai ko'maan pe, ka'pon uyepʉ ekama iya, tawon nan kamoro.

Sirikare uturumʉ a'tai ko'maan pe, tuna uyepʉ ekama iya, tawon nan kamoro.

Pika uya "pi'kwa," tasa' a'tai, ukamotan ekama iya, tawon nan kamoro.

Pika uya "si'isi', " tasa' a'tai, ukamotan pen ni ekama iya, tawon nan kamoro.

Moro' amʉ' pi'pi' pi' isennaka a'tai, kap'i'ki' pe iwesi, tawon nan kamoro.

Ka'pon amʉ' enna'popitu'pʉ pata'pʉ yau, pokoi pe pata esi, kuyapo' uturumʉ a'tai, tawon nan kamoro.

Eki ekiinii'ma kasiri ensisa' auya a'tai, iyeimaku e'ni'pamʉ, tawon nan kamoro.

 Ini pun esa' pe iuti koro'tau, auta'mo'kasa' a'tai, iyerin e'mo ika'sa' po'ti auya a'tai, tawon nan kamoro.

Aya tuensa' kau emase esi a'tai, i'ni'panukʉ iya, tawon nan kamoro.

Aya tuensa' ka' emennʉ'pʉ uye'sa' a'tai, iwe'nai'kwa auya, tawon nan kamoro.
Emase'pi pe esi'ma iyenta'nasa' a'tai, miri pe pura iyentusa' a'tai, apa' pi', nap'ai pi', kauyama pi', tanporon tepetasen pi', so'koro' pe iwesi, tawon nan kamoro.

Emase uya iwotori ansa' a'tai, muta'na pe pura iyena, tawon nan kamoro.

Tyemuranpa tepo, uri'san pi' iye'sa' yau imuran' ma'napa auya, tawon nan kamoro.

Mono' uya miri pe pura iyentusa' uya, pero otori'pi ansa' a'tai isenna'koro, tawon nan kamoro.

Toron ewomu ene auya iuti ta' a'tai, ka'kuran uype ekama iya, tawon nan kamoro.

Mono' taan'pi pe esi'ma tenki' miri pe pura moroi' ri ka'sa' auya a'tai, ino'pi entu pen inke pura, tawon nan kamoro.

Ikui upimumu ene a'tai e'ma'pi wanni wini ka'pon uma'ta ekama iya, tawon nan kamoro.

**MARERIYA**

Mareriya pi' e'ni namai' ipan pe ri te'mainanpai' e'nito' pe iyesi. Iye'saponti, pata ewarumambe rawiri, aupakasa' yau, iyekurumru ri moro ri iwonnnotau, wai enu usenpoika tane.

Pena iwa pari mareriya pi' iwesi yau, imunu
ensa' pe iyesi yau, iyepi' eposa' auya yau.
Inke pura iwa inonka iya.
Anumü auya yau miri ekana' to' uya awiri.
Miri pi', "Ewarupi nau kipinimui, ipi' pura ri,
ta pi' na'ne' epi' esanon.

Miri tupo, i'ri ton yau'ne ri tuna kuse'nin inke,
mapi ampu' epamu namai', miri si paran
esanon.
Ipuroro kana naima auya ekayu pe wana'
pura.

KASIRI ENSININ NAN PEN
Kasiri euku'tinin pe ka'pon no'pu e'pitu'pu
inke ri.
Miripan ensinin nan pe to' e'pitu'pu inke pura
ri miri wena' inke ri inankutato' pe iyesi.
Miripan kon nin si eta'ka'pu iya ri nawon miri.
Inensipai pura nin si to' ena'pu.
L'ye pura ri to' ena'pu.
Ikitun i'ye pura ri to' ena'pu.
I'ri pe ken to' kuu'pu iya nai?
To' ri mai'pa'pu iya.
Akawaio Language Preservation
and Bible Translation Society

Any questions? Please write us at
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