

# **Ilugi way Man-iyap**

**Starting to Read**

by  
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and  
Marjorie Cook**

**Artwork by  
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## FOREWORD

Some of the glory of the Philippines lies in the beautiful variety of people and languages within its coasts. It is to the great credit of the national leadership over the years that no attempt has been made to destroy this national heritage. The goal has been instead to preserve its integrity and dignity while building on this strong foundation a lasting super-structure of national language and culture.

The present book is one of many designed for this purpose. It recognizes the pedagogical importance of dividing literacy and second-language learning into two steps—literacy being the first. When a student has learned to read the language he understands best, the resulting satisfaction in his accomplishment gives the drive and confidence he needs to learn the national language. His ability to read, furthermore, is the indispensable tool for the study this program will require.

The Department of Education of the Philippines is proud to present this latest volume in a nationwide series designed to teach the national language through literacy in the vernaculars. It will strengthen both the parts of the nation and the whole.

Juan L. Manuel  
Secretary

## **FOREWORD**

One of the noble aims of Education is to equip every citizen to participate meaningfully in his society and to share in shaping the destiny of his country. Providing literacy instruction in each man's vernacular is a basic step in realizing this goal. To promote this purpose the Summer Institute of Linguistics works in agreement with and under the auspices of the Department of Education in the Preparation of instructional and supplementary reading materials for the various Cultural Minorities of our country.

The Bureau of Public Schools takes pleasure, therefore, in presenting this volume of literacy material which is part of its list of approved supplementary reading materials prepared for use by the Public School in the areas using the vernacular of these materials.

**LICERIA BRILLANTES SORIANO**  
Director of Public Schools

## PREFACE

This book, **Ilugi way Man-tyap**, is a beginning reader and workbook prepared to teach reading skills to the Balangao people of Mountain Province, The Republic of the Philippines. It is to be taught following the pre-reader, **Hen Laplapon hen Man-tyapan**, and before teaching **Etoloy way Man-tyap**.

The letters in the Balangao alphabet are: a, b, k, d, e, é, g, h, i, l, m, n, ng, o, p, s, t, u, w, y, and glottal stop written as ` and -. These letters closely represent their counterparts in the National Language. In this book, the letters a, e, o, p, l, t, n, k, and glottal are taught in the given sequence.

Each letter is introduced using phonics and practiced in controlled word drills and story texts. Writing is taught and used to reinforce the reading skills.

Students learn by doing; this reader-work-book is designed so that students can learn by doing. Directions for teaching this book are given in its accompanying teacher's guide. It is necessary to follow the directions given in the guide so that the students can do what is required to learn.

The stories in the book were written by Mrs. Rita Bulaso, Mrs. Gloria Baguingan, and Mr. Peter Benmaho. Kathleen Bosscher of the United States Peace Corps worked with authors to prepare the workbook.

This teacher's guide contains the teaching directions for Ilugi way Man-iyap. The directions include:

1. The reading skill classification
2. The teaching order and procedure:  
what the teacher does (T)  
what the students do (S)
3. The answers (expected outcome, objective)

### Content of the lesson

Each lesson introduces one letter using phonics and is practiced in controlled word drills, story texts, and writing drills. A typical lesson includes:

1. Phonics, Auditory-Visual Discrimination of the new sound/letter.

The name of the letter is not taught, because letter names often are not the same as their sound; the students are taught to associate a particular sound with a particular letter. The letters are not taught in alphabetical

order because the letters are introduced according to letter frequency so that the most frequently used letters in Balangao are the first to be taught.

## 2. Phonics, Blending

Auditory blending: The new sound is said with the vowels; Visual blending: the new letter is written and read with the vowels.

## 3. Built Word Drills

A built word is a word using only letters that have been previously taught. Therefore, in built word drills the students can figure out words independently.

## 4. Function Word Drills

A function word is a word that links the words of sentences together so that a sentence is natural and grammatical.

Although not all letters of function words have been taught previously, the students can usually recognize the word by its function or use in the sentence.

## 5. Capital Letter

The students learn the alternate symbol of the sound, the capital, and its use.

6. Context Drills

In a context drill the students use the sense of the sentence in figuring out unknown words.

7. Fluency Drills

No new letters or words are used in fluency drills so that the students can increase speed of recognition to a natural speaking rate. Reading is "talk written down."

8. Story and Comprehension

Stating or interpreting meaning shows the students that reading is not simply producing sounds, but that the sounds are, in fact, the sounds of his oral language.

9. Writing Built Words and Creative Writing

Writing reinforces the sound-symbol-order concepts of reading and opens the way to independent expression, "I can write whatever I can say."

Planning the Lesson

Questions and Answers

Students learn by doing. This reader-workbook provides a way that students can learn by doing.



1. What can a student do?
  - a. When he sees a particular group of letters, he says a particular sound. (Reading is a kind of saying.)
  - b. When he hears a particular sound, he writes a particular group of letters.
2. How does doing help learning? .

If he says or writes it right, he will do it in the same way the next time. If he says or writes it wrong, he will do it different the next time.
3. How does a student know when he is right?
  - a. He knows that he is right if he recognizes that the sound he said "makes sense" or that it is a word or his oral language.
  - b. He knows that he is right if the teacher tells or shows him that the letters he wrote are correct.
4. What does the teacher do?

Because students learn by doing, the teacher does not tell, but the teacher does give clear and thorough directions for each drill so that the students can do what is required.

### Steps in Planning the Lesson

1. Read the first teaching direction in the teacher's guide. T tells what the teacher is going to do and S tells what the student is going to do.
2. Look at a copy of the student's book; look at the answers in the teacher's guide.
3. Plan what you are going to say. What directions will you give to the students so that their books will look like your book? When you are teaching, always use the same word to name the same idea. Study the Guide to Balangao Teaching Words included below.
4. Plan what you will do if the students don't "catch on". Write a note in the margin of the guide.
5. Go on to the second teaching direction and prepare it in the same way. Go on until your whole lesson is prepared.

#### A Sample: Beginning to plan Lesson 1: p

1. T reads teaching direction 1:
  1. Phonics, Auditory-Visual

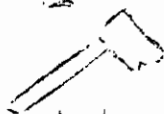
T says the pictured words.

S repeat the words and circle the beginning letter that is the same.

2. T looks at the student's book:



papa



potaw



petay

T looks at the teacher's guide:



papa



potaw



petay

3. T plans what he will say:

"Poing to the pictures in your book. Say these words after me, listen to the beginning sounds: papa...(S papa)

potaw...(S potaw)

petay...(S petay)

Now point to the words beside the pictures. Say the words after me again, look at the beginning letter of the words:

papa...(S papa)  
potaw...(S potaw)  
petay...(S petay)

Do the words sound the same at the beginning?

Do the words look the same at the beginning?

Yes, now circle the beginning letter that is the same.

4. T notes what he will do if the students don't "catch on"--Say other words that begin with p like:
- pala
  - petaka
  - pana
  - pitu
  - pele

Write them on the board so students can frame the beginning letter.

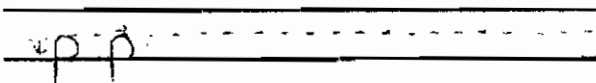
(Repeat with 2)

1. T reads teaching direction 2:

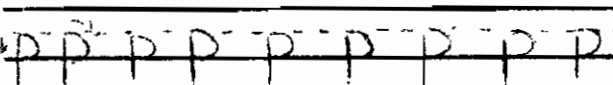
2. Writing

S trace the steps to make the letter;  
write the letter.

2. T looks at the student's book:



T looks at the teacher's guide:



3. T plans what he will say:  
"There are two steps to making the new letter;  
this is the way to make the letter that comes

at the beginning of papa, potaw, and petay. Watch (illustrates on the board). Now, you trace the letter in your books. Follow the direction of the arrow.

Finish the row of writing by writing the new letter."

4. T notes what he will do if the students don't "catch on" -- Students can practice writing the new letter at the board.

(Continue with 3 in the same way; continue until the whole lesson is prepared.)

Note: After the third time a particular drill is used in the book, the teacher's guide tells on the skill classification and the answers. You will be expected to use the same teaching procedure (what the T does; what the S do) as you used for similar drills in previous lessons.

## Guide to Balangao Teaching Words

letter	letél
syllable	"syllable"
word	éhay ale
sentence	"sentence"
text, story	istolya
picture	petdol
capital	inana, anàna
period	sinyal hen péppég
?	sinyal hen saludsud
writing line	laen way mansolatan
circle the answer	sélkelényu hen ansélna
underline the answer	laenényu hen ansélna
draw a line	ehoopyu hen ngadanna
point to	tuduwén
trace	unudun
frame	kaman hàomon
read by yourself	baséényu

## The Reading Program

A complete lesson included all the material needed to teach and drill a single letter. Each lesson will take approximately three days (one hour classes). Remember that the rate of teaching is adjusted to the rate of learning. Never proceed to new material if the old is not mastered. You should plan review lessons, supplementary drills and reading games if you feel that the students are not ready to go on. Always begin a new lesson by reading through a few pages of old material. Beginning lessons are crucial, so proceed slowly at first. Learning to read should not be frustrating to either the students or the teacher, so it is wise to be systematic and thorough.

This material is planned for every student to have a book. If this is not true in your class, reproduce the drills and stories on charts and use the blackboard and grade one paper for the writing exercises.

1. Writing

S read the keyword; circle the small and capital beginning letter; write the capital and small letters following the pattern.  
(repeat for each set)

2. Phonics, Auditory

T says syllables:

S say vowel:

po

o

ka

a

le

e

to

o

na

a

on

o

ap

a

el

e

ot

o

ek

e

3. Phonics, Contrasting Syllables

S read the syllables.

T says the first syllable of the word.

S circle and write it on the writing line to complete the word; read the word.  
(repeat with each set)

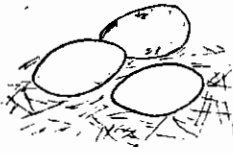
4. Phonics, Locating Syllables

S read the syllable and circle it in the word below; read the word.

5. Capital, Matching

S read the words; draw a line to match the small and capitalized words.





etlog

Etlog

Ee Ee Ee



aho

Aho

Aa Aa Aa



onga

Onga

Oo Oo Oo

1

a e o

aho

2

e a o

onga

3

o e a

etlog

a  
aho

e  
etlog

o  
onga

aho

Onga

onga

Etlog

etlog

Aho

a e o



aho



guse

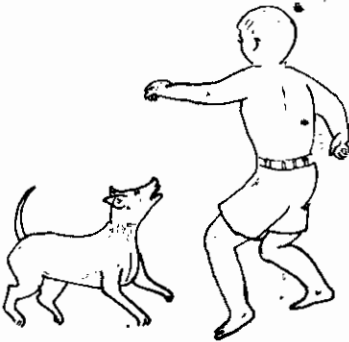


onga

Yato hen etlog.

Yato hen onga.

Yato hen etlog onga.



Yato hen aho.

Yato hen onga.

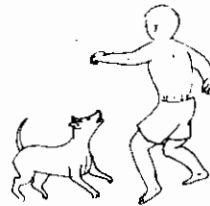
Yato hen ahon onga.

**Piliyén hen usto.**



hen onga

hen etlog



Yato hen etlog onga.

Yato hen ahon onga.

1. Phonics, Final Sounds

T says the pictured words.

S repeat; pick the letter from the box and write it in the blank.

2. Story

S read the story individually. For each sentence of the story:

T reads the sentence.

S read after the teacher.

S read the story individually again.  
(repeat with second story)

3. Comprehension

T gives the underlined directions.

S read and follow the directions.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the beginning letter that is the same.

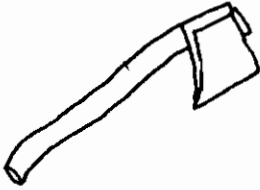
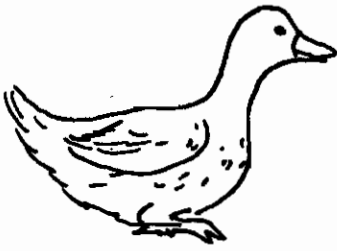
2. Writing  
S trace the steps to make the letter; write the letter.

3. Phonics, Auditory Blending  
T says vowels: S say the vowel with the new sound:

a	pa
o	po
e	pe
o	op
a	ap
e	ep
a	pap
e	pep
o	pop

\*Note: If the Students are not able to blend, T should say both the vowel & the syllable & the S repeat.

4. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
5. Phonics, locating syllables  
S draw a line from the syllables to the key-words using the syllable.
6. Writing  
S write the letter following the pattern.
7. Built words, contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word; read the word. (repeat with each set)
8. Built words, Locating Syllables  
S read the syllable and circle in the word below; read the word; write it on writing line.



papa

p p p p p

potaw

pa pa pa

petay

p o po

p e pe

p p p p p p p p p p p p p

1

a	e	o
pa	pe	po

poe

2

a	e	o
pa	pe	po

a po

pa  
papa

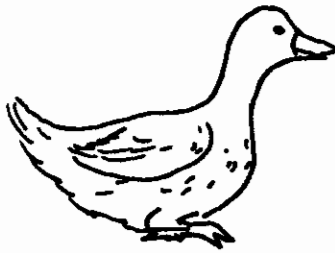
papa

pe  
Pepe

Pepe

po  
poe

poe



papa  
pa

Alyén          ? hen papa.

Ilan    Yato hen papa.  
Wada hen papa.

Wada  
Yato

---

Alyén    Yato hen papa       ? Apo.

Ilan    Yato hen papa.    papa  
Yato hen papan Apo.    papan Apo

---

Alyén    Wada hen aho       ? Apo.

Ilan    Wada hen papan Apo.    papan Apo  
Wada hen ahon Apo.    ahon Apo

1. Keyword  
S says the pictured keyword; read the word and the syllable; underline the syllable in the word.

.

2. Function words, Contextual analysis

- a. Say  
S read the sentence frame and say words that fit in the word blank.
- b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
- c. Circle  
T says the word or phrase.  
S circle the word.

(Repeat with each set)

1. Built words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables that make the word.
  
2. Fluency-addition  
S read lines one and two; underline what's added.  
S read lines two and three; underline what's added.  
S read the complete set from top to bottom.  
(repeat with each set)
  
3. Phonics, final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



o ————— pa	pa ————— pe
a ————— po	Pe ————— pa

hen papa

Wada hen papa.

Wada hen papan Apo.

hen aho

Yato hen aho.

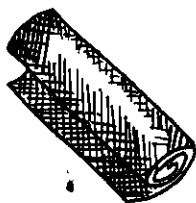
Yato hen ahon onga.

hen etlog

Yato hen etlog.

Yato hen etlog papa.

a p



anna p



kos a

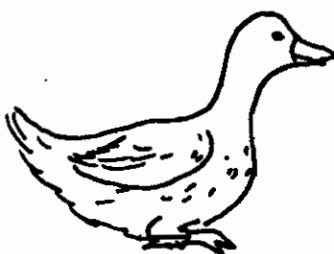


tas a

papa

Wada hen papa.

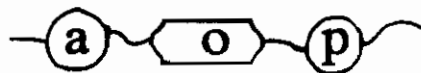
Wada hen papan onga.



**Piliyén hen usto.**

1. Wada hen  $\begin{cases} \text{poa.} \\ \text{papa.} \end{cases}$

2. Wada hen papan  $\begin{cases} \text{onga.} \\ \text{opa.} \end{cases}$



apo

poe

opa

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.

(repeat with each set)

1. Built words, Tracking Syllables  
S read the word and circle the syllables of the word. (repeat for each word)
  
2. Fluency-Addition  
S read lines one and two; underline what's added; read lines two and three; underline what's added; read lines three and four; underline what's added; read the complete set from top to bottom.
  
3. Fluency-Word Slots  
S read lines one and two; underline what's different; read the set again. (repeat the next set)
  
4. Phonics, Final Sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



Polen

P P P P P



Pate

Pp Pp Pp P



Pengaw

P o P a P e

Pp

Ee

Oo

e

Ee Ee

Pp

Pp Pp

Oo

Oo Oo

Papa ——— papa

Pepe ——— apo

Apo ——— pepe

Yato hen papan onga.

Wada hen papan onga.

Yato hen ahon Apo.

Yato hen ahon Pepe.

Yato hen papan Apo.

Yato hen ahon Apo.

- 
- Wada ——— 1. Yato hen papan onga.  
 ahon ——— 2. Wada hen etlog.  
 papan ——— 3. Yato hen ahon Pepe.

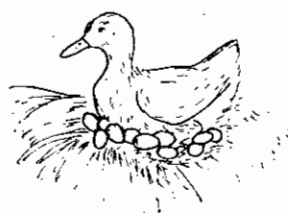
Apo

Pepe

Yato hen papan Apo.  
Wada hen etlog papa.

Yato hen ahon Apo.  
Wada hen ahon Pepe.

**Piliyén hen usto.**



papan Apo papan Pepe Wada hen etlog.  
ahon Apo ahon Pepe Wada hen onga.

Yato -- hen pa pa a n -- Pepe

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words, page 6.  
  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.
5. Writing Built Words: Sentence Dictation  
T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentences.

HOMEWORK: Writing Built Words

S write the words from the box five times each.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the middle letter that is the same.
2. Writing  
S trace the steps to make the letter; write the letter.
3. Phonics, Auditory Blending\*  
T says vowels: S say the vowel with the new sound:

a	la
o	lo
e	le
a	al
o	ol
e	el
a	lal
o	lol
e	lel

\*Note: If the S are not able to blend, S should say both the vowel & the syllable & the S repeat.

4. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
5. Phonics, locating syllables  
S draw a line from the syllables to the key-words using the syllable.
6. Writing  
S write the letter following the pattern.
7. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word; read the word.  
 (repeat with each set)
8. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
 (repeat with each set)



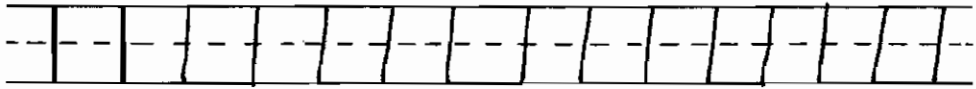
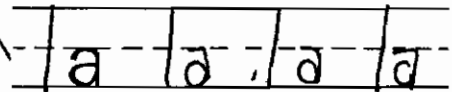
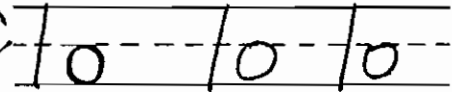
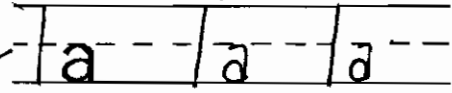
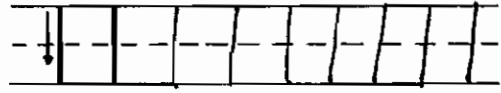
# 3



tolo

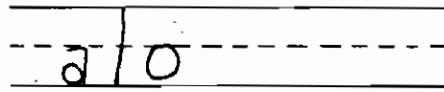
pala

alo



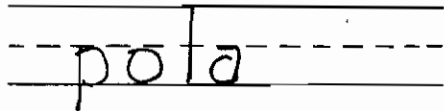
1

(a)	o
la	(lo)



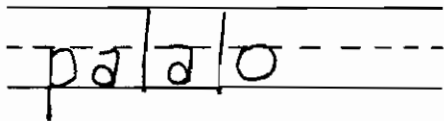
2

(po)	pa
lo	(la)



3

a	o
(pa)	po
(la)	(lo)



la

lo

pala

alo

palalo

palalo



alang  
lang  
la

**Alyén** Yato ? Pepe.  
Yato ? Apo.

**Ilan** Yato hen papa.  
Yato ah Pepe.  
Yato ah Apo.

hen  
ah

---

**Alyén** ? pala ah Pepe.  
? poe hen papa.

**Ilan** Dan pala ah Pepe. Dan pala  
Dan poe hen papa. palan

---

**Alyén** Wada hen pala ? alang.

**Ilan** Wada hen alang. hen alang  
Wada hen pala ah alang. ah alang

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.

(repeat with each set)

1. Built words, Tracking Syllables  
S read the word and circle the syllables of the word. (repeat for each word)
  
2. Fluency-Addition  
S read lines one and two; underline what's added; read lines two and three; underline what's added; read lines three and four; underline what's added; read the complete set from top to bottom.
  
3. Fluency-Word Slots  
S read lines one and two; underline what's different; read the set again.  
(repeat the next set)
  
4. Phonics, Final Sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.

pola	pe	po	e	la
alo	e	a	lo	pa
pala	pa	a	la	e

Dan poe.

Dan poe hen etlog.

Dan poe hen etlog hen papa.

Dan poe hen etlog hen papan Pepe.

Wada hen palan Apo ah alang.

Wada hen papan Apo ah alang.

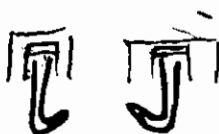
Palalo hen pola.

Wada hen pola.

l	p
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tonga |



teo |

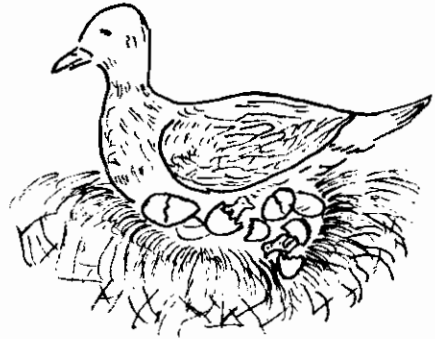


topto |

poe

polo

Dan poe hen papan Apo.  
Hen polo hen etlog papa.  
Wada ah alang.



**Piliyén hen usto.**

1. Hen polo hen etlog  $\begin{cases} \text{aho.} \\ \underline{\text{papa.}} \end{cases}$

2. Wada ah  $\begin{cases} \underline{\text{alang.}} \\ \text{alo.} \end{cases}$

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words, pages 6,8.  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the underlined directions.  
S read and follow the directions.

Homework: Writing Built Words  
S write the words from the box five times each.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words, pages 6,8, 12.  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.
5. Writing Built Words: Word Ladder  
S read the given word; say the pictured word and write it for each step.

HOMEWORK: Writing Built Words

S write the words from the box five times each.



pala  
pola

Yato hen alang Apo.  
Wada hen palan Apo ah alang.  
Dan pala ah Pepe ah pola.



Laenén hen ka-ammayan way  
halenonotna.

Palalo hen etlog.  
Palalo hen pola.



p	a	p	a
p	a	p	a
p	a	p	a

# Lesson 4

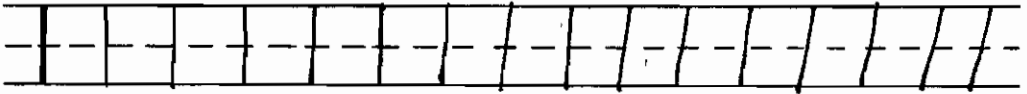
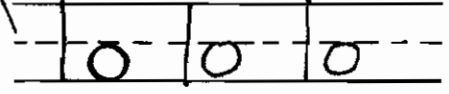
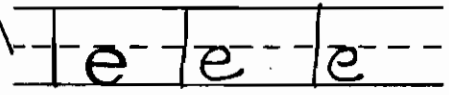
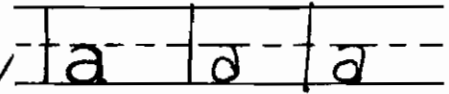
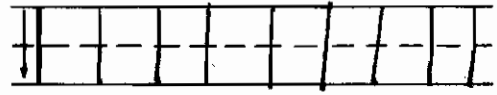
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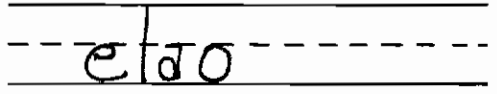
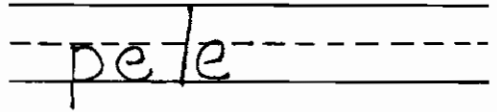
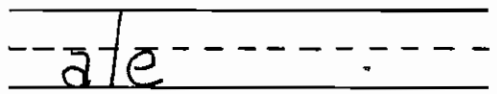
lema

lokos

lata



1	(a)	o	e
	la	lo	(le)
2	pa	po	(pe)
	la	lo	(le)
3	a	(o)	(e)
	(la)	lo	le



la

(l)apa

(l)ae

(l)apo

lo

(l)opa

(l)ope

e(lop)e

le

pe(lep)e

po(lep)e

epa(lep)e

1. Phonics, Auditory-Visual

T says the pictured words.

S repeat the words and circle the beginning letter that is the same.

2. Writing

S trace the steps to make the letter; write the letter.

3. Phonics, Auditory Blending\*

T says vowels: S say the vowel with the new sound:

a	la
o	lo
e	le
<hr/>	
a	al
o	ol
e	el
<hr/>	
a	lal
e	lel
o	lol

\*Note: If the S are not able to blend, T should say both the vowel & the syllable & the S repeat.

4. Phonics, Visual Blending

S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.

5. Phonics, locating syllables

S draw a line from the syllables to the key-words using the syllable.

6. Writing

S write the letter following the pattern.

7. Built words, Contrasting Syllables

S read the syllables across and down.

T says the first syllable of the word.

S circle and write it on the writing line.

T says the second syllable of the word.

S circle and write it to complete the word; read the word. (repeat with each set)

8. Built words, Locating Syllables

S read the syllable and circle in the words below; read the words. (repeat with each set)

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
  
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.(repeat with each set)
  
3. Built Words, Sound Variation of l  
S draw lines from the words to the keyword that has the same l sound; read the words.



lalae

la

## Alyén

Wada hen onga ? lalae.

Wada hen onga ? dan pele.

## Ilan

way dan pala

Wada hen onga way lalae.

way lalae

Wada hen onga way dan pele.

way dan pele

## Alyén

Dan pele ah lae ? aho.

Dan pele ah lae ? papa.

## Ilan

ah aho

Dan pele ah lae way aho.

hen aho

Dan pele ah lae way papa.

way aho



lata  
la

lalae

ale

pola

lapa

polo

pole

alo



pala  
la



lala  
la

la

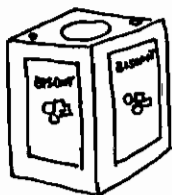
lae  
pola  
palalo

le

epale  
pele  
epele

lo

elope  
polo  
palalo



lata

la

lapa  
palalo

le

pole  
ale

lo

polo  
lope



pala

pola  
lae

epale  
pele

elope  
alo

Yato hen latan Apo.  
Yato hen papan Apo.  
Yato hen ahon Apo.

Dan ale hen onga.  
Dan ale hen papa.  
Dan ale hen aho.

1. Keyword  
S say the pictured keyword; read the word and syllable; underline the syllable in the word.
2. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)
3. Built words, Sound Variations of l  
S read the syllables across and read the keywords down. In row one, S circle words where the l sound is the same as lata. In row two, S circle words where the l sound is the same as pala.
4. Fluency-Word Slots  
S read lines one and two; underline what's different. S read lines two and three; underline what's different.  
S read the complete set from top to bottom.  
(repeat with each set)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words, pages 6,8, 12,13.  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.

HOMEWORK: Writing Built Words

S write the words from the box five times each.



lalae

lae

pele

Yato hen onga way lalae.

Dan pele ah, lae way aho.

Elaon hen onga hen papa ah aho.

**Piliyén hen usto.**



lae way aho  
onga way lalae



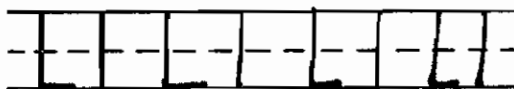
dan pele  
dan pala



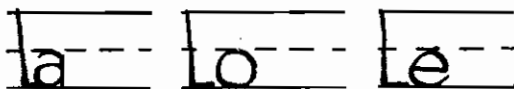
Lopena



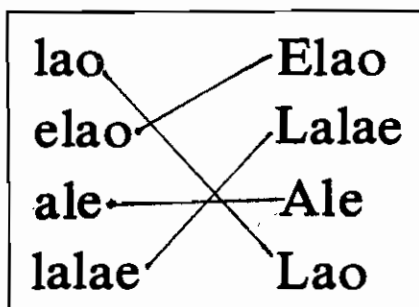
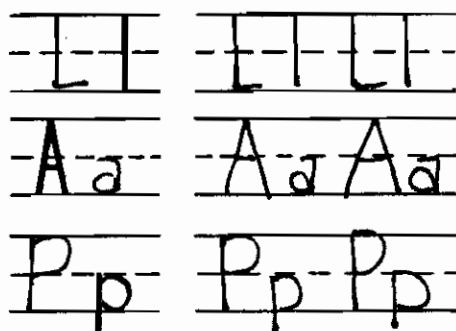
Leno



Lagan



Ll Pp Aa



Ah Apo

Ah Apo dan elao.

Ah Apo dan elao ah pala.

Ah Apon Pepe dan elao ah pala.

Ah Apon Pepe way lalae dan elao ah pala.

Dan ale.

Dan ale hen onga.

Dan ale hen onga way lalae.

alang

Dan

ah

Wada ah Apo.

Wada hen papa ah alang.

Dan poe hen papa.

1. Capital, Auditory-Visual  
T says the names.  
S repeat the names and circle the capital letter.
2. Writing  
S trace the steps to make the capital;  
write the capital.  
S write the capital and small letters  
following the pattern.  
S write the capital to complete the syllables.
3. Capital, Sets  
S write the capital or small letter needed to  
complete the set. Write the set.
4. Capital, Matching  
S read the words; draw a line to match the  
small and capitalized words.
5. Fluency, Addition  
S read lines one and two; underline what's  
added. S read lines two and three; under-  
line what's added; (continue in the same  
way)  
S read the complete set.  
(repeat with next set)
6. Function Word, Matching  
S read the words and sentence; draw a line  
from the word to the sentence; underline the  
word in the sentence.

1. Built words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words, pages 6,8 12,13,17.  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.

HOMEWORK: Writing Built Words

S write the words from the box five times each.

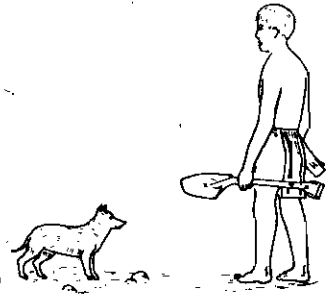
elao

pala

Ah Apon Pepe way lalae,  
dan elao ah pala.

Wada ah alang hen pala.

Elaon Apo hen pala ah aho.



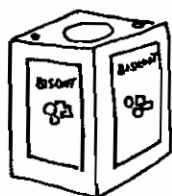
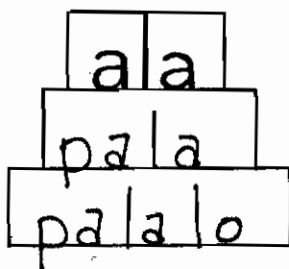
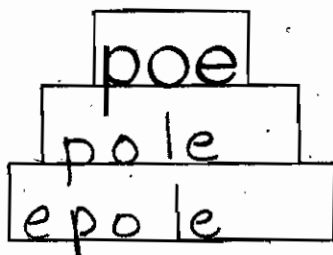
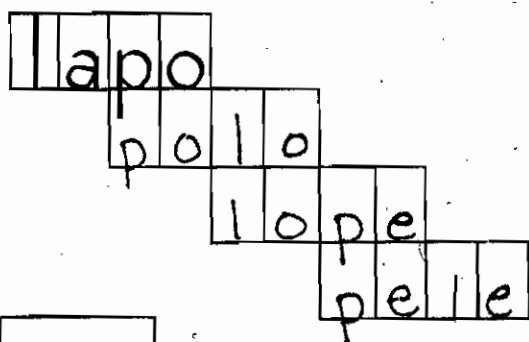
**Ehoop hen mehoopana.**

Ah Apon Pepe ~~hen pala.~~

Wada ah alang ~~dan elao ah pala.~~

Elaon Apo hen pala — ah aho.

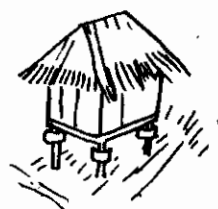
polo  
pele  
lapo  
lope



pala

lata

lalae



onga

etlog

alang

Dan poe --- hen papa ---

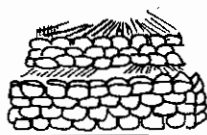
Dan pala --- hen lalae ---

1. Writing Built Words: Syllable Steps  
S read the given words.  
T says the word and sentence example for each step.  
S write the word in the letter squares.
  
2. Writing Built Words: Word Pyramid  
S read the given word.  
T says the word and sentence example for each row.  
S write the word.  
(repeat with next pyramid)
  
3. Keyword-Picture Match  
S read the words; circle the pictured word.
  
4. Writing Built Words: Sentence Dictation  
T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentences.

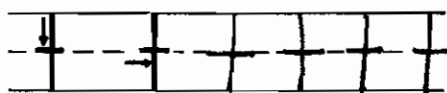
1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the beginning letter that is the same.
  2. Writing  
S trace the steps to make the letter;  
 write the letter.
  3. Phonics, Auditory Blending\*  
T says vowels: S say the vowel with the new sound:
 

a	ta
o	to
e	te
<hr/>	
o	ot
a	at
e	et
<hr/>	
a	tat
e	tet
o	tot
- \*Note: If the Students are not able to blend, T should say both the vowel & the syllable & the S repeat.
4. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
  5. Phonics, locating syllables  
S draw a line from the syllables to the keywords using the syllable.
  6. Writing  
S write the letter following the pattern.
  7. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word; read the word.  
 (repeat with each set)
  8. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the word.  
 (repeat with each set.)

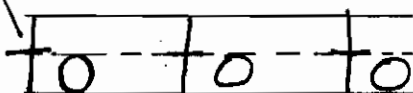
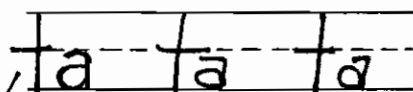




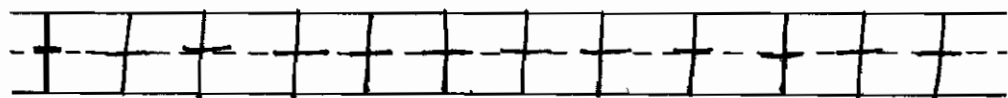
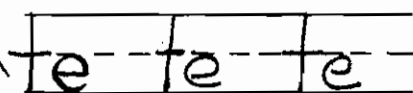
topeng



telag

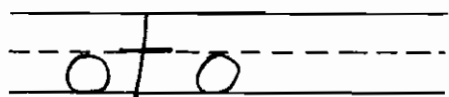


talak



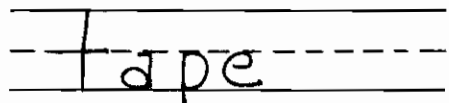
1

a	e	o
ta	te	to



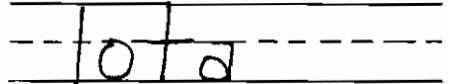
2

pa	pe	po
ta	te	to



3

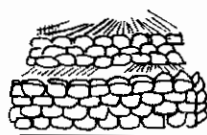
la	le	lo
ta	te	to



ta  
Peta  
etape  
tape

te  
tepa  
late  
tete

to  
tolo  
paleto  
poto



topeng  
to

tepo	(te)	o	le	(po)	ko
palato	a	(pa)	(la)	lo	(to)
talata	(ta)	a	te	(la)	(ta)

po	ta
la	to
lo	te

talata	oto
(palata)	(poto)
(etape)	(tepa)
etalo	tepo

Dan tepa.

Dan tepa ah Penele.

Dan tepa ah Penele ah topeng.

Wada hen alo.

Wada hen alo way tolo.

Wada hen alo way tolo ah alang.

t l



mote†

bàla†

aba

anga

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word. (repeat for each word)
3. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
4. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
5. Fluency-Addition  
S read each line and underline what's added; read the complete set.  
(repeat with the next set)
6. Phonics, Final Sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words: pages 6, 8, 12, 13, 17, 19.  
  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.  
(repeat with each story)
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.

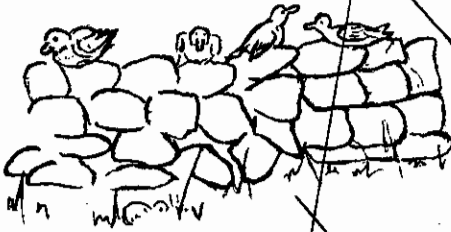
HOMEWORK: Writing and Using Built Words  
S write the words from the box several times.

Peta  
lata  
tepa

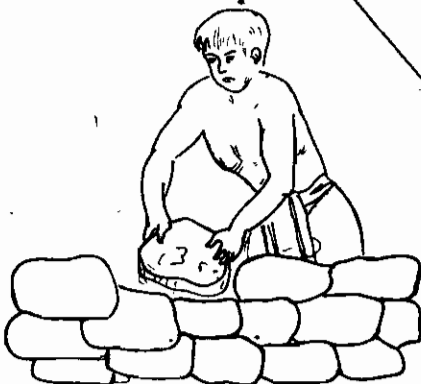
**Ehoop hen mehoopana.**



Ah Apo, dan topeng.  
Dan topeng hen apon Peta.  
Dan topeng ah alang Peta.



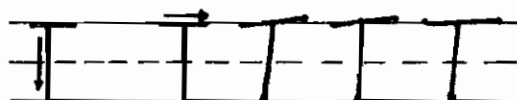
Yato hen lata way  
elaon Pepe.  
Elaon Pepe hen lata  
ta wada hen paleten Apo.



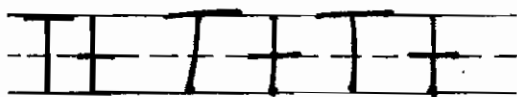
Wada hen tolo  
way papa hen topeng  
way dan tepa.



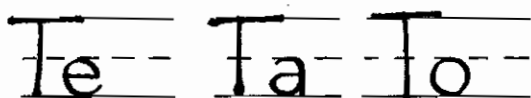
Tena



Tani



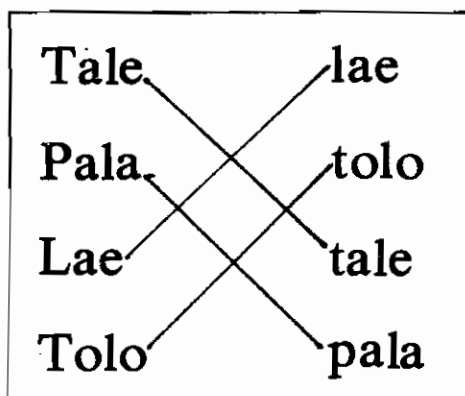
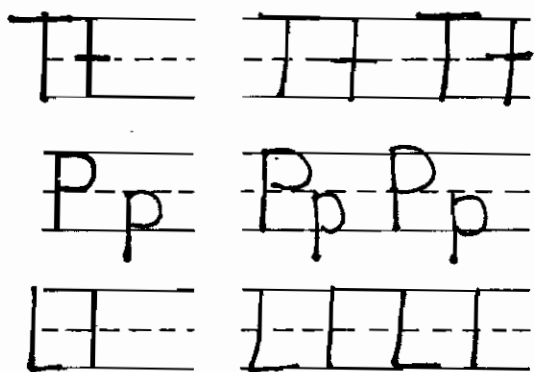
Towal



Pp

Ll

Tt



Dan tepa hen onga hen topeng.

Dan tepa hen papa hen topeng.

Dan tepa hen aho hen topeng.

Dan tepa hen onga.

Dan pala hen onga.

Dan pala hen lala.

- 
- way 1. Wada hen etlog papa ah alang.  
 dan 2. Yato hen elaon Apo way aho.  
 alang 3. Wada ah Pepe way dan pala.

1. Capital, Auditory-Visual  
T says the names.  
S repeat the names and circle the capital letter.
2. Writing  
S trace the steps to make the capital; write the capital.  
S write the capital and small letters following the pattern.  
S write the capital to complete the syllables.
3. Capital, Sets  
S write the capital or small letter needed to complete the set. Write the set.
4. Capital, Matching  
S read the words; draw a line to match the small and capitalized words.
5. Fluency, Word Slots  
S read lines one and two; underline what's different; S read lines two and three; underline what's different; S read the complete set.  
(repeat with next set)
6. Function Word, Matching  
S read the words and sentence; draw a line from the word to the sentence; underline the word in the sentence.

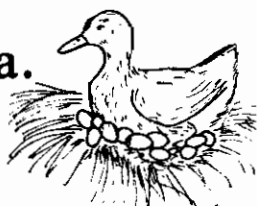
1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words: pages 6,8, 13, 19, 23.  
  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words  
S write the words from the box several times.



tale  
talen

Yato hen papa way papan Peta.  
Palalo hen etlog papan Peta.



Epaleton Peta hen tapen hen etlog papa.  
Elaon Peta hen tapen hen etlog ah tale,  
ta wada hen talen papa.  
Wada hen talen papan Peta.

**Piliyén hen usto.**

1. **Heno** hen nenpapa?

ah Peta  
ah Pepe

2. **Heno** hen **mangammaana** hen tapen  
hen etlog?

epaleto  
epele

3. **Nokay** hen enlaon Peta hen tapen hen  
etlog?

ah lata  
ah tale

4. **Nokay** hen wada an papa?

tale  
alang

p a l l e t o

lota

talata

tape

tolo

paletto

t o l o

l o t a

t a l a t a

t a p a

p t e a

p e t a

t a p e

t e p a

t a e p

a l o

t a l o

e t a l o

t a p e

t a l e

t e l e

D a n t e p a h e n p a p a n

P e t a .

1. Writing Built Words: Syllable Steps  
S read the given words.  
T says the word and sentence example for each step.  
S write the word in the letter squares.
  
2. Writing Built Words: Letter Beads  
T says the word and sentence example.  
S write the word by putting the letters on the beads in the right order.
  
3. Writing Built Words: Word Pyramid  
S read the given word.  
T says the word and sentence example for each row.  
S write the word.
  
4. Writing Built Words: Word Ladder  
S read the given word.  
T says the word and sentence example for each step.  
S write the word.
  
5. Writing Built Words: Sentence Dictation  
T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the beginning letter that is the same.
2. Writing  
S trace the steps to make the letter; write the letter.
3. Phonics, Auditory Blending\*  
T says vowels:      S say the vowel with the new sound:
 

a	na
e	ne
o	no
<hr/>	
a	an
o	on
e	en
<hr/>	
o	non
a	nan
e	nen
4. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
5. Phonics, locating syllables  
S draw a line from the syllables to the keywords using the syllable.
6. Writing  
S write the letter following the pattern.
7. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word; read the word.  
 (repeat for each set)
8. Built words, Locating Syllables  
S read the syllable and circle the words below; read the words. (repeat with each set)



A tracing guide for the letter 'n' on a three-line grid. It shows four examples of the letter: a lowercase 'n' with a downward arrow indicating the stroke, an uppercase 'N' with a curved arrow indicating the stroke, and two more uppercase 'N's for tracing practice.

ne. ne

no no

na--nā

h h h h h h h h h h

1 - pa - pe - po

**(na) ne · no**

pana

2    1a    1e    1o

na ne no

van va

3 a e 6

na    ne    no

ono

na  
tenale

lana

**napala**

ne  
penele

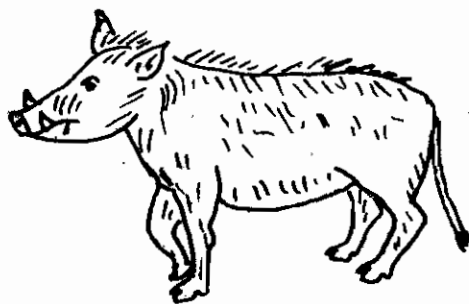
**(nelata**

netale

no  
ono

ano

ponona



namolò  
na

**Alyén** Dan pala ah alang ?

**Ilan** Dan pala ah alang Lena.

Dan pala ah alango.

Dan pala ah alangna.

Dan pala ah alangta.

alang-o

alangta

---

**Alyén** Penaleto ? hen etlog.

**Ilan** Penaletona hen etlog. penaletona

Penaletota hen etlog. penaletota

1. Keyword

S say the pictured keyword; read the word and the syllable; underline the syllable in the word.

2. Function words, Contextual analysis

a. Say

S read the sentence frame and say words that fit in the word blank.

b. See

S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)

c. Circle

T says the word or phrase.

S circle the word.

(repeat with each set)

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



nelata	pe	(ne)	(la)	(ta)	te
nelao	na	lo	(ne)	(la)	(o)
tenale	(te)	(na)	no	(le)	e

po	na	Leno	(netale)
pa	ta	(Lena)	nepale
a	to	(nelao)	tale
lo	no	lao	(lata)

hen namalò

Wada hen namolò.

Wada hen namolò ahto.

Wada hen namolò ahto way enanopan Leno.

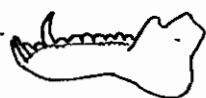
Elaona hen papana ah lana ano.

Elaona hen etlog ah lana ano.

Elaona hen etlog ah tenale ano.

Elaona hen etlog ah alo ano.

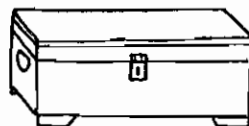
n	t
---	---



bàgi<sup>†</sup>



ahimu<sup>n</sup>



kaso<sup>n</sup>



ini<sup>†</sup>

elaona

enanopana

etalona

Wada hen namolò Leno way elaona.  
Wada ano hen tapena ah alang,  
te enanopana hen polo way namolò.  
No etalona hen tapena ah alang,  
wada hen elaona ahto.



**Piliyén hen usto.**

1. Wada hen namolò Leno way {  
dan poe.  
elaona.
2. Wada ano hen tapena ah {  
namolò.  
alang.
3. Enanopan Leno hen polo way {  
namolò.  
topeng.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words: pages 8,12, 17, 25.  
S read.
3. Story  
S read the story individually.  
T For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(Students should be encouraged to write the words in sentences of their own as soon as they are able.)

1. Capital, Auditory-Visual  
T says the names.  
S repeat the names and circle the capital letter.
2. Writing  
S trace the steps to make the capital;  
write the capital.  
S write the capital and small letters  
following the pattern.  
S write the capital to complete the syllables.
3. Capital, Sets  
S write the capital or small letter needed  
to complete the set. Write the set.
4. Capital, Matching  
S read the words; draw a line to match the  
small and capitalized words.
5. Fluency-Addition  
S read each line and underline what's  
added; read the complete set.
6. Function word, Matching  
S read the words and sentence; draw a line  
from the word to the sentence; underline  
the word in the sentence.



Nena

N N N N



Nole

Nn Nn Nn



Natunin

Ne No Na

Nn Tt Ll

N n Nn Nn

T t Tt Tt

L l Ll Ll

Nalata	tale
Nepale	nalata
Tale	lope
Lope	nepale

hen papana

Elaona hen papana.

Ah Leno elaona hen papana.

Ah Leno elaona hen papana ah pana.

Ah Leno elaona ano hen papana ah pana.

Dan 1. Wada hen papata ah topeng.

way 2. Dan tepa ah Peta.

topeng 3. Yato hen ahota way lae.

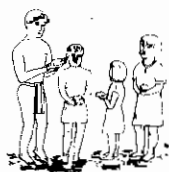
lana  
penelena  
tenalena

Dan poe hen etlog hen papa ahto.  
Wada hen penelen Lena way papana  
ta elaona.

Elaona hen papana ah lana ano.

Ah Ana, elaona ano hen penelena way papa  
ah tenalena ano.

Ah Leno, elaona hen papana ah pana  
ta wada hen epanana ah namolò.



Wada hen onga way lalae  
way elaona hen papana ah aho.

**Laenén hen usto.**

1. Dan poe hen papa.
2. Peneleton Lena hen tapen hen etlog papa.
3. Elaon Ana ano hen etlog ah tenale.
4. Elaon Leno hen papa ah pana.
5. Elaon hen onga hen papa ah aho.

1. Built Words, Text

S read the words in the box; underline them in the story.

2. Built Words, Flashcards

Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words: pages 12, 17, 19, 23.

S read.

3. Story

S read the story individually.

For each sentence of the story:

T reads the sentence.

S read after the teacher.

S read the story individually again.

4. Comprehension

T gives the directions in bold type.

S read and follow the directions.

S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times. (Students should be encouraged to write the words in sentences of their own as soon as they are able.)

1. Writing Built Words: Syllable Steps  
S read the given words.  
T says the word and sentence example for each step.  
S write the word in the letter squares.
  
2. Keyword-Picture Watch  
S read the words; circle the pictured word.
  
3. Writing Built words: Magic Square  
S read the given words.  
T says the word and sentence example.  
S write the word in the letter squares across or down.
  
4. Writing Built Words: Word Ladder  
S read the given word.  
T says the word and sentence example for each step.  
S write the word.
  
5. Writing Built Words: Dictation  
T says the whole sentence; says the words individually by syllable.  
S write the words; read the completed sentence.



p a l l e t e

Lena

palette

napele

tenale

t e n a l e

L e n a

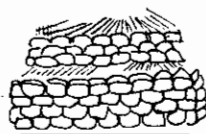
n a p e l e



aho

namolò

lalae



topeng

alang

onga

ono

ano

oto

apo

a	n	o
p		n
o	t	o

pala
papa
pana
pena

penelena ano hen

tenate.

# Lesson 7



tolen

tolen  
len

gipan  
pan

okkon

gipan

lan

pan

lon

pon

ten

pen

n n n n n n n n n n n n

1 na ne no  
nan nen non

2 ta te to  
tan ten ton

3 la le lo  
lan len lon

lana tolenan

late aloton

toto tolen

len

tolen  
alenta  
lenpana

lan

alan  
nanalan  
apalan

lon

etalonton  
alon

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says: S say the new sound at the end:

ta	tan
te	ten
to	ton
ne	nen
na	nan
no	non
3. Phonics, Visual Blending  
S read the keyword and syllable; write the new letter to make the new syllable;  
S read the second keyword and syllable; write the new syllables.
4. Writing  
S write the letter following the pattern.
5. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word;  
read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)

1. Keyword

S says the pictured keyword; read the word and the syllable; underline the syllable in the word.

2. Function words, Contextual analysis

a. Say

S read the sentence frame and say words that fit in the word blank.

b. S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)

c. Circle

T says the word or phrase.

S circle the word.

(repeat with each set)



tolen  
len

**Alyén**       ? tolen ah alang.

**Ilan**    Palalo hen tolen ah alang.  
         Wada hen tolen ah alang.  
         Maid tolen ah alang.

Wada

Maid

---

**Alyén**    Nanlapon    ? Leno an Pepe.

**Ilan**    Nanlapon ah Leno.  
         Nanlapon ah Pepe.  
         Nanlapon da Leno an Pepe.  
         Nanlapon da Leno.

ah

da

---

**Alyén**    Ah Aneta hen apo    ?.

**Ilan**    Ah Aneta hen apona.  
         Ah Aneta hen apota.  
         Ah Aneta hen apoda.

na

ta

da

tolenan	(to)	ko	(le)	pe	(nan)
alopan	(a)	(lo)	e	(pan)	na
etalonton	(e)	(ta)	(lon)	pon	(ton)

<div> <div>ta</div> <div>tan</div> <div>tan</div> <div>pan</div> <div>a</div> <div>lan</div> <div>alo</div> <div>nan</div> </div>	<div> <div>enan</div> <div>alan</div> </div>	<div> <div>alenta</div> <div>etalonton</div> </div>
	<div> <div>tolen</div> <div>tolenan</div> </div>	<div> <div>tonton</div> <div>tantan</div> </div>

Maid hen onga.

Maid hen onga way ah Elena.

Maid ahon hen onga way ah Elena.

Netalonton hen tapen hen namolò.

Netalonton hen poton hen namolò.

Natantan hen poton hen namolò.

Natantan hen poton hen aho.

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 23,25,30,32.  
S read.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own as soon as they are able.)



ano

Aneta

Penanan Pepe hen tolen ta elaona ah lana.

Elaon ano Aneta hen lana.

Alan ano Pepe hen lanan Aneta  
ta waday elanana hen panana.



**Ehoop hen mehoopana.**

Penanan Pepe hen tolen hen lana.

Elaon ano Aneta ta waday elanana  
hen panana.

Alan ano pepe  
hen lanan Aneta ta elaona ah lana.

tolen

tolenan

tolenna

Enlaon hen onga hen tapen hen tolen  
ah aho, te maid ano ahona.

Enlaon Aneta hen tapen hen tolen  
ah tolenan, te maid ano tolenanna.

Enlaon Leno hen namolò ah tolen,  
te maid ano tolenna.

Maid enlaon Penele, te maid elaona.

**Esolat hen usto.**

1. Maid ahon onga.

2. Maid tolenan Aneta.

3. Maid tolen Leno.

4. Maid elaon Penele.

1. Built Words, Text  
S read the words in the box; underline them in the story.

2. Built words, Flashcards  
In addition to the words in the box, use words from pages: 30, 32, 37.

3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.

4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.  
HOMEWORK: writing and Using Built Words  
S write the words from the box several times.

1. Writing  
S write the capital and small letters following the pattern.
2. Built Words, Name Dictation  
T says the name.  
S write the name on the writing lines.
3. Built Words, Syllable and Word Completion  
T says the syllable.  
S write the letter to complete the syllable;  
write the syllable to complete the word.  
(repeat for each word)
4. Context-Phonics  
S read the sentence frame and see the phonetic clue; circle the picture(s) that could be used for the missing word.  
(repeat with each set)
5. Function Word, Matching  
S read the words and sentences; draw a line from the word to the sentence; underline the word in the sentence.

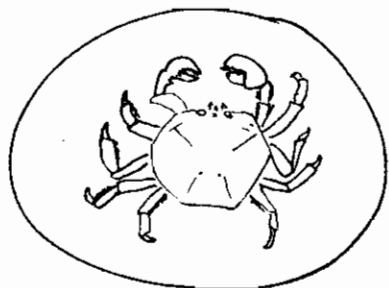
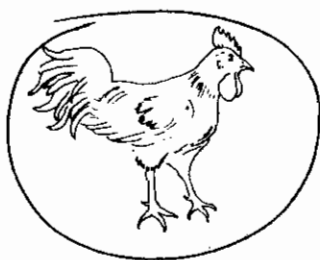
N n N n N n N n N n

Nena pon topon

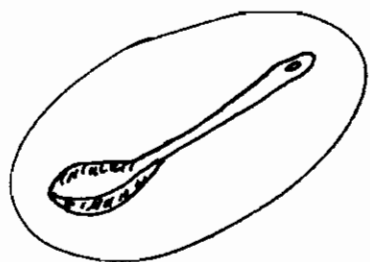
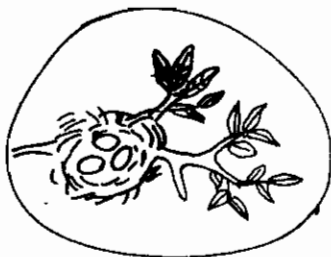
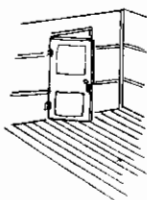
pan aloan

Note pen apen

Maid ano a \_\_\_\_\_? ahto.



Maid ano e \_\_\_\_\_? ahto.



- Maid 1. Penanan hen onga hen namolò.  
 da 2. Wada agé hen penanana way tolen.  
 tolen 3. Maid ano tolenan Aneta.  
 namolò 4. Etalonton da Leno hen ennada.

Palalo  
Lenapon

Yato ano hen tolen.

Palalo hen tolen.

Dadan atoaton hen topeng hen alang.

Dan poe hen tolen.

Lenapon Pepe hen tolen ah alangda.

**Piliyén** hen usto.



wadan tolen  
wadan papa  
maid tolen



dan poe  
dan atoaton  
dadan atoaton



Wada hen tolen hen lotan Pena.

Wada hen tolen hen latan Ana.

Wada hen tolen ah alang Penele.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 32, 37, 38.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story to "prove" the answers.

HOMEWORK: Writing and using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own as soon as they are able.)

1. Built Words, Text  
S read the words in the box; underline them in the story.

2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 25, 30, 37, 38.

3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.

4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story to "prove" the answers.

HOMEWORK: Writing and Using Built words  
S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



entalonton

netalonton

Nanlapon ah namolò da Leno an Pepe.  
Maid hen tapen hen namolò Leno,  
te entalonton da Penele.

Maid hen tapen hen namolò Pepe agé,  
te netape way netalonton,



**Panohon.**

2 Entalonton da Penele hen tapen  
hen namolò.

3 Maid hen tapen hen namolò.

1 Nanlapon da Leno an Pepe ah  
namolò.

hen

h h h h h h h h

ah

hen hen

ah ah ah

hen lata

ah petaka

hen papa

ah lana

hen tolen

ah pana

a t o n

t o n t o n

t o n t o n a n

p n e a

n a n t a n t a n

a p e n

p e n a

a t o n
a l o n
a l a n

En ta on An e ta hen

ta pen hen to len.

1. Writing Function Words

- a. S read the function words.
- b. S trace the steps to make the letter;  
write the letter(s).
- c. S trace the function word; write it again.
- d. T says the phrase.  
S write the word(s) needed to complete  
the phrase.  
(repeat with each phrase)
- e. S read the phrases.  
(repeat with each set)

2. Writing Built Words: Syllable Steps

- S read the given word.  
T says the word and sentence example for  
each step.  
S write the word in the letter squares.

3. Writing Built Words: Letter Beads

- T says the word and sentence example.  
S write the word by putting the letters on  
the beads in the right order.

4. Writing Built Words: Word Ladder

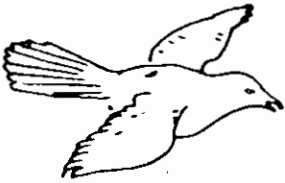
- S read the given word.  
T says the word and sentence example for  
each step.  
S write the word.

5. Writing Built Words: Sentence Dictation

- T says the whole sentence; says the words  
individually by syllables.  
S write the words; read the completed  
sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the beginning letter that is the same.
2. Writing  
S trace the steps to make the letter; write the letter.
3. Phonics, Auditory Blending  
T says vowels:      S say the vowel with the new sound:  

o	ko
a	ka
e	ke
<hr/>	
e	ek
o	ok
a	ak
<hr/>	
o	kok
a	kak
e	kek
4. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
5. Phonics, locating syllables  
S draw a line from the syllables to the key words using the syllable.
6. Writing  
S write the letter following the pattern.
7. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word; read the word.  
 (repeat with each set)
8. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words. (repeat with each set)



kasole

k k k k



kosa

ka ka ka



kenobal

ko ko

ke ke ke

k k k k k k k k k k

1

la

le

lo

ka

ke

ko

kela

2

ta

te

to

ka

ke

ko

teko

3

na

ne

no

ka

ke

ko

ta

te

to

nakata

ka

kape

petaka

ekalo

ke

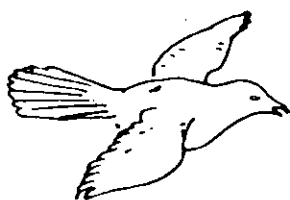
kela

ko

teko

loko

ekoto



kasole  
ka

**Alyén** Dan kotekote hen kalopate.  
Dan kantakanta —?.

**Ilan** Dan kotekote hen kalopate.  
Dan kantakanta hen kalopate.  
Dan kotekote hen kalopate.  
Dan kantakanta agé.

da

agé

---

**Alyén** Dan aleale ah Ana.  
Dan aleale hen onga —?.

**Ilan** Dadan aleale hen onga an Ana.  
Dan aleale ah Ana. Dan aleale hen  
onga agé.

an

agé

ah

1. Keyword  
S says the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See .  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.

(repeat with each set)

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



petaka	ne	pe	pon	ta	po	ka
kapote	le	o	ka	po	pe	te
ekalo	e	a	ka	kan	te	lo

te	la	kapote	lokopon
ke	ko	kalopate	loko
e	pe	ekan	ekapo
ka	kan	enan	ekalo

Maid elaon Apo.

Maid elaon Apo ah kape.

Maid elaon Apo ah kape te kenapena.

Nakata hen kape way ekapen Apo.

Nakata hen kape way ekapen Elena.

Nakata hen kape way enalan Elena.

Nelao hen kape way enalan Elena.

k	n
---	---



dapa n



toka k



hayta n



tala k

kotekote  
kantakanta  
kalopate

Wada ano hen kasole ah topeng.  
Dan tepa hen kasole. Dan kotekote agé  
way dan kantakanta. Kalopate hen  
kasole way dan kantakanta.

**Laenén hen mabalin.**

Dan tepa hen kasole.  
Dan atoaton hen kasole.  
Dan kela hen kasole.



---

Dan kankanta hen papa.  
Dan tepa hen papa.  
Dan kotekote hen papa.

---

Wada hen kasole way kalopate.  
Wada hen kasole way dan kantakanta.  
Wada hen kasole way namolò.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 37, 38, 40, 41.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence in the story to prove the answers.

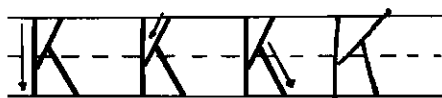
HOMEWORK: Writing and Using Built Words

S write the words from the box several times.

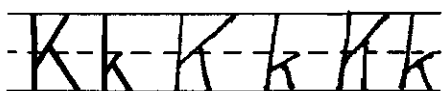
1. Capital, Auditory-Visual  
T says the names.  
S repeat the names and circle the capital letter.
2. Writing  
S trace the steps to make the capital; write the capital.  
S write the capital and small letters following the pattern.  
S write the capital to complete the syllables.
3. Capital, Sets  
S write the capital or small letter needed to complete the set. Write the set.
4. Capital, Matching  
S read the words; draw a line to match the small and capitalized words.
5. Fluency-Addition  
S read each line and underline what's added; read the complete set.
6. Function Word, Matching  
S read the words and sentences; draw a line from the word to the sentence; underline the word in the sentence.



**K**oba-as



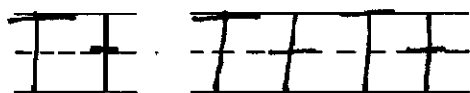
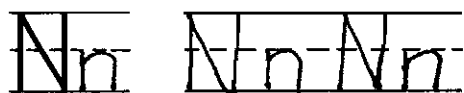
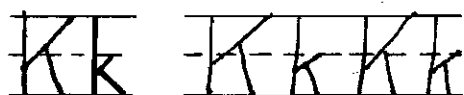
**K**etol



**K**alaw



Nn Kk Tt



Nelao	kapote
Kape	tolen
Tolen	kape
Kapote	nelao

Dan kela.

Dan kela ah Ana.

Dan kela agé ah Ana.

Dan kela agé ah Ana te maid ahona.

Dan kelakela agé ah Ana te maid ahona.

- |      |                                       |
|------|---------------------------------------|
| - n  | 1. Penantok <u>anda</u> hen ekan ano. |
| agé  | 2. Ekapen Apo hen kap <u>en</u> Leno. |
| Maid | 3. Alanta hen petakata <u>agé</u> .   |
| - da | 4. <u>Maid</u> kapotena te enlaona.   |

nankela  
nakopapa  
kelana



Dan kela ah Aneta. Dan kela agé ah Lena. Ah Aneta, dan kela te maid kasolena. Maid kasolena te pananan Leno. Ah Lena agé, nankela te nakopapa. Palalo hen kelana te palalo hen kopapana. Nankela agé ah Apo te palalo ano hen kopapan Lena way apona.

**Piliyén hen usto.**

**1. Pakay dan kela ah Aneta?**

te dan kantakanta hen kasole  
te napana nen kasolena

**2. Pakay dan kela ah Lena?**

te nakopapa  
te wada hen petakana

**3. Pakay dan kela ah Apo?**

te nakopapa  
te nakopapa hen apona

Dan kote kote hen ekan.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 38, 40, 41, 46.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.
5. Writing Built Words: Sentence Dictation  
T says the whole sentence; says the words individually by syllables.  
S write the words; read.

HOMEWORK: Writing and Using Built Words

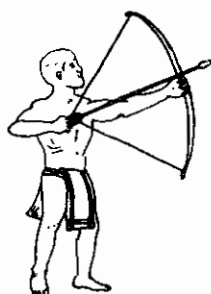
S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built words, Flashcards  
In addition to the words in the box, use words from pages: 40, 41, 46, 48.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.
5. Writing Built Words: Sentence Dictation  
T says the whole sentence; says the words individually by syllables.  
S write the words; read.

HOMEWORK: Writing and Using Built Words  
S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



**Kotalan  
petaka**



Yato ah Kotalan way dan pana.  
Penanan Kotalan hen tolo way kasole  
way kalopate. Penanan Kotalan hen  
namolò agé. Kena-anna hen potona.  
Enlaona hen tapen hen namolò ah tale.  
Hen tapena, enlaona ano ah petaka.

**Piliyén hen usto.**

1. Yato ah Kotalan way  $\begin{cases} \text{penana.} \\ \text{dan pana.} \end{cases}$

2. Penanan Kotalan hen namolò  $\begin{cases} \text{agé.} \\ \text{way.} \end{cases}$

3. Kena-anna hen  $\begin{cases} \text{tonton.} \\ \text{potona.} \end{cases}$

Enlaona hen kape ah  
petakana ano.

Lesson 9



tokak

tokak  
kak

paltek  
tek

kak

tak



pantok

kok

tok



paltek

kek

tek

k k k k k k k k k k k k

1	pak nak	pek nek	pok nok
2	lan lak	len lek	lon lok
3	kan kak	ken kek	kon kok

pokpoklanok

tolak ~~to~~ polen

ekan tokak

lok  
natalok  
talok  
tolok

nok  
lanok  
tenoktokan  
enoknok

tok  
toktok  
etoktok  
latok

1. Phonics, Auditory-Visual  
T says the pictured words  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:      S say the new sound at the end:  
      na            nak  
      ne            nek  
      no            nok  
      pe            pek  
      po            pok  
      pa            pak
3. Phonics, Visual Blending  
S read the keyword and syllable; write the new letter to make the new syllables;  
S read the second keyword and syllable; write the new syllables.
4. Writing  
S write the letter following the pattern.
5. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word;  
read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.(repeat with each set)
3. Spelling  
S read the pictured words and vowels; read each set, circle the word that has a twin vowel, like upoop. S write the circled words on the lines.  
T says: Iyandu way manginhugday hen andi kapel way vowel--



tokak  
kak

Alyén ? yato hen tokak ?

Ilan Yato hen tokak.

ah

Ay yato hen tokak ?

Ay

Alyén ? dan kankanta hen tokak ?

Ilan Maid kankantan hen tokak.

Maid

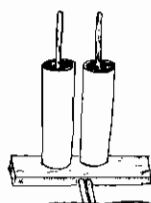
Ay dan kankanta hen tokak?

Ay



upop

o



upoop

oo

a tokak

lepat

kaak

aa kaak

paat

paat

e Opet

natalek

peet

ee peet

keek

keek

natalok	a	na	ke	ta	lok	kok
lakka	lak	te	ko	pak	ka	len
taktak	o	tak	pon	te	lak	tak

ta	tak
E	kak
tak	lak
to	nak

natalek	lanok
natalok	lolak
tokak	tapok
taktak	topon

Wada hen pelak.

Wada hen pelak ah petaka.

Wada hen pelak ah petakan Tena.

Ay wada hen pelak ah petakan Tena?

Ay waday lata ah maid toktokna?

Ay waday lata ah maid latena?

Ay waday pala ah maid latena?

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.

1. Built words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
Before class, T writes words from the box on individual flashcards. T flashes the cards in random order with other words from pages: 41, 46, 48, 49.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.

HOMEWORK: Writing and Using Built words  
S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



## penakpakna



Dadan kaak keek kaak hen tokak ah  
alang da Tekla. Palalo hen aleda te  
wadada ah lata.

Ah Enak way apon Tekla,  
penakpakna hen tolo way tokak. Alan  
ano Tekla ta epaletona ano.

**Piliyén hen usto.**

Wadan tokak ah lata.  
Wadan okkon ah lata.



Elaon Tekla hen tokak.  
Epaletón Tekla hen tokak.



enpantokna  
Penantokana  
epantokno

**Esolat hen usto.**



Yato hen tokak.

1. Ay tokakto  
ono kasole?

tokak



Penantokana agé  
hen ekan.

3. Ay penantokan  
Pepe hen tolen  
ono ekan?

ekan



Yato agé hen pantok  
Pepe way enpantokna  
hen tokak.

2. Ay penantokan  
Pepe hen tokak ono  
penanana?

tokak



Anto hen pantokno  
ta epantokno hen ekan  
ya tokak agé.

4. Ay wada hen  
penantokan hen tapena?

ekan ya tokak

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 46, 48, 49, 53.
3. Story-Comprehension  
S read the story part and question individually. For the story part and question:  
T reads.  
S read after the teacher.  
S write the answer to the question on the writing lines.  
(repeat for each story part and question)  
S read the story parts individually again.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Writing  
S write the capital and small letters following the pattern.
2. Built Words, Name Dictation  
T says the name.  
S write the name on the writing lines.
3. Built Words, Syllable and Word Completion  
T says the syllable.  
S write the letter to complete the syllable;  
write the syllable to complete the word.  
(repeat for each word)
4. Built Words, Syllable Reversal  
S read the top word.  
T says the second word.  
S write the syllable to complete the set;  
read the set.  
(repeat with each set)
5. Context-Phonic  
S read the sentence frame and see the phonetic clue; circle the picture(s) that could be used for the missing word.  
(repeat with each set)
6. Function Word, Matching  
S read the words and sentences; draw a line from the word to the sentence;  
underline the word in the sentence.

K k K k K k K k K k K

Kotalan

la k

ta la k

lo k

na ta lo k

le k

na ta le k

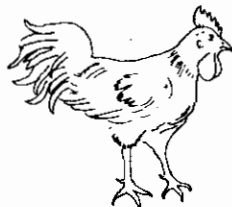
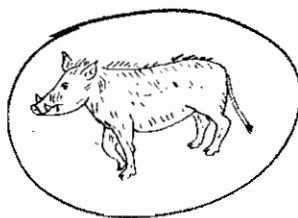
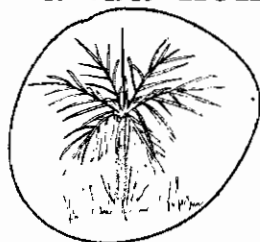
**Enak**

eka n

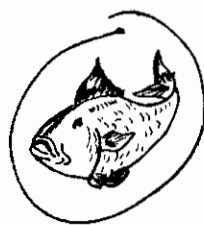
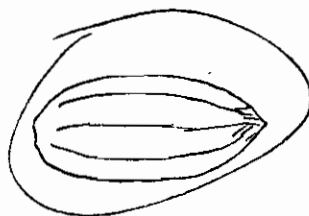
**okkon**

la no k

Alanda hen n \_\_\_\_\_ ?



Alanda hen t \_\_\_\_\_ ?



Ay

1. Maid ano kasole ah  
alang da Apo.

agé

2. Penanan Pekkan hen  
tolen ah alangda.

kasole

3. Ay wada hen pelakno Tekla?

tolen

4. Nanalak da Kotalan agé.



Elaokno  
laokna  
elaokta

Ay wada hen lata way maid toktokna? Wada. Yato hen lata way maid toktokna. Ay wada hen latena? Maid agé latena.

Elaokno hen kapen Enak hen kapen Apo ah lata. Elaokno te natenten hen kapena way maid laokna. Ay elaokta hen kapeta agé?

**Laenén hen usto.**

1. Maid lata way maid toktokna.
2. Maid laten hen lata.
3. Nelaok hen kapen Apo hen kapen Enak.
4. Nelaok hen kape hen tapok.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 48, 49, 53, 54.
3. Story  
S read the story individually.  
T For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
• S read the story individually again.
4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

**HOMEWORK: Writing and Using Built Words**

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 49, 53, 54, 56.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
  
S read the story individually again.

4. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words  
S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



tokak  
natalok  
talak



Ay wada hen kankantan hen tokak?  
Maid.

Ay waday pokpokaak hen tokak?  
Maid pokpokaak hen tokak.

Ay dan kaakkaak hen tokak?  
Oo, dan kaakkaak hen tokak.

Ay natalok ah tokak, Enak?  
Oo, nantalok ah tokak hen talak.

**Laenén hen mabalin.**

Natalok hen tokak.

Natalok hen kalopate.

Natalok hen talak.

---

Dan kaakkaak hen tokak.

Dan pokpokaak hen lakka.

Dan kantakanta hen kasole.

dan Dd Dd Dd Dd Dd

Dan

da

Dan Dan

dan dan

Dan tepa

dan kotekote

Dan ale

dankantakanta

Dan kela

dan talata

da da da

da leno

da Ana

da Peta

k	a	p	e
e			k
l			a
a	t	o	n

pe lak

l akka

k alo pate

te pon

Natak tak ah pekkan

te entatoda hen akkana.

1. Writing Function Words
  - a. S read the function words.
  - b. S trace the steps to make the letter; write the letter(s).
  - c. S trace the function word; write it again.
  - d. T says the phrase.  
S write the word(s) needed to complete the phrase.  
(repeat with each phrase)
  - e. S read the phrases.
  
2. Writing Built Words: Magic Squares

S read the given word.  
T says the word and sentence example.  
S write the word in the letter squares across or down.  
(repeat with each word)
  
3. Writing Built Words: Syllable Steps

S read the given word.  
T says the word and sentence example for each step.  
S write the word in the letter squares.
  
4. Writing Built Words: Sentence Dictation

T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentence.

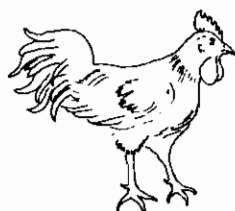
1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:     S say the new sound at the end:  
         ka            kà  
         ke            kè  
         ko           kò  
         le            lè  
         la            là  
         lo            lò
3. Phonics, Visual Blending  
S read the keyword and syllable; write the new letter to make the new syllables;  
S read the second keyword and syllable; write the new syllables.
4. Writing  
S write the vowels and write the letter (glottal) following the pattern.
5. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word; read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)



antà

antà  
tà

manò  
nò



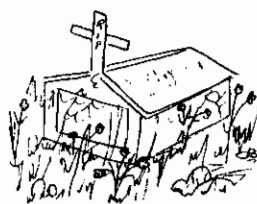
manò

tà

nà

tò

nò



lubù

tè

nè

-à-ò-ù -à-ò-ù -à-ò-ù -à-ò-ù

1	la là	le lè	lo lò
2	tan tà	ten tè	ton tò
3	pak pà	pek pè	pok pò

tale

entatò

tantan

tètè

lopà

pakpak

là  
alà  
napelà  
natalà

nà  
anà  
nàna

tà  
petà  
etataen  
antà



antà  
tà

**Alyén** Palalo hen petà \_\_\_\_?\_\_\_\_ penalan  
Tòlan.

**Ilan** Penalan Tòlan hen palalo way petà.  
Penalan Tòlan hen petà te  
palalo hen petà.  
Palalo hen petà wat penalan Tòlan.

te  
wat

---

**Alyén** Enlaona hen panana \_\_\_\_?  
wadan pelakna.

**Ilan** Enlaona hen panana te maid  
pelakna.  
Enlaona hen panana wat wadan  
pelakna.

way  
wat

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. T says the word or phrase.  
S circle the word.(repeat with each set)

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



napelà	na	ke	pe	te	là	la
lèna	ne	lè	le	na	ka	la
nalopà	na	lo	pan	pa	pà	lon

to ————— pò	
tò \                  / nò	lòto
lò \                  / tò	lèna
po \                 / to	natala
	nanalà

	netopò
	nalopà
	anà
	antà

Alà hen antà.

Alà hen antàda.

Alà hen antàda way napelà.

Alà hen antàda te napelà hen antào.

Natoktokan agé hen lakkan Nole.

Natalà agé hen lakkan Nole.

Natalà agé hen latan Nole.

Natalà agé hen latan Peta.

k



mandò



tolbek



lamok



landù

alà  
natalà

Natalà hen tokak Tòlan ah alà.  
Nantalo ah lòton Pekkan, wat alan Tòlan  
hen panana. Penanana hen tokak way  
natalà, wat nèna hen tokak.



**Panohon.**

- 2 Alan Tòlan hen panana.  
3 Nèna hen tokak hen panan Tòlan.  
1 Natalà hen tokak Tòlan.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 53, 54, 56, 57.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of the own.)

1. Writing  
S write the vowels and the letter (glottal) following the pattern.
2. Built Words, Name Dictation  
T says the name.  
S write the name on the writing lines.
3. Built Words, Syllable and Word Completion  
T says the syllable.  
S write the letter to complete the syllable; write the syllable to complete the word.  
(repeat for each word)
4. Context-Phonic  
S read the sentence frame and see the phonetic clue; circle the pictures that could be used for the missing word.  
(repeat with each set)
5. Function Word, Matching  
S read the words and sentence; draw a line from the word to the sentence; underline the word in the sentence.

à è ò à è ò à è ò à è

Aneta

ta \_\_\_\_\_ te \_\_\_\_\_

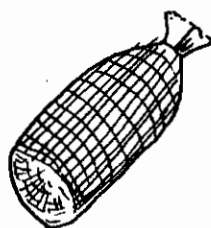
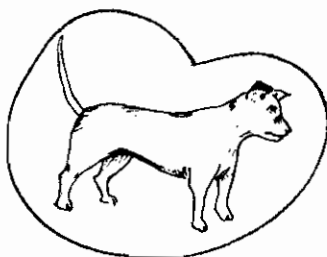
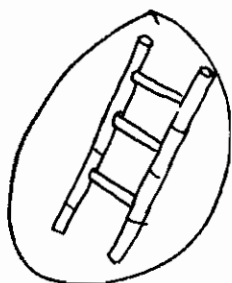
Enak

te \_\_\_\_\_ tè \_\_\_\_\_

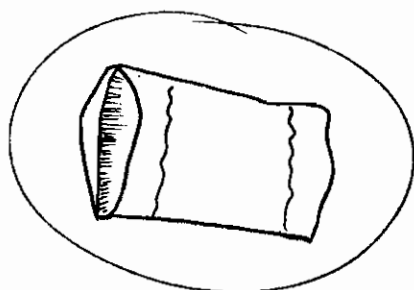
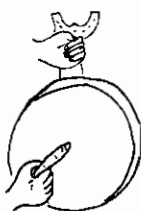
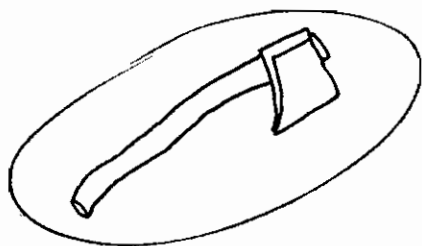
Ana

to \_\_\_\_\_ to \_\_\_\_\_

Natalà hen o \_\_\_\_ ? \_\_\_\_ .



Natalà hen p \_\_\_\_ ? \_\_\_\_ .



- antà
- agé
- wat
1. Netopò hen pelakda wat elaoda hen lotada.
  2. Napelà hen antào.
  3. Natalà hen palà agé.

pelak  
petà

## Ehoop hen mehoopana.



Wada hen ahò way  
toloda hen anàna. Yato  
way ahò, elaò ah palà  
te netopoà ah pelak. Etapè  
agé hen anàna ta waday  
alà ah papà.



Dan talata ah Letà te  
natalà ah Tekla way anàna.  
Nètape ah Tòlan way  
nantalata.



Palalo hen petà ah  
alà Tòlan wat penalana.  
Nèpala agé ah Letà  
wat naka-an hen petà.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 54, 56, 57, 62.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built words, Text  
S read the words in the box; underline them in the story.
2. Built words, Flashcards  
In addition to the words in the box, use words from pages: 56, 57, 62, 64.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
- 5.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



antào  
anào  
lòto

Wada ano hen lòton da Polen an Penele. Ay wada hen antàda agé? Oo, wada ano. Alà hen antàda te napelà hen antào.

Ay alà agé hen lòtoda? Oo, alà te nakopapa hen anào, wat palalo hen lanokna ah lòto.



**Ehoop hen mehoopana.**

Wada ano hen lòton——da Polen an Penele.

Alà hen antàda      wat palalo hen  
lanokna ah lòto.

Alà te nakopapa      te napelà hen  
hen anào      antào.

Yato

Ay

?

Y y Y y Y y Y y Y

Yato Yato

Yato hen petà

Yato hen ponò

Yato hen tòto

nàna

nèna

lèna

Ay Ay Ay --- ? ? ? --- ?

Ay dan kela ah Enak ?

Ay dan --- kape ah Apo ?

Ay dan tolo da letà ?

anà

nàna

enanà

Netaok hen tètè hen petà.

Alan Letà hen antà.

1. Writing Function Words
  - a. S read the function words.
  - b. S trace the steps to make the letter; write the letters.
  - c. S trace the function word; write it again.
  - d. T says the phrase.  
S write the word(s) needed to complete the phrase.  
(repeat with each phrase)
  - e. S read the phrases.
2. Writing Built Words: Word Ladder

S read the given word.  
T says the word and sentence example for each step.  
S write the word.
3. Writing Built Words: Word Pyramid

S read the given word.  
T says the word and sentence example for each row.  
S write the word.
4. Writing Built Words: Sentence Dictation

T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:      S say the new sound at the end:  
         ka        kap  
         ke        kep  
         ko        kop  
         ne        nep  
         no        nop  
         na        nap
3. Phonics, Visual Blending  
S write the new letter beside the vowel to make the new syllable; read the syllable; write it again.
4. Writing  
S write the letter following the pattern.
5. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the first syllable of the word.  
S circle and write it on the writing line.  
T says the second syllable of the word.  
S circle and write it to complete the word;  
read the word.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)



toptop

toptop

helap

top

lap



helap

tap lap



halep

tep lep

top op

p p p p p p p p p p p p p p p

1	tan	ten	ton
	tap	tep	top
2	nak	nek	nok
	nap	nep	nop
3	là	lè	lò
	lap	lep	lop

toptop tenten

annap naknak

lòto teplep

nap  
napno  
tanap  
napnek

lap  
lalap  
nàolap  
laplapon

tap  
Lantap  
atap



toptop  
top

**Alyén** Nantalatà da Pekat    ? natalàda agé.

**Ilan** Nantalata da Pekat wat natalàda agé.

Nantalata da Pekat yag natalàda agé.

yag

wat

---

**Alyén** Alan Kolapan hen kapotena,    ? enoppeopana hen namolò.

**Ilan** Alan Kolapan hen kapotena, wat enoppeopana hen namolò.

Alan Kolapan hen kapotena, yag enoppeopana hen namolò.

yag

wat

1. Keyword

S say the pictured keyword; read the word and the syllable; underline the syllable in the word.

2. Function words, Contextual analysis

a. Say

S read the sentence frame and say words that fit in the word blank.

b. See

S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)

c. Circle

T says the word or phrase.

S circle the word.

(repeat with each set)

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



tanap	(ta)	top	pok	(nap)	tek	pen
toppa	kep	(top)	lop	nak	pà	(pa)
annap	lep	kè	(an)	tol	(nap)	nak

ta	kop	anap	(tanap)
lo	no	(anà)	annap
top	kap	(lokop)	annap
nap	pa	tapok	(anap)

Natalà ah Tonak.

Natalà ah Tonak way nàolap.

Natalà ah Tonak way nàolap wat dan  
lapolapolap.

Enoppeopana hen antà hen kapotena.

Enoppeopana hen ponò hen kapotena.

Enoppeopana hen ponò hen annapna.

Enleopna hen ponò hen annapna.

k   '   p



manale p



akop p



panto k



payà

nàolap  
Nankoop  
nankaak

Natalà ah Tonak way nàolap wat dan lapolapolap. Nankoop ah akop yag nankaak agé ah tokak, wat nantalo ah Tonak. Enanap hen a-anàna, yag wada ah alang.



**Piliyén hen usto.**

1. Nokay hen natalà?      2. Pakay natalà?

ah Tonak  
ah Tòlan  
hen tokak

te nalokop  
te maid anàna  
te nàolap

3. Pakay nantalo  
ah Tonak?

4. Nokay hen  
nanganap an  
Tonak?

te nan-ale hen aho  
te nankela hen anàna  
te nankoop hen akop

hen a-anàna  
hen ahona  
hen tokak

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 57, 62, 64, 65.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Writing  
S write the capital and small letters following the pattern.
2. Built Words, Name Dictation  
T says the name.  
S write the name on the writing lines.
3. Built Words, Syllable and Word Completion  
T says the syllable.  
S write the letter to complete the syllable;  
write the syllable to complete the word.  
(repeat for each word)
4. Built Words, Syllable Reversal  
S read the top word.  
T says the second word.  
S write the syllable to complete the set;  
read the set.  
(repeat with each set)
5. Context-Phonic  
S read the sentence frame and see the phonetic clue; circle the pictures that could be used for the missing word.  
(repeat with each set)
6. Function Word, Matching  
S read the words and sentence; draw a line from the word to the sentence; underline the word in the sentence.

P p P p P p P p P p P

P o l e n

k o p l o k o p

P e t a

n o p a n o p

P e k k a n

t o p t o p t o p n a

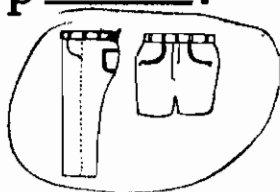
**kapok**

**pantok**

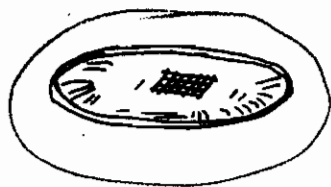
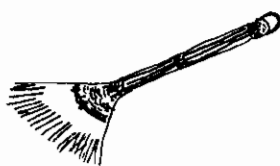
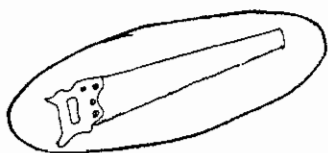
l o k o p

n a p n e k

Nappetà hen p\_\_\_\_\_.



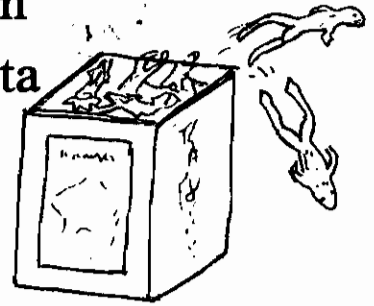
Nappetà hen l\_\_\_\_\_.



- yag 1. Ay oppeopanda hen ekan?  
 wat 2. Napnek agé ah Manalop te  
 agé 3. Nàolap wat dan lapolapolap.  
 Ay 4. Natoktokan hen petakana yag  
 natalà hen pelak.

takap  
napno

Hen laplapona, palalo ano hen tokak  
ah takap. Penantokan Tòlan hen  
tapena, yag penakpakna hen  
tapena. Entàtaenna hen lata  
ah takap, wat napno ah  
tokak way ennana.



**Laenén hen ka-ammayan way  
halenonotna.**

Wat tenoptopanda hen lalae ah takap.  
Wat maid ano etlog ah takap.  
Wat maid ano tokak ah takap.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 62, 64, 65, 70.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 64, 65, 70, 72.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



nan-annap  
nan-opada  
nanoptop



Ah Kolapan, nan-annap ah kapote  
hen tanap. Wada hen panana wat  
penanana hen namolò. Enoppeopana hen  
penanana ah kapotena. Nan-opada hen  
tolo way akop, wat tenoptopanda hen  
namolò Kolapan. Entapeda agé hen  
annapna way nanoptop, yag natalokda.

**Piliyén hen usto.**

1. Ah Kolapan, nan-annap

ah  $\begin{matrix} \text{kapote} \\ \text{elao} \end{matrix}$  hen tanap.

2. Yag  $\begin{matrix} \text{enatoatonna} \\ \text{penanana} \end{matrix}$  hen namolò.

3. Enoppeopana hen namolò ah  $\begin{matrix} \text{kapote.} \\ \text{tanap.} \end{matrix}$

4. Hen tolo way

akop  $\begin{matrix} \text{penantokanda} \\ \text{tenoptopanda} \end{matrix}$  hen namolò.

way

wat

Wada

W w W w W w W w

wat wat

wat nankela

wat natalà

wat napnekda

way way

way lalae

way nàolap

way nappela

Wada Wada Wada

Wada hen anà Peta.

Wada hen pantokda.

Wada ah Aktap

Natalà hen annap-o ah takap.

Nan-annap ah Aktap ah akop.

t	a	n	a	p
		n	a	p
			n	o
a	n	n	a	p
		n	a	p
			n	e
				k

p	e		e
a			k
n			e
a	n	a	p

1. Writing Function Words

- a. S read the function words.
- b. S trace the steps to make the letter; write the letter(s).
- c. S trace the function word; write it again.
- d. T says the phrase.  
S write the word(s) needed to complete the phrase.  
(repeat with each phrase)
- e. S read the phrases.  
(repeat with each set)

2. Writing Built Words: Syllable Steps

- S read the given word.
- T says the word and sentence example for each step.
- S write the word in the letter squares.

3. Writing Built Words: Magic Square

- S read the given word.
- T says the word and sentence example.
- S write the word in the letter squares across or down.

4. Writing Built Words: Sentence Dictation

- T says the whole sentence; says the words individually by syllables.
- S write the words; read the completed sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:      S say the new sound at the end:  
         te          tel  
         ta          tal  
         to          tol  
         

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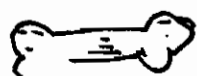
pe          pel  
         po          pol  
         pa          pal
3. Phonics, Visual Blending  
S read the keyword and syllable; write the new letter to make the new syllables;  
S read the second keyword and syllable; write the new syllables.
4. Writing  
S write the letter following the pattern.
5. Built Words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word;  
read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)



kolokol

kolokol  
kol

utnol  
nol



tongal

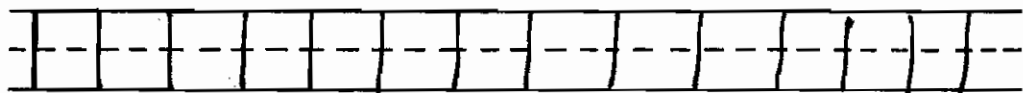
ka na



utnol

ke ne

ko no



1 pan pen pon  
pal pel pol

tepon tapal

2 tak tek tok  
tal tel tol

pental toktok

3 nap nep nop  
nal nel nol

anop nanan nal

pal

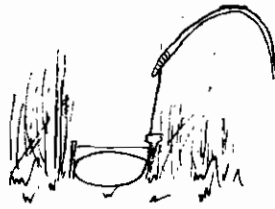
pallapal  
epalpo  
paltat

kal

kalne  
kallaka  
tokal

nal

nalnal  
enalnal  
nalpat



pallapal  
pal

Alyén Ennada ? hen papa.

Ilan Ennada ano hen papa.

Ennada agé hen papa.

Ennada dillu hen papa.

ano

agé

dillu



lae

ae



pane-e

e-e

pane-e

poe

ka-an

elao

to-ol

kena-an

elaok

to-op

pane-e

ka-an

to-ol

kena-an

to-op

1. Keyword  
S say the pictured keyword; read the word and the syllable; underline the syllable in the word.
2. Function words, Contextual analysis
  - a. Say  
S read the sentence frame and say words that fit in the word blank.
  - b. See  
S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)
  - c. Circle  
T says the word or phrase.  
S circle the word.  
(repeat with each set)
3. Spelling  
S read the pictured words and vowels; draw lines from the words to the pictured word that has the same vowel pattern.  
S write the words like pane-e on the writing lines.  
T says: Hen andi pàlat way maghatan hen kapel way vowel, masapol mesolat te inggaw hen andi umunud way vowel. Adi mesolat andi pàlat way maghatan hen vowel no baénda kapel.

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built Words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



kopakopal ko to pa ko kal pal						
apol a e nol pol kol lop						
kolokol ko no lo to kol nol						
kal	tal	petal	ekolpe			
e	tol	paltek	kenolpe			
pe	tel	olpo	toptop			
pen	ton	apol	teptepol			

Enoppeopan Ketol.

Enoppeopan Ketol hen kopakopal.

Enoppeopan Ketol hen kopakopal  
hen papel.

Enoppeopan Ketol hen kopakopal  
hen papel Pennal.

Alan ano Ketol hen aloton.

Alan ano Ketol hen pental.

Alan ano Pennal hen pental.

Alan agé Pennal hen pental.

Etapal agé Pennal hen pental.

p \ l



panga |



lubù |



até p



utno |

## Penaltea nèpalte Enpakpakna

Dan palte da Altol. Penaltea hen papada te enanda hen antàda. Lenaponda hen tolo, yag wada dillu hen tolo. Maid ah Palto way nèpalte te natòal hen anàna.

Ay nanpalte ah Tòlan agé? Oo, ano. Penaltea hen papada te enapak hen anàna. Enpakpakna hen pentat wat netapal hen pakkolna.

Nànda agé hen tolo way papada hen pallapal Alte, wat netape way napalte. Yag wada dillu hen papan Tòlan.

**Esolat hen usto.**

1. Pakay penalten da Altol hen papada?

te enanda hen antàda

2. Pakay napalte hen papan Tòlan?

te napakpak

3. **Kamana** hen papa way penalten Altol?

toloda

4. Nanpalte ah Tòlan, wat ay wada dillu hen papana?

Oo, wada.

1. Writing Function Words
  - a. S read the function words.
  - b. S trace the steps to make the letter; write the letter(s).
  - c. S trace the function word; write it again.
  - d. T says the phrase.  
S write the word(s) needed to complete the phrase.  
(repeat with each phrase)
  - e. S read the phrases.  
(repeat with each set)
2. Writing Built Words: Syllable Steps

S read the given word.  
T says the word and sentence example for each step.  
S write the word in the letter squares.
3. Writing Built Words: Magic Square

S read the given word.  
T says the word and sentence example.  
S write the word in the letter squares across or down.
4. Writing Built Words: Sentence Dictation

T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:      S say the new sound at the end:  
    te          tel  
    ta          tal  
    to          tol  
    pe        pel  
    po          pol  
    pa          pal
3. Phonics, Visual Blending  
S read the keyword and syllable; write the new letter to make the new syllables;  
S read the second keyword and syllable; write the new syllables.
4. Writing  
S write the letter following the pattern.
5. Built Words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word;  
read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words below; read the words.  
(repeat with each set)

L L L L L L L L L L L L

Lena

na |      tè na |

Letà

ta |      pe ta |

Leno

ka |      kalla ka |

pa |      palla pa |

kolkol

alan

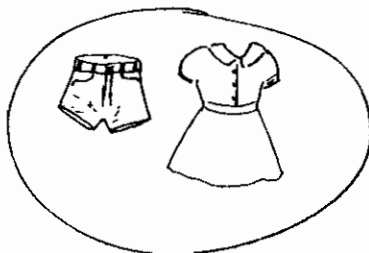
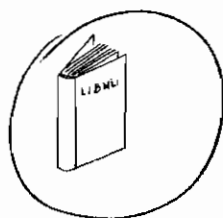
papel

ta lok

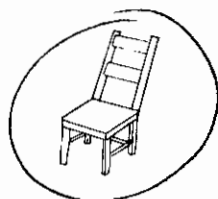
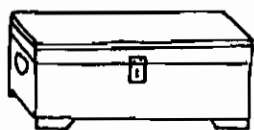
tè na

nana le p

Na-apolan hen l \_\_\_\_ ?



Na-apolan hen t \_\_\_\_ ?



dillu 1. Wada hen paltat ahto agé.

agé 2. Enpapateda yag maid dillu ennada.

waday 3. Nanpalte da Alte wat enlaoda  
hen olpo.

wat 4. Ay waday papel hen anàno?

nèpallapal	pallapalda
penallapalanda	

Ah Alte, nèpallapal an Ketol, yag nakolkol hen pallapalda. Ennada dillu hen atap way papa, yag netape agé hen tolo way kopakopal way nàna. Alan ano Ketol hen aloton ya pental ta elopòda hen penallapalanda ano. Yag maid aloton, wat maid enlopòda.

**Piliyén hen usto.**

1. Nokay hen nakolkol?

hen panada ah Ketol <u>hen pallapalda</u>
---



2. Ennada hen papa yag nokay hen tapena?

<u>hen kopakopal</u> ah Alte hen namolò
---

3. Pakay maid enlopòda?

te natalà hen papa <u>te maid aloton</u> te maid penallapalanda
---

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 65, 70, 72, 73.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 70, 72, 73, 80.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



papel  
Pennal

Enoppeopan Ketol hen tolo way  
kopakopal hen papel Pennal. Nankela ah  
Pennal te nakolkol hen papelna. Wada  
dillu hen papel ah kallope way netetèol,  
wat alan Ketol ta papel Pennal. Yag  
nankela dillu ah Pennal te nekolpe hen  
papel ah kallope.



**Ehoop hen mehoopana.**

Enoppeopan Ketol	wat alan Ketol ta
hen kopakopal	papel Pennal.
Nankela ah Pennal	te nekolpe hen
Wada dillu hen	papel ah kallope.
papel ah kallope	hen papel Pennal.
Yag nankela dillu	te nakolkol hen
ah Pennal	papelna.

Maid

maid

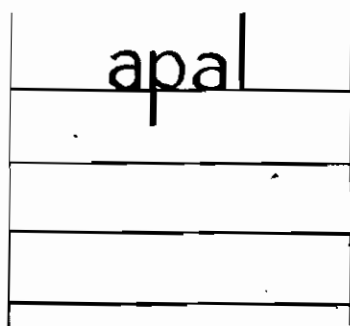
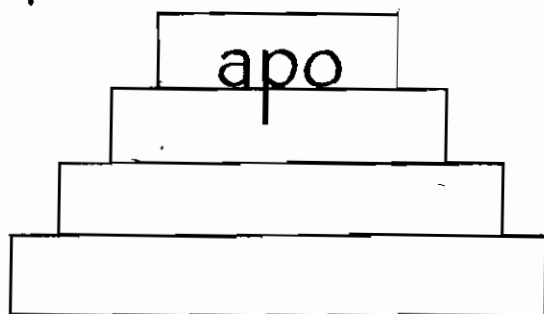
M m Mm Mm Mm Mm

Maid Maid maid maid

Maida Ketol maid kalton

Maid pallapaal-o maid kalne

Maid apol-o maid ah Alto



Dan totokal ah Alto te  
nalapa hen pallapalna.

1. Writing Function Words

- a. S read the function words.
- b. S trace the steps to make the letter;  
write the letters.
- c. S trace the function word; write it  
again.
- d. T says the phrase.  
S write the word(s) needed to complete  
the phrase.  
(repeat with each phrase)
- e. S read the phrases.  
(repeat with each set)

2. Writing Built Words: Word Pyramid

- S read the given word.
- T says the word and sentence example for  
each row.
- S write the word.

3. Writing Built Words: Word Ladder

- S read the given word.
- T says the word and sentence example for  
each step.
- S write the word.

4. Writing Built Words: Sentence Dictation

- T says the whole sentence; says the words  
individually by syllables.
- S write the words; read the completed  
sentence.

1. Phonics, Auditory-Visual  
T says the pictured words.  
S repeat the words and circle the ending letter that is the same.
2. Phonics, Auditory Blending  
T says:      S say the new sound at the end:  
    pe            pet  
    pa            pat  
    po            pot  
    ko            kot  
    ke            ket  
    ka            kat
3. Phonics, Visual Blending  
S read the keyword and syllable;  
write the new letter to make the new syllables;  
S read the second keyword and syllable;  
write the new syllables.
4. Writing  
S write the letter following the pattern.
5. Built words, Contrasting Syllables  
S read the syllables across and down.  
T says the syllable of the first word.  
S circle and complete the word.  
T says the syllable of the second word.  
S circle and complete the second word;  
read the words.  
(repeat with each set)
6. Built words, Locating Syllables  
S read the syllable and circle in the words  
below; read the words.  
(repeat with each set)



lettalet

lettalet  
let

inunat  
nat



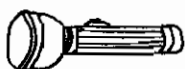
inunat

lat

nat

let

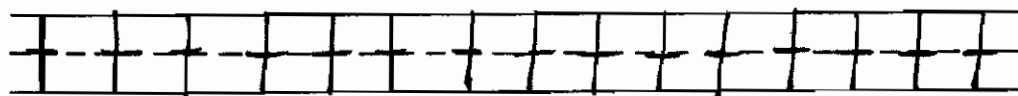
net



poslaet

lot

not



1	là lat	lè let	lò lot
2	nap nat	nep net	nop not
3	pal pat	pel pet	pol pot

na-alet entalò

tanap lonet

kapot tapat

pat

napat

lepat

patnal

epatna

pet

Opet

petlà

epetlà

pot

lepot

kapot

lopot



lettalet  
let

**Alyén** Wada ah Ketket ? Tappo.

**Ilan** Wada ah Ketket ah alang.  
Wada ah Ketket ad Tappo.

ah  
ad

Wada ah Ketket ah takap.  
Wada ah Ketket ad Lotot.

**Alyén** Wadan lettalet ? paltat.

**Ilan** Wadan lettalet. Wadan paltat.  
Wadan lettalet ya paltat.

ya  
agé

Enlopò Kapot hen lettaletna.

Enlopò Ketol hen lettaletna agé.

Enlopò Kapot hen lettaletna, ya  
enlopò Ketol hen lettaletna agé.

Diagram illustrating the structure of the word "pàol" (paul) using the letters T and J:

Letters: T, J, elaok, teol, nàolap, pàol, nèn, elao, anào, àol, ào.

Connections (from T and J):

- T connects to: teol, nàolap, nèn, anào, àol, ào.
- J connects to: elaok, teol, nàolap, nèn, elao, anào, àol, ào.

Word breakdowns shown below:

teol  
eo nàolap  
nèn

anào àol àol  
anào

1. Keyword

S say the pictured keyword; read the word and the syllable; underline the syllable in the word.

2. Function words, Contextual analysis

a. Say

S read the sentence frame and say words that fit in the word blank.

b. See

S read the sentences and underline what's added. (If the S cannot guess the new word correctly, the T says the word.)

c. Circle

T says the word or phrase.

S circle the word.

(repeat with each set)

3. Spelling

S read the pictured words and vowels; draw lines from the words to the pictured word that has the same vowel pattern.

S write the words like paol on the lines.

T says: Wada hen mabalin way mandapat way p<sup>a</sup>lat. Mesolat hen andi p<sup>a</sup>lat way inggaw hen andi namangpango way vowel. Andi mesolat hen andi p<sup>a</sup>lat way inggaw hen andi umunud way vowel.

1. Built Words, Tracking Syllables  
S read the word and circle the syllables of the word.  
(repeat for each word)
2. Built Words, Matching Syllables  
S read the syllables down.  
T says a word.  
S draw a line joining the syllables of the word.
3. Built words, Locating Words  
S read the words.  
T says a word.  
S circle the word.  
(repeat for each set)
4. Fluency-Addition  
S read each line and underline what's added; read the complete set.
5. Fluency-Word Slots  
S read each line and underline what's different; read the complete set.
6. Phonics, Final sounds  
T says the pictured words.  
S repeat; pick the letter from the box and write it in the blank.



apatna	a	e	pat	pè	pal	na
paket	kop	pa	tek	po	ket	lal
nàpat	ne	lan	nà	pel	tap	pat

a ——— nat	pelat	opat
lo ——— net	lepat	Opet
lò ——— kat	kolot	loket
e ——— ket	lotot	lokop

Palalo hen lettalet.

Palalo ano hen lettalet.

Palalo ano hen lettalet ah alang.

Palalo ano hen lettalet ah alang Alte.

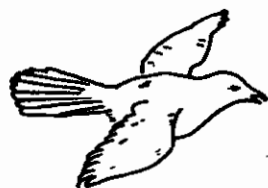
Nanpallapal da Ketket an Pelot ad Tappo.

Nanpantok da Ketket an Pelot ad Tappo.

Nanpantok da Tòlan an Pelot ad Tappo.

Nanpantok da Tòlan an Palto ad Tappo.

l	t	p
---	---	---



tomaya p



dalet



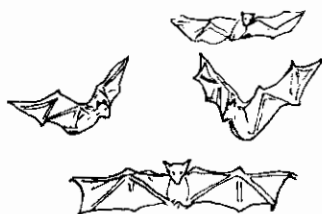
pape



bala

lettalet  
paket

Palalo ano hen lettalet ah alang Alte  
ad Opet. Wat penakpakna hen tapena.  
Hen ekat-o, epatnà hen lettalet no dan  
paket. Wat peneletò hen opat way  
napakpak.

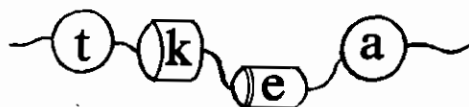


**Laenén hen ka-ammayan way  
halenonotna.**

Dan ale hen lettalet.

Dan paket ah aket hen lettalet.

Nàpat hen lettalet.



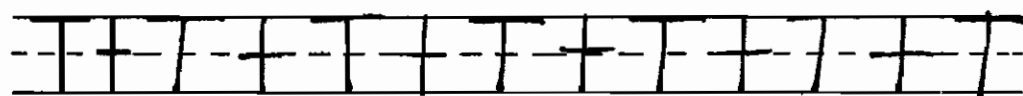
ekat      kaet      aket

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 72, 73, 80, 81.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.
5. Writing Built Words: Letter Beads  
T says the word and sentence example.  
S write the word by putting the letters on the beads in the right order.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Writing  
S write the capital and small letters following the pattern.
2. Built Words, Name Dictation  
T says the name.  
S write the name on the writing lines.
3. Built Words, Syllable and Word Completion  
T says the syllable.  
S write the letter(s) to complete the syllable; write the syllable to complete the word.  
(repeat for each word)
4. Built Words, Syllable Reversal  
S read the top word.  
T says the second word.  
S write the syllable to complete the set; read the set.  
(repeat with each set)
5. Context-Phonic  
S read the sentence frame and see the phonetic clue; circle the picture(s) that could be used for the missing word.  
(repeat with each set)
6. Function Word, Matching  
S read the words and sentence; draw a line from the word to the sentence; underline the word in the sentence.



Toi|o|      t a t      pal t a t

Tappo      t e t      po t e t

Tekla      t o t      lo t o t

toktokan

kapeletan

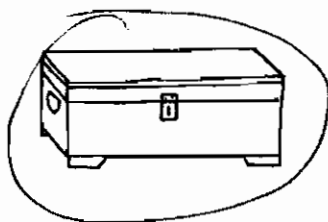
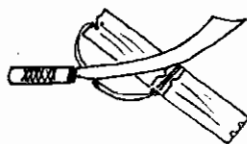
patnal

ko t te

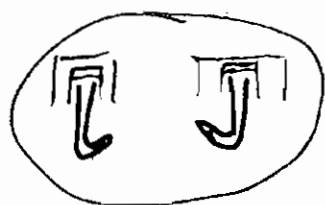
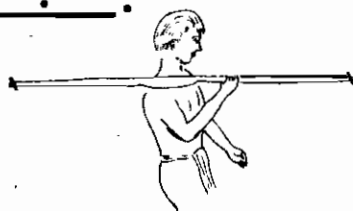
ana t

ta p-al

Nàpat hen k \_\_\_\_?



Nàpat hen t \_\_\_\_?



ya 1. Ay opatda hen anàno?

Ay 2. Wada hen paltat ad Lotot.

ad 3. Penallapalanda hen polo ya kekketot.

ah— 4. Wada dillu hen tapena ah alang.

anat	aket
paltat	

Ad Tappo, wadada hen namolò, ya anat hen atap way papa, hen lettalet, ya hen paltat.

Hen Apatna, nanpallapal da Ketket an Pelot ad Tappo. Nattokal ah Ketket yag enpapelet Pelot dillu way pallapalanda hen kekketot. Wat ennada hen hen-alat way kekketot.

Enpatnada agé way nèpantok hen lalae way dan pantok ad Tappo. Enpapateda yag an aket dillu hen penantokanda way paltat.



**Laenén hen usto.**

1. Penanan da Ketket an Pelot hen namolò.
2. Nattokal ah Ketket.
3. Nèpantokda hen lalae way penantokanda hen paltat.
4. Enpapateda way nanpantok.

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages: 73, 80, 81, 86.
3. Story  
S read the story individually.  
T For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)

1. Built Words, Text  
S read the words in the box; underline them in the story.
2. Built Words, Flashcards  
In addition to the words in the box, use words from pages; 80, 81, 86, 88.
3. Story  
S read the story individually.  
For each sentence of the story:  
T reads the sentence.  
S read after the teacher.  
S read the story individually again.
4. Capitals  
S read the capitalized words in the story and tell why it is capitalized.
5. Comprehension  
T gives the directions in bold type.  
S read and follow the directions.  
S read the phrase/sentence from the story that "proves" the answers.

HOMEWORK: Writing and Using Built Words

S write the words from the box several times.  
(S should be encouraged to write the words in sentences of their own.)



nanpanapanada pennoda penanada
--------------------------------------

Entàtaen da Ketol an Kapot hen alatda ad Lotot. Yag nanpanapanada ah lettalet wat pennoda hen alatda. Napno wat entaleda. Yag anat epapelet Kapot way elokatda ano hen alat, ta alana. hen elopòna. Wat opat hen enlopò Ketol, ya tolo hen enlopò Kapot agé. Hen tapena, entalontonda an da Tollol an Kanol te maid penanada.



### Panohon.

—3— Lenoktanda hen alatda yag nanlopòda.

—1— Dá Ketol an Kapot nanpanada ah lettalet.

—4— Entalontonda hen tapena an Tollol ya Kanol.

—2— Pennoda hen alatda.

yag

ya

agé

yag yag

yag nakotkot

yag nàpat

yag naulatda

t	a	p	a
a			l
p			a
e	k	a	t

ya ya ya ya agé agé

hen lettatet ya pane-e agé

hen kallakal yakopakopal agé

hen pattat ya ekan agé

p	e	l	a	k
o				a
l				p
a				e
t	a	p	e	l

l	e	p	o	t
l	e	p	a	t
l	o	p	a	t
l	a	p	a	t

Penetot Pekat hen pola

ya annaat etonet

1. Writing Function Words
  - a. S read the function words.
  - b. S trace the steps to make the letter; write the letter(s).
  - c. S trace the function word; write it again.
  - d. T says the phrase.  
S write the word(s) needed to complete the phrase.  
(repeat with each phrase)
  - e. S read the phrases.  
(repeat with each set)
2. Writing Built Words: Magic Squares

S read the given word.  
T says the word and sentence example.  
S write the word in the letter squares across or down.  
(repeat with the next set)
3. Writing Built Words: Word Ladder

S read the given word.  
T says the word and sentence example for each step.  
S write the word.
4. Writing Built Words: Sentence Dictation

T says the whole sentence; says the words individually by syllables.  
S write the words; read the completed sentence.