

Reading Readiness

Complete Teacher's Guide

(Sections 1-4)

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**To help teachers to teach
Naasioina' Deeru-aape pre-reading books 1-11**

Naasioi Language

400 copies

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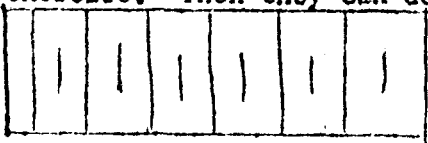
LESSON 1

- 1. (b) Hearing sounds. You make some animal sounds - dog, cat, chicken, pig, different kinds of birds. After making each sound, ask a child to tell you what animal makes that sound. Give the slow chn. the first chance to tell you.
- (a) Speaking and Hearing (30 minutes). Read Maaka' 1:29-34 to the chn. and ask some questions about.

- 2. (a) Seeing same and difference (30 minutes). Draw a big box on the ground. Put leaves and flowers in it so that it looks like the ones in Deeru aape 1. Ask the chn. to point to the one that is the same as the one in the small box.



- (b) Have the chn. play with any of the card games for Deeru aape 1.
- 3. (b) Pre-Writing (30 minutes). Give out to the chn. the small BBs, chalk and dusters. Show the chn. how to hold the chalk. First let them scribble all over the BB. Next have them watch you while you do the following exercise. Then they can do it on their BBs while you do it again on the



big BB. Say, "First draw a long line from top to bottom. Next draw a short line in the middle. Then a long line. Then a short line. Fill up your BB."

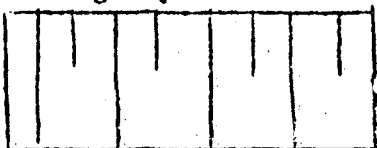
LESSON 2

- 1. (a) Speaking and Hearing (30 minutes). Ask some of the chn. to tell you what they did after school yesterday.
- (b) Hearing sounds. Ask, "What is the sound that is the same at the beginning of these words?"

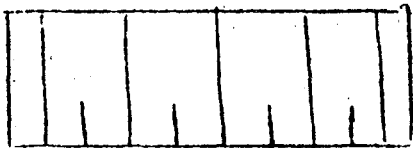
kunu', kune', kua' (ku)
döving, döri', dorang (dö)
bakaasi, bāraama, bareng (ba)

- 2. Seeing same and difference (30 minutes). Draw a big box on the ground as you did yesterday. Put some sticks and stones in it and have the chn. play as they did yesterday. After they have played for a while tell the chn to gather some other things to play with and play the game again.

- 3. (b) Pre-Writing (30 minutes). Have the chn. watch you while you do the following exercises. Then have them do it on their small BBs while you do it on the big BB.



Say, "Draw a long line from top to bottom, next start at the top again and draw a short line. Fill up your BB."



Say, "Draw a long line, next draw a short one at the bottom. Fill up your BB."

LESSON 3 Roll Call

1. (a) Speaking and hearing (30 minutes). Ask the chn. to tell what they did after they left school yesterday. Choose chn. who did not get to do this yesterday.

(b) Hearing sounds. Ask, "What is the sound that is the same at the beginning of these words?"

musi', muring, mutaanu', (mu) Ask, "Can you think of some more words
kovi, koro', kovekau', (ko) that begin with..... mu,ko,pi"?
pirung, plong, piu' (pi)

2. (b) Seeing same and difference (30 minutes). Before class draw page 1 from Deeru aape 1 on the BB (the drawings do not have to be good). Then draw a big box on the ground like you did yesterday. Have the chn. find things to put in it and play with it as you did yesterday.

Next ask the chn. to look at the BB at the exercises you draw there. Have them take turns coming to the BB to point to the one that is the same as the one in the small box.

3. (b) Pre-writing (30 minutes).



Say, "Draw a long line, next draw a short line in the middle. Fill up your BB."



Say, "Draw a long line, then short at top, long line, then short in the middle, long line, then short at the bottom."

LESSON 4 Roll Call

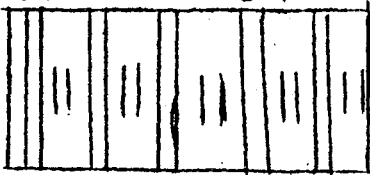
1. (a) Speaking and Hearing (30 minutes). Discuss with the chn. a common village activity, -making ta'ma'. Tell chn to prepare a story to tell tomorrow.

(b) Hearing sounds. Ask, "What is the sound that is the same at the beginning of these words?"

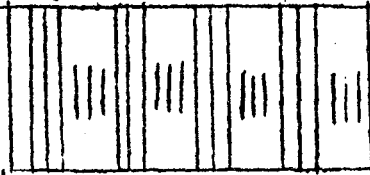
dataata, davainta', dato' (da) Ask, "Can you think of some more
sike', sinang, siusiu' (si) words that begin with da, si, ka."
karu', kapang, kaku (ka)

2. (b) Seeing same and difference (30 minutes). Give the chn the books Deeru aape 1. Show them how to hold them properly and take care of them. Also give each child 3 small objects (small stones or large seeds) that they can use as markers. Divide the chn into groups of 5 or 6. Go around to each group and show them how to do the exercises on page 1, putting a marker on the picture that is the same as the one in the small box. Whenthis is finished, have 2 chn. collect the books.

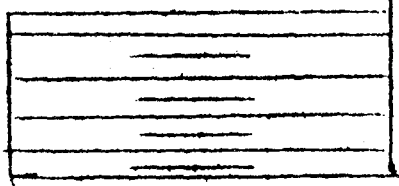
3. (b) Pre-Writing (30 minutes).



"Draw 2 long lines from top to bottom, then 2 short lines in the middle."



"Draw 3 long lines, then 3 short lines in the middle."

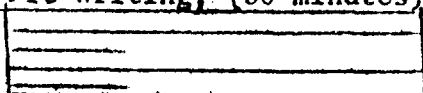


"Draw a long line across the BB, then draw a short line in the middle."

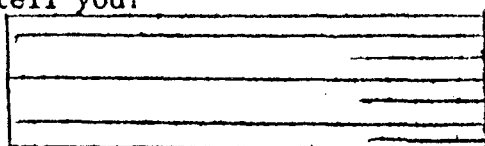
LESSON 5

1. (a) Speaking and Hearing (30 minutes). Ask some of the chn to tell the stories that they thought about.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
 toto', tokoo, tokonii' (to) "Can you think of some more words
 natuku, naning, napu', (na) that begin with to, na, po"?
 pore', poru', pora'
2. (b) Seeing same and difference (30 minutes). Before class draw page 2 from Deeru aape 1 on the BB. Do the exercise on the BB before doing in the books. Give the chn the books Deeru aape 1. Also give them the markers. Divide the chn into groups of 5 or 6. Ask them to do the exercise on page 2 again, putting a marker on the picture that is the same as the one in the small box. Next ask the chn to look at the BB at the exercise there. Have them take turns coming to BB to point. Do not tell them the answers; get them to tell you!

3. (b) Pre-Writing, (30 minutes).



"Draw a long line across the BB, next a short line at the left hand side. Fill up your BB."

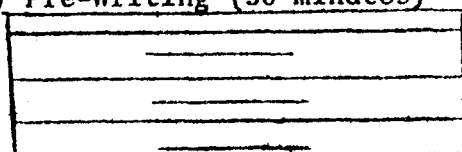


"Draw a long line across the BB, next a short line at the right hand side. Fill up your BB."

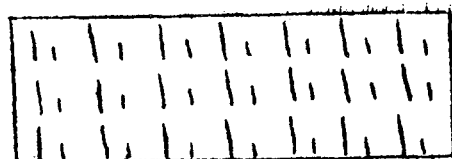
LESSON 6 Roll Call

1. (a) Speaking and Hearing (30 minutes). Ask some chn to tell the class what they did over the weekend.
- (b) Hearing Sounds. Tell the chn to be very quiet for a few minutes and listen to the sounds outside. Then have them tell you what sound they heard - trucks on the road, birds singing, people talking etc. Ask them to make some of these sounds. Give the slow chn the first chances to do these things.
2. Seeing same and difference (30 minutes).
 - (a) Have the chn play with any of the games for Deeru aape 1.
 - (b) Before class draw page 3 on BB. Now have the chn do the exercise on the BB, taking turns pointing. Next, give them the books and markers and divide them into groups of 5 or 6. Tell them to do the exercises on pages 3 and 4. Go around to each group, helping the chn do the exercise correctly. Notice which chn usually do them correctly and which ones are slow, needing help.

3. (b) Pre-Writing (30 minutes)



"Draw a long line across the BB, then draw a short line in the middle."



"Draw a tall one, then draw a short one. Fill up your BB."

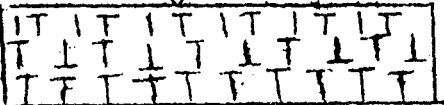
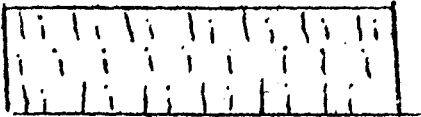
LESSON 7

7.

- 1.(a) Speaking and hearing (30 minutes). Ask the chn to tell stories as they did on Friday. Choose those who didn't get a turn last week.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
- birong, biring, biruko' (bi) "Can you think of some more words
- nopa', noki, noru' (no) that begin with bi, no, u."
- unaka, uku, unukaang (u)
- 2.(b) Seeing same and difference (30 minutes). Before class draw page 5 on the BB. Now have the chn do the exercise on the BB, taking turns pointing to the answer. After you have done the exercise once ask a bright child to be the 'teacher' while the chn do the exercise again. Next give them the books and markers and divide into groups. Tell them to do the exercise on pages 5 and 6. Ask a bright child in each group to help any slow ones.

3.(b) Pre-Writing (30 minutes).

lines 1: tall one; short one with a dot; line 2: short one with a dot, write fast. line 3: same as line 1.

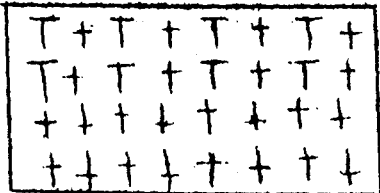


line 1: a tall one, a tall one with a cross on top; lines 2 and 3 tall one with cross on top, tall one with cross on bottom; line 4: tall one with cross on top, write fast.

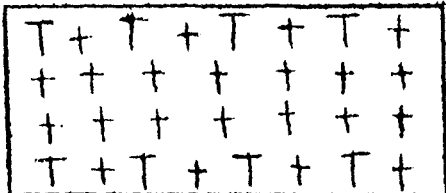
8.

LESSON 8 Roll Call

1. (a) Speaking and Hearing (30 minutes). Ask the chn to tell stories. Choose those who haven't had a turn yet.
- (b) Hearing sounds. "What is the sound that is the same as the beginning of those words."
- dikau', dikiroko', dinkung (di) "Can you think of some more words that
- tavi', tani', tatehg (ta) begin with di, ta, bo?"
- boru', bore', boku
2. (b) Seeing same and difference (30 minutes). Before class draw page 7 on the blackboard. Now have the children do the exercise on the blackboard, taking turns. Next ask a bright child to be the teacher while the children do the exercise again. Then give them the books and markers and divide them into groups. If they go into the same groups each day, that will save time. Tell the children to do the exercises on pages 7 and 8. You check them.
- 3.(b) Pre-Writing.



lines 1 and 2: tall one with tall one with cross above middle, lines 3 and 4: tall one with cross above middle, tall one with cross below middle.

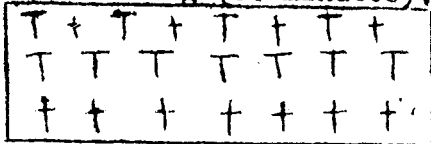


line 1: tall one with cross on top, tall one with cross above middle; lines 2 and 3: fast tall one with cross above middle: line 4: tall one with cross on top, tall one with cross above middle;

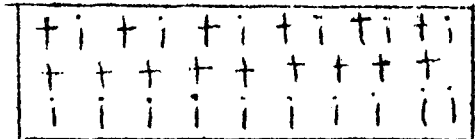
LESSON 9

- 1.(a) Speaking and hearing (30 minutes). REad Maaka' 3:1-6 and ask some questions about it.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
 paroro, pava, pakia, parang (pa) "Can you think of more words which kiring, kiaara, kivora, kiri' (ki) begin with pa, ki, o?"
 osi, okonaa, oroko, orara (o)
- 2.(b) Seeing same and difference (30 minutes). Before class draw page 9 on the BB. Now have the chn do the exercise on the BB, taking turns pointing to the answer. Then give them the books and markers and divide them into groups. Tell them to do the exercises on pages 9,10, 11. Make sure they have the correct page.
- (a) Have the chn play with any of the card games for Deeru aape 1.

3.(b) Pre-Writing (30 minutes).



line 1: tall one cross o top, tall one crsss above middle; line 2: fast tall one cross on top; line 3: fast tall one cross above middle; line 4: same as line 1.



line 1: tall one cross above middle, short one with dot; line 2: fast tall one cross above middle; line 3: short one with dot - fast; line 4: same as line 1.

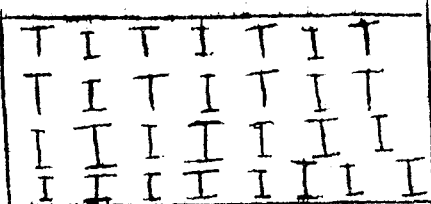
LESSON 10

1. (a) Speaking and hearing (30 minutes). Have the chn act out the story from Maaka' 3:1-6. If necessary read it to them again.
2. (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
 tutu', tutung, tuaare, tukaa' (tu) "Can you think of more words iniu, iveka', iki', isikani (i) that begin with tu, i, ke?"
 kena, keru', kenaanka, keveri' (ke)
2. (b) Seeing same and difference. (30 minutss). Draw a big box on the ground like you did on the first day. Have the children play the game using leaves and flowers. Play it again using sticks and stones. Divide the class into groups and give out the books. Have the chn repeat any of the exercises on pages 1-11 using markers.

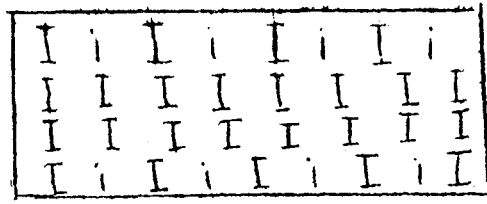
3. Pre-Writing (30 minutes).

(a) Teachers choice:

(b)



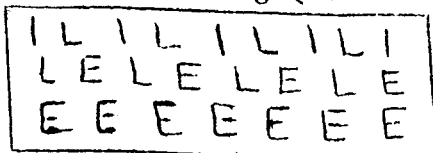
lines 1 and 2: tall one cross on top, tall one small cross top and bottom; lines 3 and 4: tall one small cross top and bottom, tall one big cross top & bottom.



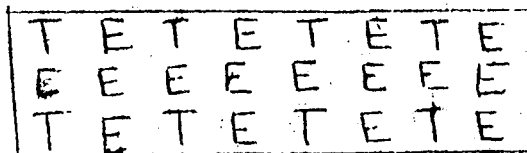
line 1: tall one small cross top and bottom, short one with dot; Lines 2 and 3: fast tall one small cross top and bottom; line 4: same as line 1.

LESSON 11 Roll Call

1. (a) Speaking and Hearing (30 minutes). Clap the number of syllables in some of the chn's names. Turn to page 4 in the TG for instructions.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
 duku', duaa', duana (du) "Can you think of more words which
 nta', ntaa', nko' (n) begin with du, n, m?"
 mma', mpaang, mmari' (m)
2. (b) Seeing same and difference (30 minutes). Before class draw page 12 on the BB. Have the chn do the exercise on the BB. Give them the books and markers and divide into groups. Tell them to do the exercises on pages 12,13,14. Go to each group and get the bright chn to help the slow ones. Those who finish early can do pages 9-11 again!
3. (b) Pre-Writing (30 minutes).



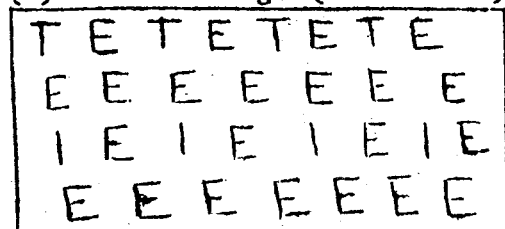
line 1: tall one, tall one with foot; line 2: tall one with foot, tall one with 2 hands and foot; lines 3 and 4: tall one with 2 hands & foot, tall one with 2 hands & foot long middle hand.



line 1: tall one cross at top, tall one 2 hands and foot short middle hand; lines 2 and 3: tall one short middle hand, tall one long middle hand' line 4: same as line

LESSON 12 Roll Call

- 1.(a) Speaking and Hearing. Clap the number of syllables in the names of the chn's younger brothers and sisters.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
 maraava', manua, manii' (ma) "Can you think of more words that begin
 purinto', puang, purereng (pu) with ma, pu, ne?"
 nerai', nerakaa, nenke' (ne)
2. (b) Seeing same and difference (30 minutes). Before class draw page 15 on the BB. Then have the chn do the exercise on the BB. Have some of the chn play teacher. Next give books and markers and divide into groups. Do the exercises on pages 15, 16.
3. (b) Pre-Writing. (30 minutes).

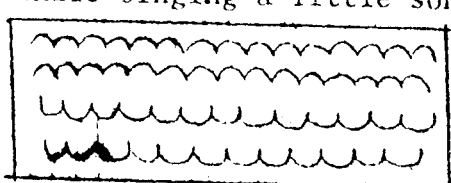


line 1: tall one cross on top, tall one 2 hands and foot; line 2: fast tall one hands and foot; line 3 tall one, tall one 2 hands and foot; line 4: fast tall one 2 hands and foot.

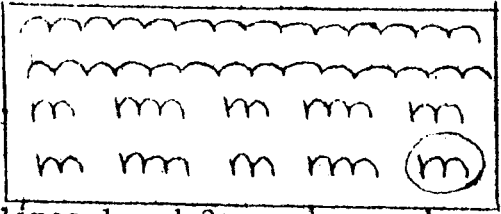
Revise the exercises for Wednesday and Thursday of last week.

LESSON 13 Roll Call

- 1. (a) Speaking and Hearing (30 minutes). Read Maaka' 3:13-19 to the chn and ask questions about this story.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
mintoong, minkunaa, mintung (mi) "Can you think of other words which
beruu', berete', beku' (be) begin with mi, be, a?"
akara, apo', asita (a)
- 2. (b) Seeing same and difference (30 minutes). Before class draw page 17 on the BB. Have some of the chn act as teachers. Next give the books and markers and divide into groups. Do the exercises on pages 17,18.
- (a) Have the chn play with any of the card games for Deeru aape 1.
- 3. (b) Pre-Writing (30 minutes). Have the chn write these things in the air while singing a little song:



Now write them on the BB.

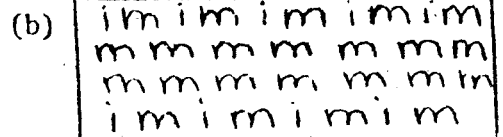


lines 1 and 2: go down and curve up;
lines 3 and 4: short man with 3
legs, short man with 4 legs.

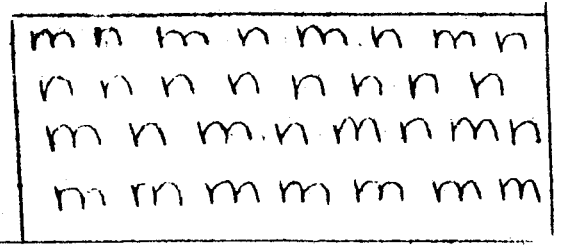
LESSON 14 Roll Call

- 1. (a) Speaking and Hearing (30 minutes). Have a small group of chn to act out some things they did after school yesterday. The other chn have to guess what they were doing.
- (b) Hearing sounds. "What is the sound that is the same at the beginning of these words?"
bunavei, buru, busi (bu)
peresi, petaa', pesi' (pe)
mosi', moru, mou (mo)
- 2. (b) Seeing same and difference (30 minutes). Before class draw page 19 on the BB. Now have the chn do the exercise on the BB, taking turns pointing. Then give them the books and markers and divide them into groups. Tell them to do the exercises on pages 19,20. When they finish those, they can do again any of the exercises on pages 10 to 20. Walk around to the different ones and check on their work.
- 3. Pre-Writing (30 minutes).

(a) Teachers Choice



line 1: short one with dot, short man with 3 legs; lines 2 and 3: fast short man 3 legs, Line 4: same as line 1.



line 1: short man 3 legs, short man 2 legs; 1: 2: fast short man 2 legs; line 3: same as 1; line 4: fast short man 3 legs.

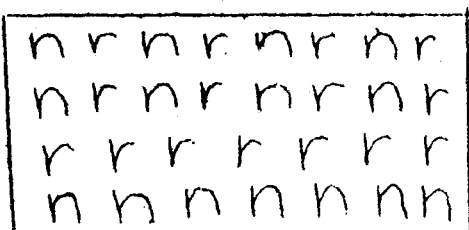
LESSON 15 Roll Call

- 1.(a) Speaking and hearing (30 minutes). Ask some of the chn to tell the class what they want to do on Saturday or Sunday.
- (b) Find the number of syllables in a word game. Think of a word with 2 or more syllables in it. Clap the word but don't tell the chn what the word is. Chn tell you words which have the same number of syllables in it.
- 2.(b) Seeing same and difference (30 minutes). Before class draw page 20 on the BB. Now have the chn do the exercise on the BB, taking turns pointing. Have some of the chn play 'teacher'. Give them books and markers and divide into groups. Tell the chn to do any exercises on pages 12-20.
- (a) Have the chn play with any of the card games for Deeru aape 1.

3.Pre-Writing (30 minutes).

(a) Teachers choice

(b)

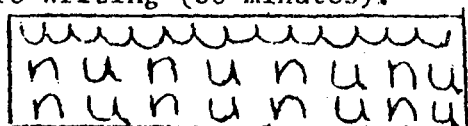


lines 1 and 2: short man 2 legs, one leg with hook; line 3: fast one leg with hook; line 4: fast short man with 2 legs.

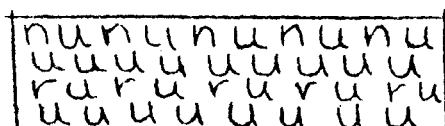
Revision: Do again the exercises that you did yesterday.

LESSON 16 Roll Call

- (a) Matching names card game. Before class write each child's name on a card and put up on wall. Also before class write each name on another card and give to the chn at roll call time. Have them match the card in their hand with the one on the wall. (This is a substitute for Part A of Speaking and Hearing lesson during Week 4. During Week 5 it becomes the third part of speaking and hearing lesson. After this it may be played whenever the teachers think best.)
- 1(b) Speaking and hearing lesson. Hearing sounds that are different. One word in each list will begin with a different syllable. Ask, "Which word begins with a different sound?"
 nenke', nenko', nke' (n) "Can you think of other words which begin arootu', mpaang, apu' (m) with that sound n, m, aa?"
 bantong, aasi', bakaning (aa)
- 2.(b) Seeing same and different (30 minutes). Deeru aape 2; Before class draw page 1 on the BB. Now have the chn do the exercise on the BB, taking turns pointing. Have some of the chn play 'teacher'. Give them books and markers and divide into groups. Tell them to do pages 1 and 2.
- 3.(b) Pre-Writing (30 minutes).



lines 1 and 2: curve down and curve up; lines 3 and 4: short man 2 legs, big stomach and 1 leg.



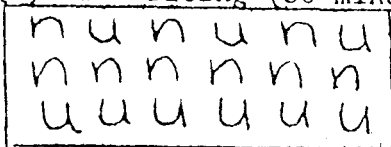
line 1: short man 2 legs, big stomach and one leg; line 2: fast big stomach and 1 leg; line 3: one leg with hook, stomach and 1 leg; line 4: fast stomach and 1 leg.

LESSON 17 Roll Call - matching names card game.

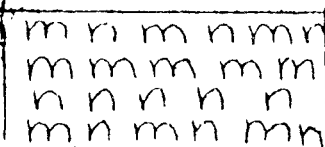
- 1. (b) Speaking and hearing. Hearing sounds that are different. "Which word begins with a different sound?"
orara, orovel, osi, oosi, (oo) "Can you think of other words which
iki', iko'nang, io', i'nang (i') begin with that sound
nai, naning, natuku. ntaa' (n) oo, i', n?"
- 2. (b) Seeing same and difference (30 minutes). Deeru aape 2. Before class draw page 3 on the BB. Now have the chn do the exercise on the BB, taking turns pointing. Have some of the chn play 'teacher'. Give them books and markers and divide into groups. Tell them to do pages 3 and 4. Have the bright chn assist the slower chn.

(a) Have the chn play with any of the card games for Deeru aape 2.

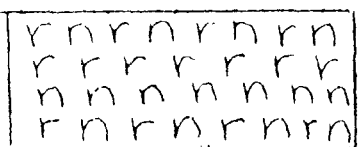
3. (b) Pre-Writing (30 minutes)



1: short man 2 legs, stomach
1 leg; 2: fast short man 2
legs; 3: fast stomach 1 leg;
4: same as 1



1: short man 3 legs,
short man 2 legs; 2:
fast short man 3 legs
3: fast short man 2
legs; 4: same as 1.



1: leg with hook, short man
2 legs; 2: fast leg with
hook; 3: fast short man
2 legs; 4: same as 1.

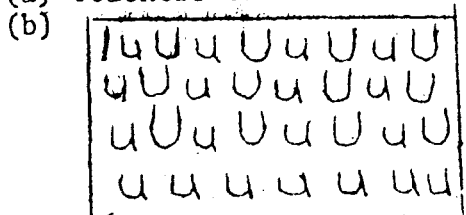
LESSON 18 Roll Call - matching names card game.

- 1. (b) Speaking and Hearing. Have a child point to something and say its name. Another child says the sound at the end of the word. The children think of other words that end with the same sound or syllable. Repeat several times.
- 2. (b) Seeing same and difference (30 minutes). Before class draw page 5 on the BB. Have the chn do the exercise on the BB. Give out books and markers and divide into groups. Have the chn do the exercises on pages 5 and 6.

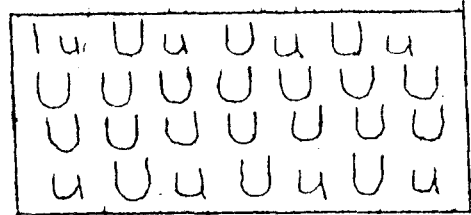
(a) Have the chn play any of the card games for Deeru aape 2.

3. Pre-Writing. (30 minutes); The "tall one" is to make room for the capital letters.

(a) Teachers choice



1: tall one, belly with leg,
tall belly; 2&3: belly with
leg, tall belly; 4: fast
belly with leg.



1: tall one, belly with leg, tall belly;
2 and 3: fast tall belly; 4: belly with
leg, tall belly.

LESSON 19 Roll Call

1. (a) Matching names card game.

(b) Speaking and Hearing. Hearing sounds that are different. "Which word begins with a different sound?"

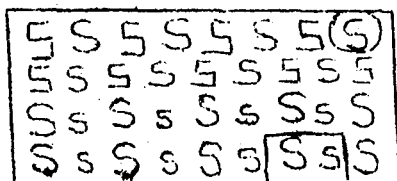
utau, ua', uku, u'mi (u')

io', iapa, iava, iivaa (ii)

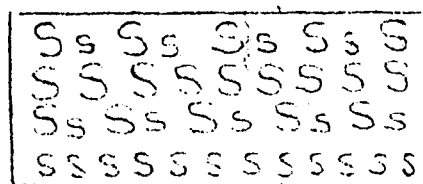
bana', bareng, aarumo, barang (aa)

2. (b) Seeing same and difference (30 minutes). Before class draw page 7 on the BB. Now have the chn do the exercise on the BB, taking turns playing 'teacher'. Give out books and markers and divide into groups. Tell the chn to do the exercises on pages 7 and 8. Have the bright chn help the slower ones.

3. (b) Pre-writing (30 minutes).



land 2: draw one with corners,
draw one without corners, 3
and 4: big snake, little
snake.



1: big snake, little snake; 2: fast big
snake; 3: same as 1; 4: fast little
snake.

LESSON 20 Roll Call

1.(a) Matching names card game.

(b) Speaking and Hearing. Read Maaka' 4:35-41 to the chn and ask some questions about it.

2.(b) Seeing same and difference (30 minutes). Before class draw page 9 on the BB. Have the chn do the exercise on the BB. Ask 1 or 2 chn to take turns at playing 'teacher'. Give out the books and markers and divide into groups. Tell the chn to do the exercises on pages 9 and 10.

3. Pre-Writing (30 minutes)

(a) Teachers choice

(b) Revise the exercises that you did on Monday and Tuesday of this week.

LESSON 21 Roll Call

1. (a) Matching names.

(b) Speaking and hearing (30 minutes). Play Game No. 10, see page 4 of TG.

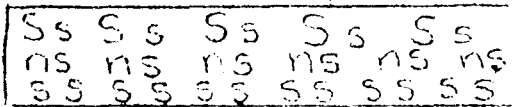
Hearing sounds. Hearing sounds that are different. "Which word begins with a different sound?"

doving, dokoroko', dome', apu' (a) "Can you think of some more
naning, napo', kiring, naipe' (ki) words which begin with a, ki, da?"
tenang, temii, dato', temu' (da)

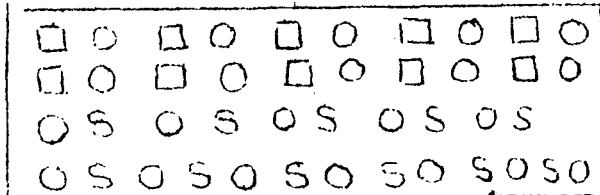
2. (a) Seeing same and difference (30 minutes). Have the chn play with any of the card games for Deeru aape 2.

(b) Give out the books and markers and divide into groups. Do the exercises on pages 11 and 12. Have the bright chn help those who are slow.

3. Pre-Writing (30 minutes).



1: big snake, little snake, 2: short
man 2 legs, little snake; 3: fast
little snake 4: same as 1.



1 and 2: little square, little circle;
3 and 4: little circle, little snake.

LESSON 22 Roll Call - Matching names.

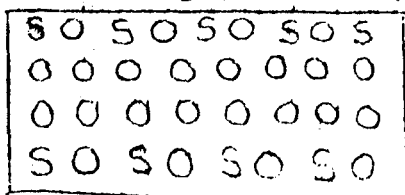
1. (a) Speaking and hearing (30 minutes). Discuss with the chn a common village activity - working in the garden.

(b) Hearing sounds. Hearing sounds that are different! "What is the sound that is different at the beginning of these words?"

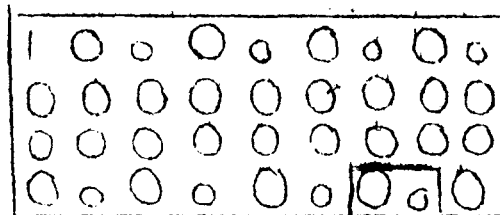
manua, maraava', mavo', sisikera (si) "Can you think of more words
iki', iapa, mosi', iniu (mo) that begin with si, mo, tu?"
biring, biri', tukaa', birong (tu)

2. (b) Seeing same and difference (30 minutes). Before class draw page 13 on the BB. Have the chn take turns at being 'teacher' while doing the exercise on the BB. Give out books and markers and have the chn do pages 13 and 14 in their books.

3. (b) Pre-Writing (30 minutes).



1: small snake, small circle;
2 and 3: fast small circle;
4: same as 1.

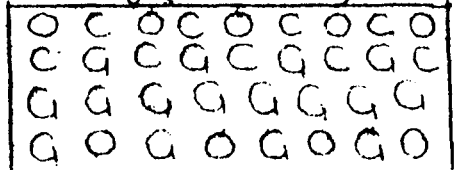


1: tall one, big circle, small circle;
2 and 3: fast big circle; 4: big
circle, small circle.

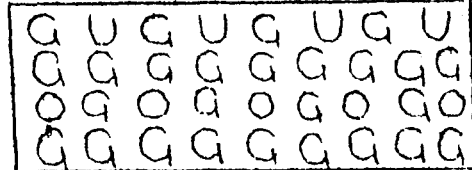
LESSON 23 Roll Call - matching names

- 1.(a) Speaking and hearing. (30 minutes). Ask some of the boys to act out an activity - for example hunting birds in the bush. Then have them tell the chn. how to do it.
- (b) Hearing sounds. Hearing sounds that are different. "Which word begins with a different sound?"
- mini', miring, miru', nerai' (ne) "Can you think of more word. which
busi, buru, unaava, bunavei' (u) begin with ne, u, ko?"
meneng, meto', meru', koing (ko)
- 2.(b) Seeing same and difference. (30 minutes). Give out books and markers and divide into groups. Have the chn do the exercises on pages 15 and 16. Have a bright child in each group act as 'teacher'. You should supervise each group also.

3.Pre-Writing (30 minutes).



- 1: big circle, big circle mouth open
2: big circle mouth open, big circle
mouth open short tongue; 3: fast big
circle mouth open short tongue; 4:
big circle mouth open short tongue,
big circle.

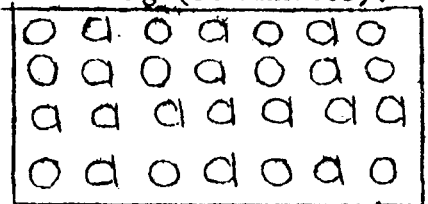


- 1: big circle mouth open short tongue,
big belly; 2: fast big circle mouth open
short tongue; 3: big circle, big circle
mouth open short tongue; 4: fast big
circle mouth open short tongue.

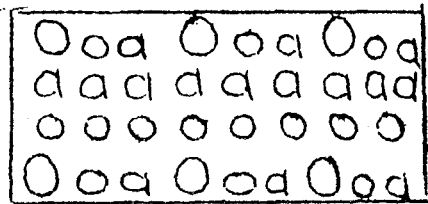
LESSON 24 Roll Call - matching names

1. Speaking and Hearing (30 minutes). Clap the number of syllables in the names of all the birds that the chn know.
- Hearing sounds. Hearing sounds that are different. "Which word begins with a different sound?"
- paara, paaro', paaranang, pa'ba' (pa') "What other words begin with
naampa, naaro', napu', naansing (na) pa', na, n?"
nipo', nia', nka, niuma (n)
2. Seeing same and difference. (30 minutes). Give out books and markers and divide into groups. Have the chn do the exercises on pages 17,18. The chn who finish quickly should do any of the exercises on pages 1-10 again.

3. Pre-Writing (30 minutes).



- 1 and 2: small circle, small
circle short ear and leg;
3: fast small circle short
ear and leg; 4: same as 1
and 2.



- 1: big circle, small circle, small circle
with ear and leg; 2: fast small circle with
ear and leg; 3: fast small circle; 4:
same as 1.

LESSON 25 Roll Call - matching names.

1. Speaking and Hearing. Read Maaka' 5:35-43 to the chn. Ask questions about the story.

Then tell the chn to draw a picture from any part of this story.

2. Seeing same and difference. Have the chn play with any of the card games for Deeru aape 2.

Give out books and markers to the chn and divide them into groups. Tell them to do the exercises on pages 19,20. Have a bright child in each group act as 'teacher'. Remember to supervise what each group is doing.

3. Pre Writing.

Have the chn revise the exercises that you did yesterday. If the chn finish these quickly have them do the exercises you did on Monday and Tuesday of WEEK 4 or Lessons 16 and 17.

When it is time to write fast, try to get the chn to do it quickly even though it is very messy. When they slow down after writing quickly, they will still be writing faster.

Remember to have the chn watch you write a line first, then they can start writing with you. Sometimes you must walk around the room seeing what the chn are doing. Get bright chn to help those who are having trouble.

Introduction to Section No. 2

TEACHERS: Please note that at week 3 (Lesson 15) until the end of the Teacher's Guide, you will be teaching some sight words to the children. Write these words on cardboard or heavy paper - hiang, bau', maiau (keesi), mpang, daara. Before printing the word on the card, draw lines to show you what size the letters should be. Make sure that when you put the cards in the pocket chart none of the letters will be covered in the pocket. These cards will be used in the pocket chart and as flashcards.

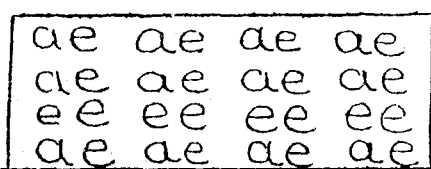
Lesson 1

1. Speaking and Hearing: Ask some of the children to tell the class what they did over the weekend. Let lots of children tell you.

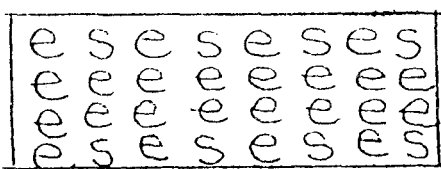
Hearing Sounds. Hearing sounds that are different. "Which word begins with a different sound?"

| | |
|--|------------------------|
| tavi', takora', ta'ma', tarii' (ta') | Can you think of other |
| kia', kiaara, kiring, kiine' (kii) | words with ta', kii, |
| dai'ansing, dama', daari, damia' (daa) | daa?" |

2. Seeing Same and Difference: Deeru aape 3. Before class draw page 2 on the BB. Have the children take turns to point to the one that is different in the long box. Give out the books and markers. Turn to the picture on page 1 and discuss with the children. Divide the class into groups and do the exercises on pages 2 and 3. Find the one that is different.
3. Pre-Writing. Have the children do finger exercises.



1 and 2: small circle short ear and leg, small head, curved back.
 3: fast small head curved back.
 4: same as 1.



1: small head, curved back, small snake; 2 and 3: fast small head curved back.
 4: same as 1

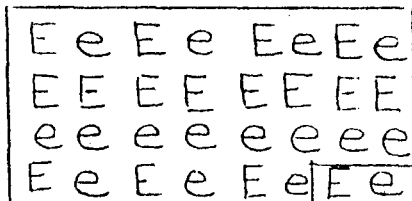
LESSON 2

1. Speaking and Hearing. Clap the number of syllables in the names of all the different kinds of food that the children can think of.

Hearing Sounds: Hearing sounds that are different. "Which word begins with a different sound?"

| | |
|-----------------------------------|-------------------------|
| poru', pora', pooka', pore' (poo) | "Can you think of other |
| maantu', maata, nayo', maasi (ma) | words which begin with |
| doreng, doua dotu, doona (doo) | poo, ma, doo?" |

2. Seeing Same and Difference: Deeru aape 3. Before class draw page 4 on the BB. Have the children do the exercises, taking turns pointing. Give out books and markers and divide into groups. Tell the chn to do pages 4, 5, 6. Ask the bright chn. to help the slow ones.
3. Pre-Writing. Have the children do finger exercises.



Revise one exercise you did yesterday.

1. tall one with 2 hands and a foot, small head, curved back. 2: fast tall one 2 hands and foot. 3: fast small head curved back. 4: same as 1.

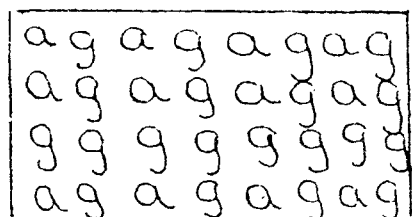
LESSON 3

1. Speaking and Hearing. You tell the children a story about an animal. Ask them to tell you an animal story.

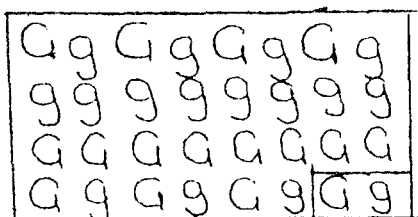
Hearing Sounds. "Which word begins with a different sound?"

mookono, moona', mororu', mooraa' (mo)
 bere', beruu', besi', be'nang (be')
 koi', koing, kovi, ko'dong (ko')

2. Seeing Same and Difference. Deeru aape 3. Before class draw page 7 on the BB. Have the chn do the exercise taking turns at being 'teacher'. Give out the books and markers and divide into groups. Children do pages 7 and 8. Make sure they find the one that looks different. Go around and check their work.
3. Pre-Writing. Have the children do finger exercises.



1 and 2: circle short ear and leg,
 circle short ear long tail;
3: fast circle short ear long
 tail; 4: same as 1.



1: big circle mouth open short
 tongue, circle short ear long
 tail; 2: fast 3: fast;
4: same as 1

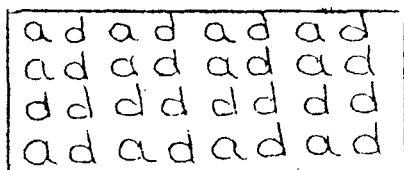
LESSON 4

1. Speaking and Hearing: Clap the name of a child. Ask children to think of the longest word they can. Clap the syllables. Who found the longest word?

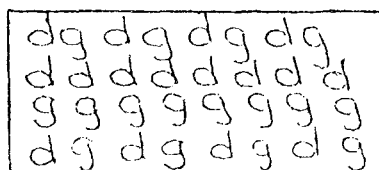
Hearing sounds. "Which word begins with a different sound?"

tanke', tateng, tanking, tooto' (too)
 nekang, naipe', naaro, naka' (na)
 kena, kenung, kenaanka, ke'maaki (ke')

2. Seeing Same and Difference. Look at the picture on page 9 of Deeru aape 3 and talk about it with the children. Before class draw page 10 on the BB. Have the children take turns at pointing to the one that is different. Give out books and markers. Children do pages 10 and 11.
3. Pre-Writing.



1,2: circle short ear and leg
 circle long ear short leg;
3: fast circle long ear, short
 leg; 4: same as 1.



1: circle long ear short leg, circle
 short ear long tail; 2: fast
3: fast. 4: same as 1

LESSON 5

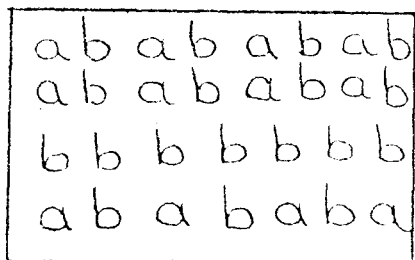
1. Speaking and Hearing. Read Maaka' 6:45-52 to the children. Ask questions about the story.

Have the children play Game No. 1. See page 9 of Year 1 Teacher's Book.

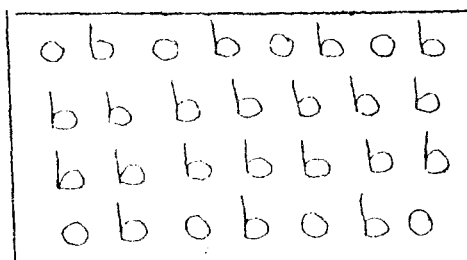
2. Seeing Same and Difference. Before class draw page 12 from Deeru aape 3 on the BB. Have the children take turns pointing to the correct answer. Give out the books and markers. Children do pages 12, 13 and 14. Ask the bright children to help the slower ones.

Play any of the card games for Deeru aape 3.

3. Pre-Writing. Have the children do finger exercises.



1,2: circle short ear and leg,
tall one circle short leg;
3: fast; 4: same as 1 and 2



1: circle, tall one circle short
leg; 2 and 3: fast;
4: same as 1.

LESSON 6

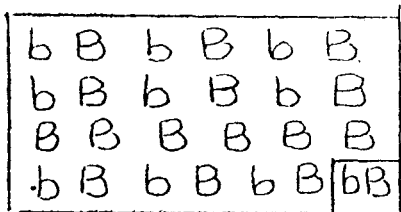
1. Speaking and Hearing. Discuss with the children a common village activity - building a house.

Hearing Sounds. "What is the sound that is the same at the end of these words?"

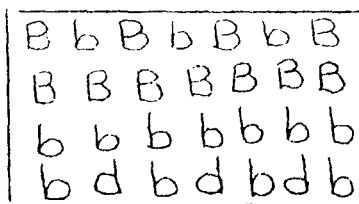
| | | | | |
|---------|---------|---------|-----------|--------|
| dorang, | karang, | barang, | daurang | (rang) |
| unaava, | toova, | kaava, | ovorinava | (va) |
| unaka, | nemaka, | neeka, | karoona | (ka) |

2. Seeing Same and Difference. Before class draw page 15 on the BB. Ask one of the children to be "teacher" with other children taking turns to point to the right answer. Give out the books and markers. Children do the exercises on pages 15 and 16.

3. Pre-Writing. Have children do finger exercises.



1 and 2: tall one circle short
leg, tall one big head big
belly; 3: fast
4: same as 1



1: tall one big head big belly,
tall one circle short leg;
2: fast 3: fast 4: tall one
circle short leg, circle long ear
short leg.

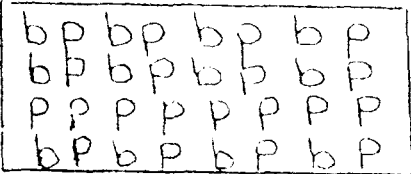
LESSON 7

1. Speaking and Hearing. Ask some of the girls to act out an activity. Then have them tell the other children how to do it.

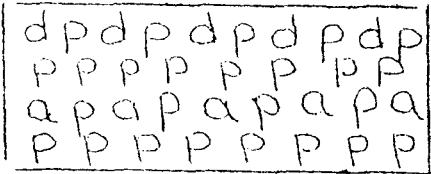
Hearing Sounds. "What is the sound that is the same at the end of these words?"

| | |
|-------------------------------|--------|
| ookara, mura, kivora, nankara | (ra) |
| iniu, koveu, mou, kou | (u) |
| mpaang, mantaang, karaang | (aang) |

2. Seeing Same and Difference: Before class draw page 18 on the BB. Look at the picture on page 17 of Deeru aape 3 and let the children discuss it. Teach the exercise on the BB. Let the children take turns at pointing to the answer. Give out the books and markers. Children do pages 18 and 19. The children who finish early should do any of the earlier exercises again.
3. Pre-Writing. Have the children do finger exercises.



1 and 2: tall one circle short leg, long straight tail circle;
3: fast 4: same as 1 and 2



1: circle long ear short leg, long straight tail circle; 2: fast
3: circle short ear leg, long straight tail circle; 4: fast.

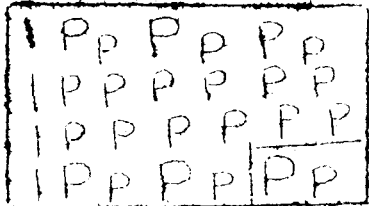
LESSON 8

1. Speaking and Hearing: Clap the number of syllables in the names of all the different types of sweet potato that the children know.

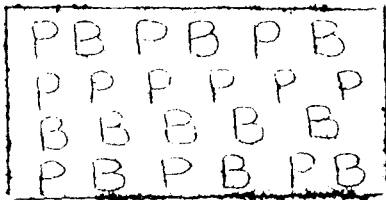
Hearing Sounds. "What is the sound that is the same at the end of these words?"

| | | |
|-----------------------------------|-------|------------------------|
| tokoi, taruai, tui, boonka'i | (i) | "What are more words |
| sisi', siinsi', orokasi', kakasi' | (si') | which end with i, si', |
| oroko, oko, biiko, toko | (ko) | and ko?" |

2. Seeing Same and Difference: Before class draw page 20 of Deeru aape 3 on the BB. Teach this exercise to the children. Give out the books and markers. Have the children work on pages 20, 21, 22.
3. Pre-Writing. Have the children do finger exercises.



1: tall one big head, long straight tail circle;
2 and 3: fast
4: same as 1.



1: tall one big head, tall one big head and belly. 2 and 3: fast
4: same as 1

LESSON 9

1. Speaking And Hearing: Read *Maaka'* 9:14-29 to the children. Ask them some questions about the story. Did they understand the story?
- Hearing Sounds: A child says the name of something he likes to eat. What is the sound at the end of the word? Think of other words that end with that sound. Do this with different foods several times.
2. Seeing Same and Difference: Before class draw page 23 of *Deeru aape* 3 on the blackboard. Ask some of the children to be "teacher". Give out the books and markers. Children do pages 23, 24 and 25.
3. Pre-Writing. Have the children do finger exercises.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| P | R | P | R | P | R | P | R |
| P | R | P | R | P | R | P | R |
| R | R | R | R | R | R | R | R |
| B | R | B | R | B | R | B | R |

1 and 2: "Tall one big head, tall one big head long tongue."
3: Fast. 4: "Tall one big head big belly, tall one big head long tongue."

| | | | | | | |
|---|---|---|---|---|---|----|
| B | R | B | R | B | R | B |
| R | r | R | r | R | r | R |
| R | R | R | R | R | R | R |
| R | r | R | r | R | r | Rr |

1: "Tall one big head big belly, tall one big head long tongue."
2: "Tall one big head long tongue leg with hook." 3: Fast.
4: Same as 2.

LESSON 10

1. Speaking and Hearing: Tell the children an animal story and get them to tell other animal stories.

Hearing Sounds: "What is the sound that is the same at the end of these words?"

| | |
|----------------------------------|-------|
| bare, mare, taare, doore | (re) |
| buuvung, narung, uurung, mintung | (ung) |
| koro, toro, paroro, naaro | (ro) |

2. Seeing same and difference: *Deeru-aape* 4. Before class draw page 2 on the blackboard. Give out books and markers. Have the children do pages 1-3 in their books. Teach 2 from the blackboard

Play any of the card games for *Deeru-aape* 4.

3. Pre-Writing:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| P | D | P | D | P | D | P | D |
| D | D | D | D | D | D | D | D |
| P | D | P | D | P | D | P | D |
| P | D | P | D | P | D | P | D |

1 & 2: "Tall one big head, tall one very big belly."
3: Fast. 4: same as 1.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | d | D | d | D | d | D | d |
| D | D | D | D | D | D | D | D |
| d | d | d | d | d | d | d | d |
| D | d | D | d | D | d | D | d |

1: "Tall one very big belly, long ear short leg."
2: Fast. 3: Same as 1.

LESSON 11

1. Speaking and Hearing: Have the children play the "I See Game." Think of something which you and the children can see from where you are. Say, "I see something which begins with ..." Name the syllable the word begins with. The children have to tell you what the answer is.

Hearing Sounds: "What is the sound that ends these words?"

| | |
|--|-----------------------|
| dato', beento', ototo', purinto' (to') | "What are other words |
| kuring, tering, naring, baring (ring) | that end with to', |
| maane', kune', kiine', kaakane' (ne') | ring, and ne'?" |

2. Seeing same and difference: Bring a banana to class today. Before class starts, write biang on a card in large letters. Put the card and the object in a place where the children can easily see them. Tell them what the card says. Have them read it after you several times. Have the children do exercises on pages 4-5 in their books.

3. Pre-Writing:

| | | | | | | |
|---|---|---|---|---|---|---|
| B | D | B | D | B | D | B |
| D | D | D | D | D | D | D |
| D | b | D | b | D | b | D |
| D | d | D | d | D | d | D |

- 1: "Tall one big head big belly,
tall one very big belly.
- 2: Fast. 3: "Tall one very big belly,
tall one circle short leg.
- 4: "Tall one very big belly,
circle long ear short leg.

Repeat any of the exercises from Wed., Thurs., and Fri. of last week.

LESSON 12

1. Speaking and Hearing: Read *Maaka'* 10:13-16 to the children and ask questions about this story.

Hearing Sounds: "What is the sound that is the same at the end of these words?"

| | |
|----------------------------------|--------|
| doreng, ereng, kareng, oreng, | (reng) |
| mororu', meru', noru', boru', | (ru') |
| birong, baarong, karong, koirong | (rong) |

2. Seeing same and difference: Deeru-aape 4. Before class draw page 7 on the blackboard. Turn to page 6 in your book and discuss the picture with the children. Teach page 7 from the blackboard. Appoint various children as teachers. Give out Deeru-aape 4 books and markers. Tell the children to do pages 6-9. Get the bright children to help the slower ones.

Play any of the card games for Deeru-aape 4.

3. Pre-Writing:

| | | | | |
|---|---|---|---|---|
| / | / | / | / | / |
| / | / | / | / | / |
| \ | \ | \ | \ | \ |
| \ | \ | \ | \ | \ |

- 1 & 2: "Short one, short one leaning away."
- 3 & 4: "Short one, short one leaning the other way."

| | | | | |
|---|---|---|---|---|
| / | / | / | / | / |
| / | / | / | / | / |
| / | / | / | / | / |
| / | / | / | / | / |

- 1 & 2: "Long one, long one with short leaning one joined at middle. 3 & 4: "Long one, long one with short leaning one starting at middle."

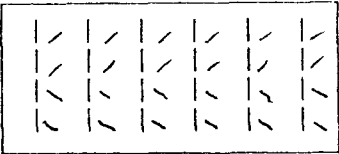
LESSON 13

1. Speaking and Hearing: Have the children play a game of "Say and Do." Before class think of some words which are action words. Say the word syllable by syllable and then the children have to say what the word is. Repeat this game several times.

Hearing Sounds: "What is the sound that ends these words?"

airi, daari, iriri, kuri, (ri)
tunkang, kakang, ookakang, nakang (kang)
siusiu', beu', diu', bau' (u')

2. Seeing same and difference: Ask the children to read the word that you wrote on the card on Monday. Turn to page 10 in your book and discuss the picture with the children. Give out Deeru-aape 4 books and markers. Have the children do the exercises on pages 10 and 11, and then repeat some of the exercises on pages 1-9.
3. Pre-Writing:



1 & 2: "Tall one long arm joining at middle, tall one long arm and leg joining. 3: Fast.
4: "Tall one long arm and leg, tall one 2 hands and a foot

1 & 2: "Tall one, short one leaning away
2 & 3: "Tall one, short one leaning other way.

LESSON 14

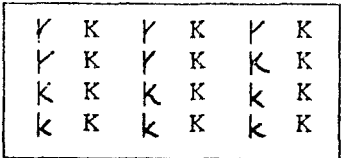
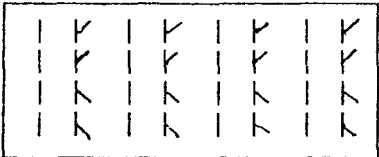
1. Speaking and Hearing: Ask the children what they like about school.

Have the children play a game. Before class think of a word which has two or more syllables in it. Clap the number of syllables in that word to the children but do not tell them what the word is. The children then tell you other words which have the same number of syllables in them.

2. Seeing same and difference: Before class draw page 12 on the blackboard. Teach page 12 of Deeru-aape 4 from the blackboard. Have the children come and show you the correct answer. Give out books and markers. Ask the children to do the exercises on pages 12-14. Check each child to see if he has the right answer.

Play any of the games for Deeru-aape 4.

3. Pre-Writing:



1 & 2: "Tall one, tall one with short arm joining near bottom." 3 & 4: "Tall one, tall one with short leg joining near bottom."

1 & 2: "Tall one, short arm near bottom, tall one short arm and leg near bottom." 3: Fast.
4: "Tall one long arm and leg, tall one short arm and leg."

LESSON 15

1. Speaking and Hearing: Read pages 12 and 13 from *Kapoo'nanka Avutevu*. Ask questions about it and encourage discussion.

Hearing Sounds: "What is the sound that ends these words?"

| | | |
|---------------------------------|-------|-----------------------|
| kore', kamaire', pore', bere' | (re') | "What other words end |
| manki', mankaki', minki', diki' | (ki') | with ma, ni and to? |
| dompo', isipo', kopo', keempo' | (po') | |

2. Seeing same and difference: Bring a taro to school today. Before class write bau' in large letters on a card. Tell the children what the card says. Have them read it after you several times. Then have them read the other card. Give out books and markers. Have the children do the exercises on pages 15-16.

Play any of the card games for Deeru-aape 4.

3. Pre-Writing: We will do something different today. Give each child his name card that he used for the matching names card game. Tell the children to copy their names on their small blackboards. Each child can write his name several times. Make sure that each child is copying his name correctly. The children have not learned how to make the following letters: A, N, M, and V. If any of the children have these letters in their names, explain to them how to make these letters.

LESSON 16

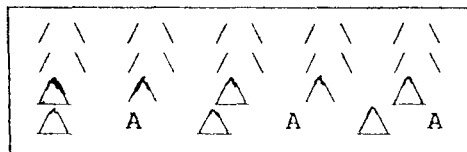
1. Speaking and Hearing: Ask the children to talk about what they did over the weekend. Encourage all the children to participate.

Hearing Sounds: "What is the sound that ends these words?"

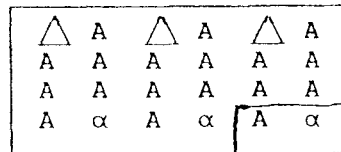
| | | |
|----------------------------------|------|-------------------|
| manikuma, dauma, bauma, ba'maama | (ma) | "What other words |
| duuni, kopini, kani, bankini | (ni) | end with |
| boto, baito, kenoto, tonto | (to) | ma, ni and to? |

2. Seeing same and difference: Before class draw page 18 of Deeru-aape 4 on the blackboard. Discuss the picture on page 17 with the children. Teach page 18 from the blackboard. Give out books and markers. Have the children do the exercises on pages 17-20.

3. Pre-Writing:



1 & 2: "Two tall men leaning but not touching." 3: "One with line and one with no line." 4: "Line at bottom, line in middle."



1: "Line at bottom, line in middle." 3 & 4: Fast. 4: Tall one line in middle, circle short ear and leg.

LESSON 17

1. Speaking and Hearing: Read from *Kapoo'nanka Avutevu* page 16. Ask questions about the story.

Have the children play the game, "What Is The Last Sound?" A child points to something and says its name. Another child says the sound at the end of the word. Have the children think of other words which end in that syllable. Repeat several times.

2. Seeing same and difference: Be sure the banana and taro are in the room with their cards near them. Have the children read first one and then the other. Turn to your book *Deeru-aape* 5. Show the picture on page 1 to the children. Before class draw the exercises from page 1 on the blackboard. Teach these from the blackboard. Have the children do the exercises on pages 1-3 from their books.

3. Pre-Writing:

| | | | |
|-----|-----|-----|-----|
| A α | A α | A α | A α |
| A A | A A | A A | A A |
| α α | α α | α α | α α |
| A α | A α | A α | A α |

- 1: "tall one line in the middle, circle short ear and leg.
- 2-3: Fast. 4: Same as line 1.

| | | | |
|-----|-----|-----|-----|
| A K | A K | A K | A K |
| A A | A A | A A | A A |
| K K | K K | K K | K K |
| A K | A K | A K | A K |

- 1: "Tall, one line in middle, tall, one long arm and leg."
- 2-3: Fast. 4: Same as 1.

LESSON 18

1. Speaking and Hearing: Read *Maaka* 10:46-52 to the children. Ask questions about the story.

Hearing Sounds: "What is the sound that ends these words?"

nenke', *duke'*, *nke'*, *sike'* (ke')
mavi', *kavi'*, *tavi'* (vi')
taung, *aung*, *ompeung*, (ung)

2. Seeing same and difference: Bring a fishing net to class today. Before class write *keesi* on a flash card. Put it near the net and tell the children to read it several times. Have them read biang and bau'. Give out the books and markers. Have the children do the exercises on pages 4 and 5.

3. Pre-Writing:

| | | | |
|-----|-----|-----|-----|
| A E | A E | A E | A E |
| A A | A A | A A | A A |
| E E | E E | E E | E E |
| A E | A E | A E | A E |

- 1: "Tall one, line in middle, tall one, 2 hands and 1 food.
- 2: Fast.
- 3: Fast.
- 4: Same as 1.

Revise any of the exercises from Monday and Tuesday.

LESSON 19

1. Speaking and Hearing: Have the children act out the story from *Maaka'* 10:46-52 that you read to them yesterday. If they have forgotten, read the story again.

Hearing Sounds: "What is the sound that ends these words?"

tanka', teka', oraka', nanka' (ka')
mono, siino, taakono (no)
mairove', kove', nave' (ve')

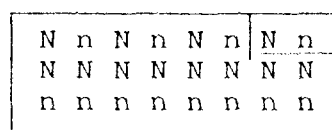
2. Seeing same and difference: Before class, draw the exercises from page 6 on the blackboard. Turn to your book and show the picture on page 6 to the children. Discuss it with them. Teach page 6 from the blackboard, have various children acting as teacher. Give out *Deeru-aape* 5 books and markers. Tell the children to do the exercises on pages 6-10.

3. Pre-

Writing:



1: "Tall straight one joined with leaning one, leaning one joined to straight one. 2: "Straight one joined to leaning one, straight leaning straight. 3: Fast



1: "Straight leaning straight, short with two legs.
2 & 3: Fast

LESSON 20

1. Speaking and Hearing: Have the children play "The Longest Word" game. Have each child say the longest word he can think of in the language. Say it slowly syllable by syllable and then say it normally. The child who says the longest word wins. To count the syllables accurately it may help to clap as you say each syllable.

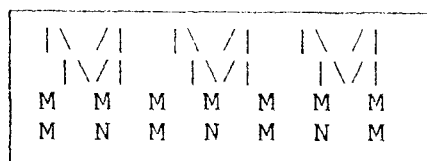
Hearing Sounds: "What is the sound that ends of these words?"

boia', paria', nia', dua' (a')
dapi', dipi', kopi' (pi')
deeru, kuru, moru (ru)

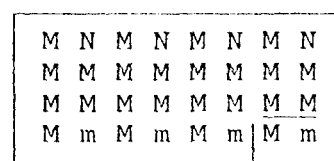
2. Seeing same and difference: Before class draw the exercises on page 12 of *Deeru-aape* 5 on the blackboard. Turn to page 11 in your book and have the children talk about this picture. Do the exercises on the blackboard, having different children act as teacher. Have the children do pages 11-13 from their books.
Have the children play some of the card games from *Deeru-aape* 5.

3. Pre-

Writing:



1: "Straight one joined with leaning one, leaning one joined with straight one."
2: "Straight leaning leaning straight." 3: Fast.
4: "Straight lean lean straight, straight lean straight."



1: "Straight lean lean straight, straight lean straight."
2: "Straight lean lean straight.
3: Fast.
4: "Straight lean lean straight, small one, 3 legs."

LESSON 21

1. Speaking and Hearing: Clap out the number of syllables in the names of some villages.

Hearing Sounds: "What is the sound that ends of these words?"

beku', baku', diku', duku' (ku')

dome', ke'me', mme' (me')

kovi, kuvi, koovi (vi)

2. Seeing same and difference: Write the numbers 1, 2, and 3 on the blackboard. Give the children Deeru-aape 5 books and have them take turns coming to the blackboard and matching the numbers on the pages of their books with the numbers on the blackboard. Have the children do the exercises on pages 14 and 15 in their books.

3. Pre-Writing:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| M | K | M | K | M | K | M | K |
| K | K | K | K | K | K | K | K |
| N | K | N | K | N | K | N | K |
| N | N | N | N | N | N | N | N |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| M | E | M | E | M | E | M | E |
| M | M | M | M | M | M | M | M |
| M | N | M | N | M | N | M | N |
| N | N | N | N | N | N | N | N |

1: "Straight lean lean straight, tall one long arm and leg."

2: Fast.

3: "Straight lean straight, tall one long arm and leg."

4: Fast.

1: "Straight lean lean straight, tall one 2 hands and foot."

2: Fast.

3: "Straight lean lean straight, straight lean straight."

4: Fast.

LESSON 22

1. Speaking and Hearing: Read *Maaka' 11:1-10* to the children. Ask some questions about this story.

Hearing Sounds: "What is the sound that ends of these words?"

koro', naro', avoro', oro' (ro')

kaakeng, tenkeng, benkeng, nunkeng (keng)

danu', nanu', tuukunu', dinu' (nu')

2. Seeing same and difference: Write the numbers 1, 2, 3, 4, 5, and 6 on the blackboard. Give the children the Deeru-aape 5 books. Have them take turns coming to the blackboard and matching the numbers on the pages of their books with the numbers on the blackboard. Discuss the picture on the page 16 of your book and have the children do the exercises on pages 16-18.

3. Pre-Writing:

| | | | | | | |
|---|---|---|---|---|---|---|
| V | V | V | V | V | V | V |
| V | V | V | V | V | V | V |
| V | V | V | V | V | V | V |
| V | U | V | U | V | U | V |

| | | | | | | |
|---|---|---|---|---|---|---|
| v | n | v | n | v | n | v |
| v | v | v | v | v | v | v |
| V | v | V | v | V | v | V |
| V | v | V | v | V | v | V |

1 & 2: "Straight one leaning away and joined at bottom."

3: Fast. 4: "Both leaning joined bottom, belly with leg."

1: "Both leaning joined at bottom, short man two legs."

2: Fast. 3&4: "Tall 2 leaning men, small 2 leaning men."

LESSON 23

1. Speaking and Hearing: Have the children play the "Longest Name" game. Have each child say the longest word he can think of in the language. Say it slowly syllable by syllable and then say it normally. The child who says the longest word wins. To count the syllables accurately it may help to clap as you say each syllable. For homework the children should think of a story to tell tomorrow.

Hearing Sounds: "What is the sound that ends these words?"

boing, doing, otoaing, maing (ing) "What other words end
natuku, boku, paku, uku (ku) with ing, ku, and ta?
penta, dataata, minta, ionta (ta)

2. Seeing same and difference: Write the numbers 1 to 9 on the blackboard. Give the children the Deeru-aape 5 books. Have them take turns coming to the blackboard and matching the numbers on the pages of their books with the numbers on the blackboard. Divide the children into groups and have them do the exercises on pages 19-21 in their books. Check to make sure each child has the correct answer.

3. Pre-
Writing:

| | | | | | |
|---|---|---|---|---|---|
| v | u | v | u | v | u |
| v | v | v | v | v | v |
| v | r | v | r | v | r |
| r | r | r | r | r | r |

- 1: "Two small leaning men,
belly with leg."
2: Fast.
3: "Two small leaning men,
leg with hook."
4: Fast.

Revise some of the exercises in Lessons 21 and 22.

LESSON 24

1. Speaking and Hearing: Ask some of the children to tell stories. have them play "What is the last Sound" game. Before class think of some words. Say the word to a child and have him say the last syllable of that word. Have the children think of other words which end in that syllable. Prepare a list of such words (which end in that syllable) before class in case the children cannot think of any. Repeat several times.
2. Seeing same and difference: Put up the three cards with biang, bau', and keesi written on them. Have the children take turns reading them while you point to each one. Write the numbers 1 to 12 on the blackboard. Have the children take turns reading them while you point to each one. Then have the children take turns at matching them with the numbers in their books, Deeru-aape 6. Tell the children to look at the picture on page 1 of your book and discuss it with them. Ask the children to do the exercises on pages 2,3, and 4 of their books.

3. Pre-
Writing:

| | | | | | |
|----|----|----|----|----|----|
| αα | α | αα | α | αα | α |
| α' | α | α' | α | α' | α |
| α. | α | α. | α | α. | α |
| α' | α' | α' | α' | α' | α' |

| | | | | | |
|-----|----|-----|----|-----|----|
| ee | e | ee | e | ee | e |
| ee' | e | ee' | e' | ee' | |
| ei | e' | ei | e' | ei | e' |
| e' | e' | e' | e' | e' | e' |

- 1: "2 circles short ear and leg,
one circle short ear and leg."
2: "Circle short ear and leg man
on top, circle short ear and leg."
3: "Circle short man with dot,
circle man on top." 4: Fast.
- 1: "2 curved back, 1 curved back.
2: "2 curved back man on top
one curved back."
3: "Curved back short man with
dot, curved back man on top."
4: Fast

LESSON 25

1. Speaking and Hearing: Read the story on page 22 of Kapoo'nanka Avutevu'. Ask questions about this story.

Hearing Sounds: "What is the sound that ends of these words?"
 tampe', tape', karampe', simpe' (pe')
 dokoroko', nko', nonko', naako' (ko')
 tavu', bavu', avutevvu', divu' (vu')

2. Seeing same and difference: Ask a child to tell you what he is going to do tomorrow, on Saturday. Print carefully on the blackboard one short sentence from what he tells you. It might be "I am going to the garden tomorrow." Print it in tokples. Then tell the children what it says and have them read it several times. Write the numbers 1 to 12 on the blackboard. Point to the numbers and tell the children to find it in their books, Deeru-aape 6. Repeat with each number. Ask the children to do the exercises on pages 5 to 7 of their books.

3. Pre-Writing:

Give the children the cards that have their names written on them. Tell the children to copy their names on the blackboard several times. Check on each child to make sure that he is forming the letters correctly and spelling his name correctly.

LESSON 26

1. Speaking and Hearing: Tell the children a story about some personal experience that you have had.

Hearing Sounds: "What is the sound that is different at the end of these words?"
 lapa, siipa, nuang, naampa (ang)
 biruko', nko, bauko, oroko (ko')
 nkonii', koronii', manii', mini' (ni')

2. Seeing same and difference: Have the children read again the sentence that you printed on the blackboard last Friday. Ask another child to tell you what she did on the weekend. Print in tokples one short sentence from what she tells you. Have the children take turns reading it. Then have them read both sentences. Leave these sentences on the blackboard all week. Show the picture on page 8 or your book to the children and talk about it. Give out the Deeru-aape 6 books to the children and have them do the exercises on pages 9-11.

3. Pre-Writing:

| | | | | |
|-----|-----|-----|-----|-----|
| oo' | oo | oo' | oo | oo' |
| oi | o' | oi | o' | oi |
| o | oo | o | oo | o |
| oo' | oo' | oo' | oo' | oo' |

| | | | | |
|------|------|------|------|------|
| ii' | ii' | ii' | ii' | ii' |
| i' | i' | i' | i' | i' |
| Iii' | Iii' | Iii' | Iii' | Iii' |
| i' | i' | i' | i' | i' |

- 1: "2 circles man on top, 2 circles."
- 2: "Circle short with dot circle man on top."
- 3: "One circle, two circles."
- 4: Fast.

- 1: "2 short with dot man on top, 2 short with dot."
- 2: "Short with dot man on top short with dot."
- 3: "Tall small cross top and bottom, short with dot, short with dot, man on top."
- 4: Fast.

LESSON 27

1. Speaking and Hearing: Read the story on page 28 of *Kapoo'nanka Avutevu'*. Ask some questions about it.

Hearing Sounds: "What is the sound that is different at the end of these words?"

kaki, noki, iriki, mui' (i')
noru', boru', deeru, poru' (ru)
naipe', simpil', dapi', koopil' (pe')

2. Seeing same and difference: Have the children read the 2 sentences that you wrote on the blackboard yesterday and Friday. Have them take turns reading them. Sometimes you should point to the same one twice so that the children will not be guessing. Give out the *Deeru-aape* 6 books and have the children do the exercises on pages 12-14.

3. Pre-
Writing:

| | | | | | |
|-----|----|-----|----|-----|----|
| ui | u' | ui | u' | ui | u' |
| uu' | u | uu' | u | uu' | |
| uu | u | uu | u | uu | u |
| u' | u' | u' | u' | u' | u' |

- 1: "Belly with leg, short man with dot, belly with leg, man on top." 2: "2 belly with leg, man on top, belly with leg." 3: "2 belly with leg, one belly with leg." 4: Fast.

Put up the card that says biang. Have the children write it many times on their small blackboards. Make sure that each one is making his letters properly. Help them to form their letters properly by writing with your hand controlling their hand.

LESSON 28

1. Speaking and Hearing: Have the children play the game "Listen for the Word". Before class choose some words from the story you are going to read today to the children. Choose 10 words, one word in a sentence. Read the story to them first. Before you read the sentence with that word in it, tell them which word they are to listen for. When they hear the word, they are to stand up. Repeat until you have finished the 10 words.

Hearing Sounds: "What is the sound that is different at the end of these words?"

tare, kare, kokoree', bare (ree' OR e')
miring, nareng, bireng, bareng (ring)
bauka', nanka', teka', punkaa' (kaa' OR a')

2. Seeing same and difference: Have the children play some of the games for *Deeru-aape* 6.

Have the children read again the two sentences you wrote on the blackboard.

Show the children the picture on page 15 of your book and talk about it. Tell them to do the exercises on pages 16 & 17 of the *Deeru-aape* 6 books.

3. Pre-
Writing:

| | | | |
|-------|-------|-------|-------|
| () | () | () | () |
| (()) | (()) | (()) | |
|). (. | (. (. | (. (. | (. (. |

| | | | | | | |
|---|---|---|---|---|---|---|
| ! | ? | ! | ? | ! | ? | ! |
| ! | ! | ! | ! | ! | ! | ! |
| ? | ? | ? | ? | ? | ? | ? |

- 1: "Curve back, curve front." 1: "Straight one with dot at bottom, curved one with dot at bottom." 2&3: Fast. 4: Same as 1.
2: "2 Curves back, 2 curves front."
3: "Curve, dot." 4: Fast.

LESSON 29

1. Speaking and Hearing: Read *Maaka'* 12:41-44 to the children and ask them some questions about it.

Hearing Sounds: "What sound is different at the end of these words?"

koro, toro, naaro, deeru (ru)
siri', keri', tarii', kiri' (rii' OR i')
beenaumo, mono, mookono, taakono (mo)

2. Seeing same and difference: Before class draw a picture of a mpaang on the blackboard or on a big sheet of stiff paper. Under the picture write mpaang. Tell the children how the mpaang is made. Then have the children read mpaang several times. Then put up the card keesi and have the children read these several times.

Have the children do the exercises on pages 18 & 19 of their books.

3. Pre-Writing: Put up the card that says bau'. Have the children write it several times on their small blackboards. Make sure that each one is making his letters correctly. Then print biang neatly on the blackboard and have the children copy this word several times on their small blackboards.

LESSON 30

1. Speaking and Hearing: Ask several children to relate a personal experience they have had. Choose those children who did not get an opportunity to tell a story last week.

Have the children play the game "What is the Last Sound?" One child says the name of something he likes to eat. Another child says the sound at the end of the word. Have the children think of other words which end in that sound or syllable. Repeat.

Example: A child may say he likes to eat kiring. Other words which end in this sound would be biring, bauring, etc.

2. Seeing same and difference. Have the children take turns reading the two sentences you wrote on the blackboard a few days ago.

Then write the following words on the blackboard -- biang, bau', keesi, mpaang. Have the children take turns playing teacher and calling on another child to read these words.

Give out the Deeru-aape 6 books. Tell the children they can do any of the exercises in the book. Go around to each child and check to see if they are putting the marker on the correct answer.

3. Pre-Writing:

Put up the card that says keesi. Have them write this word several times on their blackboards. Then write the word mpaang on the blackboard. If they are not making the letters correctly have them erase the mistake and start over again. Make sure the children are copying the words down correctly.

Introduction to
Reading Readiness Teachers' Guide No. 3

TEACHERS please note that in this section, No. 3, you will need these words written on cards -- bakanaa, dakanaa, and nkanaa. You will start using these words in week three. You will also need the words that you used before -- biang, bau', keesi, mpaang, and daara. Make sure that all of these words are written on heavy paper. Print the letters in such a way that no part of them will be hidden by the pocket when you use them in the pocket chart.

In the "Seeing Same and Difference" portion of this Teachers' Guide, you will be teaching different things than what you have taught before. Before you teach each lesson, read the notes carefully. Practise the lesson with the other teacher or another adult in the village so that you will understand what you are doing and the way that you are to use the sentence strips and word cards.

LESSON 1

1. Speaking and Hearing: Before class think of some long words. Say the word syllable by syllable, and then have the children tell you what the word is. Repeat this game several times.

Hearing Sounds: "Which word ends with a different sound?"
"What is that different sound?"

| | |
|--|-------|
| <u>siang</u> , <u>puang</u> , <u>siong</u> , <u>nuang</u> | (ong) |
| <u>nenke'</u> , <u>nke'</u> , <u>duke'</u> , <u>manki'</u> | (ki') |
| <u>pakia</u> , <u>para'</u> , <u>manua</u> , <u>pia</u> | (a') |

2. Seeing same and difference: Before class draw a picture of daara on the blackboard or on a big sheet of stiff paper. Under the picture write daara. Discuss with the children how this food tray is used. Then have the children read daara several times. Put up the picture of mpaang. Have the children read daara and mpaang.

Talk about the picture on page 1 of Deeru-aape 7 with the children. Have the children do the exercises on pages 1, 2, and 3 of their books. Check carefully to make sure that the children are doing the exercises correctly. Have the children who finish quickly help those who are slower.

3. Pre-Writing: Give out paper and pencils to the children. The paper should not have lines. Turn back to Section No. 1 in this Teachers' Guide and have the children do the exercises in lessons 5 & 6. While you are doing the exercises on the blackboard, the children are to do them with their paper and pencils. They have done these exercises before on blackboards but now will do them with paper and pencil.

LESSON 2

1. Speaking and Hearing: Read *Maaka'* 12:18-27. Ask questions about it.

Hearing Sounds: "Which word ends with a different sound?"

"What is that different sound?"

maku', *kakuu'*, *duku'*, *baku'* (kuu' OR u')

tane', *kune'*, *maane'*, *baranee'* (nee' OR e')

duavoo', *eeravo*, *kavo*, *dovo* (voo' OR o')

2. Seeing same and difference: Put up the pictures of mpaang and daara. Also write these words on the blackboard. Ask a child to come up and take the picture that says mpaang, and find the word on the blackboard that says mpaang and match them. Ask another child to do the same with daara. Hold up the cards for biang, bau' and keesi and ask the children to read them. Give out the *Deeru-aape 7* books and tell the children to do the exercises on pages 4, 5, and 6.

3. Pre-Writing: Have the children copy the words mpaang and daara. Give out paper and pencils to the children. Write on the blackboard the exercises from Lessons 7 & 8 of Section No. 1 in this teachers' guide, then ask the children to do them on their paper.

Different muscles are used when writing large letters on a blackboard with chalk than those used to write with a pencil and paper. That is why we repeat the exercises on paper, so that the children can train these new muscles.

LESSON 3

1. Speaking and Hearing: Have the children act out the story that you read to them yesterday. If necessary, read it to them again -- *Maaka* 12:18-27.

Hearing Sounds: "Which word ends with a different sound?"

"What is that different sound?"

bonu' *danu'*, *siimu*, *tuukinu'* (mu)

iira, *ta'da'*, *taara*, *kaara* (da')

narong, *pirung*, *kurung*, *doorung* (rong)

2. Seeing same and difference: Have the children play with the card games for *Deeru-aape 7*.

While they are doing that you can write the following words on the blackboard -- biang, bau', keesi, mpaang, and daara. When some of the children finish playing their card games, ask them to come and match the words on the blackboard with those written on the cards.

Give out the *Deeru-aape 7* books, divide the children into groups and have them do the exercises on pages 7 & 8. Those who finish quickly and correctly can help the children who have trouble.

3. Pre-Writing: Give out paper and pencils to the children. Turn back in this teachers' guide to lessons 9 & 10 of section No. 1, and have the children do the exercises they find there. You do them on the blackboard while the children do them on their papers. After each exercise walk about to see if the children are doing them correctly.

Remember that you must not tell the children the names or sounds of the letters that they are writing. You may only tell them how to make them.

LESSON 4

1. Speaking and Hearing: Read the story on page 32 of *Kapoo'nanka Avutevu'*. Ask some questions about it.

Hearing Sounds: "Which word ends with a different sound?"
"What is that different sound?"

baava, iivaa, unaava, pava (vaa OR a)
kavi', nari', kiri', kerī' (vi')
kovere, kare, kari, bare (ri)

2. Seeing same and difference: Print carefully on the blackboard a short sentence about something that happened at school today. Tell the children what it says and then ask them to read it. Ask different children to take turns reading it. Leave the sentence on the blackboard to use tomorrow.

Give the children the *Deeru-aape 7* books. Discuss the picture on page 9 with them. Have them do the exercises on pages 9-11.

3. Pre-Writing: Give paper and pencils to the children. Have the children do the exercises in Lessons 11 & 12 of section 1 of this teachers' guide. You do them on the blackboard while the children are doing them on their paper.

Give the children their name cards and have them copy their names several times.

LESSON 5

1. Speaking and Hearing: Ask some of the children to tell you stories. Choose those who do not talk very much.

Have the children play the game of finding out how many syllables are in a word. Before class think of a word that has 2 or more syllables in it. Clap the number of syllables in that word to the children but don't tell them what the word is. The children then should tell you other words which have the same number of syllables in them.

2. Seeing same and difference: Ask the children to read the short sentence that you wrote on the blackboard yesterday. Then write another short sentence about something that happened at school today. Tell the children what it says and ask them to read it. Have the children take turns reading first one sentence and then the other. (Over the weekend you should carefully print these sentences on two long strips of heavy paper, so that you can use them in class next week.)

Before class, write page 12 of *Deeru-aape 7* on the blackboard. Have the children take turns coming to the blackboard to point to the answer. Give the *Deeru-aape 7* books to the children and have them do the exercises on pages 12-14.

3. Pre-Writing: Give out paper and pencils to the children. Have them do the exercises in Lessons 13 & 14 of section No. 1 of this teachers' guide.

LESSON 6

1. Speaking and Hearing: Ask the children to tell you about their activities over the weekend.

Hearing Sounds: "What sound is the same at the beginning of these words?"

biring, biruko', bireng, bito (bi)
 orokasi', oki'nani, osi, orara (o)
 tavi', tateng, tanang, tani' (ta)

2. Seeing same and difference: Print again on the blackboard the two sentences that you printed last Thursday and Friday about something that happened at school. Then get the two strips of heavy paper that have the sentences on them. Hold one strip up under the sentence that it matches and ask the children if it looks the same. They should say that it does. (The sentence on the blackboard should be printed in the same way as the sentence on the strip.) Then match the other sentence strip with the sentence on the blackboard. Tell the children what it says and ask them to read it while you run your finger along under the words. Have the children read the sentences on the blackboard and the sentences on the strips several times.

Talk about the picture on page 14 of Deeru-aape 7 with the children. Have them do the exercises on pages 15-18.

3. Pre-Writing: Give out paper and pencils to the children. Have them do the exercises in lessons 15 & 16 of section No. 1 of this teachers' guide.

LESSON 7

1. Speaking and Hearing: Think of something which you and the children can see from where you are. Say, "I see something which begins with...." Name the syllable the word begins with. When the children are familiar with this game they can take turns at being teacher.

2. Seeing same and difference: "What sound is the same at the beginning of these words?"

| | | |
|-----------------------------|------|---|
| pakia, pava, paroro, parang | (pa) | "What other words begin |
| ntaa', ntong, nko', nkonii' | (n) | with <u>pa</u> , <u>n</u> , or <u>i</u> ? |
| iniu, iki', isikani, itaku | (i) | |

2. Seeing same and difference: Have the children read the two sentences that were written on the blackboard yesterday. Then you match one of the sentence strips, ask the children if it looks the same as the sentence on the blackboard. Then hold the strip in front of your and ask the children to take turns coming to match the sentence strips to the sentences on the blackboard. They should have the other children read the strip after they have matched it.

Give out Deeru-aape 8. Show the children the picture on page 1 of your book and discuss it with them. Give out the Deeru-aape 8 books to the children and have them do the exercises on pages 2-4 of their books. Tell them that they are to find the one that is the same as the one in the box on the left of the page.

3. Pre-Writing: Give out paper and pencils to the children. Tell them to do the exercises in lessons 17 & 18 of section No. 1 in this teachers' guide. Put up the card that says biang and have them write it several times on their papers.

LESSON 8

1. Speaking and Hearing: Read the stories about naavui and kiine' on page 39 of *Kapoo'nanka Avutevu'*. Ask some questions about these two stories.

Before class think of some words, each one having a different number of syllables in it. Say this word to the class. Each child has to say the number of syllables in that word. Repeat this game with several children.

2. Seeing same and difference: Have the children take turns matching the sentence strips to the sentences on the blackboard like they did yesterday. The other children come and take turns to play 'teacher' while the other children give the correct answer. Give out Deeru-aape 8 books to the children and have them do the exercises on pages 5-8 from their books.
3. Pre-Writing: Give out paper and pencils to the children. Turn back to section No. 1 of this teachers' guide and have the children do the exercises in lessons 19 & 21. After each exercise, walk around the room to see if the children are doing them correctly.

LESSON 9

1. Speaking and Hearing: Have the children clap out the number of syllables in the names of each of their parents.

Hearing Sounds: "What is the sound that is the same at the beginning of these words?"

kenaanka, kena, keura, kerl' (ke)
unukaang, unaava, unu, unaka (u)
duaana, due', duku', duaa' (du)

2. Seeing same and difference: Before class, print the following words on the blackboard: biang, bau', keesi, mpaang, daara, and the two sentences that were on the blackboard yesterday. Get out the cards and sentence strips that have these same things printed on them. Have some of the children match the cards with the things that are printed on the blackboard. Have the other children play with the card games for Deeru-aape 8.

Give out Deeru-aape 8. Show the children the picture on page 9 and discuss it with the children. Have the children do the exercises on pages 10 and 11.

3. Pre-Writing: Give out paper and pencils to the children. Have the children do the exercises in lessons 22 and 23 of section No. 1 of this teachers' guide. Be sure to make them write fast when they do a whole line of one letter.

LESSON 10

1. Speaking and Hearing: Read Joane 4:46-53 to the children. Ask questions about the story.

Hearing Sounds: "What is the sound that is the same at the beginning of these words?"

mooka, mookono, moona' mooraa' (moo)
 pora', pore', poru', pokang (po)
 baarong, baaka, baava, baaro' (baa)

2. Seeing same and difference: All along the bottom edge of the blackboard print carefully the numbers 1 to 20. Give the children their Deeru-aape 8 books. Have them see how quickly they can find one of the page numbers that matches a number on the blackboard. As soon as a child finds a matching number, he can bring his book to the blackboard and match it with the number on the blackboard.

Before class, draw page 12 on the blackboard. Ask the children to take turns in coming to the blackboard to show you the correct answer. Give out the Deeru-aape 8 books. Tell the children to do the exercises on pages 12-14.

3. Pre-Writing: Print the word bau' carefully on the blackboard. Have the children copy this word several times on their paper. Have the children do the exercise in lesson 24 of section No.1 of this teacher's guide.

LESSON 11

1. Speaking and Hearing: Before class, think of some words which are action words. Say the word slowly syllable by syllable. The children have to do the action. Repeat this game several times.

Hearing Sounds: "What sound is different at the beginning of these words?"

tavi', ta'ma', tarii', tanang (ta')
 koing, kovi, ko'bou, koro' (ko')
 unaava, uku, ua', bunavei' (bu)

2. Seeing same and difference: Write the phrase naning bakanaa biang on the blackboard and tell the children what it says. Have several children take turns at reading this phrase. Erase biang and write bau' on the blackboard. Tell the children what this phrase says. Have several children take turns at reading it. Point to each word and ask several children to read them. (Tonight print carefully the words naning and bakanaa on strips of heavy paper to use in the pocket chart. The words biang, bau', keesi, mpaang, and daara should also be printed on heavy paper to use in the pocket chart. Make sure that none of the letters will be covered by the pocket.

Have the children do the exercises from Deeru-aape 8 pages 15-18. First talk about the picture on page 15.

3. Pre-Writing: Give out pencils and paper to the children. Have the children do the exercises in Lessons 1 and 2 of section No. 2 of this teachers' guide. You do them on the blackboard while the children do them on their paper.

LESSON 12

1. Speaking and Hearing: Read Joane 6:16-21 to the children and ask some questions to see if they have understood the story. Have the children act out this story.
2. Seeing same and difference: From the blackboard revise the phrases naning bakanaa biang, and naning bakanaa bau that you taught the children yesterday. Have several children take turns at reading them. Write the phrase naning bakanaa keesi on the blackboard. Ask one of the brighter children if he is able to read it. After he has read it, you read it to them. Have several children read this phrase. At the pocket chart build the same 3 phrases with the word cards and have the children read them. Put the phrase naning bakanaa biang in the pocket chart. Have a child come and act as 'teacher' changing the other 2 words for biang. Other children in the class should tell what each phrase says.

Have the children do the exercises on pages 19-21 of Deeru-aape 8.

3. Pre-Writing: Write the word keesi on the blackboard and have the children copy it several times on their papers.

Turn back to section No. 2 and have the children do the exercises in Lessons 3 and 4. Make sure that each child is making these letters correctly.

LESSON 13

1. Speaking and Hearing: Read *Kapoo'nanka Avutevu* pages 39 and 40 (the story of Taakono) to the children. Ask questions about this story.

Hearing Sounds: "What is the sound that is different at the beginning of these words?"

| | | |
|-----------------------------------|------|-------------------------|
| bakaasi, baring, berete', barusi' | (be) | "Can you think of other |
| kue', mosi', kuikai, kunu' | (mo) | words which begin with |
| bana', aasi', aarumo, aata | (ba) | be, mo, or ba?" |

2. Seeing same and difference: Put all the cards to make the 3 phrases face up on the table. Ask a child to come and make the phrase naning bakanaa biang in the pocket chart. Another child should read it, when he has finished. Put the cards back on the table again. Repeat for the other 2 phrases. Teach the phrase naning bakanaa mpaang in the pocket chart. Ask a child to read it before you tell them what it is. Have several children read it. Change the other 3 words for mpaang and ask a child to read it each time.

Have the children do the exercises on pages 22-24 of Deeru-aape 8.

3. Pre-Writing: Give out the paper and pencils to the children and have them do the exercises in lessons 5 and 6 of section No. 2 of this book.

LESSON 14

1. Speaking and Hearing: Ask some of the children to tell you what they did after school yesterday.

Hearing Sounds: "What is the sound that is different at the beginning of these words?"

manua, maasi, maraava', manii' (maa)
 naampa, naansing, natuku, naampe (na)
 dapo, daaka', daari, daara' (da)

2. Seeing same and difference: Put all the cards to make the 4 phrases face up on the table and have the children build these phrases in the pocket chart as they did yesterday. Introduce the phrase naning bakanaa daara in the pocket chart and have the children read it. Next write the 5 phrases on the blackboard in a different order to what you have taught them. Have the children read them from the blackboard. Have the children take turns at matching the word cards with those words on the blackboard. Ask different children to bring 1 of the 5 things (biang, bau', keesi, mpaang daara) to school tomorrow. If any of the children live in the same village as you, remind them to do so.

Talk about the picture on page 1 of Deeru-aape 9. Have the children do the exercises on pages 1-3.

3. Pre-Writing: Give out paper and pencils. Give out the children's name cards and have them write their names several times.

Have the children do the exercises in Lessons 7 and 8 in section No. 2 of this teachers' guide

LESSON 15

1. Speaking and Hearing: Clap the number of syllables in the names of some of the old people that the children know.

Hearing Sounds: "What is the sound that is different at the beginning of these words?"

sike', simpil', tenang, siokau' (ta)
 nerang, nemaka, nerai'na', meneng (me)
 tukaa', tolima, tua', tutung (to)

2. Seeing same and difference: Display the things brought to school by the children. Write the phrase naning bakanaa biang on the blackboard. Ask the children whose banana it is. Erase naning and write the name of the person who owns the banana. Then have the children read the phrase after you. Have several children read this phrase. Continue in this way until everything brought to school and the names of the 5 people have been covered. Do not use any more than 5 names. Make this an interesting game for the children. Ask different children to bring 1 of the 5 things to school on Monday. If necessary you may need to remind the children over the weekend to do this.

Give out the Deeru-aape 9 books and have the children do the exercises on pages 4-6 of their books.

3. Pre-Writing: Give out paper and pencils to the children. Have them do the exercises in Lessons 9, 10, and 11 of section No. 2 of this teachers' guide.

LESSON 16

1. **Speaking and Hearing:** Have the children play the "Longest Word" game. Choose a name of one of the children and say it slowly syllable by syllable, then say it normally again. Have children say the longest word they can think of. Say them slowly syllable by syllable and then normally. The child who says the longest word wins. To count syllables accurately it may help to clap as you say each syllable.

Hearing Sounds: "What is the sound that is the same at the end of these words?"

| | |
|------------------------------------|--------|
| kaakeng, pankeng, tenkeng, benkeng | (keng) |
| kaku, itaku, natuku, uku | (ku) |
| duta, namainta, penta, dataata | (ta) |

2. **Seeing same and difference:** Do the same activity as you did on Friday. If the same child has brought more than 1 thing, make sure that you erase and write on the blackboard the name of each thing that he has brought. Give out Deeru-aape 9. Discuss the picture on page 7. Have the children do exercises on pages 7-9.
3. **Pre-Writing:** Give out paper and pencils to the children. Write the word mpaang on the blackboard and have the children write it several times on their paper.

Have the children do the exercises in lessons 12, 13, and 14 of section No. 2 of this teachers' guide. Supervise them carefully as these two letters are difficult to make.

LESSON 17

1. **Speaking and Hearing:** Read page 41 of *Kapoo'nanka Avutevu'* to the children. Ask questions about the story.

Hearing Sounds: "What is the sound that is the same at the end of these words?"

| | |
|----------------------------------|--------|
| dokoroko', biruko', nko', nonko' | (ko') |
| baring, biring, kiring, miring | (ring) |
| bore', kamaire', toire', kore' | (re') |

2. **Seeing same and difference:** Have the children play with the card games that you made for Deeru-aape 9.

Before class write page 10 of Deeru-aape 9 on the blackboard. Have 1 or 2 children come out and act as 'teacher', with the other children in the class giving the correct answer. Give out the books and markers to the children. Tell them to do the exercises on pages 10 and 11. Have the children who are brighter help those who are slower. Bring a keesi of yours (or any of the 5 things they know) to class tomorrow.

3. **Pre-Writing:** Give out paper and pencils to the children. Turn back to section No. 2 of this teachers' guide and have the children do the exercises in lessons 15, 16, and 17. The children should do these exercises while you are writing them on the blackboard. Walk around to check that they are doing them correctly.

1. Speaking and Hearing: Ask the children to talk about some of the things that their younger brothers and sisters or other members of the family did yesterday.

Hearing Sounds: "What is the sound that is the same at the end of these words?"

| | |
|-----------------------------------|-------|
| tua', ua', boia', damia' | (a') |
| beku', duku', diku', baku' | (ku') |
| naipe', kaumpe', karampe', simpe' | (pe') |

2. Seeing same and difference: Write the phrase naning bakanaa keesi on the blackboard. Have the children read it several times. By asking questions show the difference in meaning between bakanaa and nkanaa. Write nkanaa keesi (or the name of the thing that you brought) on the blackboard and have several children read it. Erase naning and have the children read bakanaa keesi several times. Ask questions that will make the children answer dakanaa keesi. Write these phrase on the blackboard and have several children read them. Erase everything from the blackboard and write bakanaa keesi, dakanaa keesi, nkanaa keesi. Have the children read each of these. Do not always point to the same one in turn. Make sure the children know the difference between bakanaa and dakanaa by looking at them and hearing them. Tonight print carefully dakanaa and nkanaa on heavy paper to use in the pocket chart tomorrow. Give out the Deeru-aape 9 books and have the children do the exercises on pages 12-14.
3. Pre-Writing: Have the children do the exercises in lessons 16 and 17 of section No. 2 in this teachers' guide.

LESSON 19

1. Speaking and Hearing: Read Joane 12:12-19 to the children. Ask some questions about this story to see if they have understood it.

Have a child point to something he can see and say its name. Another child says the sound at the end of the word. Have the children think of other words which end in that syllable. Repeat several times.
2. Seeing same and difference: Put all the cards on the table that make bakanaa bau', dakanaa bau', nkanaa bau'. Have the children take turns at making each of phrases. Another child should read it when each phrase is completed. Substitute the other things for bau' to make it more interesting for the children. Do not forget to substitute the other 2 tings for bakanaa. Ask different children to bring 1 of the 5 things to school tomorrow, as they did on Monday.

Give out the Deeru-aape 9 books and have the children do the exercises on pages 15-17. Check the work of each child to make sure they are putting the marker on the correct answer.
3. Pre-Writing: Give out paper and pencils to the children. Have them do the exercises in lesson 19 of section No. 2 of this teachers' guide. When they have finished this, give out their name cards and have the children copy their own names several times.

If some of the children finish this quickly, have them copy down one of the phrases that you have been teaching the children today.

LESSON 20

1. Speaking and Hearing: Have the children act out the story from Joane 12:12-19 that you read to them yesterday. Read it to them again if they have forgotten it.

Hearing Sounds: "What is the sound that is different at the end of these words?"

| | |
|--------------------------------|--------|
| pirung, kurung, narong, narung | (rong) |
| pava, unaava, baava, korovo | (vo) |
| mono, aarumo, mookono, taakono | (mo) |

2. Seeing same and difference: Display the things brought to school by the children. Put all the cards on the table that make the phrases you were working with yesterday (bakanaa dakanaa, nkanaa, biang, bau' keesi, mpaang, daara). Tell the children to make in the pocket char the phrase that you say to them. Use the things that they have brought to school and ask the question 'whose banana is it?'. The child who gives the correct answer can come and build that phrase in the pocket chart and then read it. Use each of the things that the children have brought to school. Also use each of the 3 words that mean his, yours, mine. Repeat this game several times.

Give out Deeru-aape 9 to the children. Show them the picture on page 18. Have them do the exercises on pages 18-22 in their own books.

3. Pre-Writing: Give out paper and pencils to the children. Have them copy several times the word daara.

Have the children do the exercises in lessons 20 and 21 of section No. 2 of this teachers' guide.

INTRODUCTION
to
Section No. 4

TEACHERS. Please note that you will need the following sentences on sentence strips -

Naninge pooro' ua'uing.
Takirinu'ke bau' kunu'uing
Nko'ke biang naiuing.

Please note that you will also need to have each of the 9 words of these sentences on a separate word card of its own. When you make these cards and sentence strips make sure that no part of the letters will be hidden in the pocket of the pocket chart. This work will be done in Weeks 1 and 2 of this teachers' guide.

For weeks 3 and 4 you will need the following word cards -
aung, biang, kunu', naning, ua'uing, Takirinu', bareng, naiuing.

In the "Seeing Same And Difference" section of this teachers' guide you will be teaching different things than what you have been teaching, read the notes carefully before you teach the lesson. Practise the lesson with the other teacher or another adult in the village so that you will understand what you are doing and the way that you are to use the sentence strips and word cards.

LESSON 1

1. Speaking and Hearing. Have the children tell you about some of the things that they did over the holidays.

Have the children play a game finding how many syllables are in words. Before class think of some words, each one having a different number of syllables in it. Say this word to the class. Each child has to say the number of syllables in that word. Repeat this game with several children.

2. Seeing same and difference. Print neatly on the blackboard the following sentence - Naninge pooro' ua'uing. Tell the children what it says and have them read it after you. Then ask several of the children to read it. Take out the sentence strip and have the children read this sentence from the pocket chart. Have the children read it again from the blackboard.

Have the children play any of the card games you have prepared for *Deeru aape 10*.

Show the children the picture on page 1 of *Deeru aape 10*. Discuss the picture with the children. Have the children do the exercises on pages 2-5 of their books.

3. Pre Writing. Give out the pencils and papers to the children. Have the children do the exercises on pages 13a and 14a of your Teachers Guide No. 2. They should do the exercises while you are writing them on the blackboard. Make sure that each child is doing them correctly.

Print neatly on the blackboard the sentence that you taught the children earlier, Naninge pooro' ua'uing. Have the children copy this sentence down on their paper. Those who finish quickly can write it again.

LESSON 2

1. Speaking and Hearing. Read *Maaka' 14:12-21* to the children. Ask them questions to see if they have understood the story.

Hearing Sounds. "Today we are going to hear sounds that are in the middle of words. Listen carefully and tell me which sound is the same in the middle of all these words."

kiaara, duaana, tuaara, siaani (aa)

penkara, ookara, akara, mankaki' (ka)

koronii', orovei, mororu', orokasi' (ro)

2. Seeing same and difference: From the blackboard and the pocket chart revise the sentence the children learnt yesterday. Take out the word cards that you have made for Naninge, pooro', and ua'uing. The children should match each word with the one on the sentence strip in the pocket chart. As one matches the word the others should read it. Repeat for the 3 words. Do the same on the blackboard

Give out the *Deeru Aape 10* books and have the children do the exercises on pages 6-9 in their books. Make sure that each child has his marker on the correct answer.

3. Pre-Writing: Give cut paper and pencils to the children. Have them do the exercises in lessons 14b and 15a in section No. 2 of this book.

Write the sentence that the children learned yesterday on the blackboard. Instead of Naninge write the name of one of the children. Because this person is doing something (cooking pig meat) be sure to write e as the last letter of his name or ke if his name ends with a glottal stop. Have the children write this new sentence on their papers. In the same way make another sentence using another child's name and have the children write it down.

LESSON 3

1. Speaking and Hearing. Have the children play Game Say and Tell. Before class think of some long words. Say the word syllable by syllable and then the children have to say what the word is. Repeat the game several times.

Hearing sounds. "What is the sound that is the same in the middle of these words?"

naakesi', takera', kekereu', ukero' (ke)

piokang, siokau', miota', siore' (o)

donkaani, bakaasi, ankaari, kakaara (kaa)

2. Seeing same and difference. Revise the sentence from the blackboard and the pocket chart. Have the children take turns at matching the each word cards with the same word in the sentence on the blackboard and with the same word in the sentence strip on the pocket chart. After each word has been matched the whole class should read it. After one of the children has built the sentence from the word cards in the pocket chart, have different children read the sentence from the sentence strip and from the word cards .

Give out the *Deeru aape 10* books to the children. Talk about the picture on page 10 of your book. Have the children do the exercises on pages 11, 12, 13 in their books. Check to make sure that the children have the marker on the correct answer. In some of these exercises the two words look the same so make sure the children see the difference between the two of them.

3. Pre Writing. Do the same thing that you did yesterday. Make 2 new sentences by substituting the name of one of the children for Naninge. Write the 2 new sentences on the blackboard and have the children copy them down on their paper. Those who finish quickly should write again the sentence Naninge pooro' ua'uing. Make sure that this sentence is in the pocket chart.

LESSON 4

1. Speaking and Hearing. Read pages 7,8 from the book Aung Minkunaananka Paroro Nkoaamana. Ask questions about these 2 stories to see if the children understood what you read.

Hearing sounds. "What is the sound that is the same in the middle of these words?"

| | |
|-----------------------------------|-------|
| purereng, mareke, mareoi', peresi | (re) |
| kuikai, boia', maia', baisi | (i) |
| anaare, unaava, unaaka, tenaare | (naa) |

2. Seeing same and difference. Write on the blackboard the sentence Takirinu'ke bau' kunu'uing. Tell the children what it says and have them read it after you. Then ask several of the children to read it individually. Take the sentence strip that you prepared for this sentence and place it in the pocket chart. Have several of the children read it. Place the other sentence strip in the pocket chart and have several children read it. Then mix the sentence strips around and have the children read them. Ask one of the children to act as teacher, mixing around the sentence strips. Have the children read the one that he points to. Appoint several more children to take their turn as teacher.

Give out the *Deeru aape 10* books to the children. Have them do the exercises on pages 14-16 in their books.

3. Pre Writing. Give paper and pencils out to the children. Have them write the new sentence that they learnt today. They should copy this from the blackboard. Then write the following sentence on the blackboard - Takirinu'ke pooro' kunu'uing. - and have the children copy it on their paper. Those who finish quickly should write both sentences again.

LESSON 5

1. Speaking and Hearing. Have the children clap the number of syllables in the names of all the different kinds of trees that they can think of.

Hearing sounds. "What is the sound that is the same in the middle of these words?"

| | |
|----------------------------------|-------|
| nemaka, mmari', amako, ba'marang | (ma) |
| purinto', irinto', irinke | (rin) |
| siuka', keura, meuru', daurang | (u) |

2. Seeing same and difference. Revise both sentences from the pocket chart, mixing the sentence strips as you did yesterday. Get out your word cards for - Takirinu'ke bau' kunu'uing. Ask a child to match one of these words with the one on the sentence strip and have another child read it. Repeat until the 3 words are matched. Put the word cards for both sentences on the table and ask some of the children to match the word cards with the word on the sentence strip. After the word has been matched the child is to read the word. Repeat until the words in both sentences are completed.

Give out the *Deeru aape 10* books to the children. Have the children do the exercises on pages 17 - 19 of their books.

3. Pre Writing. Make sure that the following two sentences are in the pocket chart. Takirinu'ke pooro' ua'uing. Give out paper and pencils to the children. Tell the children to write these two sentences on their papers. Those who finish quickly should write them again.

LESSON 6

1. Speaking and Hearing. Have the children play "I SEE GAME". Think of something which you and the children can see from where you are. Say, "I see something which begins with" Name the syllable the word begins with. The children have to tell you what the answer is. Repeat several times and when children are familiar with it, they can take turns being teacher.

Hearing sounds. This week we are going to do something different. The children have to listen to two words. They should be able to tell you the differences in sound between these two words. Tell the children, "Listen to these two words. What extra sound does karaang have that karang doesn't have?"

| | | | |
|---------|----------------|--------|------------------------------|
| karang | | kaku | |
| karaang | karaang has aa | kakuu' | kakuu' has uu & glottal stop |
| paapa' | | kara | |
| paapaa' | paapaa' has aa | karaa' | karaa' has aa & glottal stop |
| nta' | | | |
| ntaa' | ntaa' has aa | | |

2. Seeing same and difference. Revise both sentences on the pocket chart using the sentence strips. Leave the sentence strips in the pocket chart with an empty pocket between them. Put all the word cards on the table and have different children come and match the word card with the word on the sentence strip. The class should read this word when it is correctly matched. Repeat until all words are completed. Build the first sentence in the pocket chart using the word cards. Leave the other cards face up on the table. Have the class read this sentence. Substitute Takirinu'ke for naninge. Ask if any of the children can read this sentence. After a child read the sentence correctly have all the children read the sentence. Repeat in the same way until the other two words of the sentence have been substituted. Put all the cards face up on the table and ask a child to come and make the sentence (say a new sentence using any of the six words) that you tell them. Repeat this 2 or 3 times.
Deeru aape 10, pages 20-22.

3. Pre Writing. Write the following sentences on the blackboard - Naninge bau' kunu'uing. Naninge bau' ua'uing. Give out paper and pencils to the children and have them write these two sentences on their paper.

They can also write their names at the top of their papers. Walk around the room checking to see if they remember how to write their names correctly.

LESSON 7

1. Speaking and Hearing. Read the story on page 12 of Aung Minkunaananka Paroro Nkoaamana'. Ask some questions to see if the children have understood this story.

Hearing sounds. "Listen to these two words. What is the extra or different sound that has that does not have?"

bare
bareng (ng)

kara
karang (ng)

nani
naning (ng)

ii
iing (ng)

2. Seeing same and difference. Teach the new sentence - Nko'ke biang naiuing, from the blackboard and the pocket chart. Revise the other two sentences with that sentence just taught. Leave the new sentence strip in the pocket chart and put the word cards for that sentence face up on the table. Have the children take turns at matching the word cards with those on the sentence strip and then read the word. Take out the word cards for the first two sentences and have the children make a sentence that you tell them as you did yesterday. Play this game 3 or 4 times.

Give out the *Deeru aape 10* books to the children. Discuss the picture on page 23 of your book. Then have the children do the exercises on pages 24-27 of their books. Instruct the children to look at the syllable in the small box on the left of the page and then find it in the words on the right hand side of the page.

3. Pre Writing. Give out paper and pencils to the children. Instruct the children to write their names at the top of the page. Make sure they are writing their names correctly. Build the following two sentences in the pocket chart. Nko'ke biang naiuing. Takirinu'ke biang naiuing. Tell the children to write these two sentences on their paper.

If the children are not making the letters correctly, show them how to make them and have them write that word again. Help the child to write his letters by placing your hand over his and controlling the pencil.

LESSON 8

1. Speaking and Hearing. Have the children clap the number of syllables in the names of all the rivers that they can think of.

Hearing sounds. "Listen to these two words. What is the extra or different sound that ... has that does not have?"

dako', dako (')

karu, karu' (')

kaara', kaara (')

pankau', pankau (')

baa, baa' (')

2. Seeing same and difference. Revise the 3 sentences by mixing the sentence strips in different order in the pocket chart. Leave the last sentence strip (the last one taught) in the pocket chart and put its word cards face up on the table. Have the children take turns at matching and reading the word cards with the word on the sentence strip. Play the game as you did yesterday. Have the children take turns at making new sentences with all the word cards of the 3 sentences. You say the sentences that they are to make. Play this game several times.

Before class write page 28 of *Deeru aape 10* on the blackboard. Have the children take turns at pointing to the right answer. Then appoint one of the children to act as teacher and go thru the exercise again. Give out the *Deeru aape 10* books to the children. Have them do exercises on pages 28 - 31 of their books.

3. Pre Writing. Give out paper and pencils to the children and have them write their names at the top of the paper. While they are that you write these two sentences on the blackboard - Nko'ke bau' ua'uing. Takirinu'ke bau' naiuing. When the children have written their names have them copy these two sentences from the blackboard. Those who finish quickly should write the sentences Naninge bau' naiuing. Make sure that the word Naninge is in sight for them to be able to see it.

LESSON 9

1. Speaking and Hearing. Read *Maaka'* 14:27-31 to the children. Ask questions to see if they understood the story.

Hearing sounds. "Listen to these two words. In what way is koi' different from koing?"

| | |
|-----------------|-----------------------------|
| koing, koi' | (koi' has a glottal stop) |
| kiring, kiri' | (kiri' has a glottal stop) |
| naro', narong | (naro' has a glottal stop) |
| bantong, banto' | (banto' has a glottal stop) |
| naring, nari' | (nari' has a glottal stop) |

Be sure to call the glottal stop by a name in tokples that the children will understand.

2. Seeing same and difference. Revise the 3 sentences by mixing the sentence strips on the pocket chart. Ask one of the children to act as 'teacher'. The class should read the sentence strip that this child places in the pocket chart. Place all the word cards face up on the table. Ask a bright child to act as 'teacher' and say a sentence that can be made with some of these cards. Have another child come out and make the sentence and then read it. Repeat this game several times.

The children need to remember that the words pooro' and naiuing nko'ke and kunu'uing are not usually used together.

Give out the *Deeru aape* 10 books to the children. Turn to the picture on page 32 of your book and discuss it with the children. Have the children do the exercise on pages 33-35 of their books. Give them small stones to use as markers. Make sure that they put these markers on the correct answer.

3. Pre Writing. Give out paper and pencils to the children and have them write their names at the top of the paper. While they are doing that, you write these two sentences on the blackboard - Naninge biang kunu'uing. Nko'ke biang ua'uing. When the children have written their names, have them copy these two sentences from the blackboard. Those who finish quickly should write the sentences Naninge biang naiuing. Make sure that the word Naninge is in sight for them to be able to see it. If these children do not know how to write this sentence, make this sentence in the pocket chart with the word cards.

LESSON 10

1. Speaking and Hearing. Have the children tell stories. Encourage those who do not usually tell much.

Have the children play Game No. 3 - The Longest Word. Choose a name of one of the children, say it slowly syllable by syllable, then say it normally again. Have each child say the longest word he can think of in the language. Say it slowly syllable by syllable and then say it normally. The child who says the longest word wins. To count syllables accurately it may help to clap as you say each syllable.

2. Seeing same and difference. Repeat the same activities as yesterday, using different children to act as 'teacher'. You should be watching closely to see if the 'teacher' and 'pupils' are doing and saying the correct thing.

Give out the *Deeru aape* 10 books to the children. Have them do the exercises on pages 36-38 in their books. Walk around to see if they are doing them correctly. Give the children markers to put on the syllable that is the correct answer.

3. Pre Writing. Give out paper and pencils to the children. Write the following two sentences on the blackboard. Takirinu'ke bau' kunu'uing. Nko'ke bau' ua'uing. Have the children copy these two sentences from the blackboard on to the paper. If any of the children finish early, have one of them make a sentence in the pocket chart. Then they can copy it down on their paper.

LESSON 11

1. Speaking and Hearing. Read *Maaka'* 14:66-72 to the children. Ask them questions about this story to see if they have understood it.

Hearing sounds. "Listen while I read these words. Can you tell me what it is that is the same in all these words?"

ua'uing, ua'umaang, ua'uu'naang, ua'eaing
nenke'ansing, nenke'uu'nung, nenke'uing, nenke'ampesing
kaniumaang, kaniuko'nung, kaniansieeng, kaniuing

"What are some other words that have ua', nenke', and kani in them?"

2. Seeing same and difference. Before class put page 39 of *Deeru aape 10* on the blackboard. Ask one of the children to act as "teacher" and have him ask other children to come forward and show him the correct answer. Give out the *Deeru aape 10* books to the children and tell them to do the exercises on pages 39-41 of their books.

When they have finished these exercises have them play with any of the card games for *Deeru aape 10*.

3. Pre Writing. Write on the blackboard the words bakanaa pooro'. Make sure that you leave space to write one of the children's names before bakanaa. Have the children tell you whose name they would like to write there. Give out paper and pencils to the children and have them copy from the blackboard. Substitute names of other children and also the words nko' and naning. Repeat this until each child has written about 4 or 5 phrases.

LESSON 12

1. Speaking and Hearing. Remind the children of the story that you read to them yesterday. If necessary read it to them again. Give out papers and crayons and have them draw a picture about this story. When they have finished have a few of the children show their pictures to the class.

Hearing sounds. "Listen while I read these words. Can you tell me what part of the word is the same in all these words?"

naiansing, naieai, naiuu'nung, naiaamang

nkaersing, nkaumaang, nkaampiaing, nkaampiring

tua'uing, tua'uko'nung, tua'ampesing, tua'aamang

"What other words have nai, nka and tua' in them?"

2. Seeing same and difference. Have the children play with the card games that you have made for *Deeru aape 10*.

Before class draw page 42 on the blackboard. Today ask different children to act as teacher and have other members of the class give the correct answer. Then give out the *Deeru aape 10* books to the children and have them do the exercises on pages 42-44 of their books.

3. Pre Writing. Give out paper and pencils to the children. Repeat the same activity as you did yesterday but use the names of different children today. Also substitute the words biang and bau' for pooro'.

LESSON 13

1. Speaking and Hearing. Have the children discuss with you a common village activity - going to the market. Have as many children take part as possible.

Before class think of a word which has two or more syllables in it. Clap the number of syllables in that word to the children but do not tell them what the word is. The children then tell you other words which have the same number of syllables in it.

2. Seeing same and difference. Today you are going to start teaching from *Deeru aape 11*. Before class draw the 2 pictures on page 2 on the blackboard..The drawings do not have to be good.

Page 2.

1. Point to the picture of the bananas. Tell the children what it is and discuss the picture with them. Print neatly the word biang under the picture. Tell the children what it says and have several children read it. Write the word biang in different places on the blackboard. Have several children read this word. Have the whole class say the name of the picture and read the word under it. Erase all words from the blackboard.
2. Do this again to teach kunu'. Get the word cards for these two words and have the children match these with the words on the blackboard.
3. Have the children read page 2 in *Deeru aape 11*.

Page 3.

1. Point to the picture of the bananas on page 3 of your book. Discuss the picture with the children. Point to the picture of kunu' on page 3 and discuss it with the children. Point to the man carrying bananas on page 3 and discuss this with the children also. Write kunu'umaang on the blackboard. Tell the children what it says. Have several children read this word. Write kunu'umaang in several places on the blackboard. Have different children read this word. Erase all words from the blackboard.
2. Write Biang kunu'umaang on the blackboard. See if any child is able to read this sentence. Then have several children read this sentence.
3. Have the children open their books to page 3 and read from their books.

3. Pre Writing. Give out paper and pencils to the children. Have the children write their names at the top of the paper. Then have the children copy the words biang and kunu' from the blackboard. They should also write the sentence Biang kunu'umaang. Explain to the children when they should use capital letters and when to use the full stop.

LESSON 14

1. Speaking and Hearing. Before class think of some words which are action words. Say the word slowly syllable by syllable. The children have to do the action. Repeat this game several times.

Hearing sounds. "Listen while I say these words. What part is the same in all these words?"

oki'nani, oki'ning, oki'nau, oki'noo'

nerakava, nerakara', nerakanaa'

tampava, tampavaang, tampanoo', tampanairu

"Can you think of any other words that have these parts in them:

oki'-, neraka-, tampa-?"

2. Seeing same and difference. Before class draw the pictures on page 4 on the blackboard. Write aung biang and aung kunu' under its picture.

Take out your word card with aung written on it. Put this card beside different parts of your body thus making a phrase - aung bore'. Repeat this several times, using your body parts and those of the children. Then put the card beside something in the room, making another phrase. If you have to use something that has an English name (the blackboard) make sure that you pronounce it in a way that is easy for them to hear and say.

Page 4.

1. Revise the words biang and kunu' by using the pictures and words that you have put on the blackboard.
2. Write aung kanu' and aung biang in different places on the blackboard and have several children read them. Also write Biang and biang one under the other and explain that these two words are pronounced the same, but sometimes capital B is used and sometimes small b. Ask the children to tell you when these are used. Use the word cards to match with the words on the blackboard.
3. Have the children read from page 4 in their *Deeru aape 11* books. Make sure that each child has the right page before they start reading.

Page 5.

1. Show the pictures on page 5 of your book. Discuss them with the children. Write aung biang on the blackboard and ask one of the children to read this. Have several children read it.
2. Write kunu' on the blackboard. Have a child read this and then ask several children to read it.
3. Write aung naning on the blackboard and explain what it says. Write naning by itself below aung naning and drill them on this new word, getting them to read it by itself and with aung.
4. Tell the children to open their books to page 5 and read the phrases there.

3. Pre Writing. Give out paper and pencils to the children. Have them write the following phrases which you should print on the blackboard - aung naning, aung kunu', aung biang.

LESSON 15

1. Speaking and Hearing. Read the story on page 18 of Aung Minkunaananka Paroro Nkoaamana' to the children. Ask questions to see if they have understood.

Hearing sounds. "Listen while I say these words. What part is the same in all these words?"

pankaru', pankara, pankare', pankaving
nii'ning, nii'nava, nii'naving, nii'naveku'
urikava, urikara', urikaving, urikabeku'

"Can you think of any other words that have these parts in them:
panka-, nii'-, urika- ?"

2. Seeing same and difference. Before class draw the picture on page 6 on the blackboard.

Page 6.

1. Write the 3 sentences on the blackboard.
 2. Carefully teach each sentence until they seem familiar with them.
3. Give out the Deeru aape 11 books. Have the children read from page 6 of their books. Ask several children to read. Then you and the children read together.

Page 7.

1. Write biang, Biang, aung, Aung on the blackboard. Call on children to read the words while you point to them. Discuss capital letters.
2. Write Aung, Aunge, naning, naninge on the blackboard and drill them. Ask someone to point to what makes Aunge different from Aung and another child to come point to what makes naninge different from naning.

3. Pre Writing. Give out paper and pencils to the children. Have them write their names at the top of the page. Ask them the questions that give the answer naninge. Tell them to write this word on their paper. Make sure that the word is still on the blackboard. Then have them write the sentence Naninge aung biang kunu'umaang. after writing it on the blackboard. Check to make sure that they are putting capital letters and full stops in the right place.

LESSON 16

1. Speaking and Hearing: Have the children clap out the number of syllables in the names of various kinds of akara that they can think of.

Hearing Sounds: "Listen while I say these words. What part is the same in all these words?"

| | | | |
|-----------|------------|------------|-----------|
| oki'nava | urikava | masikava | nerakava |
| nii'ning | oki'ning | oovuning | nkaning |
| urikaving | masikaving | oki'naving | pankaving |

"What other words have these same parts at the end of them:
-va, -ing, -ving ?"

2. Seeing What is the Same and What is Different: Before class draw the 2 pictures from page 8 on the blackboard and write aung naning under its picture.

Page 8 (top part of the page)

- (1) Revise aung naning with its picture on the blackboard.
- (2) Write biang ua'umaang, biang ua' and ua' on the blackboard as it is written in this book. Explain ua' to them. Drill them and ask some children to read all 3 lines.
- (3) Write naning, kunu', and ua' on the blackboard and ask several to read these words.
- (4) Have the children read from page 8 of their *Deeru Aape 11 books*.

Page 9.

- (1) Write the 3 sentences on the black board.
- (2) See if any of the children recognize any of the words. Have them point to them and say them. Can any read a whole sentence?
- (3) Go through the sentences with the children.
- (4) Have the children read from page 9 in their *Deeru aape 11 books*. Ask several children to read, then you and the class read together.

3. Pre-Writing: Give out paper and pencils to the children. Have them write their names on the top of the page. Then you should write the following phrases on the blackboard: aung biang, aung kunu', aung naning, ua'umaang. When the children finish writing these, have them copy this sentence from the blackboard:
Aunge naninge biang ua'umaang.

LESSON 17

1. Speaking and Hearing: Have the children tell stories, either about something that has happened or a pretend story.

Hearing Sounds: "Listen while I say these words. What part is the same in all these words?"

| | | | |
|------------|------------|---------------|------------|
| oki'naanka | nii'naanka | anaanka | oovunaanka |
| pankavari | urikavari | isikavari | oovuvuri |
| ookaring | pankaring | tutuna'naring | ee'naring |

"What other words have these same parts at the end of them:
-naanka, -vari, -ring ?"

2. Seeing What is the Same and What is Different:

Page 10.

- (1) Write umang in a box on the blackboard. Write the other words which are on the top part of page 10 and which go with umaang.
- (2) Tell the children to look at the part in the box, umaang, and show you where it is in the word. (Only 2 words contain it.) Do not pronounce maang by itself, but get the children to read the 4 words to the right of umaang.
- (3) Write e in a box and write the list of words with it on the blackboard.
- (4) Have the children find e in the words which contain it. Have them read the list.
- (5) Give them their *Deeru aape 11* books and have them turn to page 10 and read it.

Page 11. Before class draw the two pictures from page 11 on the blackboard and write aung naning under its picture.

Top half of page:

- (1) Revise naning and its picture.
- (2) Teach aung Takirinu' (the name of a boy) in the same way as you taught aung naning. Use word cards to match with the words on the blackboard.

Bottom half of page: Teach this in the same way as you did for page 10 above. The children have to look at the part that is in the box and then find it in the list of words on the right. Write naninge and Takinu'ke on the blackboard. Ask questions of which the answer is naninge. Have several children read naninge from the blackboard. Repeat in the same way for Takinu'ke.

3. Pre-Writing: Give out paper and pencils to the children. Have them write their names on the top of the page. Then you should write the following on the blackboard: aung Takirinu', aung naning, aunge naninge biang kunu'umaang. Have the children copy these.

LESSON 18

1. Speaking and Hearing. Read the story on page 48 of *Aung Minkunaananka Pava Kaniaamana'*. Make sure that they understand this story as they may not have seen this method of building houses.

Hearing Sounds: "Listen while I say these words. What part is the same in all these words?"

| | | | |
|--------------|---------------|----------------|-------------|
| ua'umaang | naiumaang | kaampumaang | kaniumaang |
| nenke'ansing | nkaansing | kunu'ansing | kaniansing |
| nke'ampiaing | keri'ampiaing | ke'me'ampiaing | naiampiaing |

Try to explain to the children the meaning of each of these things that are the same in the 3 rows of words.

2. Seeing What is the Same and What is Different:

Pages 12 and 13.

- (1) Before class write on the blackboard:

Aung naning Takirinu'.
Takirinu'ke biang kunu'umaang.
Takirinu'ke biang ua'umang.

- (2) See if any of the children can read these 3 sentences without prompting.
- (3) Drill them all on these sentences.
- (4) Have the children turn to page 12 and 13 in their *Deeru aape 11* books and read the sentences on these 2 pages, individually and as a class.

3. Pre-Writing: Have the children write the 3 sentences listed in No. 2 above.

LESSON 19

1. Speaking and Hearing. Read *Maaka'* 16:1-8 to the children. Then ask them questions to see if they have understood the story.

Have the children play the "LAST SOUND" game. A child points to something he can see and says its name. Another child says the sound at the end of the word. Have the children think of other words which end in that syllable. Repeat several times.

2. Seeing What is the Same and What is Different: Before class draw the 3 pictures from page 17 on the blackboard.

Pages 14 and top of 15.

- (1) Before class draw the 3 pictures found on pages 14 and 15 of *Deeru aape* 11 on the blackboard. Draw them one under the other. Then on the right hand side write the 3 sentences one under the other, but not in the same order as the pictures.
- (2) Ask some of the children to match the sentences with the right picture, using a stick to point with if the blackboard is too high.
- (3) Pass out the children's books and have them read the 3 sentences from there.

Page 15, bottom half:

- (1) Write this list of words on the blackboard.
- (2) See if anyone can read this list perfectly.
- (3) Read it several times to the class.
- (4) Ask for more volunteers to read the list.
- (5) Have the class read it once from the blackboard and again from their books.

3. Pre-Writing: Give out paper and pencils to the children. Have them write the sentences on their paper that are on page 16. Make sure you have written these on the blackboard for the children to copy from. Be sure to print neatly so that the children will copy from something well written.

LESSON 20

1. Speaking and Hearing. Before class choose some words from the story you are going to read to the children today. Choose ten words, one word in a sentence. Read the story to them first. Before you read the sentence with that word in it, tell them which word they are to listen for. When they hear the word they are to stand up. Repeat until you have finished the 10 words.

Hearing Sounds: "Listen while I say these words. What part is the same in all these words?"

| | | | |
|--------------|-------------|-------------|--------------|
| apo'uu'naang | nanuu'naang | ua'uu'naang | nkauu'naang |
| toroaring | kenaaring | koouaring | nariaring |
| peeramoing | siipamoing | nukaa'moing | aruaru'moing |

Try to explain to the children the meaning of each of these things that are the same in the 3 rows of words.

2. Seeing What is the Same and What is Different: Before class draw the pictures on page 16 on the blackboard.

Page 16 introduces the letters a and i and the sound that these letters represent. Do not tell the children the English name of the letters. Remember to write a in the same way as it is written in *Deeru aape 11* (a).

- (1) Point to the picture of apu' on the blackboard. Tell the children what it is. Print neatly the word apu' under the picture and tell the children what it says. Have several children say this word.
- (2) Then say "The first part of apu' is a." Tell them to say a. Write a on the blackboard under apu'. Have several children read a. Ask them what the picture is, have them read apu' and a.
- (3) Teach i in the same way as you taught a.
- (4) Write the box at the bottom of page 16 on the blackboard. Have several children read the letters that are in the box. Have the whole class read these letters.
- (5) Give out the *Deeru aape 11* books and have the class read page 16 from their books.

Page 17--top half of the page: The letters in the box are small and capital letters.

- (1) Ask the children what a says (point to a in the box). Point to A and tell the children it says the same thing. Tell the children about the little brother and the big brother and when you should use the little brother and when you use the big brother. DO NOT TELL THEM THE ENGLISH NAME OF THE LETTER!
- (2) Look at the words to the right. Have the children show you where the little brother and big brother come in these words.
- (3) Teach i and I in the same way.

3. Pre-Writing: Give out paper and pencils to the children. Tell the children to write their names at the top of the page. Tell them to write the letters that make a and i. When they have finished they should copy on to their paper the sentences from page 11 that you wrote on the blackboard.

LESSON 21

1. Speaking and Hearing. Take your *Nii'ning Paasi Pauloe Daariuu'ning* book and read *I Koorin 13:1-3* to the children. Please explain any words you feel they would not understand and explain that it is very important that we show real love, piaa, to others. Ask the children to tell back to you what they understood from this reading. If the reading seems too long for them to listen to all at once, read it one verse at a time and talk about it after each verse.
2. Seeing What is the Same and What is Different: Before class draw a picture of bareng on the blackboard.

Page 18.

- (1) Revise naning and biang as you have done before.
- (2) Teach the new phrase aung bareng from its picture and by writing the words under it as you have done previously. Take out the word cards for these 3 things and have the children match the word cards with the words on the blackboard.

Page 19.

- (1) Write the story on the blackboard. See if any children can read it.
- (2) Read the sentences clearly to them.
- (3) Ask someone to come to the blackboard and point to Bareng and bareng the three times this word occurs.
- (4) Then pass out the *Deeru aape 11* books and have the children read pages 18 and 19 individually and as a class.

3. Pre-Writing: Give out paper and pencils to the children. The children should write the phrases from page 18 and one sentence from page 19 on their paper. Write them on the blackboard so that they can copy them.

LESSON 22

1. Speaking and Hearing. Continue reading from *I Koorin* 13. Read verses 4-6 and have the children tell you afterwards what true, genuine love is. See how well they are hearing their language. Tell some stories which illustrate true love (piaa) in action.

2. Seeing What is the Same and What is Different:

Page 20.

- (1) Write all of page 20 on the blackboard. See how many recognize the phrase aung bareng.
- (2) See if they can tell which word is 'bird' and which is 'banana'.
- (3) Talk about capital letters and little letters.
- (4) Have them read the sentences.
- (5) Give out their *Deeru aape* 11 books and have them read page 20 individually and as a class.

Page 21.

- (1) With books open, talk about apu' and iki' and how the first part of apu' is a and the first part of iki' is i.
- (2) Write apu' and a and iki' and i on the blackboard.
- (3) See if they can read in unison from their books the row of a's and i's.
- (4) See if they can find e and ke in the words at the bottom of page 21.
- (5) See if any of the children recognize any of these words. Read all the words to them.

3. Pre-Writing: Give out paper and pencils to the children. Write the two sentences from page 20 on the blackboard and have them copy them.

LESSON 23

1. Speaking and Hearing. From *Nii'ning Paasi* please read *I Koorin 13:7* to the children. Ask them if they know anyone who loves another person like what the Apostle Paul wrote in this verse. We can be very thankful because Jesus Christ loves each of us like that. Read a phrase at a time of this verse (between commas) and have the children recite in unison after you.

2. Seeing What is the Same and What is Different:

Page 22--top part

- (1) Write naning and bareng on the blackboard. Also write naninge and bareng. Then write Naninge and areng. Then have the children read these words.
- (2) Teach the new word naiumaang on the blackboard. Write naiumaang and nai and get the children to read it.
- (3) Pass out the *Deeru aape 11* books and read all the words on the top part of page 22. After each word, or phrase, or sentence, pause and have the children point to it in their books.
- (4) Write kunu', ua', and nai on the blackboard, and have the children read them. Then have them read these same words from their books.

Page 23.

- (1) See if any of the children can read the story on this page from their books.
- (2) Read it to them and then ask for some of the children to try again.
- (3) Have the children all read together in unison.

3. Pre-Writing:

- (1) Give out papers and pencils to the children.
- (2) Ask them to write the sound a without looking at an a.
- (3) Ask them to write i without looking at an i. Pronounce these sounds with Nasioi pronunciation, not by their English name.
- (4) Write aung on the blackboard. Also biang and nai. Also write aung biang naiumaang. Have the children read these words and then write them on their papers.

LESSON 24

1. Speaking and Hearing. Please get your *Nii'ning Paasi* book again and read *I Tesalonaika 4:13-18* to the children. Explain any words which seem too hard for them and tell it again to them in your own words if you like. Then ask them to tell it back to you.

2. Seeing What is the Same and What is Different:

Page 24.

- (1) Write the 3 sentences on the blackboard.
- (2) Read one of the sentences and ask the children which one you read--the first one, second one or third one. Do that with the other sentences too.
- (3) Write umaang in a box on the blackboard. Write all the other words which are with it on the blackboard. Have someone point to umaang in the 3 words and someone read ua', nai, and kunu'.
- (4) Pass out the *Deeru aape 11* books and have the children turn to page 24.
- (5) Have the children read page 24.

Page 25.

- (1) See if anyone knows the words and sentences on page 25.
- (2) Read to the children and then have them read in unison.

3. Pre-Writing: Have the 3 sentences at the top of page 24 on the blackboard. Pass out pencils and papers and have the children copy them. If this seems too much writing for some children, just ask them to write one sentence only.

LESSON 25

1. Speaking and Hearing. From *Nii'ning Paasi* read *Rom 12:19-21* to the children. Explain to them that God expects His children to act out of hearts of love. He does not want us to have hearts full of revenge. He wants us to have His life which is strong and good and full of blessing. Let us give ourselves to Him and follow His ways. Ask the children some questions about this passage from *Romans*.

2. Seeing What is the Same and What is Different:

Page 26

- (1) Write all the words and phrases on the blackboard.
- (2) Drill them thoroughly.
- (3) Pass out the *Deeru aape 11* books and have the children turn to page 26.
- (4) Ask them to point to each aung (There are 7 of them). Can any of the children tell you how many?
- (5) How many times does naning occur? (2)
 How many times does Takirinu' occur? (2)
 How many times does kunu' occur? (2)
 How many times does ua' occur? (1)
 How many times does bareng occur? (2)
 How many times does biang occur? (2)
 How many times does Aunge occur? (1)
- (6) Revise any pages in the book you would like to with the children.

3. Pre-Writing:

Pass out papers and pencils and have each child write his name at the top. Ask some one what sentence or phrase he would like to write. Write this on the blackboard and have the children copy it. Ask 2 others for suggestions, write these on the blackboard and have the children write them on their papers.