MEGBASA KIDON

Teacher's Manual

Sarangani Manobo
MEGABAY VISION

Teacher's Manual

Prepared by

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

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

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

JUAN L. MANUEL
Secretary
FOREWORD

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

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

LICERIA BRILLANTES SCRIANO
Director of Public Schools
This teacher's manual is to be used when teaching the Sarangani Manobo primer MEGARA KIDON. The lessons are designed for classroom use.

To insure success in teaching people to read Manobo from the primer it is necessary for the teacher to follow the detailed teaching instructions for each lesson given in this teacher's manual. The teacher must be thoroughly prepared to teach the lesson before the class period begins.

Further information for the teacher regarding pre-reading, method of teaching, and content of the lessons is given in the Introduction to Teacher's Manual.

The letters of the alphabet are: a, b, k, d, e, g, h, i, l, m, n, ng, o, p, s, t, u, w, y. These symbols closely resemble their counterparts in the National Language, with two exceptions. The letter e is pronounced like the vowel of the English word "up". The pronunciation of the letter u is similar to the pronunciation of the pepet vowel (e) of Pangasinan. Glottal stop is symbolized by a grave accent (') in syllable final position and by a hyphen (-) following a consonant in word medial position. Intervocalic or word initial glottal stop is not symbolized.
INTRODUCTION TO TEACHER'S MANUAL

for Sarangani Manobo Primer MEGBASA KIDON

1. Pre-reading

For beginning students who have had no previous schooling, pages 1-13 should be taught before beginning Lesson 1 on page 18. The pre-reading materials are designed to teach the basic reading skills by introducing shapes, direction, sounds, components, and sequence. Students are taught to read and write numbers in this section.

2. Method of Teaching

An eclectic method (a combination of several methods) is used. Keywords are used in teaching the new syllables or letters. Drills are used to develop the student's skill in reading the known syllables (or word parts) in various environments. These word parts are then combined into words and sentences which the students are able to read.

3. Content of the Lessons

Each lesson has from five to eight sections which include:

- REVIEW
- KEYWORD
- PARTS DRILLS
- CAPITAL LETTER
- SIGHT WORD
- READING FOR MEANING
- WRITING LESSON
- SUPPLEMENTARY DRILLS

REVIEW Suggestions for what the teacher will review from previous lessons are given at the beginning of each new lesson.

KEYWORD The keyword is a picturable word used to introduce the new letter. The students learn the keyword in four steps. 1) Recognize the picture and identify the word, 2) find it on the primer page, 3) learn it from the blackboard, 4) practice reading it from flashcards.

PARTS DRILLS The syllable combinations using the new letter are presented in seven drills. 1) New letter in keyword, 2) new letter in syllable with several old letters, 3) new part in a column, 4) contrast new letter with old letter, 5) identify new letter or syllable, 6) random drill, 7) built words.
CAPITAL LETTER Drills are used to teach the new letter in capital form.

SIGHT WORD A sight word is a new word made from letters of which some or all are new.

READING FOR MEANING Six basic steps are followed in reading for meaning. 1) Teacher prints the story on the blackboard and reads the story through once with proper speed and rhythm. Then the teacher reads the story one sentence at a time with students repeating after the teacher, 2) teacher and students read complete story together, 3) each student reads story by himself, 4) students find and read words or phrases from the story, 5) teacher asks questions or gives drills for understanding the story, 6) teacher reads story again and calls on each student to read the story with proper rhythm and speed.

WRITING LESSON Each writing lesson consists of seven parts. 1) Teacher demonstrates how to print the new small letter, 2) students print letter on their desks, 3) students print letter on paper, 4) teacher demonstrates how to print the capital letter, 5) students print capital letter on their desks, 6) students print capital letter on paper, 7) spelling drills.

SUPPLEMENTARY DRILLS There are three sections consisting of reading, printing, and a test.

The first thirteen lessons are written in detailed instructions of what the teacher is to say. Beginning with lesson fourteen the instruction is written in outline form. The teacher must know how to teach the lessons thoroughly before attempting to teach from lessons which are given in outline form.
Pages 1-3 are designed to help the non-reader gain ability in distinguishing shapes. On this first page, illustrations are used which are familiar to the student. Pages 2 and 3 introduce shapes which are less familiar.

Teacher holds book open to page 1 in front of the students and points to the picture of the first pig in the top row and says, "Tengtengi niyo se retrato diyâ diatas. Seini se retrato te osa. Ikagi kaw osa." Students say osa. Teacher says, "Diyâ dibaloy se dowa retrato." Teacher points to the pig and says, "Eden ini." Students say osa. Teacher says, "Mepiya iyan. Onawa se ngadan din so onawa se bawa din." Teacher points to the picture of the first rooster in the middle row and says, "Tengtengi niyo diyâ tengâ tengâ. Seini se retrato te londong. Ikagi kaw londong." Students say londong. Teacher says, "Diyâ dibaloy se dowa retrato." Pointing to the hen, the teacher says, "Eden ini." Students say omagak. Teacher says, "Kena londong ini so wedâ peg-onawa se bawa din." Teacher points to the rooster at the right and says, "Eden ini." Students say londong. Teacher says, "Mepiya iyan. Onawa se ngadan din so onawa se bawa din." Teacher points to the picture of the first house in the bottom row and says, "Tengtengi niyo diyâ te ongan. Seini se retrato te balay. Ikagi kaw balay." Students say balay. Teacher says, "Diyâ dibaloy se dowa retrato." Teacher points to the temporary shelter and says, "Seini se retrato te layag. Ikagi kaw layag." Students say layag. Teacher says, "Kena balay ini so weda peg-onawa se bawa din." Teacher points to the house on the right and says, "Eden ini." Students say balay. Teacher says, "Mepiya iyan. Onawa se ngadan din so onawa se bawa din."
Pre-reading: shape, page 2

Teacher has students look at the first shape in each row and then look at all the shapes to the right. Teacher chooses a student to point to the shape at the right which is like the shape at the left.

Teacher points to the circle (○) enclosed in the top row and says, 'Tengtengi niyo se bawa nini.' Teacher points to the shapes at the right and says, 'Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibe mgetdo te bawa onawa te mona.' A student points to (○).

Teacher points to the rectangle (□) enclosed in the second row and says, 'Tengtengi niyo se bawa nini.' Teacher points to the shapes at the right and says, 'Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibe mgetdo te bawa onawa te mona.' A student points to (□).

Teacher points to the triangle (△) enclosed in the third row and says, 'Tengtengi niyo se bawa nini.' Teacher points to the shapes at the right and says, 'Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibe mgetdo te bawa onawa te mona.' A student points to (△).

Teacher points to the cross (⊥) enclosed in the bottom row and says, 'Tengtengi niyo se bawa nini.' Teacher points to the shapes at the right and says, 'Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibe mgetdo te bawa onawa te mona.' A student points to (⊥).
Pre-reading: shape, page 3

Teacher has students look at the first letter in each row and then look at all the letters to the right. Teacher chooses a student to point to the letter at the right which is like the letter at the left.

Teacher points to the letter A enclosed in the top row and says, "Tengtengi niyo se bawa niini." Teacher points to the letters at the right and says, "Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibeg mgetedo te bawa onawa te mona." A student points to A.

Teacher points to the letter L enclosed in the second row and says, "Tengtengi niyo se bawa niini." Teacher points to the letters at the right and says, "Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibeg mgetedo te bawa onawa te mona." A student points to L.

Teacher points to the letter D enclosed in the third row and says, "Tengtengi niyo se bawa niini." Teacher points to the letters at the right and says, "Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibeg mgetedo te bawa onawa te mona." A student points to D.

Teacher points to the letter N enclosed in the bottom row and says, "Tengtengi niyo se bawa niini." Teacher points to the letters at the right and says, "Tengtengi niyo se kedita seini. Kenan se onawa te mona. Sinu se meibeg mgetedo te bawa onawa te mona." A student points to N.
Pre-reading: direction, page 4

The purpose of pages 4-6 is to help the students distinguish similarly shaped objects by their differences in direction.

Teacher points to the first picture of the chicks in the top row and says, "Seini se retrato te onsoy." Teacher points to the first group of chicks at the right and says, "Seini heman se onsoy. Oawa se peselowan dan te monà." Teacher points to the second group of chicks and says, "Wedà peg-onawa se onsoy seini. Nengà lay wedà dan peg-onawa." Students answer, "Wedà peg-onawa se peselowan dan."

Teacher points to the first picture of the bangka in the second row and says, "Seini se retrato te belangay;" Teacher points to the first bangka at the right and says, "Seini heman se belangay. Oawa se peselowan te didowa belangay seini." Teacher points to the second bangka at the right and says, "Wedà peg-onawa se belangay seini. Nengà lay wedà dan peg-onawa." Students answer, "Wedà peg-onawa se peselowan dan."

Teacher points to the first picture of a sea turtle in the bottom row and says, "Seini se retrato te towilan;" Teacher points to the first turtle at the right and says, "Tengtengi niyo se towilan seini. Mig-onawa lay se towilan seini diya te monà." Students answer, "Wedà peg-onawa so wedà peg-onawa se peselowan dan." Teacher points to the second turtle at the right and says, "Mig-onawa lay se towilan seini diya te monà." Students answer, "Mig-onawa se peselowan dan."
Pre-reading: direction, page 5

In each row the teacher has the students look at the first object and then point to the one like it at the right. The students are to tell why the other objects are not like the first. In each case the answer is that they are placed differently.

Teacher points to the first leaf in the top row and says, "Ehai niyo se retrato te monà dawen diyà diatas. Kepenga niyan tengtengi se doma dawen diyà te kowanan. Sinu se megtedò te sebad dawen mig-onawa te monà." A student points to the leaf at the right which is exactly like the first leaf. Teacher points to the other leaves and says, "Nenga lay wedà peg-onawa se dawen seini." Students answer, "Wedà peg-onawa se pegkesawol dan."

Teacher points to the first shape (⇒) in the second row and says, "Ehai niyo se neketetondog te monà. Tengtengi niyo se bawa diyà te bibang. Kepenga niyan pemehai niyo lenged te kowanan se bawa mig-onawa te monà. Sinu se megtedò te bawa mig-onawa te monà." A student points to the shape at the right which is exactly like the first one. Teacher points to the other shapes and says, "Nenga lay wedà peg-onawa se bawa seini." Students answer, "Wedà peg-onawa se pegkesawol dan."

Teacher points to the first shape (──) in the third row and says, "Ehai niyo diya te ongan ikodowa. Tengtengi niyo se bawa diyà te bibang. Kepenga niyan pemehai niyo lenged te kowanan se bawa mig-onawa te monà. Sinu se megtedò." A student points to the shape at the right which is exactly like the first one. Teacher points to the other shapes and says, "Nenga lay wedà peg-onawa se bawa seini." Students answer, "Wedà peg-onawa se pegkesawol dan."

Teacher points to the first line (\) in the bottom row and says, "Ehai niyo se monà kolis diyà te ongan. Kepenga niyan tengtengi se doma kolis diyà te kowanan. Sinu se megtedò te sebad kolis mig-onawa te monà." A student points to the line at the right which is exactly like the first one. Teacher points to the other lines and says, "Nenga lay wedà peg-onawa se kolis seini." Students answer, "Wedà peg-onawa se pegkesawol dan."
Pre-reading: direction, page 6

Each row contains two sets of boxed shapes. The students are to point to the box which contains the shapes that are exactly alike.

Teacher points to the first box in the top row and says, "Tengtengi niyo se kelokob diyā diatas. Onawa se bawa doton didalem te kelokob so onawa se pegkesawol dan.' Teacher points to the box at the right and says, "Onawa lay se pegkesawol ini.' Students say, 'Weda peg-onawa.'

Teacher points to the second row of boxes and says, "Tengtengi niyo se kelokob neketetondog te mona. Sinu se megtedô te kelokob doen mig-onawa se pegkesawol dan doton didalem.' A student points to the box on the right.

Teacher points to the third row of boxes and says, "Tengtengi niyo se kelokob diyā te ongan ikedowa. Sinu se megtedô te kelokob doen mig-onawa se pegkesawol dan doton didalem.' A student points to the box on the left.

Teacher points to the bottom row of boxes and says, "Tengtengi niyo se kelokob diyā te ongan. Sinu se megtedô te kelokob doen mig-onawa se pegkesawol dan doton didalem.' A student points to the box on the right.
Pre-reading: sound, page 7

The first picture in each row is the picture of the keyword for the sound which the students are to identify. For example in the first row is a picture of an agong. The teacher has the students say the word agong and then the beginning sound of that word which is a. The teacher points to each of the other pictures in that row asking if each begins with the same sound as agong.

Teacher points to the gong in the top row and says, "Tengtengi niyo diya diatas. Seini se retrato te agong. Ikagi kaw agong." Students say agong. Teacher says, 'Keteboan te kagi agong se kagi a. Ikagi kaw a.' Students say a.

Teacher points to the basket and says, "Seini se retrato te alat. Ikagi kaw alat." Students say alat. Teacher says, "Mig-onawa se keteboan te kagi agong aw alat."

Teacher points to the large spoon and says, "Seini se retrato te aho. Ikagi kaw aho." Students say aho. Teacher says, "Mig-onawa lay se keteboan te kagi aho aw agong." Students say mig-onawa. Teacher says, "Yan mig-onawa se keteboan te kagi aho aw agong."


Teacher points to the house in the second row and says, "Tengtengi niyo diya tengā-tengā. Seini se retrato te balay. Ikagi kaw balay." Students say balay. Teacher says, "Keteboan te kagi balay se kagi ba. Ikagi kaw ba." Students say ba.

Teacher points to the picture of the woman and says, "Seini se retrato te bayi. Ikagi kaw bayi." Students say bayi. Teacher says, "Mig-onawa lay se keteboan te kagi bayi aw balay." Students say, "Mig-onawa." Teacher says, "Yan mig-onawa se keteboan te kagi bayi aw balay."

Teacher points to the rooster and says, "Seini se retrato te londong. Ikagi kaw londong." Students say londong. Teacher says, "Mig-onawa lay se keteboan te kagi londong aw balay." Students say, "Wedā peg-onawa."

Teacher points to the frog and says, "Seini se retrato te bakbak. Ikagi kaw bakbak." Students say bakbak. Teacher says, "Mig-onawa lay se keteboan te kagi bakbak aw balay." Students say, "Mig-onawa."
Teacher points to the horse in the third row and says, 'Tengtengi niyo diyā te ongan ikedowa. Seini se retrato te kodi. Ikagi kaw kōda.' Students say kōda. Teacher says, 'Keteboan te kagi kōda se kagi ko. Ikagi kaw ko.' Students say ko.

Teacher points to cogon grass and says, 'Seini se retrato te kogon. Ikagi kaw kogon.' Students say kogon. Teacher says, 'Mig-onawa lay se keteboan te kagi kogon aw kōda.' Students say, 'Mig-onawa.'

Teacher points to the dog and says, 'Seini se retrato te toyang. Ikagi kaw toyang.' Students say toyang. Teacher says, 'Mig-onawa lay se keteboan te kagi toyang aw kōda.' Students say, 'Wedā peg-onawa.'

Teacher points to the bamboo and says, 'Seini se retrato te kowayan. Ikagi kaw kowayan.' Students say kowayan. Teacher says, 'Mig-onawa lay se keteboan te kagi kowayan aw kōda.' Students say, 'Mig-onawa.'

Teacher points to the mortar in the fourth row and says, 'Tengtengi niyo diyā te ongan. Seini se retrato te lesong. Ikagi kaw lesong.' Students say lesong. Teacher says, 'Keteboan te kagi lesong se kagi l. Ikagi kaw l.' Students say l.

Teacher points to the can and says, 'Seini se retrato te lata. Ikagi kaw lata.' Students say lata. Teacher says, 'Mig-onawa lay se keteboan te kagi lata aw lesong.' Students say, 'Mig-onawa.'

Teacher points to the monkey and says, 'Seini se retrato te lotong. Ikagi kaw lotong.' Students say lotong. Teacher says, 'Mig-onawa lay se keteboan te kagi lotong aw lesong.' Students say, 'Mig-onawa.'

Teacher points to the pestle and says, 'Seini se retrato te ello. Ikagi kaw ello.' Students say ello. Teacher says, 'Mig-onawa lay se keteboan te kagi ello aw lesong.' Students say, 'Wedā peg-onawa.'
Pre-reading: components, page 9

Each row contains three boxes which have several shapes inside.
The students are to count the shapes in each box and point to the two boxes which have the same number of shapes inside.

Teacher points to the first box in the top row and says, "Tengtengi niyo se kelokob diya diatas. Pila se kedita te seini doton didalem. Bilangi niyo." Students count five.

Teacher points to the center box in the first row and says, "Pila se kedita te seini doton didalem. Bilangi niyo." Students count six.

Teacher points to the last box in the first row and says, "Pila se kedita seini doton didalem. Bilangi niyo." Students count five. Teacher says, "Tedoi niyo se kedita te kelokob doen lima insolat doton didalem." Students point to the first and last boxes in the top row.

Teacher points to the first box in the middle row and says, "Tengtengi niyo se kelokob mona te tengå-tengå. Pila se kedita te seini doton didalem. Bilangi niyo." Students count eight.

Teacher points to the center box in the middle row and says, "Pila se kedita te seini doton didalem. Bilangi niyo." Students count seven.

Teacher points to the last box in the middle row and says, "Pila se kedita te seini doton didalem. Bilangi niyo." Students count eight. Teacher says, "Tedoi niyo se kedita te kelokob doen walo insolat doton didalem." Students point to the first and last boxes in the middle row.

Teacher points to the first box in the bottom row and says, "Tengtengi niyo se kelokob mona te ongan. Pila se kedita te kolis doton didalem. Bilangi niyo." Students count six.

Teacher points to the center box in the bottom row and says, "Pila se kedita te kolis doton didalem. Bilangi niyo." Students count six.

Teacher points to the last box in the bottom row and says, "Pila se kedita te kolis doton didalem. Bilangi niyo." Students count five. Teacher says, "Tedoi niyo se kedita te kelokob doen enem kolis doton didalem." Students point to the first and second boxes in the bottom row.
Pre-reading: components, page 9

In each row are three sets of pictures. The students are to point to the two sets of pictures which have the same number of items in them.

Teacher points to the fish in the top row and says, "Tengtengi niyo se ikan diyā diatas. Pila se kedita te ikan." Students say dowa. Teacher points to the mortars and says, "Pila se kedita te lesong." Students say dowa. Teacher points to the coconut trees and says, "Pila se kedita te niyog." Students say epat.

Teacher says, "Didowa se ikan aw didowa se lesong. Mig-onawa se kedita dan. Mig-onawa lay se kedita te niyog." Students say, "Wedā peg-onawa. Teacher says, "Yan, wedā peg-onawa so epat se kedita te niyog. Na, tedoi niyo se kedita te mig-onawa." Students point to picture of ikan and lesong.

Teacher says, "Tengtengi niyo se titō diyā tengā-tenga. Pila se kedita te titō." Students say telo. Teacher points to the pig and frogs and says, "Bilangi niyo se kedita te osa aw bakbak. Kepenga niyan, tedoi niyo se kedita te mig-onawa." Students point to picture of titō and bakbak.

Teacher points to the bottom row and says, "Tengtengi niyo diyā te ongan. Pila se kedita te bolig aw ello aw dawen. Bilangi niyo se kedita dan. Kepenga niyan, tedoi niyo se kedita te mig-onawa." Students point to picture of ello and dawen.
Pre-reading: sequence, page 10

The teacher announces that the students will make necklaces. Each row of beads follows a pattern which is unfinished. At the right of the page are two extra beads from which the students are to select their choice of the bead which will complete the pattern of the necklace for that row.

Teacher says, ‘‘Peg-inang kidon te peninga.’’

Teacher points to the first string of beads and says, ‘‘Tengtengi niyo se peninga diyâ diatas. Keteboan se metibolo, modi se melayat, modi se metibolo, melayat, metibolo, melayat. Na. Doton te kowanan se samâ. Aw dogangan tadon te sebad, eden se todâ tadon isogpat.’’ Students answer metibolo. Teacher says, ‘‘Pemelii niyo se sebad mepakay isogpat lekat te kowanan.’’ Students choose metibolo.

Teacher points to the second string of beads and says, ‘‘Thâi niyo se neketetondog te monâ. Keteboan se didowa metibolo, modi se sebad melayat, todâ didowa heman metibolo, modi se melayat, olô sebad se metibolo te modi. Doton te kowanan se samâ. Aw dogangan tadon te sebad, eden se todâ tadon isogpat.’’ Students answer metibolo. Teacher says, ‘‘Pemelii niyo se sebad mepakay isogpat lekat te kowanan.’’ Students choose metibolo.

Teacher points to the third string of beads and says, ‘‘Thâi niyo se tengâ-tenga. Keteboan se didowa melayat, modi se didowa heman melayat, todâ se sebad heman metibolo. Doton te kowanan se samâ. Aw dogangan tadon te sebad, eden se todâ tadon isogpat.’’ Students answer melayat. Teacher says, ‘‘Pemelii niyo se sebad mepakay isogpat lekat te kowanan.’’ Students choose melayat.

Teacher points to the fourth string of beads and says, ‘‘Thâi niyo se neketetondog te tengâ-tenga. Keteboan se didowa melayat, modi se didowa metibolo, todâ didowa heman melayat. Doton te kowanan se samâ. Aw dogangan tadon te sebad, eden se todâ tadon isogpat.’’ Students answer metibolo. Teacher says, ‘‘Pemelii niyo se sebad mepakay isogpat lekat te kowanan.’’ Students choose metibolo.

Teacher points to the fifth string of beads and says, ‘‘Thâi niyo diyâ te ongan. Keteboan se sebad melayat, modi se sebad metibolo, todâ sebad heman melayat, taman te sebad metibolo. Doton te kowanan se samâ. Aw dogangan tadon te sebad, eden se todâ tadon isogpat.’’ Students answer melayat. Teacher says, ‘‘Pemelii niyo se sebad mepakay isogpat lekat te kowanan.’’ Students choose melayat.
In each row are two boxes each with the same kind of objects inside. The students are to count the number of objects in the first box. In the second box the students are to draw a slash line after the same number of objects as appeared in the first box.

Teacher points to the first box in the first row saying, "Ehai niyo se monā kelokob diya diatas. Bilangi niyo se kedita metibolo doton didalem. Pila se kedita." Students say lima.

Teacher points to the box at the right in the first row and says, "Ehai niyo se kelokob lenged te kowanan. Bilangi niyo se kedita metibolo diya dibaloy. Kepenga niyan kolisi niyo te chalk taman te onawa te kedita te monā." Teacher demonstrates by drawing a slash line after five circles.

Teacher points to the first box in the second row saying, "Ehai niyo neketetondog te monā. Bilangi niyo se kedita insolat doton didalem. Pila se kedita." Students say epat.

Teacher points to the box at the right and says, "Ehai niyo se kelokob lenged te kowanan. Bilangi niyo se kedita te mig-onawa diya dibaloy. Kepenga niyan kolisi niyo taman te onawa te kedita te monā."

Teacher points to the first box in the third row and says, "Ehai niyo se iketelo kelokob. Bilangi niyo se kedita kolis doton didalem. Pila se kedita." Students say walo.

Teacher points to the box at the right and says, "Ehai niyo se kelokob lenged te kowanan. Bilangi niyo se kedita kolis diya dibaloy. Kepenga niyan kolisi niyo taman te onawa te kedita te monā."

Teacher points to the first box in the fourth row and says, "Ehai niyo se kelokob diya te ongan. Bilangi niyo se kedita te insolat doton didalem. Pila se kedita." Students say lima.

Teacher points to the box at the right and says, "Ehai niyo se kelokob lenged te kowanan. Bilangi niyo se kedita te mig-onawa diya dibaloy. Kepenga niyan kolisi niyo taman te onawa te kedita te monā."
Pre-reading: numbers, page 12

Teacher points to the picture of the agong and says, "Tengtengi niyo se retrato te agong. Pila se kedita." Students say sebad.

Teacher points to the number 1 at the right and says, "Seini se bilang sebad. Ikagi kaw sebad." Students say sebad.

Teacher points to the picture of the pigs and says, "Tengtengi niyo se retrato te osa. Pila se kedita." Students say dowa.

Teacher points to the number 2 at the right and says, "Seini se bilang dowa. Ikagi kaw dowa." Students say dowa.

Teacher points to the picture of the mortar and says, "Tengtengi niyo se retrato te lesong. Pila se kedita." Students say telo.

Teacher points to the number 3 at the right and says, "Seini se bilang telo. Ikagi kaw telo." Students say telo.

Teacher points again to number 3 and says, "Eden se bilang seini." Students say telo.

Teacher points to number 1 and says, "Eden se bilang seini." Students say sebad.

Teacher points to number 2 and says, "Eden se bilang seini." Students say dowa.

Teacher points to the picture of the leaves and says, "Tengtengi niyo se retrato te dawen. Pila se kedita." Students say epat.

Teacher points to number 4 at the right and says, "Seini se bilang epat. Ikagi kaw epat." Students say epat.

Teacher points to the picture of the puppies and says, "Tengtengi niyo se retrato te titó. Pila se kedita." Students say lima.

Teacher points to the number 5 at the right and says, "Seini se bilang lima. Ikagi kaw lima." Students say lima.

Teacher points to the picture of the fry pans and says, "Tengtengi niyo se retrato te kalá. Pila se kedita." Students say enem.

Teacher points to number 6 at the right and says, "Seini se bilang enem. Ikagi kaw enem." Students say enem.

Teacher points to number 4 and says, "Eden se bilang seini." Students say epat.

Teacher points to number 5 and says, "Eden se bilang seini." Students say lima.

Teacher points to number 6 and says, "Eden se bilang seini." Students say enem.

Teacher points to number 1. Students say sebad.

Teacher points to number 2 and students say dowa.

Teacher points to number 3 and students say telo.

Teacher points to number 4 and students say epat.

Teacher points to number 5 and students say lima.

Teacher points to number 6 and students say enem.

Teacher points to the picture of the pestles and says, "Tengtengi niyo se retrato te ello. Pila se kedita." Students say pito.
Pre-reading: numbers

Teacher points to number 7 at the right and says, "Seini se bilang pito. Ikagi kaw pito." Students say pito.

Teacher points to the picture of the frogs and says, "Tengtengi niyo se retrato te bakbak. Pila se kedita." Students say walo.
Teacher points to number 8 at the right and says, "Seini se bilang walo. Ikagi kaw walo." Students say walo.

Teacher points to the picture of the fish and says, "Tengtengi niyo se retrato te ikan. Pila se kedita." Students say siyam.
Teacher points to number 9 at the right and says, "Seini se bilang siyam. Ikagi kaw siyam." Students say siyam.

Teacher points to the picture of the hammers and says, "Tengtengi niyo se retrato te bontok. Pila se kedita." Students say sempolō. 
Teacher points to number 10 at the right and says, "Seini se bilang sempolō. Ikagi kaw sempolō." Students say sempolō.

Teacher points to each number on the right and says, "Besahi niyo se kedita bilang seini." Students read 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Teacher points to different numbers at random and asks the students to read them. (1, 4, 8, 9, 3, 7, 2, 6, 5, 10)

Number drills

1. Teacher prints numbers 1 to 5 on the blackboard and points to each number. Students read numbers as teacher points to them. When students can read these numbers well, teacher prints numbers 6 to 10 on the blackboard. Teacher points to each number as students read.

2. Teacher shows students flashcards with numbers printed on them. Students read one number at a time as teacher shows it to them. The teacher should mix up the numbers to be sure students are able to read each number from 1 to 10.

3. Teacher places number flashcards in a row consecutively from 1 to 10. Teacher says, "Sinu se memalif bilang enem." A student takes number 6. Teacher says, "Sinu pa se memalif bilang siyam." A different student takes number 9. Teacher continues to ask different students to take random number cards (3, 1, 5, 10, 7, 2, 4, 8) until all cards have been taken. After that, teacher says, "Na, sinu se doen bilang sebad, isawol diyà te monà." The student holding number 1 places it at the front. Teacher says, "Sinu se doen bilang dowa isawol diyà te modi." The student
Pre-reading: numbers

holding number 2 places it beside number 1. Students continue to place number cards until all numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) have been placed up front. Teacher repeats this drill two or three times.

4. Teacher prints numbers 1-10 on the blackboard and has students find pages in their primers. Teacher says, 'Ehai se libro niyo aw ehai niyo se lapid bilang din sebad diya te libro niyo.' Teacher helps students find page 1 in their books. Teacher asks students to find page 2, then page 3, then page 4, then pages 5, 7, 8, 6, 9, 10.

WRITING LESSON

Teacher says, 'Seini meg-iling kidon te pegsolat te menge bilang.'

Teacher prints number 1 on the blackboard and says, 'Pegsolat te bilang sebad peg-inang kaw te mebaba kolis ipetindeg lekat diya diatas pesalo te organ iling kani.'

Teacher prints number 1 on each student's desk with chalk and says, 'Toltoli te intetodö niyo se bilang seini.' Students trace number 1 with their finger three or more times. After that teacher erases the number from the desk and gives each student a piece of chalk. Teacher says, 'Ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang sebad diya te lemisa niyo.'

Teacher says, 'Na, ebati niyo se lapis niyo aw ewidi niyo, so somolat kidon seini diya te papil. Bilan aw mavid kaw te lapis niyo, ewidi niyo ona te tedö aw imbebakul niyo. Kepenga niyan sombaki niyo te intetodö niyo seini te tengö-tengö iling kani. (Teacher demonstrates how to hold the pencil). Ikå niyo egpekeseg te belad niyo. Na, solati niyo den se bilang sebad diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang sebad.' Students print number 1 on their paper.

Teacher prints number 2 on the blackboard and says, 'Pegsolat te bilang dowö, iling te bawa te sulab se inangen niyo. Lekat diya diatas lekoen niyo ipesalo te organ, penga niyan ipebelabag pesalo te kowanan.'

Teacher prints number 2 on each student's desk with chalk.
Pre-reading: numbers

and says, 'Toltoli te intetodó niyo se bilang seini.' Students trace number 2 with their finger three or more times. After that teacher says, 'Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang dowa diya te lemisa niyo.'

Teacher says, 'Na, ebati niyo se lapis niyo aw papil. Solati niyo den se bilang dowa diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang dowa.' Students print number 2 on their paper.

Teacher prints number 3 on the blackboard and says, 'Pegsolat te bilang telo, lekat diya diatas lekoen niyo pesalo te bibang. Kepenga niyan todãipesalo doton te kowanán, lekoen todã pesalo diya te bibang iling kani.'

Teacher prints number 3 on each student's desk with chalk and says, 'Toltoli te intetodó niyo se bilang seini.' Students trace number 3 with their finger three or more times. After that teacher says, 'Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang telo diya te lemisa niyo.'

Teacher says, 'Na, ebati niyo se lapis niyo aw papil. Solati niyo den se bilang telo diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang telo.' Students print number 3 on their paper.

Teacher prints number 4 on the blackboard and says, 'Pegsolat te bilang epat, lekat diya diatas beliligen pesalo te ongan. Kepenga niyan ipebelabag pesalo te kowanán. Kepenga niyan lekat diatas kolisen niyo pesalo te ongan ipelampas niyo te belabag seini te deitak.'

Teacher prints number 4 on each student's desk with chalk and says, 'Toltoli te intetodó niyo se bilang seini.' Students trace number 4 with their finger three or more times. After that teacher says, 'Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang epat diya te lemisa niyo.'

Teacher says, 'Na, ebati niyo se lapis niyo aw papil. Solati niyo den se bilang epat diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang epat.' Students print number 4 on their paper.
Pre-reading: numbers

Teacher prints number 5 on the blackboard and says, "Pepsolat te bilang lima, lekat diya diatas ipesalo te deitek diya te ongan. Kepenga niyan leken pesalo te kowan, leken toda pesalo te bibang. Kepenga niyan meg-inang kaw te deitek belabag diya diatas lekat te bibang pesalo te kowan."

Teacher prints number 5 on each student's desk with chalk and says, "Tol toli te intetodd niyo se bilang seini." Students trace number 5 with their finger three or more times. After that teacher says, "Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang lima diya te lemisa niyo."

Teacher says, "Na, ebati niyo se lapis niyo aw papil. Solati niyo den se bilang lima diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang lima." Students print number 5 on their paper.

Writing drills


   Teacher dictates a number, students print it with chalk on their desks. Students erase. Teacher says, "Solati niyo se bilang sebad. " Students print 1. Students erase.

   Teacher says, "Solati niyo se bilang dowá." Students print 2 and erase. Teacher dictates numbers in this order: 3, 4, 5, 1, 6, 2, 3, 2, one at a time. Students print each number one at a time and then erase after printing each one.

2. Teacher opens the primer to page 9 and points to the fish saying, "Pila se kedita te ikan diya te retrato seini." Students say dowá. Teacher says, "Na, ewidi se chalk niyo aw solati niyo se bilang dowá diya te lemisa niyo." Students print 2 on their desks, teacher checks their work, then students erase.

   Teacher points to the mortar and says, "Pila se kedita te lesong." Students say dowá. Teacher says, "Solati niyo se bilang dowá." Students print 2 and erase.

   Teacher points to the coconut trees and says, "Pila se kedita te niyö." Students say epat. Students print 4 on their desks and erase.

   Teacher points to the puppies and says, "Pila se kedita
Pre-reading: numbers

te titô.'’ Students say telo. Students print 3 on their desks and erase.

Teacher points to the pig and says, ‘‘Pila se kedita te osa.’’ Students say sebad. Students print 1 on their desks and erase.

Teacher points to the frogs and says, ‘‘Pila se kedita te bakbak.’’ Students say telo. Students print 3 and erase.

Teacher points to the banana stalks and says, ‘‘Pila se kedita te bolig.’’ Students say telo. Students print 3 and erase.

Teacher points to the pestles and says, ‘‘Pila se kedita te ello.’’ Students say epat. Students print 4 and erase.

Teacher points to the leaves and says, ‘‘Pila se kedita te dawen.’’ Students say epat. Students print 4 and erase.

Teacher prints number 6 on the blackboard and says, ‘‘Pegsolat te bilang enem, lekat diya diatas, ipesalo te ongan. Kepenga niyan, lekoen pesalo te kowanan, todâ heman lekoen pesalo te bibang iling kani.’’

Teacher prints number 6 on each student’s desk with chalk and says, ‘‘Toltoli te inte Todô niyo se bilang seini.’’ Students trace number 6 with their finger three or more times. After that teacher says, ‘‘Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyo. Isolat niyo se bilang enem diya te lemisa niyo.’’

Teacher says, ‘‘Na ebati niyo se lapis niyo aw papil. Solati niyo den se bilang enem diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang enem.’’ Students print number 6 on their paper.

Teacher prints number 7 on the blackboard and says, ‘‘Pegsolat te bilang pito, iling te bawa te sangget. Lekat diatas ipebelabag te deitek. Kepenga niyan ipesalo te ongan.’’

Teacher prints number 7 on each student’s desk with chalk and says, ‘‘Toltoli te inte Todô niyo se bilang seini.’’ Students trace number 7 with their finger three or more times. After that teacher says, ‘‘Na, gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyo. Isolat niyo se bilang pito diya te lemisa niyo.’’
Pre-reading: numbers

Teacher says, "Na ebatı niyo se lapis niyo aw papil. Solati niyo den se bilang pito diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang pito." Students print number 7 on their paper.

Teacher prints number 8 on the blackboard and says, "Pegsolat te bilang walo, lekat diya diatas lekøen pesalo te bibang. Kepenga niyan lekøen heman pesalo te kowanan. Ipe-deleg heman lekøen pesalo diatas, iling kant." Students print number 8 on their paper.

Teacher prints number 9 on the blackboard and says, "Toltoli te inteFodø niyo se bilang seini." Students trace number 8 with their finger three or more times. After that teacher says, "Na gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyo. Isolat niyo se bilang walo diya te lemisa niyo." Students print number 9 on their paper.

Teacher prints number 8 on the blackboard and says, "Pegsolat te bilang siyam, lekat diya diatas, ñpebelabag. Kepenga niyan lekøen pesalo te ongan, todä heman lekøen pesalo te kowanan. Kepenga niyan lekøen todä pesalo diatas. Kepenga niyan lekat diya diatas ipesalo te ongan."

Teacher prints number 9 on each student's desk with chalk and says, "Toltoli te inteFodø niyo se bilang seini." Students trace number 9 with their finger three or more times. After that teacher says, "Na gibowi niyo se insolat kidoen te lemisa niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyo. Isolat niyo se bilang siyam diya te lemisa niyo."

Teacher prints number 9 on each student's desk with chalk and says, "Na ebatı niyo se lapis niyo aw papil. Solati niyo den se bilang siyam diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang siyam." Students print number 9 on their paper.

Teacher prints number 10 on the blackboard and says, "Pegsolat te bilang sempolë, meg-inang kaw te bilang sebad. Kepenga niyan solan niyo te ñoma din metibolo diya te kilid din."

Teacher prints number 10 on each student's desk with chalk
Pre-reading: numbers

and says, ‘‘Toltolí te intetodó niyo se bilang seini.’’ Students trace number 10 with their finger three or more times. After that teacher says, ‘Na gibowl niyo se insolat kidoen te lemis niyo. Kepenga niyan ewidi niyo se chalk niyo. Peg-inang kaw den te lulub kenyö. Isolat niyo se bilang sempoló diya te lemis niyo.’’

Teacher says, ‘‘Na ebati niyo se lapis niyo aw papil. Solati niyo den se bilang sempoló diya te sebad linya te papil niyo. Ipenoi niyo iyan te bilang sempoló.’’ Students print number 10 on their paper.

Writing drills

1. Teacher says, ‘‘Ewidi niyo se chalk niyo. Kepenga niyan penenal kaw te ikegihen ko bilang. Kepenga niyan, sen inikagi ko bilang yan se isolat niyo diya te lemis niyo.’’

Teacher says, ‘‘Solati niyo se bilang enem.’’ Students print 6 on their desks and then erase it.

Teacher dictates numbers 7, 8, 9, 10, 6, 10, 7, 9, 8, one at a time. Students erase after each number is printed.

2. Teacher opens the primer to page 12 and points to the pictures of the frying pans and says, ‘‘Pila se kedita te kalà diya te retrato seini.’’ Students say enem. Teacher says, ‘‘Ewidi se chalk niyo aw solati niyo se bilang enem diya te lemis niyo.’’ Students print 6 and erase.

Teacher points to the frogs and says, ‘‘Pila se kedita te bakbak.’’ Students say walo. Students print 8 and erase.

Teacher points to the fish and says, ‘‘Pila se kedita te ikan.’’ Students say siyam. Students print 9 and erase.

Teacher points to the pestles and says, ‘‘Pila se kedita te ello.’’ Students say enem. Students print 6 and erase.

Teacher points to the hammers and says, ‘‘Pila se kedita te bontok.’’ Students say sempoló. Students print 10 and erase.

Teacher points to the puppies and says, ‘‘Pila se kedita te titó.’’ Students say lima. Students print 5 and erase.

For additional practice the teacher may continue this printing practice from page 13 also.
SUPPLEMENTARY DRILLS

1. Teacher says, "Ehai niyo se lapid bilang din sebad diya te libro niyo." Students find page 1. Teacher says, "Na tengtengi niyo se retrato diya te bibang. Kepenga niyan pemehai niyo se retrato mig-onawa se bawa aw libedi niyo te lapis niyo." Students circle the pig, the rooster and the house in the section to the right.

2. Teacher says, "Ehai niyo se lapid bilang din dowa. Kepenga niyan, tengtengi niyo se bawa diya te bibang. Kepenga niyan pemehai niyo lenged te kowan an se bawa mig-onawa te mona aw libedi niyo." Students circle 0 in the top row, □ in the second row, △ in the third row, and ▲ in the bottom row.

3. Teacher says, "Ehai niyo se lapid bilang din telo. Kepenga niyan, tengtengi niyo se bawa diya te bibang. Kepenga niyan pemehai niyo lenged te kowan an se bawa mig-onawa se peselowan din aw libedi niyo te lapis." Students circle A in the first row, ▲ in the second row, D in the third row, and N in the bottom row.

4. Teacher says, "Ehai niyo se lapid bilang din epat. Kepenga niyan, tengtengi niyo se retrato diya te bibang. Kepenga niyan pemehai niyo lenged te kowan an se bawa mig-onawa se peselowan din aw libedi niyo te lapis." Students circle first picture of onsonoy, the first picture of belongay, and the second picture of towilan.

5. Teacher says, "Ehai niyo se lapid bilang din lima. Kepenga niyan, tengtengi niyo se bawa diya te bibang. Kepenga niyan, pemehai niyo lenged te kowan an se bawa mig-onawa te mona aw libedi niyo." Students circle middle leaf in first row, the last shape in the second row, the middle shape in the third row, and the first shape in the bottom row.

6. Teacher says, "Ehai niyo se lapid bilang din enem. Kepenga niyan tengtengi niyo se menge kelokob kidoen. Libedi niyo se kelokob aw doen mig-onawa se pegkesawol doton didalem. Aw weda peg-onawa se pegkesawol dan doton didalem te kelokob, eked niyo libedi." Students circle first box in the top row, second box in the second row, first box in the third row, and the second box in the bottom row.

Pre-reading: supplementary drills

Aw wedâ peg-onawa, eked libedi.'’ Students circle picture of alat and aho.

Teacher says, "Thai niyo se retrato te balay. Ikagi kaw balay.” Students say balay. Teacher says, " Eden se kagi ketebaoan te kagi balay.” Students say ba. Teacher says, ‘Na, ehai niyo lenged te kowanen se doma retrato. Ikegiyi niyo se ngadan te kedita kidoen. Aw mig-onawa se kagi ketebaoan te doma siyan, libedi niyo se retrato. Aw wedâ peg-onawa, eked libedi.’’ Students circle picture of bayi and bakbak.

Teacher says, "Thai niyo se retrato te kodâ. Ikagi kaw kodâ.” Students say kodâ. Teacher says, " Eden se kagi ketebaoan te kagi kodâ.” Students say ko. Teacher says, ‘Na, ehai niyo lenged te kowanen se doma retrato. Ikegiyi niyo se ngadan te kedita kidoen. Aw mig-onawa se kagi ketebaoan te doma siyan, libedi niyo se retrato. Aw wedâ peg-onawa, eked libedi.’’ Students circle picture of kogon and kowayan.

Teacher says, " Ehai niyo se retrato te lesong. Ikagi kaw lesong.” Students say lesong. Teacher says, " Eden se kagi ketebaoan te kagi lesong.” Students say l. Teacher says, ‘Na, ehai niyo lenged te kowanen se doma retrato. Ikegiyi niyo se ngadan te kedita kidoen. Aw mig-onawa se kagi ketebaoan te doma siyan, libedi niyo se retrato. Aw wedâ peg-onawa, eked libedi.’’ Students circle picture of lata and lotong.

8. Teacher says, ‘’ Ehai niyo se lapid bilang din walo. Na, tengtengi niyo se telo kelokob diyâ diatas. Bilangî niyo se kedita insolat doton didalaem te kelokob kidoen.” Students count triangles inside each box. Teacher says, ‘’ Na, libedi niyo se kelokob aw doen lima insolat doton didalaem.” Students circle first and third boxes in the first row.

Teacher says, “Tengtengi niyo se telo kelokob diyâ tengâ-tengâ. Bilangî niyo se kedita metibolo doton didalaem te menge kelokob kidoen.” Students count circles inside each box. Teacher says, ‘’ Na, libedi niyo se kelokob aw doen walo metibolo doton didalaem.” Students circle first and third boxes in the second row.

Teacher says, “Tengtengi niyo se telo kelokob diyâ te ongan. Bilangî niyo se kedita kolos doton didalaem te menge kelokob kidoen.” Students count the lines inside each box. Teacher says, ‘’ Na, libedi niyo se kelokob aw doen enem kolos doton didalaem.” Students circle first and second boxes.

9. Teacher says, ‘’ Ehai niyo se lapid bilang din siyam. Na, tengtengi se menge retrato doton diatas. Bilangî niyo se kedita
Pre-reading: supplementary drills

te ikan aw se kedita te lesong aw niyog. Kepenga niyan, libedi niyo se kedita te mig-onawa.' Students circle ikan and lesong.

Teacher says, "Tengtengi niyo se menge retrato diyà tengà-tengà. Kepenga niyan, bilangi niyo se kedita te titò aw osa aw bakbak. Kepenga niyan, libedi niyo se kedita te mig-onawa.' Students circle titò and bakbak.

Teacher says, "Tengtengi niyo se menge retrato diyà te ongan. Kepenga niyan, bilangi niyo se kedita te bolig aw ello aw dawn. Kepenga niyan, libedi niyo se kedita te mig-onawa.' Students circle ello and dawn.


Teacher says, "Ehai niyo se iketelo kelokob. Bilangi niyo se kedita te kolis doton didalem. Kepenga niyan ehai se kelokob langed te kowan an. Bilangi niyo se kedita te mig-onawa diyà dibaloy. Kepenga niyan kolisi niyo taman te onawa te kedita te monâ.' Students draw a line after eight lines.

Pre-reading: test, page 13

TEST

Teacher prints number 13 on the blackboard and says, "'Seini se bilang sempolò teg telo. 'Èhai niyo se lapid bilang din sempolò teg telo diya te libro niyo.' Teacher helps students find page 13 in their primers.

Teacher says, "'Seini se itelaman.'"

Teacher points to the picture of the fish and says, "'Tengtengi niyo se retrato te ikan. 'Èhai niyo aw pila se kedita. Kepenga niyan, ebati se lapis niyo aw libedi niyo diya te kowanan se bilang te kedita te retrato siyan.' Students circle 2.

Teacher points to the picture of puppies and says, "'Tengtengi niyo se retrato te titò. 'Èhai niyo aw pila se kedita. Kepenga niyan libedi niyo diya te kowanan se bilang te kedita te retrato siyan.' Students circle 3.

Teacher points to the picture of the pig and says, "'Tengtengi niyo se retrato te osa. 'Èhai niyo aw pila se kedita. Kepenga niyan, libedi niyo diya te kowanan se bilang te kedita te retrato siyan.' Students circle 4.

Teacher points to the picture of coconut trees and says, "'Tengtengi niyo se retrato te niyog. 'Èhai niyo aw pila se kedita. Kepenga niyan, libedi niyo diya te kowanan se bilang te kedita te retrato siyan.' Students circle 4.

Teacher points to the picture of pestles and says, "'Tengtengi niyo se retrato te ello. 'Èhai niyo aw pila se kedita. Kepenga niyan, libedi niyo diya te kowanan se bilang te kedita te retrato siyan.' Students circle 6."
Pre-reading: numbers, pages 14, 15

Teacher prints numbers 1 through 10 in a column on the blackboard and says, "Besahi niyo se bilang seini." Students read numbers as teacher points to each one.


Teacher points to number 10 again and says, "Nenga lay besahen tadon te sempoló ini. Besahen Tadon te sempoló ini so wedad doma din. Iling te telaki sikandin so wedad doma din diyà te kilid din." Teacher points to number 10 and says, "Besahi niyo ini." Students read. Teacher points to number 11 again and says, "Besahi niyo toda ini." Students read.

Teacher prints number 12 below number 11 and says, "Seini se bilang sempoló teg dowa. Besahi niyo se bilang seini." Students say sempoló teg dowa.

Teacher prints numbers 13, 14, 15, 16, 17, 18, 19, 20 in a column and teaches each one being sure to review each number so that students will remember them.

Review drills

1. Teacher prints each number in random order on the blackboard. Students read them. Teacher erases the blackboard. For example, Teacher prints number 10 on the blackboard. Students read it. Teacher erases it. Then teacher prints number 8 on the blackboard and students read it. Teacher erases it. Continue doing this until all numbers from 1 to 20 have been reviewed.

2. Teacher asks students to find page numbers in their books. Teacher says, "Ehai niyo se lapid bilang din lima diyà te libro niyo." Students find page 5 in their books. Next teacher asks students to find pages 10, 11, 13, 15, 17, 18, 20.

3. Students practice printing numbers they have learned. Teacher says, "Solati niyo diyà te papil niyo se menge bilang lekat te bilang sebad taman te sempoló. Kepenga niyan, solati niyo se menge bilang lekat te sempoló tegusa taman te kelowan."
Pre-reading: test, page 17

Teacher has students find the test entitled 'Itelaman' on page 17 by saying, "Ehai niyo se lapid bilang din sempolo teg pito. Seini se itelaman."

Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Kepenga niyan bilangi niyo se kedita te metibolo. Kepenga niyan ehai niyo diyā te kowanan se bilang onawa te kedita te metibolo sīyan. Kepenga niyan libedi niyo." Students circle 1.


Students circle the second box.

Teacher says, "Ehai niyo se bilang epat. Bilangi niyo se kedita te metibolo doton didalem te kedita te kelokob. Kepenga niyan, libedi niyo se kelokob aw doen enem metibolo doton didalem." Students circle first box.

Teacher says, "Ehai niyo se bilang lima. Bilangi niyo se kedita te metibolo doton didalem te kedita te kelokob. Kepenga niyan, libedi niyo se kelokob aw doen walo metibolo doton didalem." Students circle the third box.
Lesson 1: a, A, page 18

REVIEW

1. Review number flashcards 1-10. Review numbers 11-20 on the blackboard.

2. Teach numbers 21-30 on the blackboard.

3. Students print numbers 1-20 on their papers.

KEYWORD

1. Learn keyword.

Teacher points to the picture of agong and says, "Seini se retrato te agong. Ikagi kaw agong." Students say agong.

Teacher points to the word agong under the picture and says, "Seini se kagi agong. Ikagi kaw agong." Students say agong.

Teacher points to the word agong again and says, "Eden se kagi seini." Students say agong.

2. Find keyword.

Teacher says, "Kenan se doma kagi agong. Tedoi niyo se doma kagi agong." Students find and point to another word agong.

3. Learn keyword on the blackboard.


4. Read keyword from a flashcard.

Teacher holds up a flashcard with agong printed on it and says, "Eden se kagi seini." Students say agong.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowag kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se bawa dan."

Teacher holds up the flashcard agong and says, "Eden se kagi seini." Students read agong.
Lesson 1

PARTS DRILLS

1. New letter in keyword.

Teacher prints agong on the blackboard and says, "Besahi niyo se kagi seini." Students read agong.

Teacher covers gong and says, "a se solat keteboan te kagi seini. Ikagi kaw a." Students say a. Teacher prints a under agong and says, "Besahi niyo seini." Students say a.

Teacher points to agong and says, "Besahi niyo se kagi seini." Students say agong.

Teacher points to a and says, "Besahi niyo se solat seini." Students say a. Erase the blackboard.

2. New letter in other words.

Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a.

Teacher prints agong under a and says, "Eden se kagi seini." Students say agong.

Teacher points a beside a and says, "Eden se solat seini." Students say a.

Teacher prints a beside a and says, "Eden se solat seini." Students say a.


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Lesson 1

Teacher says, "Besahi niyo se kagi seini." Students read as teacher points to each word in this order: a, agong, a, adi, a, apê.

Teacher says, "Besahi niyo se kagi seini." Students read as teacher points to each word in this order: a, a, a, agong, adi, apê. Erase the blackboard.


Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a.

Teacher prints agong under a and says, "Eden se kagi seini." Students say agong.

Teacher prints adi under agong and says, "Eden se kagi seini." Students say adi. (Teacher may tell the students this word if they do not remember it.)

Teacher prints apê under adi and says, "Eden se kagi seini." Students say apê.

Teacher says, "Besahi niyo se kagi seini." Students read as the teacher points to each word from top to bottom. Teacher covers gong, di, and pê and says, "Onawa se tineboan. Eden se solat niyan." Students say a.

Students read words once more as the teacher points to each one. Erase the blackboard.

4. Contrast new letter with old letter. Omit

5. Identify new letter.

Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a.

Teacher prints the word atep on the blackboard and says, "Seini se kagi atep. Libeden ko se solat a, iling kani." Teacher draws a circle around a.
Lesson 1

Teacher prints several words on the blackboard and says, "Sinu se meibeg meglibed te kedita solat a kidoen." Teacher chooses a student to circle each letter a. Erase the blackboard.

CAPITAL LETTER

1. Teacher prints agong on the blackboard and says, "Eden se kagi seini." Students say agong.

Teacher prints Agong under agong and says, "Agong heman se kagi seini. Ikagi kaw Agong." Students say Agong.

Teacher says, "Dowa se bawa te a, yan se deitek a aw dakel A. Meneng onawa pa se kagi. Doen kekemowan te dakel A. Bilan aw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikagi, dakel A se keteboan te solat niyo."

Teacher says, "Besahi niyo todâ se kagi seini." Students read agong and Agong as teacher points to each word. Teacher covers the syllables gong and says, "Eden se solat seini." Students say a and A. Erase the blackboard.

2. Teacher prints a, A, a, A, a, a on the blackboard and says, "Tedoen ko se kedita insolat ko seini. Kepenga niyan besahi niyo se komolô te bawa te itedô ko solat. Ikagi kaw dakel bilan av dakel se tedoen ko. Ikagi kaw deitek bilan aw deitek se tedoen ko."

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints a on the blackboard and says, "Seini se solat deitek a. Ikagi kaw a." Students say a. Erase the blackboard.

Teacher prints a on the blackboard and says, "Megpolingun kidon den te somolat te deitek a iling kani. Pegsimâ kaw aw peg-iling kaw banak. Pegsolat te deitek a teboen tadon lekat diyâ diatas leken niyo ipesalo te ongan. Kepenga niyan teboen niyo lekat diyâ te tengâ-tengâ leken niyo ipesalo te kowanan aw pegkitaen niyo iling kani." The teacher repeats this instruction two or three times.
Lesson 1

2. Students print letter on their desk.

Teacher prints small a on each student's desk with chalk and says, "Megpolingun kidon den somolat te deitek a diya te lemisá niyo. Tedoi niyo se intetodó niyo diya te lemisá niyo. Solati niyo se deitek a. Tolitoli te intetodó niyo se solat seini." Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, "Peg-inang kaw den te lulub kenyó." Students print letter again.

3. Students print letter on paper.

Teacher says, "Somolat kidon den diya te papil. Ebati niyo se lapis niyo aw ewidi niyo, so somolat kidon seini. Bilan aw mawid kaw te lapis niyo, ewidi niyo ona te tedó aw imbebakul niyo. Kepenga niyan sombaki niyo te intetodó niyo seini te tengà-tengà iling kani. (Teacher demonstrates how to hold the pencil.) Iká niyo egpekesug te belad niyo.''

Teacher says, "Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad, Diya te tengà-tengà doen melalag. Bilan aw somolat ka te deitek a pegtebô ka diya te kolis melalag diya te tengà-tengà te dowa kolis melonaw seini te papil niyo. Kepenga niyan, lekoen niyo ipesalo te ongan taman te kolis melonaw. Kepenga niyan teboen niyo lekat diya te tengà-tengà lekoen niyo ipesalo te kowanan aw pegkitaen niyo iling kani.''

Teacher draws lines on the blackboard like those on the paper and demonstrates printing small a.

Teacher says, "Solati niyo den se deitek a diya te sebad linya te papil niyo.''

Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, "Na, ipenoi niyo se sebad linya te solat deitek a.''

4. Teacher demonstrates how to print capital letter.

Teacher prints A on the blackboard and says, "Seini se solat dakel A. Ikagi kaw A.''

Teacher says, "Doen kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Abin, aw ogpeanan aw tineboan te pegsolat.''

Erase the blackboard.


Teacher repeats this instruction.
two or three times.

5. **Students print capital letter on their desk.**

Teacher prints capital A on each student's desk with chalk and says, "Megpolingun kidon den somolat te dakei A diya te lemisa niyo. Tedoi niyo se intetod niyo diya te lemis niyo. Solati niyo se dakei A. Toltoli te intetod niyo se solat seini." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diya te lemisa niyo. Kepenga niyan, peg-inang kaw den te lulub keny. Students print letter again.

6. **Students print capital letter on paper.**

Teacher says, "Somolat kidon den diyae te papil. Ebati niyo se papil aw lapis niyo aw somolat kidon seini."

Teacher says, "Tengtengi niyo se papil niyo doen didowa batek melonaw, diyae diatas se sebad, diyae te ongan heman se sebad. Diyae te teng-tenga doen melalag. Bilan aw somolat te dakei A tebocen niyo lekat diyae diatas tepad te kolis melonaw ipesalo se lapis doton te ongan taman heman te kolis melonaw. Kepenga niyan todà tebocen niyo lekat diyae diatas ipesalo todà te ongan. Kepenga niyan solat se balabag kidon te teng-tenga." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital A.

Teacher says, "Solati niyo den se dakei A diya te sebad linya te papil niyo. Na, kepenga niyan, ipenon niyo se sebad linya te solat dakei A."

Teacher prints one row of A on the blackboard. Erase the blackboard.

7. **Spelling drills.**

1) Teacher prints capital A and small a together on the blackboard.

Teacher says, "Solati niyo diya te papil niyo se dakei A. Kepenga niyan solat niyo diya te dakei A seini se deitek a iling te insolat ko seini. Ipeno niyo se sebad linya te papil niyo."

2) Teacher prints part of letter sets on the blackboard.

Teacher says, "Na, bilan aw kiten niyo diya te papil niyo se dakei A dogangi niyo te deitek a diya te dakei din, iling kani. Bilan aw kiten niyo se deitek a, dogangi niyo te dakei A, iling kani. Teacher demonstrates. Kepenga niyan todà niyo solati diya te ogpo. Tigkani niyo den te somolat, iling kani." (Teacher demonstrates)
Lesson 2: i, I, page 19

REVIEW

1. Review numbers 1-30 on the blackboard.
2. Teach numbers 31-40 on the blackboard.
3. Students print numbers (30, 32, 37, 40).
4. Give test on page 17 (see page 26 in the teacher's manual).

KEYWORD

1. Learn keyword.

Teacher points to the picture of the fish and says, "Seini se retrato te ikan. Ikagi kaw ikan." Students say ikan.

Teacher points to the word ikan under the picture and says, "Seini se kagi ikan. Ikagi kaw ikan." Students say ikan.

Teacher points to the word ikan again and says, "Eden se kagi seini." Students say ikan.

2. Find keyword.

Teacher says, "Kenan se doma kagi ikan. Tedoi niyo se doma kagi ikan." Students find and point to another word ikan.

3. Learn keyword on the blackboard.


Teacher prints agong on the blackboard and says, "Eden se kagi seini." Students say agong.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with ikan printed on it and says, "Eden se kagi seini." Students say ikan.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se bawa dan."

Teacher holds up the flashcard agong and says, "Eden se kagi
Lesson 2

Students read agong. Teacher holds up the flashcard ikan and says, "Eden se kagi seini." Students read ikan.

PARTS DRILLS

1. New letter in keyword.

Teacher prints ikan on the blackboard and says, "Besahi niyo se kagi seini." Students read ikan.

Teacher covers kan and says, "i se solat keteboan te kagi seini. Ikagi kaw i." Students say i. Teacher prints i under ikan and says, "Besahi niyo seini." Students say i.

ikan

Teacher points to ikan and says, "Besahi niyo se kagi seini." Students say ikan.

Teacher points to i and says, "Besahi niyo se solat seini." Students say i. Erase the blackboard.

2. New letter in other words.

Teacher prints i on the blackboard and says, "Eden se solat seini." Students say i.

Teacher prints ikan under i and says, "Eden se kagi seini." Students say ikan.

ikan

Teacher points to ikan and says, "Besahi niyo se kagi seini." Students say ikan.

Teacher points to i and says, "Besahi niyo se solat seini." Students say i. Erase the blackboard.

Teacher prints inay under i and says, "Seini se kagi inay. Ikagi kaw inay." Students say inay. Teacher covers inay and says, "Eden se solat seini." Students say i.

ikan inay

Teacher points to ikan and says, "Besahi niyo se solat seini." Students say i.

Teacher points to i and says, "Besahi niyo se solat seini." Students say i. Erase the blackboard.

Teacher prints ilod under i and says, "Seini se kagi ilod. Ikagi kaw ilod." Teacher covers ilod and says, "Eden se solat seini."
Lesson 2

Students say i.

\[
i, \text{i, i, i, inay, ilod}
\]

Teacher says, ‘‘Besahi niyo se kagi seini.’’ Students read as teacher points to each word in this order: i, ikan, i, inay, i, ilod.

Teacher says, ‘‘Besahi niyo se kagi seini.’’ Students read as teacher points to each word in this order: i, i, i, ikan, inay, ilod. Erase the blackboard.


Teacher prints i on the blackboard and says, ‘‘Eden se solat seini.’’ Students say i.

Teacher prints ikan under i and says, ‘‘Eden se kagi seini.’’ Students say ikan.

Teacher prints inay under ikan and says, ‘‘Eden se kagi seini.’’ Students say inay. (Teacher may tell the students this word if they do not remember it.)

Teacher prints ilod under inay and says, ‘‘Eden se kagi seini.’’ Students say ilod.

Teacher says, ‘‘Besahi niyo se kagi seini.’’ Students read as the teacher points to each word from top to bottom. Teacher covers kan, nay, lod and says, ‘‘Onawa se tineboan. Eden se solat niyan.’’ Students say i.

Students read words once more as the teacher points to each one. Erase the blackboard.

4. Contrast new letter with old letter. omit

5. Identify new letter.

Teacher prints i on the blackboard and says, ‘‘Eden se solat seini.’’ Students say i.
Lesson 2

Teacher prints several words on the blackboard and says, "'Sinu se meibeg meglibed te kedita solat i kidoen.' Teacher chooses a student to circle each letter i. Erase the blackboard.

\[
\begin{align*}
\text{ilas} & \quad \text{itib} & \quad \text{ilam} \\
\text{inay} & \quad \text{ilo} & \quad \text{indan} \\
\text{ilod} & \quad \text{ikam} & \quad \text{i\text{a}}
\end{align*}
\]

6. Random drill.

Teacher prints i on the blackboard and says, "'Eden se solat seini.' Students say i. Erase the blackboard.

Teacher prints a on the blackboard and says, "'Eden se solat seini.' Students say a. Erase the blackboard.

Teacher prints A on the blackboard and says, "'Eden se solat seini.' Students say A. Erase the blackboard.

Teacher prints i, a, i on the blackboard, one letter at a time and erases the blackboard after the students read.

CAPITAL LETTER

1. Teacher prints ikan on the blackboard and says, "'Eden se kagi seini.' Students say ikan.

Teacher prints Ikan under ikan and says, "'Ikan heman se kagi seini: Ikagi kaw Ikan.' Students say Ikan.

Teacher says, "'Dowa se bawa te i, yan se deitek i aw dakel I. Meneng onawa pa se kagi. Doen kekemowan te dake\text{I} I. Bilan aw somolat kaw tepad te ngadan te otaw aw ogpeenan aw ketebanan te peg-\text{ikagi}, dakel I se keteban te solat niyo.'"

Teacher says, "'Besahi niyo toda se kagi seini.' Students read ikan and Ikan as teacher points to each word. Teacher covers the syllables kan and says, "'Eden se solat seini.' Students say i and I. Erase the blackboard.

2. Teacher prints I, i, i, I, i on the blackboard and says, "'Tedoen ko se kedita insolat ko seini.' Kapenga niyan besahi niyo se kemolô te bawa te itedô ko solat. Ikagi kaw dakel bilan aw dakel se tedoen ko. Ikagi kaw deitek bilan aw deitek se tedoen ko.'"
Lesson 2

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints i on the blackboard and says, ‘‘Seini se solat deitek i. Ikagi kaw i.’’ Students say i.

Erase the blackboard.

Teacher prints i on the blackboard and says, ‘‘Megpolingun kidon den te somolat te deitek i iling kani. Pegsimá kaw aw peg-ilung kaw kanak. Pegsolat te deitek i lekat diya diatas ipesalo te ongan. Kepenga niyan solan niyo te tiyok diya diatas.’’ The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small i on each student’s desk with chalk and says, ‘‘Megpolingun kidon den somolat te deitek i diya te lemisa niyo. Tedoi niyo se intetodó niyo diya te lemisa niyo. Solati niyo se deitek i. Toltoi te intetodó niyo se solat seini.’’ Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, ‘‘Peg-inang kaw den te lulub kenyo.’’ Students print letter again.

3. Students print letter on paper.

Teacher says, ‘‘Somolat kidon den diya te papil. Ebati niyo se lapis niyo aw ewidi niyo, so somolat kidon seini.’’

Teacher says, ‘‘Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te teng-teng doen melalag. Bilan aw somolat ka te deitek i pegtebó ka diya tepad te kolis melalag seini. Kepenga niyan ipesalo te ongan taman te melonaw seini. Kepenga niyan solan niyo te tiyok diya diatas.’’ Teacher draws lines on the blackboard like those on the paper and demonstrates printing small i.

Teacher says, ‘‘Solati niyo den se deitek i diya te sebad linya te papil niyo.’’ Teacher looks at each student’s paper to make sure he has made the letter correctly. After that, teacher says, ‘‘Na, ipenoi niyo se sebad linya te solat deitek i.’’ Teacher demonstrates by printing one row of small i on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints I on the blackboard and says, ‘‘Seini se solat dakeI. Ikagi kaw I.’’ Students say I.

Teacher says, ‘‘Doen kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Iska, aw ogpeanan aw
Lesson 2
tineboan te pegsolat.''
Erase the blackboard.

Teacher prints I on the blackboard and says, ""Megpolingun kidon
den te somolat te dakel I iling kani. Pegsimā kaw aw peg-ilting
kaw kanak. Pegsolat te dakel I, lekat diyā diatas ipesalo te
ongan. Kepenga niyan inangen niyo se dowa belabag. Sebad se
diyā diatas aw sebad diyā te ongan." Teacher repeats this instruction
two or three times.

5. Students print capital letter on their desk.

Teacher prints capital I on each student's desk with chalk and
says, ""Megpolingun kidon den somolat te dakel I diyā te lemisā
niyo. Tedoī niyo se intetodō niyo diyā te lemisā niyo. Solati
niyo se dakel I. Toltoī te intetodō niyo se solat seini." Students trace the letter on their desk with their finger. After
the students trace the letter five or six times, then teacher
says, ""Na, gibowī niyo se insolat ko diyā te lemisā niyo. Kepenga
niyan, peg-inang kaw den te lulub kenyō." Students print letter
again.


Teacher says, ""Somolat kidon den diyā te papil. Ebati niyo se
papil aw lapis niyo aw somolat kidon seini." Teacher says,
""Tengtengi niyo se papil niyo doen didowa batek
melonaw, diyā diatas se sebad, diyā te ongan heman se sebad.
Diyā te tengā-tengā doen melalag. Bilan aw somolat te dakel I
teboen niyo lekat diyā diatas tepad te kolis melonaw, Kepenga
niyan ipesalo te ongan taman te kolis melonaw seini. Kepenga
niyan inangen niyo se dowa belabag. Sebad se diyā diatas aw sebad
diyā te ongan." Teacher draws lines on the blackboard like those
on the paper and demonstrates printing capital I.

Teacher says, ""Solati niyo den se dakel I diyā te sebad linya
te papil niyo. Na, kepenga niyan, ipenoi niyo se sebad linya
te solat dakel I." Teacher prints one row of I on the blackboard.
Erase the blackboard.

7. Spelling drills.

1) Teacher prints capital I and small i together on the blackboard.

Teacher says, ""Solati niyo diyā te papil niyo se dakel I. Kepenga
niyan solati niyo diyā te dapag te dakel I seini se deitek i iling
te insolat ko seini. Ipenoi niyo se sebad linya te papil niyo.""

2) Teacher prints part of letter sets on the blackboard.

Teacher says, ""Na, bilan aw kitaen niyo diyā te papil niyo se
Lesson 2

dakel ì dogangi niyo te deitek ì diyà te dapag din, iling kani.
Bilan aw kitaen niyo se deitek ì, dogangi niyo te dakel ì, iling kani. (Teacher demonstrates). Kepenga niyan todà niyo solati
diyà te ogpo. Tigkani niyo den te somolat, iling kani." (Teacher demonstrates)
Lesson 3: o, o, page 20

REVIEW

1. Review numbers 30-40 on the blackboard.
2. Teach numbers 41-50.
3. Students print numbers (41, 46, 48, 50).
4. Review all letter and word flashcards.

KEYWORD

1. Learn keyword.

Teacher points to the picture of the pig and says, "Seini se retrato te osa. Ikagi kaw osa." Students say osa.

Teacher points to the word osa under the picture and says, "Seini se kagi osa. Ikagi kaw osa." Students say osa.

Teacher points to the word osa again and says, "Eden se kagi seini." Students say osa.

2. Find keyword.

Teacher says, "Kenan se doma kagi osa. Tedoi niyo se doma kagi osa." Students find and point to another word osa.

3. Learn keyword on the blackboard.


Teacher prints ikan on the blackboard and says, "Eden se kagi seini." Students say ikan.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with osa printed on it and says, "Eden se kagi seini." Students say osa.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se
Lesson 3

bawa dan.

Teacher holds up the flashcard ikan and says, "'Eden se kagi seini.'" Students read ikan.

Teacher holds up the flashcard agong and says, "'Eden se kagi seini.'" Students read agong.

PARTS DRILLS

1. New letter in keyword.

Teacher prints osa on the blackboard and says, "'Besahi niyo se kagi seini.'" Students read osa.

Teacher covers sa and says, "'o se solat keteboan te kagi seini. Ikagi kaw o.'" Students say o. Teacher prints o under osa and says, "'Besahi niyo seini.'" Students say o.

Teacher points to osa and says, "'Besahi niyo se kagi seini.'" Students say osa.

Teacher points to o and says, "'Besahi niyo se solat seini.'" Students say o. Erase the blackboard.

2. New letter in other words.

Teacher prints o on the blackboard and says, "'Eden se solat seini.'" Students say o.

Teacher prints osa under o and says, "'Eden se kagi seini.'" Students say osa.

Teacher prints o beside o and says, "'Eden se solat seini.'" Students say o.

Teacher prints odan under o and says, "'Seini se kagi odan. Ikagi kaw odan.'" Students say odan. Teacher covers dan and says, "'Eden se solat seini.'" Students say o.

Teacher prints o beside o and says, "'Eden se solat seini.'" Students say o.
Lesson 3

Teacher prints olo under o and says, "Seini se kagi old. Ikagi kaw old." Teacher covers lo and says, "Eden se solat seini." Students say o.

osa odan old

Teacher says, "Besahi niyo se kagi seini." Students read as teacher points to each word in this order: o, o, o, odan, o, old.

Teacher says, "Besahi niyo se kagi seini." Students read as teacher points to each word in this order: o, o, o, o, osa, odan, old. Erase the blackboard.


Teacher prints o on the blackboard and says, "Eden se solat seini." Students say o.

Teacher prints osa under o and says, "Eden se kagi seini." Students say osa.

osa

Teacher prints odan under osa and says, "Eden se kagi seini." Students say odan. (Teacher may tell the students this word if they do not remember it.)

osa

odan

Teacher prints olo under odan and says, "Eden se kagi seini." Students say olo.

osa odan old

Teacher says, "Besahi niyo se kagi seini." Students read as the teacher points to each word from top to bottom. Teacher covers sa, dan, lo and says, "Onawa se tineboan. Eden se solat niyan." Students say o.

Students read words once more as the teacher points to each one. Erase the blackboard.

4. Contrast new letter with old letter. Omit

5. Identify new letter.
Lesson 3

Teacher prints o on the blackboard and says, "'Eden se solat seini.'" Students say o.

Teacher prints several words on the blackboard and says, "'Sinu se meibeg maglibed te kedita solat o kidoen.'" Teacher chooses a student to circle each letter o. Erase the blackboard.

- onod opis odan
- osos old okom
- ona olf otaw

6. Random drill.

Teacher prints o on the blackboard and says, "'Eden se solat seini.'" Students say o. Erase the blackboard.

Teacher prints i on the blackboard and says, "'Eden se solat seini.'" Students say i. Erase the blackboard.

Teacher prints a on the blackboard and says, "'Eden se solat seini.'" Students say a. Erase the blackboard.

Teacher prints A, o, I, i, o, é on the blackboard, one letter at a time and erases the blackboard after the students read.

CAPITAL LETTER

1. Teacher prints osa on the blackboard and says, "'Eden se kagi seini.'" Students say osa.

Teacher prints Osu under osa and says, "'Osua heman se kagi seini. Ikagi kaw Osu.'" Students say Osu.

Teacher says, "'Dowa se bawa te o, yan se deitek o aw dakele O. Menenp onawa pa se kagi. Doen kekemowan te dakele O. Bilan aw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikagi, dakele O se keteboan te solat niyo.'"

Teacher says, "'Besahi niyo todé se kagi seini.'" Students read osa and Osu as teacher points to each word. Teacher covers the syllables sa and says, "'Eden se solat seini.'" Students say o and O. Erase the blackboard.

2. Teacher prints O, o, o, O, o on the blackboard and says, "'Tedoen ko se kedita insolat ko seini. Kepenga niyan besahi niyo se kemoló te bawa te itedô ko solat. Ikagi kaw dakele bilan aw dakele se tedoen ko. Ikagi kaw deitek bilan aw deitek se tedoen ko.'"
Lesson 3

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints o on the blackboard and says, 'Seini se solat deitek o. Ikagi kaw o.' Students say o.

Erase the blackboard.

Teacher prints o on the blackboard and says, 'Megpolingun kidon den te somolat te deitek o iling kani. Pegsimâ kaw aw pegil iling kaw kanak. Pegsolat te deitek o teboen lekat te tengâ-tengâ ipesalo te ongan. Kepenga niyan lekenen niyo aw pegkitaen niyo diya te ogpo din.' The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small o on each student's desk with chalk and says, 'Megpolingun kidon den somolat deitek o diya te lemisa niyo. Tedoi niyo se intetodô niyo diya te lemisa niyo. Solati niyo se deitek o. Toltoli te intetodô niyo se solat seini.' Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, 'Peg-inang kaw den te luluâ keno.' Students print letter again.

3. Students print letter on paper.

Teacher says, 'Somolat kidon den diya te papil. Tbat niyo se lapis niyo aw ewidi niyo, so somolat kidon seini.'

Teacher says, 'Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tengâ-tengâ doen melalar. Bilan aw somolat ka te deitek o pegtebô kaw lekat te tengâ-tengâ tepad te kolis melalar seini. Penga niyan ipesalo te ongan taman te kolis melonaw seini. Kepenga niyan lekenen niyo aw pegkitaen niyo diya te ogpo din.' Teacher draws lines on the blackboard like those on the paper and demonstrates printing small o.

Teacher says, 'Solati niyo den se deitek o diya te sebad linya te papil niyo.' Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, 'Na, ipenoi niyo se sebad linya te solat deitek o.' Teacher demonstrates by printing one row of small o on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints O on the blackboard and says, 'Seini se solat dakel O. Ikagi kaw O.' Students say O.
Lesson 3

Teacher says, "Doen kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Ompas, aw ogpeanan aw tineboan te pegsolat." Erase the blackboard.

Teacher prints 0 on the blackboard and says, "Megpolingun kidon den te somolat te dakel 0 iling kani. Pegsimä kaw aw peg-iling kaw kanak. Pegsolat te dakel 0, lekat diya diatas ipesalo te ongan. Kepenga niyan, leken niyo aw pegkitaen niyo diya te ogpo din diya diatas." Teacher repeats this instruction two or three times.

5. Students print capital letter on their desk.

Teacher prints capital 0 on each student's desk with chalk and says, "Megpolingun kidon den te somolat te dakel 0 diya te lemisa niyo. Tedoi niyo se intetodë niyo diya te lemisa niyo. Solati niyo se dakel 0. Toltoli te intetodë niyo se solat seini." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diya te lemisa niyo. Kepenga niyan, peg-inang kaw den te lulub keny." Students print letter again.


Teacher says, "Somolat kidon den diya te papil. Ebati niyo se papil aw lapis niyo aw somolat kidon seini."

Teacher says, "Tengteni niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tanga tenge doen melalag. Bilan aw somolat te dakel 0 teboen niyo lekat diya diatas tepad te kolis melonaw ipesalo te ongan taman te kolis melonaw. Kepenga niyan, leken niyo aw pegkitaen niyo diya te ogpo din diya diatas." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital 0.

Teacher says, "Solati niyo den se dakel 0 diya te sebad linya te papil niyo. Na, kepenga niyan, ipeno niyo se sebad linya te solat dakel 0." Teacher prints one row of 0 on the blackboard. Erase the blackboard.

7. Spelling drills.

1) Teacher prints capital 0 and small o together on the blackboard. Teacher says, "Solati niyo diya te papil niyo se dakel 0. Kepenga niyan solati niyo diya te dapag te dakel 0 seini se deitek 0 iling te insolat ko seini. Ipenoi niyo se sebad linya te papil niyo."
Lesson 3

2) Teacher prints part of letter sets on the blackboard. Teacher says, "Na, bilan aw kitaen niyo diyâ te papil niyo se dakel O dogangi niyo te deitek o diyâ te dapag din, iling kani. Bilan aw kitaen niyo se deitek o, dogangi niyo te dakel O, iling kani. (Teacher demonstrates). Kepenga niyan todâ niyo solati diyâ te ogpo. Tigkani niyo den te somolat, iling kani." (Teacher demonstrates)

Oo Co

O _ _
Lesson 4: e, E, page 21

REVIEW

1. Teacher prints numbers from 1-50 on pieces of paper. Place these number flashcards face down on a table (or the teacher may hold them in his hand). Students take turns picking up a piece of paper and reading the number. Teacher says, "Na, doen insolat menge bilang diya te papil seini impelangkeb. Pengabat kaw te papil. Kepenga niyan besahi niyo. Bilan aw meketotok se pegbasa niyo, ewidi niyo se papil. Bilan aw eked peketotok tenanan so doma heman se megbasa kenyen. Tengtengan tadan kwani aw sinu se nekeawid te medita papil. Na, sikiwmo (name of student) ahâ ka te papil aw besahi."

2. Teach numbers 60, 70, 80, 90. Teacher prints random numbers {65, 73, 86, 99) for the students to read.

3. Students print random letters (A, i, o, I, a, O).

KEYWORD

1. Learn keyword.

Teacher points to the picture of pestle and says, "Seini se retrato te ello. Ikagi kaw ello." Students say ello.

Teacher points to the word ello under the picture and says, "Seini se kagi ello. Ikagi kaw ello." Students say ello.

Teacher points to the word ello again and says, "Eten se kagi seini." Students say ello.

2. Find keyword.

Teacher says, "Kenan se doma kagi ello. Tedoi niyo se doma kagi ello." Students find and point to another word ello.

3. Learn keyword on the blackboard.


Teacher prints osa on the blackboard and says, "Eten se kagi seini." Students say osa.

Teacher points to ello and says, "Eten se kagi seini." Students say ello. Teacher points to osa and says, "Eten se kagi seini." Students say osa.
Lesson 4

4. Read keyword from a flashcard.

Teacher holds up a flashcard with ello printed on it and says, “Eden se kagi seini.” Students say ello.

Teacher holds the flashcard under the same word written on the blackboard and says, “Besahi niyo se didowa kagi seini.” Students read. Teacher says, “Mig-onawa se kagi seini so mig-onawa se bawa dan.”

Teacher holds up the flashcard osa and says, “Eden se kagi seini.” Students read osa.

Teacher holds up the flashcard ikan and says, “Eden se kagi seini.” Students read ikan.

PARTS DRILLS

1. New letter in keyword.

Teacher prints ello on the blackboard and says, “Besahi niyo se kagi seini.” Students read ello.

Teacher covers ello and says, “e se solat keteboan te kagi seini. Ikagi kaw e.” Students say e. Teacher prints e under ello and says, “Besahi niyo seini.” Students say e.

Teacher points to ello and says, “Besahi niyo se kagi seini.” Students say ello.

Teacher points to e and says, “Besahi niyo se solat seini.” Students say e. Erase the blackboard.

2. New letter in other words.

Teacher prints e on the blackboard and says, “Eden se solat seini.” Students say e.

Teacher prints ello under e and says, “Eden se kagi seini.” Students say ello.

Teacher prints e beside ello and says, “Eden se solat seini.” Students say e.
Lesson 4

Teacher prints enay under ello and says, 'Seini se kagi enay.' Students say enay. Teacher covers enay and says, 'Eden se solat seini.' Students say e.

e e e
ello enay

Teacher prints e beside e and says, 'Eden se solat seini.' Students say e.

e e e
ello enay

Teacher prints epat under enay and says, 'Seini se kagi epat.' Teacher covers epat and says, 'Eden se solat seini.' Students say e.

e e e
ello enay epat

Teacher says, 'Besahi niyo se kagi seini.' Students read as teacher points to each word in this order: e, ello, e, enay, e, epat.

Teacher says, 'Besahi niyo se kagi seini.' Students read as teacher points to each word in this order: e, e, e, ello, enay, epat. Erase the blackboard.


Teacher prints e on the blackboard and says, 'Eden se solat seini.' Students say e.

Teacher prints ello under e and says, 'Eden se kagi seini.' Students say ello.

e ello

Teacher prints enay under ello and says, 'Eden se kagi seini.' Students say enay. (Teacher may tell the students this word if they do not remember it.)

e ello enay

Teacher prints epat under enay and says, 'Eden se kagi seini.' Students say epat.

e e ello enay epat

Teacher says, 'Besahi niyo se kagi seini.' Students read as
Lesson 4

the teacher points to each word from top to bottom. Teacher covers llo, nay, pat and says, "Onawa se tineboan. Eden se solat niyan." Students say e.

Students read words once more as the teacher points to each one. Erase the blackboard.

4. Contrast new letter with old letter. omit

5. Identify new letter.

Teacher prints e on the blackboard and says, "Eden se solat seini." Students say e.

Teacher prints several words on the blackboard and says, "Sinu se meibeg meglied te kedita solat e kidoen." Teacher chooses a student to circle each letter e. Erase the blackboard.

e
  enem  eked  eden
  obes  epat  elet
  ebanna  ello  ekon

6. Random drill.

Teacher prints e on the blackboard and says, "Eden se solat seini." Students say e. Erase the blackboard.

Teacher prints o on the blackboard and says, "Eden se solat seini." Students say o. Erase the blackboard.

Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a. Erase the blackboard.

Teacher prints I, A, i, o, e on the blackboard, one letter at a time and erases the blackboard after the students read.

CAPITAL LETTER

1. Teacher prints ello on the blackboard and says, "Eden se kagi seini." Students say ello.

Teacher prints Ello under ello and says, "Ello heman se kagi seini. Ikagi kaw Ello." Students say Ello.

Ello

Teacher says, "Dowa se bawa te e, yan se deitek e aw dakel E. Meneng onawa pa se kagi. Doen kekemowan te dakel E. Bilan aw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikapi, dakel E se keteboan te solat niyo."
Lesson 4

Teacher says, "Besahi niyo todà se kagi seini." Students read ello and Ello as teacher points to each word. Teacher covers the syllables ello and says, "Eden se solat seini." Students say e and E. Erase the blackboard.

2. Teacher prints E, e, e, E, e on the blackboard and says, "Tedoen ko se kedita insolat ko seini." Kepenga niyan besahi niyo se kemolò te bawa te itedò ko solat. Ikagi kaw dakel bilan aw dakel se tedoen ko. Ikagi kaw deitek bilan aw deitek se tedoen ko."

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints e on the blackboard and says, "Seini se solat deitek e. Ikagi kaw e." Students say e. Erase the blackboard.

Teacher prints e on the blackboard and says, "Megpolingun kidon den te somolat ðe deitek e, iling kani. Pegsimà kaw aw peg-ìling kaw ðanak. Pegsolat te deitek e, peg-inang kaw te belabag diya te tengà-tenga. Kepenga niyan Tekoen niyo pesalo diya diitas todà lekoen pesalo te ongan." The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small e on each student's desk with chalk and says, "Megpolingun kidon den somolat te deitek e diyà te lemisa niyo. Tedoi niyo se intetodò niyo diyà te lemisa niyo. Solati niyo se deitek e. Toltoni te intetodò niyo se solat seini." Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, "Peg-inang kaw den te lulub kenyø." Students print letter again.

3. Students print letter on paper.

Teacher says, "Somolat kidon den diyà te papil. Êbatî niyo se lapis niyo aw ewidi niyo, so somolat kidon seini.

Teacher says, "Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tengà-tenga doen melalag. Bilan aw somolat ka te deitek e, peg-inang kaw te belabag diya te tengà-tenga ongan te kolis melalag. Kepenga niyan lekoen niyo pesalo diya diitas tepad te kolis melalag. Kepenga niyan todà lekoen pesalo te ongan taman te kolis melonaw." Teacher draws lines on the blackboard like those on the paper and demonstrates printing small e.
Lesson 4

Teacher says, "Solati niyo den se deitek e diyà te sebad linya te papil niyo." Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, "Na, ipeno niyo se sebad linya te solat deitek e." Teacher demonstrates by printing one row of small e on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints E on the blackboard and says, "Seiní se solat dakel E. Ikagi kaw E." Students say E. Teacher says, "Doen kekemowan te solat seiní aw tineboan te ngadan te otaw, aw ogpeanan aw tineboan te pegsolat." Erase the blackboard.


5. Students print capital letter on their desk.

Teacher prints capital E on each student's desk with chalk and says, "Megpolingun kidon den somolat te dakel E diya te lemisa niyo. Tedoi niyo se intetodó niyo diya te lemisa niyo. Solati niyo se dakel E. Toltoli te intetodó niyo se solat seiní." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diya te lemisa niyo. Kepenga niyan, peg-inang kaw den te lulub kenyö." Students print letter again.


Teacher says, "Somolat kidon den diyà te papil. Sbati niyo se papil aw lapis niyo aw somolat kidon seiní." Teacher says, "Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tengá-tengá doen melalag. Bilan aw somolat te dakel E teboen niyo." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital E.

Teacher says, "Solati niyo den se dakel E diya te sebad linya te papil niyo. Na, kepenga niyan, ipeno niyo se sebad linya te solat dakel E." Teacher prints one row of E on the blackboard. Erase the blackboard.
Lesson 4

7. **Spelling drills.**

1) Teacher prints capital E and small e together on the blackboard. Teacher says, "Solati niyo diya te papil niyo se dake E. Kepenga niyan solati niyo diya te dapag te dake E seini se deitek e iling te insolat ko seini. Ipenoi niyo se sebaa linya te papil niyo.''

2) Teacher prints part of letter sets on the blackboard. Teacher says, "Na, bilan aw kitaen niyo diya te papil niyo se dake E dogangi niyo te deitek e diya te dapag din, iling kani. Bilan aw kitaen niyo se deitek e, dogangi niyo te dake E, iling kani. (Teacher demonstrates). Kepenga niyan toda niyo solati diya te ogpo, Tigkani niyo den te somolat, iling kani.' (Teacher demonstrates)
Lesson 5: s, S, page 22

REVIEW

1. Review all letter and word flashcards.

2. Students find pages 14 and 15 in their books. Teacher prints a number from 1-100 on the blackboard. Students find that number on the page. (Suggestion: 8, 11, 17, 24, 29, 32, 45, 56, 73, 87, 99) When students find the number they should read it.

3. Teach numbers by hundreds on the blackboard. Teach how to read large numbers (101, 110, 250, 437, 908). Teacher prints random numbers on the blackboard. Students read.


KEYWORD

1. Learn keyword.

Teacher points to the picture of soap and says, "Seini se retrato te sabon. Ikagi kaw sabon." Students say sabon.

Teacher points to the word sabon under the picture and says, "Seini se kagi sabon. Ikagi kaw sabon." Students say sabon.

Teacher points to the word sabon again and says, "Eden se kagi seini." Students say sabon again.

2. Find keyword.

Teacher says, "Kenan se doma kagi sabon. Tedoi niyo se doma kagi sabon." Students find and point to another word sabon.

3. Learn keyword on the blackboard.


Teacher prints ello on the blackboard and says, "Eden se kagi seini." Students say ello.

Teacher points to sabon and says, "Eden se kagi seini." Students say sabon. Teacher points to ello and says, "Eden se kagi seini." Students say ello.
Lesson 5

4. Read keyword from a flashcard.

Teacher holds up a flashcard with sabon printed on it and says, ‘‘Eden se kagi seini.’’ Students say sabon.

Teacher holds the flashcard under the same word written on the blackboard and says, ‘‘Besahi niyo se didowa kagi seini.’’ Students read. Teacher says, ‘‘Mig-onawa se kagi seini so mig-onawa se bawa dan.’’

Teacher holds up the flashcard ello and says, ‘‘Eden se kagi seini.’’ Students read ello.

Teacher holds up the flashcard osa and says, ‘‘Eden se kagi seini.’’ Students read osa. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints sabon on the blackboard and says, ‘‘Besahi niyo se kagi seini.’’ Students read sabon.

Teacher covers bon and says, ‘‘sa se solat ketepoan te kagi seini. Ikagi kaw sa.’’ Students say sa. Teacher prints sa under sabon and says, ‘‘Besahi niyo seini.’’ Students say sa.

Teacher covers s and says, ‘‘Seini se solat a. a se solat keteposan te kagi sa. Ikagi kaw a.’’ Students say a. Teacher prints a under sa and says, ‘‘Besahi niyo se so'at seini.’’ Students say a.

Teacher points to sabon and says, ‘‘Eden se kagi seini.’’ Students say sabon.

Teacher points to sa and says, ‘‘Eden se solat seini.’’ Students say sa.

Teacher points to a and says, ‘‘Eden se solat seini.’’ Students say a. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints a on the blackboard and says, ‘‘Eden se solat seini.’’ Students say a.
Lesson 5

Teacher prints sa under a and says, "'Eden se solat seini.'" Students say sa.

Teacher prints i beside a and says, "'Eden se solat seini.'" Students say i.

Teacher prints si under i and says, "'Eden se solat seini.'" Students say si.

Teacher prints o beside i and says, "'Eden se solat seini.'" Students say o.

Teacher prints so under o and says, "'Eden se solat seini.'" Students say so.

Teacher prints e beside o and says, "'Eden se solat seini.'" Students say e.

Teacher prints se under e and says, "'Eden se solat seini.'" Students say se.

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to each syllable in this order: a, sa, i, si, o, so, e, se.

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to each syllable in this order: a, i, o, e, sa, si, so, se. Erase the blackboard.


Teacher prints sa on the blackboard and says, "'Eden se solat seini.'" Students say sa.

Teacher prints si under sa and says, "'Eden se solat seini.'" Students say si.
Lesson 5

Teacher prints so under **si** and says, "Eden se solat seini."
Students say **so**.

- sa
- si
- so

Teacher prints se under **so** and says, "Eden se solat seini."
Students say **se**.

- sa
- si
- so
- se

Teacher says, "Besahi niyo se solat seini." Students read as the teacher points to each syllable from top to bottom. Teacher covers **a**, **i**, **o**, **e** and says, "Onawa se tineboan. Seini se solat sss. Wëdëd lëtok nini aw wëdad doma dën. Menëng aw doma dën se solat **a**, yan inangen dan se solat **sa**.

Students read syllables once more as the teacher points to each one. Erase the blackboard.

4. **Contrast new letter with old letter. Omit**

5. **Identify new syllable.**

1) Teacher prints **sa** on the blackboard and says, "Eden se solat seini." Students say **sa**. Teacher prints several words on the blackboard and says, "Sinu se meibeg meglibed te këdëta solat **sa** këdëen."

- sa
- sëbon
- sëko
- sala
- osa

Teacher prints **si** on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

- si
- siko
- kesilâ
- besi
- sikiyo

Teacher prints **so** on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

- so
- solô
- sopa
- somobâ
Lesson 5

Teacher prints se on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

- se
- seini
- sebad
- senang
- seladeng

2) Teacher prints syllable sets on the blackboard and says, "Besahi niyo se menge solat seini." Students read as teacher points to each syllable. Teacher says, "Sinu se meibeg meglibed te solat sa." A student circles the syllable teacher says.

\[
\begin{array}{cccc}
\text{a} & \text{o} & \text{sa} & \text{e} \\
\text{i} & \text{sa} & \text{o} & \text{e}
\end{array}
\]

6. Random drill.

Teacher prints sa on the blackboard and says, "Eden se solat seini." Students say sa. Erase the blackboard.

Teacher prints so on the blackboard and says, "Eden se solat seini." Students say so. Erase the blackboard.

Teacher prints si, se, si, so, se, sa on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

Teacher prints syllables on the blackboard and says, "Pegdengan kaw sa megbasa te solat seini." Students read as teacher points to each syllable. Teacher prints the syllables together and says, "Besahi niyo se kagi seini." Students read.

\[
\begin{array}{cccc}
\text{a} & \text{o} & \text{sa} & \text{os} a
\end{array}
\]

CAPITAL LETTER

1. Teacher prints sabon on the blackboard and says, "Eden se kagi seini." Students say sabon.

Teacher prints Sabon under sabon and says, "Sabon heman se kagi seini. Ikagi kaw Sabon." Students say Sabon.

Teacher points to the new letter and says, "Dowa se bawa te solat seini, yan se deitek s aw dakel S. Meneng onawa pa se kagi. Doen kekemowan te dakel S. Bilañ aw somolat kaw tepad te ngadan"
Lesson 5

Teacher says, '"Besahi niyo toda se kagi seini.'" Students read, "Eden se solat seini." Students say "sa" and "Sa." Erase the blackboard.

2. Teacher prints "sa" on the blackboard and says, '"Besahi niyo se solat seini.'" Students read "Sa.

Teacher prints "Sa" under "sa" and says, '"Eden se solat seini.'" Students say "Sa." Erase the blackboard.

3. Teacher prints "Sa, Si, So, Se" in a column and says, '"Besahi niyo se kedita solat lekat diatas taman te ongan.'" Students read as teacher points to each syllable. Erase the blackboard.

4. Teacher prints "Sabon i Ina" on the blackboard and says, '"Besahi niyo seini.'" Students read. Teacher points to the capital letter and says, '"Nenga lay insolat ko se dake solat seini.'" Students answer.

Teacher prints "Si Ina" under "Sabon i Ina" and says, '"Besahi niyo seini.'" Students read. Teacher points to the capital letter and says, '"Nenga lay insolat ko se dake solat seini.'" Students answer.

Teacher says, '"Tegsebad kenyu megbesa te kedita te pegsolat seini. Sinu se meibeg.'" A student reads each sentence. Teacher says, '"Sinu pa.'" Another student reads. Erase the blackboard.

5. Teacher prints syllables on the blackboard and says, '"Besahi niyo se kedita solat seini.'" Students read as teacher points to each one. Teacher says, '"Na, pemehai niyo se solat mig-onawa se litok av besahen niyo. Kenenga niyan kolisi niyo se dowa solat mig-onawa se litok amon megtimbang dan.'"
Lesson 5

6. Teacher prints words on the blackboard and says, 'Besahi niyo se kedita kagi insolat seini.' Students read as teacher points to each one. Teacher says, 'Na, pemehai niyo se kagi mig-onawa se litok aw besahen niyo. Kepenga niiyan kolisi niyo se dowa kagi mig-onawa se litok amon megtimbang dan.'

ikan  Osa
osa  Agong
agong  Sabon
sabon  Ikan
eilo  Ello

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints s on the blackboard and says, 'Seini se solat deitek s. Wedad litok nini so wedad pa doma din. Doen kekemowan te solat seini aw solaten tadan se kagi sa aw sabon.' (Teacher prints sa and sabon on the blackboard.) Teacher points to sa and says, 'sa se seini so doma din se solat a.' Erase the blackboard.

Teacher prints s on the blackboard and says, 'Megpolingun kidon den te somolat te deitek s iling kani. Pegsimia kaw aw peg-ilting kaw kanak. Pegsolat te deitek s, 'lekat diya diatas lekoen te lemisa niyo. Tedoi niyo se intetodo ni.yo diya te lemisa niyo. Solati niyo se deitek s. Toltoli te intetodo niyo se solat seini.' Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, 'Pag-inang kaw den te lulub keny o.' Students print letter again.

2. Students print letter on their desk.

Teacher prints small s on each student's desk with chalk and says, 'Megpolingun kidon den somolat te deitek s iling kani. Tedoi niyo se intetodo niyo diya te lemisa niyo. Solati niyo se deitek s. Toltoli te intetodo niyo se solat seini.' Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, 'Pag-inang kaw den te lulub keny o.' Students print letter again.

3. Students print letter on paper.

Teacher says, 'Somolat kidon den diya te papil. Kbat niyo se lapis niyo aw ewidi niyo so somolat kidon seini.

Teacher says, 'Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tenga-teng a doen melalag. Bilan aw somolat ka te deitek s, pegtebo ka diya te diatas tepad te kolis melalag seini. Kepenga niiyan lekoen pesalo te ongan. Kepenga niiyan tod a ipebelabag pesalo te bibang.' Teacher draws lines on the blackboard like those
Lesson 5

on the paper and demonstrates printing small s.

Teacher says, "Solati niyo den se deitek s diyâ te sebad linya te papil niyo." Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, "Nâ, ipenoi niyo se sebad linya te solat deitek s." Teacher demonstrates by printing one row of small s on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints S on the blackboard and says, "Seini se solat dakel S. Wedad litok nini so wedad pa doma din. Dene kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Samong, aw oppeanan aw tineboan te pegsolat." Erase the blackboard.

Teacher prints S on the blackboard and says, "Megpolingun kidon den te somolat te dakel S iling kani. Pegsimâ kaw aw peg-iling kaw kanak. Pegsolat te dakel S, lekat diyâ diatas lekoen ipesalo te ongan, todâ ipebelabag tepad dini te tengâ-tengâ pesalo te bibang." Teacher repeats this instruction two or three times.

5. Students print capital letter on their desk.

Teacher prints capital S on each student's desk with chalk and says, "Megpolingun kidon den te somolat te dakel S iling kani. Pegsimâ kaw aw peg-iling kaw kanak. Pegsolat te dakel S, lekat diyâ diatas lekoen ipesalo te ongan, todâ ipebelabag tepad dini te tengâ-tengâ pesalo te bibang." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diyâ te lemisâ niyo. Kepenga niyan, peg-inang kaw den te lulub kenyo." Students print letter again.


Teacher says, "Somolat kidon den diyâ te papil. Ebati niyo se papil aw lapis niyo aw somolat kidon seini."

Teacher says, "Tengtangi niyo se papil niyo doen didowa batek melonaw, diyâ diatas se sebad, diyâ te ongan heman se sebad. Diyâ te tengâ-tengâ doen melalag. Bilan aw somolat te dakel S, lekat diyâ diatas tepad te kolis melonaw. Kepenga niyan lekoen ipesalo te ongan, todâ ipebelabag tepad dini te tengâ-tengâ pesalo te bibang." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital S.

Teacher says, "Solati niyo den se dakel S diyâ te sebad linya te papil niyo. Na, kepenga niyan, ipenoi niyo ini te solat dakel S." Teacher prints one row of S on the blackboard. Erase the blackboard.
Lesson 5

7. Spelling drills.

1) Teacher prints capital S and small s together on the blackboard. Teacher says, "Solatî niyo diyâ te papîl niyo se dakek S. Kepenga niyan solatî niyo diyâ te dapag te dakek S seini se deitek s iling te insolat ko seini. Ipênoi niyo se sebâ lînya te papîl niyo."

2) Teacher prints part of letter sets on the blackboard and says, "Solatî niyo onâ deitek a, i, o, e diyâ te papîl niyo." Students print the letters on their papers. Teacher says, "Na dôganî niyo deitek s se solat tapay insolat kidoen fîyän. Kepenga niyan, todâ niyo solatî diyâ te ogpo. Tîgkani niyo deen te somolat."

3) Teacher prints a, i, o, e on the blackboard and says, "Solatî niyo onâ se deitek a, i, o, e diyâ te papîl niyo." Students print the letters on their papers. Teacher says, "Na dôganî niyo deitek s se solat tapay insolat kidoen fîyän.

Kepenga niyan, todâ niyo solatî diyâ te ogpo. Tîgkani niyo se somolat." When students finish printing the syllable sets, teacher has them repeat the sets using capital S.

4) Teacher prints syllables on the blackboard and says, "Besahi niyo se kedîta te solat itedô ko." Students read. Teacher says, "Sinu se meibeg meglîbed te solat Si. Kepenga niyan solatî no diyâ te lînya se solat Sî." A student circles Sî and prints it on the line.

5) Teacher prints words on the blackboard and says, "Besahi niyo se mengê kagi seini." Students read as teacher points to each word. Teacher says, "Sinu se meibeg meglîbed te kaling solat S kidoen. Solatî niyo todâ se kagi seini diyâ te doen kolis seini.

SUPPLEMENTARY DRILLS

Reading

1. Teacher has students find page 18 and says, "Thai niyo se lapid bilang din sempolô teg walo. Besahi niyo se kedîta kagi"
Lesson 5

insolat kidoen sipat se kagi diya te lapid sempol te siyam taman te lapid kelowan teg downa.' Students read pages 18-22.

2. Teacher prints a, i, o, e in a column and says, 'Besahi niyo se menge solat seini.' Students read.

Teacher prints the new letter in front of each letter in a separate column and says, 'Besahi niyo se solat seini.' Students read. Teacher says, 'Se kaling solat seini yan sa doma te menge solat a, i, o, e. Aw domoma se kaling solat digsel diya te mona (bibang), ikegiyen niyo sa, si, so, se. Besahi niyo todà se insolat ko kidoen.' Students read syllables again.

Teacher prints the new letter following each letter in a separate column and says, 'Aw domoma se kaling solat digsel diya te modi (kowanann), ikegiyen niyo as, is, os, es. Na, besahi niyo.' Students read as teacher points to each syllable.

Erase the blackboard. Teacher should not spend too much time drilling these syllables.

**Spelling**

1. Teacher prints new syllable sa on the blackboard and says, 'Tengtengi niyo se kagi insolat ko. Somolat kaw heman kani diya te papil niyo. Solati niyo se solat sa diya te sebad linya te papil niyo aw ipenoi niyo iyan.'

Teacher prints new syllable si on the blackboard and says, 'Tengtengi niyo se kagi insolat ko. Somolat kaw heman kani diya
Lesson 5

te papil niyó. Sólati niyó se solat  si diyá te sebad linya te papil niyó aw ipenoí niyó iyan.''

Teacher prints só on the blackboard and says, "'Tengtengí niyó se kagi insolat ko. Somolat kaw heman kani diyá te papil niyó. Sólati niyó se solat  so diyá te sebad linya te papil niyó aw ipenoí niyó iyan.'" 

Teacher prints só on the blackboard and says, "'Tengtengí niyó se kagi insolat ko. Somolat kaw heman kani diyá te papil niyó. Sólati niyó se solat  so diyá te sebad linya te papil niyó aw ipenoí niyó iyan.'"

2. Teacher says, "'Megtibok kidoñ seiñi. Abat kaw te papil niyó wedad solat pa. Kepenga niyan penenalan kaw te ikegihen ko. Kepenga niyan, solati niyo se inikagi ko diyá te papil niyó.'" 

Teacher dictates the following words: si, se, so, sa, osa."
Lesson 6: n, N, pages 23-25

REVIEW

1. Review syllable and word flashcards.

2. Teach how to read numbers by thousands on the blackboard. Show random numbers and how to read them. (Suggestion: 1001, 1010, 1110)

3. Students find page 16 in their books. Read the numbers at the bottom of the page.

4. Students print random numbers from 1-999. (Suggestion: 99, 106, 119, 242, 500, 629, 777, 850, 909, 960)

5. Teacher prints a syllable set on the blackboard and says, "Besahi niyo se kedita te solat itedó ko." Students read. Teacher says, "Sinu se meibeg meglited te kagi so." A student comes to the blackboard and circles so. Erase the blackboard.

Teacher prints another syllable set on the blackboard and repeats the exercise by asking the students to circle one of the syllables printed in the set.

   sa a so so sas
   se sa se os ses
   se si o sos sis

KEYWORD

1. Learn keyword.

Teacher points to the picture of the coconut tree and says, "Seini se retrato te niyog. Ikagi kaw niyog," Students say niyog.

Teacher points to the word niyog under the picture and says, "Seini se kagi niyog. Ikagi kaw niyog." Students say niyog.

Teacher points to the word niyog again and says, "Eden se kagi seini." Students say niyog.

2. Find keyword.

Teacher says, "Kenan se doma kagi niyog. Tedoi niyo se doma kagi niyog." Students find and point to another word niyog.

3. Learn keyword on the blackboard.

Teacher prints niyog on the blackboard and says, "Somolat a den te kagi niyog diya te blackboard. Tengtengi niyo. Kagi seini"
Lesson 6

Mi-g-onawa te kagi ni-yog diya te libro. Ikagi kaw ni-yog.' Students say ni-yog.

Teacher prints sabon on the blackboard and says, "Eden se kagi seini.' Students say sabon.

Teacher points to ni-yog and says, "Eden se kagi seini.' Students say ni-yog. Teacher points to sabon and says, "Eden se kagi seini.' Students say sabon.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with ni-yog printed on it and says, "Eden se kagi seini.' Students say ni-yog.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini.' Students read. Teacher says, "Mi-g-onawa se kagi seini so mi-g-onawa se bawa dan.'

Teacher holds up the flashcard sabon and says, "Eden se kagi seini.' Students read sabon.

Teacher holds up the flashcard ello and says, "Eden se kagi seini.' Students read ello. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints ni-yog on the blackboard and says, "Besahi niyo se kagi seini.' Students read ni-yog.

Teacher covers yog and says, "ni se solat ke-to-boan te kagi seini. Ikagi kaw ni.' Students say ni. Teacher prints ni under ni-yog and says, "Besahi niyo seini.' Students say ni.

Teacher covers n and says, "Seini se solat i. i se solat ke-to-posan te kagi ni. Ikagi kaw i.' Students say i. Teacher prints i under ni and says, "Besahi niyo se solat seini.' Students say i.

Teacher points to ni-yog and says, "Eden se kagi seini.' Students say ni-yog.
Lesson 6

Teacher points to ni and says, "Eden se solat seini." Students say ni.

Teacher points to i and says, "Eden se solat seini." Students say i. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints i on the blackboard and says, "Eden se solat seini." Students say i.

Teacher prints ni under i and says, "Eden se solat seini." Students say ni.

Teacher prints a beside i and says, "Eden se solat seini." Students say a.

Teacher prints na under a and says, "Eden se solat seini." Students say na.

Teacher prints o beside i and says, "Eden se solat seini." Students say o.

Teacher prints no under o and says, "Eden se solat seini." Students say no.

Teacher prints e beside o and says, "Eden se solat seini." Students say e.

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: a, na, i, ni, o, no, e, ne.
Lesson 6

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: a, i, o, e, na, ni, no, ne. Erase the blackboard.


Teacher prints na on the blackboard and says, "Eden se solat seini." Students say na.

Teacher prints ni under na and says, "Eden se solat seini." Students say ni.

Teacher prints no under ni and says, "Eden se solat seini." Students say no.

Teacher prints ne under no and says, "Eden se solat seini." Students say ne.

Teacher says, "Besahi niyo se solat seini." Students read as the teacher points to each syllable from top to bottom. Teacher covers a, i, o, e and says, "Onawa se tineboan. Seini se solat nnn. Wedad titok nini aw wedad doma din. Meneng aw doma din se solat i, yan inangen dan se solat ni.

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints na, ni, no, ne on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints sa under na and says, "Eden se solat seini." Students say sa.

Teacher prints si under ni and says, "Eden se solat seini." Students say si.
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Teacher prints so under no and says, "Eden se solat seini." Students say so.
na  ni  no  ne
sa  si  so

Teacher prints se under ne and says, "Eden se solat seini." Students say se.
na  ni  no  ne
sa  si  so  se

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to the syllables in this order: na, sa, ni, si, no, so, ne, se. Teacher says, "Toda kaw megbas."

5. Identify new syllable.

1) Teacher prints na on the blackboard and says, "Eden se solat seini." Students say na. Teacher prints several words on the blackboard and says, "Sinu se meibeg meglibed te kedita solat na kidoen." A student circles na. Erase the blackboard.
na
nåti
námog
låna
nåto

Teacher prints ni on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.
ni
niyog
niyo
tåni
ini

Teacher prints no on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.
no
kano
nenenoo

Teacher prints ne on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.
Lesson 6

2) Teacher prints syllable sets on the blackboard and says, "Besahi niyo se menge solat seini." Students read as teacher points to each syllable. Teacher says, "Sinu se meibeg meglibed te solat na." A student circles the syllable teacher says.

Random drill.

Teacher prints ni on the blackboard and says, "'Eden se solat seini." Students say ni. Erase the blackboard.

Teacher prints no on the blackboard and says, "'Eden se solat seini." Students say no. Erase the blackboard.

Teacher prints na, ne, sa, si, na, so, se on the blackboard, one syllable at a time and erases the blackboard after the students read.

Built words.

1) Teacher prints syllables on the blackboard and says, "Pegdengan kaw se megbasa te solat seini." Students read as teacher points to each syllable. Teacher prints the syllables together and says, "Besahi niyo se kagi seini." Students read. Teacher prints a short sentence using the word and says, "Na, besahi niyo seini." Students read.

ni ini ini Osa ini
se i ni seini Seini se osa

2) Teacher puts syllable flashcards se, si, i, ni, sa, o in the blackboard tray and says, "Sinu se memalli te solat diya te papil seini amon inangen din se kagi ini." Words: ini, seini, osa

CAPITAL LETTER

1. Teacher prints niyog on the blackboard and says, "'Eden se kagi seini." Students say niyog.

Teacher prints Niyog under niyog and says, "'Niyog heman se kagi seini. Ikagi kaw Niyog." Students say Niyog.

niyog
Niyog
Lesson 6

Teacher points to the new letter and says, "Dowa se bawa te solat seini, yan se deitek na dakael N. Meneng onawa pa se kagi. Doen kekemowan te dakael N. Bilaaw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikagi, dakael N se keteboan te solat niyo."

Teacher says, "Besahi niyo toda se kagi seini." Students read niyog and Niyog as teacher points to each word. Teacher covers the syllables yog and says, "Eden se solat seini." Students say ni and Nı. Erase the blackboard.

2. Teacher prints ni on the blackboard and says, "Besahi niyo se solat seini." Students read ni.

Teacher prints Nı under ni and says, "Eden se solat seini." Students say Nı. Erase the blackboard.

3. Teacher prints Na, Nı, No, Ne in a column and says, "Besahi niyo se kedita solat lekat diatas taman te organ." Students read as teacher points to each syllable. Erase the blackboard.

4. Teacher prints Niyog i Ina on the blackboard and says, "Besahi niyo seini." Students read. Teacher points to the capital letter and says, "Nengà lay insolat ko se dakael solat seini." Students answer.

Teacher prints Niyog no under Niyog i Ina and says, "Besahi niyo seini." Students read. Teacher points to the capital letter and says, "Nengà lay insolat ko se dakael solat seini." Students answer.

Teacher prints Sabon no under Niyog no and says, "Besahi niyo seini." Students read. Teacher points to the capital letter and says, "Nengà lay insolat ko se dakael solat seini." Students answer. Teacher points to no and says, "Nengà lay insolat ko se deitek solat seini." Students answer.

Teacher says, "Tagsebad kenyo megbasa te kedita te pegsolat seini. Sinu se meibeg." A student reads each sentence. Teacher says,
Lesson 6

"Sinu pa." Another student reads. Erase the blackboard.

5. Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita solat seini." Students read as teacher points to each one. Teacher says, "Na, pemehai niyo se solat mig-onawa se litok aw besahen niyo. Kepenga niyan kolisi niyo se dowa solat mig-onawa se litok amon megtimbang dan." Teacher repeats this drill using word sets.

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na Sa ikan Osa
no Na osa Niyog
sa Si niyog Sabon
si No sabon Ikan
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6. Teacher prints sentences on the blackboard and says, "Besahi niyo ini. Na libedi niyo se kagi neketok kidoen. Sinu se meibeg meglibed." Student circles the word which is correct.

Seini se Niyog.

Niyog ini.

Niyog

SIGHT WORD

1. Teacher prints Kenan se sabon on the blackboard and says, "Seini se kagi Kenan se sabon. Ikagi kaw Kenan se sabon." Students say it.

Teacher covers the words se sabon and says, "Seini se kagi Kenan. Ikagi kaw Kenan." Students say Kenan.

Teacher prints Kenan under Kenan se sabon and says, "Eden se kagi seini." Students say Kenan. Erase the blackboard.

Kenan se sabon

Kenan

2. Teacher prints Kenan se sabon on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints Kenan se osa under Kenan se sabon and says, "Besahi niyo seini." Students read.

Kenan se sabon.

Kenan se osa

Teacher prints Kenan se agong under Kenan se osa and says, "Besahi niyo seini." Students read.

Kenan se sabon.

Kenan se osa.

Kenan se agong.
Lesson 6

Teacher cups hands on each side of the three words Kenan and says, "Eden se kagi seini." Students say, "Meleg Kenan." Erase the blackboard.

READING FOR MEANING

1. Teacher prints the story from page 23 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini. Aw kitaen niyo se tiyok, somagged. (Teacher points to a period on the page.)" Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memahâ aw megbasa te kagi Kenan." A student reads Kenan. Teacher says, "Sinu pa se meibeg memahâ aw megbasa te kagi Nenenoo." A different student reads Nenenoo. Teacher asks students to find and read Seini.


6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa todâ te indan-indanen seini."

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints n on the blackboard and says, "Seini se solat deitek n. Wedad lîtok nini so wedad pa doma din. Doonjekemòwan te solat seini aw solaten tadon se kagi ni aw niyog." (Teacher prints ni and niyog on the blackboard.) Teacher points to ni and says, "Ni se seini so doma din se solat i." Erase the blackboard.

Teacher prints n on the blackboard and says, "Megpolingun kidon den te somolat te deitek n iling kani. Pegsimâ kaw aw peg-ilîng kaw kanak. Pegsolat te deitek n, lekat diyâ diatas pesalo te ongan. Kepenga niyan, todâ ipeTiko doton diatas, todâ lekoen

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Lesson 6

pesalo te kowan. Kepenga niyan pesalo te ongan.' The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small n on each student's desk with chalk and says, 'Megpolingun kidon den somolat te deitek n diyâ te lemisâ nibo. Tedoi niyo se intetodô niyo diyâ te lemisâ nibo. Solati niyo se deitek n. Tolotol te intetodô niyo se solat seini.' Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, 'Peg-inang kaw den te lulub kenyo.' Students print letter again.

3. Students print letter on paper.

Teacher says, 'Somolat kidon den diyâ te papil. Ebatî niyo se lapis niyo aw ewidi niyo, so somolat kidon seini.

Teacher says, 'Tengtengi niyo se papil niyo doen didowa batek melonaw, diyâ diatas se sebad, diyâ te ongan heman se sebad. Diyâ te tengâ-tengâ doen melalag. Bilan aw somolat ka te deitek n, pegtebo kaw diyâ diatas tepad te kolis melalag, pesalo te ongan taman te kolis melonaw seini. Kepenga niyan, toda ipelikô doton diatas, toda lekoon pesalo te kowan. Kepenga niyan pesalo te ongan taman te kolis melonaw seini.' Teacher draws lines on the blackboard like those on the paper and demonstrates printing small n.

Teacher says, 'Solati niyo den se deitek n diyâ te sebad linya te papil niyo.' Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, 'Na, ipenoi niyo se sebad linya te solat deitek n.' Teacher demonstrates by printing one row of small n on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints N on the blackboard and says, 'Seini se solat dakel N. Wedad litok nini so wedad pa doma din. Doen kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Noring, aw iling te oppeanan Nuing aw tineboan te pegsolat.' Teacher erases the blackboard.

Teacher prints N on the blackboard and says, 'Megpolingun kidon den te somolat te dakel N iling kani. Pegsimâ kaw aw peg-ilong kaw kanak. Pegsolat te dakel N, lekat diyâ diatas ipesalo te ongan. Kepenga niyan todâ lekat diyâ diatas pesalo te ongan iling kani. Kepenga niyan ipesalo doton diatas.' Teacher repeats this instruction two or three times.
Lesson 6

5. Students print capital letter on their desk.

Teacher prints capital N on each student's desk with chalk and says, "Magpolingun kidon den somolat te dakel N diya te lemisa niyo. Todoi niyo se intetodó niyo diya te lemisa niyo. Solati niyo se dakel N. Tololoi te intetodó niyo se solat seini." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diya te lemisa niyo. Kepenga niyan, deg-inang kaw den te lulub kenyö." Students print letter again.


Teacher says, "Somolat kidon den diya te papil. Ebati niyo se papil aw lapsi niyo aw somolat kidon seini."

Teacher says, "Tengtengi niyo se papil niyo doen didowa batek melanaw, diya diatas se sebad, diya te organ heman se sebad. Diya te teng-teng doen melalag. Bilan aw somolat te dakel N teboen niyo diya diatas tepad te kolis melonaw seini ipesalo te organ taman te kolis melonaw heman seini. Kepenga niyan todå lekat diya diatas pesalo te organ iling kani. Kepenga niyan ipesalo doton diatas." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital N.

Teacher says, "Solati niyo den se dakel N diya te sebad linya te papil niyo. Na, kepenga niyan, ipeno niyo ini te solat dakel N.'" Teacher prints one row of N on the blackboard. Erase the blackboard.

7. Spelling drills.

1) Teacher prints capital N and small N together on the blackboard. Teacher says, "Solati niyo diya te papil niyo se dakel N. Kepenga niyan solati niyo diya te dapag te dakel N seini se deitek n iling te insolat ko seini. Ipenoi niyo se sebad linya te papil niyo.''

2) Teacher prints part of letter sets on the blackboard and says, "Solati niyo diya te papil niyo se solat iling te insolat ko seini. Kepenga niyan, bilan aw kitaen niyo se dakel N dogangi niyo te deitek n diya te dapag din. Bilan aw kitaen niyo se deitek n, dogangi niyo se dakel N. Kepenga niyan todå niyo solati diya te ogpo. Tigkani niyo den te somolat.

3) Teacher prints a, i, o, e on the blackboard and says, "Solati niyo ona se deitek a, i, o, e diya te papil niyo.'"
Lesson 6

Students print the letters on their papers. Teacher says, 'Na dogangi niyo te deitek n se solat tapay insolat kidoen siyan. Kepenga niyan, todâ niyo solati diyâ te ogpo. Tîgkani niyo se somolat.' When students finish printing the syllable sets, teacher has them repeat the sets using capital N.

\[
\begin{array}{c|c}
\text{na} & \text{na} \\
\hline
\text{i} & \text{i} \\
\text{o} & \text{o} \\
\text{e} & \text{e} \\
\end{array}
\]

4) Teacher prints syllables on the blackboard and says, 'Besahi niyo se kûdita te solat itodô ko.' Students read. Teacher says, 'Sinu se meibeg meglibed te solat No. Kepenga niyan solati no diyâ te lînya se solat No.' A student circles No in the first line and prints it on the line.

Na  Nî  No  i  o
nî  ne  nà  ______
Si  So  Sa  ______

5) Teacher prints syllables on the blackboard and says, 'Besahi niyo se solat seini.' Students read as teacher points to each one. Teacher says, 'Na, besahen ko seini se sebad kagi. Kepenga niyan libôdi niyo se solat inebatan ko te kagi bînasas ko. Na, solatî niyo todô se kagi siyan.' Teacher says ini and a student circles the syllables and prints the word on the line.

(ini) a  i  na  ni  ini
(seini) sa  se  i  na  ni  ______

6) Teacher prints words on the blackboard and says, 'Besahi niyo se menee karî seini.' Students read as teacher points to each word. Teacher says, 'Sinu se meibeg meglibed te kaling solat n kidoen. Solatî niyo todô se kagi seini diyâ te doen kolis seini.

seini  seinî
ini  ______
nenenoo  ______

7) Teacher prints new words using small letters and says, 'Solatî niyo todô se kagi seini, meneng se keteboan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelimi niyo olô te dâkel solat se keteboan dan.' Students print the words with beginning capital letter.

si  Si
seini  ______

SUPPLEMENTARY DRILLS

Reading

1. Teacher has students find page 24 entitled 'Todâ megbasa',

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and says, "Ehai niyo se lapid bilang din kelowan teg epat."

Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher points to number 3 and says, "Ehai niyo se bilang telo. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

2. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word. Teacher says, "Sinu se meibeg meglibed te kagi seini." A student circles the word.

3. Teacher prints a, i, o, e in a column and says, "Besahi niyo se menge solat seini." Students read.

Teacher prints the new letter in front of and following each letter and says, "Besahi niyo se solat seini." Students read. Teacher says, "Se kaling solat seini yan se doma te menge solat a, i, o, e. Aw domoma se kaling solat digsel diya te mona (bibang), ikegiyen niyo na, ni, no, ne. Besahi niyo toda se insolat ko kidoen." Students read syllables again.

Teacher prints the new letter following each letter in a separate column and says, "Aw domoma se kaling solat digsel diya te modi (kowanan), ikegiyen niyo an, in, on, en. Na, besahi niyo." Students read as teacher points to each syllable.

Teacher prints the new letter in front of and following each letter
Lesson 6

in a separate column and says, ‘‘Aw domoma se kaling solat digsel
diyâ te mônâ aw diyâ te modi, ikegihen niyo nan, nin, non, nen.
Na besahi niyo.’’ Students read as teacher points to each syllable.
Erase the blackboard. Teacher should not spend too much time
drilling these syllables.

4. Teacher puts letter flashcards in the blackboard tray and says,
‘‘Sinu se meibeg memallî te solat diyâ te papil seini. Kepenga
niyan inangen din se kagi no. Pemalli olô se solat bilan aw
pegdegpon no meînang kagi no.
flashcard letters: i, n, s, e, i, o, a, o.
words: no, ini, osa, seini.

Spelling

1. Teacher prints words from the lesson on the blackboard. To
the right prints several syllables. Teacher says, ‘‘Besahi niyo
se kagi diyâ digsel te bibang. Kepenga niyan pemehai niyo diyâ
te menge solat se kitaen niyo diyâ te kagi insolat kidoen. Bilan
aw kitaen niyo, libedi niyo. Kepenga niyan todâ niyo solati diyâ
te kolis seini. Sinu se meibeg somolat.’’

\[\begin{array}{c}
\text{seini} \quad \text{se} \\
\text{i} \quad \text{a} \quad \text{ni} \quad \text{no} \\
\text{osa} \quad \text{i} \quad \text{so} \quad \text{o} \quad \text{na} \quad \text{sa} \\
\end{array}\]

2. Teacher prints ni, se, ne on the blackboard. Below that the
teacher prints part of several words. Teacher says, ‘‘Na, mikâpi
a te kagi ini. Kepenga niyan pemallî kaw te solat seini mepakay
isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat
niyo te kagi seini ini.’’ Teacher demonstrates the first word.
Choose a student to come to the blackboard and complete the other
words seini, nenenoo, and oni.

\[\begin{array}{c}
\text{ni} \quad \text{se} \quad \text{ne} \\
\text{i} \quad \text{ni} \\
\text{ini} \\
\text{ne} \quad \text{noo} \\
\text{o} \\
\end{array}\]

3. Teacher says, ‘‘Megtibok kidon seini. Abat kaw te papil niyo
wedad solat pa. Kepenga niyan penenâlan kaw te ikegihen ko.
Kepenga niyan, solati niyo se inikagi ko diyâ te papil niyo.’’
Teacher dictates the following words: na, no, ni, ne, ini, seini.

Test (page 25)

Teacher says, ‘‘Ehai niyo se lapid bilang dîn kelowan teg lima.
Seini se itelaman.’’

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Teacher points to the picture at the left and has the students circle the word at the right which identifies the picture. Teacher says, "Tengtengi niyo se retrato digsel te bibang. Kepenga niyan libedi niyo diyá te kowanan se ngadan te retrato siyan." The teacher may need to demonstrate the first one if the students have difficulty understanding what to do.

Students circle osa, sabon, ikan, niyog.

Note to the teacher:

' Did you have difficulty teaching any part of the lesson today?
What part of the lesson was easy for the students to understand?
What was difficult for the students to understand?

Write your comments here:
Lesson 7: t, T, pages 26-27

REVIEW

1. Review all syllable and word flashcards.

2. Teacher prints word sets on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word in the set. Teacher says, "Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se isolat niyo diya te doen kolis." Teacher says one word from each set of words. Students print the word on the line.

   seini   *ini
   * osa    oni

3. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, "Besahi niyo se solat seini." Students read syllables at the top. Teacher says, "Sinu se meibeg meg-ipenga te solat seini weda pa kepenga. Pemall kaw te solat diya diatas. Kepenga niyan dogangi se solat diya te ongan weda kepenga amon meinang sebad kagi."

   ni   ne
   sei____
   ne____
   no___
   noo
   nene____

KEYWORD

1. Learn keyword.  

Teacher points to the picture of ground and says, "Seini se retrato te taná. Ikagi kaw taná." Students say taná.

Teacher points to the word taná under the picture and says, "Seini se kagi taná. Ikagi kaw taná." Students say taná.

Teacher points to the word taná again and says, "Eden se kagi seini." Students say taná.

2. Find keyword.  

Teacher says, "Kenan se doma kagi taná. Tedoi niyo se doma kagi taná." Students find and point to another word taná.

3. Learn keyword on the blackboard.

Lesson 7

Teacher prints niyog on the blackboard and says, "'Eden se kagi seini.' Students say niyog.

Teacher points to tanā and says, "'Eden se kagi seini.' Students say tanā. Teacher points to niyog and says, "'Eden se kagi seini.' Students say niyog.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with tanā printed on it and says, "'Eden se kagi seini.' Students say tanā.

Teacher holds the flashcard under the same word written on the blackboard and says, "'Besahi niyo se didowa kagi seini.' Students read. Teacher says, "'Mig-onawa se kagi seini so mig-onawa se bawa dan.'

Teacher holds up the flashcard niyog and says, "'Eden se kagi seini.' Students read niyog.

Teacher holds up the flashcard Kenan and says, "'Eden se kagi seini.' Students read Kenan. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints tanā on the blackboard and says, "'Besahi niyo se kagi seini.' Students read tanā.

Teacher covers nā and says, "'ta se solat keteboan te kagi seini. Ikagi kaw ta.' Students say ta. Teacher prints ta under tanā and says, "'Besahi niyo seini.' Students say ta.

Teacher covers t and says, "'Seini se solat a. a se solat keteponan te kagi ta. Ikagi kaw a.' Students say a. Teacher prints a under ta and says, "'Besahi niyo se solat seini.' Students say a.

Teacher points to tanā and says, "'Eden se kagi seini.' Students say tanā.

Teacher points to ta and says, "'Eden se solat seini.' Students say ta.
Lesson 7

Teacher points to a and says, "Eden se solat seini." Students say a. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a.

Teacher prints ta under a and says, "Eden se solat seini." Students say ta.

Teacher prints i beside a and says, "Eden se solat seini." Students say ai.

Teacher prints ti under i and says, "Eden se solat seini." Students say ait.

Teacher prints o beside i and says, "Eden se solat seini." Students say ai.

Teacher prints to under o and says, "Eden se solat seini." Students say aito.

Teacher prints e beside o and says, "Eden se solat seini." Students say aito.

Teacher prints te under e and says, "Eden se solat seini." Students say aite.

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: a, ta, i, ti, o, to, e, te.

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: a, i, o, e, ta, ti, to, te. Erase the blackboard.
Lesson 7


Teacher prints ta on the blackboard and says, "Eden se solat seini." Students say ta.

Teacher prints ti under ta and says, "Eden se solat seini." Students say ti.

Teacher prints to under ti and says, "Eden se solat seini." Students say to.

Teacher prints te under to and says, "Eden se solat seini." Students say te.

Teacher says, "Besahi niyo se solat seini." Students read as the teacher points to each syllable from top to bottom. Teacher covers a, i, o, e and says, "Onawa se tineboan. Seini se solat t. Wedad titok ini aw wedad doma din. Meneng aw doma din se solat a, yan inangen dan se solat ta."

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints ta, ti, to, te on the blackboard and says, "Besahi niyo se solat seini." Students read.

Teacher prints na under ta and says, "Eden se solat seini." Students say na.

Teacher prints ni under ti and says, "Eden se solat seini." Students say ni.

Teacher prints no under to and says, "Eden se solat seini." Students say no.
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Teacher prints ne under te and says, "Eden se solat seini."

Students say ne.

\[ \begin{array}{ll}
\text{ta} & \text{ti} \\
\text{na} & \text{ni} \\
\end{array} \]

Teacher may also print sa, si, so, se under na, ni, no, ne and say, "Eden se menge solat seini.

Students read.

\[ \begin{array}{ll}
\text{ta} & \text{ti} \\
\text{na} & \text{ni} \\
\text{sa} & \text{si} \\
\end{array} \]

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to the syllables in this order: ta, na, sa, ti, ni, si, to, no, so, te, ne, se.

Teacher says, "Toda kaw megbasas." Students read as teacher points to the syllables in this order: ta, ti, to, te, na, ni, no, ne, sa, si, so, se. The teacher should point to the syllables in random order to be sure the students can read each syllable.

Erase the blackboard.

5. **Identify new syllable.**

1) Teacher prints ta on the blackboard and says, "Eden se solat seini." Students say ta. Teacher prints several words on the blackboard and says, "Sinu se meibeg meglibed te kedita solat ta kidoen." A student circles ta. Erase the blackboard.

\[ \begin{array}{ll}
\text{ta} & \text{tanə} \\
\text{tani} & \\
\text{taba} & \\
\text{lata} & \\
\end{array} \]

Teacher prints ti on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

\[ \begin{array}{ll}
\text{ti} & \\
\text{tikes} & \\
\text{tigis} & \\
\text{titō} & \\
\text{nati} & \\
\end{array} \]

Teacher prints to on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

\[ \begin{array}{ll}
\text{to} & \\
\text{tobō} & \\
\text{toyang} & \\
\text{bato} & \\
\text{lanto} & \\
\end{array} \]
Lesson 7

Teacher prints te on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

te

telo

tenā

telaki

tekf

2) Teacher prints syllable sets on the blackboard and says, ‘‘Besahi niyo se menge solat seini.’’ Students read as teacher points to each syllable. Teacher says, ‘‘Sinu se meibeg meglibed te solat ta.’’ A student circles the syllable teacher says.

<table>
<thead>
<tr>
<th>na</th>
<th>to</th>
<th>te</th>
<th>ni</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta</td>
<td>to</td>
<td>to</td>
<td>ti</td>
</tr>
<tr>
<td>sa</td>
<td>so</td>
<td>ta</td>
<td>si</td>
</tr>
</tbody>
</table>

6. Random drill.

Teacher prints ta on the blackboard and says, ‘‘Eden se solat seini.’’ Students say ta. Erase the blackboard.

Teacher prints te on the blackboard and says, ‘‘Eden se solat seini.’’ Students say te. Erase the blackboard.

Teacher prints to, ti, Na, te, Sì, ta, ti, to on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, ‘‘Pegdengan kaw se megbasa te solat seini.’’ Students read as teacher points to each syllable. Teacher prints the syllables together and says, ‘‘Besahi niyo se kagi seini.’’ Students read. Teacher prints a short sentence using the word and says, ‘‘Na, besahi niyo seini.’’ Students read.

<table>
<thead>
<tr>
<th>na</th>
<th>ti</th>
<th>nati</th>
<th>Kenan se nati</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta</td>
<td>ni</td>
<td>tani</td>
<td>tani se nati</td>
</tr>
<tr>
<td>ne</td>
<td>e</td>
<td>ti</td>
<td>neeti se wayeg (Teacher tells students wayeg)</td>
</tr>
<tr>
<td>ne</td>
<td>e</td>
<td>ta</td>
<td>neeta</td>
</tr>
</tbody>
</table>

2) Teacher puts syllable flashcards in the blackboard tray and says, ‘‘Sinu se memallf te solat diyâ te papil seini amon inangen din se kagi tani.’’ Flashcards: ta, ti, na, ni, ne, e words: tani, nati, neeti, neeta
Lesson 7

CAPITAL LETTER

1. Teacher prints tanä on the blackboard and says, "'Eden se kagi seini.'" Students say tanä.

Teacher prints Tanä under tanä and says, "'Tanä heman se kagi seini. Ikägi kaw Tanä.'" Students say Tanä.

Teacher points to the new letter and says, "'Dowa se bawa te solat seini, yan se deitek t aw däkel T. Meneng onawa pa se kagi. Doen kekemowan te däkel T. Bilañ aw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikägi, däkel T se keteboan te solat niyo.'"

Teacher says, "'Besahi niyo toda se kagi seini.'" Students read tanä and Tanä as teacher points to each word. Teacher covers the syllables na and says, "'Eden se solat seini.'" Students say ta and Ta. Erase the blackboard.

2. Teacher prints ta on the blackboard and says, "'Besahi niyo se solat seini.'" Students read ta.

Teacher prints Ta under ta and says, "'Eden se solat seini.'" Students say Ta. Erase the blackboard.

2a. Teacher prints Ta, Ti, To, Te in a column and says, "'Besahi niyo se kediña solat lekit diatäs taman te ongan.'" Students read as teacher points to each syllable. Erase the blackboard.

3. Teacher prints Tanä seini. on the blackboard and says, "'Besahi niyo seini.'" Students read. Teacher points to the capital letter and says, "'Nengä lay insolat ko se däkel solat seini.'" Students answer.

Teacher prints Tani seini under Tanä seini and says, "'Besahi niyo seini.'" Students read. Teacher points to the capital letter and says, "'Nengä lay insolat ko se däkel solat seini.'" Students answer.

4. Teacher prints Niyoğ i Toni under Tani seini and says, "'Besahi
Lesson 7

niyo seini;’ Students read. Teacher points to the capital letter and says, ‘‘Nengà lay insolat ko se dake solat seini.’’ Students answer.

Tanã seini.
Tani seini.
Niyog i Toni.

Teacher says, ‘‘Tegsebad kenyò megbasà te kàdita te pegsolat seini. Sinu se meibeg.’’ A student reads each sentence. Teacher says, ‘‘Sinu pa.’’ Another student reads. Erase the blackboard.

5. Teacher prints syllables on the blackboard and says, ‘‘Besahi niyo se kedita solat seini.’’ Students read as teacher points to each one. Teacher says, ‘‘Na, pemehai niyo se solat mig-onawa se litok aw besahen niyo. Kepenga niyan kolisi niyo se dowa solat mig-onawa se litok amon megùmbang dan.’’

6. Teacher prints sentences on the blackboard and says, ‘‘Besahi niyo ini. Na libedi niyo se kagi neketotok kidoen. Sinu se meibeg meglibed.’’ Student circles the word which is correct.

Kenan se Titö.

Kenan si Tita.

SIGHT WORD

1. Teacher prints Doton se osa on the blackboard and says, ‘‘Seini se kagi Doton se osa. Ikagi kav.’’ Students say it.

Teacher covers the words se osa and says, ‘‘Seini se kagi Doton. Ikagi kaw Doton.’’ Students say Doton.

Teacher prints Doton under Doton se osa and says, ‘‘Eden se kagi seini.’’ Students say Doton. Erase the blackboard.

Doton se osa
Doton

2. Teacher prints Doton se osa on the blackboard and says, ‘‘Besahi niyo seini.’’ Students read.

Teacher prints Doton se sabon under Doton se osa and says, ‘‘Besahi niyo seini.’’ Students read.

Doton se osa
Doton se sabon
Lesson 7

Teacher prints Doton se niyog under Doton se sabon and says, "Besahi niyo seini." Students read.

Doton se osa.
Doton se sabon.
Doton se niyog.

Teacher cups hands on each side of the three words Doton and says, "Eden se kagi seini." Students say, "Meleg Doton." Erase the blackboard.

READING FOR MEANING

1. Teacher prints the story from page 26 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story.

Teacher says, "Sinu se meibeg memahâ aw megbasa te kagi tanâ." A student reads tanâ. Teacher says, "Sinu na se meibeg memahâ aw megbasa te kagi nati." A different student reads nati. Teacher asks students to find and read Kenan, Doton.

5. Understanding the story. Teacher prints a question and choice of answers on the blackboard. Teacher says, "Na besahi niyo se tagnâ insâ seini. Kepenga niyan libedi niyo se neketotok taba diyâ te ongan." Teacher chooses a student to circle the answer on the blackboard.

Kenan se nati.
*1. Doton te tanâ.
2. Doton te niyog.

6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa todâ te indan-indanen seini."

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints t on the blackboard and says, "Seini se solat deitek t. Wedad litok nini so wedad pa doma"
Lesson 7

din. Doen kekemowan te solat seini aw solaten tadon se kagi ta aw tanå.’’ (Teacher prints tanå and ta on the blackboard.) Teacher points to ta and says, ‘‘ta se seini so doma din se solat a.’’ Erase the blackboard.

Teacher prints t on the blackboard and says, ‘‘Megpolingun kidon den te somolat te deitek t iling kani. Pegsimå kaw aw peg-ilin kaw kanak. Pegsolat te deitek t, lekat diyå diatas ipesalo te ongan. Kepenga niyan solan niyo te belabag dapag te tengå-tenga digsel diatas.’’ The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small t on each student’s desk with chalk and says, ‘‘Megpolingun kidon den somolat te deitek t diyå te lemisa niyo. Telo niyo se intetodø niyo diyå te lemisa niyo. Solati niyo se deitek t. Tolo t te intetodø niyo se solat seini.’’ Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, ‘‘Peg-inang kaw den te lulub kenyø.’’ Students print letter again.

3. Students print letter on paper.

Teacher says, ‘‘Somolat kidon den diyå te papil. Ebatí niyo se lapis niyo aw ewi niyo, so somolat kidon seini.

Teacher says, ‘‘Tengtengi niyo se papil niyo doen didowa batek melonaw, diyå diatas se sebad, diyå te ongan heman se sebad. Diyå te tengå-tenga doen melalag. Bilan aw somolat ka te deitek t, lekat diyå tepad te kolis melalag aw bangwagan niyo te deitek. Kepenga niyan ipesalo diyå te ongan. Kepenga niyan solan niyo te belabag diyå dapag te tengå-tenga digsel diatas.’’ Teacher draws lines on the blackboard like those on the paper and demonstrates printing small t.

Teacher says, ‘‘Solati niyo den se deitek t diyå te sebad linya te papil niyo.’’ Teacher looks at each student’s paper to make sure he has made the letter correctly. After that, teacher says, ‘‘Na, ipenoi niyo se sebad linya te solat deitek t.’’ Teacher demonstrates by printing one row of small t on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints T on the blackboard and says, ‘‘Seini se solat dAKEL T. Wedad litok nini so wedad pa doma din. Doen kekemowan te solat seini aw tineboan te ngadan te otaw iling te ngadan Tomas, aw ogpeenan aw tineboan te pegsolat.’’ Erase the blackboard.
Lesson 7

Teacher prints T on the blackboard and says, 'Megpolingun kidon den te somolat te dake T iling kani. Pegsimà kaw aw peg-iling kaw kanak. Pegsolat te dake T, lekat diya diatas ipesalo te ongan. Kepenga niyan solan te belabag diya diatas.' Teacher repeats this instruction two or three times.

5. Students print capital letter on their desk.

Teacher prints capital T on each student's desk with chalk and says, 'Megpolingun kidon den somolat te dake T diya te lemisa niyo. Tedoi niyo se intetodó niyo diya te lemisa niyo. Solati niyo se dake T. Toltoli te intetodó niyo se solat seini.' Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, 'Na, gibowi niyo se insolat ko diya te lemisa niyo. Kepenga niyan, peg-inang kaw den te lulub kenyö.' Students print letter again.


Teacher says, 'Somolat kidon den diya te papil. Ebati niyo se papil aw lapis niyo aw somolat kidon seini.'

Teacher says, 'Tengtengi niyo se papil niyo doen didowa batek melonaw, diya diatas se sebad, diya te ongan heman se sebad. Diya te tengà-tenga doen melalag. Bilan aw somolat te dake T, lekat diya diatas tepad te kolis melonaw ipesalo te ongan. Kepenga niyan solan te belabag diya diatas.' Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital T.

Teacher says, 'Solati niyo den se dake T diya te sebad linya te papil niyo. Na, kepenga niyan, ipenoí niyo ini te solat dake T.' Teacher prints one row of T on the blackboard. Erase the Blackboard.

7. Spelling drills.

1) Teacher prints capital T and small t together on the blackboard. Teacher says, 'Solati niyo diya te papil niyo se dake T. Kepenga niyan solati niyo diya te dapag te dake T seini se deitek t iling te insolat ko seini. Ipenoi niyo se sebad linya te papil niyo.'

2) Teacher prints part of letter sets on the blackboard and says, 'Solati niyo diya te papil niyo se solat iling te insolat ko seini. Kepenga niyan, bilan aw kitaen niyo se dake T dogangi niyo te deitek t diya te dapag din. Bilan aw kitaen niyo se deitek t, dogangi niyo se dake T. Kepenga niyan todà niyo solati diya te ogpo. Tigkani niyo den te somolat.'
Lesson 7

3) Teacher prints a, i, o, e on the blackboard and says, "Solati niyo ona se deiteit a, i, o, e diyä te papil niyo." Students print the letters on their papers. Teacher says, "Na dogangi niyo te deiteit t se solat tapay insolat kidoen siyan. Kepenga niyan, todä niyo solati diyä te ogpo. Tigkani niyo se somolät." When students finish printing the syllable sets, teacher has them repeat the sets using capital T.

4) Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita te solat itedö ko." Students read. Teacher says, "Sinu se meibeg megliibed te solat Ta. Kepenga niyan solati no diyä te linya se solat Ta." A student circles Ta and prints it on the line. Teacher continues the drill for other sets of syllables.

5) Teacher prints syllables on the blackboard and says, "Besahi niyo se solat seini." Students read as teacher points to each one. Teacher says, "Na, besahen ko seini se sebad kagi. Kepenga niyan libedi niyo se solat inebatan ko te kagi binasa ko. Na, solati niyo todä se kagi siyan." Teacher says a word and a student circles the syllables and prints the word on the line. Teacher says words: nati, neeti.

6) Teacher prints words on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word. Teacher says, "Sinu se meibeg megliibed te kaling solat te kidoen. Solati niyo todä se kagi seini diyä te doen kolis seini.

7) Teacher prints new words using small letters and says, "Solati niyo todä se kagi seini, meneng se keteboan te solat niyo, kenä onawa te tapay kani insolat seini. Selelini niyo old te dakel solat se keteboan dan." Students print the words with beginning capital letter.
Lesson 7

SUPPLEMENTARY DRILLS

Reading

1. Teacher has students find page 27 entitled "'Toda megbasas'”, and says, "Ehai niyo se lapid bilang din kelowan teg pito."

Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasas te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasas te kagi seini." A student reads.

Teacher points to number 3 and says, "Ehai niyo se bilang telo. Sinu se meibeg megbasas te kagi seini." A student reads.

Teacher points to number 4 and says, "Ehai niyo se bilang xap. Sinu se meibeg megbasas te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

2. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se mene kagi seini." Students read as teacher points to each word. Teacher says, "Sinu se meibeg meilibed te kagi neeti." A student circles the word. Teacher continues the drill for other sets of words.

3. Teacher prints a, i, o, e in a column and says, "Besahi niyo se muge solat seini." Students read.

Teacher prints the new letter in front of each letter in a separate column and says, "Besahi niyo se solat seini." Students read. Teacher says, "Se kaling solat seini yan se doma te mene solat a, i, o, e. A'w domona se kaling solat diysa te mona (bibang), ikegiyen niyo ta, ti, to, te. Besahi niyo toda se insolat ko kidi.ens." Students read syllables again.

Teacher prints the new letter following each letter in a separate
Lesson 7

column and says, "'Aw domoma se kaling solat digsel diya' te modi (kowanan), ikegiyen niyo at, it, ot, et. Na, besahi niyo.'" Students read as teacher points to each syllable.

Teacher prints the new letter in front of and following each letter in a separate column and says, "'Aw domoma se kaling solat digsel diya' te mona' aw diya' te modi, ikegihen niyo tat, tit, tot, tet. Na besahi niyo.'" Students read as teacher points to each syllable.

Erase the blackboard. Teacher should not spend too much time drilling these syllables.

Teacher puts letter flashcards in the blackboard tray and says, "'Sinu se meibeg memalli te solat diya' te papil seini. Kepenga niyan inangen din se kagi tani. Memalli olo se solat bilan aw pegdegoen no mei'ang kagi tani. A student does so.

flashcard letters: n, t, a, i, e, e'

words: tani, nati, neeta, neeti

Spelling

1. Teacher prints words from the lesson on the blackboard. To the right prints several syllables. Teacher says, "Besahi niyo se kagi diya' digsel te bibang. Kepenga niyan pemehai niyo diya' te menge solat se kitaen niyo diya' te kagi insolat kidoen. Bilan aw kitaen niyo, libedi niyo. Kepenga niyan toda niyo solati diya' te kolis seini. Sinu se meibeg somolat.''

2. Teacher prints ta and ti on the blackboard. Below that the teacher prints part of several words. Teacher says, "'Na, mikagi a te kagi nati. Kepenga niyan pemalli kaw te solat seini mepakay isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat niyo te kagi seini nati.'" Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words tani, neeti, tanâ.
Lesson 7

3. Teacher says, "Megtibok kidon seini. Abat kaw te papil niyo wedad solat pa. Kepenga niyan penenalan kaw te ikegihen ko. Kepenga niyan, solati niyo se inikagi ko diyà te papil niyo." Teacher dictates the following words: ta, to, te, ti, nati, tani.
Lesson 8: glottal stop (‘), pages 28-30

REVIEW

1. Review syllable and word flashcards.

2. Teacher prints word sets on the blackboard and says, ‘‘Besahi niyo se menge kagi seini.’’ Students read as teacher points to each word in the set. Teacher says, ‘‘Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se insolat niyo diya te doen kolis.’’ Teacher says one word from each set of words. Students print the word on the line.

3. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, ‘‘Besahi niyo se solat seini.’’ Students read syllables at the top. Teacher says, ‘‘Sinu se meibeg meg-ipengsa te solat seini weda pa kepenga. Pemailf kaw te solat diya diatas. Kepenga niyan dogangi se solat diya te ongan weda kepenga amon meinang sebad kagi.’’

4. Teacher puts syllable flashcards in the blackboard tray and says, ‘‘Sinu se meibeg te solat diya te papil seini amon inangen se menge kagi.’’ Teacher says a word and students make the word from the syllable flashcards.

5. Teacher puts word flashcards on the table or in the blackboard tray and says, ‘‘Meg-inang kidon seini te peg-ikagi. Sinu se meibeg meibeg te kagi insolat diya te papil seini amon inangen se peg-ikagi Kenan se osa.’’

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Lesson 8

KEYWORD

1. Learn keyword.

Teacher points to the picture of the sea mollusk and says, "Seini se retrato te sosō. Ikagi kaw sosō." Students say sosō.

Teacher points to the word sosō under the picture and says, "Seini se kagi sosō. Ikagi kaw sosō." Students say sosō.

Teacher points to the word sosō again and says, "Eden se kagi seini." Students say sosō.

2. Find keyword.

Teacher says, "Kenan se doma kagi sosō. Tedoi niyo se doma kagi sosō." Students find and point to another word sosō.

3. Learn keyword on the blackboard.


Teacher prints tanā on the blackboard and says, "Eden se kagi seini." Students say tanā.

Teacher points to sosō and says, "Eden se kagi seini." Students say sosō. Teacher points to tanā and says, "Eden se kagi seini." Students say tanā.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with sosō printed on it and says, "Eden se kagi seini." Students say sosō.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se bawa dan."

Teacher holds up the flashcard tanā and says, "Eden se kagi seini." Students read tanā.

Teacher holds up the flashcard Doton and says, "Eden se kagi seini." Students read Doton. Erase the blackboard.
Lesson 8

PARTS DRILLS

1. New letter in keyword.

Teacher prints sosô on the blackboard and says, "Besahi niyo se kagi seini." Students read sosô.

Teacher covers so and says, "sô se solat keteposan te kagi seini. Ikagi kaw sô." Students say sô. Teacher prints sô under sosô and says, "Besahi niyo seini." Students say sô. sosô sosô

Teacher prints the accent mark ' on the blackboard and says, "Na, se kolis seini iling heman te solat. So idagpö niyo ini kidoen te sebad solat Iling te kagi sosô (Teacher points to sosô). Bilan aw besahen niyo ini iling te nepulung kaw aw eg-oayaget se bekulung niyo. Bilan aw megbasa kaw te sebad kagi iling te kagi sosô, wedad imanman niyo te iling te nepulung kaw aw kenâ eg-oayaget se bekulung niyo, yan wedad kolis din diyâ te lanto te solat. Melomî se pegbasa niyo kenyen. Yan aw megbasa kaw aw kitaen niyo se kolis seini besahen iling kani sô (Teacher points to sô on the blackboard). Aw wedad kitaen niyo, besahen iling kani sô (Teacher prints so under sô).

sosô sô so

Teacher points to sosô and says, "Eden se kagi seini." Students say sosô.

Teacher points to sô and says, "Eden se solat seini." Students say sô.

Teacher points to so and says, "Eden se solat seini." Students say so. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints so on the blackboard and says, "Eden se solat seini." Students say so.

Teacher prints sô under so and says, "Eden se solat seini." Students say sô.

Teacher prints si beside so and says, "Eden se solat seini." Students say si.

sô si sô
Lesson 8

Teacher prints si under si and says, "'Eden se solat seini.'"
Students say si.
so  si
sò  sf

Teacher prints sa beside si and says, "'Eden se solat seini.'"
Students say sa.
so  si  sa
sò  sf

Teacher prints så under sa and says, "'Eden se solat seini.'"
Students say så.
so  si  så
sò  sf  så

Teacher says, "'Besahi niyo se solat seini.'" Students read as
the teacher points to each syllable in this order: so, sò, si, sf,
sa, så.

Teacher says, "'Besahi niyo se solat seini.'" Students read as
the teacher points to each syllable in this order: so, si, sa, sò,
sf, så. Erase the blackboard.


Teacher prints så on the blackboard and says, "'Eden se solat
seini.'" Students say så.

Teacher prints sf under så and says, "'Eden se solat seini.'"
Students say sf.
sa
sf

Teacher prints sò under sf and says, "'Eden se solat seini.'"
Students say sò.
sà
sì
sò

Teacher says, "'Besahi niyo se solat seini.'" Students read as
the teacher points to each syllable from top to bottom. Erase
the blackboard.


Teacher prints så, sf, sò on the blackboard and says, "'Besahi
niyo seini.'" Students read.

Teacher prints nà under så and says, "'Eden se solat seini.'"
Lesson 8

Students say ṇa:

Teacher prints ṇi under si and says, ‘‘Eden se solat seini.’’

Students say ni:

Teacher prints no under so and says, ‘‘Eden se solat seini.’’

Students say no:

Teacher prints tā under na and says, ‘‘Eden se solat seini.’’

Students say to:

Teacher prints tô under no and says, ‘‘Eden se solat seini.’’

Students say tô:

Teacher says, ‘‘Besahi niyo se solat seini.’’ Students read as teacher points to the syllables in this order: sa, na, tā, si, ni, so, no, tô.

Teacher says, ‘‘Todā kaw megbasā.’’ Students read as teacher points to the syllables in this order: sa, si, so, na, ni, no, tā, tô. The teacher should point to the syllables in random order to be sure the students can read each syllable. Erase the blackboard.

5. Identify new syllable.

Teacher prints syllable sets on the blackboard and says, ‘‘Besahi niyo se menge solat seini.’’ Students read as teacher points to each syllable. Teacher says, ‘‘Sinu se meibeg meglibed te sō.’’ A student circles the syllable teacher says.

6. Random drill.

Teacher prints sa on the blackboard and says, ‘‘Eden se solat seini.’’ Students say sa. Erase the blackboard.
Lesson 8

Teacher prints nà on the blackboard and says, 'Eden se solat seini.' Students say nà. Erase the blackboard.

Teacher prints tà, ní, só, tò, si, nò, ni, sf, nò, ta on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, 'Pegdengan kaw se megbasa te solat seini.' Students read as teacher points to each syllable. Teacher prints the syllables together and says, 'Besahi niyo se kagi seini.' Students read. Teacher prints a short sentence using the word and says, 'Na, besahi niyo seini.' Students read.

so só sosò Kenan se sosò.
ti tò titò Seini só titò.
I nà Inà Kenan só Inà.
sf sf sfsf Kenan se sfsf.
ní tò nitò Doton se nitò.

2) Teacher puts syllable flashcards in the blackboard tray and says, 'Sinu se momalli te solat diya te papil seini amon inangen din se kagi.' Syllable flashcards: o, I, ní, na, nà, ta, tí, tò, só words: Inà, onà, tanà, nitò, titò, nati, natò

SIGHT WORD

1. Teacher prints Doen sosò on the blackboard and says, 'Seini se kagi Doen sosò. Ikagi kaw Doen sosò.' Students say it.

Teacher covers the words sosò and says, 'Seini se kagi Doen. Ikagi kaw Doen.' Students say Doen.

Teacher prints Doen under Doen sosò and says, 'Eden se kagi seini.' Students say Doen. Erase the blackboard. Doen sosò.

2. Teacher prints Doen sosò on the blackboard and says, 'Besahi niyo seini.' Students read.

Teacher prints Doen tanà under Doen sosò and says, 'Besahi niyo seini.' Students read. Doen sosò.

Teacher prints Doen sabon under Doen tanà and says, 'Besahi niyo seini.' Students read.
Lesson 8

Doen sosô.
Doen tanâ.
Doen sabon.

Teacher cups hands on each side of the three words Doen and says, "Ede se kagi seini." Students say, "Meleg Doen." Erase the blackboard.

READING FOR MEANING

1. Teacher prints the first story from page 28 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memahä aw megbasa te kagi Doen." A student reads Doen. Teacher says, "Sinu pa se meibeg memahä aw megbasa te kagi sosô." A different student reads sosô. Teacher asks students to find and read tanâ and Kenan.


6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa todå te indan-indanen seini."

READING FOR MEANING

1. Teacher prints the second story from page 28 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.

3. Each student reads the story by himself. Teacher says, "Tegsebad
Lesson 8

kenyo megbasa te indan-indanen seini. Sinu se meibeg.''
A student reads. Teacher says, 'Sinu pa.''
A different student reads.
Teacher calls on each student to read the story.

4. Teacher asks students to find and read words in the story.
Teacher says, 'Sinu se meibeg memahà aw megbasa te kagi titò.'
A student reads titò. Teacher says, 'Sinu pa se meibeg memahà
aw megbasa te kagi Doen.'
A different student reads Doen. Teacher
asks students to find and read Atò and tanà.

5. Understanding the story. Teacher says, 'Sinu se tig-apô te
titò seini.' Students say, 'Atò.'
Teacher says, 'Kenan den
se titò i Atò.'
Students say, 'tanà.'

6. Teacher and students read the story together at normal speech
speed. Teacher says, 'Na megdengankidon megbasa toda te
indan-indanen seini.'

WRITING LESSON

1. Teacher demonstrates how to print ". Teacher prints só on
the blackboard and says, 'Besahi niyo se solat seini.'
Students read só. Teacher says, 'Pegsolat te solat só.
Onà niyo solatí se solat so. Kepenga niyan idogang se
belabag diya te lanto te ó, tabag tekiliden iling kani.'
Teacher prints _ over ó.

2. Teacher prints syllables on the blackboard and says, 'Besahi
niyo se kedita te solat itedó ko.'
Students read. Teacher says,
'Sinu se meibeg meglíbed te solat nà.
Kepenga niyan solati no
diya te linya se solat nà.'
A student circles nà and prints
it on the line. Other syllables teacher says are: tò, tā, só.

3. Teacher prints syllables on the blackboard and says, 'Besahi
niyo se solat seini.'
Students read as teacher points to each
one. Teacher says, 'Na, besahen ko seini se sebad kagi.
Kepenga niyan libedi niyo se solat inebatan ko te kagi bina ko.
Na, solati niyo toda se kagi sfyan.'
Teacher says a word and a student
circles the syllables and prints the word on the line. Words
which the teacher says: nátò, tana, titò, sosò.

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Lesson 8

4. Teacher prints new words using small letters and says, "Solati niyo todâ se kagi seini, meneng se ketebaan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelini niyo olô te dakele solat se ketebaan dan." Students print the words with beginning capital letter.

sosö
titö
atö
tanö

SUPPLEMENTARY DRILLS

Reading

1. Teacher has students find page 29 entitled "Todâ megbasa," and says, "Ehai niyo se lapid bilang din kelowan teg siyam ." Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher points to number 3 and says, "Ehai niyo se bilang telo. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

2. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se menge kagi seini," Students read as teacher points to each word. Teacher says, "Sinu se meibeg meglibed te kagi onâ." A student circles the word. Other words teacher says are: Atö, nitö, sinösö.

<table>
<thead>
<tr>
<th>onö</th>
<th>Atö</th>
<th>natö</th>
<th>sinösö</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inö</td>
<td>Atö</td>
<td>(nitö)</td>
<td>nenösö</td>
</tr>
<tr>
<td>titö</td>
<td>sisö</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Teacher prints syllable sets on the blackboard and says, "Besahi niyo seini." Students read as teacher points to each one.

<table>
<thead>
<tr>
<th>sa</th>
<th>as</th>
<th>sis</th>
<th>si</th>
</tr>
</thead>
<tbody>
<tr>
<td>rä</td>
<td>os</td>
<td>sos</td>
<td>ses</td>
</tr>
<tr>
<td>sas</td>
<td>es</td>
<td>sos</td>
<td>ses</td>
</tr>
</tbody>
</table>


flashcard letters: ā, ī, ū, ŏ, ņ, ā, ī, a
words: Inö̃, Atö̃, nitö̃, nati
Lesson 8

Spelling

1. Teacher prints to and na on the blackboard. Below that the teacher prints part of several words. Teacher says, ‘‘Na, mikagi a te kagi tanâ. Kepenga niyan pemalli kaw te solat seini mepakay isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat niyo te kagi seini tanâ.’’ Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words Atò, Inà, titò, nitò.

   to__ na__
   __A   __I
   __ti__ __ni__

2. Teacher says, ‘‘Megtibok kidon seini. Abat kaw te papil niyo wedad solat pa. Kepenga niyan penenalan kaw te ikegihen ko. Kepenga niyan, solati niyo se inikagi ko diya te papil niyo.’’ Teacher dictates the following words: sà, sò, tô, sî, nà, tanà, Inà, Atò, sosò, titò, Tanà i Ínà, Sosò i Atò.

Test (page 30)

Teacher says, ‘‘Ehai niyo se lapid bilang din ketlowan. Seini se itelaman.’’

In the first test the teacher points to the underlined words. Doen sosò and says, ‘‘Besahi niyo se kagi diya diatas sfyan doen kolis din diya te ongan. Kepenga niyan, besahi niyo se bilang sebad. Aw onawa se kagi te monà, kolisi se kagi. Aw wedà peg-onawa, ikà niyo egkolis. Besahi niyo se kedita bilang lekat te sebad lamig te lima.’’ Students underline words in numbers 1, 3, 4.

In the second test teacher says, ‘‘Besahi niyo se kedita kagi insolat seini.’’ Students read as teacher points to each one. Teacher says, ‘‘Na, pemehai niyo se kagi mig-onawa se litok aw besahen niyo. Kepenga niyan, kolisi niyo se dowa kagi mig-onawa se litok amon megtimbang dan.’’
Lesson 9: d, D, pages 31-33

REVIEW

1. Teacher shows a word flashcard to one student at a time. The student reads it. If he reads correctly he may keep that word card until the end of the game. Teacher says, "Na, doen insolat menge kagi diyà te papil seini. Ipekita ko se sebad kagi diyà tigsebad-sebad keny. Kepenga niyan besahi niyo. Bilan aw meketotok se pegbasa niyo, ewidi niyo se papil. Bilan aw eked peketotok tenan se doma heman se megbasa keny."

2. Teacher prints word sets on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word in the set. Teacher says, "Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se isolat niyo diyà te doen kolis." Teacher says one word from each set of words. Students print the word on the line.

\[ \text{nátō} \quad *\text{tanā} \quad *\text{soso} \]
*\text{Atō} \quad \text{netetana} \quad \text{osa} \quad \text{cono} \]

3. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, "Besahi niyo se solat seini." Students read syllables at the top. Teacher says, "Sinu se meibeg meg-ipenga te solat seini wedà pa kepeng. Pemallf kaw te solat diyà diatas. Kepenga niyan dogangi se solat diyà te ongan wedà kepenga amon meinang sebad kagi."

A \quad \text{tō} \quad \text{ti} \quad \text{nā}
\[ \text{ta} \quad \text{tō} \]

KEYWORD

1. Learn keyword.

Teacher points to the picture of the leaf and says, "Seini se retrato te dawen. Ikagi kaw dawen." Students say dawen.

Teacher points to the word dawen under the picture and says, "Seini se kagi dawen. Ikagi kaw dawen." Students say dawen.

Teacher points to the word dawen again and says, "Eden se kagi seini." Students say dawen.

2. Find keyword.

Teacher says, "Kenan se doma kagi dawen. Tedoī niyo se doma kagi dawen." Students find and point to another word dawen.
Lesson 9

3. Learn keyword on the blackboard.

Teacher prints dawen on the blackboard and says, ‘‘Somolat a den te kagi dawen diya te blackboard. Tengtengi niyo. Kagi seini mig-onawa te kagi dawen diya te libro. Ikagi kaw dawen.’’ Students say dawen.

Teacher prints sosó on the blackboard and says, ‘‘Eden se kagi seini.’’ Students say sosó.

Teacher points to dawen and says, ‘‘Eden se kagi seini.’’ Students say dawen. Teacher points to sosó and says, ‘‘Eden se kagi seini.’’ Students say sosó.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with dawen printed on it and says, ‘‘Eden se kagi seini.’’ Students say dawen.

Teacher holds the flashcard under the same word written on the blackboard and says, ‘‘Besahi niyo se didowa kagi seini.’’ Students read. Teacher says, ‘‘Mig-onawa se kagi seini so mig-onawa se bawa dan.’’

Teacher holds up the flashcard sosó and says, ‘‘Eden se kagi seini.’’ Students read sosó.

Teacher holds up the flashcard Doen and says, ‘‘Eden se kagi seini.’’ Students read Doen. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints dawen on the blackboard and says, ‘‘Besahi niyo se kagi seini.’’ Students read dawen.

Teacher covers wen and says, ‘‘da se solat keteboan te kagi seini. Ikagi kaw da.’’ Students say da. Teacher prints da under dawen and says, ‘‘Besahi niyo seini.’’ Students say da.

Teacher covers d and says, ‘‘Seini se solat a. a se solat keteposan te kagi da. Ikagi kaw a.’’ Students say a. Teacher prints a under da and says, ‘‘Besahi niyo se solat seini.’’ Students say a.
Lesson 9

Teacher points to dawen and says, "Eden se kagi seini." Students say dawen.

Teacher points to da and says, "Eden se solat seini." Students say da.

Teacher points to a and says, "Eden se solat seini." Students say a. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints a on the blackboard and says, "Eden se solat seini." Students say a.

Teacher prints da under a and says, "Eden se solat seini." Students say da.

Teacher prints i beside a and says, "Eden se solat seini." Students say i.

Teacher prints di under i and says, "Eden se solat seini." Students say di.

Teacher prints o beside i and says, "Eden se solat seini." Students say o.

Teacher prints do under o and says, "Eden se solat seini." Students say do.

Teacher prints e beside o and says, "Eden se solat seini." Students say e.

Teacher prints de under e and says, "Eden se solat seini." Students say de.
Lesson 9

Teacher says, "Besahí niyo se solat seini." Students read as teacher points to each syllable in this order: a, da, i, di, o, do, e, de.

Teacher says, "Besahí niyo se solat seini." Students read as teacher points to each syllable in this order: a, i, o, e, da, di, do, de. Erase the blackboard.


Teacher prints da on the blackboard and says, "Eden se solat seini." Students say da.

Teacher prints di under da and says, "Eden se solat seini." Students say di.

Teacher prints do under di and says, "Eden se solat seini." Students say do.

Teacher prints de under do and says, "Eden se solat seini." Students say de.

Teacher says, "Besahí niyo se solat seini." Students read as the teacher points to each syllable from top to bottom. Teacher covers a, i, o, e and says, "Onawa se tineboan. Seini se solat d. Wedaá Litok níini aw wedaá domá din. Meneng aw domá din se solat a, yan inang en dan se solat da.

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints da, di, do, de on the blackboard and says, "Besahí niyo seini." Students read.

Teacher prints ta under da and says, "Eden se solat seini." Students say ta.

da di do de ta
Lesson 9

Teacher prints di under di and says, "Eden se solat seini."
Students say ti.
da
di
do
de
ta
ti

Teacher prints to under do and says, "Eden se solat seini."
Students say to.
da
di
do
de
ta
ti
to
to

Teacher prints te under de and says, "Eden se solat seini."
Students say te.
da
di
do
de
ta
ti
to
to

de
de
to
to

Teacher prints na, ni, no, ne under ta, ti, to, te and says, "Besahi niyo se menge solat seini."
Students read na, ni, no, ne.
da
di
do
de
ta
ti
to
to
na
ni
no
ne

Teacher says, "Besahi niyo se solat seini."
Students read as teacher points to the syllables in this order: da, ta, na, di, ti, ni, do, to, no, de, te, ne.

Teacher says, "Toça kaw megbas." Students read as teacher points to the syllables in this order: da, di, do, de, ta, ti, to, te, na, ni, no, ne. The teacher should point to the syllables in random order to be sure the students can read each syllable.

5. Identify new syllable.

1) Teacher prints da on the blackboard and says, "Eden se solat seini."
Students say da. Teacher prints several words on the blackboard and says, "Sinu se melibeg meglibe te kedita solat da kidoen."
A student circles da. Erase the blackboard.
da
dawen
dalan
dagat
sida
ganda

Teacher prints di on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.
di
dini
dibaloy
modi
mediyo
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Teacher prints do on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.

do
doton
doen
doma
neido

Teacher prints de on the blackboard. Students read. Teacher prints several words and students circle that syllable in each word. Erase the blackboard.
de
delem	
tidelem
deitek
detô

2) Teacher prints syllable sets on the blackboard and says, "Besahi niyo se menge solat seini." Students read as teacher points to each syllable. Teacher says, "Sinu se meibeg meglibed te solat da." A student circles the syllable teacher says.

*da  *dô  di  se
da  do  *df  *de
ta  de  ti  ne

6. Random drill.

Teacher prints da on the blackboard and says, "Eden se solat seini." Students say da. Erase the blackboard.

Teacher prints dâ on the blackboard and says, "Eden se solat seini." Students say dâ. Erase the blackboard.

Teacher prints dô, di, Ta, de, di, to, dô on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, "Pegdengan kaw se megbasà te solat seini." Students read as teacher points to each syllable. Teacher prints the syllables together and says, "Besahi niyo se kagi seini." Students read. Teacher prints a short sentence using the word and says, "Na, besahi niyo seini." Students read.
da  nà  danà  Doen danà.
to  dà  todà
a  di  adì  Doton se adì.
ne  i  do  neido  Neido a.
e  ni  dà  enidâ  Doen enidâ.
Lesson 9

2) Teacher puts syllable flashcards in the blackboard tray and says, ‘‘Sinu se memalli te solat diyā te papil seini amon inangen din se kagi adi.’’

syllable flashcards: da, do, di, a, i, e, ni, nā, ne, dā

words: adi, dini, neido, danā, enidā

CAPITAL LETTER

1. Teacher prints dawen on the blackboard and says, ‘‘Eden se kagi seini.’’ Students say dawen.

Teacher prints Dawen under dawen and says, ‘‘Dawen heman se kagi seini. Ikagi kaw Dawen.’’ Students say Dawen.

dawen

Teacher points to the new letter and says, ‘‘Dowa se bawa te solat seini, yan se deitek d aw dakel D. Meneng onawa pa se kagi. Doen kekemowan te dakel D. Bilān aw somolat kaw tepad te ngadan te otaw aw ogpeanan aw keteboan te peg-ikagi, dakel D se keteboan te solat niyo.’’

Teacher says, ‘‘Besahi niyo todā se kagi seini.’’ Students read dawen and Dawen as teacher points to each word. Teacher covers the syllables wen and says, ‘‘Eden se solat seini.’’ Students say da and Da. Erase the blackboard.

2. Teacher prints da on the blackboard and says, ‘‘Besahi niyo se solat seini.’’ Students read da.

Teacher prints Da under da and says, ‘‘Eden se solat seini.’’ Students say Da. Erase the blackboard.

da

Da

3. Teacher prints Da, Di, Do, De in a column and says, ‘‘Besahi niyo se kedita solat lakat diatas taman te ongan.’’ Students read as teacher points to each syllable. Erase the blackboard.

Da

Di

Do

De

4. Teacher prints Doen dawen on the blackboard and says, ‘‘Besahi niyo seini.’’ Students read. Teacher points to the capital letter and says, ‘‘Nengā lay insolat ko se dakel solat seini.’’ Students answer.
Lesson 9

Teacher prints Dawen te niyog under Doen dawen and says, "Besahi niyo seini." Students read. Teacher points to the capital letter and says, "Nenå lay insolat ko se dakei solat seini." Students answer. Teacher points to niyog and says, "Nenå lay insolat ko se deitek solat seini." Students answer.

Doen dawen.
Dawen te niyog.

Teacher says, "Tegsebad kenyo megbasa te kedita te pegsolat seini. Sinu se meibeg." A student reads each sentence. Teacher says, "Sinu pa." Another student reads. Erase the blackboard.

5. Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita solat seini." Students read as teacher points to each one. Teacher says, "Na, pemehai niyo se solat mig-onawa se litok aw besahen niyo. Kepenga niyan kolisi niyo se dowa solat mig-onawa se litok amon megtimbang dan."

6. Teacher prints words on the blackboard and says, "Besahi niyo se kedita kagi insolat seini." Students read as teacher points to each one. Teacher says, "Na, pemehai niyo se kagi mig-onawa se litok aw besahen niyo. Kepenga niyan kolisi niyo se dowa kagi mig-onawa se litok amon megtimbang dan."

7. Teacher prints sentences on the blackboard and says, "Besahi niyo ini. Na libedi niyo se kagi neketotok kidoen. Sinu se meibeg meglibed." Student circles the word which is correct.

SIGHT WORD

1. Teacher prints Wedad dawen on the blackboard and says, "Seini se kagi Wedad dawen. Ikagi kaw Wedad dawen." Students say it.

Teacher covers the words dawen and says, "Seini se kagi Wedad. Ikagi kaw Wedad." Students say Wedad.
Lesson 9

Teacher prints Wedad under Wedad dawen and says, "Eden se kagi seini." Students say Wedad. Erase the blackboard.

2. Teacher prints Wedad dawen on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints Wedad osa under Wedad dawen and says, "Besahi niyo seini." Students read.

Teacher prints Wedad sabon under Wedad osa and says, "Besahi niyo seini." Students read.

Teacher cups hands on each side of the three words Wedad and says, "Eden se kagi seini." Students say, "Meleg Wedad." Erase the blackboard.

3. Teacher prints Wedad dawen on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints Doen dawen under Wedad dawen and says, "Besahi niyo seini." Students read.

Teacher covers the words dawen and says, "Eden se kagi tineboan." Students read Wedad and Doen. Erase the blackboard.

READING FOR MEANING

1. Teacher prints the story from page 31 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memahâ aw megbasa te kagi Wedad."
Lesson 9

A student reads Wedad. Teacher says, "Sinu pa se meibeg memahà aw megbasa te kagi dini." A different student reads dini. Teacher asks students to find and read Atò, Netetana, sida, Doton.


6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa todà te indan-indanen seini."

WRITING LESSON

1. Teacher demonstrates how to print new letter.

Teacher prints d on the blackboard and says, "Seini se solat deitek d. Wedad litok nini so wedad pa doma din. Doen kekemowan se solat seini aw solaten tadon se kagi dawen aw da." (Teacher prints dawen and da on the blackboard.) Teacher points to da and says, "da se seini so doma din se solat a." Erase the blackboard.

Teacher prints d on the blackboard and says, "Megpolingun kidon den te somolat té deitek d iling kanì. Pegsima kaw aw peg-ilìng kaw kanak. Pegsolat te déitek d, meg-inang te kolis lekat diyà diatas pesalo te ongan. Kepe nga niyan solan niyo te onawa te getek te mebedes. Lekat te tengà-tengà lekoven digsel te bibang todà ipesalo te kowanan." The teacher repeats this instruction two or three times.

2. Students print letter on their desk.

Teacher prints small d on each student’s desk with chalk and says, "Megpolingun kidon den te somolat te deitek d iling kanì. Tedoi niyo se intetodo niyo diyà te lemisa niyo. Soluti niyo se deitek d. Tolotoli te intetodo niyo se solat seini.” Students trace the letter printed on their desk with their finger. After the students trace the letter five or six times, then teacher erases the letter from their desks and says, "Peg-inang kaw den te lulub kenyom." Students print letter again.

3. Students print letter on paper.

Teacher says, "Somolat kidon den diyà te papil. Ebati niyo se lapis niyo aw ewidi niyo, so somolat kidon seini.

Teacher says, "Bilan aw somolat ka te deitek d, meg-inang te kolis lekat diyà diatas pesalo te ongan. Kepe nga niyan solan niyo te onawa te getek te mebedes. Lekat te tengà-tengà lekoven
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digsel te bibang todda ipesalo te kowanan.' Teacher draws lines on the blackboard like those on the paper and demonstrates printing small d.

Teacher says, "Solati niyo den se deitek d diyà te sebad linya te papil niyo." Teacher looks at each student's paper to make sure he has made the letter correctly. After that, teacher says, "Na, ipenoi niyo se sebad linya te solat deitek d." Teacher demonstrates by printing one row of small d on the blackboard.

4. Teacher demonstrates how to print capital letter.

Teacher prints D on the blackboard and says, "Seini se solat dakel D. Wedad litini so wedad pa doma din. Doen kekemowan te solat seini aw tineboan te ngadan te otav iling te ngadan Danilo, aw ogpeanan aw tineboan te pegsolat." Erase the blackboard.

Teacher prints D on the blackboard and says, "Megpolingun kidon den te somolat te dakel D iling kani. Pegsimà kaw aw peg-ilung kaw kanak. Pegsolat te dakel D, lekat diyà diatas pesalo te ongan. Kepenga niyan lekat diatas pesalo diyà te kowanen lekoven pesalo te bibang aw pegkitaen niyo. Onawa te peg-eget te bosog se inangen niyo." Teacher repeats this instruction two or three times.

5. Students print capital letter on their desk.

Teacher prints capital D on each student's desk with chalk and says, "Megpolingun kidon den te somolat te dakel D diyà te lemisà niyo. Tedoi niyo se intetodò niyo diyà te lemisà niyo. Solati niyo se dakel D. Toltole te intetodò niyo se solat seini." Students trace the letter on their desk with their finger. After the students trace the letter five or six times, then teacher says, "Na, gibowi niyo se insolat ko diyà te lemisà niyo. Kepenga niyan, peg-inang kaw den te lulub kenyo." Students print letter again.


Teacher says, "Somolat kidon den diyà te papil. Ebati niyo se papil aw lapis niyo aw somolat kidon seini."

Teacher says, "Bilan aw somolat te dakel D, lekat diyà diatas pesalo te ongan. Kepenga niyan lekat diatas pesalo diyà te kowanen lekoven pesalo te bibang aw pegkitaen niyo. Onawa te peg-eget te bosog se inangen niyo." Teacher draws lines on the blackboard like those on the paper and demonstrates printing capital D.

Teacher says, "Solati niyo den se dakel D diyà te sebad linya
Lesson 9

te papil niyo. Na, kepengá niyan, ipenoi niyo ini te solat dakel D.' Teacher prints one row of D on the blackboard. Erase the blackboard.

7. Spelling drills.

1) Teacher prints capital D and small d together on the blackboard. Teacher says, "Solati niyo diyá te papil niyo se dakel D. Kepenga niyan solati niyo diyá te dapag te dakel D seini se deitek d iling te insolat ko seini. Ipenoi niyo se sebad linya te papil niyo.''

Dd

d

2) Teacher prints part of letter sets on the blackboard and says, "Solati niyo diyá te papil niyo se solat iling te insolat ko seini. Kepenga niyan, bilan aw kitaen niyo se dakel D dogangi niyo te deitek d diyá te dapag din. Bilan aw kitaen niyo se deitek d, dogangi niyo se dakel D. Kepenga niyan todá niyo solati diyá te ogpo. Tigkani niyo deñ te somolat."

Dd Dd

d

3) Teacher prints a, i, o, e on the blackboard and says, "Solati niyo oná se deitek a, i, o, e diyá te papil niyo.''

Students print the letters on their papers. Teacher says, "Na dogangi niyo te deitek d se solat tapay insolat kidoen síyan. Kepenga niyan, todá niyo solati diyá te ogpo. Tigkani niyo se somolat.''

When students finish printing the syllable sets, teacher has them repeat the sets using capital D.

d a d a

d a i e o o e o

d

4) Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita te solat itedó ko.''

Students read. Teacher says, "Sinu se meibeg meglibed te solat di. Kepenga niyan solati no diyá te linya se solat di.''

A student circles di and prints it on the line. Other syllables teacher says are: da, Do, da.

d a d a d a

d a e e d a

d a

d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a

d a d a d a
Lesson 9

Teacher says words: dini, sida, adi.

6) Teacher prints words on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word. Teacher says, "Sinu se meibeg meglibed te kaling solat d kidoen. Solati niyo todâ se kagi seini 'diyâ te doen kolis seini."

7) Teacher prints new words using small letters and says, "Solati niyo todâ se kagi seini, meneng se keteboan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelini niyo olô te dakel solat se keteboan dan." Students print the words with beginning capital letter.

SUPPLEMENTARY DRILLS

Reading

1. Teacher has students find page 32 entitled "Todâ megbasa", and says, "Ehai niyo se lapid bilang din ketlowan teg dowa ." Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher points to number 3 and says, "Ehai niyo se bilang telo. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher points to number 4 and says, "Ehai niyo se bilang epat. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

2. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word. Teacher says, "Sinu
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se meibeg meglibed te kagi Doen.’’ A student circles the word. Teacher continues the drill for other sets of words. Students circle the words Doen, dini, enidâ, adi.

<table>
<thead>
<tr>
<th>Doen</th>
<th>*dini</th>
<th>neido</th>
<th>Atô</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Doen</td>
<td>danâ</td>
<td>seini</td>
<td>*adi</td>
</tr>
<tr>
<td>Dawen</td>
<td>sida</td>
<td>*enidâ</td>
<td>osa</td>
</tr>
</tbody>
</table>

3. Teacher prints a, i, o, e in a column and says, ‘‘Besahi niyo se menge solat seini.’’ Students read.

a
i
o
e

Teacher prints the new letter in front of each letter in a separate column and says, ‘‘Besahi niyo se solat seini.’’ Students read.

Teacher says, ‘‘Se kaling solat seini yan se doma te menge solat a, i, o, e. Aw domoma se kaling solat digsel diya te monâ (bibang), ikegiyen niyo da, di, do, de. Besahi niyo todâ se insolat ko kidoen.’’ Students read syllables again.

a da
i di
o do
e de

Teacher prints the new letter following each letter in a separate column and says, ‘‘Aw domoma se kaling solat digsel diya te modi (kowanan), ikegiyen niyo ad, id, od, ed. Na, besahi niyo.’’ Students read as teacher points to each syllable.

a da ad
i di id
o do od
e de ed

Teacher prints the new letter in front of and following each letter in a separate column and says, ‘‘Aww domoma se kaling solat digsel diya te monâ aw diya te modi, ikegihen niyo dad, did, dod, ded. Na besahi niyo.’’ Students read as teacher points to each syllable.

Erase the blackboard. Teacher should not spend too much time drilling these syllables.

a da ad dad
i di id did
o do od dod
e de ed ded

Teacher puts letter flashcards in the blackboard tray and says, ‘‘Sinu se meibeg momallî te solat diya te papil seini. Kepenga niyan’ inangen din se kagi adî. Pemallî olô se solat bilan aw pegdegpoen no meinang kagi adî. A student does so.
Lesson 9

flashcard letters: d, s, n, i, a, i
words: adi, dini, sida

Spelling

1. Teacher prints words from the lesson on the blackboard. To the right prints several syllables. Teacher says, "Besahi niyo se kagi diyâ digsel te bibang. Kepenga niyan pemehai niyo diyâ te menge solat seini se kitaen niyo diyâ te kagi insolat kidoen. Bilan aw kitaen niyo, libedi niyo. Kepenga niyan todâ niyo solati diyâ te kolis seini. Sinu se meibeg somolat."

\[
\begin{align*}
\text{dini} & \quad \text{da} & \quad \text{di} & \quad \text{do} & \quad \text{na} & \quad \text{ni} & \quad \text{dini} \\
\text{sida} & \quad \text{s} & \quad \text{s} & \quad \text{a} & \quad \text{de} & \quad \text{da} & \quad \text{di} \\
\text{neido} & \quad \text{na} & \quad \text{ne} & \quad \text{a} & \quad \text{i} & \quad \text{do} & \quad \text{___} \\
\text{enid} & \quad \text{e} & \quad \text{i} & \quad \text{ni} & \quad \text{d} & \quad \text{d} & \quad \text{d} & \quad \text{___}
\end{align*}
\]

2. Teacher prints da, di, do on the blackboard. Below that the teacher prints part of several words. Teacher says, "Na, mikagi a te kagi sida. Kepenga niyan pemallf kaw te solat seini mepakay isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat niyo te kagi seini sida." Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words dini, danâ, adi, neido.

\[
\begin{align*}
\text{da} & \quad \text{di} & \quad \text{do} \\
\text{sida} & \quad \text{ni} \\
\text{n} & \quad \text{a} \\
\text{ne} & \quad \text{i}
\end{align*}
\]


Test (page 33)

Teacher says, "Ehai niyo se lapid bilang din ketlowan teg telo. Seini se itelaman.

Teacher prints story from page 23 on the blackboard and says, "Onâ besahi niyo se ïndan-ïndan insolat ko kidoen." Students read. Teacher says, "Na, ehai niyo diyâ te libro niyo aw besahi niyo se tagna insa kidoen (Kenan si Ina). Kepenga niyan libedi niyo se neketotok taba diyâ te ongan tepad te binasa niyo gina." Students circle (2. Nenenoo si Ina). Erase the blackboard.
Lesson 9

Teacher prints story from page 26 on the blackboard and says, 'Na, besahi niyo se indan-indan insolat ko kidoen.' Students read. Teacher says, 'Na ehai niyo diyā te libro niyo aw besahi se insā neketondog kidoen te ongan (Kenan se nati). Kepenga niyan libedi niyo se neketotok taba diyā te ongan tepad te binasa niyo gina.' Students circle (3. Doton te tanā se nati). Erase the blackboard.

Teacher prints the second story from page 28 on the blackboard and says, 'Na besahi niyo se indan-indan insolat ko kidoen.' Students read. Teacher says, 'Na ehai niyo diyā te libro niyo aw besahi se insā neketondog kidoen te ongan (Kenan se titō). Kepenga niyan libedi niyo se neketotok taba diyā te ongan tepad te binasa niyo gina.' Students circle (1. Doton te tanā se titō). Erase the blackboard.

Teacher prints the story from page 31 on the blackboard and says, 'Na, besahi niyo se indan-indan insolat ko kidoen.' Students read. Teacher says, 'Na ehai niyo diyā te libro niyo aw besahi se insā diyā te ongan (Kenan se osa). Kepenga niyan libedi niyo se neketotok taba diyā te ongan tepad te binasa niyo gina.' Students circle (3. Doton sida). Erase the blackboard.

Note to the teacher:

Did you have difficulty teaching any part of the lesson?

Write your comments here:
Lesson 10: -n, pages 34-35

REVIEW

1. Review syllable flashcards.

2. Teacher shows a word flashcard to one student at a time. The student reads it. If he reads correctly he may keep that word card until the end of the game. Teacher says, 'Na, doen insolat menge kagi diyà te papil seini.' Ipekita ko se sebad kagi diyà tigsebad-sebad kenyö. Kepenga niyan besahi niyo. Bilan aw meketotok se pegbasa niyo, ewidi niyo se papil. Bilan aw eked peketotok tenanan so doma heman se megbasa kenyö.''

3. Teacher prints word sets on the blackboard and says, 'Besahi niyo se menge kagi sein.' Students read as teacher points to each word in the set. Teacher says, 'Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pibasa ko, yan se isolat niyo diyà te doen kolis.' Teacher says one word from each set of words. Students print the word on the line.

   adì *toda *dini *neido
   *sida ___ tanà ___ danà ___ enidà ___

4. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, 'Besahi niyo se solat sein.' Students read syllables at the top. Teacher says, 'Sinu se meibeg meg-ipeng te solat seini wedà pa kepenga. Femalí kaw te solat diyà diatas. Kepenga niyan dogagi se solat diyà te ongan wedà kepenga amon meinang sebad kagi.'

   da dà do di
   to____
   si____
   nei____

KEYWORD

1. Learn keyword.

Teacher points to the picture of rain and says, 'Seini se retrato te ođan. Ikagi kaw ođan.' Students say ođan.

Teacher points to the word ođan under the picture and says, 'Seini se kagi ođan. Ikagi kaw ođan.' Students say ođan.

Teacher points to the word ođan again and says, 'Eden se kagi seini.' Students say ođan.

2. Find keyword.

Teacher says, 'Kenan se doma kagi ođan. Tedoi niyo se doma kagi
Lesson 10

3. Learn keyword on the blackboard.


Teacher prints dawen on the blackboard and says, "Eden se kagi seini." Students say dawen.

Teacher points to odan and says, "Eden se kagi seini." Students say odan. Teacher points to dawen and says, "Eden se kagi seini." Students say dawen.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with odan printed on it and says, "Eden se kagi seini." Students say odan.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se bawa dan."

Teacher holds up the flashcard dawen and says, "Eden se kagi seini." Students read dawen.

Teacher holds up the flashcard wedad and says, "Eden se kagi seini." Students read wedad. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints odan on the blackboard and says, "Besahi niyo se kagi seini." Students read odan.

Teacher covers o and says, "dan se solat keteposan te kagi seini. Ikagi kaw dan." Students say dan. Teacher prints dan under odan and says, "Besahi niyo seini." Students say dan.

Lesson 10

Teacher points to *oden* and says, "Eden se kagi seini." Students say *oden*.

Teacher points to *dan* and says, "Eden se solat seini." Students say *dan*.

Teacher points to *da* and says, "Eden se solat seini." Students say *da*. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints *da* on the blackboard and says, "Eden se solat seini." Students say *da*.

Teacher prints *dan* under *da* and says, "Eden se solat seini." Students say *dan*.

Teacher prints *di* beside *da* and says, "Eden se solat seini." Students say *di*.

Teacher prints *dined* under *di* and says, "Eden se solat seini." Students say *dined*.

Teacher prints *do* beside *di* and says, "Eden se solat seini." Students say *do*.

Teacher prints *don* under *do* and says, "Eden se solat seini." Students say *don*.

Teacher prints *de* beside *do* and says, "Eden se solat seini." Students say *de*.

Teacher prints *den* under *de* and says, "Eden se solat seini." Students say *den*.

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Lesson 10

Teacher says; "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: da, dan, di, din, do, don, de, den.

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to each syllable in this order: da, di, do, de, dan, din, don, den. Erase the blackboard.


Teacher prints dan on the blackboard and says, "Eden se solat seini." Students say dan.

Teacher prints din under dan and says, "Eden se solat seini." Students say din.

Teacher prints don under din and says, "Eden se solat seini." Students say don.

Teacher prints den under don and says, "Eden se solat seini." Students say den.

Teacher says, "Besahi niyo se solat seini." Students read as the teacher points to each syllable from top to bottom. Teacher covers da, di, do, de and says, "Onawa se keteposan. Seini se solat n.

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints dan, din, don on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints da under dan and says, "Eden se solat seini." Students say da.

dan  
din  
don 

da
Lesson 10

Teacher prints "di" under "din" and says, "Eden se solat seini.' Students say "di".

Teacher prints "de" under "don" and says, "Eden se solat seini.' Students say "de".

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to the syllables in this order: dan, da, din, df, don, do.

Teacher says, "Toda kaw megbasas." Students read as teacher points to the syllables in this order: dan, din, don, da, df, do. The teacher should point to the syllables in random order to be sure the students can read each syllable. Erase the blackboard.

5. Identify new syllable.

Teacher prints syllable sets on the blackboard and says, "Besahi niyo se menge solat seini." Students read as teacher points to each syllable. Teacher says one syllable from each set and students circle the syllable teacher says.


6. Random drill.

Teacher prints "dan" on the blackboard and says, "Eden se solat seini." Students say "dan". Erase the blackboard.

Teacher prints "nan" on the blackboard and says, "Eden se solat seini." Students say "nan". Erase the blackboard.
Lesson 10

Teacher prints tan, nin, don, sen, den, sin, ton on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, "Pegdeng: kaw se megbasa te solat seini." Students read as teacher points to each syllable. Teacher prints the syllables together and says, "Besahi niyo se kagi seini." Students read. Teacher prints a short sentence using the word and says, "Na, besahi niyo seini." Students read.

<table>
<thead>
<tr>
<th>o</th>
<th>tan</th>
<th>otan</th>
<th>Wedad den otan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>den</td>
<td>eden</td>
<td>Eden se dini.</td>
</tr>
<tr>
<td>do</td>
<td>ton</td>
<td>doton</td>
<td>Doton den si Inà.</td>
</tr>
<tr>
<td>i</td>
<td>ni</td>
<td>ten</td>
<td>Initen se otan.</td>
</tr>
<tr>
<td>ne</td>
<td>i</td>
<td>nin</td>
<td>Neinín i Atô.</td>
</tr>
<tr>
<td>i</td>
<td>nò</td>
<td>san</td>
<td>Doen inôsan.</td>
</tr>
</tbody>
</table>

2) Teacher puts syllable flashcards in the blackboard tray and says, "Sinu se memalli te solat diyà te papil seini amon inangen din se kagi." Teacher says a word and students make the word with flashcards.

syllable flashcards: o, a, i, ni, ne, dà, dan, tan,
ten, nin, sin.

words: odan, otan, asin, tandà, initen, neinín

READING FOR MEANING

1. Teacher prints the story from page 34 on the blackboard and says, "Besahen ko onâ se indan-indanen seini. Kepenga niyan, besahi niyo heenam." Teacher points to a comma in the story and says, "Aw megbasa domateng kidoen, meg-etod ekad kenamay." Teacher points to the quotation marks and says, "Aw doen kitaen niyo se kolis iling kani (" "), yan se kagi te doma otaw."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memahà aw megbasa te kagi asin." A student reads asin. Teacher says, "Sinu pa se meibeg memahà
Lesson 10

aw megbasa te kagi Son din.''
Teacher asks students to find and read tadon, Doton, sida.

5. Understanding the story. Teacher says, "Eden se ininsâ i Atô diyâ te inay din."
Students say, "Kenan se asin tadon."
Teacher says, "Eden se intaba te inay din."
Students say, "Doton sida."

6. Teacher and students read the story together at normal speech speed.
Teacher says, "Na megdengan kidon megbasa todà te indan-indanen seini."

7. Teacher has students find page 35 and says, "'Ehai niyo se lapid bilang din ketlowan teg lima.'
Teacher points to number 1 and says, "'Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini.'
Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "'Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini.'
A student reads.

Teacher has each student read a set of sentences on the page.

WRITING LESSON

1. Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita te solat itedô ko.''
Students read. Teacher says, "Sinu se meibeg meglibed te solat den. Kepeng niyan solati no diyâ te linya se solat den."
A student circles den and prints it on the line. Other syllables teacher says are: nin, ton, ten, tan, san.

<table>
<thead>
<tr>
<th>dan</th>
<th>din</th>
<th>*den</th>
</tr>
</thead>
<tbody>
<tr>
<td>*nin</td>
<td>sin</td>
<td>din</td>
</tr>
<tr>
<td>don</td>
<td>*ton</td>
<td>son</td>
</tr>
<tr>
<td>*ten</td>
<td>den</td>
<td>sen</td>
</tr>
<tr>
<td>san</td>
<td>*tan</td>
<td>nan</td>
</tr>
<tr>
<td>sin</td>
<td>sen</td>
<td>*san</td>
</tr>
</tbody>
</table>

2. Teacher prints syllables on the blackboard and says, "Besahi niyo se solat seini.''
Students read as teacher points to each one. Teacher says, "Na, besahen ko seini se sebad kagi. Kepeng niyan libedî niyo se solat inebatan ko te kagi binasa ko. Na, solati niyo todà se kagi sfyan.''
Teacher says a word and a student circles the syllables and prints the word on the line.
Words the teacher says are: eden, odan, otan, tinda, asin, tadon.

<table>
<thead>
<tr>
<th>o e</th>
<th>don</th>
<th>den</th>
</tr>
</thead>
<tbody>
<tr>
<td>o a</td>
<td>dan</td>
<td>din</td>
</tr>
<tr>
<td>a o</td>
<td>tan</td>
<td>ton</td>
</tr>
</tbody>
</table>
Lesson 10

tan tin di da ______
a i san sin ______
to ta don dan ______

3. Teacher prints new words using small letters and says, "'Solati niyo todâ se kagi seini, meneng se keteboan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelini niyo oldo te dake solat se keteboan dan.'" Students print the words with beginning capital letter.

<table>
<thead>
<tr>
<th>Word</th>
<th>Capital</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>otan</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>asin</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>tadon</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>eden</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>doton</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

SUPPLEMENTARY DRILLS

Reading

1. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se menge kagi seini."

2. Teacher prints syllable sets on the blackboard and says, "Besahi niyo seini." Students read as teacher points to each one.

3. Teacher puts letter flashcards in the blackboard tray and says, "Sinu se meibeg meglibed te kagi eden." A student circles the word.

Spelling

1. Teacher prints dan, den, don on the blackboard. Below that the teacher prints part of several words. Teacher says, "Na, mikagi a te kagi odan. Kepenga niyan pemallf kaw te solat seini mepakay isogpat niyo te kagi seini wedâ kepenga. Na, eden se isogpat niyo te kagi seini odan." Teacher demonstrates the first word. Choose a student to come to the blackboard and complete
Lesson 10

the other words eden, tadon.

dan den don

dan den don

Teacher also prints sin, tan, tin on the blackboard. Teacher says word and students print the syllable to complete the word.

sin tan tin

1. "Dan, den, don, san, sin, odan, tadon, asin, asin i na.


Teacher dictates the following words: dan, den, don, san, sin, odan, tadon, asin, asin i na.
Lesson 11: -d, pages 36-37

REVIEW

1. Teacher prints dan, din, don, den in a column on the blackboard and says, 'Besahi niyo se menge solat seini.' Students read.

   dan
din
don
den

   Teacher erases d and prints s to make san, sin, son, sen. Teacher says, 'Besahi niyo seini.' Students read.

   san
sin
son
sen

   Teacher erases s and prints t to make tan, tin, ton, ten. Teacher says, 'Besahi niyo seini.' Students read.

   tan
tin
ton
ten

2. Review new syllables from flashcards.

3. Teacher puts syllable flashcards in the blackboard tray and says, 'Sinu se memalli te solat diya te papil seini amon inangen din se kagi odan.' Teacher repeats this drill with additional words.

   syllable flashcards: o, e, do, da, dà, ta, dan, don, den, ton, tin, tan

   words: odan, otan, eden, tadon, doton, tinda, tanda

4. Teacher prints word sets on the blackboard and says, 'Besahi niyo se menge kagi seini.' Students read as teacher points to each word in the set. Teacher says, 'Besahan ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se isolat niyo diya te doen kolis.' Teacher says one word from each set of words. Students print the word on the line.

   odan *tandâ doton
   *otan tinda *tadon

5. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, 'Besahi niyo se solat seini.' Students read syllables at the top. Teacher says, 'Sinu se meibeg meg-ipenga te solat seini wedâ pa kepenga. Pemalli kaw te solat diya diatas. Kepenga niyan dogangi se solat diya te ongan wedâ kepenga amon meinang sebad kagi.'
Lesson 11

Lesson 11

1. **Learn keyword.**

Teacher points to the picture of corn and says, "Seini se retrato te batad. Ikagi kaw batad." Students say batad.

Teacher points to the word batad under the picture and says, "Seini se kagi batad. Ikagi kaw batad." Students say batad.

Teacher points to the word batad again and says, "Eden se kagi seini." Students say batad.

2. **Find keyword.**

Teacher says, "Kenan se doma kagi batad. Tedoi niyo se doma kagi batad." Students find and point to another word batad.

3. **Learn keyword on the blackboard.**


Teacher prints odan on the blackboard and says, "Eden se kagi seini." Students say odan.

Teacher points to batad and says, "Eden se kagi seini." Students say batad. Teacher points to odan and says, "Eden se kagi seini." Students say odan.

4. **Read keyword from a flashcard.**

Teacher holds up a flashcard with batad printed on it and says, "Eden se kagi seini." Students say batad.

Teacher holds the flashcard under the same word written on the blackboard and says, "Besahi niyo se didowa kagi seini." Students read. Teacher says, "Mig-onawa se kagi seini so mig-onawa se bawa dan."

Teacher holds up the flashcard odan and says, "Eden se kagi seini." Students read odan.
Lesson 11

Teacher holds up the flashcard Dawen and says, "'Eden se kagi seini.'" Students read Dawen. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints batad on the blackboard and says, "'Besahi niyo se kagi seini.'" Students read batad.

Teacher covers ba and says, "'tad se solat keteposan te kagi seini. Ikagi kaw tad.'" Students say tad. Teacher prints tad under batad and says, "'Besahi niyo seini.'" Students say tad.

Teacher covers d and says, "'Seini se solat ta. ta se solat ketepoan te kagi tad. Ikagi kaw ta.'" Students say ta. Teacher prints ta under tad and says, "'Besahi niyo se solat seini.'" Students say ta.

Teacher points to batad and says, "'Eden se kagi seini.'" Students say batad.

Teacher points to tad and says, "'Eden se solat seini.'" Students say tad.

Teacher points to ta and says, "'Eden se solat seini.'" Students say ta. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints ta on the blackboard and says, "'Eden se solat seini.'" Students say ta.

Teacher prints tad under ta and says, "'Eden se solat seini.'" Students say tad.

Teacher prints ti beside ta and says, "'Eden se solat seini.'" Students say ti.
Lesson 11

Teacher prints tid under ti and says, "'Eden se solat seini.'" Students say tid.
  ta ti
tad tid

Teacher prints to beside ti and says, "'Eden se solat seini.'" Students say to.
  ta ti to
tad tid

Teacher prints tod under to and says, "'Eden se solat seini.'" Students say tod.
  ta ti to
tad tid tod

Teacher prints te beside to and says, "'Eden se solat seini.'" Students say te.
  ta ti to te
tad tid tod

Teacher prints ted under te and says, "'Eden se solat seini.'" Students say ted.
  ta ti to te
tad tid tod ted

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to each syllable in this order: ta, tad, ti, tid, to, tod, te, ted.

Teacher says, "'Besahi niyo ce solat seini.'" Students read as teacher points to each syllable in this order: ta, ti, to, te, tad, tid, tod, ted. Erase the blackboard.


Teacher prints tad on the blackboard and says, "'Eden se solat seini.'" Students say tad.

Teacher prints tid under tad and says, "'Eden se solat seini.'" Students say tid. tad
  tid

Teacher prints tod under tid and says, "'Eden se solat seini.'" Students say tod.
  tad
tid
tod
Lesson 11

Teacher prints *ted* under *tod* and says, '‘Eden se solat seini.’’

Students say *ted*.

- tad
- tid
- tod
- ted

Teacher says, '‘Besahi niyo se solat seini.’’ Students read as the teacher points to each syllable from top to bottom. Teacher covers *ta, ti, to, te* and says, '‘Onawa se keteposan. Seini se solat d. Wedad Itok nini aw wedad doma din. Meneng aw doma din se solat *ta*, yan inangen dan se solat *tad*.

Students read syllables once more as the teacher points to each one. Erase the blackboard.

4. **Contrast new letter with old letter.**

Teacher prints *tad, tid, tod, ted* on the blackboard and says, '‘Besahi niyo se solat seini.’’ Students read.

Teacher prints *tan* under *tad* and says, '‘Eden se solat seini.’’

Students say *tan*.

- tad
- tid
- tod
- ted
- tan

Teacher prints *tin* under *tid* and says, '‘Eden se solat seini.’’

Students say *tin*.

- tad
- tid
- tod
- ted
- tan
- tin

Teacher prints *ton* under *tod* and says, '‘Eden se solat seini.’’

Students say *ton*.

- tad
- tid
- tod
- ted
- tan
- tin
- ton

Teacher prints *ten* under *ted* and says, '‘Eden se solat seini.’’

Students say *ten*.

- tad
- tid
- tod
- ted
- tan
- tin
- ton
- ten

Teacher says, '‘Besahi niyo se solat seini.’’ Students read as teacher points to the syllables in this order: *tad, tan, tid, tin, tod, ton, ted, ten*.

Teacher says, '‘Todâ kaw megbasa.’’ Students read as teacher points to the syllables in this order: *tad, tid, tod, ted, tan, tin, ton, ten*. The teacher should point to the syllables in random
Lesson 11

order to be sure the students can read each syllable. Erase the blackboard.

5. Identify new syllable.

Teacher prints syllable sets on the blackboard and says, ‘‘Besahi niyo se menge solat seini.’’ Students read as teacher points to each syllable. A student circles the syllable teacher says.

<table>
<thead>
<tr>
<th>tad</th>
<th>nad</th>
<th>*sad</th>
<th>ta</th>
</tr>
</thead>
<tbody>
<tr>
<td>tid</td>
<td>nid</td>
<td>sid</td>
<td>tå</td>
</tr>
<tr>
<td>*tod</td>
<td>nod</td>
<td>sod</td>
<td>*tad</td>
</tr>
<tr>
<td>ted</td>
<td>*ned</td>
<td>sed</td>
<td>tan</td>
</tr>
<tr>
<td>*nad</td>
<td>sid</td>
<td>ned</td>
<td>tod</td>
</tr>
<tr>
<td>tad</td>
<td>*tid</td>
<td>*sed</td>
<td>nod</td>
</tr>
<tr>
<td>sad</td>
<td>nid</td>
<td>ted</td>
<td>*sod</td>
</tr>
<tr>
<td>*tô</td>
<td>sid</td>
<td>ned</td>
<td>tod</td>
</tr>
<tr>
<td>to</td>
<td>*ted</td>
<td>sad</td>
<td>*nîd</td>
</tr>
<tr>
<td>tod</td>
<td>nod</td>
<td>*tod</td>
<td>sod</td>
</tr>
</tbody>
</table>

6. Random drill.

Teacher prints tad on the blackboard and says, ‘‘Eden se solat seini.’’ Students say tad. Erase the blackboard.

Teacher prints ted on the blackboard and says, ‘‘Eden se solat seini.’’ Students say ted. Erase the blackboard.

Teacher prints nod, dad, nod, tan, dan, ned on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, ‘‘Pegdengan kaw se megbasa te solat seini.’’ Students read as teacher points to each syllable. Teacher prints the syllables together and says, ‘‘Besahi niyo se kagi seini.’’ Students read. Teacher prints a short sentence using the word and says, ‘‘Na, besahi niyo seini.’’ Students read.

<table>
<thead>
<tr>
<th>a</th>
<th>tad</th>
<th>atad</th>
<th>Kenan se atad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>a</td>
<td>iated</td>
<td>Iated no se otan.</td>
</tr>
<tr>
<td>o</td>
<td>nod</td>
<td>onod</td>
<td>Iated din se onod.</td>
</tr>
<tr>
<td>ne</td>
<td>a</td>
<td>neanod</td>
<td>Neanod se atad.</td>
</tr>
<tr>
<td>to</td>
<td>nod</td>
<td>tonod</td>
<td>Wedad tonod din.</td>
</tr>
</tbody>
</table>
Lesson 11

2) Teacher puts syllable flashcards in the blackboard tray and says, "Sinu se memalli te solat diyâ te papil seinî amon inangen din se kagi atad." Teacher repeats this drill with additional words.

syllable flashcards: tad, ted, nod, ton, a, i, o, ne, to
words: atad, onod, tonod, iated, neanod, doton

READING FOR MEANING

1. Teacher prints the story from page 36 on the blackboard and says, "Besahen ko onà se indan-inda.nen seinî. Kepenga niyan, besahi niyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-inda.nen seinî." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memâhà âw megbasa te kagi Kenan." A student reads Kenan. Teacher says, "Sinu pa se meibeg memâhà aw megbasa te kagi atad." A different student reads atad. Teacher asks students to find and read Netetana, doton den.


6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa todà te indan-inda.nen seinî."

7. Students find page 37 in their books and read the story to themselves. Teacher says, "Ehai niyo se lapid bilang dìn ketlowan teg pito diyâ te libro niyo. Kepenga niyan, besahi niyo se indan-inda.n insolat kidoen." Students read.

WRITING LESSON

1. Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita te solat itedò ko." Students read. Teacher says, "Sinu se meibeg meglibed te solat ted. Kepenga niyan solati no diyâ te línýa se solat ted." A student circles ted and prints it on the line. Other syllables the teacher says are: nod, sad.
2. Teacher prints syllables on the blackboard and says, 'Besahi niyo se solat seini.' Students read as teacher points to each one. Teacher says, 'Na, besahen ko seini se sebad kagi. Kepeng niyan libedi niyo se solat inebatan ko te kagi binasâ ko. Na, solati niyo toda se kagi siyan.' Teacher says a word and a student circles the syllables and prints the word on the line. Words the teacher says are: atad, odan, iated, tonod, neanod, onod.

3. Teacher prints new words using small letters and says, 'Solati niyo toda se kagi seini, meneng se keteboan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelini niyo old te dakel solat se keteboan dan.' Students print the words with beginning capital letter.

SUPPLEMENTARY DRILLS

Reading

1. Teacher prints word sets (using new words from the lesson) on the blackboard and says, 'Besahi niyo se menge kagi seini.' Students read as teacher points to each word. Teacher says, 'Sinu se meibeg meglibed te kagi tonod.' A student circles the word. Other words the teacher says are: iated, neanod, atad, onod.

2. Teacher prints syllable sets on the blackboard and says, 'Besahi niyo seini.' Students read as teacher points to each one.
Lesson 11

3. Teacher has students find page 37 entitled "Toda megbasa", and says, "Ehai niyo se lapid bilang din ketlowan teg pito."

Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

Spelling

1. Teacher prints nod, ted, tad on the blackboard. Below that the teacher prints part of several words. Teacher says, "Na, mikagi a te kagi atad. Kepenga niyan pemalli kaw te solat seini mepakay isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat niyo te kagi seini atad." Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words neanod, iated, onod, tonod.

\[
\begin{array}{l}
\text{n} \quad \text{t} \quad \text{a} \\
\text{ne} \quad \text{ia} \\
\text{o} \quad \text{to} \\
\end{array}
\]


Teacher dictates the following words: ta, tad, atad, tod, ted, nod, ned, onod, neanod, iated, Doton te atad din.
Lesson 12: -s, pages 38-41

REVIEW

1. Review word flashcards, from lessons 6-11.

2. Teacher puts syllable flashcards in the blackboard tray and says, "Sinu se memalli te solat diya te papil seini amon inangen din se kagi atad."

   syllable flashcards: a, o, e, i, ta, dan, don, den, 
tad, nod, ted, tan.

   words: atad, otan, odan, eden, onod, neanod, iated, 
tadon.

3. Teacher prints word sets on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word in the set. Teacher says, "Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se isolat niyo diya te doen kolis." Teacher says one word from each set of words. Students print the word on the line.

   *atad   onod  *iated
   otan   *tonod   neanod

4. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, "Besahi niyo se solat seini." Students read syllables at the top. Teacher says, "Sinu se meibeg meg-ipenga te solat seini weda pa kepenga. Pemalli kaw te solat diya diatas. Kepenga niyan dogangi se solat diya te ongan weda kepenga amon meinang sebad kagi."

   ta  tâ  tad
   A   (Atâ)
   na  (tanâ)
   a   (atad)

KEYWORD

1. Learn keyword.

   Teacher points to the picture of starapple and says, "Seini se retrato te enonas. Ikagi kaw enonas." Students say enonas.

   Teacher points to the word enonas under the picture and says, "Seini se kagi enonas. Ikagi kaw enonas." Students say enonas.

   Teacher points to the word enonas again and says, "Eden se kagi seini." Students say enonas.

2. Find keyword.

   Teacher says, "Kenan se doma kagi enonas. Tedoi niyo se doma
Lesson 12

kagi enonas.' Students find and point to another word enonas.

3. Learn keyword on the blackboard.

Teacher prints enonas on the blackboard and says, 'Somolat aden te kagi enonas diya te blackboard. Tengtengi niyo. Kagi seini mig-onawa te kagi enonas diya te libro. Ikagi kaw enonas.' Students say enonas.

Teacher prints batad on the blackboard and says, 'Eden se kagi seini.' Students say batad.

Teacher points to enonas and says, 'Eden se kagi seini.' Students say enonas. Teacher points to batad and says, 'Eden se kagi seini.' Students say batad.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with enonas printed on it and says, 'Eden se kagi seini.' Students say enonas.

Teacher holds the flashcard under the same word written on the blackboard and says, 'Besahi niyo se didowa kagi seini.' Students read. Teacher says, 'Mig-onawa se kagi seini so mig-onawa se bawa dan.'

Teacher holds up the flashcard batad and says, 'Eden se kagi seini.' Students read batad.

Teacher holds up the flashcard odan and says, 'Eden se kagi seini.' Students read odan. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints enonas on the blackboard and says, 'Besahi niyo se kagi seini.' Students read enonas.

Teacher covers eno and says, 'nas se solat keteposan te kagi seini. Ikagi kaw nas.' Students say nas. Teacher prints nas under enonas and says, 'Besahi niyo se seini.' Students say nas enonas nas

Teacher covers s and says, 'Seini se solat na. na se solat keteboan te kagi nas. Ikagi kaw na.' Students say na. Teacher prints na under nas and says, 'Besahi niyo se solat seini.' Students say na enonas nas na

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Lesson 12

Teacher points to enonas and says, "Eden se kagi seini." Students say enonas.

Teacher points to nas and says, "Eden se solat seini." Students say nas.

Teacher points to na and says, "Eden se solat seini." Students say na. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints na on the blackboard and says, "Eden se solat seini." Students say na.

Teacher prints nas under na and says, "Eden se solat seini." Students say nas.

Teacher prints ni beside na and says, "Eden se solat seini." Students say ni.

Teacher prints nis under ni and says, "Eden se solat seini." Students say nis.

Teacher prints no beside ni and says, "Eden se solat seini." Students say no.

Teacher prints nos under no and says, "Eden se solat seini." Students say nos.

Teacher prints ne beside no and says, "Eden se solat seini." Students say ne.

Teacher prints nes under ne and says, "Eden se solat seini." Students say nes.

Students say enonas. Students say enonas.

Students say nas. Students say nas.

Students say na. Students say na.

Students say nis. Students say nis.

Students say no. Students say no.

Students say nos. Students say nos.

Students say ne. Students say ne.

Students say nes. Students say nes.
Lesson 12

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to each syllable in this order: na, nas, ni, nis, no, nos, ne, nes.

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to each syllable in this order: na, ni, no, ne, nas, nis, nos, nes. Erase the blackboard.


Teacher prints nas on the blackboard and says, "'Eden se solat seini.'" Students say nas.

Teacher prints nis under nas and says, "'Eden se solat seini.'" Students say nis.

Teacher prints nos under nis and says, "'Eden se solat seini.'" Students say nos.

Teacher prints nes under nos and says, "'Eden se solat seini.'" Students say nes.

Teacher says, "'Besahi niyo se solat seini.'" Students read as the teacher points to each syllable from top to bottom. Teacher covers na, ni, no, ne and says, "'Onawa se keteposan. Seini se solat s. Wedad Titok nini aw wedad doma din. Meneng aw doma din se solat na, yan inangen dan se solat nas."

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints nas, nis, nos, nes on the blackboard and says, "'Besahi niyo seini.'" Students read.

Teacher prints nan under nas and says, "'Eden se solat seini.'" Students say nan.

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Lesson 12

Teacher prints nin under nis and says, "Eden se solat seini." Students say nin.

nas  nis  nos  nes
nan  nin

Teacher prints non under nos and says, "Eden se solat seini." Students say non.

nas  nis  nos  nes
nan  nin  non

Teacher prints nen under nes and says, "Eden se solat seini." Students say nen.

nas  nis  nos  nes
nan  nin  non  nen

Teacher prints nad, nid, nod, ned under nan, nin, non, nen and says, "Eden se solat seini." Students read.

nas  nis  nos  nes
nan  nin  non  nen
nad  nid  nod  ned

Teacher says, "Besahi niyo se solat seini." Students read as teacher points to the syllables in this order: nas, nan, nad, nis, nin, nid, nos, non, nod, nes, nen, ned.

Teacher says, "Todâ kaw megbasâ." Students read as teacher points to the syllables in this order: nas, nis, nos, nes, nan, nin, non, nen, nad, nid, nod, ned. The teacher should point to the syllables in random order to be sure the students can read each syllable. Erase the blackboard.

5. Identify new syllable.

Teacher prints syllable sets on the blackboard and says, "Besahi niyo se mengê solat seini." Students read as teacher points to each syllable. A student circles the syllable teacher says.

nas  tas  *nas  tos
nis  tis  tas  nos
nos  *tos  sas  *dos
*nes  tes

nes  dá  nā  tis  *tô
tos  tas  *nan  dos  ton
*so  *nis  nas  *nad  tos

6. Random drill.

Teacher prints nas on the blackboard and says, "Eden se solat
Lesson 12

"Students say nas. Erase the blackboard.

Teacher prints nes on the blackboard and says, "'Eden se solat seini.'" Students say nes. Erase the blackboard.

Teacher prints tas, nos, sos, nis, tos on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, "'Pegdengan kaw se megbasa te solat seini.'" Students read as teacher points to each syllable. Teacher prints the syllables together and says, "'Besahi niyo se kagi seini.'" Students read. Teacher prints a short sentence using the word and says, "'Na, besahi niyo seini.'" Students read.

<table>
<thead>
<tr>
<th>e</th>
<th>no</th>
<th>nas</th>
<th>enonas</th>
<th>Iated no se enonas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>sos</td>
<td>sos</td>
<td>osos</td>
<td>Pig-osos si Atë.</td>
</tr>
<tr>
<td>ti</td>
<td>nas</td>
<td>tas</td>
<td>tinastas</td>
<td>Tinastas se tebil din.</td>
</tr>
<tr>
<td>di</td>
<td>a</td>
<td>tas</td>
<td>diatas</td>
<td>Doton den diatas.</td>
</tr>
</tbody>
</table>

2) Teacher puts syllable flashcards in the blackboard tray and says, "'Sinu se memalli te solat diyâ te papil seini amon inangen din se kagi osos.'" Teacher repeats this drill with additional words: diatas, enonas, tinastas.

syllable flashcards: o, a, e, no, ti, di, nas, tas, sos.
words: osos, diatas, enonas, tinastas.

READING FOR MEANING

1. Teacher prints the story from page 38 on the blackboard and says, "'Besahen ko onà se indan-indanen seini. Kepenga niyan, besahi niyo heman.'"

2. Teacher and students read story together. Teacher says, "'Na, megdengan kidon megbasa te tibok indan-indanen seini,'" Students read as teacher points to each word and reads with the students.

3. Each student reads the story by himself. Teacher says, "'Tegsebad kenyø megbasa te indan-indanen seini. Sinu se meibeg,'" A student reads. Teacher says, "'Sinu pa.'" A different student reads. Teacher calls on each student to read the story.

4. Teacher asks students to find and read words in the story.

Teacher says, "'Sinu se meibeg memahâ aw megbasa te kagi enonas.'" A student reads enonas. Teacher says, "'Sinu pa se meibeg memahâ aw megbasa te kagi diatas.'" A different student reads diatas. Teacher asks students to find and read Wedad.
Lesson 12

5. Understanding Ato. Students pesalo si Ato. Teacher says, "Kenan pesalo si Ato." Students say, "Doton diatas." Teacher says, "Kenan pesalo si Ato." Students say, "Diatas."

6. Teacher and students read the story together at normal speech speed. Teacher says, "Na megdengan kidon megbasa toda te indan-indanen seini."

7. Students find page 38 in their books and read the story to themselves. Teacher says, "Ehai niyo se lapid bilang din ketlowan teg walo diyə te libro niyo. Kepenga niyan, besahi niyo se indan-indanen insolat kidoen." Students read.

Teacher has students find page 39 entitled "Toda megbasa", and says, "Ehai niyo se lapid bilang din ketlowan teg siyam.

Teacher points to number 1 and says, "Ehai niyo se bilang sebad. Sinu se meibeg megbasa te kagi seini." Teacher chooses a student to read the sentences.

Teacher points to number 2 and says, "Ehai niyo se bilang dowa. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher points to number 3 and says, "Ehai niyo se bilang telo. Sinu se meibeg megbasa te kagi seini." A student reads.

Teacher has each student read a set of sentences on the page.

WRITING LESSON

1. Teacher prints syllables on the blackboard and says, "Besahi niyo se kedita te solat itedə ko." Students read. Teacher says, "Sinu se meibeg megbasa te kagi seini. Na, besahen ko seini se sebad kagi. Kepenga niyan solati no diyə te linya se solat sos. Kepenga niyan solati sos te linya se solat sos." A student circles sos and prints it on the line. Other syllables the teacher says are: tas, tos, nos.

   nos *tos *sos
   sas *tas nas
   tas *tos, tis
   *nos nes nas

2. Teacher prints syllables on the blackboard and says, "Besahi niyo se solat seini." Students read as teacher points to each one. Teacher says, "Na, besahen ko seini se sebad kagi. Kepenga niyan libedi niyo se solat inebatan ko te kagi binasa ko. Na, solati niyo toda se kagi siyan." Teacher says a word and a student circles the syllables and prints the word on the line. Words the teacher says: osos, diatas, enonas.

   o a sos *sas
Lesson 12

3. Teacher prints new words using small letters and says, "Solati niyo todé se kagi seini, meneng se keteboan te solat niyo, kenâ onawa te tapay kani insolat seini. Selelîni niyo olô te dakel solat se keteboan dan." Students print the words with beginning capital letter.

| enonas       | ________ |
| diatas       | ________ |
| osos         | ________ |
| tinastas     | ________ |
| iated        | ________ |
| atad         | ________ |

SUPPLEMENTARY DRILLS

Reading

1. Teacher prints word sets (using new words from the lesson) on the blackboard and says, "Besahi niyo se menge kagi seini," Students read as teacher points to each word. Teacher says, "Sinu se meîbeg meglibed te kagi osos." A student circles the word. Other words the teacher says are: enonas, tinastas, batad, iated.

| onod        | neanod     | diatas | *batad | atad     |
| *osos       | tonod      | *tinastas | diatas | Atà      |
| otan        | *enonas    | iated  | doton  | *iated  |

2. Teacher prints syllable sets on the blackboard and says, "Besahi niyo seini." Students read as teacher points to each one.

| a | sa | as | sas |
| i | si | is | sis |
| o | so | os | sos |
| e | se | es | ses |

Spelling

1. Teacher prints sos, nas, tas on the blackboard. Below that the teacher prints part of several words. Teacher says, "Na, mikagi a te kagi enonas. Kepenga niyan pemalli kaw te solat seini mepakay isogpat niyo te kagi seini wedà kepenga. Na, eden se isogpat niyo te kagi seini enonas." Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words osos, tinastas, diatas, tinastas.

| sos | nas | tas |
| eno | (enonas) |
| o   | (osos)   |
| ta | (tinastas) |
| dia | (diatas) |
| tinas | (tinastas) |
Lesson 12

2. Teacher says, 'Megtibok kidon seini. Abat kaw te papil niyo wedad solat pa. Kepenga niyan penenalan kaw te ikegihen ko. Kepenga niyan, solati niyo se inikagi ko diya te papil niyo.' Teacher dictates the following words: na, nas, nis, nos, nes, tas, tos, sos, enonas, osos, diatas, Doton diatas.

Test (page 40)

Teacher says, 'Ehai niyo se lapid bilang din kepatan. Seini se itelaman.'

Teacher points to the picture of the starapples and says, 'Tengtengi niyo se retrato diya te bibang. Kepenga niyan libedi niyo diya te kowanan se ngadan te retrato slyan.' Students circle enonas.

Teacher points to the picture of rain and says, 'Tengtengi niyo se retrato diya te bibang. Kepenga niyan libedi niyo diya te kowanan se ngadan te retrato slyan.' Students circle odan.

Teacher points to the picture of corn and says, 'Tengtengi niyo se retrato diya te bibang. Kepenga niyan libedi niyo diya te kowanan se ngadan te retrato slyan.' Students circle batad.

Test (page 41, top)

Teacher says, 'Ehai niyo se lapid bilang din kepatan tegusa. Seini heman se itelaman.'

Teacher points to the words at the top half of the page and says, 'Besahi niyo se kedita kagi insolat seini.' Students read as teacher points to each word. Teacher says, 'Na, pemehai niyo se kagi mig-onawa se litok aw besahen niyo. Kepenga niyan kolisi niyo se dowa kagi mig-onawa se litok amon megtimbang dan.'

Test (page 41, bottom)

Teacher points to the three words diatas, atad, den and says, 'Besahi niyo se ditelo kagi seini.' Students read. Teacher says, 'Na, besahi niyo se menge kagi insolat diya te bilang sebad. Kepenga niyan, pengehai niyo se kagi wedad kidoen te insolat slyan. Kepenga niyan, solati se kagi mepakay isogpat kidoen.' Students print den.

Teacher says, 'Ehai niyo se bilang dowa aw besahi niyo se menge kagi insolat kidoen. Kepenga niyan, pengehai niyo se kagi wedad kidoen te insolat slyan. Kepenga niyan solati se kagi mepakay isogpat kidoen.' Students print atad.
Lesson 12

Teacher says, ‘'Ehai niyo se bilang telo aw besahi niyo se menge kagi insolat kidoen. Kepenga niyan, pengehai niyo se kagi wedad kidoen te insolat sfyan. Kepenga niyan solati se kagi mepakay isogpat kidoen.'’ Students print diatas.
Lesson 13: -n, pages 42-45

REVIEW

1. Flashcard game using all words from lessons 6-12. Teacher shows a word flashcard to one student at a time. The student reads it. If he reads correctly he may keep that word card until the end of the game. Teacher says, "Na, doen insolat menge kagi diya te papil seini. Ipekita ko se sebad kagi diya tigsebad-sebad keny. Kepenga niyan besahi niyo. Bilan aw meketotok se pegbasa niyo, ewidi niyo se papil. Bilan aw eked peketotok tenanan so doma heman se megbasa keny.

2. Teacher puts letter flashcards in the blackboard tray and says, "Meg-inang kidon seini te menge kagi." Teacher makes the word din. Students read. Teacher substitutes the letter i with e to make den and says, "Besahi niyo se kagi seini." Students read.

Teacher says, "Na, sinu se meibeg megselilin te solat amon inangen se kagi dan." A student substitutes e with a.

Teacher says, "Na, sinu se meibeg megdogang te solat seini amon inangen din se kagi odan." A student adds o in front of dan.

Teacher says, "Na, sinu se meibeg megselilin te solat amon inangen se kagi otan." A student substitutes d with t.

letter flashcards: d, t, n, i, e, a, o
words: din, den, dan, odan, otan

3. Teacher prints word sets on the blackboard and says, "Besahi niyo se menge kagi seini." Students read as teacher points to each word in the set. Teacher says, "Besahen ko se sebad kagi insolat kidoen. Kepenga niyan sen kagi pigbasa ko, yan se isolat niyo diya te doen kolis." Teacher says one word from each set of words. Students print the word on the line.

<table>
<thead>
<tr>
<th>otan</th>
<th>*onod</th>
<th>*sosò</th>
<th>ated</th>
</tr>
</thead>
<tbody>
<tr>
<td>*odan</td>
<td>osos</td>
<td>soso</td>
<td>*iated</td>
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<tr>
<td></td>
<td>enonas</td>
<td>*sida</td>
<td>tonod</td>
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<tr>
<td></td>
<td>*eden</td>
<td>*diatas</td>
<td>dini</td>
</tr>
</tbody>
</table>

4. Teacher prints syllables on the blackboard. Below these syllables the teacher prints word frames. Teacher says, "Besahi niyo se solat seini." Students read syllables at the top. Teacher says, "Sinu se meibeg meg-ipenga te solat seini weda pa kepenga. Pemalil kaw te solat diya diatas. Kepenga niyan dogangi se solat diya"
Lesson 13

te ongan weda kepenga amon meinang sebad kagi.''

1. Learn keyword.

Teacher points to the picture of chicks and says, ‘‘Seini se retrato te onsoy. Ikagi kaw onsoy.’’ Students say onsoy.

Teacher points to the word onsoy under the picture and says, ‘‘Seini se kagi onsoy. Ikagi kaw onsoy.’’ Students say onsoy.

Teacher points to the word onsoy again and says, ‘‘Eden se kagi seini.’’ Students say onsoy.

2. Find keyword.

Teacher says, ‘‘Kenan se doma kagi onsoy. Tedoi niyo se doma kagi onsoy.’’ Students find and point to another word onsoy.

3. Learn keyword on the blackboard.

Teacher prints onsoy on the blackboard and says, ‘‘Somolat a den te kagi onsoy diya te blackboard. Tengtengi niyo. Kagi seini mig-onawa te kagi onsoy diya te libro. Ikagi kaw onsoy.’’ Students say onsoy.

Teacher prints enonas on the blackboard and says, ‘‘Eden se kagi seini.’’ Students say enonas.

Teacher points to onsoy and says, ‘‘Eden se kagi seini.’’ Students say onsoy. Teacher points to enonas and says, ‘‘Eden se kagi seini.’’ Students say enonas.

4. Read keyword from a flashcard.

Teacher holds up a flashcard with onsoy printed on it and says, ‘‘Eden se kagi seini.’’ Students say onsoy.

Teacher holds the flashcard under the same word written on the blackboard and says, ‘‘Besahi niyo se didowa kagi seini.’’ Students read. Teacher says, ‘‘Mig-onawa se kagi seini so mig-onawa se bawa dan.’’

Teacher holds up the flashcard enonas and says, ‘‘Eden se kagi seini.’’ Students read enonas.

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Lesson 13

Teacher holds up the flashcard batad and says, "'Eden se kagi seini.'" Students read batad. Erase the blackboard.

PARTS DRILLS

1. New letter in keyword.

Teacher prints onsoy on the blackboard and says, "'Besahi niyo se kagi seini.'" Students read onsoy.

Teacher covers soy and says, "'On se solat keteboan te kagi seini. Ikagi kaw on.'" Students say on. Teacher prints on under onsoy and says, "'Besahi niyo seini.'" Students say on.

Teacher covers n and says, "'Seini se solat o. O se solat keteboan te kagi on. Ikagi kaw o.'" Students say on. Teacher prints o under on and says, "'Besahi niyo se solat seini.'" Students say o.

Teacher points to onsoy and says, "'Eden se kagi seini.'" Students say onsoy.

Teacher points to on and says, "'Eden se solat seini.'" Students say on.

Teacher points to o and says, "'Eden se solat seini.'" Students say o. Erase the blackboard.

2. New letter in syllables with old letters.

Teacher prints o on the blackboard and says, "'Eden se solat seini.'" Students say o.

Teacher prints on under o and says, "'Eden se solat seini.'" Students say on.

Teacher prints e beside o and says, "'Eden se solat seini.'" Students say e.
Lesson 13

Teacher prints en under e and says, "Eden se solat seini.''
Students say en.
  o  e
  on  en

Teacher prints i beside e and says, "Eden se solat seini.''
Students say i.
  o  e  i
  on  en

Teacher prints in under i and says, "Eden se solat seini.''
Students say in.
  o  e  i
  on  en  in

Teacher prints a beside i and says, "Eden se solat seini.''
Students say a.
  o  e  i  a
  on  en  in

Teacher prints an under a and says, "Eden se solat seini.''
Students say an.
  o  e  i  a
  on  en  in  an

Teacher says, "Besahi niyo se solat seini.''
Students read as teacher points to each syllable in this order: o, on, e, en, i, in, a, an.

Teacher says, "Besahi niyo se solat seini.''
Students read as teacher points to each syllable in this order: o, e, i, a, on, en, in, an.
Erase the blackboard.


Teacher prints on on the blackboard and says, "Eden se solat seini.''
Students say an.

Teacher prints in under an and says, "Eden se solat seini.''
Students say in.
  an
  in

Teacher prints on under in and says, "Eden se solat seini.''
Students say on.
  an
  in
  on
Lesson 13

Teacher prints en under on and says, "'Eden se solat seini.'" Students say en.

an
in
on
en

Teacher says, "'Besahi niyo se solat seini.'" Students read as the teacher points to each syllable from top to bottom. Teacher covers a, i, o, e and says, "'Onawa se keteposan. Seini se solat n. Wedad Itok nini aw wedad doma din. Meneng aw doma din se solat a, yan inangen dan se solat an.

Students read syllables once more as the teacher points to each one. Erase the blackboard.


Teacher prints an, in, on, en on the blackboard and says, "'Besahi niyo seini.'" Students read.

Teacher prints dan under an and says, "'Eden se solat seini.'" Students say dan.

an in on en
dan

Teacher prints din under in and says, "'Eden se solat seini.'" Students say din.

an in on en
dan din

Teacher prints don under on and says, "'Eden se solat seini.'" Students say don.

an in on en
dan din don

Teacher prints den under en and says, "'Eden se solat seini.'" Students say den.

an in on en
dan din don den

Teacher says, "'Besahi niyo se solat seini.'" Students read as teacher points to the syllables in this order: an, dan, in, din, on, don, en, den.

Teacher says, "'Todà kaw megbasà.'" Students read as teacher points to the syllables in this order: an, in, on, en, dan, din, don, den. The teacher should point to the syllables in random
Lesson 13

order to be sure the students can read each syllable. Erase the blackboard.

5. Identify new syllable.

Teacher prints syllable sets on the blackboard and says, "Besahi niyo se mone solat seini." Students read as teacher points to each syllable. A student circles the syllable teacher says.

```
in  *dan  non  din
on  an  non  din
an  da  *on  sin
*en  da  don  tin

*den  na  On
*en  an  In
*sen  *nâ  *En
*en  nan  An
```

6. Random drill.

Teacher prints on on the blackboard and says, "Eden se solat seini." Students say on. Erase the blackboard.

Teacher prints in on the blackboard and says, "Eden se solat seini." Students say in. Erase the blackboard.

Teacher prints en, On, en, In, en, An on the blackboard, one syllable at a time and erases the blackboard after the students read.

7. Built words.

1) Teacher prints syllables on the blackboard and says, "Pegdengen kaw se negbasa te solat seini." Students read as teacher points to each syllable. Teacher prints the syllables together and says, "Besahi niyo se kagi seini." Students read. Teacher prints a short sentence using the word and says, "Na, besahi niyo seini." Students read.

```
on  to  ontô  Ontô!
in  dan  indan  Wedad indan din.
in  dâ  indâ  Indâ, Atô.
in  ta  ni  intani
in  te  nto  doitodô  Doen intetodô no.
in  so  dô  insodô  Insodô din.
in  da  ta  indata  Indata din se osa.
```

2) Teacher puts syllable flashcards in the blackboard tray and says, "Sinu se memallî te solat diyå te papil seini amon inangen din se kagi ontô."
Lesson 13

syllable flashcards: in, on, en, tod, do, dan, sa.
words: ontod, indan, doen, insa.

READING FOR MEANING

1. Teacher prints the story from page 42 on the blackboard and says, "Besahen ko ona se indan-ndanen seini."

2. Teacher says, "Sinu se memahaw megbasan te kagi onsoy kidoen te indan-ndanen." A student reads onsoy. Teacher points to the word onsoy in another sentence and says, "Eden se kagi seini." Students say onsoy.

3. Teacher and students read story together. Teacher says, "Na megdengan kidoen megbasan te tibok indan-ndanen seini." Students and teacher read as teacher points to each word. All students read the story once more together.


5. Teacher and students read story together at normal speech speed.

SIGHT WORD

1. Teacher prints Mig-insa on the blackboard and says, "Seini se kagi Mig-insa. Ikagi kaw Mig-insa." Students say it.

Teacher covers the words -insa and says, "Seini se kagi Mig. Ikagi kaw Mig." Students say Mig.

Teacher prints Mig under Mig-insa and says, "Eden se kagi seini." Students say Mig. Erase the blackboard.

Mig-insa
Mig

2. Teacher prints Mig-insa on the blackboard and says, "Besahi niyo seini." Students read.

Teacher prints Mig-ndan under Mig-insa and says, "Besahi niyo seini." Students read.

Mig-insa
Mig-ndan

Teacher cups hands on each side of the three words Mig and says, "Eden se kagi seini." Students say, "Meleg Mig." Erase the blackboard.
Lesson 13

3. Teacher prints Yan neneno si Inà on the blackboard and says, "Seini se kagi Yan neneno si Inà. Ikagi kaw Yan neneno si Inà." Students say it.

Teacher covers the words neneno si Inà and says, "Seini se kagi Yan. Ikagi kaw Yan." Students say Yan.

Teacher prints Yan under Yan neneno si Inà and says, "Eden se kagi seini." Students say Yan. Erase the blackboard.

Teacher cups hands on each side of the three words Yan and says, "Eden se kagi seini." Students say, "Meleg Yan." Erase the blackboard.

READING FOR MEANING

1. Teacher prints the story from page 43 on the blackboard and says, "Besahen ko ona se indan-indanen seini. Kepenga niyan, besahniyo heman."

2. Teacher and students read story together. Teacher says, "Na, megdengan kidon megbasa te tibok indan-indanen seini." Students read as teacher points to each word and reads with the students.


4. Teacher asks students to find and read words in the story. Teacher says, "Sinu se meibeg memahà aw megbasa te kagi Idata." A student reads Idata. Teacher says, "Sinu pa se meibeg memahà aw megbasa te kagi Mig-insà." A different student reads Mig-insà. Teacher asks students to find and read son din, indata, Ee, Yan, tinda, onod.

5. Understanding the story. Teacher prints sentences on the blackboard. Teacher says, "Besahi niyo se menge kagi insolat seini. Na, pemelii niyo se pegsolat seini se neketotok tepad"
Lesson 13

tē binasa niyo gina. Kolisi niyo se nakotok pegsolat kidoen.''
Students read both sentences and underline the sentence that agrees
with the story.

*Indata i Atō se onod te oea.
Wedad indata i Atō doton te tinda.

6. Teacher and students read the story together at normal speech
speed. Teacher says, 'Na megdengan kidon megbasa todā te indan-indanen
seini.'

7. Students find page 43 in their books and read the story to
themselves. Teacher says, 'Ehai niyo se lapid bilang din kepatan
teg telo diyā te libro niyo. Kepenga niyan, besahi niyo se
indan-indanen insolat kidoen.' Students read.

Teacher has students find page 44 and says, 'Ehai niyo se lapid
bilang din kepatan teg epat.'

Teacher points to number 1 and says, 'Ehai niyo se bilang sebad.
Sinu se meibeg megbasa te kagi seini.' Teacher chooses a student
to read the sentences.

Teacher points to number 2 and says, 'Ehai niyo se bilang dowa.
Sinu se meibeg megbasa te kagi seini.' A student reads.

Teacher points to number 3 and says, 'Ehai niyo se bilang telo.
Sinu se meibeg megbasa te kagi seini.' A student reads.

Teacher has each student read a set of sentences on the page.

WRITING LESSON

1. Teacher prints syllables on the blackboard and says, 'Besahi
niyo se kedita te solat itedô ko.' Students read. Teacher says,
'Sinu se meibeg meglíbed te solat an. Kepenga niyan solati no
diyâ te linya se solat an.' A student circles an and prints
it on the line. Other syllables teacher says are: on, in.

   in  en    *an ___
*on in   en ___
an on  *in ___

2. Teacher prints syllables on the blackboard and says, 'Besahi
niyo se solat seini.' Students read as teacher points to each
one. Teacher says, 'Na, besahen ko seini se sebad kagi. Kepenga
niyan libedí niyo se solat inebatan ko te kagi binasa ko. Na,
solati niyo todā se kagi śiyān.' Teacher says a word and a student
circles the syllables and prints the word on the line. Words
the teacher says are: onṭō, doen, insā, indan.
Lesson 13

3. Teacher prints new words using small letters and says, 'Solati niyo todå se kagi seini, meneng se keteboan te solat niyo, kenå onawa te tapay kani insolat seini. Selelini niyo olå te dakele solat se keteboan dan.' Students print the words with beginning capital letter.

indata
ontå
indå
doen

SUPPLEMENTARY DRILLS

Reading

1. Teacher prints word sets (using new words from the lesson) on the blackboard and says, 'Besahi niyo se menge kagi seini.' Students read as teacher points to each word. Teacher says, 'Sinu se meibeg meglîbed te kagi Yan.' A student circles the word. Other words the teacher says are: Mig-indan, indata, inså, doton.

*Yan Mig-inså indå
Doen *Mig-indan indan
Idata Neneno *indata

*inså doen
insodå *doton
intani dawan

2. Teacher puts letter flashcards in the blackboard tray and says, 'Sinu se meibeg memalli te solat diyå te papil seini. Kepenga niyan inangen din se kagi ontå. Pemalli olå se solat bilan aw pegdepoen no meinang kagi ontå. A student does so.

flashcard letters: I, o, a, å, ò, n, t, s, d.
words: ontå, natå, natå, tani, indå, inså.

3. Teacher prints several root words on the blackboard and says, 'Besahi niyo se menge kagi seini.' Students read as teacher points to each word. Teacher prints affixed word below the root word and says, 'Na, besahi niyo se kagi siyå te ongan.' Students read.

inså data tani sodå
ininså indata intani insodå
Lesson 13

Spelling

1. Teacher prints on, in, en on the blackboard. Below that the teacher prints part of several words. Teacher says, 'Na, mikagi a te kagi indan. Kepenga niyan pemalli kaw te solat seini mepakay isogpat niyo te kagi seini weda kepenga. Na, eden se isogpat niyo te kagi seini indan.' Teacher demonstrates the first word. Choose a student to come to the blackboard and complete the other words doen, onto, indata, insa.

<table>
<thead>
<tr>
<th>on</th>
<th>in</th>
<th>en</th>
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</table>

2. Teacher prints one root word on the blackboard. Students read. Teacher says, 'Na, sinu se meibeg somolat te doma kagi ikegiyen ko.' Teacher says the affixed form of the root word and a student prints the word under the root word.

   teacher prints: inesa, data, tani, sodo, indan.
   students print: ininsa, indata, intani, insodo, inindan.

3. Teacher says, 'Megtibok kidon sein.' Abat kaw te papil niyo wedad solat pa. Kepenga niyan penenalan kaw te ikegiyen ko. Kepenga niyan, solati niyo se inikagi ko diyay te papil niyo.' Teacher dictates the following words: in, en, on, an, indata, idata, insa, onto, doen, indan, Doen idata i Ato.

Test (page 45)

Teacher says, 'Ehai niyo se lapid bilang din kepata teg telo aw besahi niyo todà se indan-indan kidoen.' Students read the story from their books.

Teacher says, 'Na, ehai niyo se lapid bilang din kepata teg lima. Seini se itelaman. Besahi niyo se tagnà insa kidoen. Kepenga niyan pemelii niyo aw kolisi se neketotok taba diyay te ongan.' Students underline 1) "Kenan se osa tadon."

Teacher says, 'Besahi niyo heman se doma insa diyay tenga-tengay. Kepenga niyan pemelii niyo aw libedì se neketotok taba diyay te ongan.' Students underline 2) "Idata no se osa tadon doton te tinda."

Teacher says, 'Besahi niyo heman se insa diyay te ongan. Kepenga niyan pemelii niyo aw kolisi se neketotok taba diyay te ongan.' Students underline 3) onod te osa.
Lesson 14: m, M, pages 46-48

NOTE TO TEACHER: This lesson is in outline form, but you will teach using full instruction as you did for all previous lessons.

ACTIVITY

1. Play the word game using word flashcards from lessons 1-13.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   *en ton nan *in
   den on san sin
   ne *son *an ni

3. S print correct syllable to complete the word.
   in on en dan
tetodó
do to
in

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   *doen sosó *indá
doton *osos indan
*insa idata *insodó
indá *indata intetodó

5. T prints root word.
   S print affixed word which teacher says.
   insa ated taní data
   (inisá) (inated) (intaní) (indata)

KEYWORD

1. Learn keyword manfi.
2. Find manfi on the page.
3. Learn manfi on the blackboard. Contrast onsoy.
4. Read manfi from a flashcard. Contrast onsoy and taná.

PARTS DRILLS

1. New letter in keyword. manfi
   ma
   a
Lesson 14

2. New letter in syllables with old letters.
   a  i  o  e
   ma  mi  mo  me

   ma  mi  mo  me

   ma  mi  mo  me
da  di  do  de
ta  ti  to  te

5. Identify new syllable.
   1) T prints words.
      S circle new syllable.
      ma  mi  mo  me
      man½  miyaw  momó  médiyô
      mata  milaw  modi  meama
      doma  lemisa  nemoyô  timenå

   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      ma  *mo  *mi½  men  mid
      *må  mon  mi  me  *mis
      man  mô  min  *mô  min

6. Random drill. ma, me, da, mo, mà, mi, mè, mô, me, mi, Do, di, mi

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      mata  Seini se mata din.
doma  Wedad doma din.
meama  Kenan se meama.
momó  Doen momó.
mâmís,  Wedad den mâmís.
timenå  Timenå dan.
amon  Timenå amon menenoo.
nesamã  Wedad nesamã mâmís.
modan  Doton den si Atô so modan.
Lesson 14

2) T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: ma, me, ta, do, nd, a
   words: mata, doma, man, meama
   syllable flashcards: me, ma, ti, ne, sa, na, mis
   words: mami, timena, nesama

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   man
   Man

2. T prints syllable pair.
   S read.
   ma
   Ma

3. T prints syllables in a column.
   S read.
   Ma
   Mi
   Mo
   Me

4. T prints sentences.
   S read.
   Man i Ata.
   Mami se man.
   Doton te modi si Ata.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   ma  Mo
   mi  Ma
   me  Mi
   mo  Me

6. T prints sentences with choice of spelling.
   S circle correct word.
   1. Kenan se man din.
      Man
   2. Wedad doma din meana.
      Meama.

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Lesson 14

SIGHT WORD

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   Doen lay
   lay

2. T prints other sentences.
   S read.
   Doen lay.
   Kenan lay.
   Doton lay.

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   Doen lay.
   Doen den.

READING FOR MEANING

1. S find story on page 46.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: manf, medita, nesamâ, Mig-insâ, minonâ,
   modi, lay.

5. T prints sentences on the blackboard. T points to sentence
   number 1 and says, ‘‘Besahi niyo se peg-solat seini. Kepenga
   niyan, kolisi niyo se neketotok.’’ T continues the drill for
   numbers 2 and 3.
   1. Doen
      Wedad nesamâ te manf.
   2. Mononâ si
      Ama.
   3. Mig-insâ si
      Ama, ‘‘Kenan lay.’’

6. T and S read story again at normal speech speed.

7. S find page 47 and read.
Lesson 14

WRITING LESSON

1. T demonstrates how to print new letter m.

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital M.

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets.

   2) S complete letter sets.

   3) S print new syllables.

   4) T prints syllables.

      S read.

      T says one syllable.

      S circle syllable teacher says and print it on the line.

      ma *ma mo ___
      mo *mo mi ___
      mi *mi me ___
      ma me *me ___

   5) T prints syllables.

      T says a word.

      S circle syllables and print the word on the line.
Lesson 14

\[ \begin{align*}
\text{ma} & \quad \text{mi} & \quad \text{na} \quad \text{ni} & \quad \text{m} & \quad \text{n} \\
\text{mi} & \quad \text{mo} & \quad \text{n} & \quad \text{n} & \quad \text{A} & \quad \text{I} & \quad \text{m} \quad \text{n} \\
\end{align*} \]

6) T prints words.
   S circle new letter m.
   S print the word on the line.
   \[ \begin{align*}
   \text{nesamà} & \quad \text{minonà} & \quad \text{mata} \\
   & \quad \text{Amà} \\
   \end{align*} \]

7) T prints words.
   S print words with beginning capital letter.
   \[ \begin{align*}
   \text{manf} & \quad \text{ontò} & \quad \text{medita} & \quad \text{modi} \\
   \end{align*} \]

8) T dictates syllables and words.
   S print what teacher dictates.
   \[ \begin{align*}
   \text{ma}, \text{me}, \text{mī}, \text{mo}, \text{mà}, \text{mī}, \text{mō}, \text{mē}, \text{manf}, \text{modi}, \text{Amà}, \text{medita}, \text{nesamà}, \text{minonà}, \text{Minona} & \quad \text{si} \quad \text{Amà}. \\
   \end{align*} \]

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   \[ \begin{align*}
   \text{manf} & \quad \text{doen} & \quad \text{nesamà} & \quad *\text{modan} \\
   \text{mata} & \quad *\text{doma} & \quad \text{meama} & \quad \text{momō} \\
   *\text{monà} & \quad \text{doton} & \quad *\text{medita} & \quad \text{modi} \\
   \end{align*} \]

2. T prints syllable sets, one column at a time.
   S read.
   \[ \begin{align*}
   a & \quad \text{ma} & \quad \text{am} & \quad \text{mam} \\
   i & \quad \text{mi} & \quad \text{im} & \quad \text{mim} \\
   o & \quad \text{mo} & \quad \text{om} & \quad \text{mom} \\
   e & \quad \text{me} & \quad \text{em} & \quad \text{mem} \\
   \end{align*} \]

3. T prints root words.
   S read.
   T prints affixed form of root words.
   S read.
Lesson 14

oná odan samá
moná modan nésamá
minoná minodan mesamá

4. Teacher prints a word on the blackboard and says, "Meg-inang kidon seini te peg-ikagi tepad te kagi insolat ko kidoen. Simpana aw solaten ko se kagi doma seini se isolat ko tepad te kagi siyan. Wedad diné se doma ko so dimoton te tinda. Na, peg-aneng-aneng kaw te peg-ikagi tepad te insolat ko kagi modan." Students suggest a sentence or phrase and teacher prints it on the blackboard.

(Teacher prints whatever students suggest even words they cannot yet read.) After teacher prints sentence, the teacher says, "Na, besahi niyo." Students read.

suggested words: modan, Mig-insa.

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.

   ma
   ___ta (mata)
   ___di (modi)
   do ___ (doma)
   ___mo (momo)
   ___nf (manf)
   mea ___ (meama)
   ___dan (modan)

2. T prints root word.
   S read.
   T says a word (affixed root word).
   S print affixed word under root word.

   samá odan oná dita
   (nesamá) (modan) (moná) (medita)
   (minodan) (minoná)


Words which the teacher will say are: modi, medita, minoná, manf, modan, meama, momo.
Lesson 14

<table>
<thead>
<tr>
<th>ma</th>
<th>mi</th>
<th>mo</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>mata</td>
<td>minonà</td>
<td>modi</td>
<td>medita</td>
</tr>
<tr>
<td>manì</td>
<td>modan</td>
<td>meama</td>
<td>momò</td>
</tr>
</tbody>
</table>

Test (page 48)

Teacher says, "'Ehai niyo se lapid bilang din kepatan teg enem. Kepeng niyan, besahi niyo se indan-indanen kidoen.'" Students read together.

Teacher says, "'Ehai niyo se lapid bilang din kepatan teg walo. Seini se itelaman. Na, besahi niyo se epat kagi diyà diatas te lapid seini.'" Students and teacher read the words together.

Teacher says, "'Ehai niyo se bilang sebad aw besahi niyo. Kepenga niyan pemelien niyo se kagi diyà diatas mepakay isogpat kidoen. Kepenga niyan solati niyo se kagi sfyan diyà te linya kidoen.'" Students print manì.

Teacher says, "'Ehai niyo se bilang ikedowa aw besahi niyo. Kepenga niyan pemelien niyo se kagi diyà diatas mepakay isogpat kidoen, aw solati niyo se kagi diyà te linya kidoen.'" Students print Omtò.

Teacher says, "'Ebeyi niyo pemelien se kagi diyà diatas mepakay isogpat kidoen te bilang iketelo aw ikeepat. Solati niyo se kagi diyà te linya kidoen.'" Students print minonà in number 3 and modi in number 4.

Teacher: Were the students able to print all the dictation words without difficulty? If not, why do you think they had difficulty?
Lesson 15: -m, pages 49-51

REVIEW

1. Review syllable and word flashcards from lessons 10-14.

2. T prints syllable sets. S read.
   T says one syllable from each set. S circle the word teacher says.

   mè  mo  mi  mà  men
   *mì  mò  min  *man  *mè
   mò  mon  *mis  mas  mes
   mà  *mod  mì  ma  me

3. S print correct syllable to complete the word.
   dan  mis  mon  mà
   mo_____ (modan)
   a_____ (amon)
   mà_____ (mamis)
   nesa_____ (nesamà)

4. T prints word sets. T says one word from each set. S print the word on the line.
   *manì  doma  modì
tanì  *doen  *mata
   medita  *minonà
   *diatas  *timena

KEYWORD

1. Learn keyword enim.
2. Find enim on the page.
4. Read enim from a flashcard. Contrast manì and odan.

PARTS DRILLS

1. New letter in keyword. enim nem
   nem

2. New letter in syllables with old letters.
   na  ni  no  ne
   nam  nim  nom  nem

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Lesson 15

   nam
   nim
   nom
   nem

   nam nim nom nem
   nas nis nos nes
   nad nid nod ned

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.
      *nam *dam sim nim *tem mam
      dim nom dom *dem nem tam
      sam sem *nem som tom *sam

6. Random drill.
   nam, nom, dam, sam, tem, mam, tam, nem, dem,
   mon, min, mis.

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
         minem  Minem a.
         nanam  Wedad nanam din.
         nenadam  Nenadam den.
         simamsam  Yan simamsam dan.
         meitem  Doen meitem titô.
         meames  Meames den se asin.
         taman  Dimoton dan taman te tinda.
         neamin  Yan neamin se manf.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: mi, na, ne, nem, nam, dam
      words: minem, nanam, nenadam
      syllable flashcards: a, i, ne, me, tem, mes, min
      words: meitem, meames, neamin

READING FOR MEANING

1. S find story on page 49.
   T reads story to the students.
Lesson 15

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Dimoton, intanem, Enem, neamin, Nenanem.

5. Teacher prints sentences on the blackboard. Teacher points to sentence number 1 and says, "Besahi niyo se pegsolat seini. Na kolisi niyo se kagi neketotok."

1. Dimoton si Amā te ō tinda din.

2. Nenenoo si Amā.

3. Enem se niyog intanem din.

4. Doen nesamā te niyog intanem din.

6. T and S read story again at normal speech speed.

7. S find page 50 and read.

WRITING LESSON

1. T prints syllables. S read.
   T says one syllable from each row.
   S circle the syllable and print it on the line.

   *nem tem sem ______
   dam nam *sam ______
   nam *man mes ______
   mam tem *dam ______

2. T prints syllables on the blackboard. T says a word. S print it on the line.
   i e in ne
   na ta nem

   (enem)
   (itanem)
   (intanem)
   (nenanem)

3. T prints words. S print the words with beginning capital letter.
   minem
   enem
Lesson 15

nenadam __________
intanem __________
simamsam __________
nanam __________

4. T prints root word.
S read.
T says an affixed form of the root word.
S print the affixed word under root word.

amin, ames, nadam, inem,
(meamin) (meames) (nenadam) (minem)

odan, ona,
(modan) (mona)

5. T dictates syllables and words.
S print.
nam, nim, nom, nem,
enem, intanem, nenanem
Doen intanem din.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
S read.
T says a word from each set.
S circle the word teacher says.

*inem nanam nenanem *meames
enem minem neamin meama
amon *taman *meitem medita

2. T prints syllable sets.
S read.
a ma am mam
i mi im mim
o mo om mon
e me em mem

3. T prints a word on the blackboard.
S suggest a sentence using that word.
T prints the sentence on the blackboard.
S read.
suggested words: enem, neamin, meitem
Lesson 15

Spelling

1. T prints syllables.
S read.
T says a word.
S print correct syllable to complete the word.

```
nam  nem  dam
nena   (nenadam)
inta   (intanem)
e    (enem)
nan   (nanam)
m    (minem)
```

2. Teacher prints a word on the blackboard and says, ‘‘Solati niyo diyà te papil niyo sebad peg-ikagi tepad te kagi insolat ko kidoen. Simpana aw enem se kagi, mepakay isolat niyo Doen enem titò. (Teacher demonstrates the first sentence.) Solati niyo se dakeł solat keteboan te peg-ikagi aw solati niyo se tiyok keteposan.

suggested words: taman, simamsam.

Test (page 51)

Teacher says, ‘‘Ehai niyo se lapid bilang din keliman tegusà. Seini se itelaman.’’

Teacher points to the picture of a man planting a sprouted coconut and says, ‘‘Tengtengi niyo se retrato diyà diatas. Eden se eg-ebaten i Amà.’’ Students say, ‘‘Nenanem si Amà te niyog.’’ Teacher says, ‘‘Na, tengtengi niyo se menge kagi diyà te ongan te retrato aw kolisi se kagi mig-onawa te eg-ebaten i Amà diyà te retrato siyan.’’ Students underline 2) Nenanem si Amà.

Teacher points to the picture of the peanuts and says, ‘‘Eden ini.’’ Students say, ‘‘Manì.’’ Teacher says, ‘‘Besahi niyo se menge kagi diyà to ongan te retrato aw kolisi niyo se kagi mig-onawa te retrato siyan.’’ Students underline 3) Medita se manì.
Lesson 16: 1, L, pages 52-55

REVIEW

1. Play the word game using word flashcards from lessons 10-15.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

   Kenan     *lay     indan    *eden
   Doen      Amá     nanam    enem
   *Wedad    Iná     *taman    inem

   diatas    netetana
   *mâmís    nenanem
   timená    neneno

3. S print correct syllable to complete the word.

   nam    sam    dam
   nem   tem   mis

   nena_____(nenadam)
   na_____(nadam)
   simam____(simam̥sam)
   mi_____(minem)
   mà_____(mâmís)
   mei_____(meitem)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.

   meamin    *minem    *itanem
   *neamin    inem    inanem
   *itenem

   *enem    meames    nenadam
   inem    *meama    nenanem

KEYWORD

1. Learn keyword lata.
2. Find lata on the page.
4. Read lata from a flashcard. Contrast man̥ and enem.

PARTS DRILLS

1. New letter in keyword.
   lata
   la
   a
Lesson 16

2. New letter in syllables with old letters.
   \[ a \ i \ o \ e \]
   \[ la \ li \ lo \ le \]

   \[ la \]
   \[ li \]
   \[ lo \]
   \[ le \]

   \[ la \ li \ lo \ le \]
   \[ ma \ mi \ mo \ me \]
   \[ da \ di \ do \ de \]

5. Identify new syllable.
   1) T prints syllable words.
      S circle new syllable.
      \[ la \ li \ lo \ le \]
      \[ lata \ lima \ lotong \ lesong \]
      \[ lana \ lieg \ olo \ lekat \]
      \[ labi \ liko \ solo \ miglegani \]
      \[ nelao \ melima \ telo \]
   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      \[ la \ *lf \ lon \ le \]
      \[ la \ lín \ *lô \ *lè \]
      \[ *lan \ li \ *lo \ *len \]
      \[ *lan \ *lem \ *lid \ lon \]
      \[ lam \ led \ *lin \ *lom \]
      \[ *lad \ *les \ *lf \ *lô \]

6. Random drill.  la, lo, li, lâ, lô, le, Ma, lf, Mè, Mi

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      \[ lana \ Neamìn se lana. \]
      \[ olô \ Olô enem onsoy. \]
      \[ olo \ Seiô ni se olo din. \]
      \[ lima \ Minonà se lima meama. \]
      \[ salà \ Doen salà din. \]
      \[ dilà \ Doen dilà din. \]
Lesson 16

nelao Nelao se doma din.
dalan Seini se dalan.
delem Molı a den so delem den.

2) T sets up syllable flashcards.
T says a word.
S make the word.
syllable flashcards: la, li, ta, ma, na, ne, o
words: lata, lana, lima, nelao

syllable flashcards: lo, lơ, o, so, di, lȃ, sa
words: olo, olơ, solo, solơ, salȃ, dilȃ

3) Teacher prints the new letter with other letters on
the blackboard. Below that teacher prints several incomplete
syllables in a column on the left. Teacher says, "Mikagı a te
solat weda pa kepose, iling kani lan. Pemalıf kaw te solat iepos
niyo kani n diya te menge solat seini. Kepenga niyan solati niyo
diya te ogpo te solat seini la.'" Teacher then prints incomplete
words beside the completed syllables and says, "Kepenga niyan
sogpati se solat seini diya te kagi weda pa kepenga sfya. Kepenga
niyan besahi.'" Students print the new syllable to complete the
word.

m n
la(n) da(lan)
lı so (solơ)
li mino (minolf)
le de (delem)

CAPITAL LETTER

1. T prints keyword in small letters.
S read.
T prints keyword with beginning capital letter.
S read.
lata
Lata

2. T prints syllable pair.
S read.
l a
La

3. T prints syllables in a column.
S read.
l a
li
lo
le
Lesson 16

4. T prints sentences.
   S read.
   Lata ini.
   Lima se lata.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   lo   Le
   le   La
   li   Lo
   la   Li

6. T prints sentences with choice of spelling.
   S circle correct word.
   1. Kenan se lata.
   2. Wedad lata i lita.
   3. Lima se lata.

SIGHT WORD

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   Wedad wayeg
       wayeg

2. T prints other sentences,
   S read.
   Wedad wayeg.
   Doen wayeg.
   Kenan se wayeg.
   Doton se wayeg.

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   Wedad wayeg.
   Wedad lata.
Lesson 16

READING FOR MEANING - 1

1. S find story on page 53 at the top.
   T reads story to the students.
2. T and S read story together.
3. S each read story by himself.
4. S find and read: Minolf, Minem, nelao, wayeg, mininem, insodô, Mondà.
5. Teacher says, 'Kenan lay si Inà.' Students say, 'Doton te wayeg.' Teacher says, 'Eden se insodô din.' Students say, 'Lata.'
6. T and S read story again at normal speech speed.

READING FOR MEANING - 2

1. S find story on page 53 at the bottom.
   T reads story to the students.
2. T and S read story together.
3. S each read story by himself.
4. S find and read: telo, dimata, Delem, dalan, solô, simamsam.
   ① Dimoton si Amà te tinda.
   ② Yan simamsam dan se minolf.
   ③ Minonà si Amà doton te dalan.
   ④ Medita se doma din dimata.
6. T and S read story again at normal speech speed.
7. S find page 54 and read.

WRITING LESSON

1. T demonstrates how to print new letter 1.
Lesson 16

"Pegsolat te deitek L, lekat diyâ te diatas-atas te kolis melalag ipesalo te ongan taman te kolis melonaw seini."

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital L. Pegsolat te dakel L, lekat diyâ diàtas tepad te kolis melonaw pesalo te ongan taman heman te kolis melonaw. Kepenga niyan, ipebelabag te deitek pesalo te kowanana.

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

1) S print new letter sets. Ll

2) S complete letter sets. L

3) S print new syllables. a

4) T prints syllables. S read.
   T says one syllable. S circle syllable teacher says and print it on the line.
   
   le la *lo ___
   li *lf le ___
   la lo *la ___
   lf li *le ___
   *lan las lad ___
   lim *lem lom ___
   *lon lid lam ___

5) T prints syllables on the blackboard. T says a word. S print the word on their paper.
   lo la te ta ne o
   (telo)
   (lata)
   (nelao)
Lesson 16

6) T prints words.
S circle new letter 1.
S print the word on the line.

lima ________
tôlan ________
dalan ________
lana ________

7) T prints words.
S print words with beginning capital letter.

lata ________
talom ________
delem ________
minem ________
alin ________
lima ________
netalon________

8) T dictates syllables and words.
S print what teacher dictates.

la, lo, le, li, lô, lô, lâ, lan, lon, lem
lata, minolf, nelao, solô, telo, dalan, delem.
Minolf si Amâ.
Delem den.
Doen solô no.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
S read.
T says a word from each set.
S circle the word teacher says.

salâ  olo  lala  *minolf
dilâ  *olô  *lata  insodô
*molî  solô  lima  Mondâ

*nelao  tôlan  dimata  delem
wayeg  talom  doton  *iselem
monâ  *dalan  *delem  simamsam

minem  talom
*mininem  *netalon
minolf  dimoton
Lesson 16

2. T prints syllable sets, one column at a time.
   S read.
   a  la  al  lal
   i  li  il  lil
   o  lo  ol  lol
   e  le  el  lel

3. T prints root words.
   S read.
   T prints affixed form of root words.
   S read.
   olf  inem  ona
   molf  minem  mona
   minolf  mininem  minona

   doton  data  delem
   dimoton  dimata  dimelem
   domoton  domata  domelem

4. Teacher prints a word on the blackboard and says, ‘‘Meg-inang kidon seini te peg-ikagi tepad te kagi insolat ko kidoen. Na, peg-aneng-aneng kaw te peg-ikagi tepad te insolat ko kagi dalan.’’
   Students suggest a sentence or phrase and teacher prints it on the blackboard. (Teacher prints whatever students suggest even words they cannot yet read.) After teacher prints sentence, the teacher says, ‘‘Na, besahi niyo.’’ Students read.
   suggested words: dalan, minolf, iselem.

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   la  lâ  lo
   na  (lana)
   Ta  (lalâ)
   o  (olo)
   di  (dilâ)
   te  (telo)
   ne  o  (nelao)
   sa  (sala)

2. T prints root word.
   S read.
   T says a word (affixed root word).
   S print affixed word under root word.
Lesson 16

3. Teacher prints syllables on the blackboard and says, "Besahi niyo se solat seini." Students read. Teacher says, "Solati niyo se solat la, li diya te papil niyo iling te insolat ko kidoen te blackboard. Kepenga niyan, mikagi a te sebad kagi. Penelani niyo ono eden se ketebaan te kagi. Kepenga niyan, solati niyo diya te ongan te solat onawa te ketebaan te kagi inikagi ko. Words which the teacher will say are: lata, lana, lima, lala.

la li
lata lima
lana
lala

Creative writing

Teacher prints a new word on the blackboard and says, "Solati niyo diya te papil niyo sebad peg-ikagi tepad te kagi seini. Solati niyo se dakel solat ketebaan te peg-ikagi aw solati niyo se tiyok keteposan." Students print a sentence using the word the teacher prints.

suggested words: inalin, netalon, lima.

Test (page 55)

Students read the word in the column at the left and draw a line to the sentence at the right in which that word occurs. They also underline that same word in the sentence.

Teacher says, "Ehai niyo se lapid bilang din keliman teg lima. Seini se itelaman."

Teacher says, "Ona niyo besahi se kagi diya te bibang." Students read. Teacher says, "Besahi niyo se peg-ikagi diya kowananan. Kepenga niyan, tengtengi niyo se menge kagi diya tepad te bibang. Kepenga niyan tengtengi niyo heman se peg-ikagi diya tepad te kowananan. Bilan aw doen kagi kitaen niyo onawa te kagi diya tepad te bibang, kolisi niyo se kagi lekat te bibang onawa te kagi kinita niyo diya tepad te kowananan. Kolisi niyo heman se kagi tepad te kowananan onawa te kinolisan niyo gina diya te bibang, iling kani. (Teacher demonstrates the first one.) Yan se gayed inangen niyo lamig te meammin niyo te megkolis se kedita kagi isolat kidoen."

(Ehai niyo ona se tagna bilang taman te sempol.) Students draw
Lesson 16

lines from the words to the sentence in which they appear. Teacher waits until all students are finished.


answers: 1. wayeg
2. simamsam
3. Mondâ
4. solô
5. nelao
6. dalan
7. insodô
8. Delem
9. mininem
10. Minem

Teacher: Did the students understand what to do in Built Word drill number 3 on page 175?

Were the slow learners able to print the dictation words to keep up with the rest of the class?

Did the fast learners have difficulty with any part of the lesson?
Lesson 17: -t, -l, pages 56-59

REVIEW

1. Review word flashcards from lessons 10-16.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

   delem  *minem  *dimata  telo  insodô
   *dalan  molf  dimelem  lata  *intanem
   doton  mondâ  dimoton  *lima  nelao

3. T sets up syllable flashcards.
   T says a word.
   S make the word.

   syllable flashcards: la, li, lan, lin, na, ma, a, da
   words: lana, lima, dalan, alin, malin

4. S print correct syllable to complete the word.

   la  là  lan  lad
   sa   (salà)
   ini  (inilad)
   tò  (tòlan)
   ta  (lata)

5. T prints word sets.
   T says one word from each set.
   S print the word on the line.

   olo  dalem  *tòlan
   *olò  *delem  talom

   inilad  *dalan  molf
   *inalin  doton  *minolf

6. T prints root word.
   S print affixed word which teacher says.

   alin  inem
   (malin)   (minem)
   (minalin)   (mininem)
   (inalin)   (ininem)

KEYWORD

1. Learn keyword alat.
2. Find alat on the page.
3. Learn alat on the blackboard. Contrast lata.
4. Read alat from a flashcard. Contrast lata and talà.
Lesson 17

PARTS DRILLS

1. New letter in keyword.
   alat
   lat
   la

2. New letter in syllables with old letters.
   la li lo le
   lat lit lot let

   lat
   lit
   lot
   let

   lat lit lot let
   lam lim lom lem

5. Identity new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.

   *lat  lot  li  lem
   lan   *lod  *lf  len
   lam   los  lit  *let

   lin   *not  lat
   *lit  lot   not
   lis   só   lit

6. Random drill. lat, lot, nit, lit, let, not

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      solat    Kenan se solat no.
      meinit   Omtò meinit seini.
      alat     Meïtem den se alat dín.
      elet     Doen elet dín.
      lanot    Seini se lanot.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: a, e, la, so, lat, let, not
      words: elet, alat, lanot, solat
Lesson 17

SIGHT WORD

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   
   Si Inâ aw si Amâ
   aw

2. T prints other sentences.
   S read.
   
   Si Inâ aw si Amâ.
   Si Atô aw si Atâ.

READING FOR MEANING - 1

1. S find story on page 56.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: alat, atad, wayeg, neanod, aw.

5. Teacher says, ‘‘Kenan lay pesalo si Atô.’’ Students say, ‘‘Doton te wayeg.’’ Teacher says, ‘‘Eden se doton te wayeg.’’ Students say, ‘‘atad aw alat.’’ Teacher says, ‘‘Nengâ lay neanod se atad.’’ Students say, ‘‘Minodan doton diatas.’’

6. T and S read story again at normal speech speed.

READING FOR MEANING - 2

1. S find story on page 57 at the top.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Elinen, didalem, lanot, inalin.

5. Teacher prints sentences on the blackboard. Teacher points to the sentence in number 1 and says, ‘‘Besahi niyo se pegsolat seini. Na, kolisi niyo se kagî neketotok.’’
   1. Inalin dan se alat lanot doton didalem.
Lesson 17

2. Dalan Delem den.

6. T and S read story again at normal speech speed.

7. S find page 58 and read.

READING FOR MEANING - 3

1. Teacher prints ma, mi, mo, me on the blackboard. Students read as teacher points to each one.

Teacher prints mal under ma and says, ‘‘Eden se solat seini.’’ Students say mal.

Teacher prints mil under mi and says, ‘‘Eden se solat seini.’’ Students say mil.

Teacher prints mol under mo and says, ‘‘Eden se solat seini.’’ Students say mol.

Teacher prints mel under me and says, ‘‘Eden se solat seini.’’ Students say mel.

Teacher says, ‘‘Ehai niyo se lapid bilang din keliman teg pito. Tengtengi niyo se menge solat doton didalem te kelokob kidoen. Besahi niyo.’’ Students read syllable charts in their books.

Teacher points to the sentences at the bottom of page 57 and says, ‘‘Na, besahen ko ona se pegsolat diya te ongan te lapid bilang din keliman teg pito.’’ Teacher reads.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: migdansal.

5. Teacher prints sentences on the blackboard and says, ‘‘Besahi niyo se menge kagi insolat ko kidoen. Pemehai niyo se menge kagi makeindan kenitadon tepad te indan-indamen gina binasa niyo.’’ Students choose number 2.

1. Nenanem si Amâ.
2. Migdansal si Amâ.
3. Minolf si Amâ.

6. T and S read story again at normal speech speed.

7. S read syllable sets.

<table>
<thead>
<tr>
<th>mal</th>
<th>mos</th>
<th>sen</th>
<th>min</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>mol</td>
<td>sel</td>
<td>mil</td>
</tr>
<tr>
<td>mas</td>
<td>mon</td>
<td>sol</td>
<td>mis</td>
</tr>
</tbody>
</table>
Lesson 17

WRITING LESSON

1. T prints syllables.
   S read.
   T says one syllable from each row.
   S circle the syllable and print it on the line.
   
   *mal man mas ___
   mò mon *mol ___
   le *let len ___
   *not nol ned ___
   *sal sol sel ___
   sà *sel sen ___
   nol *sol tol ___

2. T prints syllables on the blackboard.
   T says a word.
   S print it on the line.
   o a e lat let mil mol
   _______ (omol)
   _______ (alat)
   _______ (amol)
   _______ (elet)

3. T prints words.
   S print the words with beginning capital letter.
   
   namal _______
   omol _______
   meinit _______
   solat _______
   dimasel _______

4. T prints root word.
   S read.
   T says an affixed form of the root word.
   S print the affixed word under root word.
   
   solsol solat olf
   (solsoli) (solati) (olf)
   indan tedô todà
   (indani) (tedoi) (todaï)

5. T dictates syllables and words.
   S print.
   la, no, mi, lat, lit, let, lot, not, mil, mol, mal
   alat, lanot, amil, omol, namal
   Elinen ta se lanot.
Lesson 17

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets. 
   S read. 
   T says a word from each set. 
   S circle the word teacher says. 

   *omol  solat  *atad 
   amil  *lanot  alad 
   onod  namal  elet 

   neanod  mig-insa 
   elinen  *migdansal 
   *didalem  mig-indan 

2. T prints syllable sets. 
   S read. 
   
   a  la  al  la1 
   i  li  il  lil 
   o  lo  ol  lol 
   e  le  el  lel 

3. T prints a word on the blackboard. 
   S suggest a sentence using that word. 
   T prints the sentence on the blackboard. 
   S read. 
   suggested words: namal, migdansal, didalem.

Spelling

1. T prints syllables. 
   S read. 
   T says a word. 
   S print correct syllable to complete the word.

   mal  sel  mil  nit  lat 
   a______ (alat) 
   na______ (namal) 
   Ta______ (Tamil) 
   so______ (solat) 
   dima______ (dimasel) 
   mei______ (meinit) 
   a______ (amil) 

2. Teacher prints a word on the blackboard and says, 
   "Solati niyo diya te papil niyo sebad peg-ikagi tepad te kagi 
   insolat ko kidoen. Solati niyo se dakel solat keteboan te peg-ikagi 
   aw solati niyo se tiyok ketepeosan. 
   suggested words: alat, omol, neanod
Lesson 17

Test (page 59)

Teacher says, "'Ehai niyo se lapid bilang, din keliman teg enem aw keliman teg pito. Kepenga niyan, besahi niyo se menge indan-indan kidoen.'" Students find pages 56-57 and read the stories.

Teacher says, "'Na, ehai niyo se lapid bilang din keliman teg siyam. Seini se itelaman. Na, besahi niyo se insa diyà diatas. Kepenga niyan, kolisi niyo se neketotok taba diyà te ongan.'" Students read question and underline atad aw alat.

Teacher says, "'Na besahi niyo se insa diyà tengà-tengà. Kepenga niyan kolisi niyo se neketotok taba diyà te ongan.'" Students read the question and underline doton didalem.

Teacher says, "'Na besahi niyo se insa diyà te ongan. Kepenga niyan kolisi niyo se neketotok taba diyà te ongan.'" Students read the question and underline doton diatas migdansal.
Lesson 18: k, K, pages 60-63

REVIEW

1. Review syllable flashcards from lessons 14-17.

2. Play the word game using word flashcards from lessons 14-17.

3. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

4. T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: a, o, mon, dan, tan, lin, lat,
   tad, mol, mil.
   words: amon, odan, alin, alat, otan, atad, amil, omol.

cyllable flashcards: i, e, let, lam, lod, nem, lem
   words: elet, inem, ilod, enem, ilam, iselem

cyllable flashcards: o, mo, mò, lo, lò, lê, so, te, di.
   words: olo, olè, molè, olò, solò, telò, momò, modì

5. S print correct syllable to complete the word.

6. T prints word sets.
   T says one word from each set.
   S print the word on the line.
Lesson 18

\[
\begin{array}{ccc}
\text{olo} & \text{alat} & \text{enem} \\
\text{*olo} & \text{*elet} & \text{inem} \\
\text{odan} & \text{amil} & \text{modi} \\
\text{*otan} & \text{omol} & \text{*moli} \\
\text{dimasel} & \text{*dalan} & \text{*t\^olan} \\
\text{*dimelem} & \text{delem} & \text{talom} \\
\end{array}
\]

7. **T** prints root word.  
**S** print affixed word which teacher says.

\[
\begin{array}{cccc}
\text{olt} & \text{inem} & \text{on}\hat{\text{a}} & \text{alin} \\
\text{(mol\^i)} & \text{(minem)} & \text{(mon\^a)} & \text{(minalin)} \\
\text{odan} & \text{doton} & \text{data} & \text{delem} \\
\text{(minodan)} & \text{(dimoton)} & \text{(dimata)} & \text{(dimelem)} \\
\end{array}
\]

**KEYWORD**

1. Learn keyword kod\^a.
2. Find kod\^a on the page.
3. Learn kod\^a on the blackboard. Contrast lata.
4. Read kod\^a from a flashcard. Contrast lata and mant.

**PARTS DRILLS**

1. New letter in keyword.  
   kod\^a  
   ko  
   o

2. New letter in syllables with old letters.
   \[
   \begin{array}{cccc}
   \text{a} & \text{i} & \text{o} & \text{e} \\
   \text{ka} & \text{ki} & \text{ko} & \text{ke} \\
   \end{array}
   \]

   \[
   \begin{array}{cccc}
   \text{ka} & \text{ki} & \text{ko} & \text{ke} \\
   \end{array}
   \]

   \[
   \begin{array}{cccc}
   \text{ka} & \text{ki} & \text{ko} & \text{ke} \\
   \text{la} & \text{li} & \text{lo} & \text{le} \\
   \text{ma} & \text{mi} & \text{mo} & \text{me} \\
   \end{array}
   \]

5. Identify new syllable.
   1) **T** prints words.  
      **S** circle new syllable.
Lesson 18

ka ki ko ke
kalâ kilat kokô kenâ
kano kilem kekolo kekolo
kaen telaki kodâ kenan
baka kinitâ sako kesîlâ

2) T prints syllable sets.
S read all syllables...
T say one syllable from each set.
S circle syllable teacher says.
ka *ki ka kô ki
*ke ke *kâ ke *kf
ko ke *ko *ko *ka

6. Random drill. ka, ko, ki, ke, kâ, kî, La, kô, Li, ke, Lo,

7. Built words.
1) T prints new words.
S read.
T prints sentence using new word.
S read.

2) T sets up syllable flashcards.
T says a word.
S make the word.
syllable flashcards: ka, ke, ko, kô, no, sa, nà,
en, dà.
words: kano, sako, kenâ, kokô, kaen, kodâ.
syllable flashcards: ki, kf, kà, te, so, lat, lem, la.
words: teki, sokâ, telaki, kilat, kilem.

3) Teacher prints the new letter with other letters on
the blackboard. Below that teacher prints several incomplete
syllables in a column on the left. Teacher says, "Mikagi a te
solat wedâ pa keepos, iling kani kat. Pemalli kaw te solat iepos
niyo kani t diyâ te menge solat seîni. Kepenga niyan solatî niyo
diyâ te ogpo te solat seîni ka." Teacher then prints incomplete
Lesson 18

words beside the completed syllables and says, ‘‘Kepenga niyan sogpati se solat seini diya te kagi weda pa kepenga siyà. Kepenga niyan besahi.’’ Students print the new syllable to complete the word.

```
s t n  l
ka(t) le(kat) (lekat)
ko   e   (ekon)
ke  da   (dakel)
ko  limi   (limiko)
ke  lo   (lokeš)
ka  l   (ikan)
```

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   kodâ
   Kodâ

2. T prints syllable pair.
   S read.
   ko
   Ko

3. T prints syllables in a column.
   S read.
   Ka
   Ki
   Ko
   Ke

4. T prints sentences.
   S read.
   Kenan se kodâ.
   Kenan se nati din.
   Kinità ko se kodâ.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   ko   Ko
   ki   Ka
   ka   Ke
   ke   Ki
Lesson 18

6. T prints sentences with choice of spelling. S circle correct word.
   1. Kaen \text{\underline{Ka}}\text{den}.
   2. Kenan \text{\underline{Kenan}} se kodà.
   3. Telaki den si \text{\underline{Kim}}'

READING FOR MEANING - 1

1. S find story on page 60. T reads story to the students.
2. T and S read story together.
3. S each read story by himself.
4. S find and read: kodà, kidoen, telaki, kesilà, kimaen, sokian, limikà.
5. T says, '''Kenan lay se kodà.''' S say dalan.
   T says, '''Sinu se tig-apò te kodà,''' S say telaki.
   T says, '''Eden se kinaen te kodà.''' S say kesíla.
6. T and S read story again at normal speech speed.

READING FOR MEANING - 2

1. S find story on page 61 at the top. T reads story to the students.
2. T and S read story together.
3. S each read story by himself.
4. S find and read: kinità, memokan, nelemitan, kimadas, dakel.
5. T says, '''Kenan pesalo si Inà.''' S say wayeg.
   T says, '''Eden se kinità i Inà.''' S say memokà.
6. T and S read story again at normal speech speed.

READING FOR MEANING - 3

1. S find story on page 61 at the bottom. T reads story to the students.
2. T and S read story together.
Lesson 18

3. S each read story by himself.


5. T prints sentences.
   S read and underline the correct word.
   1. Minolf se telaki. 
   2. Doen kesilâ din.
   3. Dakel se odan doton.

6. T and S read story again at normal speech speed.

7. S find page 62 and read.

WRITING LESSON

1. T demonstrates how to print new letter k.

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital K.

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.
   1) S print new letter sets. Kk
   2) S complete letter sets. K K
Lesson 18

3) S print new syllables.

4) T prints syllables.
   S read.
   T says one syllable.
   S circle syllable teacher says and print it on the line.

    ka  ke  *ko
    Ki  Ko  *Ke
    *ki  ke  ki
    ká  ka  *kô
    kô  *ká  kê

5) T prints syllables.
   T says a word.
   S circle syllables and print the word on the line.

    ka  ko  na  no  (kano)
    ka  kô  da  dâ  (kodâ)
    ki  ke  tá  tô  (kitâ)

6) T prints words.
   S circle new letter k.
   S print the word on the line.

    kidoen
    telaki
    kimaen
    sokian
    limikô
    kesilâ

7) T prints words.
   S print words with beginning capital letter.

    kinitâ
    lokes
    dakel
    memokan
    kimadas
    ekon
    ikam

8) T dictates syllables and words.
   S print what teacher dictates.

    ka, ko, kî, kon, kel, kan
    kôdâ, kidoen, kimaen, ekon, dakel, ikan
    Kidoen se kodâ.
    Dakel ekon se ikan.
Lesson 18
SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   dakel  ikan  kidoen
   *lekat  ekon  *kimaen
   lokes  *eked  kesilà
   kimadas  *telaki
   *memokan  limikô
   nelemitan  sokian

2. T prints syllable sets, one column at a time.
   S read.
   a  ka  ak  kak
   i  ki  ik  kik
   o  ko  ok  kok
   e  ke  ek  kek

3. T prints root words.
   S read.
   T prints affixed form of root words.
   S read.
   likô  kaen  kitô  kadas
   limikô  kimaen  kimitô  kimadas
   lomikô  komaen  komita  komadas
   kinitô

4. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: kilem, dakel, kimadas

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   ka  ki  ko  ke
   sa____ (sako)
   ____no  (kano)
   ____silà  (kesilà)
Lesson 18

2. T prints root word.
S read, and print the word on their papers.
T says a word (affixed root word).
S print affixed word under root word.

liko
kena
kitá
kadas
(limiko) (komaen) (Kinitá) (kimadas)

3. T prints syllables on the blackboard.
S print same syllables on their paper.
T says a word.
S print the word under the syllable that begins with the same sound.
T says words in this order: kano, kokô, kenâ, kilat, kodá, kilem, kenan, kitá, kesilá, kidoen, kaen, kimaen, kesilá.

ka
kano
kaen
ki
kilat
kilem
ko
koko
kodá
kenan
ke
kena
kesilá
ke
Kinitá
kimaen

Creative writing

Teacher prints a sentence on the blackboard and says, "'Peg-aneng-aneng kaw te sebad kagi mepakay isogpat niyo te menge kagi seini Kinitá ko se... Kepenga niyan solati niyo diya te ogpo din iling kani, Kinitá ko se memukan doton te dalan.'" Teacher prints all the suggestions made by the students for the first demonstration.

Then teacher gives another sentence frame and students fill in their own substitution words.

Kinitá ko se (memukan)
(kodá)
(kilem)

Kimadas se __________. (Students print this one on their paper.)

Test (page 63)

Teacher says, "'Ehai niyo se lapid bilang din keneman teg telo. Seini se itelaman.'"

Teacher points to the question at the top of the page and says,
Lesson 18

'‘Besahi niyo se insâ aw tengtengi niyo se retrato diya te ongan te insâ. Kepenga niyan kolisi niyo lenged te kowanen se kagi te retrato siyan. Yan se taba te insâ diya diatas.’’ Students underline kodâ.

Teacher says, '‘Na ebeiyi niyo besahen se insâ aw kolisen diya te kowanen se kagi te retrato siyan.’’ Students underline memokan and dakel odan.

TEACHER: Were the slow learners able to do Built Word drill number 3 on page 192-193 by themselves? Did they need help? How much help were they given?

Did the students have difficulty understanding instructions for the Creative Writing assignment on page 198?
Lesson 19: b, B, pages 64-67

REVIEW

1. Review word flashcards from lessons 14-18.

2. T'prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   ka ke *ki kō *kat kes
   *ka *kes ke *kon kan *kel
   kan ke kis ko kā kē

3. S print correct syllable to complete the word.
   kan kel kes kat
   da___ (dakel)
   i___ (ikan)
   lo___ (lokes)
   le___ (lekat)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   kimaen kimitā *kenan
   *kimadas ___*kinitā ___ kenā ___
   memokan *ekon *dakel
   *nelemitan ___ ikan ___ lekat ___

KEYWORD

1. Learn keyword batā.
2. Find batā on the page.
3. Learn batā on the blackboard. Contrast kodā.
4. Read batā from a flashcard. Contrast kodā and lata.

PARTS DRILLS

1. New letter in keyword.
   batā
   ba
   a

2. New letter in syllables with old letters.
   a i o e
   ba bi bo be

   ba
   bi
   bo
   be
Lesson 19

   ba  bi  bo  be
   ka  ki  ko  ke
   la  li  lo  le

5. Identify new syllable.
   1) T prints words.
      S circle new syllable.
      ba  bi  bo  be
      bato  biko  bola  benal
      batad  labi  tebo  benis
      taba  bitil  boel  besi

   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      bo  bo *bi  *be
      *bà  *bô  bî  ba
      ba  ba  bà  bi

6. Random drill. ba, be, bi, bo, bâ, bô, be, bî, ki, ka

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      bato  Ontò dâkel se bato.
      biko  Mâmìs se biko.
      labi  Labi den.
      abo  Olô abo den.
      tebo  Mâmìs se tebo aw biko.
      tobô  Kenà tobo seini.
      tambî  Kenâ se tambî no.
      tabà  Wedad tabà te ikan.
      dibabà  Dimoton si Atô dibabà.
      melambô  Ontò melambô se bata.
      besì  Molf besi.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: ba, bå, bo, bô, ta, tà, to,
      te, di, a
      words: bata, bato, abo, taba, taba, tebo, tobo, tobo, dibabà

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Lesson 19

3) T prints letters on the blackboard.
   T says a syllable.
   S complete the syllable on the line to make the syllable
   teacher says.
   T prints incomplete words beside the syllable.
   S complete the word with the syllable they just completed.

   ba __ diba(bâ) (bontod)
   bo __ tod (bontod)
   bi __ binit (binitbit)
   ba __ nen (neabat)
   be __ ne__ si (nebensî)
   be __ o (obes)
   be __ kela (kelabet)

4) S read syllables in the boxes on page 64.

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   batâ
   Batâ

2. T prints syllable pair.
   S read.
   ba
   Ba

3. T prints syllables in a column.
   S read.
   Ba
   Bi
   Bo
   Be

4. T prints sentences.
   S read.
   Batâ ko ini.
   Batad ini.
   Ñenal se inindan ko.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   bo lo
   ko Ro
   lo Do
   do Ko
Lesson 19

6. T prints sentences with choice of spelling. S circle correct word.
   1. Bola te batâ.
   2. Kenan se Batad batad.
   3. Dimoton se telaki te Bokid bokid.

READING FOR MEANING – 1

1. S find story on page 64. T reads story to the students.
2. T and S read story together.
3. S each read story by himself.
4. S find and read: Migbola, Inabat, nekelid.
6. T and S read story again at normal speech speed.

SIGHT WORD

1. T prints sentence using sight word. S read.
   T prints sight word under sentence. S read.
   diya te ikam
diya

2. T prints other sentences. S read.
   diya te ikam
diya te tinda
diya te lata

3. T prints sentence using sight word. S read.
   T prints sentence using contrasting word. S read.
   diya te tinda
doton te tinda
Lesson 19

SIGHT WORD

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   Kenan se libro.
   libro

2. T prints other sentences.
   S read.
   Kenan se libro.
   Seini se libro.
   Doton se libro.

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   Kenan se libro.
   Kenan se batâ.

READING FOR MEANING - 2

1. S find story on page 65.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: diya, migbasa, libro, kosina, eked, timaba, inabat.

   (2) Dimoton si Inâ te kosina.
   (1) Migbasa si Inâ te libro din.
   (4) Inabat te batâ se libro i Inâ.
   (3) Inabat i Inâ se solô.

6. T and S read story again at normal speech speed.

7. S find page 66 and read.
Lesson 19

WRITING LESSON

1. T demonstrates how to print new letter b.
   "Pegsolat te deitek b, lekat diyà taba diatas te kolis melalag ipesalo te ongan. Kepenga niyan inangen te getek, lekat diyà te tengà-tenga lekoen ipesalo te ongan aw pegkitaen.''

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital B.
   "Pegsolat te dakel B, lekat diyà diatas pesalo te ongan. Toda lekat diyà diatas lekoen pegkitaen kidoen te tengà-tenga. Lekat te tengà-tenga seini lekoen toda pesalo te ongan aw pegkitaen.''

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets. Bb
   2) S complete letter sets. Bb
   3) S print new syllables. a a a a
      _ _ _ _
   4) T prints syllables. S read.
      T says one syllable.
      S circle syllable teacher says and print it on the line.
      bo *be ba
      bi *ba be
      ba bo *bo
      be bi *bi
   5) T prints syllables on the blackboard.
      T says a word.
      S print the word on their paper.
      ba bo to la ta a
      (bato) (tobo) (bola
      (abo) (taba)
Lesson 19

6) T prints words.
   S circle new letter b.
   S print the word on the line.
   
   batá
   tobo
   labi
   biko
   obes
   bontod

7) T prints words.
   S print words with beginning capital letter.
   
   batá
   inabat
   binitbit
   timaba
   kelabet

8) T dictates syllables and words.
   S print what teacher dictates.
   
   ba, bo, bi, be, bá, bi, bò
   bola, batá, inabat, timaba
   Timaba se batá.
   Inabat ko den se bola.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   bato *tebo tobo benis
   batá taba *tobó *benal
* biko tabá labi batad
   kelabet *migbola *timaba
   neabat migbasá bontod
* binitbit mig-insá nekelid

2. T prints syllable sets, one column at a time.
   S read.
   
   a ba ab bab
   i bi ib bib
   o bo ob bob
   e be eb beb
Lesson 19

3. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: inabat, labi, bontod

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   \[
   \begin{array}{cccc}
   \text{ba} & \text{bi} & \text{bo} & \text{be} \\
   \_ & \_ & \text{si} \ (\text{besi}) \\
   \_ & \text{te} \ (\text{tebo}) \\
   \_ & \text{ta} \ (\text{tapa}) \\
   \_ & \text{to} \ (\text{bato}) \\
   \_ & \text{la} \ (\text{labi}) \\
   \_ & \_ & \_ & \_ \\
   \_ & \_ & \text{el} \ (\text{boel}) \\
   \_ & \_ & \_ & \_ \\
   \_ & \_ & \text{til} \ (\text{bitil}) \\
   \end{array}
   \]

2. T prints syllables on the blackboard.
   S print same syllables on their paper.
   T says a word.
   S print the word under the syllable that begins with the same sound.
   T says words in this order: biko, bato, benal, bola, batad, boel, bitil, benis, batá, bontod, besi, binitbit.
   \[
   \begin{array}{cccc}
   \text{ba} & \text{bi} & \text{bo} & \text{be} \\
   \text{bato} & \text{bi} & \text{bo} & \text{be} \\
   \text{batad} & \text{bi} & \text{bo} & \text{be} \\
   \text{batá} & \text{bi} & \text{bo} & \text{be} \\
   \end{array}
   \]

Creative writing

Teacher prints sets of words on the blackboard and says, ‘‘Na, solati niyo diyā te ogpo te kagi seini se mepakay din pegdomaen. Ilīng kani, sen kilat, eden se mepakay domaen din.’’ Teacher demonstrates the first word with suggestions from the class.

\[
\begin{array}{cccc}
\text{kilat} & \text{aw} \ (\text{kilem}) \\
\text{saol} & \text{aw} \\
\text{ilosay} & \text{aw} \\
\text{aldaw} & \text{aw} \\
\text{onsedanan} & \text{aw} \\
\end{array}
\]
Lesson 19

Test (page 67)

Teacher says, "Ehâi niyo se lapid bilang din keneman teg pito. Seini se itelaman."

Teacher points to the first box and says, "Tengtengi niyo se kagi didalem te monâ kelokob. Na, ikegiyen ko se sebad kagi siyan didalem te kelokob. Kepenga niyan, pemehai niyo siyan kagi inikagi ko aw libedi niyo. Na, libedi niyo se kagi bola.'" Students circle bola in the first box.

Teacher points to the center box in the top row and says, "Libedi niyo se kagi kilid doton didalem te kelokob seini.'" Students circle kilid.

Teacher continues to point to each box, from left to right asking the students to circle the following words: delem, inabat, timaba, lekat, eked, kidoen, Migbasa, nekelid, ikam, diya.

TEACHER: Did the slow students learn the difference between b and d today?

Did you help the students spell words they did not know how to spell for the Creative Writing assignment on page 207?
Lesson 20: -k, pages 68-71

REVIEW

1. Review word flashcards from lessons 16-19.

2. T prints syllable sets. 
   S read.
   T says one syllable from each set. 
   S circle the word teacher says.
   
   

<table>
<thead>
<tr>
<th>ba</th>
<th>bo</th>
<th>bi</th>
<th>*bat</th>
<th>ba</th>
</tr>
</thead>
<tbody>
<tr>
<td>bi</td>
<td>*bon</td>
<td>bi</td>
<td>bet</td>
<td>ba</td>
</tr>
<tr>
<td>*be</td>
<td>bō</td>
<td>*bit</td>
<td>bit</td>
<td>bit</td>
</tr>
</tbody>
</table>

3. S print correct syllable to complete the word.
   
   bon bā bes bit
   σ (obes)
   diba (dibaba)
   tod (bontod)
   binit (binitbit)

4. T prints word sets.
   T says one word from each set. 
   S print the word on the line.
   
   tobo tabā *batad
   *tobō *taba batā
   bato *neabat
   *bola inabat

KEYWORD

1. Learn keyword bakbak.
2. Find bakbak on the page.
4. Read bakbak from a flashcard. Contrast batā and bontod.

PARTS DRILLS

1. New letter in keyword.
   
   bakbak
   bak
   ba

2. New letter in syllables with old letters.
   
   ba bi bo be
   kak bik bok bek

   
   bak
   bik
   bok
   bek
Lesson 20


   bak  bik  bok  bek
   bat  bit  bot  bet
   ban  bin  bon  ben

5. Identify new syllable.

   1) T sets up letter flashcards: i, a, e, b, k, n, l
      T spells bak with cards.  S read.
      T replaces b with n to make nak.  S read.
      T replaces n with i to make Ian.  S read.
      T replaces k with e to make leb.  S read.
      T replaces a with i to make iub.  S read.
      T replaces n with o to make iob.  S read.
      T replaces a with e to make iab.  S read.
      T replaces e with i to make ieb.  S read.

   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      
      | bak | *bek | bak | *lib |
      |-----|------|-----|------|
      | bok | bik  | *lak|     |
      |      |      |     |     |
      | *bik| bok  | nak | leb |
      |      |      |     |     |
      | *lok| bok  |     |     |
      |      |      |     |     |
      |     |      |     |     |
      |     |      |     |     |
      |     |      |     |     |
      |     |      |     |     |
      |     |      |     |     |


7. Built words.

   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      
      bakbak  Medita bakbak kidoen.
      bokbok  Wedad bokbok dini.
      bikbik  Mebabà se bikbik.
      tabek  Mesakit se tabek ko.
      siak  Siak se domoton.
      bolak  Dàkal bolak dini.
      lokban  Mâmís se lokban.
      kanak  Kanak se bikbik sida.
      ilib  Doton si Atô te ilib.
      teneb  Ontô mâmís se teneb.
Lesson 20

2)  T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: lok, lak, bek, nak, neb, ban,
   bo, ta, ka, te
   words: lokban, bolak, tabek, kanak, teneb

READING FOR MEANING - 1

1.  S find story on page 68.
   T reads story to the students.

2.  T and S read story together.

3.  S each read story by himself.

4.  S find and read: bakbak, lanto, sebad, lekat, Nelemitan.

5.  T says, "'Kenan alin se sebad bakbak.'"  S say bato.
    T says, "'Nengà lay dimoton se titò te wayeg.'"  S say mininem.
    T says, "'Pegdateng te titò, kenan pesalo se bakbak.'"  S say wayeg.

6.  T and S read story again at normal speech speed.

SIGHT WORD

1.  T prints sentence using sight word.
    S read.
    T prints sight word under sentence.
    S read.
    Kimadas peman
    peman

2.  T prints other sentences.
    S read.
    Kimadas peman.
    Dimoton peman.
    Limikô peman.

3.  T prints sentence using sight word.
    S read.
    T prints sentence using contrasting word.
    S read.
    Kimadas peman.
    Todâ kimadas.
Lesson 20

READING FOR MEANING - 2

1. S find story on page 69. T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: manok, peman, nelemitan, simalok, kebenesan.

5. T prints sentences on the blackboard. S read. S choose which happened first. They print number 1 in front of sentence that happened first, number 2 before the next, and continue that way for all sentences.

(3) Simalok si Inâ.
(2) Kimadas se manok.
(1) Nesâban te manok se memokan.
(4) Nelemitan se memokan ki Inâ.
(5) Kimadas se memokan.

6. T and S read story again at normal speech speed.

7. S find page 70 and read.


Teacher continues giving the test for numbers 2 through 6 in the same manner. Students print 2) Nesâban, 3) kebenesan, 4) peman, 5) simalok, 6) Nelemitan.

WRITING LESSON

1. T prints syllables. S read. T says one syllable from each row. S circle the syllable and print it on the line.

bak bat *bad
*nok nak nek
*lib *neb nab
lak bek *lok

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Lesson 20

2. T prints syllables on the blackboard. 
T says a word. 
S print it on the line.

   ta bo ka
   bek bak lak nak
   (bakbak)
   (kanak)
   (bolak)
   (tabek)

3. T prints words. 
S print the words with beginning capital letter.

   bokbok
   siak
   lokban
   teneb
   ilib
   manok

4. T prints root word. 
S read. 
T says an affixed form of the root word. 
S print the affixed word under root word.

   salok kadas
   (simalok) (kimadas)
   (somalok) (komadas)

5. T dictates syllables and words. 
S print.

   bak, bik, bok, bek, nok, lok
   bakbak, bikbik, tabek, bokbok, manok, simalok
   Kimadas se manok.
   Simalok si Inâ.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets. 
S read. 
T says a word from each set. 
S circle the word teacher says.

   *kanak   bokbok   *siak   wayeg
   manok   bakbak   doen   *peman
   bolak   *bikbik   ilib   libro
   nelemitan   sebad
   memokan   batad
   *kebenesan   *teneb
Lesson 20

2. T prints syllable sets.
   S read.
   a  ka  ak  kak
   i  ki  ik  kik
   o  ko  ok  kok
   e  ke  ek  kek

3. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: bokbok, lekat, simalok

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   nok  nak  lok  bad
   ka____ (kanak)
   ma____ (manok)
   ____ban (lokban)
   se____ (sebad)
   sima____ (simalok)

2. T prints a word on the blackboard.
   S print a sentence using that word.
   suggested words: bolak, teneb.

TEACHER: Are the students able to print words faster than they did in earlier lessons?

Did the slow learners understand what to do in the Writing Lesson drill number 2 on page 213?
Lesson 21: g, G, pages 72-73

REVIEW

1. Play the word game using word flashcards from lessons 18-20.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

<table>
<thead>
<tr>
<th>ka</th>
<th>*ko</th>
<th>ki</th>
<th>*be</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>bò</td>
<td>*kì</td>
<td>ke</td>
</tr>
<tr>
<td>*bà</td>
<td>bo</td>
<td>bì</td>
<td>bì</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kon</th>
<th>kat</th>
<th>bek</th>
<th>*bak</th>
<th>neb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bon</td>
<td>*bat</td>
<td>bet</td>
<td>lak</td>
<td>lib</td>
</tr>
<tr>
<td>*kan</td>
<td>kal</td>
<td>*bit</td>
<td>nak</td>
<td>*bes</td>
</tr>
</tbody>
</table>

3. T sets up syllable flashcards.
   T says a word.
   S make the word.

syllable flashcards: ko, dà, sa, bi, bo, la, te
words: kòdà, sàko, bìko, bòla, tèbo

syllable flashcards: ka, ma, le, da, nak, nok, kel, kat
words: kanak, manok, lekat, dakel

4. S print correct syllable to complete the word.

<table>
<thead>
<tr>
<th>ka</th>
<th>ko</th>
<th>ba</th>
<th>bo</th>
<th>bi</th>
<th>be</th>
<th>ke</th>
<th>ki</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>sina</td>
<td>(kosina)</td>
<td>___</td>
<td>nan</td>
<td>(kenan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>lak</td>
<td>(bolak)</td>
<td>la</td>
<td>(labí)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tìma (timaba)</td>
<td>___</td>
<td>madas</td>
<td>(kimadas)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>en</td>
<td>(kaen)</td>
<td>___</td>
<td>nal</td>
<td>(benal)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. T prints word sets.
   T says one word from each set.
   S print the word on the line.

<table>
<thead>
<tr>
<th>taba</th>
<th>timaba</th>
<th>*tabek</th>
</tr>
</thead>
<tbody>
<tr>
<td>*tabà</td>
<td>*dibabà</td>
<td>teneb</td>
</tr>
</tbody>
</table>

| *kelabet | neabat | *obes |
| kesilà | *inabat | lokes |

6. T prints root word.
   S print affixed word which teacher says.

<table>
<thead>
<tr>
<th>abat</th>
<th>bitbit</th>
<th>taba</th>
<th>kadas</th>
</tr>
</thead>
<tbody>
<tr>
<td>(inabat)</td>
<td>(bìnitbit)</td>
<td>(timaba)</td>
<td>(kimadas)</td>
</tr>
</tbody>
</table>
Lesson 21

KEYWORD

1. Learn keyword gabas.
2. Find gabas on the page.
4. Read gabas from a flashcard. Contrast bakbak and enonas.

PARTS DRILLS

1. New letter in keyword. gabas.
   ga
   a

2. New letter in syllables with old letters.
   a i o e
   ga gi go ge

3. New letter in a column. ga
gi
go
ge

   ga gi go ge
   ba bi bo be
   ka ki ko ke

5. Identify new syllable.
   1) T prints words.
      S circle new syllable.
      ga gi go ge
gabas gina goman gesa
   gatas kagi egoo igeda
   megasa goma gebenini
   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      *ga go gi gô gô gi
      go *gô gi gom *gi
      gi ge *ga *gem *gis

6. Random drill. ga, ge, gi, go, gâ, gô, Ba, Bi, gi

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
Lesson 21

gata  Māmis se gata.
gina  Dimini gina.
igedā  Wedad igedā dan.
goma  Melomi se goma.
nelegā  Nelegā den se kânen.
gebenini  Dimini gebenini.
megasā  Megasā se batā.
sinogō  Sinogō din se batā.
ogis  Ogis se manok mepotf.
dagom  Dakel se dagom din.
dagem  Wedad dagem ko.
dagat  Dimoton a te dagat.

2) T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: ga, gi, go, ge, i, ta, na, 
                      dan, ma
   words: gata, gina, igedā, goma.

3) T prints letters on the blackboard.
   T says a syllable.
   S complete the syllable on the line to make the syllable
   teacher says.
   T prints incomplete words beside the syllable.
   S complete the word with the syllable they just completed.

1.  T prints keyword in small letters.
    S read.
    T prints keyword with beginning capital letter.
    S read.
        gabas
    Gabas

2.  T prints syllable pair.
    S read.
        ga
    Ga

CAPITAL LETTER

217
Lesson 21

3. T prints syllables in a column.
   S read.
   Ga
   Gi
   Go
   Ge

4. T prints sentences.
   S read.
   Gabas ko ini.
   Dimoton a te dagat gebenini.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   ga Ge
   ge Go
   gi Ga
   go Gi

6. T prints sentences with choice of spelling.
   S circle correct word.
   1. Gebenini neamin se bata te manok.
      gebenini
   2. Wedad kidoen Gina
gina
   3. Minof den si Gomandel
gomandel

READING FOR MEANING

1. S find story on page 72.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: gina, minikagi, gabas, nelibelan, goman, Etedi, kegaen.

5. T says, "'Kenan pesalo si Amà.' " S say simobà.
   T says, "'Eden se nelibelan din.' " S say gabas.
   T says, "'Sinu se meg-ated te gabas.' " S say Ato.

6. T and S read story again at normal speech speed.

7. S find page 73 and read.
Lesson 21

WRITING LESSON

1. T demonstrates how to print new letter g.

   "Pegsolat te deitek g, peg-inang kaw ona te metibolo lekat diyå te kolis melagal ipesalo te ongan.
   Kepenga niyan ipelikô doton diatas aw pegkitaen.
   Kepenga niyan ipesalo diyå te ongan aw lekoen pesalo te bibang, iling te bawa te sulab."

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital G.

   "Lekat diyå diatas lekoen te deitek ipesalo te ongan, ipedeleg te kowanan. Kepenga niyan ipesalo diatas te deitek.
   Kepenga niyan, ipelabag te deitek pesalo te bibang."

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets. Gg

   2) S complete letter sets. G

   3) S print new syllables.

   a i o e  a i o e

   4) T prints syllables.

   S print syllables on paper.

   T says a word.

   S circle syllable teacher says and print it on the line.

   *ge go ga
   *gi gá go
   *ga gó *go
   *gi *gi ge

   5) T prints syllables on the blackboard.

   T says a word.

   S print the word on their paper.

   gi ga ka ke
   en na bas

   (gina) (kagi)
   (gabas) (kegaen)
Lesson 21

6) T prints words.  
S circle new letter g.  
S print the word on the line.

- gatas
- kegaen
- inikagi
- gina
- gabas

7) T prints words.  
S print words with beginning capital letter.

- gatas
- somobâ
- goman
- nelibelan
- igeda
- egoo

8) T dictates syllables and words.  
S print what teacher dictates.

- ga, ge, gi, gà, go, gi, gò
- gabas, gatas, gina, goman
- Minem ka te gatas.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.  
S read.  
T says a word from each set.  
S circle the word teacher says.

- *gatas  goma  dagom  megasà  
- gabas  *goman  *dagem  nelegà
- gata  gina  dagat  *sinogò

2. T prints syllable sets, one column at a time.  
S read.

- a  ga  ag  gag
- i  gi  ig  gig
- o  go  og  gog
- e  ge  eg  geg

3. T prints root words.  
S read.  
T prints affixed form of root words.  
S read.
Lesson 21

4. T prints a word on the blackboard. 
   S suggest a sentence using that word. 
   T prints the sentence on the blackboard. 
   S read. 
   suggested words: igeda, nelega, sinogô

Spelling

1. T prints syllables. 
   S read. 
   T says a word. 
   S print correct syllable to complete the word.

2. T prints root word. 
   S read and print the word on their papers. 
   T says a word (affixed root word). 
   S print affixed word under root word.

3. T prints syllables on the blackboard. 
   S print same syllables on their paper. 
   T says a word. 
   S print the word under the syllable that begins with the same sound. 
   T says words in this order: gina, gabas, goman, gesa, goma, gatas, gebenini.

Creative writing

Teacher prints a sentence on the blackboard and says, ‘‘Peg-aneng-aneng
Lesson 21

kaw te sebad kagi mapakay isogpat niyo te menge kagi seini
Gebenini te iselem... Kepenga niyan solati niyo diya te ogpo
din iling kani, simalok a.''

The teacher prints another sentence frame and students print on
their papers their own substitution words:

sentence suggestions: Gebenini te iselem
_________________________si Ina.
Lesson 22: -g, pages 74-78

REVIEW

1. Review word flashcards from lessons 18-21.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   
   ga    gi    *ge    go
   *gà    gi    gem    gò
   gat    gis    gê    *gom

3. S print correct syllable to complete the word.
   gi    ga    go    ge
   _______    (goman)
   _______    (gabas)
   _______    (igedà)
   _______    (gina)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   *dagat    dagom    gina
   igedà    _______    *dagem    _______    *goma    _______
   gabas    *nelegà
   *gatas    _______    megasà    _______

KEYWORD

1. Learn keyword tigtig.
2. Find tigtig on the page.
3. Learn tigtig on the blackboard. Contrast bakbak.
4. Read tigtig from a flashcard. Contrast bakbak and gabas.

PARTS DRILLS

1. New letter in keyword.        tigtig
   tig
   ti

2. New letter in syllables with old letters.
   ta    ti    to    te
   tag    tig    tog    teg

3. New letter in a column.        tag
   tig
   tog
   teg
Lesson 22

   tag tig tog teg
tal til tol tel
tak tik tok tek

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.

6. Random drill. tig, teg, mag, tag, tog, mog, mig, meg, dag, deg, dog, dig, lag, lig

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      tagnà Kenan se tagnà.
migkità Migkità dan.
magsen Kenà magsen se nati.
namog Meames se dawen te namog.
nedagdag Nedagdag se batà.
digsel Digits doton se tigtig.
lag Medita lag doton te kebenesan.
ligbes Dakel se ligbes nebat din.
deleg Ika ka deleg.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: lag, leg, lig, dig, de, bes, sel
      words: deleg, ligbes, lag, digsel
      syllable flashcards: mag, mig, mog, meg, sen, ki, na, tà
      words: magsen, migkità, namog, megkità
Lesson 22

READING FOR MEANING - 1

1. S find story on page 74.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: binitbit, tigtig, nekedogsō, mesandig, sagbet, netaktak, netalon, migkelag.

5. T prints sentences on blackboard.
   S read and choose which happened first.
   S number sentences from 1 to 4 according to their order of occurrence in the story.
   
   (2) Nekedogsō si Atō.
   (1) Minolī si Atō lekat te tinda.
   (3) Netaktak se tigtig diyā te sagbet.
   (4) Migkelag si Atō.

6. T and S read story again at normal speech speed.

7. S find page 76 and read.

READING FOR MEANING - 2

1. S find story on page 75.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: tidelem, nenagat, Nesāban, neelem, Binaba, melandeg, dimeleg, timindeg.

5. Teacher prints sentences on the blackboard. Teacher points to the sentence number 1 and says, ‘Besahi niyo se pegsolat seini. Na kolisi niyo se kogi nekotok tepad te indan-indanen gina binasa niyo.’

   1. Nenagat  Amā tidelem.
       Nenue̱m
   2. Telo  Sebad alat se ikan neabat din.
   3. Ontō  deitek  dakel se odan.
Lesson 22

4. Binaba din se alat doen ikan.
5. Nekelid si Amà.

6. T and S read story again at normal speech speed.
7. S find page 77 and read.

WRITING LESSON

1. T prints syllables.
   S print syllables on their papers.
   T says one syllable from each row.
   S circle the syllable and print it on the line.

   dig *dog dag _______
   *sag mig mag _______
   tig leg *deg _______

2. T prints syllables on the blackboard.
   T says a word.
   S print it on the line.

   tig deg leg sag
tin de bet
   (sagbet)
   (tindeg)
   (deleg)
   (tigtig)

3. T prints words.
   S print the words with beginning capital letter.

   nenagat __________
   timindeg __________
   dimeleg __________
   mesandig __________
   binaba __________

4. T prints root word.
   S read.
   T says an affixed form of the root word.
   S print the affixed word under root word.

   deleg tindeg delemin
dimeleg timindeg dimelem
domeleg tomindeg domelem

   kita dagdag
   (kimita) (nedagdag)
   (kinita) (nenagdag)
   (migkita) (indagdag)
   (nekedagdag)
Lesson 22

5. T dictates syllables and words.
   S print.
   tig, dig, dog, dag, leg
tigtig, mesandig, nekedogso, nedagdag, deleg
Mesandig se dalan.
Kenan se tigtig.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   deleg  digsel  *melandeg  nenagat  
kelig  *ligbes  timindeg  *nesaban  
*namog  sagbet  dimeleg  neele  
neabat  *netalon  migkelag  mesandig  
*binaba  *migkitak  melandeg  
binitbat  nedagdag  mibasa  *tidelem

2. T prints syllable sets.
   S read.
   a  ga  ag  gag  
i  gi  ig  gig  
o  go  og  gog  
e  ge  eg  geg  

3. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: nesaban, digsel, nekedogso.

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   
dag  sag  dog  lag  dig  deg  
melan_________  (melandeg)  
neke____so  (nekedogso)  
migke______  (migkelag)  
mesan______  (mesandig)  
ne__dag  (nedagdag)  
timin______  (timindeg)  
____bet  (sagbet)
Lesson 22

2. Teacher prints a word on the blackboard and says,
'Solati niyo diyə te papil niyo sebad peg-ikagi tepad te kagi insolat ko kidoen. Solati niyo se dakele solat ketebaan te peg-ikagi aw solati niyo se tiyok keteponan.
suggested words: timindeg, tedelem, migkitə

Test (page 78)

Teacher says, 'Whai niyo se lapid bilang din kepitowan tegwalo. Seini se itelaman.'

Teacher points to the picture at the left and says, 'Tengtengi niyo se retrato diyə te bibang. Kepenga niyan, besahi niyo se menge kagi lenged kowanaw aw kolisi niyo se neketotok tepad the retrato siyan.' Students underline 1) Binitbit din se ikan., 2) Mikelag se bata., 3) Mesandig se dalan.
Lesson 23: -g, pages 78-81

REVIEW

1. Review word flashcards from lessons 18-22.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

   *dag  *meg  lig  *dog  
   sag  deg  *tig  mog  
   mag  teg  mig  tog  

3. S print correct syllable to complete the word.

   deg  gat  lag  mag  
   ___sen  (magsen)  
   da____  (dagat)  
   tin____  (tindeg)  
   migke____  (migkelag)  

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.

   tigtig  *digsel  *tindeg  
   *netaktak  __________  ligbes  __________  deleg  __________  
   neabat  __________  neelem  __________  sagbet  
   *nena.gat  __________  *tidelem  __________  *tagnâ  __________

KEYWORD

1. Learn keyword saeg.
2. Find saeg on the page.
4. Read saeg from a flashcard. Contrast gabas and deleg.

PARTS DRILLS

1. New letter in keyword.  
   saeg  
   eg  
   e  

2. New letter in syllables with old letters.
   a  i  o  e  
   ag  ig  og  eg  

   ag  
   ig  
   og  
   eg  

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Lesson 23


<table>
<thead>
<tr>
<th>New Letter</th>
<th>Old Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ag</td>
<td>ig</td>
</tr>
<tr>
<td>am</td>
<td>im</td>
</tr>
<tr>
<td>ab</td>
<td>ib</td>
</tr>
<tr>
<td>at</td>
<td>it</td>
</tr>
</tbody>
</table>

5. Identify new syllable.

T prints syllable sets.
S read all syllables.
T say one syllable from each set.
S circle syllable teacher says.

<table>
<thead>
<tr>
<th>New Syllable</th>
<th>Old Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>ag *eg</td>
<td>dog in</td>
</tr>
<tr>
<td>an *leg</td>
<td>*og *ig</td>
</tr>
<tr>
<td>*am en</td>
<td>om tig ig let</td>
</tr>
<tr>
<td>ab ge on</td>
<td>dig lig leg</td>
</tr>
</tbody>
</table>

6. Random drill.  ag, og, eg, ig, et, it, om, am, im

7. Built words.

1) T prints new words.
   S read.
   T prints sentence using new word.
   S read.

   saeg       Doton te saeg se sako.
   egnå       Seini se egnå kelowan teg telo.
   seit       Meideb se seit no.
   medaet     Eden se medaet.
   boel       Mineleg se boel ko.
   lieg       Magsen se lieg din.
   toig       Weđad toig din.
   Ombin      Si Ombin se domini.

2) T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: eg, ig, el, sa, nã, lî, to, bo
   words: saeg, egnå, lieg, toig, boel

READING FOR MEANING

1. S find story on page 79.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

Lesson 23

5. T says, ‘‘Kenan se bata.’’ S say doton te saeg.
   T says, ‘‘Pigmeno din se libro.’’ S say inogsod.
   T says, ‘‘Eden se kagi i Ina diyah te bata din.’’ S say, ‘‘Ika goman. Megkedae te libro ko. Wedad toig no te megbasa.’’

6. T and S read story again at normal speech speed.

7. S find page 80 and read.

WRITING LESSON

1. T prints syllables.
   S print syllables on their papers.
   T says one syllable from each row.
   S circle the syllable and print it on the line.
   
   *eg  ig  og ______
   it *et  at ______
   *ag  og *ig ______
   *om  am  an ______
   eg  it *el ______

2. T prints syllables on the blackboard.
   T says a word.
   S print it on the line.
   ig eg na li sa to
   {saeg}
   {toig}
   {lieg}
   {egna}

3. T prints words.
   S print the words with beginning capital letter.
   egnà _______
   seit _______
   boel _______
   medaet _______
   lieg _______
   toig _______

4. T prints root word.
   S read.
   T says an affixed form of the root word.
   S print the affixed word under root word.
   daet
   {medaet}
   {bedaet}
   {migkedaeet}
Lesson 23

5. T dictates syllables and words.
   S print.
   eg, og, ig, el
   saeg, toig, ogsod, egnà, boel, lieg

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.

   *saeg   egnà   biko   lieg
   sagbet   *ogsod   bola   *toig
   sebad   onsoy   *boel   lag

2. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: boel, inogsod

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.

   eg  et  og  ig  el
   sa____  (saeg)
   to____  (toig)
   li____  (lieg)
   _na'  (egna)
   __bo____  (boel)
   meda____  (medaet)
   ____sod  (ogsod)

2. T prints a word on the blackboard.
   S print a sentence about that word.
   suggested word: saeg

Creative writing

Teacher prints a sentence on the blackboard and says, "'Peg-aneng-aneng kaw te sebad kagi mepakay isogpat niyo te menge kagi seini. Kepenga niyan solati niyo diya te ogpo din.'" Students print their own
Lesson 23

word in the space. When they have finished printing, students may read what they printed to the class.

Test (page 81)

Teacher says, "'Ehai niyo se lapid bilang din kewelowan tegusâ. Seini se itelaman.'"

Teacher says, "'Tengtengi niyo se menge retrato diyâ te bibang. Kepenga niyan besahi niyo se menge kagi lenged te kowanan. Na, kepenga niyan kolisi niyo se kagi te ngadan te retrato sfyan amon megtimbang dan.'" Students match the saw to gabas, the matches to tigtig, the floor to saeg, the chicken to manok, the book to libro, the horse to kodâ.

TEACHER: Did the students find the lesson easy? Did any student still have difficulty keeping up with the fast learners?
Lesson 24: -, pages 82-83

REVIEW

1. Review word flashcards from lessons 18-23.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.

   eg  *ag  in  on
   *er  an  ig  om
   el  am  *it  *og

3. S print correct syllable to complete the word.

   nok  tig  dé  bas  eg
   ko___  (kodâ)
   ma___  (manok)
   ___tig  (tigtig)
   ga___  (gabas)
   ___na  (egnâ)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.

   *saeg  toig  *boel
   egnâ ___*lieg  ___ bola ___

KEYWORD

1. Learn keyword eg-insâ.
2. Find eg-insâ on the page.
4. Read eg-insâ from a flashcard. Contrast tigtig and saeg.

PARTS DRILLS

1. New element in keyword.

   Teacher prints eg-insâ on the blackboard and says, '"Eden se kagi seini.'" Students say eg-insâ.

   Teacher covers eg- and says, '"Eden se kagi seini.'" Students say insâ. Teacher prints insâ under eg-insâ and says, '"Eden se kagi seini.'" Students say insâ.

   eg-insâ
   insâ
Lesson 24

Teacher points to eg-insä and says, "Eden se kagi seini." Students say eg-insä. Teacher points to insä and says, "Eden se kagi seini." Students say insä. Erase the blackboard.

2. New element in combination with old words.

Teacher prints insä on the blackboard and says, "Eden se kagi seini." Students say insä.

Teacher prints eg-insä under insä and says, "Eden se kagi seini." Students say eg-insä.

Teacher prints insä beside insä and says, "Eden se kagi seini." Students say insä.

Teacher prints meg-insä under insä and says, "Eden se kagi seini." Students say meg-insä.

Students read the words again as teacher points to each one. Erase the blackboard.

3. New element in a column.

Teacher prints eg-insä on the blackboard and says, "Eden se kagi seini." Students say eg-insä.

Teacher prints eg-indan under eg-insä and says, "Eden se kagi seini." Students say eg-indan.

Teacher prints eg-olf under eg-indan and says, "Eden se kagi seini." Students say eg-olf.

Students read words again as teacher points to each one from top to bottom. Teacher points to the hyphen (-) and says, "Tengtengi niyo se belabag diyâ te elet. Doen belabag diyâ te elet so magsen se solat i aw o digsel te solat eg."
Lesson 24

Teacher prints meg-insā beside eg-insā and says, "Eden se kagi seini." Students say meg-insā.

eg-insā  meg-insā
eg-indan   meg-insā
eg-olf     meg-insā

Teacher prints meg-indan under meg-insā and says, "Eden se kagi seini." Students say meg-indan.

eg-insā  meg-insā
eg-indan   meg-indan
eg-olf     meg-indan

Teacher prints meg-elomo under meg-indan and says, "Eden se kagi seini." Students say meg-elomo.

eg-insā  meg-insā
eg-indan   meg-indan
eg-olf     meg-elomo

Students read the new words again as teacher points to each one from top to bottom. Teacher points to the hyphen (-) and says, "Tengtengi niyo se belabag diya te elet. Doen belabag diya te elet so magsen se solat i aw e digsel te solat meg."

Students read each column again from top to bottom. Erase the blackboard.

4. Contrast new element with its absence.

Teacher prints eg-insā on the blackboard and says, "Eden se kagi seini." Students say eg-insā.

Teacher prints egispo under eg-insā and says, "Seini se kagi egispo. Wedad belabag din diya te elet so melomay se solat i diya tengā-tengā. Aw magsen se solat i, yan isolat se belabag diya te elet iling te kagi eg-insā."

eg-insā  egispo

Teacher prints eg-olf beside eg-insā and says, "Eden se kagi seini." Students say eg-olf.

eg-insā  eg-olf
egispo

Teacher prints egotan under eg-olf and says, "Seini se kagi egotan. Nengā lay wedad belabag din diya tengā-tengā."

Students say, "Wedad belabag din diya tengā-tengā so melomay se solat o diya tengā-tengā."

eg-insā  eg-olf
egispo  egotan
Lesson 24

Teacher prints meg-indan beside eg-olf and says, 'Eden se kagi seini.' Students say meg-indan.

eg-insa  eg-olf  meg-indan
egispo   egotan

Teacher prints megilek under meg-indan and says, 'Seini se kagi megalik. Neng'a lay wedad belabag din diya teng'-tenga.' Students say, 'Wedad belabag din diya teng'-tenga so melomay se solat i diya teng'-tenga.'

eg-insa  eg-olf  meg-indan
egispo   egotan  megilek

Students read words again as teacher points to each one. Erase the blackboard.

5. Built words.

Teacher prints eg-inem on the blackboard and says, 'Eden se kagi seini.' Students say eg-inem.

Teacher prints eg-eleg under eg-inem and says, 'Eden se kagi seini.' Students say eg-eleg.

Other words the teacher prints on the blackboard are: egtagad, egtaba, mig-etod, migkità, in-ated. Students read.

eg-inem  eg-eleg  egtagad  egtaba  mig-etod  migkità  in-ated

Students read words again from top to bottom. Erase the blackboard.

SIGHT WORD - 1

1. T prints sentence using sight word. S read.
   T prints sight word under sentence. S read.
   medita otaw
   otaw

2. T prints other sentences. S read.
   medita otaw
dakel otaw
sebad otaw
Lesson 24

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   medita.otaw
   medita.manok

SIGHT WORD - 2

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   Wedâ a doton
   Wedâ

2. T prints other sentences.
   S read.
   Wedâ a doton.
   Wedâ a deleg.
   Wedâ a liko.

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   Wedâ a doton.
   Eked a doton.

READING FOR MEANING

1. S find story on page 82.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Miglegeb, otaw, binalos, meinit, mig-elomo,
   eg-ikagi, Miglamak.

5. Students print answers to the story questions on a piece of paper. Teacher says, "Ebati niyo se papil wedad solat pa
aw solaten niyo se taba kidoen te papil niyo. Onâ solati niyo
se bilang sebad. Seini se tagna insaen ko kenyö. Kenan tikedo
se medita otaw." Students print lekat te dagat on their papers.

Teacher says, "Na solati niyo se bilang dowa neketetondog te
ongan. Seini se ikedowa insaen ko. Nengâ lay minapit se menge
Lesson 24

otaw. Students print so onto meinit.

Teacher says, ‘‘Na solati niyo se bilang telo neketetondog te ongan. Seini se iketelo insaen ko. Eden se eg-ebaten i Ínå.’’

Students print mig-elomo, miglamak.

6. T and S read story again at normal speech speed.

7. S find page 83 and read.

WRITING LESSON

1. The teacher prints insā on the blackboard and says, ‘‘Aw doen magsen i (aw a, o, e) diyā te keteboan te kagi, eked solati se belabag.’’

Teacher prints eg-insā on the blackboard and says, ‘‘Aw doen magsen i (aw a, o, e) diyā tengā-tengā te kagi, solati se belabag diyā te monā te magsen solat.’’

Teacher says, ‘‘Onā niyo solati se kagi insā. diyā te papil niyo.’’

Students print insā.

Teacher says, ‘‘Na, solati niyo diyā te ongan se kagi eg-insā.

Students print eg-insā.

Teacher says, ‘‘Na mikagi a te sebad kagi. Penelani niyo onto aw magsen se solat diyā tengā-tengā aw melomay. Aw magsen, solati niyo se belabag monā te magsen solat. Aw melomay, eked solati se belabag. Na, penenalan kaw den. Seini se tagnā isolat niyo.’’

Teacher dictates: eg-olī, eg-eleg, in-ated, egotan.

2. T prints root word.

S read.

T says an affixed form of the root word.

S print the affixed word under root word.

eg-olī, eg-eleg, in-ated, egotan

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.

S read.

T says a word from each set.

S circle the word teacher says.

meg-insā *egtagad eg-etod
*mig-insā megtagad *meg-etod
eg-insā migtad mig-etod

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Lesson 24

eg-eleg *miglegeb
egtaba mig-elomo
*eg-inem miglamak

2. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: in-ated, migtagad

Spelling

1. T prints word sets.
   S print word sets on their papers.
   T says one word from each set.
   S print the word on the line.
   eg-insâ *eg-olf *meg-indan
   *egispo _____ egotan _____ megilek ______

2. T prints word on the blackboard.
   S print sentence using that word.
   suggested words: migtagad, eg-elomo.

TEACHER: Did the students learn when to print hyphen (-) and when not to print it?
1. Play the word game using word flashcards from lessons 18-24.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   go *gem tag dig leg *sag ig
   *gò gat *ag deg meg mag it
   gom gis lag *dog *eg log *et

3. T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: gi, ge, ig, eg, na, dà, to, sa, i
   words: gina, igeda, toig, saeg
   syllable flashcards: gem, gat, eg, tag, da, nà
   words: dagat, dagem, tagá, egá

4. S print correct syllable to complete the word.
   eg el gi ga dig dog sag deg
   bo__tas (boel) neke__sò (nekedogso)
   ___na (gina) bet__ (sagbet)
   sa___ (saeg) melan___ (melandeg)
   mesan___ (mesandig)

5. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   dagem ___ *igeda ___ gatas
   *dagom melegà ___ *gabas
   *netaktak eg-insà egtagad
   binitbit ___*meg-insà ___*eg-eleg
   *eg-inem meg-insà
   eg-indan ___*megilek

6. T prints root word.
   S print affixed word which teacher says.
   insà indan eleg inem
   (meg-insà)(meg-indan)(eg-eleg)(eg-inem)
   (indani) (elegi) (inemi)
Lesson 2

KEY WORD

1. Learn keyword kayo.
2. Find kayo on the page.
4. Read kayo from a flashcard. Contrast saeg and gabas.

PARTS DRILLS

1. New letter in keyword.  
   kayo
   yo
   o

2. New letter in syllables with old letters.
   a i o e
   ya yi yo ye

   ya
   yi
   yo
   ye

   ya yi yo ye
   ga gi go ge
   ba bi bo be

5. Identify new syllable.
   1) T prints words.
      S circle new syllable.
      ya yi yo
      maya bayi mesayo
      biyadan nayi miyonok
      niyo kayo

   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      ya *yō *yi yå *ye
      *yå yo yī yō yi
      yi ye yō *yē ya
      ya yo yam
      yå *yed *yog
      *yam yō yag

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Lesson 25

6. Random drill. ya, yo, yi, yô, yà, Go, ye, yi

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      
      diyà  Diyà te lemisà se libro.
      maya  Medita maya.
      mesayo  Mesayo den si Amà.
      niyo  Ebati se libro niyo.
      nayi  Seini se nayi ko.
      neyâyà  Neyâyà se bata.
      ayam  Medita ayam din.
      gayed  Egdini gayed.
      niyog  Dakel den se niyog.
      siyam  Siyam se libro ko.
      biyadan  Wëdëd biyadan din.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      
      syllable flashcards: ya, yo, yi, na, ba, ni, ma, ka
      words: nayi, bayi, niyo, maya, kayo
      
      syllable flashcards: a, la, ni, ga, si, yam, yag,
      yog, yed
      words: layag, ayam, niyog, gayed, siyam

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   
   yan
   Yan

2. T prints syllable pair.
   S read.
   
   ya
   Ya

3. T prints syllables in a column.
   S read.
   
   Ya
   Yi
   Yo
Lesson 25

4. T prints sentences.
   S read.
   Yan simagked dan.
   Yan neyayā se batā.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   ya  Ya
   ga  Go
   yi  Ga
   go  Yi

SIGHT WORD

1. T prints sentence using sight word.
   S read.
   T prints sight word under sentence.
   S read.
   Wedad pa
   pa

2. T prints other sentences.
   S read.
   Wedad pa.
   Doen pa.
   Doton pa.

3. T prints sentence using sight word.
   S read.
   T prints sentence using contrasting word.
   S read.
   Wedad pa.
   Wedad den.

READING FOR MEANING

1. S find story on page 85.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Nesayo, binolto, mig-etod, mebegat, mediyō pa, kayo, bineyadan, ibeyad.
Lesson 25

5. T prints sentences on the blackboard.  
S read and underline correct word.
   1. Indata si Amà te \textit{lanot}.
   Asin
   2. Mig-etod si Amà kidoen te \textit{dagat}.
   Kayo
   3. Solo se bineyadan din.
   Asin
   4. Doen asin diyà te tinda.
   \textit{Wedad}

6. T and S read story again at normal speech speed.

7. S find page 86 and read.

\textbf{WRITING LESSON}

1. T demonstrates how to print new letter \textit{y}.  
   'Pegsolat te deitek \textit{y}, iling te panga. Lekat diyà te kolis melalag ipesalo diyà te ongan tabag ipebelabag. Kepenga niyan, lekat heman diyà diatas ipesalo te ongan tabag ipebelabag. Kepenga niyan ipebeleg inangen te ikog pesalo te ongan.'

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital \textit{Y}.  
   'Pegsolat te dakel \textit{Y} iling te panga. Lekat diyà diatas tepad te kolis melonaw, pesalo te ongan tabag ipebelabag taman te kolis melalag. Kepenga niyan inangen te ikog pesalo te ongan taman te kolis melonaw.'

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets. \textit{Yy}
   2) S complete letter sets. \textit{\textit{Yy}}
   3) S print new syllables. \textit{a} \textit{i} \textit{a} \textit{o} \textit{e}
Lesson 25

4) T prints syllables.  
S print syllables on their papers.  
T says one syllable.  
S circle syllable teacher says and print it on the line.  
yi *ye ya ___  
*yo ya ye ___  
yo yi *ya ___

5) T prints syllables on the blackboard.  
T says a word.  
S print the word on their paper.  
yo yâ ni ne di yog
         (diyâ)  
         (niyo)  
         (neyâya)  
         (niyog)

6) T prints words.  
S circle new letter y.  
S print the word on the line.  
yan ______  
niyog ______  
kayo ______

7) T prints words.  
S print words with beginning capital letter.  
nesayo ______  
kayo ______  
ibayad ______  
yan ______

8) T dictates syllables and words.  
S print what teacher dictates.  
ya, yi, yo, ye, yâ, yo, yan  
kayo, maya, diyâ, bayi, nesayo, mediyo, ibayad  
Yan nesayo a den.  
Mediyo se dagat lekat dini.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.  
S read.  
T says a word from each set.  
S circle the word teacher says.  
kayo *bayi siyam gayed  
*niyo nayi *ayam bayad  
Mayo adi ikam *layag
Lesson 25

2. **T** prints syllable sets, one column at a time.
   **S** read.
   
   a  ya  ay  yay
   i  yi  iy  yi
   o  yo  oy  yoy
   e  ye  ey  yey

3. **T** prints root words.
   **S** read.
   **T** prints affixed form of root words.
   **S** read.
   
   bayad
   ibayad
   imbayad
   beyadan
   bineyadan
   beyadi

4. **T** prints a word on the blackboard.
   **S** suggest a sentence using that word.
   **T** prints the sentence on the blackboard.
   **S** read.
   
   suggested words: gayed, siyam, neyâyâ

**Spelling**

1. **T** prints syllables.
   **S** read.
   **T** says a word.
   **S** print correct syllable to complete the word.
   
   ya  ya  yo  yo
   ka___ (kayo)
   di___ (diya)
   medi___ (mediyô)
   ma___ (maya)
   ni___ (niyo)
   nesa___ (nesayo)
   bi___dan (biyadan)

2. **T** prints root word.
   **S** read.
   **T** says a word (affixed root word).
   **S** print affixed word under root word.
   
   bayad
   (ibayad)
   (imbayad)
   (bineyadan)
Lesson 25

Creative writing

Teacher prints sets of words on the blackboard and says, 'Na, solati niyo diya te ogpo te kagi seini se mepakay din pegdomaen. Iling kani, sen diatas, eden se mepakay domaen din.' Teacher demonstrates the first word with suggestions from the class.

- diatas aw __________
- meinit aw __________
- melambô aw __________
- mebegat aw __________
- nenayit aw __________
- nesayo aw __________

Test (page 87)

Teacher says, 'Ehai niyo se lapid bilang din kewelowan teg pito. Seini se itelaman.'


Teacher continues to say one word from each box reading from left to right. The word teacher says in the middle box of the first row is nesayo. The word teacher says in the last box in the first row is bineyadan. In the second row teacher says, minodan, mesandig, binalos. In the third row teacher says, goman, miglegeb, mig-etod.

TEACHER: Was the Creative Writing assignment easy for the fast learners? Was it too difficult for the slow learners?
Lesson 26: -y, pages 88-91

REVIEW

1. Review word flashcards from lessons 21-25.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   ya  *yô  yag
   yà  yog  *yed
   *yam  yo  yi

3. S print correct syllable to complete the word.
   yô  yo  yà  ya
   ne_yà  (neyàyà)
   medi____ (mediyô)
   nesa____ (nesayo)
   bi__dan  (biyadan)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   niyo  *bayi  a_yam
   *niyog _____  nayi _____  *siyam _____

KEYWORD

1. Learn keyword balay.
2. Find balay on the page.
4. Read balay from a flashcard. Contrast gabas and saeg.

PARTS DRILLS

1. New letter in keyword.
   balay
   lay
   la

2. New letter in syllables with old letters.
   la  lo  le
   lay loy  ley

   lay
   loy
   ley
Lesson 26

   lay  loy  ley
   lag  log  leg
   lab  lob  leb

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.
   *lay  lay  *loy  ley  *day
   loy  *may  moy  *key  say
   ley  nay  noy  gay  bay

6. Random drill. lay, may, nay, loy, noy, day, key

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      lay       Kenan lay kesayo.
      enay      Doton te enay se sekayan.
      anay      Bedaet se anay.
      inay      Kenan se inay no.
      dibaloy   Doton dibaloy se bontok.
      melomay   Melomay den se lokes.
      amay      Wedad den amay ko.
      omay      Dakel omay seini.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: i, a, e, di, me, lo, ba, may,
                          nay, loy
      words: inay, enay, anay, melomay, dibaloy, amay

READING FOR MEANING - 1

1. S find story on page 88.
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Nehamay, balay, didaya, kedeleman.
Lesson 26

5. Teacher prints three sentences on the blackboard. Teacher says, "Besahi niyo se menge kagi insolat ko. Pemehai niyo se menge kagi mekelindan kenitadon tepad te indan-indanen gina binasa niyo." Students choose sentence number 3.
   1. Nenagat si Amâ.
   2. Miglegeb si Amâ.
   3. Kidoon te tinda si Amâ.

6. T and S read story again at normal speech speed.

READING FOR MEANING - 2

1. S find story on page 89. T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: didaya, nenamay, kano, amay, sîyan, nemaba, ibegay, simbalay.

5. S print answers to the teacher's questions.
   T says, "Nenga lay megdansal si Amâ." S print wedad iotan.
   T says, "Eden se binaba i Amâ." S print osa.
   T says, "Sinu se kimaen te osa." S print kedita day.
   T says, "Sinu se inilasan dan." S print simbalay day.

6. T and S read story again at normal speech speed.

7. S find page 90 and read.

WRITING LESSON

1. T prints syllables. S print syllables on their papers. T says one syllable from each row. S circle the syllable and print it on the line.
   - day lay *nay
   - key gay *may
   - loy *lay may

2. T prints syllables on the blackboard. T says a word. S print it on the line.
   - o a e i nay may
   - enay
   - inay
   - amay
   - omay
   - anay

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Lesson 26

3. T prints words.
   S print the words with beginning capital letter.
   
   - melomay
   - dibaloy
   - balay
   - simbalay

4. T prints root word.
   S read.
   T says an affixed form of the root word.
   S print the affixed word under root word.
   
   - sayo (kesayo)
   - namay (kenamay)
   - ibeg (keibeg)
   - (mesayo)
   - (menamay)
   - (meibeg)
   - (nesayo)
   - (nenamay)
   - (neibeg)

5. T dictates syllables and words.
   S print.
   
   - lay, may, day, nay
   - balay, omay, inay
   - Mediyō se balay day.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   *amay inay nenamay *mesayo
   omay *enay *melomay mediyō
   enay anay melandeg kedita
   
   *kano kenan
   kodā kano
   kitā *peman

2. T prints syllable sets.
   S read.
   
   a ya ay yay
   i yi iy yiy
   o yo oy yoy
   e ye ey yey
Lesson 26

3. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: omay, meibeg, didaya

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   may nay loy lay
      i____   (inay)
      melo____ (melomay)
      diba____ (dibaloy)
      ba____   (balay)
      o____   (omay)
      e____   (enay)
      nena____ (nenamay)
      simba____ (simbalay)

2. T prints a word on the blackboard.
   S print a sentence using that word.
   suggested words: imbegay, s'yan, kano

Test (page 91)

Teacher says, "Ehai niyo se lapid bilang din kewelowan teg telo. Besahi niyo todâ se indan-indanen kidoen." Students read the story again to themselves. Teacher says, "Kepenga niyan, ehai niyo se lapid bilang din kesiyan tegusa. Seîni se itelaman."

Teacher says, "Na, besahi niyo se insâ diyâ diatas te lapid seinî. Kepenga niyan, besahi niyo se menge insolat kidoen. Pemehai niyo se taba te insâ s'yan aw kolisi se taba." Students underline 2) Eked a keibeg kedeleman.

Teacher says, "Todâ niyo besahen se indan-indanen te lapid kewelowan teg siyam." Students read.

Teacher says, "Na, ehai niyo se lapid bilang din kesiyan tegusa aw besahi niyo se menge insâ neketetondog te monâ. Kepenga niyan besahi peman se menge insolat diyâ te ongan te insâ s'yan aw kolisi se taba." Students underline 3) Megdansal doton didaya, 2) Menamay pa, and 3) dakel osa.
Lesson 27: p, P, pages 92-95

REVIEW


2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   lay *day *noy
   may say moy
   *nay gay loy

3. S print correct syllable to complete the word.
   may loy nay lay
diba____ (dibaloy)
i____ (inay)
nena____ (nemay)
simba____ (simbalay)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   *enay ______ amay ______ melomay
   inay ______ *omay ______ *nenamay _____

KEYWORD

1. Learn keyword podok.
2. Find podok on the page.

PARTS DRILLS

1. New letter in keyword.
   podok
   po

2. New letter in syllables with old letters.
   a  i  o  e
   pa  pi  po  pe

   pa
   pi
   po
   pe
Lesson 27


<table>
<thead>
<tr>
<th>New Letter</th>
<th>Old Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>pa</td>
<td>pi</td>
</tr>
<tr>
<td>ya</td>
<td>yi</td>
</tr>
<tr>
<td>ga</td>
<td>gi</td>
</tr>
<tr>
<td>po</td>
<td>pe</td>
</tr>
<tr>
<td>ye</td>
<td>ge</td>
</tr>
</tbody>
</table>

5. Identify new syllable.

1) T prints words.
   S circle new syllable.

<table>
<thead>
<tr>
<th>Syllable Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>pa, pi, po, pe</td>
</tr>
<tr>
<td>pa, pi, po, pe</td>
</tr>
<tr>
<td>pa, pi, po, pe</td>
</tr>
<tr>
<td>pa, pi, po, pe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syllable Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>palis, pila, polo, peipid</td>
</tr>
<tr>
<td>sop, mepiya, podok, pesalo</td>
</tr>
<tr>
<td>paya, pito, pokoa, peponas</td>
</tr>
<tr>
<td>pako, kapi, pogon, nepeno</td>
</tr>
</tbody>
</table>

2) T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.

<table>
<thead>
<tr>
<th>Syllable Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>pa, pi, po, pe</td>
</tr>
<tr>
<td>pa, pi, po, pe</td>
</tr>
<tr>
<td>pa, pi, po, pe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syllable Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>palis, pila, polo, peipid</td>
</tr>
<tr>
<td>sop, mepiya, podok, pesalo</td>
</tr>
<tr>
<td>paya, pito, pokoa, peponas</td>
</tr>
<tr>
<td>pako, kapi, pogon, nepeno</td>
</tr>
</tbody>
</table>

6. Random drill. pa, pe, pi, po, po, pa, pi, ya, ga

7. Built words.

1) T prints new words.
   S read.
   T prints sentence using new word.
   S read.

<table>
<thead>
<tr>
<th>New Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>paya</td>
</tr>
<tr>
<td>pito</td>
</tr>
<tr>
<td>pokoa</td>
</tr>
<tr>
<td>nepeneka</td>
</tr>
<tr>
<td>kapala</td>
</tr>
<tr>
<td>ogpala</td>
</tr>
<tr>
<td>epat</td>
</tr>
<tr>
<td>achat</td>
</tr>
<tr>
<td>pegolka</td>
</tr>
<tr>
<td>pispis</td>
</tr>
<tr>
<td>pegpemenal</td>
</tr>
<tr>
<td>pila</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neamin se paya.</td>
</tr>
<tr>
<td>Seini pito mani.</td>
</tr>
<tr>
<td>Doen pokoa din.</td>
</tr>
<tr>
<td>Nepeneka se baso.</td>
</tr>
<tr>
<td>Nepeneka se baso te kapala.</td>
</tr>
<tr>
<td>Kenana ka ogpala.</td>
</tr>
<tr>
<td>Epat se kedita otaw din.</td>
</tr>
<tr>
<td>Apit ka.</td>
</tr>
<tr>
<td>Peg-olka, migkelag se bata.</td>
</tr>
<tr>
<td>Epat se pispis te mano.</td>
</tr>
<tr>
<td>Mezapia se pegpemenal din.</td>
</tr>
<tr>
<td>Na, pila se kedita somakay.</td>
</tr>
</tbody>
</table>

2) T sets up syllable flashcards.
   T says a word.
   S make the word.

<table>
<thead>
<tr>
<th>Syllable Flashcards</th>
</tr>
</thead>
<tbody>
<tr>
<td>pi, pa, po, to, la, ka, ya, lo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pito, pila, kapala, paya, poloa</td>
</tr>
</tbody>
</table>
Lesson 27

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   podok
   Podok

2. T prints syllable pair.
   S read.
   po
   Po

3. T prints syllables in a column.
   S read.
   Pa
   Pi
   Po
   Pe

4. T prints sentences.
   S read.
   Podok no ini.
   Pila se podok no.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   po   Yo
   yo   Po
   go   Pa
   pa   Go

6. T prints sentences with choice of spelling.
   S circle correct word.
   1. Pila
      pila
   se pispis diyà te salag.
   2. Minolf' den si Pepito
       pepito'
   3. Kenan se Pokò
       pokò ko.

READING FOR MEANING

1. S find story on page 93.
   T reads story to the students.
Lesson 27

2. T and S read story together.

3. S each read story by himself.


5. T prints sentences on the blackboard.
   S read and choose which happened first.
   S number sentences in order of their occurrence in the story.
   (1) Migdansal si Amā.
   (3) Migsinadab kidoen te balay i Apō.
   (2) Migpesalo dapag te balay i Apō.
   (4) Inilasan din si Apō.

6. T and S read story again at normal speech speed.

7. S find page 94 and read.

WRITING LESSON

1. T demonstrates how to print new letter P.
   "Pegsolat te deitek P, lekat diya diatas tepad te kolis melalag pesalo te ongan, pelempasan te deitek diya te kolis melonaw. Kepenga niyan todā lekat diya diatas ipebelabag te deitek. Kepenga niyan lekoen te deitek pesalo te ongan, ipebelabag todā pesalo te bibang."

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital P.

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.
   1) S print new letter sets. Pp
   2) S complete letter sets. P  P
Lesson 27

3) S print new syllables.

4) T prints syllables.
   S print syllables on their papers.
   T says one syllable.
   S circle syllable teacher says and print it on the line.
   *po pa pe ___
   pi *pi pa ___
   pø pe *pa ___

5) T prints syllables on the blackboard.
   T says a word.
   S print the word on their paper.
   pi pa pa to la og ya
   (pito)
   (paya)
   (ogpa)
   (pila)

6) T prints words.
   S circle new letter p.
   S print the word on the line.
   polø _________
   pokø _________
   nepenø _________
   epat _________
   peman _________
   kapì _________

7) T prints words.
   S print words with beginning capital letter.
   pispis _________
   apit _________
   medapag _________
   kapì _________
   podok _________
   ogpå _________

8) T dictates syllables and words.
   S print what teacher dictates.
   po, pa, pe, pi, pø
   Apö, pesalo, podok
   Kenan pesalo si Apö.

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Lesson 27

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   palis  *sopa  pispis  podok  pegkitâ
   payâ  ogpâ  mâmis  *pogon  pemplekat
   *polô  pokô  *peîpid  sinapô  *peg-olf
   
2. T prints syllable sets, one column at a time.
   S read.
   
   a  pa  ap  pap
   i  pi  ip  pip
   o  po  op  pop
   e  pe  ep  pep

3. S find page 92 and read syllables and words in the boxes.

4. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: pispis, polô

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
   
   pa  po  pe  pi
   so___ (sopa)
   ___dok (podok)
   ___to (pito)
   ___man (peman)
   ka___ (kapi)
   ne___no (nepenö)
   ___ya (payâ)
   ___gon (pogon)
   __me__ya (mêpiya)

2. T prints syllables on the blackboard.
   S print same syllables on their paper.
   T says a word.
   S print the word under the syllable that begins with the same sound.
Lesson 27

T says words in this order: pito, pokô, payâ, podok, peman, papa, pilâ, pesalo, polô.

<table>
<thead>
<tr>
<th>pa</th>
<th>pi</th>
<th>po</th>
<th>pe</th>
</tr>
</thead>
<tbody>
<tr>
<td>payâ</td>
<td>pito</td>
<td>pokô</td>
<td>peman</td>
</tr>
<tr>
<td>papa</td>
<td>pilâ</td>
<td>podok</td>
<td>pesalo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>polô</td>
<td></td>
</tr>
</tbody>
</table>

**Test (page 95)**

Teacher says, "Ehai niyo se lapid bilang din kesiyanan teg lima. Seini se itelaman."

Teacher points to the picture on the left and says, "Tengtengi niyo se retrato diyâ te bibang. Kepenga niyan besahi niyo se menge pegsolat lenged te kowan. Kepenga niyan kolisi niyo se sebad pegsolat mig-indan tepad te retrato siyan." Students uncerline number 2) Nemaha si Amâ, number 1) Binitbit din se podok, and number 2) Migisinadab te osa."
Lesson 28: ng, Ng, pages 96-99

REVIEW

1. Review word flashcards from lessons 25-27.

2. T prints syllable sets.
S read.
T says one syllable from each set.
S circle the word teacher says.

*peg  pat  *pis  po  pa
pag  mat  pf  pag  *pe
day  *på  say  *pø  pi

3. S print correct syllable to complete the word.

pø  pag  pit  peg

sina____ (sinapø)
mina____ (minapit)
lekat (plekøt)
meda____ (medapø)

4. T prints word sets.
T says one word from each set.
S print the word on the line.

*poko  *pogon  pila
podok ______ togon ______ *pito ______

epat
*apit ______

KEYWORD

1. Learn keyword pongo.
2. Find pongo on the page.
4. Read pongo from a flashcard. Contrast podok and goman.

PARTS DRILLS

1. New letter in keyword.
   pongo
   ngo

2. New letter in syllables with old letters.
   a  i  o  e
   nga  ngi  ngo  nge

   nga
   ngi
   ngo
   nge


   nga  ngi  ngo  nge
   pa  pi  po  pe
   ya  yi  yo  ye

5. Identify new syllable.
   1) T prints words.
      S circle new syllable.
      nga  ngi  ngo  nge
      ngadan  ngipen  pongo  menge
      danga  ngingi  ngomel  mengisù

   2) T prints syllable sets.
      S read all syllables.
      T say one syllable from each set.
      S circle syllable teacher says.
      nga  ngo  *ngâ  nga
      *ngö  *ngf  ngö  *ngan
      ...  ngi  nge  ngay

6. Random drill.  nga, ngo, ngi, nge, ngâ, ngf, ngö, Pe

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      ngingi  Mìngìngì se batà.
      ngipen  Mesàkit se ngipen ko.
      ngomel  Melàlag se ngomel din.
      delangan  Mèpiya se delangan.
      nengâ  Nàngâ lay man.
      danga  Sehàd danga iyan.
      ngadan  Sinu se ngadan din.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: nga, ngi, ngâ, da, dan, pen, ne
      words: ngadan, danga, ngipen, nengâ

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Lesson 28

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   ngadān
   Ngadān

2. T prints syllable pair.
   S read.
   nga
   Nge

3. T prints syllables in a column.
   S read.
   Nge
   Ngā
   Ngo
   Nge

4. T prints sentences.
   S read.
   Ngadān din si Poyō.
   Eden se ngadān te bolak seinī.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   nga  Na
   na  Pa
   ga  Nga
   pa  Ca

6. T prints sentences with choice of spelling.
   S circle correct word.
   1. Ñengo\n      Ñengo\ lay dimo\ton si Apō.
   2. Wēdād pa kandin Ngadān\ ngadān

READING FOR MEANING

1. S find story on page 97.
   T reads story to the students.

2. T and S read story together.
Lesson 28

3. S each read story by himself.

4. S find and read: apô te boel, ogpeanan, menge, Engayi, inangay, lokban, pandan.

5. S print answers to questions.
   T says, "Sinu se mig-opgà doton te mediyo ogpeanan." S print, apô te boel.
   T says, "Eden se ngadan te ogpeanan sfyan." S print Bokid.
   T says, "Sinu se limaoy doton te Bokid." S print amay ko, doma din.
   T says, "Pila simana dan doton." S print sebad.
   T says, "Eden se imbegay din." S print lokban, bebasal; pandan.

6. T and S read story again at normal speech speed.

7. S find page 98 and read.

WRITING LESSON

1. T demonstrates how to print new letter ng.
   "Pegsolat te deitek ng, onà solati se deitek n. Kepenga niyan solati se g diyà te dapag din." -ng-

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital Ng.
   "Pegsolat te dakel Ng, onà solati se dakel N. Kepenga niyan solati se deitek g diyà te dapag din." -Ng-

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets.   Ng ng
     2) S complete letter sets.   Ng
        ng
     3) S print new syllables.   a___
        i____   a___
        o____   i___
        e____   o___
        e___
Lesson 28

4) T prints syllables.
   S print syllables on their papers.
   T says one syllable.
   S circle syllable teacher says and print it on the line.

   nga ngo *nge
   *ngo uge ngi
   ngi *ngâ ngo

5) T prints syllables on the blackboard.
   T says a word.
   S print the word on their paper.

   ngo ngi nge po pen me
   (menge)
   (pongo)
   (ngipen)

6) T prints words.
   S circle new letter ng.
   S print the word on the line.

   danga
   ngingi
   menge
   ngadan
   inangay

7) T prints words.
   S print words with beginning capital letter.

   ngadan
   menge
   ngomel
   delangan

8) T dictates syllables and words.
   S print what teacher dictates.

   nga, ngi, ngo, nge, ngâ
   mengâ, ngadan, pongo
   Sinu se ngadan din.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
Lesson 28

1. **T** prints syllables.  
   **S** read.  
   **T** says a word.  
   **S** print correct syllable to complete the word.  
   
   oy ngay ngo ngi 
   _po___ (pongo) 
   _in___ (inangay) 
   _lima___ (limaoy) 
   ___mel (ngomel) 
   ___dan (ngadan) 
   ___pen (ngipen) 
   _da___ (danga) 

2. **T** prints syllables on the blackboard.  
   **S** print same syllables on their paper.  
   **T** says a word.  
   **S** print the word under the syllable that begins with the same sound.  
   **T** says word in this order: ngipen, ngomel, ngadan, ngingi.  
   
   nga ngi ngo 
   ngadan ngipen ngomel 
   ngingi 

3. **S** read syllables and words in the boxes on page 96.  

**Spelling**

1. **T** prints syllables.  
   **S** read.  
   **T** says a word.  
   **S** print correct syllable to complete the word.  
   
   oy ngay ngo ngi 
   _po___ (pongo) 
   _in___ (inangay) 
   _lima___ (limaoy) 
   ___mel (ngomel) 
   ___dan (ngadan) 
   ___pen (ngipen) 
   _da___ (danga) 

2. **T** prints syllables on the blackboard.  
   **S** print same syllables on their paper.  
   **T** says a word.  
   **S** print the word under the syllable that begins with the same sound.  
   **T** says word in this order: ngipen, ngomel, ngadan, ngingi.  
   
   nga ngi ngo 
   ngadan ngipen ngomel 
   ngingi 

3. **T** prints syllables sets, one column at a time.  
   **S** read.  
   a ngi ang ngang 
   i ngi ing nging 
   o ngo ong ngong 
   e nge eng ngeng 

**Test** (page 99)

Teacher says, ‘‘Ehai niyo se lapid bilang din kesiyaman teg siyam. Saini se itelaman.’’

Teacher says, ‘‘Ona niyo besahi se insa aw tengtengi niyo se retrato diyu te ongan te insa. Kepenga niyan, besahi se menge kagi incolat lenged te kowanan. Kolisi niyo se kagi neketotok.’’

Students underline number 3) **pandan**, 2) **osa te kebenesan**, and 3) **enem**,
Lesson 29: -ng, pages 100-105

REVIEW


2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   
   ngo  *ngi  nga
   nga  ngø  *ngan
   *nge  ngå  ngay

3. S print correct syllable to complete the word.
   
   ngo nga ngi nge
   me____  (menge)
   ___pen  (ngipen)
   po____  (pongo)
   ___dan  (ngadan)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   *ngadan  danga  pongo
   ngipen ______  *menge ______  *nengå ______

KEYWORD

1. Learn keyword seladeng.
2. Find seladeng on the page.
3. Learn seladeng on the blackboard. Contrast melandeg.
4. Read seladeng from a flashcard. Contrast melandeg and pongo.

PARTS DRILLS

1. New letter in keyword. seladeng
   deng
de

2. New letter in syllables with old letters.
   da  di  do  de
   dang  ding  dong  deng

3. New letter in a column. dang
ding
dongdeng
Lesson 29

   
dang ding dong deng
dag dig dog deg
dan din don den

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.

   dang *rang dong *ding
* sang yang * gong ling
   nang yan song * sing
   * bing deng * meng
   ging neng seng
   yong * teng leng

6. Random drill.  dang, ging, ling, nang, neng, yong, dang, dong, yang.

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
         oadang Medita oadang doton te waye3.
         migdong Migdong kay gina.
         agong Dakel se agong din.
         saging Medita kemolō te saging.
         payong Mígkedaet den se payong ko.
         iling Solati niyo iling kani.
         timengteng Gayed dan timengteng.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: pa, mig, sa, a, i, dong, yong,
      words: payong, migdong, saging, agong, iling

READING FOR MEANING - 1

1. S find story on page 100.
   T reads story to the students.

2. T and S read story together.
Lesson 29

3. S each read story by himself.

4. S find and read: toyang, miglegebo, migkoleging, Binangà, tinigbas, seladeng.

5. S print answers to questions.
   T says, "Eden aldawi peglegebo se toyang." S print gebenini.
   T says, "Eden se ginebo te toyang." S print seladeng.
   T says, "Kenan bengai te toyang." S print diya te lieg.
   T says, "Eden se ininang i Amà." S print tinigbas din se seladeng.
   T says, "Medita aw pilabok se inilasan din." S print medita.

6. T and S read story again at normal speech speed.

7. S find page 102 and words at the bottom of page 103 and read.

8. Test (page 103)
   Teacher says, "Ehai niyo se lapid bilang din sebad gatos telo. Seini se itelaman."

   Teacher points to the words at the top of the page and says,

   Teacher continues by saying, "Na, ebeyi niyo besahen se doma pegsolat kidoen te bilang dowa lamig bilang lima aw solati niyo se kagi mepakay isogpat kidoen te linya. Students print 2) man, 3) lieg, 4) kanak, 5) tinigbas.

READING FOR MEANING - 2

   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Miglegiling, netaktak, siyong, medapag, giling, kimagnan, nenayit, Mig-inang, meneng.

5. Teacher prints sentences on the blackboard and says, "Besahi niyo se menge kagi seini. Kepenga niyan pemelii niyo kidoen se tagna in-indan kenitadon diya te binasa tadon gina. Kepenga niyan, solati se bilang sebad diya te mona din. Kunù heman sen ikedowa
Lesson 29

aw iketelo.

(2) Nenayit si Inà diyà te balay.
(1) Miglegiling si Inà doton te siyong.
(3) Mig-inang si Inà te kânen.
(4) Kimen se toyang te moomā.

6. T and S read story again at normal speech speed.
7. S find page 104 and read.
8. Test (page 105)

Teacher says, ‘‘Ehai niyò se lapid bilang din sebad gatos lima. Seini se itelaman. Na, besahi niyò se menge insà diyà te lapid seini aw kolisi niyò se taba diyà te ongan te insà siyan.’’ Students underline 2) Miglegiling te batad, 3) Medapag se manok, and 3) momomā.

WRITING LESSON

1. T prints syllables. S print syllables on their papers. T says one syllable from each row. S circle the syllable and print it on the line.
   dang dong *deng _____  
   *sing seng song _____  
   gong gang *ging _____  
   meng *teng bing _____  
   *yong yang ling _____

2. T prints syllables on the blackboard. T says a word. S print it on the line.
   se pa la sa  
   deng yong ging  
   (payong)  
   (seladeng)  
   (saging)

3. T prints words. S print the words with beginning capital letter.
   migdong __________  
   agong __________  
   toyang __________  
   songkani __________  
   lansang __________
Lesson 29

4. T prints root word.
   S read.
   T says an affixed form of the root word.
   S print the affixed word under root word.

   
   
   
   
   

5. T dictates syllables and words.
   S print.

   deng, yang, ling, yong, nang, ging, neng
   seladeng, toyang, migkoleging, siyong, giling, meneng, mig-inang

   Migkoleging se seladeng.
   Mig-inang te giling.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.

   *odadang       agong       *payong       meneng
   seladeng       *saging       toyong       inibing
   migdong       giling       siyong       *lansang

   toyang       *migkoleging       *songkani
   *toyong       miglegebo       timengteng
   siyong       meglegiling       meg-inang

2. T prints a word on the blackboard.
   S suggest a sentence using that word.
   T prints the sentence on the blackboard.
   S read.
   suggested words: odadang, timengteng

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
Lesson 29

deng dong yong ling
sela_____ (celadeng)
pa_____ (payong)
mig_____ (migdong)
to_____ (toyang)
gi_____ (giling)
si_____ (siyong)

2. T prints a word on the blackboard. 
S print a sentence using that word. 
suggested words: ini bing, meneng
Lesson 30: u, U, pages 106-109

REVIEW

1. **Play the word game using word flashcards from lessons 25-29.**

2. **T prints syllable sets.**

   **S reads.**

   T says one syllable from each set.

   **S circle the word teacher says.**

   ```
   ya *po pi *yağ
   pâ *ngo yi *pâg
   *nga yo *ye nga
   yam *pit *ngan *lay
   yed *pat *nga *key
   *yad *pâ rang nay
   *loy *nang den *ling
   may *pang ding bing
   gay *sang *sing teng
   ```

3. **T sets up syllable flashcards.**

   T says a word.

   **S print the correct syllable to complete the word.**

   ```
   po yo loy
   lay ngo yang
   ka *kayo
   ____ dok *podok
   po ____ pongo
   diba ____ dibaloy
   to ____ toyang
   ba ____ balay
   ```

4. **S print word sets.**

   T says one word from each set.

   **S print the word on the line.**

   ```
   *toyang ________ *giling ________ *bayi
   toyong ________ *iling ________ nayi ________
   ```
Lesson 30

*Kayo ______ paya ______ enay
niyo ______ *payong ______*anay ______

*amay ______ dibaloy ______*sfyan ______
inay ______ *didaya ______ saging ______

6. T prints root word.
S print affixed word which teacher says.
dong bayad sayo namay
(migdong) (migbayad) (nesayo) (nenamay)

olf begay ogpâ angay
(pag-olf) (imbegay) (peg-ogpâ) (inangay)

KEYWORD

1. Learn keyword utung.
2. Find utung on the page.
4. Read utung from a flashcard. Contrast osing and seladeng.

PARTS DRILLS

1. New letter in keyword. utung
   u

2. New letter in syllables with old letters.
   u  u  u  u
   su  ku  nu  bu

   su
   ku
   nu
   bu

   su  ku  nu  bu
   sc  ka  na  ba
   si  ki  ni  bi
   so  ko  no  bo
   se  ke  ne  te

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.
Lesson 30

su   bu   ku   *sù   *tung   gum
ku   *mu   kù   su   bug   gan
*du   tu   *un   so   lul   *gal

6. Random drill. su, du, sù, nu, kù, bu, mu, un, lul, gum

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      
      kukû    Tigbasan se kukû din.
      buun    Nepenô se buun ko.
      kunû    Kunû si Amân.
      utung    Mola se peg-inang te utung.
      dulat    Engayen ko se dulat no.
      isù      Dimini si isû.
      gum      Doen gum te keldilo.
      nebuyung  Nebuyung si Iska.
      migbugsak  Doton si Inâ migbugsak.
      mulul    Kinitâ no lay se mulul.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: ku, kù, bu, sù, nu, un, i, u, tung
      words: kukû, kunû, buun, utung, isû
      syllable flashcards: mig, sak, lat, yung, bug, du, ne, bu
      words: dulat, migbugsak, nebuyung

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   
   utung
   Utung

2. T prints syllable pair.
   S read.
   
   u
   U

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Lesson 30

3. T prints syllables in a column.
   S read.
   A
   I
   O
   E
   U

4. T prints sentences.
   S read.
   Utung ini.
   Utay isù.

READING FOR MEANING

   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: mengisù, sulab, Sinu, Mepakay, Akay, dagat,
   binta, sisig, neluba.

5. S print answers to questions.
   T says, ‘‘Nengà lay mig-insà se mengisù te sulab.’’ S print meminta dan.
   T says, ‘‘Kenan soli se sulab.’’ S print atep.
   T says, ‘‘Sinu se doma te mengisù.’’ S print si Akay.
   T says, ‘‘Kenan pesalo se mengisù.’’ S print dagat.
   T says, ‘‘Eden se inibing dan.’’ S print binta aw sisig.
   T says, ‘‘Nengà lay neluba dan.’’ S print so medita se neabat dan ikan.

6. T and S read story again at normal speech speed.

7. S find page 108 and read.

8. Test (page 109)

   Teacher says, ‘‘Ehai niyo se lapid bilang din sebad gatos siyan. Seini se itelaman. Na, besahi niyo se menge insà diyà te lapid seini. Kepenga niyan, besahi se menge pegsolat diyà te ongan. Kepenga niyan kolisi niyo se taba te insà siyan.’’
   Students underline 3) Si Akay, 1) binta aw sisig, 2) Mengisù,
   2) Sebelanan te ikan.
Lesson 30

WRITING LESSON

1. T demonstrates how to print new letter u.
   "Pegsolat te deitek u, lekat diya diatas tepad te kolis melalag ipesalo te ongan. Kepenga niyan, ipebelabag pesalo te kowanan. Kepenga niyan, lekoen pesalo doton diatas aw toda ipelikō te ongan."

2. S print letter on their desks.

3. S print letter on paper.

4. T demonstrates how to print capital U.

5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.
   1) S print new letter sets. Uu
   2) S complete letter sets. U U
   3) S print new syllables. nu nu
      s
      l
      b
      k
      d
   4) T prints syllables.
      S print syllables on their papers.
      T says one syllable.
      S circle syllable teacher says and print it on the line.
      ku bu *ku*
      *gu yu pu*
      lu *le lo*
      ba be *bu*
      *su nu no*
Lesson 30

5) T prints syllables on the blackboard.
   T says a word.
   S print the word on their paper.
   
   du  ku  su  nü  i  lat  (dulat)
   (kunü)
   (isü)

6) T prints words.
   S circle new letter u.
   S print the word on the line.
   
   utung __________
   sulab __________
   sinu __________
   neluba __________

7) T prints words.
   S print words with beginning capital letter.
   
   isü __________
   utung __________
   buun __________
   dulat __________
   gum __________
   utay __________

8) T dictates syllables and words.
   S print what teacher dictates.
   
   nu, su, tung, gum, bu, yung
   nebuyung, isü, utung, sinu
   Nebuyung sì Isü.
   Sinu buun.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   utung *kuku buun sulab
   *utay isü gum *mulal
   Akay dulat *sinu neluba
   *sebelanan meminta sisig *mepakay
   pegdateng *mepakay *binta inangay
   nengibing mengisù dagat minikagi
Lesson 30

2. T prints root words.
S read.
T prints affixed form of root words.
S read.

<table>
<thead>
<tr>
<th>ibing</th>
<th>binta</th>
<th>dagat</th>
</tr>
</thead>
<tbody>
<tr>
<td>nengibing</td>
<td>neminta</td>
<td>nenagat</td>
</tr>
<tr>
<td>mengibing</td>
<td>meminta</td>
<td>menagat</td>
</tr>
<tr>
<td>pengibing</td>
<td>peminta</td>
<td>penagat</td>
</tr>
</tbody>
</table>

Spelling

1. T prints syllables.
S read.
T says a word.
S print correct syllable to complete the word.

<table>
<thead>
<tr>
<th>su</th>
<th>nu</th>
<th>su</th>
<th>lu</th>
</tr>
</thead>
<tbody>
<tr>
<td>i___</td>
<td>(isù)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>si__</td>
<td>(sinu)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lab</td>
<td>(sulab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mengi</td>
<td>(mengisù)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ne__</td>
<td>(neluba)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. T prints root word.
S read, and print the word on their papers.
T says a word (affixed root word).
S print affixed word under root word.

<table>
<thead>
<tr>
<th>binta</th>
<th>dagat</th>
<th>pongo</th>
</tr>
</thead>
<tbody>
<tr>
<td>{neminta}</td>
<td>(nenagat)</td>
<td>(nemongo)</td>
</tr>
<tr>
<td>{reminta}</td>
<td>(nenagat)</td>
<td>(memongo)</td>
</tr>
<tr>
<td>{peminta}</td>
<td>(penagat)</td>
<td>(pemongo)</td>
</tr>
</tbody>
</table>

3. T prints syllables on the blackboard.
S print same syllables on their paper.
T says a word.
S print the word under the syllable that begins with the same sound.
T says words in this order: omay, inay, enay, amay, utay, agong, odan, ikan, apô, epat, utung, ogis, iling, eked, onâ, ayam, ilib, eden.
Lesson 31: w, W, pages 110-115

REVIEW

1. Review word flashcards from lessons 25-30.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   *nu    su    bu    tumg
   su    *kù    mu    *gum
   ku    kò    *tu    bug

3. S print correct syllable to complete the word.
   bug tumg yung lul
   u_____   (utung)
   mu_____   (mulul)
   meg______ sak   (megbug sak)
   nebu______ (nebuyung)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   *utung    *kuku    book    solat
   otang_____ kokô_______ *buun_______ *sulab_____

KEYWORD

1. Learn keyword towilan.
2. Find towilan on the page.
4. Read towilan from a flashcard. Contrast seladeng and utung.

PARTS DRILLS

1. New letter in keyword. towilan
   wi
   i

2. New letter in syllables with old letters.
   a i o e u
   wa wi wo we wu

   wa
   wi
   wo
   we
   wu
Lesson 31

   wa  wi  wo  we  wu
   nga  ngi  ngo  nge  ngu
   pa  pi  po  pe  pu

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.
   wa  *wi  wi  wa  wal
   wo  we  wå  *wal  *wun
   *we  vu  *wò  wå  wid

6. Random drill. wa, wu, wi, we, wo, wå, wò, wi, Nga

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      valo  Seini se bilang waio.
      dowa  Seini se bilang dowa.
      dawa  Deitek se dawa.
      wedå  Wedå pa kesayo.
      wedad  Wedad den dawa.
      tawal  Wedå pa tawal.
      avid  Avid ka.
      kowani  Mesayo kay kowani.
      dewen  Wedad den dawen te kayo sìyan.
      inawi  Inawi din se alat.
      bebelawun  Melayat se bebelawun.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: wa, we, wi, lo, do, da, då,
      na, i
      words: dowa, valo, dawa, wedå, inawi

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   Wayeg
   Wayeg
Lesson 31

2. T prints syllable pair. 
   S read.
   wa
   Wa

3. T prints syllables in a column. 
   S read.
   Wa
   Wi
   Wo
   We
   Wu

4. T prints sentences. 
   S read.
   Wayeg meinit.
   Wedad wayeg.

5. T prints syllable sets.
   S draw lines to the matching syllable.
   wa    Nga
   nga   Wi
   wi    Wa
   po    We
   we    Po

6. T prints sentences with choice of spelling. 
   S circle correct word.
   1. Pila se kedita minem te Wayeg wayeg.
   2. Walo kay minem te wayeg.
   3. Wedâ dini si William

   READING FOR MEANING

1. S find story on page 110-111.  
   T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: senggetanan, kowani, limowa, lawod, towilan, 
   didowa, Linowang, ginoyod, inlolan.
Lesson 31

5. T says, 'Eden se neabat din lekat te wayeg.' S says balis. T says, 'Eden se ininang din te balis.' S says senggetanan. T says, 'Eden se migkapay-kapay.' S says towilan. T says, 'Pila se kedita towilan.' S says dowa. T says, 'Kenan din iketi se towilan.' S says lieg.

6. T and S read story again at normal speech speed.

7. S find page 112 and read.

8. Test (page 113)

   Teacher says, 'Ehai niyo se lapid bilang din sebad gatos sempolò teg telo. Seini se itelaman. Na besahi niyo se menge insà te lapid seinì. Kepenga niyan, besahi peman se menge insolat diyà te ongan te insà kidoen. Kepenga niyan kolisi niyo se pegsolat neketotok te insà siyan.' Students underline 2) senggetanan, 3) Kepenga te nengimon te bato., 1) se migkapay-kapay, 2) doton te Lawod.

WRITING LESSON

1. T demonstrates how to print new letter w. 'Pegsolat te deitek w, lekat diyà diatas tepad te kolis melalag, beliligen ipesalo te ongan. Kepenga niyan, todà beliligen ipesalo diatas. Kepenga niyan, todà belilien ipesalo te ongan. Kepenga niyan, todà beliligen ipesalo diatas.'

2. S print letter on their desks.

3. S print letter on paper.


5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

   1) S print new letter sets. Ww

   2) S complete letter sets. W

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Lesson 31

3) S print new syllables.

<table>
<thead>
<tr>
<th>a</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>i</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>u</td>
<td>u</td>
</tr>
</tbody>
</table>

4) T prints syllables.
   S print syllables on their papers.
   T says one syllable.
   S circle syllable teacher says and print it on the line.
   wa wi *we _____
   wi *wå wå _____
   wal *wun wå _____
   *wid wi wang _____

5) T prints syllables on the blackboard.
   T says a word.
   S print the word on their paper.
   we wa do da då lo
   (walo)
   (dawa)
   (dowå)
   (wedå)

6) T prints words.
   S circle new letter w.
   S print the word on the line.
   wedad _________
   awid _________
   towilan _________
   kowani _________
   didowa _________

7) T prints words.
   S print words with beginning capital letter.
   wayeg _________
   linowang _________
   kowani _________
   lawod _________
   wedad _________

8) T dictates syllables and words.
   S print what teacher dictates.
   wa, wi, we, wo, wu
   didowa, walo, towilan, limowå
   wayeg, kowani, linowang
   Didowa se towilan.
Lesson 31

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   walo
   *dowa
   dawa
   *linowang
   *tinigkan
   inlolan
   balis
   palis
   *ginoyod
   
   wayeg
   wedad
   *wedà
   *senggetanan
   sebelanan
   pengimin
   mig-ianan
   *miglegiling
   migkay-kay:
   
   *lawod
   kowani
   limowa
   towilan
   *meapon
   belangay
   
2. T prints syllable sets, one column at a time.
   S read.
   
   a  wa  aw  waw
   i  wi  iw  wiw
   o  wo  ow  wow
   e  we  ew  wew
   u  wu  uw  wuw
   
3. T prints root words.
   S read.
   T prints affixed form of root words.
   S read.
   
   igot  goyod
   inigot  gimoyod
   igoten  gomoyod
   igoti  ginoyod
   nengigot  goyoden
   mengigot  goyodi
   pengigot
   
4. S read page 114.

Spelling

1. T prints syllables.
   S read.
   T says a word.
   S print correct syllable to complete the word.
Lesson 31

wa wod wà wang wi

2. T prints root word.
S read and print the word on their papers.
T says a word (affixed root word).
S print affixed word under root word.

tigbas
dateng

(signed)
(pyigbas)
dimateng)
tigbasan)
domateng)
(nenigbas)
(pegdateng)

Creative writing

Teacher prints a sentence beginning on the blackboard and says, "Besahi niyo se insolat ko seini." Students read. Teacher says, "Keteboan ini te peg-ikagi weda ini kepenga. Sikiyo den se meg-ipenga. Sikiyo den se meg-aneng-aneng bilan aw eden se isogpat niyo kagi kidoen. Solati niyo diyà te papil niyo se kagi insolat ko sipat se isogpat niyo kagi kidoen." Students print their sentence ending and then each student reads what he wrote to the class.

suggested sentence: Pegdateng ko doton te dagat.....

Test (page 115)

Teacher says, "Ehai niyo se lapid bilang din sebad gatos sempolò teg lima. Seini se itelaman."

Teacher says, "Ikegiyen ko sebad kagi sìyan didalem te kelokob. Kolisi niyo sìyan kagi inikagi ko. Onà niyo tengtengi se kagi didalem te monà kelokob. Kolisi niyo se kagi besi."

Teacher continues to say one word from each box, reading from left to right. Words which the teacher will say are: besi, belangay, pegdateng, ligad, neluba, linowang, gayed, iniketan, nengîmon, tinigkan, inlolan, migdakep.
Lesson 32: -w, pages 116-118

REVIEW


2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   
   we  wi  wa  wun
   wa  *wi  *wa  wang
   *wu  wo  wa  *wid

3. S print correct syllable to complete the word.
   wang  wod  wi  wa  wa  we
   limo___  (limowa)
   la___  (lawod)
   lino___  (linowang)
   to___Tan  (towilan)
   dad___  (wedad)
   dido___  (didowa)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   walo  dow  *kowani
   *wedaw___  *dawa___  lomowa___

KEYWORD

1. Learn keyword miyaw.
2. Find miyaw on the page.
4. Read miyaw from a flashcard. Contrast otaw and utung.

PARTS DRILLS

1. New letter in keyword.  miyaw
   yaw
   ya

2. New letter in syllables with old letters.
   ya  yu
   yaw  yuw

   yaw  law  baw
   yuw  luw  buw

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Lesson 32

WRITING LESSON

1. T prints syllables.
   S print syllables on their papers.
   T says one syllable from each row.
   S circle the syllable and print it on the line.
   
   yaw *baw saw ______
   taw kaw *law ______
   yan yaw *yang ______

2. T prints syllables on the blackboard.
   T says a word.
   S print it on the line.
   
   taw yaw baw am o mi
   (ambaw)
   (otaw)
   (miyaw)

3. T prints words.
   S print the words with beginning capital letter.
   
   ambaw
   otaw
   miyaw
   tekombuw
   wilaw-wilaw
   ginawod

4. T dictates syllables and words.
   S print.
   
   yaw, baw, miyaw, ambaw
   KIMAEN SE MIYAW TE AMBAW.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
   S read.
   T says a word from each set.
   S circle the word teacher says.
   
   miyaw *peden nebesog
   ambaw heman *nenayit
   *sayaw peman mesasaw
   *ginawod *pawâ
   linowang momô
   meneng tanâ
Lesson 32

2. T prints a word on the blackboard.
S suggest a sentence using that word.
T prints the sentence on the blackboard.
S read.
   suggested words: mesasaw, otaw

Spelling

1. T prints syllables.
S read.
T says a word.
S print correct syllable to complete the word.

   yaw wod wâ taw baw pe
   am____ (ambaw)
   sa____ (sayaw)
   gina____ (ginawod)
   _den (peden)
   mi____ (miyaw)
   pa____ (pawâ)
   o____ (otaw)

2. T prints a word on the blackboard.
S print a story using that word.
   suggested words: peden, tekombuw

Creative writing

Teacher prints manok on the blackboard and says, ‘‘Solati niyo se menge kâeneng-anengan niyo meg-indan kenitadon tepad te kagi manok seini.

   manok
   (pakpak)
   (eglayang)
   (egbatå)

Test (page 118)

Teacher says, ‘‘Ehai niyo se lapid bilang din sebad gatos sempoló teg walo. Seini se iteraman.’’

Teacher says, ‘‘Onâ niyo besahi se kagi diyâ diatas te lapid seini. Kepenga niyan besahi niyo se bilang sebad. Na eden se mepakay isolat kidên te linya, miyaw aw ambaw. Solati niyo se kagi neketotok tepad te indan-indanen gina binasa niyo.’’ Students print as follows: 1) miyaw, 2) miyaw, 3) miyaw, 4) miyaw, 5) ambaw, 6) ambaw, 7) ambaw, 8) miyaw.
Lesson 33: h, H, pages 119-121

REVIEW

1. Review word flashcards from lessons 30-32.

2. T prints syllable sets.
   S read.
   T says one syllable from each set.
   S circle the word teacher says.
   wal  wun   *yaw
   *wang  *buw  gaw
   wid    law   yan

3. S print correct syllable to complete the word.
   baw  taw  yaw
   o______ (otaw)
   mi______ (miyaw)
   am______ (ambaw)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   kaw  *peden  miyaw
   *otaw ______ gayed ________ *sayaw ________

KEYWORD

1. Learn keyword aho.
2. Find aho on the page.
4. Read aho from a flashcard. Contrast kayo and miyaw.

PARTS DRILLS

1. New letter in keyword. aho
   ho
   o

2. New letter in syllables with old letters.
   a i o e u
   ha hi ho he hu

3. New letter in a column. ha
   hi
   ho
   he
   hu
Lesson 33

   ha  hi  ho  he  hu
   wa  wi  wo  we  wu
   pa  pi  po  pe  pu

5. Identify new syllable.
   T prints syllable sets.
   S read all syllables.
   T say one syllable from each set.
   S circle syllable teacher says.
   ha  he  há  han
   há *hu  hò  *hon
   *han  huy  *hi  hò

6. Random drill. ha, ho, hi, há, hò, hi, he, hu, wa

7. Built words.
   1) T prints new words.
      S read.
      T prints sentence using new word.
      S read.
      bahá      Mesakit se bahá ko.
      lohá      Dakel lohá te batá sìyan.
      mahó      Mahó den.
      heman     Itanem heman se niyog.
      sahá      Intanem din se sahá.
      hutay     Hutay kedī.
      kahon     Meibeg a te sebad kahon.
      melelihi  Eden se melelihi.
      kelimahan Yan se kelimahan day.

   2) T sets up syllable flashcards.
      T says a word.
      S make the word.
      syllable flashcards: há, hò, he, sa, ba, lo, ma, man
      words: bahá, lohá, mahó, sahá, heman

CAPITAL LETTER

1. T prints keyword in small letters.
   S read.
   T prints keyword with beginning capital letter.
   S read.
   huy
   Huy

2. T prints syllable pair.
   S read.
   hu
   Hu
Lesson 33

3. T prints syllables in a column. S read.
   Ha
   Hi
   Ho
   He
   Hu

   Hutay elew.

5. T prints syllable sets. S draw lines to the matching syllable.
   ha  Ho
   ho  Ha
   he  Hu
   hi  He
   hu  Hi

READING FOR MEANING

1. S find story on page 119. T reads story to the students.

2. T and S read story together.

3. S each read story by himself.

4. S find and read: Gimaon, minehâ, heman, pinengemehâ.

5. T prints sentences on the blackboard. S read.
   S number sentences according to what happened first.
   (3) Minolf dan peman te balay.
   (2) Nengibing dan te alat.
   (5) Mig-inang dan te kânen.
   (4) Pinengemehâ dan se aho.
   (1) Gimaon si Inâ doton te pawâ.

6. T and S read story again at normal speech speed.

7. S find page 120 and read.

8. Test (page 121)
   Teacher says, "'Ehai niyo se lapid bilang din sebad gatos kelowan tegusâ. Seini se itelaman.'"
Lesson 33

Teacher points to the two words at the top of the page and says, "Besahi niyo se didowa kagi seiní diya diatas te lapid seiní. Seiní se kagi Benal aw Kebolalaw." Students read.

Teacher says, "Na, besahi niyo se bilang sebad. Kepenga niyan, aw benal se pegsolat kidoen, solati niyo se kagi benal diya te linya lenged to kowanan. Aw kenà benal se pegsolat, solati niyo se kagi kebolalaw diya te linya. Na, benal lay aw kebolalaw se tagná pegsolat." Students say benal. Teacher says, "Yan benal se pegsolat siyan. Yan insolat den se kagi benal diya te linya. Ne eyebey kaw megbasa te doma pegsolat lekat te bilang dowa lamig bilang walo. Kepenga niyan solati niyo se kagi benal aw benal se pegsolat. Aw kenà benal, solati niyo se kagi kebolalaw."

Students print: 1) Benal, 2) Kebolalaw, 3) Benal, 4) Kebolalaw, 5) Kebolalaw, 6) Benal, 7) Benal, 8) Benal.

WRITING LESSON


2. S print letter on their desks.

3. S print letter on paper.


5. S print capital letter on their desks.

6. S print capital letter on paper.

7. Spelling drills.

1) S print new letter sets. Hh

2) S complete letter sets. H H
Lesson 33

3) S print new syllables.

\[
\begin{array}{l}
a \\
\hline
i \\
o \\
e \\
u \\
\end{array}
\]

4) T prints syllables.
S print syllables on their papers.
T says one syllable.
S circle syllable teacher says and print it on the line.

\[
\begin{array}{l}
ha "h\dot{a} \quad he \\
*ho \quad ho \quad ha \\
hu "h\dot{i} \quad hf \\
\end{array}
\]

5) T prints syllables on the blackboard.
T says a word.
S print the word on their paper.

\[
\begin{array}{l}
ha \quad mi \quad ne \quad a \\
(aho) \\
(mineh\dot{a})
\end{array}
\]

6) T prints words.
S circle new letter h.
S print the word on the line.

\[
\begin{array}{l}
heman \\
aho \\
meh\dot{a} \\
hutay \\
kahon \\
\end{array}
\]

7) T prints words.
S print words with beginning capital letter.

\[
\begin{array}{l}
hutay \\
aho \\
heman \\
\end{array}
\]

8) T dictates syllables and words.
S print what teacher dictates.

ho, ha, hi, he, hu, h\dot{a} \\
aho, heman, meh\dot{a} \\
Meh\dot{a} ka heman te aho.

SUPPLEMENTARY DRILLS

Reading

1. T prints word sets.
Lesson 33

2. **T** prints root words.
   **S** read.
   **T** prints affixed form of root words.
   **S** read.
   
   - taking
   - timaking
   - tomaking
   - tinekingan
   - tekingan
   - tekingi
   - impetaking
   - ipetaking
   - petekingi

3. **T** prints a word on the blackboard.
   **S** suggest a sentence using that word.
   **T** prints the sentence on the blackboard.
   **S** read.
   
   - suggested words: nengibing, tinekingan

**Spelling**

1. **T** prints syllables.
   **S** read.
   **T** says a word.
   **S** print correct syllable to complete the word.

<table>
<thead>
<tr>
<th>åhå</th>
<th>åho</th>
<th>åhå</th>
<th>åhu</th>
</tr>
</thead>
<tbody>
<tr>
<td>åmå.ne</td>
<td>åmånhå</td>
<td>åmåntay</td>
<td>åmånhtay</td>
</tr>
<tr>
<td>åbå</td>
<td>åbåhå</td>
<td></td>
<td></td>
</tr>
<tr>
<td>åmå</td>
<td>åmåhå</td>
<td></td>
<td></td>
</tr>
<tr>
<td>åmån</td>
<td>åmånhå</td>
<td></td>
<td></td>
</tr>
<tr>
<td>åsa</td>
<td>åsåhå</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ålo</td>
<td>ålohå</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 33

2. T prints root word.
   S read and print the word on their papers.
   T says a word (affixed root word).
   S print affixed word under root word.
   taking
   (timaking)
   (tomaking)
   (tinekingan)
   (tekingan)
   (tekingi)
   (impetaking)
   (ipetaking)
   (petekingi)

Creative writing

Teacher says, "Solati niyo se mengi mek-indan kenitadon tepad te telepagan diya te kosina." Teacher chooses one subject only. Simpana aw solaten niyo tepad the kosina, iling kani se peg-inang niyo, 'Doen lemisâ, doen utung, doen keldilo, doen aho, aw doma pa..." Na, solat kaw den seini diya te papil niyo.

another suggestion: ngadan tepad te kemolu te kelamag.
Lesson 34, page 122

REVIEW

1. Play the word game using word flashcards from lessons 30-33.

2. T sets up syllable flashcards.
   T says a word.
   S make the word.
   syllable flashcards: a, u, wa, ho, do, lo, po, si, nu yong, tung
   words: aho, apo, doya, walo si, siyong, utung

3. S print correct syllable to complete the word.
   baw su he wi
   saw su hà wa

   ___lab (sulab)
   ___yeg (wayeg)
   mine___ (mineha)
   am___ (ambaw)
   to___lan (towilan)
   mengi___ (mengisu)
   ___man (heman)
   ___mesa___ (mesasaw)

4. T prints word sets.
   T says one word from each set.
   S print the word on the line.
   utung sulab *wedå
   *otang*solat *wedad*
   *elew peman *aho
   otaw *heman aho abo

5. T prints affixed root word.
   S print affixed word which teacher says.
   ahâ ibing
   (ineha) (inibing)
   (ehaen) (ibingen)
   (ehai) (bingi)
   (pinengemeha) (nengibing)
   (pemengemehaen) (mengibing)
   (pemengemehai) (pengibing)

6. T dictates words.
   S print what teacher dictates.
   utung, miyaw, towilan, ambaw, sinu, didowa,
   limowa, mengisù, sulab, neluba, kowani,
   lawod, linowang, pawâ, ginaowod, aho, mehâ,
   mineha, pinengemeha.

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LESSON INTRODUCTION

Lessons 34, 35, 36 are designed to acquaint the new reader of Manobo with certain letters in the major language spoken in the area which are pronounced different from Manobo.

KEYWORD

Teacher says, "Ehai niyo se lapid bilang din sebad gatos kelowan teg dow.

Teacher points to the calendar month of January and says, "Seini se retrato te bolan Enero diyà te calendario. Seini se kagi Enero. Ikagi kaw Enero." Students say Enero. Teacher says, "Keteboan te kagi Enero se solat E. Ikagi kaw E." Students say E.

Teacher points to letter E and says, "Seini se bawa te solat E diyà te Bisaya."

Teacher points to the paragraph under the picture and says, "Na besahi niyo se pegsolat diyà te tengà-tenga." Students read the paragraph by themselves.

Teacher points to the syllables in the box and says, "Besahi niyo se menge solat doton didalem te kelokob. Diyà diatas se Bisaya aw diyà te ongan se Menobo. Se pegbasa niyo diyà diatas mig-onawa te pegbasa niyo te ongan. Kepenga niyan besahi niyo se menge ngadan diyà te ongan te lapid seini." Students read first to themselves. Then teacher has students take turns reading different names aloud.

READING PRACTICE

Teacher says, "Ehai niyo se lapid bilang din sempolò teg walo. Tengtengi niyo se kagi te Bisayà diyà te ongan te lapid seini. Besahi niyo se kagi insolat kidoen." Students read agong.

Teacher says, "Ehai niyo diyà te lapid bilang din sempolò teg siyam aw besahi niyo se kagi te Bisayà insolat diyà te ongan." Students read isda.

Teacher continues to have students read the Visayan words at the bottom of pages 20-23 (baboy, alho, sabon, Asa si Nanay. Naglingkod si Nanay. Nay. Nia ang sabon mo.). After that teacher says, "Na besahi niyo se kagi te Menobò diyà te lapid bilang din kelowan teg telo." Students read the sentences in Manobo on page 23.

Teacher gives each student a copy of the Manobo booklet MËPIYA KEOGPÀ and says, "Seini se libro insolat diyà te Menobò. Insolat se libro seini amon ketegahan te menge otaw aw menonen dan se peg-ipat dan te kandan lawa. Na, ehai niyo se lapid bilang din
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sebad. Kepenga niyan, besahi niyo se insolat kidoen.''

Students read page 1.

Teacher says, 'Na, megdengan kidon megbasa te pegsolat seini.'

Teacher and students read the story together.

Teacher says, 'Kano meg-onaw kidon te belad tadon.'

Students say, aw meg-elomo, aw komaen, aw mepenga mihi aw mindes.

Teacher may have students read other pages in the book.

CREATIVE WRITING

1. Teacher prints niyog on the blackboard and says, 'Solati niyo diyâ te papil niyo se menge kagi keaneng-enengan niyo meg-indan kenitadon tepad te kagi niyog seini.'

Students print on their papers all the words they can think of that describe coconut (its appearance, stages of growth, usefulness, etc.)

2. Teacher prints a short sentence on the blackboard and says, 'Kepenga niyan, solati niyo se kagi mepakay mekedogang te kagi seini. Kagi idogang niyo meg-indan te kenan.'

Students print.

Teacher says, 'Na, dogangi niyo se kagi seini amon meg-indan te kano.'

Students add to their sentence.

Teacher says, 'Na, dogangi niyo se kagi seini amon meg-indan te nenga lay.'

Students add to their sentence.

When the students have finished printing their entire sentence, each one reads what he has printed.

example: Kiragnan si Iping (kenan) (kano) (nenga lay)

(Kiragnan si Iping doton te dagat gebenini so kimadas te toyang.)
Lesson 35, page 123

KEYWORD

Teacher has students find page 123 and says, "Ehai niyo se lapid bilang din sebad gatos kelowan teg telo."

Teacher points to the picture of ubi and says, "Seini se retreto te ubi. Seini se kagi ubi. Ikagi kaw ubi." Students say ubi. Teacher says, "Keteboan te kagi ubi se solat u. Ikagi kaw u," Students say u. Teacher says, "Seini se bawa te solat u diya te Bisaya."

Teacher points to the paragraph under the picture and says, "Na, besahi niyo se pegsolat diya te tenga-tengâ." Students read.

Teacher says, "Na, besahi niyo se menge solat doton didalem te kelokob. Diya diatas se Bisaya aw diya te ongan se Manobo. Na, se regbasa niyo diya diatas mig-onawa te pegbasa niyo te ongan. Kepenga niyan besahi niyo se menge ngadan diya te ongan te lapid seini." Students read. Teacher has students take turns reading the names aloud.

READING PRACTICE

Teacher says, "Ehai niyo se lapid bilang din kepatan teg telo diya te libro niyo. Kepenga niyan, besahi niyo se Bisaya diya te ongan." Students read the Visayan on page 43. After that teacher says, "Na, todâ niyo besahen se indan-indanen te Manobo diya te lapid seini." Students read the story in Manobo on page 43.

Teacher says, "Ehai niyo se lapid bilang din kepatan teg enen diya te libro niyo. Kepenga niyan, besahi niyo se Bisaya diya te ongan." Students read the Visayan on page 46. After that teacher says, "Na, todâ niyo besahen se indan-indanen te Manobo diya te lapid seini." Students read the story in Manobo on page 46.

Students open their copies of the book MEPIYA KEOGPÂ and teacher has them continue reading in the book. After the students read a page, the teacher asks questions about what the students read.

CREATIVE WRITING

1 Teacher prints a sentence beginning on the blackboard and says, "Besahi niyo se insolat ko seini." Students read. Teacher says, "Keteboan ini te peg-ikagi wedâ ini kepenga. Sikiyo den se meg-ipenga. Sikiyo den se meg-aneng-aneng bilan aw eden se isogpat niyo kagi kidoen. Solati niyo diya te papil niyo se kagi insolat ko sipat se isogpat niyo kagi kidoen." Students print
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their sentence ending and then each student reads what he wrote to the class.

suggested sentence: Pegdateng ko doton te balay.....

2. Teacher says, ‘‘Solati niyo se menge kagi meg-indan kenitadon tepad te ngadan te kemolô te kelamag.’’ Students print the names of the kinds of wind.
Lesson 26, page 124

KEYWORD

Teacher has students find page 124 and says, ‘‘Ehai niyo se lapid bilang din sebad gatos kelowan teg epat.’’

Teacher points to the picture of the radio and says, ‘‘Seini se retrato te radio. Seini se kagi radio. Ikagi kaw radio.’’ Students say radio. Teacher says, ‘‘Keteboan te kagi radio se solat ra. Ikagi kaw ra.’’ Students say ra. Teacher says, ‘‘Keteboan te solat ra se solat r.’’ Teacher points to a and says, ‘‘a se ogpo te solat r.’’

Teacher points to the paragraph under the picture and says, ‘‘Na besahi niyo se pegsolat diya te ongan te retrato.’’ Students read.

Teacher says, ‘‘Na, besahi niyo se menge solat doton didalem te kelokob. Kepenga niyan, besahi niyo se menge ngadan diya te ongan te lapid seini.’’ Students read. Teacher has students take turns reading the names aloud.

READING PRACTICE

Teacher says, ‘‘Ehai niyo se lapid bilang din keneman teg lima diya te libro niyo. Kepenga niyan, besahi niyo se Bisaya diya te ongan.’’ The students read the Visayan on page 65. After that the teacher says, ‘‘Na, todâ niyo besahi se indan-indanen te Manobo diya te lapid seini.’’ Students read the story in Manobo on page 65.

Teacher gives each student a copy of the Manobo booklet BAGYÔ WAYEG INEMEN and says, ‘‘Seini se libro insolat diya te Manobo. Insolat se libro seini aмон metaga-taga se menge otaw monchen ra peg-inàng te wayeg mepiya inemen. Na, ehai niyo se lapid bilang din sebad. Kepenga niyan, besahi niyo se insolat kidoen.’’ Students read. Teacher says, ‘‘Na megdengan kidon megbasê te pegsolat seini.’’ Students and teacher read it together.

Teacher proceeds to have students read more in the book as time permits.

CREATIVE WRITING

Teacher prints a topic title on the blackboard and says, ‘‘Na, solatî niyo se sebad indan-indanen meg-indan tepad te kagi insolat ko kidoen te blackboard.

suggested topics: Bagyô, Davao, Nenagat

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