Ifakan na Mansuru

(What the Teacher Says)

A Teachers' Guide in Southern Kalinga
for
Mansakanatau wi Mamfasa
and
Mamfasatau

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FOREWORD

Some of the glory of the Philippines lies in the beautiful variety of people and languages within its coasts. It is to the great credit of the national leadership over the years that no attempt has been made to destroy this national heritage. The goal has been instead to preserve its integrity and dignity while building on this strong foundation a lasting 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 languge he understands best, the resulting satisfaction in his accomplishment gives the drive and confidence he needs to learn the national language. His ability to read, furthermore, is the indispensable tool for the study this program will require.

The Ministry 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 vernaculars. It will strengthen both the parts of the nation and the whole.

JUAN L. MANUEL
Minister

PREFACE

To the Teacher:

This detailed Teachers' Guide, Ifakan na Mansuru, has been prepared to assist the teacher in using the Southern Kalinga primer series. The two main books in the series are the pre-primer, Mansakanatau wi Mamfasa, and the primer, Mamfasatau. These books are designed to introduce preliterate Southern Kalinga adults to the basic reading and writing skills in their native dialect. Once they have learned to read in the Southern Kalinga dialect, it is easier for them to transfer to reading in the National Language. A transition primer is being prepared to facilitate this transfer, and simple Pilipino stories are included in the primer, as well, in Drill #28 of each lesson.

Directions for teaching Mansakanatau wi Mamfasa are included in pages 1-23 of this Teachers' Guide. Each page of the pre-primer is described. Pages 24-71 contain directions for teaching Mamfasatau. Pages 24 and 25 tell how to use the "Review" pages at the beginning of the primer. Pages 26-71 tell how to teach each drill contained in each lesson of the primer. Lesson 1 from Mamfasatau is used in the example. The underlined letters, syllables, words, phrases and sentences in this Guide are the ones the teacher will substitute to make the directions appropriate for Lessons 2-18.

The drills are explained in the order of their appearance in each primer lesson and are numbered appropriately, as they are numbered in the primer itself. Not all of the drills appear in each primer lesson.

(The directions for Drill #7 have been made to fit a revised edition of the drill, not the original appearing in the book. The teacher may request copies of the revised Drills #7 from the Summer Institute of Linguistics.)

Do not ask the student to read any syllables or words found in the pre-primer or any underlined words found in the primer. A preliterate student is not yet able to read anything in the pre-primer. Underlining (in the primer) indicates that the word contains letters which the student has not yet studied.

It is important to go very slowly at first, especially with beginners or preliterate students. In the pre-primer, only do one lesson per day. See the "Preface" of Mansakanatau wi Mamfasa to learn how many pages are in each lesson.

In the primer, Mamfasatau, teach only two pages each day for Lessons 1-5, and two or three pages per day for Lessons 6-18. The circled numbers in the top inner margins of each page indicate the lesson number and day number, helping you plan your lessons. 1.1 means Lesson 1, the first day; 1.2 means Lesson 1, the second day, and so forth.

In the back of this Guide, on pages 75-78, is a "Daily Teaching Schedule" to help you plan and record your students' progress. We are strongly recommending that supplementary "easy readers" and other motivational books in the dialect be read to your students every day, at the beginning or end of your lesson. This schedule suggests which materials to use on different days of the literacy program.

In this reading program, the way of learning is to do many drills by reading and writing. The first time a type of drill is taught, you should tell the student what to do, show him how to do it, and help him to do it. The second time he does that type of drill, you should tell him what to do and help him to do it. By the third time he sees a particular drill type, you should be able to simply tell him what to do and he should be able to do it independently.

Plan your lessons carefullly before class time. Study the teaching directions in the margin of the pre-primer or primer and the appropriate directions in this Teachers' Guide. Know how to do the drills first as class activities, then as individual exercises in the students' books. Know what you are going to say so that the student can easily do what is required.

Use the same vocabulary consistently for the same ideas. Here is a guide to common words you will use:

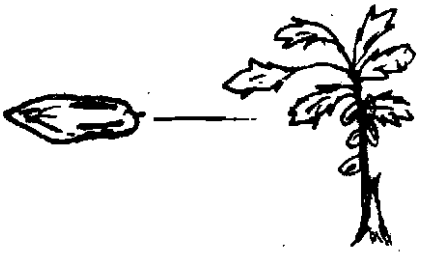
English	Kalinga
sound	kinga
mark, line	kur-it
letter	ug-is
syllable	"syllable"
word	ukud
sentence	ug-ugkud
story	ur-ullit

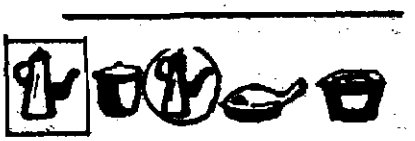
The text is divided into three columns on pages 1-9. Column 1 tells what you, the teacher, are to do. Column 2 tells what you are to say to the student. Column 3 tells what the correct student response should be. (S, stands for "student" and T. stands for "teacher" in Column 3.)

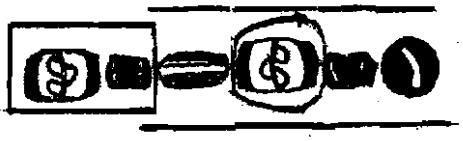
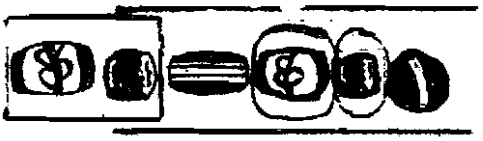
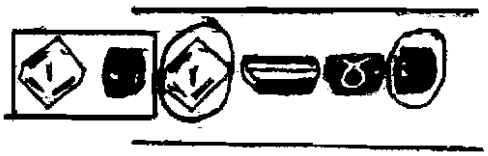
On pages 10-71 a new column is added on the left. This tells an appropriate group activity, using either a blackboard or flashcards, which you should do before the students do the exercise in their books. This repetition is particularly valuable with beginners or preliterate adults. Students who have been to school may not need this additional practice, especially after Lesson 5.

The teaching directions in this book are supplementary to the directions included in the preface and margins of the book, Mansakanatau wi Mamfasa, and to the directions included in the Teacher's Guide, pages 177-190 of Mamfasatau. Be sure to study all of these aides before attempting to teach the materials. Use them in studying the lesson -- NOT while teaching the lesson.

Teaching Directions for Mansakanatau wi Mamfasa

What the Teacher Does	What the Teacher Says	Student Response
Lesson 1, Day 1		(S. = Student T. = Teacher)
Page 1 - Book Orientation		
To help your students learn how to hold their books, have each place his right hand over the hand in the book.	Ilanyun igratun na ima ta lukin na nibruyu. Igkayun chiwawani imayu ta lafaw na igratun na ima. Ustu imatun na nibruy maib-at nu nangkochong na nibru na imay milafaw ta igratun na ima. Aammasnatonyuy mangchon ta nibruyu.	S. places his hand on top of the hand on the page.
Page 2 - Left-Right Orientation		
Have your students point to the picture of the papaya on the left. Show them how to draw a line to the papaya tree on the right.	Ituchuyun payat ta ngatun na panid, ta apon ta ikid na sanati payat. Anaponyu na imong wi payat ta apon ta chiwawan. Linyaonyu na fungay payat ta apon ta ikid ifatug ta imong wi payat ta apon ta chiwawan.	S. draws line from picture on left to picture on right: 
Repeat for each of the other rows.	Ituchuyun kaaw. Linyaonyun fungay kaaw ifatug ta muray kaaw. Ituchuyun farat. Linayonyun farat ifatug ta muray farat. Ituchuyun iyug. Linyaonyun fungay iyug ifatug ta imong wi iyug. Ituchuyun tufu.. Linyaonyu tufu ifatug ta tufun na funga.	
Explain that when we read, we also go from left to right.	Nu mamfasatau, ilukitau ta apon ta ikid, ipaapot ta chiwawan.	

What the Teacher Does	What the Teacher Says	Student Response
Page 3 - Visual Discrimination		
(Misturu: Achim fasaon na syllable ya achim pafasa ta uswila.)		
Have your students point to the picture in the box at the top of the page. Have them find the same picture in the row and circle it.	Ituchuyun igratu ta kinaskassun ta apon ta ikid. Ilanyun uchumi igratu wi nachapat. Falikongkongonyun igratu wi awad ta nachapat wi isun na nakaskassun.	S. circles picture in the row on the right which is like the picture in the box on the left: 
(Repeat with the next row)	(Misturu: Isaradnu ta misùnub, oyyoon na isuna.)	
Do the same with the letters underneath the pictures. DO NOT NAME THE LETTERS.	Ituchuyun ug-is ta kinaskassun ta choraon na igratu. Oyyoonyun isun na iningwayu ta ngatu, ngim anaponyun isun na ug-iś, foon à igratu. Ilanyun uchumi ug-is ta nachapat. Anaponyun ug-is wi isun na ug-is ta kinaskassun ad falikongkongonyu.	S. circles letter in the row on the right which is like the letter in the box on the left: [a] l (a) w ng t
	Ituchuyun ug-is ta miyagway kinaskassun. Anaponyun ug-is ta nachapat wi isun na ug-is ta kinaskassun.	S. circles: [k] (k) i G (k) o
Repeat with the other rows.	Ituruyyu is-isuwon ta uchumi linya.	
Page 4 - Auditory Discrimination		
Have your students name the pictures in the first row. Repeat them many times and listen to the beginning sound. Help your students to hear that the beginning sounds in each row are the same.	Ituchuyun igratun na asu ta ngatu. Ngachanantau sanati igratu ta ummunay nachapat. Somsom-onyun ummunay mifosway ta ngachan wi asu, ata, awa. Man-iisun ummunay mifosway. Isaradyu ifaka.	S. and T. say: asu, ata, awa.
(Repeat with the other rows, one row at a time.)	(Misturu: Ituruynu is-isuwon ta uchumi linya.)	S. and T. name other rows, one by one: furfura, forò, fàrung kuup, kaag, kaaw para, partug, parsiit timfa, tarak, tinapoy

What the Teacher Does	What the Teacher Says	Student Response
Page 5 - Visual Discrimination		
Have your students find the beads in the row on the right which are like the beads in the box on the left, and circle them.	Ituchuyun fongor ta sanati kinaskassun ta ngatu. Chuwa na sanati fongor ta kinaskassun. Chakor na ummuna, Ituchuyu. Kait na sanati miyagwa wi ituchuyu. Ilanyun uchumi fongor ta sanati nachapat. Anaponyun fongor ta sanati nachapat wi isun na ummunay fongor ta kinaskassun. Falikongkongonyu.	S. points at first bead in box. S. points at second bead in box. S. circles: 
	Misag-on anaponyun fongor wi isun na miyagway fongor ta kinaskassun. Falikongkongonyu.	S. circles: 
Repeat with the second row.	Ituchuyun fongor ta sanati kinaskassun ta chora. Anaponyun chuway fongor ta nachapat ta apon ta chiwawan wi isun na chuway fongor ta sanati kinaskassun. Falikongkongonyu.	S. circles: 
Do the same with the letters in the boxes. DO NOT NAME THE LETTERS OR SYLLABLES.	Ituchuyun ug-is ta sanati kinaskassun ta choraon na sanati fongor. Papawatanyun isun na iningwayu ta ngatu ngim anaponyun ug-is.	
	Ilanyun chuway ug-is wi annat ta ummunay kinaskassun. Anaponyun ug-is ta sanati nachapat wi isun na ummunay ug-is ta kinaskassun ad falikongkongonyu.	S. circles: fa u f l a
	Anaponyu kon ug-is wi isun na miyagway ug-is ta kinaskassun ad falikongkongonyu ko.	S. circles: fa u f l a

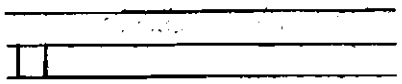
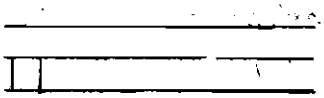
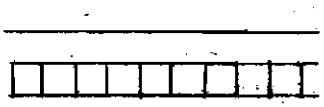
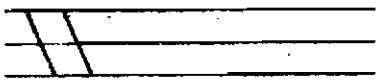
What the Teacher Does	What the Teacher Says	Student Response
	Ituchuyun miyagway kinaskassun. Falikongkongonyun uchumi ug-is ta sanati nachapat wi isun na annay ug-is ta kinaskassun.	S. circles: yu y m u d
(Repeat with the other lines.)	(Misturu: Ituruynu is-isuwon ta uchumi linya.)	

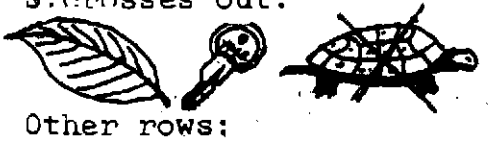
Page 6 - Auditory Discrimination

Have your students point to the pictures in the first row and name them. Have the students listen to the ending sounds and hear that they are the same.	Ituchuyun igratun na ima. Ngachanantaun igratu ta sanati ummunay nachapat. Somsom-onyun anungus na mifosway ta ima, para, langsa. Man-iisun anungus na infoswayyu. Isaradyu ifaka.	S. and T, say: ima, para, langsa. S. says: ima, para, langsa.
(Repeat with the other rows, one row at a time.)	(Misturu: Ituruynu is-isuwon ta uchumi linya.)	S. and T. name one row at a time: kipan, archan, pannangran init, utut, payat tangob, artib, yabyab sapatus, amatis, patunis.

Page 7 - Writing

Show your students the writing-lines on the blackboard:	Ilanyun ngatun na sanati panid. Turun linya wi namfarafag. Na sanati turuy linya, uug-isan.	
Demonstrate how to make the writing on the first writing-line in the book.	Na ummunay uug-isan niyug-is na natuud wi kur-it. Iyonòyu pàpàwatan na kur-it. Unuchonyun umayan na sanati isù say-ang. Ilukiyu ta nangngatuy uug-isan ad ichòorayu.	S. traces:
Have your students trace over the writing in their books and copy them many times.	Iyug-isyun kur-it à mangad-adchuwan ingkanà marnot. Pàpàwatanyun nakangput wi niyug-is.	S. writes:

What the Teacher Does	What the Teacher Says	Student Response
Repeat with the other lines:		
Short, straight line: 	Na miyagway uug-isan, niyug-is akon nalinchong wi kur-it. Iparpuyu ta nangkaway linya, achiyu-wot ichòora. Iyonòyu pàpàwatan na kur-it ta lapisyu.	S. traces: 
	Iyug-isyun kur-it à mangadchu.	S. writes: 
Long, slanted line: 	Iyug-isyun kur-it wi nifarai ta apon ta chiwawan ta miyatluy uug-isan. Is-isuwonyun nakangput wi niyug-is.	S. writes:
Others:	Oyyoonyu lòsan na uchumi kur-it ta uug-isan. Pàpàwatanyun narpasi niyug-is.	
Page 8 - Numbers		
Have your students count the objects in the first picture and on the first domino.	Am-an na sissiwit ta ngatu? Oo, awad akon osay tochò ta chominu.	S. says: 1 (osa).
Tell them the number beside the domino is the same.	Ilanyun ug-is wi nichar-ag ta chominu. Siyan filang wi osa. Fasaonyu.	S. reads: 1.
(Repeat for each number.)	(Mişturu: Isaradnu ta uchumi filang.)	
Have your students point at the numbers as you say them.	Ituchuyun filang wi osa, chuwa, turu, opat, lima. Isaradyu.	S. points to numbers: 1, 2, 3, 4, 5.
Say numbers at random and have the students point to them.	Ituchuyun filang wi lima, chuwa, turu, osa, opat, chuwa, lima.	S. points to numbers: 5, 2, 3, 1, 4, 2, 5.
Show flashcards to the students with the numbers in any order. Ask the students to say the correct number for each.	Fasaonyu annay filang ta flashcards: ...	S. reads numbers which T. shows...

What the Teacher Does	What the Teacher Says	Student Response
Page 9 - Numbers		
Have your students count the number of spoons at the top of the page and circle the correct number beside the picture.	Iyaponyun sanati fàrung. Am-an na? Ilanyun sanati filang ta char-ag na igratuy fàrung. Fasaonyu.	S. says: opat.
	Falikongkongonyun ustuy filang na sanati fàrung.	S. reads: 1 2 3 4 5
		S. circles: 1 2 3 (4) 5
(Do the same for each picture and number set.)	(Misturu: Isaradnu ta uchumi igratu ya filang.)	
Lesson 2, Day 2		
Page 10 - Left-Right Orientation		
Follow the directions for page 2. Have your students draw lines from the small objects on the left to the large objects on the right. Remind them that when we read, we read from left to right.		
Page 11 - Visual Discrimination		
Follow the directions for page 3. Use the words "chuway ug-is" in place of "ug-is" (underlined), as in "Ituchuyun chuway ug-is ta kinaskassun...."		
Page 12 - Auditory Discrimination		
Have your students point to the first picture and name the pictures in the row. Have them listen to the beginning sounds and cross out the picture with a different beginning sound.	Ituchyun igratun na tufu. Ngachanantaun igratu ta ummunay nachapat. Somsom-onyun ummunay mifosway. Isaradyu ifaka. Man-iisun chamuy mifoswayan na chuway ngachan. Safalin chamuy fosway na osa. Ngachan na? Markaanyun chagka tan foon à miyisu ta chamuy nifosway.	S. and T. name pictures: tufu, turfì, chagka
		S. crosses out: 
(Repeat with each row.)	(Misturu: Ituruynu is-isuwon ta uchumi nachapat.)	Other rows: sissiwit, luwang, lansa kaag, furfura, kamit wasay, mani, mantilyu foroy, fasu, silup

What the Teacher Does	What the Teacher Says	Student Response

Page 13 - Visual Discrimination

Follow the directions for page 5.

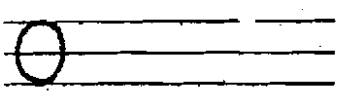
Page 14 - Auditory Discrimination

Follow the directions for page 12. Use the word "anungus" in place of "ummuna" and "chamu" (underlined), as in "Somsom-onyun anungus na mifosway."
Have your students listen for the word that ends with a different sound.

Rows:
afayu, kaman, nibru
ikan, pilak, tukak
iprug, chagka, urog
kaaw, piyàan, silaw
lusung, fàrung, ullapoy

Page 15 - Writing

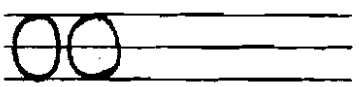
On the blackboard, demonstrate how to make the large circle found on the first line of the book. Do not name the letters yet.



Have your students trace over the circles in their books.

Ituchuyun ummunay uug-isan ta ngatun na panid, ta ummunay uug-isan wi niyug-isan na ug-is wi nafuor. Iyonòyu pàpàwatan na ug-is ta lapisyu. Unuchonyun umayan na isù say-ang. Ilukiyu ta nangngatuy uug-isan. Ipachòorayu ta apon ta ikid ad achiyuwot . iliwos ingkanà machauman na lukina.

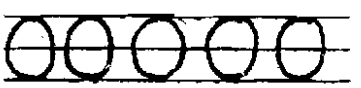
S. traces:



Have them write the circles many times.

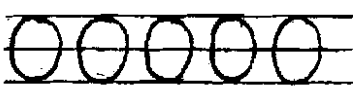
Iyug-isyun ug-is à mangadchu.
Is-isuwonyun nakangput wi niyug-is.

S. writes:



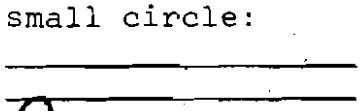
Na miyagway uug-isan, iyug-isyun nafuor à mangad-adchuwan.
Isuwonyun nakangput wi niyug-is.

S. writes:



Repeat with the other lines:

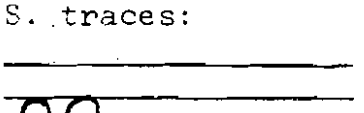
Demonstrate the small circle:



Have your students trace over the small circles in their books and copy them many times.

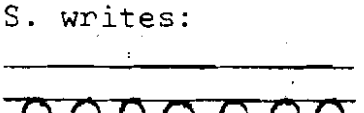
Na miyatluy uug-isan, asinyu ko iyug-is na nafuor, ngim mallukiayu ta nangkaway linya. Iyonòyu pàpàwatan na ug-is ta lapisyu.

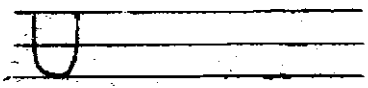
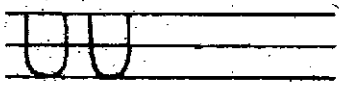
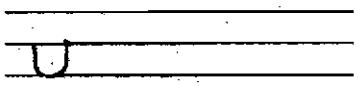
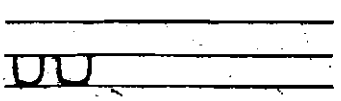
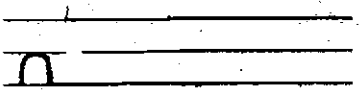
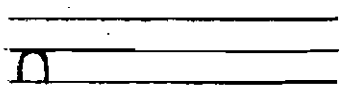
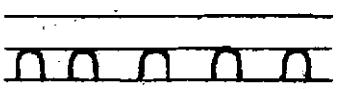
S. traces:



Iyug-isyun ug-is à mangadchu.

S. writes:



What the Teacher Does	What the Teacher Says	Students Response
Demonstrate the large U:  Have your students trace over the large U's in their books and copy them many times.	Na miyapat, ilukiyu ta ngatuy linya. Ipachdorayu ad ipangatuyu ingkanâ michaum ta nangngatuy linya. Iyondyu pàpàwatan na ug-is ta lapisyu. Iyug-isyù mangadchu.	S. traces:  S. writes:
Demonstrate the small u:  Have your students trace it in their books, then write it many times.	Na miyalima, iyug-isyun napikuy ug-is, ngim ilukiyu ta nangkaway linya. Iyondyu pàpàwatan na ug-is ta lapisyu. Iyug-isyù mangadchu.	S. traces:  S. writes:
Demonstrate the ∩ :  Have your students trace it in their books, then write it many times.	Na miyanom, ilukiyu ta nanginchoray linya, ipangatu ta nangkaway linya ad pinikuyu, achiyuwot ichdora. Iyondyu pàpàwatan ta lapisyu. Iyug-isyù mangadchu.	S. traces:  S. writes: 

Page 16 - Numbers

Follow the directions for page 8.

Page 17 - Numbers

Follow the directions for page 9.

Lesson 3, Day 3

Page 18 - Left-Right Orientation

Follow the directions for page 2.
Have the students draw lines from the ornaments on the left to

the body parts on the right and from the boxes on the left to the circles on the right.
Remind them that when we read, we read from the left to the right.

Page 19 - Visual Discrimination-

Follow the directions for page 3.
Use the words "chuway ug-is" or "turuy ug-is" in place of "ug-is" (underlined), as in, "Ituchuyun chuway ug-is ta kinaskassun ..."

Page 20 - Auditory Discrimination

Follow the directions for page 12.

Rows:
fanga, kaag, fattù
luwang, manù, mantilyu
tufu, kapatila, tanud
silup, chagka, sapatos
kartun, làfa, lusung

Page 21 - Visual Discrimination

Follow the directions for page 5.

Page 22 - Auditory Discrimination

Follow the directions for page 12.
Use the word "anungus" in place of ummuna" and "chamu" (underlined), as in, "Somsom-onyun anungus na mifosway."
Have your students listen for the word that ends with a different sound.

Rows:
ispili, fasu, larai
fordò, istap-in, turfì
pantarun, kaman, "eyeglass"
fattù, larat, init
ngiyaw, arad, sakad

Page 23 - Writing

Follow the appropriate directions from pages 7 and 15.

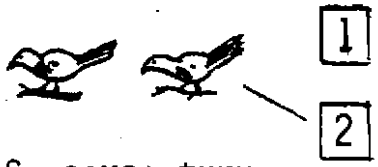
Page 24 - Numbers

Have your students count the objects in the first box on the left of the page and draw a line to the correct number on the right.

Am-an na sissiwit ta ngatu?
Anaponyun filang wi chuwa ta apon ta chiwawan. Linayonyu ifatug na igratun na sissiwit ta filang wi chuwa.

S. says: chuwa

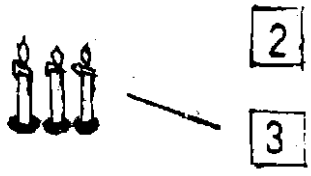
S. draws line from picture to number.



Am-an na kandel?
Linyaonyun ifatug na igratun na kandel ta ustuy filangna.

S. says: turu
S. draws line from three candles to number 3

Aminonyun uchumi igratu linyaan ingkana ta filangcha.

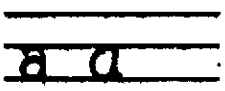
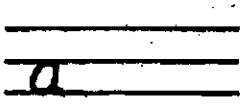
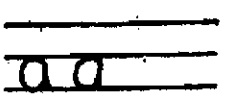
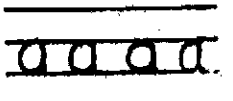


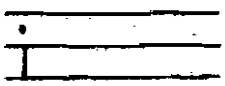
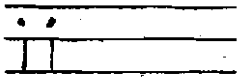
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Page 25 - Numbers			
Follow the directions for page 24.			
Lesson 4, Day 4			
Page 26 - Vowel Identification			
(Misturu: Achim pafasa na ukud ta uswila. Sian mamasa.)			
First, use the flash-cards with the pictures illustrating asu, apuy arad, ata and the accompanying word cards. Teach as presented on the right, then have each student read the words and circle the beginning a's in the book.	Point to the pictures on the left. Name them and cause your students to name them.	Ngachananyun igratu ad somsom-onyun chamuy ifoswayyu. Ituchuyun igratu wi ngachananyu. Man-iisun chamuy mifosway.	S. and T. say: asu apuy arad ata
	Tell your students to repeat the words and listen to the beginning sounds.	Isaradyu ifaka.	S. says: asu apuy arad ata
	Tell your students to point to the word asu beside the picture and circle the first letter, a.	Sanati niyug-is wi misùnub ta igratun na asu, asu ko. Ituchuyun ukud wi asu. Falikong-kongonyun ummunay ug-is ta sanati niyug-is. Na ummunay mifosway ta asu, a. Na ummunay ug-is ta asu, a ko.	S. circles: (a)su
	Tell your students to point to the word apuy beside the picture and circle the first letter a.	Ituchuyun ukud wi apuy ta char-ag na igratuna. Falikongkongonyun ummunay ug-is ta ukud wi apuy. Na ummunay ug-is ta apuy, a, tan na ummunay mifosway, a ko.	S. circles: (a)puy
	(Repeat with each pictured word.)	(Misturu: Ituruynu is-isuwon ta uchumi ukud.)	S. circles: (a)rad (a)ta
	Cause the students to see that each word begins with the same letter, a, because each	Ilanyun losani lukin na ukud. Man-iisun chamuy ug-is ta sanati ukud tan man-iisu	

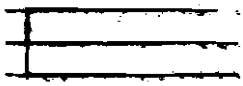
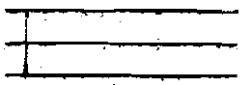
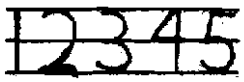
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	word begins with the same sound.	kon chamuy mifosway. Na sanati ug-is wi mailayu, a. Kanayuni ilanyun sanati ug-is, fasaonyu a.	
Page 27 - Vowel Identification			
First, use the picture and word flashcards: furfura lata chagka tasa	Follow the directions for page 26. Use the word "anungus" in place of "chamu" and "ummuna" and "luki" (underlined), as in, "...somsom-onyun anungus na ifoswayyu." Have the students listen for the ending sound, a, which is the same in each word, and circle it.		S. and T. say: furfura lata chagka tasa S. circles: furfur(a) lat(a) chagk(a) tas(a)
After the students have finished in their books, show them the flashcard, a.	Have each student read the card.	Fasaonyu na annaya.	S. reads: a.
Page 28 - Vowel Identification			
First use the picture and word flashcards for: imong iprug init ipit	Follow the directions for page 26. Have the students listen for the beginning sound i which is the same in each word, and circle it.		S. and T. say: imong iprug init ipit S. circles: (i)mong (i)prug (i)nit (i)pit
Page 29 - Vowel Identification			
First use the picture and word flashcards for: lakachi iki paniki fufai	Follow the directions for page 26 Use the word "anungus" in place of "chamu" and "ummuna" and "luki" (underlined), as in, "...somsom-onyun anungus na ifoswayyu."		S. and T. say: lakachi iki paniki fufai S. circles: lakach(i) ik(i) panik(i) fufa(i)

Blackboard Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Show them the flash-card, i.	Have each student read the card.	Fasaonyun annaya.	S. reads: i.
Show them the two flashcards, a and i.	Have each student practice reading the two cards. Continue until each student can read both cards correctly.	Fasaonyun annaya.	S. reads: a and i.

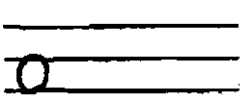
Page 30 - Writing

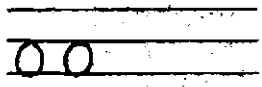
First demonstrate on the blackboard: 	Explain that there are two kinds of a; a is the one made by machine, and ɑ is the one made by hand.	Awad na chuway karasin na a, a ya ɑ. Na annay ug-is a, inyug-is na makina. Na annay ug-is ɑ, inyug-is na ima. Nu mamfasaayu, ilanyun ug-is wi amasna: a. Nu mangug-is-ayu, usaronyun amasna: ɑ.	
	On the blackboard, show how to write the letter ɑ.	Ituchuyun igratun na asu. Na ummunay ug-is ta asu, a. Awad na ug-isi ɑ ta uug-isan ta char-ag na igratu. Ituchuyun ɑ. Tapnu maakammun ug-is na ɑ, mallukiayu ta nangkaway linya, Ipaoyyu ta apon ta ikid. Ichòora ad ipangatuyu ko ta mafuor; achiyuwot iyug-is na nalinchongi ug-is.	
	Have each student trace over the letter in his book.	Iyòndyu pàpàwatan na ug-is ta lapisyu. Unuchonyun ituchun na isù say-ang.	S. traces: 
	Have them write it many times, filling up the writing lines.	Iyug-isyun ɑ à mangadchu ta uug-isan ta chora. Isuwonyun narpasi niyug-is.	S. writes: 

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Page 31 - Writing			
On the blackboard, demonstrate: 	Show how to write the letter on the blackboard.	Ituchuyun igratun na imong. Na ummunay ug-is ta imong, i. Awad na ug-is wi i ta uug-isan ta char-ag na igratu. Ituchuyun i. Na mangug-is a i, malluki ta nangkaway linya ad ichòora. Uanyù tochò na ngatun na nalinchong wi ug-is.	
	Have each student trace over the letter in his book.	Iyonòyu pàpàwatan na ug-is ta lapisyu.	S. traces: 
	Have them write it many times, filling up the writing lines.	Iyug-isyun i à mangadchu ta uug-isan ta chora. Isuwonyun narpasi niyug-is.	S. writes:
Page 32 - Vowel Contrast			
Review flashcards: a and i.	Flash the cards alternately and have the students read them, taking turns.		S. says: a or i.
	Have the students read the letters in the box at the top of the page.	Fasaonyun ug-is ta kinaskassun ta ngatu.	S. reads: a, i.
	Have them name the first picture and write the beginning letter in the space below.	Ituchuyun igratun na afayu. Ta choran na igratun na afayu, niyug-is na afayu, ngim foon à niyug-is na ummunay ug-is.	
		Piliyanyun ustuy ug-is wi a winnu i. Iyug-isyun ug-is ta lukin na niyug-is wi ngachan ta màwà ukud à afayu.	S. fills in blank at beginning of: afayu.

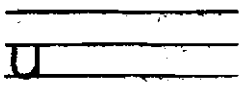
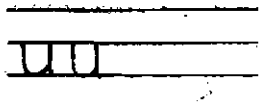
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(Repeat for each picture and word.)	(Misturu: Ituruynu is-isuwon ta uchumi igratu ya ukud.)	S. fills in blanks: iki iynga, asu imong, akas
Page 33 - Vowel Contrast			
	Follow the directions for page 32. Use the word "nangudchi" in place of "ummuna" and "luki", as in, "...ngim foon a niyug-is na nangudchi wi ug-is." Have the students write the correct final letter for each word.		S. fills in blanks at the ends of: ispili kapatila langsa lasi lakachi pulinsa
Page 34 - Writing			
On the blackboard, demonstrate how to write each number: 	Show the students how to write the number 1.		
	Have the students trace the number in their books.	Ituchuyun filang wi osa ta uug-isan ta ummuna. Papawatanyu iyug-is na filang wi osa ta lapisyu. Unuchonyun ituchun na sinansay-ang. Iyug-isyu mangadchun filang wi osa.	S. traces:  S. writes:
		Iyug-isyun uchumi filang ta uug-isan. Ilukiyu kanayun ta ngatun na uug-isan. Unuchonyu kanayun na sinansay-ang. Isuwonyun narpasi niyug-is. Ad inis-isuyu mangadchu.	
	On the bottom line have them write all the numbers.	Ta nangudchi wi uug-isan iyug-isyu losan na iyap.	S. writes: 

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Page 35 - Writing			
	Follow the directions for page 34.		S. writes: 6 (and others) 6 7 8 9 10
Page 36 - Numbers			
Demonstrate on blackboard how to use the writing-line: 3	Have your students count the dots on the dominoes and write the correct number on the writing-line beside it.	Ituchuyun chominu nu awad turù tochò ta ngatu. Iyug-isyun filang wi 8 ta uug-isan ta char-ag na chominu.	S. writes: 3
		Am-an na tochò ta chominu ta apon ta chiwawan? Iyug-isyun 9 ta uug-isan.	S. says: siyam. S. writes: 9
		Filangonyun anchanati tochò ta uchumi chominu ad iyug-isyun ustuy filangcha ta uug-isan ta char-agcha.	
Lesson 5, Day 5			
Page 37 - Vowel Identification			
First, use picture and word flash-cards for: otop ongor ofog opat.	Follow the directions for page 26. Have the students listen for the beginning sound o which is the same in each word, and circle it.		S. and T. say: otop ongor ofog opat. S. circles: otop ongor ofog opat
Show them the flash-card: o.	Have each student read the card.	Fasaonyun annaya.	S. reads: o.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Page 38 - Vowel Identification			
First, use the picture and word flashcards for: urog unas utut ugsa.	Follow the directions for page 26. Have the students listen for the beginning sound U which is the same in each word, and circle it.		S. and T. say: urog unas utut ugsa S. circles: (u)rog (u)nas (u)tut (u)gsa
Page 39 - Vowel Identification			
First, use the picture and word flashcards for: afayu tufu asu fasu	Follow the directions for page 26. Use the word "anungus" in place of "chamu" and "ummuna" and "luki" (underlined), as in, "...somsom-onyun anungus na ifoswayyu." Have the students listen for the ending sound, u, which is the same in each word, and circle it.		S. and T. say: afayu tufu asu fasu S. circles: afay(u) tuf(u) as(u) fas(u)
Show them the flash-cards o and u.	Have each student read the cards.	Fasaonyun annaya.	S. reads: o and u.
Show them the flash-cards, a, i, o, u.	Have each student practice reading the four cards. Continue until each student can read all of the cards in any order.	Fasaonyun annaya.	S. reads: a, i, o, u, (in any order)
Page 40 - Writing			
On the black board, demonstrate: 	Show how to write the letter on the blackboard.	Ituchuyun igratun na otop. Na ummunay ug-is ta otop, o. Awad na ug-is wi o ta uug-isan ta char-ag na igratu Ituchuyun o. Ta akammuwonyuy mangiyug-is à o, ilukiyu ta nangkaway linya. Ipaapotyu ta ikid ad ichdorayu	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		achiyuwot ìliwos ingkanà chaumanan lukina.	
	Have each student trace over the letter in his book.	Iyonòyu pàpàwatan na ug-is ta lapisyu.	S. traces: 
	Have them write it many times, filling up the writing lines.	Iyug-isyun o a mangadchu ta uug-isan ta chora. Pàpàwatanyun narpasi niyug-is.	S. writes:

Page 41 - Writing

On the blackboard, demonstrate; 	Show how to write the letter on the blackboard.	Ituchuyun igratun na urog. Na ummunay ug-is ta urog, u. Awad na ug-is wi u ta uug-isan ta char-ag na igratu. Ituchuyun u. Ta akammuwonyu wi mangiyug-is à u, ilukiyu ta nangkaway linya Ichòorayu ad pinikuyu ipangatu ingkanà michaum ta nangkaway linya, achiyuwot linchongon ichòora ingkanà	
	Have each student trace over the letter in his book.	michaum ta miyatluy linya. Iyonòyu pàpàwatan na ug-is ta lapisyu.	S. traces: 
	Have them write it many times, filling up the writing lines.	Iyug-isyun u a mangadchu ta uug-isan ta chora. Pàpàwatanyun narpasi niyug-is.	S. writes:

Page 42 - Vowel Contrast

Use cards u and o.	Follow the directions for page 32.	ot-an, ugsa otop, uung utut, opat

Page 43 - Vowel Contrast

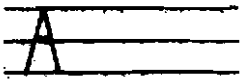
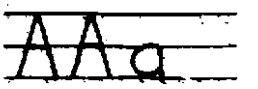
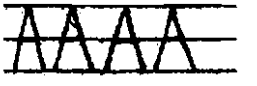
Use cards a, i, u	Follow the directions for page 32. Use the word "nangudchi" in place of "ummuna" and "luki". Have the students write the correct final letter for each word.	fuwaya mantiiyu faka fufai ispuru paniki

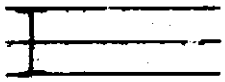
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Lesson 6, Day 6			
Page 44 - Vowel Contrast			
First, review all the vowel cards: a, i, o, u.	Hold up the flash-cards at random, one at a time, and have each student read them.		S. reads cards shown to him.
	In the books, name the pictures in the first row. Repeat and have your students listen to the beginning sounds.	Ingadchanantaun igratu ta ummunay nachapat. Isaradyu.	S. and T. say: uung, ugsa, urog. S. repeats.
	Have the students read the letters under the pictures and circle the correct beginning letter for each of the words, u.	Fasaonyun ug-is ta choraon na igratu. Sinun ummunay mifosway ta uung, ugsa ya urog? Falikongkongonyun ug-is wi u.	S. reads: a i, o, u. S. says: u. S. circles: a i o (u)
	(Repeat for each row.)	(Misturu; Isaradnu ta uchumi nachapat.)	Other rows: arang, ata abfungar onom, opat, ongor iki, iynga, isiw
Page 45 - Vowel Contrast			
	Follow the directions for page 44. Use the word "mangudchi" in place of "ummuna" (underlined), as in, "Sinun mangudchi wi mifosway ...?" Have the students listen for and circle the ending sound of all three words.		ata, ima, faka kanchilu, ar-u, fasu paniki, lasi, kapi
Page 46 - Vowel Contrast			
	Follow the directions for page 32.		onom, uon ipranu, uros akas, ima
Page 47 - Vowel Contrast			
	Follow the directions for page 32.		urog, asu ofog, iyug ullapoy, opat

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Page 48 - Capital Letter Recognition			
	Have your students point to the picture of the dog and look at the two words underneath. Explain that they mean the same.	Ituchuyun igratun na asu. Na chuway niyug-is ta choraon na igratun na asu, asu ko kay.	
	Have the students circle the a and A.	Falikongkongonyun a ta lukin na asu ta nangngatu. Falikongkongonyun ug-is wi A ta lukin na Asu ta nanginchora. Na sanati ug-is wi A, siyan chakor wi a.	S. circles: asu Asu
	Explain that they have the same sound, but are written differently.	Man-iisun mifoswayan ná kàit wi a ta chakor wi A, won nansafalin ug-ischa.	
	(Repeat with the other picture-word sets.)	(Misturu: Isaradnu ta uchumi igratu ya ukud.)	
	Have the students draw a line from the capital letter on the left to the small letter on the right.	Ituchuyun chakor wi A ta kinaskassun ta apon ta ikid. Linyaonyu ifatug na chakor wi A iyanap ta kàit wi a.	S. draws: A——a
	(Repeat with the other capital-small letter sets.)	(Mistúru: Isaradnu ta uchumi chakor ya kàit wi ug-is.)	
	Have the students draw a line from the small letter on the left to the matching capital letter on the right.	Ituchuyun kàit wi o ta kinaskassun ta apon ta chiwawan. Linyaonyu ifatug na kàit wi o iyanap ta chakor wi O.	S. draws: o A a O
Page 49 - Capital Letter Recognition			
	Have your students point to the first word and explain when the capitals are used.	Ituchuyun ukud wi nalluki chachakkor à A ta ummunay grupu. Usarontaun chachakkor wi ug-is	

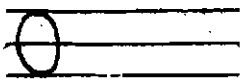
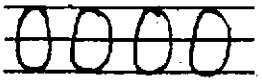
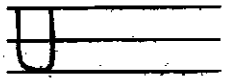
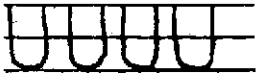
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		ta lukin na ngachan na taku ya ili, ya lukin na ug-ugkud.	
	Read the names and have the students repeat them.	Fasaò na ngachan. Ifakayu. À Anit, ngachan na fufai, siyan mallukin ngachannà chakor à A. A' Awingan, ngachan na larai; Abatan, ngachan na ili.	T. reads and S. repeats: Anit, Awingan, Abatan
	Have them circle the capital letter.	Falikongkongonyun chachakkor wi A ta ngachan.	S. circles: Anit Awingan Abatan
	(Repeat with the other groups,)	(Misturu: Isaradnu ta uchumi grupu,)	

Page 50 - Writing

	Have your students find the picture at the top of the page and the letter beside it.	Na misûnub ta igratun na asu, chakor wi A. Ituchuyun chakor wi A.	
On the blackboard, demonstrate: 	Show them on the blackboard how to write A.	*Ta akammuwonyuy mangiyug-is ta chakor wi A, ilukiyu ta ngatun na uug-isan. Ichdorayu ifarai na kur-it ta apon ta ikid. Mangulinayu ta lukin na kur-it ta ngatu, ad ichdorayu ifarai na kur-it ta apon ta chiwawan. Na foraat na annay chuway kur-it wi nifarai, iyug-isyun nalinchong wi kur-it manfarfakon.*	
	Have the students trace over the letters beside the picture.	Iyonò yu pàpàwatan na chakor wi A ya kàit wi a ta lapisyu.	S. traces: 
	Have them write the capital A on the first writing line.	Iyug-isyun chakor wi A à mangadchu ta ummunay uug-isan.	S. writes: 

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have your students write the capital A and small a many times on the second writing-line, interspersed.	Iyug-isyun chakor ya kaìt wi a mangadchu ta miyagway uug-isan. Man-as-aslanganyu.	S. writes:
(Misturu: Isaradnu ta ug-is wi I. ta ug-ugkud ta kawan na *ya* above.)		Usarom na annaya à misukat	
On the black-board, demonstrate: 	Show how to write the large I on the blackboard.	Tapnu niyug-is na chakor wi I, ilukiyu ta ngatun na uug-isan, ad ipachorayu. Ta pagpagna ta ngatu, uanyù mamfarafag à kur-it. Uanyu kon pagpagna ta chora.	S. traces, then writes: and:

Page 51 - Writing

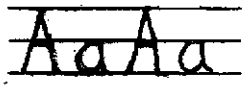
Follow the directions of page 50. (Misturu: Isaradnu ta ug-is wi O. ug-ugkud ta kawan na *ya* on page 50		Usarom na anaya à misukat ta directions.)	
On the black-board, demonstrate: 	Show how to write the large O on the blackboard.	Tapnu mafalini miyug-is na chakor wi O, ilukiyu ta nangngatuy uug-isan, ipaooyyu ta apon ta ikid wi mangichòora, achiyuwot iliwos ingkanà chaumanan lukina.	S. traces, then writes:  and:
On the black-board, demonstrate: 	Show how to write the large U on the blackboard.	Tapnu mafalini iyug-isyun chakor wi U, ilukiyu ta ngatu ad ichòorayu ad ipangatuyu ingkana ta nangngatuy linya.	S. traces, then writes:  and:
Use the flashcards A, I, O, U.	Show the cards in mixed up order and ask each student to name them.		S. says letter as shown.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Use all the vowel flash-cards to review: A, I, O, U a, i, o, u.	Lay the small letters on the table, give the students the large letters and have them form pairs, selecting the appropriate small letter.		S. matches pairs: A a I i O o U u
Page 52 - Numbers			
	Have the students point to the zero (0) and read the first row across.	Ta kinaskassun achun filang. Na sanati filang ingkanà 50 (limampuru). Na ummunay filang mafuor wi ug-is. Siyan filang wi zero. Ituchuyun zero. Fasaonyun ummunay nachapat.	S. and T. reads: 0 1 3 2 4 5 ...
		Na miyagway nachapat, malluki 10 (simpuru); fasaonyun filang.	S. and T. read: 10 11 12 13 ...
		Na misùnub, malluki 20 (chuwampuru). Fasaonyun nachapat wi fatugna.	S. and T. read: 20 21 22 23 ...
	(Repeat with each row.)	(Misturu: Isaradnu ta uchumi nachapat.)	
	Have the students read the rows down.	Ituchuyun zero ta ngatun na chart. Fasaonyu ipachòora. Mallukiayu ta zero.	S. and T. read: 0 10 20 30 40...
		Ituchuyun 1 (osa). Fasaonyu ipachòora.	S. and T. read: 1 11 21 31 41...
		Ituchuyun 2 (chuwa). Fasaonyu ipachòora.	S and T. read: 2 12 22 32 42...
	(Repeat with each column.)	(Misturu: Isaradnu ta uchumi nachapat.)	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	In the first box below, point to the 10 and the 1 and explain that when combined they are written as 11	Ituchuyun 10 ta kinaskassun ta chora. Ituchuyun 1. Ituchuyun miyatluy filang. Nu awad 10 ya 1, iyug-istan filang wi 11, amasna. Fasaonyu. Fasaonyun turuy filang ta osay kinaskassun.	S. reads: 11. S. reads: 10, 1, 11
		Na 20 ya 9 miyug-is a amasnat na miyatluy filang 29. Fasaonyun miyatluy filang.	S. reads: 29.
	(Repeat with the other number sets.)	(Misturu: Isaradnu ta uchumi filang.)	
Page 53 - Numbers			
First, demonstrate on the blackboard: 50 6	Have the students tell you the way 56 should be written. Let one student write it on the blackboard on the line. Practice until all of the students understand how to do it.		S. writes on blackboard: 56
	Point to the first set in the book and have the students write the answer in their books.	Ituchuyun ummunay kinaskassun apon ta ikid ta ngatu. Fasaonyun filang ta charom. Iyug-isyun filang wi 56 ta uug-isan ta choraon na 6. Unaonyu iyug-is na 5, achiyuwot ichar-ag na 6 ta apon ta chiwawan. Fasaonyun filang wi inyug-isyu.	S. reads: 50 6 S. writes in book: 56 S. reads: 56.
	(Repeat with each set.)	(Misturu: Isaradnu ta uchumi filang.)	

Teaching Directions for Mamfasatau

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Review, pages 2-3			
(Misturu: Achim pafasa na ukud ta uswila. Sian mamasa. Na chanay ngachan, anchanan ug-is wi chaan pun na uswila acharon, ad achim pafasa ta uswila. Fasaom na ngachan ad ifakam an chicha ta pàpàwatancha.)			
	Point to the pictures on the left, name them and cause your students to name them.	Ituchuyun igratun na ain. Ingadchanantaun igratù mampachòora.	S. and T. say: ain atai attatachu
	Tell the students to repeat the words and listen closely to the beginning sound of each word.	Sosom-onyun chamuy ifoswayyuy a ta losani ukud. Man-iisun chamuy foswaycha. Isaradyu.	S. says: ain atai attatachu
	Tell the students to point to the word ain beside the picture. Cause them to circle the small a at the beginning of ain.	Ituchuyun ukud wi ain wi misùnub ta igratun na ain. Falikongkongonyun kàit wi a ta lukin na ain ta nangngatù.	S. circles: ain
	Have the students circle the capital A in the word Ain below.	Falikongkongonyun chakòr wi A ta lukin na Ain ta nanginchora.	S. circles: Ain-
	(Repeat with the other words beginning with a or A.)	(Misturu: Ituruynu oyyoon na ìsuna ta uchumi ukud wi manlukì a ya A.)	S. circles: atai Atai attatachu Attatachu
	Point to the pictures on the right, name them and cause your students to name them.	Ituchuyun igratun na fangka ta apon ta chiwawan. Ingadchanataun igratù mampachòora.	S. and T. say: fangka chila mangka
	Tell the students to repeat the words and listen closely to the ending sound of each word.	Sosom-onyun anungus na ifoswayyu. Man-iisun anunguscha. Isaradyu ingadchanan chicha.	S. says: fangka chila mangka

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Tell the students to point to the word fangka beside the picture. Have them circle the a at the end of fangka.	Ituchuyun ukud wi fangka wi misùnub ta igratun na fangka. Falikongkongonyun a ta anungusna.	S. circles: fangka
	(Repeat with the other words ending with a.)	(Misturu: Ituruynu oyyoon na isuna ta uchumi ukud wi manganungus a a.)	S. circles: chila mangka
Review on the blackboard: 	Have the students write the capital and small letters, interspersed, on the writing-line below.	Anaponyun chakor wi A ya kàit wi a ta uug-isan. Iyug-isyu na chuway ug-is à mangadchu ta uug-isan. Pàpàwatanyun narpasi niyug-is. Man-aslangonyun chakor ya kàit wi ug-is.	S. writes: 

(Misturu: Is-isuwonyun annat ta ngatu ta ukud wi manluki winnu manganungus ta i, o, ya u.)

Blackboard/ Flashcard	What the Teacher Does	What the Teacher Says	Student Response
1.1 Lesson 1, Day 1, pages 4-5			
Drill #1 - Auditory-Visual (page 4, 1st example)			
	(mother) ina na		
(mother) ina na	Arrange the picture and word flashcards for ina and the syllable card for na as they appear in the book.		
		Annayan igratun na ina. Na ukud wi niyug-is nisùnub ta igratun na ina, ina ko. Ilanyun ukud wi ina.	
	Help the students read the word.	Fasaonyu.	S. reads: ina
	Explain what a syllable is and show them the syllable na in ina.	Na sanati niyug-is ta choran na ukud wi ina, na. Maid mining na na tan putod yakan ukud. Na putoputod na ukud, ngachanantaù syllables.	
	Have them read the syllable.	Ilanyun syllable wi na. Fasaonyu.	S. reads: na
		Na sanati ug-is ta lukin na syllable wi na, siyan acharontau.	
	Have the students find the ina in their books and read the word.	Anaponyun igratun na ina ta nibruyu. Fasaonyun ukud wi niyug-is nisùnub ta igratu.	S. reads: ina
	Have the students read the syllable na which is written below the word ina.	Ituchuyun syllable wi na ta choran na ukud wi ina. Fasaonyu.	S. reads: na

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have the students circle the letter n at the beginning of the syllable na.	Falikongkongonyun ug-is ta lukin na syllable wi na. Siyan acharontau.	S. circles: (na)

Drill #2 - Auditory -Visual (page 4, 1st example)

(book)	nibru	(skirt)	ain
(nurse)	nars	(knife)	kipan
(broken cup)	nabtà	(puppy)	uon

(Misturu: Achiṃ pafasa na ukud ta uswila. Sian mamasa. Na chanay ngachan, anchanan ug-is wi chaan pun na uswila acharon, ad achim pafasa ta uswila. Fasaom na ngachan ad ifakam an chicha ta pàpàwatancha.)

(book) nibru
(nurse) nars
(broken cup) nabtà

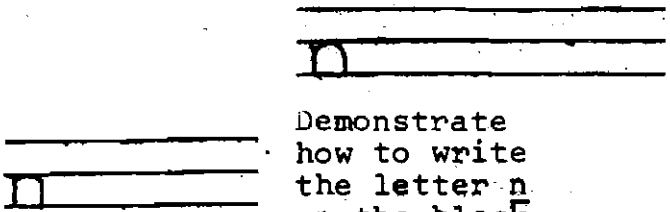
Arrange the picture and word flashcards for nibru, nars and nabtà as they appear in the book.

Help the students name the pictures.	Ingadchanantaun annay igratuy mampachòora.	S. and T. say: nibru nars nabtà
Have the students repeat, listening to the beginning sounds, which are the same.	Isaradyu ad sosomonyun chamuy ifoswayyuy n ta losani ukud. Maniisun chamuy foswaycha.	S. says: nibru nars nabtà
Tell them that the words written beside them begin with the same letters because they begin with the same sound. Have them read the words with you. Show them the identical beginning letters.	Ilanyun ukud wi nibru, nars ya nabtà wi misùnub ta igratu. Man-iisun chamuy ug-ischa tan man-iisu kon chamuy foswaycha. Fasontaun ukud ad ilanyun chamuy ug-ischa wi man-iisu.	S. and T. read: nibru nars nabtà

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	In their books, have them read the words with you.	Anaponyun igratun na nibru, nars ya nabtà wi tasa ta nibruyu. Fasaontaun ukud wi misùnub ta igratu. Ituchyun ukud wi fasaonyu.	S. and T. read: nibru nars nabtà
	Have them circle the n at the beginning of each word.	Falikongkongonyun chamuy ug-is ta ukud wi nibru.	S. circles: (n)ibru
		Falikongkongonyun chamuy ug-is ta ukud wi nars.	S. circles: (n)ars
		Falikongkongonyun chamuy ug-is ta ukud wi nabtà.	S. circles: (n)abtà
		Man-iisun chanat wi chamuy ug-is wi finalikongkongyu. Tamako?	S. says: tan man-iisun chamuy fosway-cha.
(skirt) ain (knife) kipan (puppy) uon	Arrange the picture and word flashcards for ain, kipan, and uon as they appear in the book.		
	Help the students name the pictures.	Ingadchanantaun annay igratuy mampachdora.	S. and T. say: ain kipan uon
	Have the students repeat, listening to the ending sounds which are the same.	Isaradyu ad sosom-onyun anungus na ifoswayyuy n. Man-iisun anungus wi foswaycha.	S. says: ain kipan uon
	Tell them that the words written beside them end with the same letters because they end with the same sound. Have them read the words with you. Show them the identical ending letters.	Ilanyun ukud wi ain, kipan ya uon wi misùnub ta igratu. Man-iisun anungus na ug-ischa tan man-iisun anungus wi foswaycha. Fasaontaun ukud ad ilanyun anungus na ug-ischa wi man-iisu.	S. and T. read: ain kipan uon

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	In their books, have them read the words with you.	Anaponyun igratun na ain, kipan ya uon ta nibruyu. Fasaontaun ukud wi misùnub ta igratu. Ituchuyun ukud wi fasaonyu.	S. and T. read: ain kipan uon
	Have them circle the n at the end of each word.	Falikongkongonyun ug-is losan wi nanganungus.	S. circles: ain kipan uon
		Man-iisu chanat wi nanganugusi ug-is wi finalikongkongyu. Tamako?	S. says: Tan man-iisun anungus na foswaycha.

Drill #3 - Writing (page 4, 1st example)



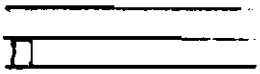
Demonstrate how to write the letter n on the blackboard. Draw the three lines on the board first in order to show that they must begin at the middle line.

Ta nu mafalini miyug-is na ug-is wi n, ilukiyu ta nangkaway linya ad ipachòrayu. Achiyuwot ipagkulin ta nangkaway linya ad uan à mapikuy kur-it wi umoy ta apon ta chiwawan ya asinyu ipachòra.

Have the students trace over the top of the n in the book with their pencils.

Ilanyu ta uug-isan ta nibruyu. Iyonòyu iyug-is ta lapisyu.

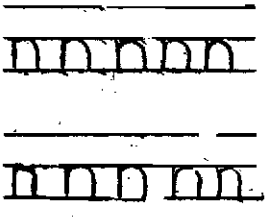
S. traces:



Have the students write n many times, copying the printed n, until the lines are full.

Iyug-isyun ug-is à mangadchu ta uug-isan. Pàpàwatanyun narpasi niyug-is.

S. writes:



Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

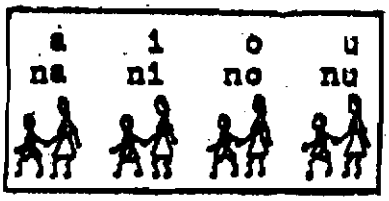
(Misturu: Ta isuwom na mail-an na uchumi ug-is ta uchumi lessons, piliyam na ustuy oyyoon na uswila ta anchanaya:)

1. Mallukiayu ta nangngatuy linya.
   nangkaway linya
   pagpag na osay kur-it.

2. Mangwaayù mangkochong à kur-it.
   misaray à kur-it.
   mapikuy kur-it.
   nafuor wi kur-it.

3. Ipachòoraayu.
   Ipachòorayu ta apon ta ikid wi mampachòora. Achiyuwot iliwos ingkanà chaumanan lukina.)

Drill #4a - Blending Syllables (page 5, 1st example



	Explain again the meaning of the word "syllable" and show them the syllables in the box.	Ta kinaskassun, awad na syllables. Na sachi syllables, maid miningcha tan putod yakan ukud.
	Explain the meaning of the mothers and children figures below the syllables;	Na ug-is wi a, i, o ya u, isuchà ina tan mafalini maab-afuscha ta putod na ukud. Na annayay àachar wi ug-is wi n, isù anà, tan na anà, kanayun mifurun ta inana. Achi pun maab-afus.
		Na igratu ta choraon na kinaskassun, ipailachan iina ya an-ananà. Maila wi na an-ananà, anchanat ta sangwanan na iinnacha, wi isun na syllables na, ni, no ya nu.
Use the small flashcards with the letters n, a, i, o, and u to show how	Hold the flash-card n before the flashcard a to make the syllable na.	Nu umunan anà wi n nu ina wi a, siyan syllable wi na.

Blackboard Flashcards	What the Teacher Does	What the Teacher Says	Student Response
to make the syllables na, ni, no, and nu. (Usarom na flashcards wi naug-isan a n a, i, o, ya u ta mipaila na màwaan na annayay syllables.)	Hold the flashcard n before the flashcard i to make the syllable ni.	Nu umunan anà wi n nu ina wi i, siyan syllable wi ni.	
	Hold the flashcard n before the flashcard o to make the syllable no.	Nu umunan anà wi n nu ina wi o, siyan syllable wi no.	
	Hold the flashcard n before the flashcard u to make the syllable nu.	Nu umunan anà wi n nu ina wi u, siyan syllable wi nu.	
	In their books, help the students point to and read the syllables from left to right.	Ituchuyun a ta nibruyu. Fasaontau losan na syllables wi mampachiwawan.	S. and T. read: a, i, o, u, na, ni, no, nu
	Help the students read the syllables from top to bottom.	Ituchuyun a. Fasaontau losan na syllables wi mampachòora.	S. and T. read: a, na, i, ni o, no, u, nu
	Repeat, this time having the students read the syllables without your help.	Fasaonyu losan na syllables wi mampachiwawan.	S. reads: a, i, o, u, na, ni, no, nu
		Fasaonyu losan na syllables wi mampachòora.	S. reads: a, na, i, ni, o, no, u, nu
	Have the students point to random syllables as you say them.	Ituchuyun ni; ituchuyun a; no; u; na; nu; o; i.	S. points at syllables as T. says them.
Use the flashcards with the syllables a, i, o, u, na ni, no, nu. (Usarom na flashcards wi awad na syllables wi foon a man-un-unud ad ipailam ta uswilam ta maacharcha.)	Show to the students in any order to test if they know the syllables.	Fasaonyun anchanay syllables....	S. reads syllables flashcards which T. shows.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Drill #4b - Built Words, Syllable Recognition (page 5, 1st example)			
na ina ni ani no ina-inona nu inunana.			
	Have the students read the syllables from top to bottom.	Ilanyun syllables ya ukud ta char-ag na kinaskassun ta apon ta chiwawan. Anaponyun syllable wi na ad fasaonyu na syllables wi mampachoora.	S. read: na ni no nu
	Have the students find the syllables na within the word ina and circle it.	Asinyu ituchun syllable wi na. Nausar na syllable wi na ta misunub wi ukud. Na namanguy ukud, ifakanay ina. Ituchuyun awachan na syllable wi na ta ukud wi ina. Falikongkongonyun na.	S. circles: na ina
	Have the students find the syllable ni within the word ani and circle it.	Anaponyun syllable wi ni ta choraon na syllable wi na. Na miyagway ukud, ifakanay ani. Ituchuyun awachan na syllable wi ni ta ukud wi ani. Falikongkongonyu.	S. circles: ni ani
	(Do the same with the words in-inona and inunana, having the students circle the syllables no and nu within the words.)	(Misturu; Oyyoom na isuna ta ukud wi in-inona ya inunana; ipaanapnun syllables wi no ya nu.)	S. circles: no in-inona nu inunana

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

Drill #5 - Built Words (page 5, 1st example)

u	a	i	o
nu	na	ni	no

u	a	i	o
nu	na	ni	no

Arrange the syllable flashcards in a pocket chart or on a table in the same order as they appear in the book.

Have the students read the syllable flashcards from left to right.

Fasaonyu losan na syllable flashcards ta mampachiwawan.

S. reads: u, a, i, o, nu, na, ni no

Have them read the syllable flashcards from top to bottom.

Fasaonyu losan na syllable flashcards ta mampachòora.

S. reads: u, nu, a, na, i, ni, o, no

Have the students look for the first syllable of the first word, naani, na, and place it below the others.

Anaponyun syllable wi na ta flashcards ad igkayu ta chora.

S. chooses the flashcard na from the chart and place it below the others on a separate line:

u	a	i	o
nu		ni	no
na			

u	a	i	o
nu		ni	no
na			

Have the students look for the second syllable of the word naani, a, and place it beside the na below.

Anaponyun syllable wi a ta flashcards ad igkayu ta chora ta char-ag na na.

S. chooses flashcard a and places it beside na:

u	i	o
nu	ni	no
naa		

Blackboard/ Flashcard	What the Teacher Does	What The Teacher Says	Student Response
u i o nu ni no naa	Have the students look for the third syllable of the word naani, ni, and place it beside naa below.	Anaponyun syllable wi ni ta flashcards ad igkayu ta chora ta char-ag na naa.	S. chooses the flash-card ni and places it beside naa: u i o nu no naani
u i o nu no naani	Have the students read the word which they have made.	Fasaonyun ukud wi iningwayu.	S. reads: naani
	In the students' books, have each student read the syllables from left to right and from top to bottom, pointing as he reads.	Ituchuyun syllable wi u ta ummunay kinaskassun ta nibruyu. Fasaonyu losan na syllables ta mampachiwawan. Ituchuyun syllables wi fasaonyu. Fasaonyun syllables ta mampachoora.	S. reads: u, a, i, o and nu, na, ni, no S. reads: u, nu, a, na, i, ni, o, no
	Have the students look for the first syllable of the word naani, na, and circle it.	Anaponyun syllable wi na ta kinas-kassun, ad falikingkongonyu.	S. circles: u a i o nu (na) ni no
	Have them write na on the writing line below the box.	Iyug-isyun na ta uug-isan ta chora	S. writes: na
	Have the students look for the second syllable of naani, a, and circle it.	Anaponyun syllable wi a ad falikong-kongonyu.	S. circles: u (a) i o nu na ni no
	Have them write a beside na on the writing line.	Iyug-isyun a ta misunub ta na wi inyug-isyu ad kanad.	S. writes a beside na: na naa
	Have the students look for the third syllable of naani, ni and circle it.	Anaponyun syllable wi ni ad falikong-kongonyu.	S. circles: u a i o nu na (ni) no

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have them write ni beside naa on the writing line.	Iyug-isyun ni ta misunub ta naa wi inyug-isyu ad kanad.	S. writes ni beside naa: naani
	Have the students read the word that they have written.	Fasaonyun ukud wi inyug-isyu.	S. reads: naani (pointing at each syllable)

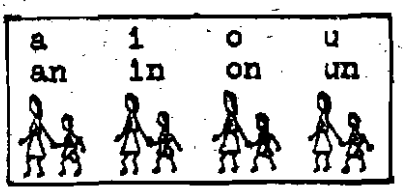
(Misturu: Ituruynu amasnaon ta uchumi ukud. Ilam na ikid ta panid na nibru ta ilam na ustuy ukudna. Nu narpas, pafasam na losani ukud wi inyug-ischa. Usarom na flashcards wi awad na ukud ad ipailam ta uswilam ta maacharcha.)

1.2 Lesson 1, Day 2, pages 6 and 7

(Misturu: Kapu ta sanan lukin na achar ta miyagway padcha, mamfaru nu fasaon isarad na syllables wi naachar. Usarom na flashcards wi awad na syllables wi a, i, o, u, na, ni, no, nu from Drill #4 ya ukud naani, ina, naanu, inanina, ya inunana from Drill #5 ta isaradnu pafasa. Nu nakangput, ituruynu ta Drill #6.)

Drill #6a - Blending Closed Syllables (page 6, 1st example)

First box:



	Explain again the meaning of the word "syllable" and show them the syllables in the box.	Ta kinaskassun, awad na syllables. Na sachi syllables, maid miningcha tan putod yakan ukud.
	Review the meaning of the mothers and children.	Reviewontau ait na narpasi naachar. Na ug-is wi a, i, o, ya u, isucha ina tan mafalini maab-afuscha ta putod na ukud. Na annayay aachar wi ug-is wi n, isu ana tan na ana, kanayuni mifurun ta inana. Achi pun maab-afus.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Students Response
		Na igratu ta choraon na kinas-kassun, ipailachan iinna ya an-ananà. Maila wi na iinna, anchanat ta sangwanan na an-ananàcha, wi isun na syllables an, in, on, ya un.	
Use the flashcards with the letters n, a, i, o and and u to show how to make the syllables an, in, on and un. (Usarom na flashcards wi awad na ug-is wi n, a, i, o ya u ta mipaila na mdwaan na annayay syllables.)	Hold the flash-card a before the flashcard n to make the syllable an.	Nu umunan ina wi a nu anà wi n, siyan syllable wi an.	
	Hold the flash-card i before the flashcard n to make the syllable in.	Nu umunan ina wi i nu anà wi n, siyan syllable wi in.	
	Hold the flash-card o before the flashcard n to make the syllable on.	Nu umunan ina wi o nu anà wi n, siyan syllable wi on.	
	Hold the flash-card u before the flashcard n to make the syllable un.	Nu umunan ina wi u nu anà wi n, siyan syllable wi un.	
	In their books, help the students point to and read the syllables from left to right.	Ituchuyun a. Fasaontau losan na syllables wi mampachiwawan.	S. and T. read: a, i, o, u and na, ni, no, nu
	Help the students read the syllables from top to bottom	Ituchuyun a. Fasaontau losan na syllable wi mampachdora.	S. and T. read: a, an, i, in, o, on, u, un
	Repeat, this time having the students alone read the syllables without your help.	Fasaonyu losan na syllables wi mampachiwawan.	S. reads: a, i, o, u and an, i, on and un

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Fasaonyu losan na syllables wi mampachòora.	S. reads: a, an i, in o, on u, un
	Ask them to point at random syllables as you say them. (Piliyam na syllables à farangna ad ipatuchum an uswilam nu akammucha.)	Ituchuyun in; ituchuyun a; o; un; i; an; on; u.	S. points at the syllables which the T. says.
Use the flashcards with the syllables a, i, o, u, an, in, on, un.	Show the syllable flashcards to the students in any order to test if they really know them. (Piliyam na flashcards à farangna ad ipailam an chicha nu akammucha.)	Fasaonyun anchanay syllables:	T. flashes syllable cards and S. reads them.

(Misturu: Ituruynu ta Drill #6b ta char-ag na chamuy kinaskassun ad, nu narpas, mangulin-a ta miyagway kinaskassun na Drill #6a ya miyagway grupun na ukud ta Drill #6b.)

Second Box:

Explain that there can be only one mother in each syllable, but that there may be zero, one or two children accompanying her. If she has two children, one goes before her and the other follows.

Ta losani syllables, awad na osay ina ya mafalin nu maid, osa winnu chuway an-ananà. Mafalin nu mifurun na chuway anà ta osay ina ta osay syllable. Nu amasna, mamangun osay anà nu inana, ad na osa, mitun-ud. Ilam na igratu ta choraon na miyagway kinaskassun

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Maila wi namangun osay anà nu inana, ad nitun-ud na osa.	
Use the flashcards with the syllables an, in, on, ya un ya na ug-is wi n.	Hold the flashcard n before the flashcard an to make the syllable nan.	Nu awad na syllable wi an ya umunan na anà wi n, siyan syllable wi nan.	
	Hold the flashcard n before the flashcard in to make the syllable nin.	Nu awad na syllable wi in ya umunan na anà wi n, siyan syllable wi nin.	
	Hold the flashcard n before the flashcard on to make the syllable non.	Nu awad na syllable wi on ya umunan na anà wi n, siyan syllable wi non.	
	Hold the flashcard n before the flashcard un to make the syllable nun.	Nu awad na syllable wi un ya umunan na anà wi n, siyan syllable wi nun.	
In lessons 3, 7, and 13 use the following:	Hold the flashcard chi before the flashcard n to make the syllable chin.	Nu awad na syllable chi ya mitun-ud na anà wi n, siyan syllable wi chin.	
	In their books, help the students point to and read the syllables from left to right.	Ituchuyun an Fasaontaun nang-ngatuy syllables ta kinaskassun. Mamangun osay anà nu inana ta sin-ossa.	S. and T. read: an, in, on, un
		Fasaontaun nanginchoray syllables ta kinaskassun. Mamangun osay anà nu inana, ad na osa, mitun-ud, isun na igratu ta choraona.	S. and T. read: nan, nin, non, nun
	Help the students point to and read the syllables from top to bottom.	Fasaontaun syllables wi mampachòora.	S. and T. read: an, nan in, nin on, non un, nun

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Repeat, this time having the students read the syllables without your help.	Fasaonyu losan na syllables wi mampachiwawan.	S. reads: an, in, on, un and nan, nin, non, nun
		Fasaonyu losan na syllables wi mampachòora.	S. reads: an, nan in, nin on, non un, nun
	To test if the students know all the syllables, ask them to point to random syllables as you say them.	Ituchuyun on; nan; nin; an; in; nun; non; un.	S. points at the syllables as T. says them.
Use the flashcards with the syllables nan, nin, non, nun, na, ni, no, nu, an, in, on, un.	Show the flashcards to the students in any order to test if they know the syllables.	Fasaonyun anchanay syllables.	T. flashes syllable cards and S. reads them.

(Misturu: Ituruynu ta Drill 6a ta char-ag na miyagway kinaskassun.)

Drill #6b - Built Words - Syllable Recognition (page 6, 1st example)

(Misturu: Man-aslangom na Drill 6a ya 6b ta itudtuchum na chamuy kinaskassun na 6a, ad ipaacharnun ukud ta char-agna wi awad ta 6b. Ad nan-atun-ayu ta miyagway kinaskassun na 6a ya miyagway grupun na ukud ta 6b.)

First group of words:

an	anna
in	ain
on	uon
un	un-unana

After completing the first box of Drill 6a, have the students read the syllables beside the first box from top to bottom.	Ilanyun syllables ya ukud ta apon ta chiwawan ta char-ag na kinaskassun. Anaponyun syllable wi an ad fasaonyun syllables wi mampachòora.	S. reads: an in on un

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have the students find the syllable an within the word anna and circle it.	Asinyu ituchu na syllable wi an. Nausar na syllable wi an ta misùnub wi ukud. Na namanguy ukud, ifakanay anna. Ituchuyun awachan na syllable wi an ta ukud wi anna. Falikongkongonyu.	S. circles: an (an)na (Already done in book as an example.)
	Have the students find the syllable in within the word ain and circle it.	Anaponyun syllable wi in ta choraon na syllable wi an. Nausar na syllable wi in ta misùnub wi ukud wi ain. Ituchuyun awachan na syllable wi in ta ukud wi ain. Falikongkongonyu.	S. circles: in a(in)
	(Do the same with the words uon and un-unana, having the students circle the syllables on and un within the words.)	(Misùru: Oyyoom na isuna ta ukud wi uon ya un-unana, ad ipaanapnu ya ipafalikongkongnun syllables wi on ya un an chicha.)	S. circles: on u(on) un (un)-unana

(Misùru: Mangulin-a ta Drill #6a, na miyagway kinaskassun, achimot oyyoon na miyagway grupun na ukud ta Drill #6b.)

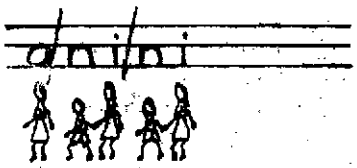
Drill #7 - Syllable Division (page 6, 1st example)

(Misùru: Achim fasaon na ukud ad achim pafasa ta uswila ingkana ta Step #5 winnu #9 ad chora.)

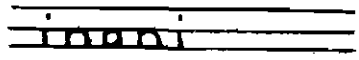
	Explain the purpose of learning to divide words into syllables.	Ta mallasun mamfasaantau, masapur wi kogkogwaontaun ukud à syllables.

How to teach Rule #1:

First word: (The first word is already divided in the book as an example.)



Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	1. Help the students decide how many syllables the word anini has. Explain that each syllable needs one "mother", so we can tell how many syllables are in word by counting the "mother".	Losani syllables masapur na osay ina. Man-iisun aachun na ina ta osay ukud ta syllables. Ilanyun ummunay ukud wi awad ta apon ta ikid. Am-an na ina ta annay ukud?	S. says: turu
		Sinucha?	S. says: a, i ya i
		Nu turun ina, am-an na syllables?	S. says: turu
		Oo, turun syllables tan turu kon inana.	
	2. Have the students trace over each letter in the first word and say whether it is a "mother" or a "child".	Iyonòyu pàpàawatan chana ug-is ad ifakayu nu ina winnu anà chicha. (Isun na:	
		Iyonòyun a iyug-is.	S. traces a
		Ina winnu anà na a?	S. says: ina
		Isùnubyun n iyonò iyug-is.	S. traces n
		Ina winnu anà?	S. says: anà
		Isùnubyun i.	S. traces i
		Ina winnu anà?	S. says: ina
		Isùnubyun n.	S. traces n
		Ina winnu anà?	S. says: anà
		Isùnubyun i.	S. traces i
		Ina winnu anà?)	S. says: ina
	3. Quote Rule #1:	Nu awad anà ta nangkawaan na chuway ina, isiyanyun ummunay ina, ya umunan anà ta miyagway ina.	
	4. Help the students apply Rule #1 to divide the word anini into syllables.	Iyonòyu iyug-is na syllables ad linyaonyu wi mangogkogwà syllables. (Isun na:	
		Iyonòyu iyug-is na a; maosa tan annan anà wi n ta nangkawaan na chuway ina wi a ya i.	S. traces a
		Mangwaayù makogwaanà marka wi/.	S. draws line: a/nini

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Isùnubyun ni iyonò iyug-is.	S. traces ni
		Isiyanyun ni tan annan anà wi n ta nangkawaan na chuway ina wi i ya i. Mangwaayù makogwaanà marka wi /.	S. draws second line: a ni/ni
		Isùnubyun ni iyonò iyug-is.)	S. traces final ni
	5. Have the students point to each syllable as they read the word.	Ituchuyun syllables wi mamasa ta ukud.	S. points at each syllable as he reads: a/ni/ni
Second word:			
	6. Have the students decide how many syllables the second word, inani, has.	Ilanyun ukud ta apon ta chiwawan. Ifakayu nu am-an na syllablesna.	S. says: turu
	(If the students cannot answer, help them by asking these questions:)	(Nu foon à akammun na uswila, imusom an chicha: "Man-iisun aachun na ina ta osay ukud ta syllables. Am-an na ina ta annay ukud?	(S. says: turu
		Sinucha?	S. says: i, a, ya i
		Nu turun ina, am-an na syllables? Oo, turun syllables tan turu kon inana.")	S. says: turu)
	7. Have the students trace over each letter in inani and say whether it is a "mother" or a "child".	Iyonòyu pàpàwatan chana ug-is ad ifakayu nu ina winnu anà chicha. (Isun na:	
		Iyonòyun i iyug-is.	S. traces i
		Ina winnu anà?	S. says: ina
		Isunùbyun n iyug-is.	S. traces n
		Ina winnu anà?	S. says: anà
		Isùnubyun a iyug-is.	S. traces a
		Ina winnu anà?	S. says: ina
		Isùnubyun n iyug-is.	S. traces n
		Ina winnu anà?	S. says: anà
		Isunubyun i iyug-is.	S. traces i
		Ina winnu anà?)	S. says: ina

Blackboard/ Flashboard	What the Teacher Does	What the Teacher Says	Student Response
	8. Have the students apply Rule #1 to divide inani into syllables. (If the students do not know how to divide it, help them by asking these questions:)	Linyaonyu wi mangog-kogwà syllables.	S. draws lines to divide: i/na/ni
		(Nu achi pu makàwa na uswila, imusom an chicha: "Nu awad osà anà wi n ta nangkawaan na chuway ina wi i ya a, sinun awad na makogwaancha?	(S. says: Ta kawan na i ya n.
		Oo, isiyanyun ummunay ina wi i. Mangwaayù makogwaanà marka.	S. draws line to divide: i/nani
		Sinun awachan na makogwaan na uchumi syllables? Nu awad osà anà à n ta nangkawaan na chuway ina wi a ya i, sinun awad na makogwaancha?	S. says: Ta kawan na a ya n.
		Oo, isiyanyu na ummunay ina wi a. Mangwaayù makogwaanà marka.)	S. draws line to divide: ina/ni)
	9. Have the students point to each syllable as they read the word.	Ituchuyun syllables wi mamasa ta ukud.	S. points to each syllable as he reads: i/na/ni

How to teach Rule #2:

Third word: inanana

1. Ask the students how many syllables the third word has.	Ilanyun ukud ta apon ta ikid, ta choraon na anini. Ifakayu nu am-an na syllablesna.	S. says: turu

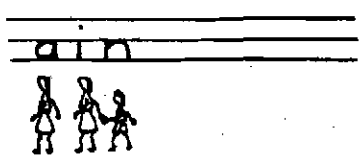
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(If the students cannot answer, help them by asking these questions:)	(Nu foon à akammun na uswila, imusom an chicha, "Man-iisun aachun na ina ta osay ukud ta syllables. Am-an na ina ta annay ukud? Sinucha? ... Misturu: Ituruynu. Turungam chicha à isun na mipaila ta Rule #1, Step 6, page 42, ta annay Teacher's Guide.)	(S. says: turu S. says: i, a, ya a. ...)
	2. Have the students trace over each letter in innanna and say if it is a "mother" or a "child".	Iyonòyu pàpàwatan chana ug-is ad ifakayu nu ina winnu anà cha. (Isun na: Iyonòyun i iyug-is. Ina winnu anà? ... Misturu: Ituruynu ingkana ta anungus na ukud isun na annat ta Rule #1, Step 2, page ta annay Guide.)	S. traces i S. says: ina ... S. continues with other letters of innanna.
	3. Quote Rule #2:	Nu awad chuwà an-ananà à manchar-ag, isiyanyu kogwaon tà achi pun man-amung.	
	4. Help the students apply Rule #2 to divide the word innanna into syllables.	Iyonòyu iyug-is na syllables ad ilinyaonyu wi mangog-kogwà syllables. (Isun na: Iyonòyu iyug-is na syllable wi in. Mangwaayù makogwaanà marka wi / tan mansiyan na chuway an-ananà wi n wi manchar-ag. Isùnubyu iyug-is na syllable wi nan. Mangwaayù makog-waana marka wi / tan isiyanyun chuway an-ananà wi n wi manchar-ag. Isùnubyu iyug-is na na.)	S. traces in S. draws line: in/nanna S. traces nan S. draws line: innan/na S. traces na

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	5. Have the students point to each syllable as they read the word.	Ituchuyun syllables wi mamasa ta ukud.	S. points at each syllable as he reads: in/nan/na
Fourth word: anonni			
	6. Have the students decide how many syllables the fourth word has.	Ilanyun miyapat wi ukud ta apon ta chiwawan. Ifakayu nu am-an na syllablesna.	S. says: turu
	(If the students cannot answer, help them by asking these questions:)	(Nu foon å akammun na uswila, imusom an chicha: "Man-iisun aachun na ina ta osay ukud ta syllables. Am-an na ina ta annay ukud? Sinucha? ...." Misturu: Ituruynu. Turungam chicha à isun na mipaila ta Rule #1, Step 6, page 42 ta annay Teachers Guide.)	(S. says: turu S. says: a, o, ya i ...)
	7. Have the students trace over each letter in anonni and say whether it is a "mother" or a "child".	Iyonòyu pàpàwatan chana ug-is ad ifakayu nu ina winnu anà chicha. (Isun na: Iyonòyun a iyug-is. Ina winnu anà? .... Misturu: Ituruynu ingkana ta anungus na ukud isun na annat ta Rule #1, Step 7, page 42 ta annay Guide.)	S. traces a S. says: ina S. continues with other letters of anonni
	8. Have the students apply Rules #1 and #2 to divide anonni into syllables.	Linyaonyu wi mangog-kogwà syllables.	S. draws lines to divide: a/non/ni

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(If the students do not know how to divide it, help them by asking these questions:)	(Nu achi pu makàwa na uswila, imusom an chicha: "Nu awad osà anà wi n ta nangkawaan na chuway ina wi a ya o, sinun awad na makogwaancha?	(S. says: Ta kawan na a ya n.
		Oo, isiyanyun ummu-nay ina wi a tan siyan ifakan Rule #1. Mangwaayù makogwaanà marka.	S. draws line to divide: a/nonni
		Sinun awad na makog-waan na uchumi sylla-bles? Nu awad chuwà an-ananà à n à manchar-ag, sinun awad na makogwaana?	S. says: Ta kawan na chuway n.
		Oo, isiyanyu kogwaon na chuway an-ananà wi n ta achicha pun man-amung tan siyan ifakan na Rule #2. Mangwaayù makogwaanà marka ta kawan na chuway n,"	S. draws second dividing line: a non/ni
	9. Have the stu-dents point to each syllable as they read the words.	Ituchuyun syllables wi mamasa ta ukud.	S. points at each syllable as he reads: a/non/ni

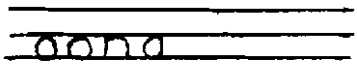
How to teach Rule #3:

Fifth word:



	1. Ask the stu-dents how many syllables the fifth word has.	Ilanyun miyalimay ukud wi awad ta apon ta ikid, ta choraon na innanna. Ifakayu nu am-an na syllablesna.	S. says: chuwa

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(If the students cannot answer, help them by asking these questions:)	(Nu foon à akammun na uswila, imusom an chicha, "Man-iisun aachun na ina ta osay ukud ta syllables. Am-an na ina ta annay ukud? Sinucha? ...." Misturu: Ituruynu. Turungam chicha à isun na mipaila ta Rule #1, Step 6, page 42 ta annay Teacher's Guide.)	(S says: chuwa S. says: a ya i ....)
	2. Have the students trace over each letter in ain and say if it is a "mother" or a "child".	Iyonòyu pàpàwatan chana ug-is ad ifakayu nu ina winnu anà cha. (Isun na: Iyonòyun a iyug-is. Ina winnu anà? .... Misturu: Ituruynu ingkana ta anungus na ukud isun na annat ta Rule #1, Step 2, page 41 ta annay Guide.)	S. traces a S. says: ina .... S. continues with other letters of ain.
	3. Quote Rule #3:	Nu awad chuwà ina à manchar-ag, kogwaonyu ta achicha pun man-amung.	
	4. Help the students apply Rule #3 to divide the word ain into syllables.	Iyonòyu iyug-is na syllables ad linyaonyu wi mangog-kogwà syllables. (Isun na: Iyonòyu iyug-is na syllable wi a. Mangwaayù makogwaanà marka wi / tan isiyanyun chuway ina wi a ya i wi manchar-ag. Isùnubyu iyug-is na in.)	S. traces a S. draws line; a/in S. traces in
	5. Have the students point to each syllable as they read the word.	Ituchuyun syllable wi mamasa ta ukud.	S. points at each syllable as he reads: a/in

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Sixth word: 			
	6. Have the students decide how many syllables the sixth word has.	Ilanyun miyanom wi ukud ta apon ta chiwawan. Ifakayu nu am-an na syllablesna.	S. says: turu
	(If the students cannot answer, help them by asking these questions:)	(Nu foon à akammun na uswila, imusom an chicha: "Man-iisun aachun na ina ta osay ukud ta syllables. Am-an na ina ta annay ukud? Sinucha? ...." Misturu: Ituruynu. Turungan chicha à isun na mipaila ta Rule #1, Step 6, page 42 ta annay Teachers Guide.)	(S. says: turu S. says: o, o, ya a ....)
	7. Have the students trace over each letter in oona anà say whether it is a "mother" or a "child".	Iyonòyu pàpàwatan chana ug-is ad ifakayu nu ina winnu anà cha. (Isun na: Iyonòyun o iyug-is. Ina winnu anà? .... Misturu: Ituruynu ingkana ta anungus na ukud isun na annat ta Rule #1, Step 7, page 42 ta annay Guide.)	S. traces o S. says: ina S. continues with other letters of oona.
	8. Have the students apply Rules #1 ans 3 to divide oona into syllables.	Linyaonyu wi mangogkogwà syllables.	S.draws lines to divide: o/o/na
	(If the students do not know how to divide it, help them by asking these questions:)	(Nu achi pu makàwa na uswila, imusom an chicha: "Nu awad chuwà ina wi o à manchar-ag, sinun awad na makog-waancha? Oo, isiyanyu kog-waon na chuway o ta achicha pun man-	(S. says: Ta kawan na chuwà o.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		amung tan siyan ifakan na Rule #3.	
		Mangwaayù makog-waanà marka ta kawan na chuway o.	S. draws line to divide: o/ona
		Sinun awad na makogwaan na uchumi syllables? Nu awad osà anà wi n ta nangkawaan na chuway ina wi o ya a, sinun awad na makogwaancha?	S. says: Ta kawan na o ya n.
		Oo, isiyanyu na ummunay ina wi o tan siyan ifakan na Rule #1. Mangwaayù makog-waanà marka ta kawan o ya n.)	S. draws line to divide: oo/na)
	9. Have the students point to each syllable as they read the word.	Ituchuyun syllables wi mamasa ta ukud.	S. points to each syllable as he reads: o/o/na
(Misturu: Itudtuchum ta uswila wi kanayun na ukud makogwa nu awad na ` winnu -.)			
	Explain to the students that if they see the symbols ` or -, the word is always divided at the ` or -, even if Rules #1, #2 or#3 are violated.	Nu ilam na anchanay ug-is wi ` ya -, siyan makogwaan na ukud a syllables. Kanayuni ingkaw na ` ta anungus na syllable ya kanayuni ingkaw na - ta lukin na syllable uray nu foon pù patkon na Rules #1, #2, winnu #3	
	Give them some practice in dividing such words as; nan-ani, ana`na	Sinun awad na makogwaan na ukud wi nan-ani ta syllables?	S. divides: nan/a/ni
		Sinun awad na makogwaan na ukud wi anàna ta syllables?	S. divides: a/nà/na

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Drill #8 - Fluency (page 7, 1st example)			
	Ana in-inon inaona nan-ani		
Use word flashcards 1-8: Ana in-inon inaona nan-ani	1. Show the students the word flashcard for Ana and ask them to read it.	Fasaonyun annay flashcard.	S. reads: Ana
	2. (If they have problems reading it, help them apply Rule #1 in dividing it into syllables. ((See Drill #7.))	(Nu foon à akammuyu, kogwaonyù syllables. Am-an na syllablesna? Sinun awad na makogwaana?	(S. says: chuwa S. says: Ta kawan na ummunay A ya n.
	On the flashcard, draw a line after the first A.	Oo, isiyantaun ummunay ina tan annan osay anà ta kawan na chuway ina wi A.	
	With your hand, cover the second syllable of Ana, na, and have the students read A.	Fasaonyun ummunay syllable ta ukud.	S. reads: A
	With your hand, cover the first syllable, A, and have the students read na.	Fasaonyun miyagway syllable ta ukud.	S. reads: na
	Show the entire word flashcard and have the students read it.)	Fasaonyun ukud.)	S. reads: Ana)
Story chart 1-9: "Ana, in-inon ina," anan na inaona. "Oo, nan-ani nin," anan Ana. "Anonnin inunana inani."	3. Have the students find the word Ana on the story chart 1-9.	Anaponyun Ana ta annay ur-ullit. Awadna?	S. points at Ana in story chart.
	Ana occurs more than once in the story. Have them point to each Ana on the story chart.	Awad ako?	S. points at other Ana in story.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

(Misturu: Ituruynu amasna ta uchumi ukud ta kinaskassun ta Drill #8.
1. Pafasam na ukud ta uswilam.
2. Nu foon à akammuchay mamasa ta ukud, pakogwam à syllables. Usaronyu chana Rules #1, #2, ya #3 ta Drill #7. Pafasam na syllables ad, nu narpas, na ukud.
3. Ipaanapnun ukud ta ur-ullit. Ilam tan nu simfofotang, chuwa winnu turu ta ur-ullit.)

Drill #9 - Fluency (page 7, 1st example)

"Ana, in-inon ina?"
anan na inaona.
"Oo, nan-ani nin,"
anan Ana.
"Anonnin inunana
inani."

Story chart 1-9: (same as story above)	1. Point at the first two lines of the story. Explain that they make a sentence.	Ilanyun chamu ya miyagway linya ta annay ur-ullit. Ug-ugkud na sanat.	
	2. Point at the capital letter at the beginning of the sentence and explain its use.	Ilanyun annay chakor wi ug-is ta lukin na ug-ugkud. Na chakor wi ug-is, kanayuni ilanyu ta lukin ug-ugkud.	
	Point at the period at the end of the sentence and explain its use.	Ilanyun tochò ta anungus na miyagway linya. Na sanati tochò, ipaìlanay nakangput na ug-ugkud.	
	3. Read the sentence to the students, pointing at each word.	Na ifakan na ug-ugkud, "Ana, in-inon ina?" anan na inaona.	
	4. Help the students read the sentence. Point at each word as you read.	Fasaontau. Ituchù na ukud wi fasaonyu.	S. and T. read: "Ana, in-inon ina?" anan na inaona.
	5. Have the students point at key words which you choose.	Ituchuyun Ana ta ug-ugkud. Ituchuyu kon ina.	S. points at Ana. S. points at ina.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Ituchuyun anan.	S. points at anan.
		Ituchuyun kon inaona.	S. points at inaona.
	6. Have the students read the sentence again and point at each word.	Fasaonyu na ug-ugkud. Ituchuyun ukud wi fasaonyu.	S. reads the sentence: "Ana, in-inon ina?" anan na inaona.
	7. Have individual students take turns pointing at each word as they read the sentence.	(One student): Fasaom na ug-ugkud ad ituchum na ukud wi fasaom.	First student reads the sentence.
		(Other student): Fasaom na ug-ugkud ad ituchum na ukud wi fasaom.	Second student reads the sentence.

(Misturu: Ituruynu amasna ta losani ug-ugkud ta ur-ullit.
1. Ituchum na ug-ugkud.
2. Ituchum na capital ta lukina ya tochò ta anungusna.
3. Fasaom na ug-ugkud ta Lessons 1 - 5 ad ituchum na losani ukud. Uswila na mamasa ta Lessons 6 - 18 ad ituchuchan losani ukud.
4. Pafasam na ug-ugkud ad ituchum na losani ukud.
5. Paituchum na uchumi ukud ta ug-ugkud.
6. Pafasam asin na ug-ugkud ta losani uswila ad paituchum na losani ukud.
7. Pafasam na ug-ugkud ta osay uswila.)

	8. After reading each sentence in the story, return to the beginning and reread the entire story fluently for meaning.	Mangulintau ta lukin na ur-ullit. Fasaò na ur-ullit ad ituchù na ukud. Ilanyu.	S. listens as T. reads story fluently.
	9. Have the students read with you at your speed.	Ta sana, fasaontau losan na ur-ullit.	S. and T. read story fluently.
	10. Have the students read the story without your help.	Ta sana, chiayun mamasa.	S. all read story together.
	11. Have one student or more point at each word as he reads the story.	(One student): Sian mamasa.	One S. reads story alone.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	12. IN THE STUDENTS' BOOKS: Have each student practice reading the story in his own book.	Anaponyun page 7 ta nibruyu. Fasaonyun annay ur-ullit wi isun na annat ta chart. Ituchuyun ukud wi fasaonyu.	S. each reads story in book.

(Misturu: Ilanyun ur-ullit wi niyug-is à chachakkor. Sanan mangiparufus ta uswila wi mangogkogwà syllables ta losani ukud wi achicha pun makafasa. Fadngam chicha wi mangusar ta Rule #1, #2, ya #3 ta Drill #7.)

(Misturu: Masapur mitudtuchu na punctuation ta lukin na achar, osa winnu chuwa na mitudtuchu ta osay achar. Itudtuchum na isun na miyagwa (Step #2) ta ngatu ta misùnub:

Lesson 1, Stories p.7, p.11, p.13:	Teach the capital and period.
Lesson 2, Stories p.17, p.21, p.23:	Teach the comma. Review the capital and period.
Lesson 3, Stories p.27, p.31, p.33:	Teach the quotation marks. Review the comma.
Lesson 4, Stories p.37, p.41, p.43:	Review the capital, period, comma and quotation marks.
Lesson 5, Stories p.47, p.51, p.53:	Teach the question mark. Review the quotation marks.
Lesson 6-18:	Review all punctuation as as needed.)

Drill #10a - Comprehension (page 7, 1st example)

(Misturu: Nu nalinyaan na ukud, ipailana wi awad na ug-is wi chaan pù mitudtuchu. Siyan masapur misturu na mamasa ta ug-ugkud.)

1. Nan-ani nin à ina?
   oo foon

2. Anonnin uonna?
   oo foon

Help the students find the questions below the story.	Ituchuyun chamuy ug-ugkud ta choraon na ur-ullit.	
Lessons 1-5 and other lessons having questions with underlined words:	Fasaò na ug-ugkud.	T. reads: 1. Nan-ani nin à ina?

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(Lessons 6-19, unless a word is underlined):	(Fasaonyun ug-ugkud.)	(S. reads the question.)
	All Lessons:		
	Ask the students if this is true in the story or false.	Mipangkop ta sanati ur-ullit, tuttuwa nat winnu foon pù tuttuwa?	S. says: tuttuwa
	Have the students circle "oo" if the sentence is true and "foon" if the sentence is false.	Nu tuttuwa na ug-ugkud, falikong-kongonyu na "oo". Na sanati "oo", maila ta choraon na fosar wi maimis.	S. circles: 1. Nan-ani nin à ina? (oo) foon
		Nu foon pù tuttuwa na ug-ugkud, falikongkongonyu na "foon". Na sanati "foon", maila ta choraon na fosar wi mangkikissungut.	
	(Repeat with the other questions.)	(Misturu: Isaradnu ta losani ug-ugkud.)	

Drill # 10b - Comprehension (page 17, example)

(Misturu: Nu nalinyaan na ukud, ipailana wi awad na ug-is wi chaan pù mitudutchu. Siyan masapur misturu na mamasa ta ug-ugkud.)

1. Tamako umayawcha?
   a. tan nantàatà
   b. tan nan-aniani

2. Sinun nangan ta antà?
   a. utut
   b. uon

	Help the students find the questions below the story.	Ituchuyun chamuy imus ta choraon na ur-ullit. Na sanati imus, mipangkop ta finasayuy ur-ullit.	
	Lessons 1-5 and other lessons having questions with underlined words:	Fasaò na imus.	T. reads: 1. Tamako umayawcha?

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(Lessons 6-18, unless a word is underlined:)	(Fasaonyu na imus.)	(S. reads the question.)
	All Lessons:		
	Have the students read the two or three possible answers.	Ilanyu na chamuy songfat ta choraon na imus. Fasaonyu, Fasaonyu kon miyagway songfat.	S. reads: a. tan nantàatà b. tan nan-aniani
	Have the students circle the correct answer.	Sinun ustuy songfat ta imus?	S. says: tan nantàatà
		Falikongkongonyun ustuy songfat.	S. circles: a. tan nantàatà b. tan nan-aniani
	(Repeat with the other questions.)	(Misturu: Isaradnu ta losani imus.)	

Drill #10c - Comprehension (page 105, 1st example)

1. Sinun nampangapang?

_____
_____
_____

2. Sinun inchasanay tarun?

_____
_____
_____

	Have the students read the question.	Fasaonyun chamuy imus.	S. reads: 1. Sinun nampangapang?
	Have the students write the correct answer.	Iyug-isyun ustuy songfat ta choraon na imus ta uug-isan.	S. writes: _____ a ama

1.3 Lesson 1, Day 3, pages 8-9

(Misturu: Kapu ta sanan lukin na achar ta miyatluy padcha, mamfaru nu fasaon isarad na syllables wi naachar. Usarom na flashcards wi awad na syllables wi a, i, o, u, na, ni, no, nu, an, in, on, un, nan, nin, non, nun ta Drills #4 ya #6 ya ukud wi naani, ina, naanu, inanina ya inunana ta Drill #5 ya ur-ullit ta Drill #9 ta isaradnu pafasa. Nu nakangput, ituruynu ta Drill #11.)

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

Drill #11 - Capital (page 8, 1st example)

(Misturu: Achim pafasa na ukud ta uswila. Sian mamasa. Na anchanay ngachan, anchanan ug-is wi chaan pun na uswila acharon. Fasaom na ngachan ad ifakam an chicha ta pàpàwatàncha.)

(woman) Nonay

(man) Nawnaw (Naonao)

(barrio) Naneng

Read the names beside the pictures. Have the students repeat after you.	Ituchuyun igratun na fufai. Ifakayun ngachan na anchanat wi igratu. Surutonyun ifakà. Nonay, ngachan na fufai. Nawnaw, ngachan na larai. Naneng, ngachan na ili. Asinyu ifaka.	T. and S. say: Nonay Nawnaw Naneng S. says: Nonay Nawnaw Naneng
	Ilanyun ukud wi misùnub ta igratu. Isaradyu suruton na ifakà.	S. and T. read: Nonay Nawnaw Naneng
	Ilanyun chakor wi ug-is ta lukin na niyug-is wi ngachan. Na chakor wi ug-is, mausar ta lukin na ngachan na taku ya ili ya lukin na ug-ugkud.	
	Falikongkongonyun chakor wi ug-is ta lukin na Nonay, Nawnaw ya Naneng	S. circles: Nonay Nawnaw Naneng

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

Drill #12 - Capital (page 8, 1st example)

na	ni	no	nu
Na	Ni	No	Nu

Have the students read the syllables in the top row of the box.

Ituchuyun syllable wi na ta kinaskassun. Fasaonyun syllables ta ngatu wi mampachiwawan. Ituchuyun syllables wi fasaonyu.

S. reads: na ni no nu

Explain that the syllables below are the same as those above.

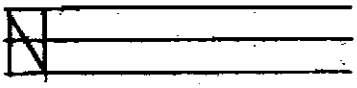
Ituchuyun na. Na syllable ta choran na na, Na ko. Na lukina, chakor wi N. Fasaontau na syllables wi mampachoora.

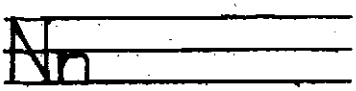
S. and T. read:
na, Na
ni, Ni
no, No
nu, Nu

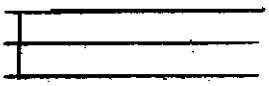
Fasaonyu na syllables ta chora.

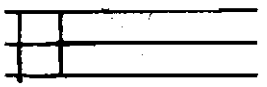
S. reads: Na Ni No Nu

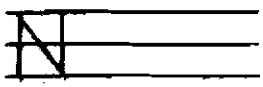
Drill #13 - Capital Writing (page 8, 1st example)





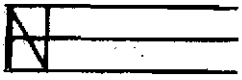




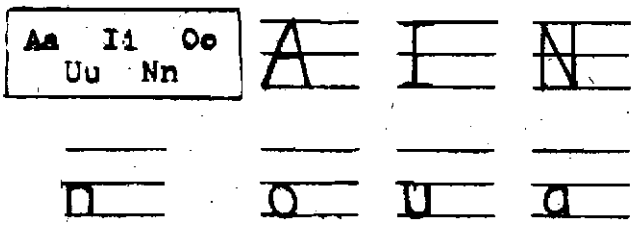


Demonstrate how to write the letter N on the blackboard. Draw the three lines on the board first in order to show that they must begin at the top line.

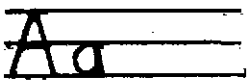
Ta nu mafalini miyug-is na chakor wi N, ilukiyu ta nangngatuy linya ad ipachoorayu. Achiyuwot mangulin ta nangngatuy linya ad mangwaayù kò uchum à mangkochong à kur-it ta apon ta chiwawan à ait. Achiyuwot mangulin ta nagngatuy pagpag na ummunay kur-it ta apon ta ikid ad ichoorayu ifarai na kur-it ta apon ta chiwawan ingkanà michaum ta pagpag na osay kur-it ta chora.

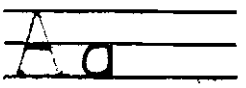
Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have the students trace over the top of the N in the book with their pencils.	Ilanyu ta uug-isan ta nibruyu. Iyondòyu iyug-is ta lapisyu.	S. traces: 
	Have the students write N many times, copying the printed N, until the first line is full.	Iyug-isyun ug-is à mangadchu ta uug-isan. Pàpàwantan-yun narpasi niyug-is.	S. writes:
	Have the students write the capital and small letter many times, interspersed, on the second writing-line.	Iyug-isyun chakor ya kàit wi ug-is à mangadchu ta miyagway uug-isan. Man-as-aslangonyu.	S. writes:

Drill #14 - Capital (page 8, 1st example)



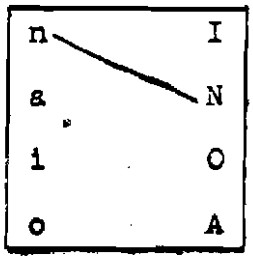
Demonstrate on blackboard:



	Have the students write the small a on the line beside the capital A.	Ituchuyun chakor wi ug-is wi A ta uug-isan. Isunùbyu iyug-is ta kàit wi a ta awad palis na chakor.	S. writes: 
	If the students forget how to make the letter, have them look for the capital A in the box and find the small a beside it.	Nu maliwatanyun ug-is, ilanyun palisna ta kinaskassun ta apon ta ikid.	
	(Repeat with the other capital letters, writing the small equivalents.)	(Misturu: Ituruynun amasna ta uchumi chachakkor wi ug-is.)	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have the students write the capital letter N beside the small n.	Ituchuyun kàit wi ug-is wi n ta uug-isan ta choraon na kinaskassun. Iyug-isyun chakor wi N ta char-agna ta awad palis na kàit.	S. writes: nN
	If the students forget how to make the letter, have them look for the small n in the box and find the capital N beside it.	Nu maliwatanyun ug-is, ilanyun palisna ta kinas-kassun ta ngatuwona.	
	(Repeat with the other small letters, writing the capital equivalent.)	(Misturu: Ituruynun amasna ta uchumi kakàit wi ug-is.)	

Drill #15a - Capital (page 8, 1st example)



	Have the students draw a line from the small n on the left to the capital N on the right.	Ituchuyun kàit wi ug-is wi n ta apon ta ikid ta kinas-kassun. Ituchuyun chakor wi N ta apon ta chiwawan. Linyaonyun kàit wi n ingkana ta chakor wi N.	S. draws line: n I a N i O o A
	(Repeat with other small and capital letters in both boxes.)	(Misturu: Isaradnu ta losani kàit ya chakor wi mampalis ta chuway kinas-kassun.)	

Drill #15b - Capital (page 18, 1st example)

nan-utà tano.

_____

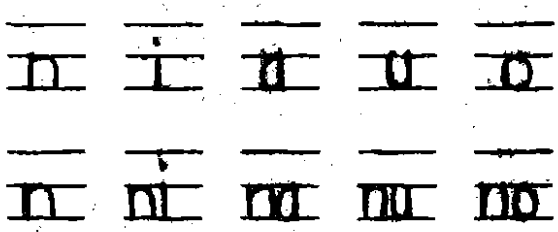
_ _ _ _ _ _ _ _ _

_____

	Have the students read the sentence and write it, putting the capitals in the correct places.	Fasaom na ug-ugkud. Iyug-isyun ug-ugkud ad igkayun chachakkor wi ug-is ta ustuy ikawcha.	S. writes: Nan-utà - Tano. - - -

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

Drill #16 - Blanding Syllables (page 9, 1st example)



Demonstrate on the blackboard: n in an un	Have the students read the first row of syllables across. Have them point at the letter n, on the left.	Ituchuyun i. Fasaonyun syllables wi mampachiwawan. Ituchuyun ug-is ta apon ta ikid. Ichokayun ug-is ta syllable tapnu màwà uchumi syllable. Fasaonyun ummunay syllable ta uug-isan. Iyug-isyun n, isùnub ta i ta mamfalini uchumi syllable. Fasaonyu. Fasaonyun miyagway syllable. Iyug-isyun n, isùnub ta a. Sinun sanati syllable?	S. reads: i a u o S. reads: i S. writes: in. S. reads: in S. reads: a S. writes: an S. reads an
	(Continue with the other syllables and lines.)	(Misturu: Ituruynun amasna ta uchumi syllable ya linya.)	

Drill #17 - Built Words (page 9, 1st example)

u	o	a	i
un	on	an	in

Follow the directions for Drill #5.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
Drill #18 - Built Words (page 9, 1st example)			
	inaon a i na on ni		
	oona o no o a na		
On the blackboard, demonstrate what the students are to do in their books.	Have the students read the word on the left in the first row.	Igkayun pattuchuyu ta chamuy nachapat. Ituchuyun ukud ta apon ta ikid. Fasaonyu.	S. reads: inaon
	Have the students tell you what the first syllable of inaon is. (If they do not know, review the rules in Drill #7 and help them divide the word accordingly.)	Sinun ummunay syllable ta ukud wi inaon?	S. says: i
	Have them find the first syllable, i, in the row of syllables on the right, and circle it.	Oo, na chamuy syllable ta inaon, i. Ilanyun syllables ta apon ta chiwawan. Anaponyun i ta nachapat ta falikongkongonyu.	S. circles: a (i) na on ni
	Have the students tell you what the second syllable of inaon is.	Sinun miyagway syllable ta inaon?	S. says: na
	Have them find it on the right and circle it.	Oo, anaponyun na ta nachapat ta falikongkongonyu.	S. circles: a (i) (na) on ni
	Ask what the third syllable is and have them circle it on the right.	Sinun miyatluy syllable ta inaon? Oo, anaponyun on ta nachapat ta falikongkongonyu.	S. says: on S. circles: a (i) (na) (on) ni
	Have the students point at the circled syllables and read them.	Fasaonyu na syllables wi finalikongkongyu.	S. reads: i na on
	Have the students read the word on the left again.	Fasaonyu kon ukud ta apon ta ikid.	S. reads: inaon
	(Repeat with the other words and syllables.)	(Misturu: Isaradnu ta losani ukud ya syllables.)	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

1.4 Lesson 1, Day 4, pages 10-11

(Misturu: Kapu ta sanan lukin na achar ta miyapat wi padcha, mamfaru nu fasaon isarad na syllables wi naachar. Usarom na flashcards wi awad na syllables wi a, i, o, u, na, ni, no, nu, an, in, on, un, nan, nin, non, nun ta Drills #4 ya #6 ya ukud wi uon, ain, nan-ani ya un-unana ta Drill #17 ya ur-ullit ta Drill #9 ta isaradnu pafasa. Nu nakangput, ituruynu ta Drill #19.)

Drill #19 - Built Words - Dictation (page 10, 1st example)

n	i	a	u	o

(woman) (harvesting)

_____ _____

_____ _____

_____ _____

Use the flashcards with the letters which are in the box at the top of the page:

n i a u o

and the picture flashcard of the ina shown on page 10.

Put the flashcards in a pocket chart or on the table in the order shown in the box.

Have the students form the word ina using the cards.

Ilanyun annay ug-is ta chart (winnu lamisaan). Mafalini mangwataù ukud ta sanati ug-is. Annan igratun na ina. Mangwataù ukud wi ina ta annay cards. Piliyanyun ustuy ug-is ta chart (lamisaan).

Sinun ummunay syllable ta ukud wi ina?

S. says: i

Oo, piliyanyun i ta annaya ad igkayu ad chora.

S. chooses card and puts it below:

i

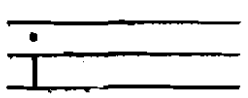
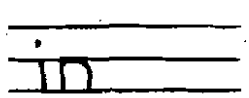
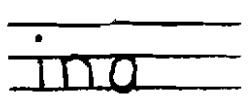
Sinun misùnub wi syllable ta ina?

S. says: na

Oo. Sinun ummùnay ug-is ta syllable wi na? Piliyanyu ta annaya ad igkayu ad chora à misùnub ta i.

S. chooses n card and puts it below, beside i:

i n

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Sinun misùnub wi ug-is ta syllable wi na? Chongronyu na anungus na foswayna.	S. says: a
		Piliyanyu ad igkayu ad chora à misùnub ta n.	S. chooses a card and puts it below, beside n: i n a
	Have them read the word they have formed.	Fasaonyun ukud wi iningwayu.	S. reads: ina
	In the students' books, repeat the above, having them write the word below the picture of the ina.	Ilanyun igratun na ina ta nibruyu. Ilanyun ug-is ta kinaskassun ta ngatu. Iyug-isyun ina ta uug-isan ta choraon na igratun na ina. Sinun ummunay ug-is ta ina? Iyug-isyun i.	S. writes: 
		Sinun misùnub wi ug-is ta ina? Isùnubyun n, iyug-is ta i.	S. writes: 
		Sinun nangudchi? Iyug-isyu isùnub na a ta n.	S. writes: 
		Fasaonyun ukud wi inyug-isyu.	S. reads: ina
	(Do the same with the other words, first "writing" them with flash-cards, then writing them in the book.)	(Misturu: Ituruynun amasna ta uchumi ukud ya oyyoom yan ta flashcards, achimot ipaiyug-is ta nibru.)	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response

Drill #20 - Fluency

Follow the directions for Drill #8.

Drill #21 - Fluency

Follow the directions for Drill #9.

Drill #22a, #22b or #22c - Comprehension

Follow the directions for Drills #10a, #10b or #10c.

1.5 Lesson 1, Day 5, pages 12-13

(Misturu: Kapu ta sanan lukin na achar ta miyalimay padcha, mamfaru nu fasaon isarad na syllable ya ukud ya ur-ullit wi naachar. Usarom na flashcards wi awad na syllables wi na, ni, no, nu. an, in, on, un, nan, nin, non, nun ta Drills #4 ya #6 ya ukud wi ina, ani, ain ya uon ya Drill #19 ya ur-ullit ta Drill #9 ya Drill #21 ta isaradnu pafasa. Nu nakangput, ituruynu ta Drill #23.)

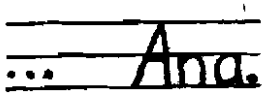
Drill #23 - Built Words - Dictation (page 12, 1st example)

	_____		
	_____		
	_____		
	_____		
	_____		
	_____		
Use the flashcards with the letter cards:	Put the flashcards in a pocket chart or on the table.		
n a i o u and N A I O U	Have the students form the sentence which is found in the margin of book: Nan-ani nin, anan Ana.	Ta flashcards, mangwatau ug-ugkud wi Nan-ani nin, anan Ana. Ifakayu na ug-ugkud ta sosom-onyu. Isaradyu.	S. says twice: Nan-ani nin, anan Ana.
and marks: - and .	Have them form the first word, Nan-ani.	Na chamuy ukud, Nan-ani. Ifakayu.	S. says: Nan-ani
		Somsom-onyu. Sinun chamuy ug-is ta ukud wi Nan-ani? Piliyanyun ustuy ug-is ta "chart" (winnu lamisaan) ad igkayu ad chora.	S. chooses N and puts it below: N
	(If the students selected n instead of N, say to them;)	(Pilayanyun chakor wi ug-is, foon à kàit, tan lukin na ug-ugkud.)	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Sinun miyagway ug-is? Piliyanyu ad igkayu ad chora, isùnub ta N.	S. places a beside N: N a
		Sinun miyatluy ug-is? Piliyanyu ad igkayu ad chora, isùnub ta a.	S. places n beside a: N a n
		Narpas na ummunay syllable ta Nan-ani. Fasaonyu.	S. reads: Nan
		Sinun miyagway syllable ta Nan-ani?	S. says: a
		Oo, a na miyagway syllable. Piliyanyun a ad igkayud chora, isùnub ta Nan.	S. places a beside Nan: N a n a
	Explain the need to add the - to avoid mispronouncing the word.	Na iningwatau, ifakana Nana. Na masapurtau, Nan-a ta siyan lukin na ukud wi Nan-ani.	
	Show the flashcard, -.	Masapurtau wi igka na annay ug-is ta kawan na Nan ya a ta mafasa na Nan-a foon à Nana.	T. adds - between Nan and a: N a n - a
		Sinun mangudchi wi syllable ta Nan-ani?	S. says: ni
		Piliyanyun ummunay ug-is ta ni ad igkayud chora.	S. places n beside a: N a n - a n
		Sinun nangudchi wi ug-is ta ni? Piliyanyu ad igkayud chora.	S. places i beside n: N a n - a n i

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Fasaonyun ukud wi iningwayu.	S. reads: Nan-ani
	Put the cards back in their places above and ask the students to write the word Nan-ani in their books.	Iyug-isyun Nan-ani ta uug-isan ta ngatun na page 12 ta nibruyu. (Narpas tan nipaila an chiayu. Iyonòyu pàpàwatan na narpasi niyug-is.)	S. traces over: Nan-ani
	Using the cards again, have the students form the second word, nin.	Na miyagway ukud, nin. Sinun chamuy ug-is ta nin? Piliyanyu ad igkayud chora.	S. places n below: n
		Sinun miyagway ug-is? Piliayanyu ad igkayud chora, isùnub ta n.	S. places i beside n: n i
		Sinun miyatluy ug-is? Piliyanyu ad igkayud chora, isùnub ta i.	S. places n beside i: n i n
		Narpas na miyagway ukud. Fasaonyu.	S. reads: nin
	Put the cards back in their places above and ask students to write the word nin beside Nan-ani in their books. Tell them to leave a space between the two words.	Iyug-isyun nin ta uug-isan ta char-ag na Nan-ani, ngim foraatanyù ait ta uchumi ukud.	S. writes nin in book beside Nan-ani: Nan-ani nin
Show the students the flashcard, and demonstrate how to write it on the blackboard after nin:		Iyug-isyun annaya isùnub ta nin. Na sanati ug-is, ipailanan ait wi illòng na kingatau nu ifakatau na sanati ug-ugkud.	S. writes, beside nin: Nan-ani nin,

... nin,

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	(Continue on with the remaining words in the sentence, forming them first with flashcards, then writing them in the books.)	(Misturu: Ituruynu ta nafun-an wi ukud ta ug-ugkud wi Nan-ani nin, anan Ana. Oyyoom yan ta flashcards, achimot ipaiyug-is ta nibru.)	
Demonstrate on blackboard: 	When the sentence is finished, show them how to write the period at the end. Say:	Tochoanyun pagpagna, tan siyan anungus na ukud.	S. writes period at end: ...anan Ana.
	Have the students read what they have written.	Fasaonyun inyug-isyu.	S. reads: Nan-ani nin, anan Ana.

Drill #24a - Context (page 12, 1st example)

1. Annan
   - inana.
   - in-inona.

2. Nan-ani
   - uon
   - nin.

On the blackboard, demonstrate what the students are to do in their books.	Have the students read the sentence, first following the upper "trail".	Ituchuyun chamuy ug-ugkud. Chuway charan na sanati ug-ugkud. Fasaonyun ug-ugkud; surutonyun nangngatuy charan. Mamfaruy ug-ugkud?	S. reads: Annan inana. S. says: oo
	Have the students read the sentence again, following the bottom "trail".	Asinyu fasaon; surutonyun nanginchora. Mamfaru nat?	S. reads: Annan in-inona. S. says: foon
	Have them cross out in-inona because it does not make sense.	Markaanyun in-inona tan achi pun miyaran miningna ta ummunay ukud.	S. crosses out: Annan inana. ~~in inona~~.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have them read the correct sentence.	Nafun-an na inana. Fasaonyun mamfaruy ug-ugkud.	S. reads: Annan inana.
	(Continue the same way with the other sentences.)	(Misturu: Isaradnu amasnaon ta uchumi ug-ugkud.)	

Drill #24b - Context (page 42, 1st example)

1. Annan mani / na mani.
2. Maan / mani.
3. Nan-ut-ut à / ta uman na amana.
4. Naamin na / anànà mani.

On the blackboard, demonstrate what the students are to do in their books.	Explain that the words on the left are sentence beginnings and those on the right are sentence endings.	Annayan opati ug-ugkud. Na sanati niyug-is ta apon ta ikid, lukin na ug-ugkud. Na niyug-is ta apon ta chiwawan, siyan anungus na ug-ugkud. Chaancha pun man-ut-utup.	
	Have them read the first part of the first sentence and the ending opposite it. Ask if the two belong together.	Fasaonyun chamuy lukin na ug-ugkud. Fasaonyu yan na apon ta chiwawan.	S. reads: Annan mani S. reads: na mani.
		Siyan ustuy pagpag na ug-ugkud?	S. says: foon
		Foon, tan maid mining na Annan mani na mani.	
	Continue until the correct ending is found.	Fasaonyun misùnub wi anungus ta apon ta chiwawan.	S. reads: mani.
		Siyan ustuy pagpag na ug-ugkud?	S. says: foon
		Foon, tan maid mining na Annan mani mani.	

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
		Fasaonyun misùnub wi anungus ta apon ta chiwawan	S. reads: ta uman na amana.
		Siyan ustuy pagpag na ug-ugkud?	S. says: oo
	When the correct ending is found, have the students join the two parts with a line.	Oo, ustuy ug-ugkud na Annan mani ta uman na amana. Linyaonyu na lukin na ug-ugkud ingkana ta utupna.	S. draws line from: 1. Annan mani to: ta uman na amana.
	Have the students read the joined sentence.	Fasaonyu pun na ug-ugkud wi man-utup.	S. reads: Annan mani ta uman na amana.
	(Continue in this way until the other sentences are also joined.)	(Misturu: Ituruynun amasnaon ingkana losan na ug-ugkud nan-ut-utup.)	
	Have them read all of the joined sentences.	Fasaonyun ug-ugkud wi nan-ut-utuponyu.	

Drill #25 - Structure (page 12, 1st example)

1. inana
   innanna

2. anana
   anona

3. Annan ainni.
   Annan uonni.
   Annan anini.
   Annan inani.

4. Nan-ani.
   Nan-aniani.
   Nan-anianin ina.

Use the flash-cards marked 1-25, which contain the words and sentences in this drill.	Have the students read the flash-cards for the first group.	Fasaonyun niyug-is ta annay flashcard.	S. reads: inana
		Fasaonyun annaya.	S. reads: innanna
	Mix the cards and have the students read them in a different order.	Fasaonyu asin.	S. reads: innanna inana

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have them read the first group in their books.	Anaponyun namanguy grupu ta nibruyu. Fasaonyun niyug-is ta nangngatu. Nanginchora.	S. reads: inana S. reads: innanna
		Falikongkongonyun ifakà; innanna.	S. circles: inana innanna
	(Repeat with the other groups, first having them read the flash-cards, then the book, then having them circle what-ever word or sentence you say.)	(Misturu: Isaradnu ta losani grupu. Usarom unaon na flashcards ad achimot usaron na nibru. Piliyam na farangna ta ukud winnu ug-ugkud ad ipafalikong-kongnu ta uswila.)	

Drill #26 - Fluency

Follow the directions for Drill #9.

Drill #27a, #27b or #27c - Comprehension

Follow the directions for Drill #10a, #10b or #10c.

Drill #28 - Punctuation (page 13, 1st example)

1. anNan anini

_____

\- - - - - - - - -

_____

2. nan-ani Nin à anA

_____

\- - - - - - - - -

_____

Have the students read the sentence. Ask them what is wrong with it.	Fasaonyun umunay ug-ugkud. Sinun mistake ya kurangna?	S. replies: Foon à chakor na ug-is ta lukin na ug-ugkud ya tochò ta anungusna.
	Sinun uchum?	Na chakor wi ug-is ta kawan na ukud ya nu kawan na ug-ugkud nu foon à ngachan na taku ya ili.

Blackboard/ Flashcards	What the Teacher Does	What the Teacher Says	Student Response
	Have the student write the sentence correctly on the writing lines.	Iyug-isyun ustuy ug-ugkud ta uug-isan ta chora.	S. writes: Annan anini.
	If the student doesn't know explain again the use of the capital and the period.	Na chakor wi ug-is mausar ta lukin na ngachan na taku ya 'ili. Na tochò kangput na ug-ugkud.	
	Have them read the sentence again.	Fasaonyu asin na ug-ugkud.	S. reads: Annan anini.
	Tell them to do the same with the second sentence.	Fasaonyu miyagway ug-ugkud. Sinun mistake ya kurangna? Iyug-isyun ustuy ug-ugkud. Fasaonyu inyug-isyu.	S. writes: Nan-ani nin à Ana.

Use the following explanations to explain the use of the comma, the question mark, quotation marks and word breaks.

, - Nu awad , (comma) ta kawan na ug-ugkud ipailana wi umillongtay ait wi mamfasa.

? - Nu awad amasnà ? marka ta anungus na ug-ugkud ipailana wi ug-ugkud wi imus.

" " - Nu awad amasnà " " marka ta lukin ya anungus na ug-ugkud, ipailana wi na ug-ugkud imfakan na osay taku.

à Ana - Awad an fotaang na sin-ossay ukud (foon à fotaang nan syllables) ta manlasun mafasaan na ug-isnu.

Daily Teaching Schedule

Date	Instructional Materials	Easy Readers
	Mansakanatau wi Mamfasa	
1. _____	1-9	Ug-is (Do not write
2. _____	10-17	Ug-is in Ug-is at
3. _____	18-25	Ug-is this time.)
4. _____	26-35	Ilantaun Mangkarasiyan, 1
5. _____	36-43	Ilantaun Mangkarasiyan, 1
6. _____	44-53	Ilantaun Mangkarasiyan, 1
	Mamfasatau	
7. _____	2-3	Ilantaun Mangkarasiyan, 2
8. _____	4-5	Ilantaun Mangkarasiyan, 2
9. _____	6 7	Ilantaun Mangkarasiyan, 2
10. _____	8-9	Mallasun Mamasaan
11. _____	10-11	Mallasun Mamasaan
12. _____	12-13	Mallasun Mamasaan
13. _____	Review	
14. _____	14-15	Ukud wi Miyobfot
15. _____	16 17	Ukud wi Miyobfot
16. _____	18-19	Ukud wi Miyobfot
17. _____	20-21	Ug-is (Do not write in
18. _____	22-23	Ug-is Ug-is yet.)
19. _____	24-25	Ilantaun Mangkarasiyan, 1
20. _____	26-27	Ilantaun Mangkarasiyan, 1
21. _____	28-29	Ilantaun Mangkarasiyan, 2
22. _____	30-31	Ilantaun Mangkarasiyan, 2
23. _____	32-33	Mallasun Mamasaan

Date	Mamfasatau	Easy Readers
24. _____	Review	
25. _____	34-35	Mallasun Mamasaan
26. _____	36-37	Ukud wi Miyobfot
27. _____	38-39	Ukud wi Miyobfot
28. _____	40-41	Ug-is (No writing)
29. _____	42-43	Ilantaun Mangkarasiyan, 1
30. _____	44-45	Ilantaun Mangkarasiyan, 2
31. _____	46-47	Mallasun Mamasaan
32. _____	48-49	Ukud wi Miyobfot
33. _____	50-51	
34. _____	52-53	
35 _____	Review	
		Teacher reads Ay-Ayam ad Afrika
36. _____	54-56	1-5
37. _____	57-59	6-9
38. _____	60-61	10-15
39. _____	62-64	16-19
40. _____	65-67	20-24
		Teacher reads Nan Filipinas
41. _____	68-69	1-5
42. _____	70-71	5-8
43. _____	72-74	9-13
44. _____	75-77	13-14
45. _____	78-79	15-19
46. _____	80-81	19-21
47. _____	Review	

Date	Mamfasatau	Teacher reads Nan Filipinas
48. _____	82-84	23-25
49. _____	85-87	26 (Teach the
50. _____	88-89	26 National
51. _____	90-91	26 Anthem)
		Teacher reads Talili
52. _____	92-94	1-7
53. _____	95-97	8-15
54. _____	98-99	16 21
		Teacher reads other Southern Kalinga books
55. _____	100-101	
56. _____	102-104	
57. _____	105-107	
58. _____	108-109	
59. _____	110-111	
60. _____	Review	
61. _____	112-114	
62. _____	115-117	
63. _____	118-119	
64. _____	120-121	
65. _____	122-124	
66. _____	125-127	
67. _____	128-129	
68. _____	130-131	
69. _____	132-134	
70. _____	135 136	

Date	Mamfasatau	Supplementary Reading	
71. _____	137-138		
72. _____	139-140		
73. _____	Review		
74. _____	141-143		
75. _____	144-146		
76. _____	147-148		
77. _____	149-150		
78. _____	151-153		
79. _____	154-155		
80. _____	156-157		
81. _____	158-159		
82. _____	160-162		
83. _____	163-164		
84. _____	165-166		
85. _____	167-168		
86. _____	169-171	Ug-is	(Have the students
87. _____	172-174	Ug-is	write in the
88. _____	175-176	Ug-is	letters.)
89. _____	Review		