

Hen Ekaman way Man-esoro

The Way to Teach

A Teachers Guide

for the

Balangao Primer Series

Ilugi way Man-iyap

Etoroy way Man-iyap

Man-iyaptaaw

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PAUNANG SALITA

Ang isang katangiang masasabi tungkol sa Pilipinas ay ang pagkakaroon nito ng iba't ibang pangkat etniko na nag-aangkin ng kani-kanilang wikang katutubo. Gayon man, ito'y hindi naging balakid sa pag-unlad ng bansa, bagkus nagpatibay pa nga sa pagbubuklod at pagkakaisa ng mga mamamayan tungo sa pagkakaroon ng isang diwang panlahat.

Ang aklat na ito ay isa sa serye ng ganitong uri ng mga babasahing inihahanda para sa higit na ikalilinang ng mga kaalaman, kakayahang, kasanayan, pagpapahalaga at pagmamahal sa sariling wika ng mga mag-aaral.

Sinikap na malakipan ang aklat ng mga paksang inaaakalang magdudulot ng malaki at makabuluhang kapakinabangan sa mga gagamit nito. Sa paghahanda ng mga ito'y isinaalang-alang ang mga pangkalahatang layunin ng bansa. Isinaalang-alang din ang mga pangkasalukuyang pangangailangan ng mga mag-aaral sa pagpapalawak at pagpapayaman ng kanilang talasalitaan, paglinang ng kakayahang gumamit ng wikang gamitin at wastong pagsulat nito. May inilakip ding mga pagsasanay na inaaakalang makatutulong sa mabisang pag-aaral ng wika. Matitiyak na ganap na nilang natutuhan at nauunawaan ang wika kung ito'y buong katalinuhan na nilang natatalakay sa klase at naiuugnay o nagagamit sa tunay na buhay.

Buong pagmamalaking inihahandog ng Ministri ng Edukasyon at Kultura ang aklat na ito taglay ang matapat na hangarin at mithiing lalo pang mapataas ang uri ng edukasyon para sa di marunong bumasa at sumulat sa pamamagitan ng pag-aaral ng kinagisnang wika. At inaasahan din sa gayon ang madaling pagkatuto ng wikang pambansa.

Onofre D. Corpuz
Ministro ng Edukasyon at Kultura

PREFACE

This detailed Teachers' Guide, Hen Ekaman way Man-esoro, has been prepared to assist the teacher in using the Balangao primer series. The books in the series are:

preprimer	<u>Hen Laprapon hen Man-iyapan</u>
primer 1	<u>Ilugi way Man-iyap</u>
primer 2	<u>Etoroy way Man-iyap</u>
primer 3	<u>Man-iyaptaaw</u>

This Teachers' Guide contains the directions for teaching primers 1, 2 and 3. The directions for teaching the pre-primer are included in that book.

These books are designed to introduce preliterate Balangao adults to the basic reading and writing skills in their native dialect. Once they have learned to read and write in the Balangao dialect, it will be easier for them to transfer their reading and writing skills to the National Language.

This book contains the teaching directions for every drill type found in the Balangao primer series Ilugi way Man-iyap, Etoroy way Man-iyap, and Man-iyaptaaw. The teacher should study these directions carefully while preparing for each lesson so that he will understand what the student is expected to do and learn for each lesson.

The Reading Lesson

In this program, the way of learning is to do many drills by reading and writing. In the first lesson, tell the student what to do, show him how to do it by using the blackboard, and help him to do it. In the second lesson, tell the student what to do and help him to do it. By the third lesson you should be able to tell the student what to do and he should be able to do it independently.

Lesson Preparation and Planning

Plan each lesson carefully. Here are some steps for you to follow in planning your lessons.

1. Read the teaching directions for each drill.

The Balangao directions tell what the teacher is to say to the students. The English directions are a brief description of the classroom procedure for each drill.

2. Plan what you are going to say so that the student can easily do what you ask. When you are teaching, always use the same word to name the same idea. Study the Guide to Balangao Teaching Words.
3. Plan what you will do and say if the students do not understand what they must do.
4. Prepare each lesson completely before the class time.

Guide to Balangao Teaching Words

<u>English</u>	<u>Balangao</u>
letter	letér
syllable	silabér
word	éhay ale
sentence	sentens

story	istorya
picture	petchor
capital	kapetar
small letter	akettoy letér
period	péryud, sinyar hen péppég
comma	naiposan way péryud
writing line	laen way mansoratan
circle (the answer)	fallengawényu (hen ansérna)
underline (the answer)	laenényu (hen ansérna)
join, draw a line	ehoopyu
point to	tuchuwényu
trace	epatnopaltnodyu
read silently	faséényu ah matayu

Lesson Pattern and Directions for Teaching

The following is a detailed sample lesson with full directions for teaching each kind of drill found in the lessons of the three books in this reading series.

Review: pages 2-3 Ilugi way Man-iyap

1. Auditory Visual

(eggs)	  Etlog	Ilanyu hen antochay petchor yag finasayu hen antochay	S. Reads the words beside the pictures and circles the beginning letters both the small and capital.
(dog)	  Aho	nesorat way ngachancha. Fallengawényu	
(child)	  Onga	hen anchi pés-éy letér hen ale way kapetar ya akettoy.	

2. Writing

-Aa Aa - - -

Epatnopaltnodyu hen
lapesyu hen anchi
kapetar ya akettoy
way letér. Esoratyu hen
ê-éyna.

S. Writes the capital and small letter sets on the writing lines many times.

3. Word Recognition, Capital Matching

(dog)	onga	Etlog	Ehoopyu hen petchor ah igid hen ngachanna, yag ehoopyu age hen	S. Joins the pictures on the left with their correct names.
(child)	etlog	Aho	ngachanna way pahig akettoy hen leleterna	Joins the names with the capitalized names.
(eggs)	aho	Onga	hen ngachan way wachay kapetarna.	

4. Vowel Contrast

Ilanyu hen antochay
letér way iningaw hen
kenaskasson. Piliyényu
hen ustoy letér ta
makompeleto hen ale
yag ensoratyu hen letér.
Faséenyu hen antochay ale.

S. Reads the letters in the box. Chooses the correct letter from the box to complete the word. Writes the letter in the space. Reads all the words.

5. Fluency: addition

aho
hen aho
Yato hen. aho

Faséenyu antochay
sentens yag nelaenyu
hen anchi anat nehom-on
way ale.

S. Reads the sentences and underlines what is added.

6. Fluency: contrast

Yato hen aho.
Yato hen onga.
Yato hen etlog.

Faséenyu hen pés-éy
ya pegwan linya yag
nelaenyu hen anchi ale
way cha-antha nampachongan.
Faséenyu hen pegwan ya
petlon linya yag nelaenyu
hen anchi ale way cha-antha
nampachongan. Faséenyu amin
antochay sentens.

S. Reads the first two sentences and underlines what is different in both sentences. Reads the second and third sentences and underlines what is different in the third. Reads all sentences again.

Lesson 7 example Ilugi way Man-iyap

1. Auditory Visual

 toro
to
o

Yato hen petchor hen
toro. Hen yatoy ale
ekatnéén toro. Faséenyu.
Hen yatoy parten
hen toro ekatnéén to.
Faséenyu. Hen yatoy
parten hen to ecatnéén
o. Faséenyu.

T. Points to the picture and the word and reads the word.
S. Reads the word.
T. Points to the syllable and reads the syllable.
S. Reads the syllable.
T. Points to the syllable and reads it.
S. Reads the syllable.

2. Auditory Visual: beginning sounds

(truck)	<u>t</u> arak	Faséê hen ngachan antoy nepepetchor. Faséényu hen anchi finasà.	T.	Points to the pictures and the words and reads the words.
(nice bird)	<u>t</u> olen	Iyalenangnangyu anchi lugin paat hen ale yag	S.	Reads the words, listening to the beginning sound of each word.
(rainbow)	<u>t</u> elag	finallengawyu anchi pés-ey way letér antochay ale way napapchong.	S.	Circles the beginning letter of the words that is the same.

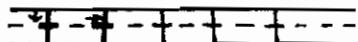
2. Auditory Visual: ending sounds

(4)	<u>o</u> patt	Faséê hen ngachan antoy nepepetchor. Faséényu hen anchi finasà.	T.	Reads the words.
(rice stalks)	<u>u</u> rot	Iyalenangnangyu anchi anongoh paat hen ale yag finallengawyu	S.	Reads the words after the teacher listening carefully to the end sounds.
(basket)	<u>a</u> rat	anchi anongoh way letér antochay ale way napapchong.		Circles the ending letter of the words that is the same.

2. Auditory Visual: middle sounds (page 19 Ilugi way Man-iyap page 1 and 102 Man-iyaptaaw)

(pestle)	<u>a</u> ro	Faséê hen ngachan antoy nepepetchor. Faséényu hen anchi finasà.	T.	Reads the words.
(granary)	<u>a</u> rang	Iyalenangnangyu anchi lugin paat hen pegwan silabér hen ale.	S.	Reads the words after the teacher listening carefully to the beginning sounds of the second syllables.
(rice spatula)	<u>a</u> kro	Fallengawényu hen anchi pés-ey letér hen pegwan silabér hen antochay ale way napapchong.		Circles the beginning letter of the second syllable of each word that is the same.

3. Writing



Yato hen ekaman way
mensorat hen antoy
letér. Etànanngyu hen
limayu ta kamangéntaaaw
way mensorat antoy
letér.

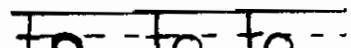
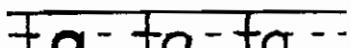
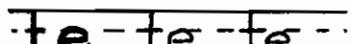
Epatnopalnodyu hen
lapesyu hen anchi
enkaman hen letér way
nesorat, ta iluwamyu,
yag anyuwat ensosorat
annadchi hen ê-éyna.

- T. Demonstrates how to write the letter on the blackboard.
S. Practices writing the letter in the air.

- S. Traces the letter in the book then writes the letter many times on the writing line following the arrows.

Syllables:

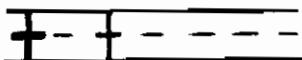
4. Visual Blending



Ichapatyu way mensorat
anchichay antaaawat
enachar way letér ta
mamfalincha ah silabér
way te, ta, to.
Faséenyu anchichay
silabér.
Epegwayu way mensorat
antochay silabér hen
ê-éyna.

- S. Writes the new letter beside the vowels on the writing lines to make the new syllables. Reads all the new syllables. Writes the syllables again.

5. Writing



Epatnopalnodyu hen
lapesyu hen anchi
letér way nesorat
yag anyuwat esoratorat
annadchi hen ê-éyna.

- S. Traces the letter on the writing lines and writes the letter many times.

6. Contrasting Syllables

a	o	e
ta	to	te
na	no	ne
pa	po	pe
ra	ro	re
la	lo	le

Faséenyu antochay
silabér way eparpoyu
ah igid way émey ah
awan, ya eparpoyu ad
chaya way émey ad
char-ém. Tuchuwényu
hen anchichay silabér
way aryé.

- S. Reads the syllables in the box beginning on the left and reading to the right, then from the top to the bottom.
Points to the syllables that the teacher says.

(pages 1 and 102
Man-iyaptaaw only)

Faséenyu antochay
ale way eparpoyu
ah igid way émey ah
awan, ya eparpoyu
ad chaya way émey ad
char-ém. Tuchuwényu
hen anchichay ale
way aryé.

- S. Reads the words in the box beginning on the left and reading to the right, then from the top to the bottom.
Points to the words that the teacher says.

7. Built Words: Blending Syllables

ta to te
pan pon pen

Faséénnyu ántóchay
silabér way eparpoyu ah
igid way éméy ah awan ya
eparpoyu ad chaya way
éméy ad char-em.
Fallengawényu hen
anchichay silabér way
mamalin hen ale way topon.
Aryé hen pés-éy silabérna
yag ensoratyu hen anchi
laen way mansoratan. to
Aryé hen pegwan silabérna
yag ensoratyu hen laen
way mansoratan way
nechapat hen pés-éy
silabér. pon Faséénnyu
hen anchi ale way
ensoratyu.

Ilugi way Man-iyap

- page 5. poe, apo
page 14. papan, apen
page 20. are, pora, aropan, aro
page 28. larae, pele, enlao, lapa
page 37. penelena, penarana, nelao, lapona
page 46. anop, annap, napno, loprop
page 53. topot, peloton, tapena, netape
page 62. penat, opat, lapat, apet
page 69. karopate, paket, kankanta, akop
page 78. penakpak, lekalek, kekkeitot, natarok

Etoroy way Man-iyap

- page 2. napelà, natarà, naropà, antào
page 9. inte, inana, ipet, ili
page 18. kamet, lamok, matà, lamenta
page 27. lampen, tempo, amma, kammate
page 32. lunu, pitu, inunat, naurat
page 41. pentar, natokar, tapar, pakkor
page 50. kallakar, takmel, allalem, papelcha
page 56. chittakan, chumara, charan, tìchu
page 66. nanepod, idchat, parad, karadkad
page 73. imura, inila, muma, uchan

- S. Reads the syllables in the box from left to right, then top to bottom.
T. Says the word.
S. Circles the syllables that make up the word.
T. Says the first syllable of the word.
S. Writes the syllable on the writing lines.
T. Says the second syllable of the word.
S. Writes the syllable next to the first on the writing lines.
S. Reads the word.

Man-iyaptaaw

page 2. nar-um, chit-ar, opo-op, naka-an,
cha-an, po-od, mad-an, tap-ar
page 8. layad, inyalè, tomayap, ilanyu,
man-iyap, tapyana, iyokan, piniyar
page 16. tenapay, takkoy, tenaynan, nokay,
pakay, narakay, ammay, nappelay
page 21. funat, lafi, futilya, fitoka, filin,
fiyar, fitel, fufun, tufu, finurud
page 30. nabtà, libnu, ub-ufun, nabrù, urab,
ubfan, iyab, fub-ura, fub-a, libnucha
page 37. wewek, awan, awitan, awit, awayan,
ewan, aliwa, tawar, fuwa, kolloway
page 44. lamnaw, taraw, yawyaw, enawchi, nauraw,
fa-aw, pomokaw, chayaw, nàwaw, fanaw
page 49. chugi, gurun, ginita-an, nafugi, gipan,
agit, agat, egad, gamot, ganchat
page 56. ag-agaw, nafa-ag, nafayag, filig, mamilag,
etlog, ligwat, tokag, paragpag, partog
page 61. homayat, manhamar, haleppon, homawar, hiyachi,
mahapa, hen-agi, nabhug, hamhamào, henaphapet
page 68. maumah, echoh, imoh, napanoh, fayah,
agah, uroh, unah, man-urah, inumchah
page 73. pagéy, faréy, émméycha, allaréy,
kénég, éném, émégyat, am-améd
page 80. hangat, anongoh, angew, tongar, ngoran,
ongaw, tabfongan, gangayna, ngayug, ginga
page 87. helang, atofang, chuminggu, fangya,
chengngar, agguchong, habrang, inggana
page 92. sorchachu, tarangkaso, sém-ém, saket,
isew, séchar, songel, sértén
page 99. sapatos, sinilas, pés-ey, gastos, iwaras,
poslaet, ipos, missa, kamates, putwilas

8. Built Words: Locating Syllables

ta	Faséényu antochay silabér	S. Reads the syllables
Peta	hen kenassokasson. Faséényu agé antochay ale way	in the boxes and circles them in the words written
entape	pitchar-émcha, yag final lengawyu hen anchichay	below them.
alenta	silabér hen anchichay ale way nampachong hen hiyachiy silabér. No marpaschi, faséényu anchichay ale.	S. Reads all the words.

9. Syllable Division

ta/pe

Faséényu hen anchi
nesorat. Epegwayu
way chayu
iyalenangnang hen
sisilabérna. Kasen
faséén yag laenén
way man-én hen
sisilabér hen
hiyachiy ale.
Hen anchi laen way
mansoratan, esorat
hen ale way aryé.
Faséén hen anyuwat
ensorat yag nelaenyu
agé way man-én hen
sisilabérna.

- S. Reads the word written on the writing lines.
- S. Reads the word again listening to the syllables that make up that word.
- S. Reads the word by syllables again and draws lines to divide the word into its syllables.
- S. Writes the word the teacher says on the writing lines on the right.
- S. Reads the word slowly listening to the syllables.
- S. Draws lines dividing the word into its syllables.

Ilugi way Man-iyap

page 5. papa, apo, poa
page 14. apen, epapan
page 20. pora, pararo, aran
page 28. lopa, enpale, lao
page 37. arona, napoa, nanpana
page 46. anop, leop, nopnop
page 53. taro, toep, toptop
page 62. lopat, atoaton, tappet
page 69. kela, kaet, kotte
page 78. arak, laok, lakka

Etoroy way Man-iyap

page 2. nataktak, elaeen, kotte, lènana
page 9. init, inta, innà
page 18. amana, lomao, akmat
page 27. okom, tekam, pammate
page 32. urot, utlà, nauto
page 41. kenorpe, utar, teor
page 50. papel, pelma, kallakar
page 56. achar, chita, chuar, chillu
page 66. arad, maid, idchat
page 73. muma, maila, orchan

10. Function Words

Maid ah Peta ah
arang Pate.
Maid ah Peta
ah Peta
Maid ah Peta
ah
arang Pate.

Faséê hen anchi pés-éy
sentens.
Faséényu.
Faséê hen anchichay
parten hen anchi
sentens way nesorat
hen pitchar-émna
yag finasayu agé.

- T. Reads the sentence.
- S. Reads the sentence after the teacher.
- T. Reads each part of the sentence written below it.
- S. Reads each part after the teacher.

Maid lata ya tale
ah arang.
Maid ah Peta ah
arang Pate.

Faséényu hen anchichay
sentens. Elaenyu hen
anchi éhay ale way
nampachong way ininggaw
hen anchichay sentens.

- S. Reads all the sentences and underlines the word that is the same in each sentence.

Maid ah Peta ah
arang Pate.
Wacha ah Peta ah
arang Pate.

Faséényu hen anchichay
sentens. Elaenyu hen
anchichay ale way safali
way ininggaw hen
anchichay sentens.

- S. Reads the sentences, and underlines the words that are different.

11. Story

tale
talen
Peta
etalena

Faseényu anchichay ale
hen kenaskasson yag
nelaenyu chanattoy ale
hen iggaw istorya.

S. Reads the words in the box and underlines them in the story.

Faseényu antoy istorya
way ah matayu yanggay
hen mamasa.

S. Reads the story silently.

Faseényu antoy istorya
way chayu ing-inghén
haén way mamasa.

T. Reads each sentence.
S. Reads each sentence after the teacher.

Kasenyu faséén antoy
istorya.

S. Reads the story again.

12. Comprehension

Piliyen hen usto

(page 7. Ilugi way Man-iyap)

Yato hen

poa.

Faseényu amin antochay
nesorat yag piliyényu
hen ustoy ale ta usto
hen anchi sentens.
Laenényu hen anchi
ustoy ale.

papa.

T. Gives the directions.
S. Reads the sentences. Chooses the correct word and underlines it.

Ilugi way Man-iyap

pages 7, 12, 22, 26, 51

Esorat hen usto

(page 30 Ilugi way Man-iyap)

Chan ~~-poa-~~ hen
papa.

Faseényu hen antochay
nesorat yag ensoratyu
hen laen way mansoratan
hen ustoy ale ta
kompeleto hen sentens.

T. Gives the directions.
S. Reads the sentence and writes in the missing word to complete the sentence.

Ilugi way Man-iyap

pages 30, 51, 60, 64, 80

Etoroy way Man-iyap

pages 4, 28, 39, 43, 58, 64, 68, 72, 74, 80

Man-iyaptaaw

pages 4, 10, 14, 31

Esorat hen Usto (Man-iyaptaaw only)

pages 17, 22, 24, 28, 35, 39, 42, 45, 50, 54, 57, 62, 66, 69,
74, 78, 81, 85, 88, 97, 100, 105

Faséenyu hen anchi
sarudsud yag esoratyu
hen ustoy esongfatna.

S. Reads the questions.
Writes the answers to
the questions on the
writing lines or on
a separate sheet of
paper.

Laenén hen usto

page 44 Ilugi way Man-iyap)

1. Enlaon Nena hen papana ah lana.
2. Enlaon Nena hen lanana ah papa.

Faséenyu hen antochay
sentens. Laenényu hen
antochay sentens way
narpon anchi istorya.

T. Gives the directions.
S. Reads all the
sentences. Underlines
the sentences
that are from the
story.

Ilugi way Man-iyap
pages 44, 48

Laenén hen usto

(page 67 Ilugi way Man-iyap)

1. Aran Peta hen penanana ah arangna
ad Tappo.
ad Lotot.
ad Apatan.

Faséenyu hen antochay
lugrugin hen sentens
ya hen antochay ale.
Laenényu hen ustoy
anongoh hen sentens.

T. Gives the directions.
S. Reads the sentence
beginning and the words.
Underlines the correct
sentence ending.

Ilugi way Man-iyap
pages 67, 71

Etoroy way Man-iyap
pages 20, 24, 34, 52

Ehoop hen Mehoopana

(page 35 Ilugi way Man-iyap)

Ah apon
Lora,

chan lao
ah papa.

Faseényu hen antochay
nesosorat.
Ehoopyu antochay
pétédépén hen sentens
ah igid hen anchi
ustoy péténna ah awan
ta mapanoh antochay
sentens.

- T. Gives the direct-ions.
- S. Reads the sentence beginnings and sentence endings and joins the correct beginnings and endings to make the sentences complete.

Ilugi way Man-iyap

pages 35, 55, 76, 83

Etoroy way Man-iyap

pages 11, 16, 48, 60

Ehoop hen mehoopana (page 7 Etoroy way Man-iyap only)

Faseényu hen anchi
is-istorya yag
enhoopyu hen anchi
ustoy petchorna.

- S. Reads the short stories on the right and looks at the pictures on the left.
Joins the pictures to their corresponding stories.

13. Tracking

parato	pan p a re r a ton t o
alenta	en a lan len ta te
topon	top to nop pen pon po
toronto	ta non non to top ton

Faseényu antoy ale way
nan-apet ah igid ya anat
agé hen anchichay silabér
way nemamang annadchi way
nan-apet ah awan.
Piliyényu anchichay ustoy
silabér ta mafalin ah
hiyachiy ale yag
finallengawyu chachi.

- S. Reads the words on the left and then the syllables on the right. Chooses the syllables that make up the word and circles them.

14. Fluency: addition

totoro	Faseényu antoy pés-éy ya	S.	Reads the first two lines and underlines what is added in the second line.
Maid totoro	pegwan linya way		
Maid totoron Peta.	nesosorat yag nelaenya		
Maid totoron Peta	anchi anat nehom-on way		
ah	ale hen pegwan laen.		
arang.	Faséényu antoy pegwan ya		Reads the second and third lines and underlines what is added in the third line.
	petlon laen way nesosorat		
	yag nelaenya anchi anat		
	nehom-on way ale hen petlon		
	laen.		
	(Yahayaha ingganah marpas)		(Continue like this)
	Kasen faséén amin		
	antochay sentens		
	way nesosorat.		Reads all the lines.

15. Fluency: contrast

Maid latan Peta ah	Faseényu hen anchi pés-éy	S.	Reads the first two lines and underlines what is different in both lines.
elaona.	ya pegwan linya yag		
Maid tolenan Peta	nelaenya hen anchi ale way		
ah elaona.	cha-ancha nampachongan.		
Maid totoron Peta	Faseényu anchi pegwan ya		Reads the second and third lines and underlines what is different in both lines.
ah elaona.	petlon linya yag nelaenya		
Maid totoron Peta	anchi ale way cha-ancha		
ah etapena.	nampachongan.		
	(Yahan nekaman hen aminay laen)		
	Kasen faséén amin		
	antochay sentens		
	way nesosorat.		

16. Locating Built Words

tarata	toppa	etape	tepa	Faseényu ah matayu anchichay ale way nesosorat hen-ih-ay	S. Reads the words.
parato	tappa	etaro	tepo	topon. Anapényu anchi ale way aryê yag finallengawyu.	T. Says a word. S. Finds the word and circles it.

Ilugi way Man-iyap

- page 17. poe, enpapan, papan, apen
- page 23. pora, poro, aran, pararo
- page 31. larae, epele, envelope, lapa
- page 40. Lena, nepale, nelao, lana
- page 49. orap, lenop, anop, loprop
- page 56. tarata, toppa, etaro, tepa
- page 65. pelat, opat, apatna, ponneat
- page 72. kapot, lokopon, kotekote, ekat, aket
- page 81. natalek, lorak, pantok, toktok, tapok

Etoroy way Man-iyap

- page 5. lōto, netopò, nanarà, anà, parà
 page 12. ipet, inana, inte, ilì, ininitni
 page 21. amata, lamok, maila, lamentana, kamet
 page 29. amte, katam, pammate, lampen, komkom
 page 35. uru, pitu, uto, naurat, urat
 page 44. orpò, partek, ekorpe, apor, teptepor
 page 53. kallope, pelpel, allalem, ullak, narullù
 page 59. chilu, chara, echor, chinael, manamchà
 page 69. pedped, parad, umidchat, taraid
 page 75. uma, chila, muma, chanum, lima

Man-iyaptaaw

- page 5. kena-anna, pane-e, pa-at, cha-an, am-am
 page 11. yaman, iyokan, chàyu, iyayat, liyà
 page 18. chaychay, pakay, tayay, iyapoy, toray
 page 23. fãfuy, funufun, furan, fitel, futilya
 page 25. tufuna, farat, funat, fayfay, lifu
 page 32. ubfan, libnu, lubfan, nab-ot, tokob
 page 39. awayan, awit, towar, lawa, fuwa
 page 46. potaw, lomayaw, akaw, payaw, aw-aw
 page 51. agit, gunguna, egad, gitab, gamot
 page 58. iggawna, funag, payagpag, igid, nafayag
 page 63. halepon, hilu, hicha, hemhemmà, haychù
 page 70. echoh, orchah, ah-ahyab, agah, uroh
 page 75. éném, féyah, améh, tégtég, pagéy
 page 82. ngéttég, fanga, gagangay, ngoran, panga
 page 89. wéngwéng, payong, orang, arangni, angpat
 page 94. santor, kason, sele, asokar, sesem
 page 101. uras, futas, missa, kamates, mas-ém
 page 106. fiin, feeng, heet, etéép, ehoop

17. Writing Built Words

(rice bird)	(can)	Ilanyu anchichay petchor ta esoratyu hen ngachacha hen pitchar-émcha.	S. Looks at the pictures and writes their names on the writing lines underneath the pictures. Chooses from the box the letters needed for each word.
<u>Toten</u>	<u>tata</u>	Piliyényu hen letér way masaporyu hen anchi	
(rope)	(plain)	kenaskasson ad chaya ta yachin esoratyu.	
<u>Tale</u>	<u>tanar</u>	(Ilugi way Man-iyap yanggay)	

Ilugi way Man-iyap

page 9. apo, poe, papa
page 18. papan, apen papan Pepe
page 24. aropan, para, poro, aro
page 32. larae, lapa, pele
page 41. pana, nanopoe, penelena, apona
page 50. annap, oppeop, oprano, nanenep
page 57. tolen, lata, tale, tanap, toptop, parato
page 66. lettalet, potet, arat, opat, paet
page 73. karopate, petaka, kela, kaet, ekan, akop
page 82. pelak, tokak, tarak, okkon, pantok

Etoroy way Man-iyap

page 6. antà, loto, tapà, arà, pèat
page 13. init, ipet, ili, inana
page 22. lamok, mata, namorò, motet, mani, amoto
page 30. katam, amte, telekom, tekam, tompok, kampo
page 36. inunat, pitu, utot, uru, urot, upop
page 45. karton, teor, paror, utnor, orpo, papor
page 54. kallakar, kapel, ipel, papel, pallapar,
page 61. chuchun, tûchu, pattuchu, chotchot, chilu, arachu
page 70. arad, tedted, parad, idchat, kodchara, karadchitan
page 76. chila, chapan, chalet, uchan, chanum, lima

Man-iyaptaaw

page 6. pane-e, pa-at, mad-an, ot-ot, po-od, to-od
page 12. yuyu, iyokan, martilyu, laya, payà, tapaya
page 19. apoy, petay, tenapay, tayay, panay, or-orappoy
page 26. farat, fato, faka, fali, kafayu, fufae
page 33. tokob, fub-ura, libnu, abfa, nabtà, abfufuli
page 40. chuwa, awit, fuwa, waru, away, awitan
page 47. potaw, payaw, fa-aw, taraw, pa-aw, à-aw
page 52. egad, agit, gipan, lagachi, ligaw, chagum
page 59. tokag, chagga, aggama, telag, filig, partog
page 71. uroh, echoh, unah, agah, charoh, ponah
page 76. éném, pagéy, faréy, améh, hérag, hen wéywéy
page 83. angar, fanga, ngayug, inga, onga, ngayafat
page 90. payong, orang, arang, kammaleng, wangwang, lohong
page 95. sarten, siyam, pensér, guse, lansa, sentoron
page 102. poslaet, isna, lokos, futas, uras, ispele
page 107. upoop, feeng, eheet, oong, fuù, etéép

18. Capitals: Auditory Visual

(woman) Tena

(man) Tani

(barrio) Towar

Wéhchin leterén chuwacha
hen mesoratana way akettoy
ya kapetar. Hen mausaran
kapetar léter wat hen
lugrugin hen sentens,
hen ngachan hen tatagu,
ya anat hen fabréy.

Ing-inghényu haén way
mamasa antochay ngachan
hen tatagu ya fabréy.

Iyalenangnangyu hen
mihugchayan hen lugrugin
hen ihaiha antochay
ngachan. Fallengawényu
hen lugrugin hen antochay
ngachan way nampachong
way kapetar.

- T. Explains the use of capital letters.
- T. Reads the names.
- S. Reads the names after the teacher.
- S. Listens carefully to the beginning sounds of the names and circles the capital letters that are the same.

19. Capitals

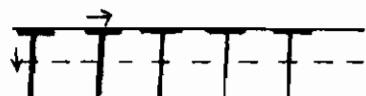
ta	te	to
Ta	Te	To

Faséényu antochay silabér
hen kenaskasson way
eparpoyuh igid yag
empééy ah awan, yag
eparpoyu ad chaya
yag empééy ad char-ém.

Ilanyu way uray kapetar
ono' akettoy hen letér,
nampachong hen mihogchayana.

- S. Reads the syllables from left to right and from top to bottom.
- T. Explains that the pronunciation is the same for both capital and small letters.

20. Capital: Writing



Yato hen ekaman way
mansorat antoy kapetaray
letér. Etànanngyu hen
limayu ta kamangéntaaaw
way mensorat antoy kapetar
way letér.

Epatnopatnodyu hen lapesyu
hen anchi enkaman hen
kapetar way letér way
nesorat yag no inluwamyuchi,
epegwapegwayu way mensorat
hen ê-éyna.

- T. Demonstrates how to write the capital letter on the blackboard.
- S. Writes the capital letter in the air.

- S. Traces the capital letter.
- S. Writes the capital letter many times on the writing line following the arrow.

21. Syllables: visual blending

e - e - e

Esoratyu anchi kapetar
letér way metefan anchi
nesosorat way letér ta
mamfalincha ah silabér.
Faseényu antochay silabér
way anat nafalin.
Epegwapegwayu way mensorat
antochay silabér hen
e-éyna.

- S. Writes the capital letter next to the vowel on the writing line to make the new syllable.
Reads the syllable and writes them again on the writing lines.

22. Capitals: Writing

Tt Tt Tt

Epatnopalnodyu hen lapesyu
hen anchi enkaman hen
kapetar ya akettoy way
letér way nesorat. Yag
no inluwam hen limayu,
epegwapegwayu way
mensorat hen e-éyna.

- S. Traces the capital and small letters then writes them many times on the writing lines.

23. Capitals: Writing

Nn - Nn

Esoratyu hen kapetar ono
akettoy way letér way
mangompeleto antoy éhay

- S. Writes the small or capital letter to complete the set.
Writes the set many times on the writing lines.

Pp

topon ya anyuwat esoratto
amin hen ê-éyna.

24. Capital Matching

Peta	tena
Nole	ana
Tena	eta
Ana	nole
Eta	pena
Pena	peta

Faseényu anchichay ale
way wachan anchi
kenaskasson yag enhoopyu
hen anchi ale way wachan
kapetarna hen anchi
kapachongna way pahig
akettoy hen leletérrna.

- S. Reads all the words in the box.
Joins the capitalised words with their matching small letter words.

25. Punctuation (page 38 Ilugi way Man-iyap only)

Ah Ana, enpalena
ah Lena.....

Hen kapetar letér, masapor T. Explains the use
mesorat hen lugrugin hen of capital letters,
sentens, ya hen pés-éy period and comma.
letér hen ngachan hen
tatagu ya fabréy.
Hen péryud, wat mausar
way maméppég hen éhay
sentens. Hen naiposanay
péryud, wat mausar no
man-etàtachég way man-ale.

Faséenyu hen pés-éy ya
pegwan topón way sentens.
Ilanyu hen ustoy miyusaran
hen antochay kapetary
letér, antochay péryud ya
naiposanay péryud.

S. Reads the first
and second groups
of sentences and
notes the use of
the capital letters,
the commas and
periods.

Faséenyu hen petlon
topón way sentens.
Ilanyu no nokay hen
korang ono faén usto hen
antoy sentens.

S. Reads the third
group of sentences
and notes what is
missing.

Fallengawényu hen anchichay
letér way masapor wachay
kapetarna. Iggayu hen
anchichay naiposanay
péryud ya péryud way
korang.

Circles the letters
that should be
capitalized. Inserts
the commas and
periods that are
missing.

~~Ah pena, way apon ana,
chan elao ah lana. Elaona korang ono faén usto hen
ano hen laon hen lana
ah pana.~~

Ilugi way Man-iyap Lesson 11: Review pages 84-86

1. Auditory Discrimination

(shovel) (money) (duck)	k n p l r	Ifagayu hen ngachangachan hen antochay nepepetchor. Iyalenangnangyu hen anchi lugin paat hen ale. Faälengawényu hen anchi letér way hen lugrugin hen anchichay ale.	S. Says the name of each picture and listens to the beginning sounds. S. Circles the letter that goes with the beginning sound of the words.
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page 84. para, pelak, papa
kaet, karopate, kela
lettalet, lata, larae

2. Auditory Discrimination

(kite) (four) (chisel)	k p t l n	Ifagayu hen ngachangachan hen antochay nepepetchor. Iyalenangnangyu hen anchi anongoh paat hen ale. Fallengawényu hen anchi letér way anongoh hen anchichay ale.	S. Says the name of each picture and listens to the ending sounds. S. Circles the letter that goes with the ending sound of the words.
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page 84. kaet, opat, paet
tolen, gipan, ekan
akop, annap, toptop

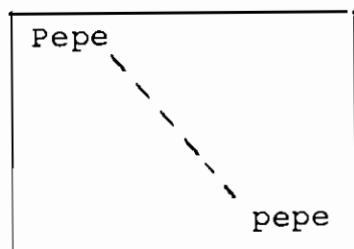
3. Capitals: Writing

— **Aa** —

Esoratyu hen anchi korang
way kapetar ono akettoy
way leter.

S. Writes the capital or small letter that is missing to complete the set.

4. Capitals: Matching



Faséényu hen antochay
ngachan way ininggaw hen
kenaskasson. Ehoopyu
hen anchi ngachan way
wachan kapetarna hen
anchi kapachongna, way
pahig akettoy hen
leletérrna.

S. Reads the names in the box and joins the capitalized names with their matching uncapitalized names.

5. Function Words

way

3. Nakata hen kape _____
enkafen Peta.

Faséényu antochay ale
way wacha ah igid ya
anat amin antochay
sentens.

Anapényu ah igid hen
anchi ustoy ale ta
makompeleto hen anchi
sentens ah awan yag
ensoopyu.

S. Reads the words on the left and the sentences on the right.

Looks for the word on the left that will complete the sentence on the right and joins it with a line.

1. Ah Tekla, wacha hen pelakna ngém maid petakana.
2. Chan kankanta ah Ana.
3. Nakata hen kape way enkafen Peta.
4. Wacha ah Pekat ad Poka.
5. Wacha hen aho ya hen papa agé way elaona.

6. Locating Built Words

papa	anap	aro	Faséenyu antochay ale. Anapényu anchi ale way aryé yag finallengawyu.	S. Reads all the words. T. Says a word. S. Circles it.
(Pepe)	(akop)	(are)		

Pepe, akop, aro, lata, tokak, karopate, para, pelak

7. Writing Built Words.

(kite)	Ilanyu anchichay petchor ta esoratyu hen ngachancha hen pitchar-émna.	S. Looks at the pictures and writes their names on the writing lines below them.
<u>kaet</u>		

kaet, annap, akkon, parato, karopate, lettalet

8. Story

Faséenyu anchichay ale hen kenaskasson yag nelaenyu chanattoy ale hen iggaw istorya. Faséenyu hen antoy istorya ah matayu.	S. Reads the words in the box. Underlines them in the story. S. Reads the story silently.
---	--

9. Comprehension

Faséenyu hen antochay nesorat yag ensoratyu hen anchi ustoy ale ta makompeleto hen sentens.	S. Reads the sentences and writes in the correct words to complete the sentences.
--	---

Etoroy way Man-iyap Lesson 21: Review pages 77-80

1. Built Words: Final Letter

(twins)	Ilanyu hen antochay nepepetchor. Faséenyu hen anchichay ngachangachancha. Esoratyu hen anchi ustoy letér ah anongohna ta makompeleto hen anchichay ale.	S. Looks at the pictures and reads their names. Writes the correct letter at the end of the words to make them complete.
kape	kapel, arad manō, mani pitu, katam teor, lima	

2. Built Words: Beginning Letter

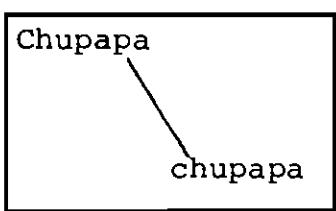
(eel)	Ilanyu hen antochay nepepetchor.	S. Looks at the pictures and reads their names.
<u>chalet</u>	Faséenyu hen anchichay ngachangachancha. Esoratyu hen anchi ustoy letér ah lugina ta makompeleto hen anchichay ale.	Writes the correct letter at the beginning of the words to make them complete.
	chalet, mata utot, init	

3. Capitals: Writing

Ch - ch - - - Esoratyu hen anchi korang way kapetar ono akettoy way letér.

S. Writes the capital or small letter that is missing to complete the set.

4. Capitals: Matching



Faséenyu hen antochay ngachan way iningaw hen kenaskasson. Ehoopyu hen anchi ngachan way wachan kapetarna hen anchi kapachongna way pahig akettoy hen leletéerna.

S. Reads the names in the box and joins the capitalized names with their matching uncapitalized names.

5. Function Words

wat
2. Maid chanum hen anchi idchanumanni incha nanàchu.

Faséenyu antochay ale way wacha ah igid ya anat amin antochay sentens.

Anapényu ah igid hen anchi ustoy ale ta makompeleto hen anchi sentens ah awan yag enhoopyu.

S. Reads the words on the left and the sentences on the right.

Looks for the word on the left that will complete the sentence on the right and joins it with a line.

1. Ummale cha Idchuma way narpocha ad Dalekan.
2. Maid chanum hen anchi idchanumanni wat incha nanàchu.
3. Inaracha hen lema way kodchara yag inidchatcha an Ina.
4. Cha umuchan ngém ummalecha chillu.

6. Locating Built Words.

Faséényu antochay ale.
Anapenyu anchi ale way
aryê yag finallengawyu.

- S. Reads all the words.
- T. Says a word.
- S. Circles the word.

arad, lili, anào, mìpat
chotchot, matam, lema, pallapar

7. Writing Built Words

(hand hoe) Ilanyu anchichay petchor
ta esoratyu hen ngachancha
hen pitchar-émna.

lanchù

- S. Looks at the pictures and writes their names on the writing lines below them.

lanchù, orchan, ipel, apor, mano, pedped

8. Story.

Faséényu anchichay ale
hen kenaskasson yag
nelaenuy chanattoy ale
hen iggaw istorya.

Faséényu hen antoy istorya
ah matayu.

- S. Reads the words in the box and underlines them in the story.

- S. Reads the story silently.

9. Comprehension

Faséényu hen antochay
nesorat yag ensoratyu
hen laen way mansoratan
hen ustoy ale ta kompeleto
hen sentens.

- S. Reads the sentences and writes in the missing words to complete the sentences.

Man-iyaptaaw Lesson 32: Review pages 111-113.

1. Built Words: Beginning Letter

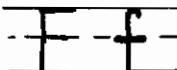
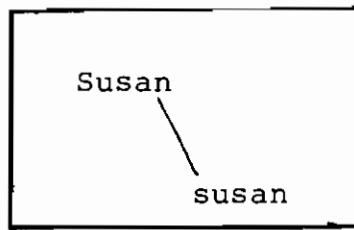
(axe)

w ahay

Ilanyu hen antochay
nepepetchor. Faséényu
hen anchichay
ngachangachancha. Esoratyu
anchi ustoy letér ah lugina
ta makompeleto hen anchichay
ale.

wahay, faka, haytan, ngayug
yuyu, gangsá, énéb, sapatos

- S. Looks at the pictures and reads their names.
- Writes the correct letter at the beginning of the words to make them complete.

- 2. Built Words: Ending Letter**
- | | | |
|---------------|---|--|
| (rice field) | Ilanyu hen antochay
nepepetchor. Faséényu hen
anchichay ngachangachancha. | S. Looks at the pictures and reads their names. |
| paya <u>w</u> | Esoratyu anchi ustoy letér
ah anongohna ta makompeleto
hen anchichay ale. | Writes the correct letter at the end of the words to make them complete. |
| | payaw, laréég, gitteng, pesos
uroh, faréy, | |
- 2. Built Words: Middle Letter**
- | | | |
|----------------|--|---|
| (handle) | Ilanyu hen antochay
nepepetchor. Faséényu hen
anchichay ngachangachancha. | S. Looks at the pictures and reads their names. |
| pa <u>-</u> at | Esoratyu hen anchi ustoy letér
ah gawana ta makompeleto hen
anchichay ale. | Writes the correct letter in the middle of the words to make them complete. |
| | etéép, pa-at | |
- 3. Capitals: Writing**
- | | | |
|---|--|--|
|  | Esoratyu hen anchi korang
way kapetar ono akettoy
way letér. | S. Writes the capital or small letter that is missing to complete the set. |
|---|--|--|
- 4. Capitals: Matching**
- | | | |
|--|--|--|
|  | Faséényu antochay
ngachan way ininggaw hen
kenaskasson. Ehoopyu hen
anchi ngachan way wachan
kapetarna hen anchi
kapachongna way pahig
akettoy hen leletéerna. | S. Reads the names in the box and joins the capitalized names with their matching uncapitalized names. |
|--|--|--|
- 5. Locating Built Words**
- | | | |
|--|--|---|
| | Faséényu antochay ale.
Anapényu anchi ale way
aryé yag finallengawyu. | S. Reads all the words.
T. Says a word.
S. Circles the word.. |
| | ot-ot, man-ila, ehéphép, napæ
chay-at, fat-ê, etéép, naphet
á-arò, etàén, chàor , fiin | |
- 6. Story**
- | | | |
|--|--|------------------------------|
| | Faséényu hen antoy istorya
ah matayu. | S. Reads the story silently. |
|--|--|------------------------------|
- 7. Comprehension**
- | | | |
|--|---|---|
| | Faséényu hen antochay
nesorat yag ensoratyu
hen laen way mansoratan
ustoy ale ta kompeleto
hen sentens. | S. Reads the sentences and writes in the missing words to complete the sentences. |
|--|---|---|