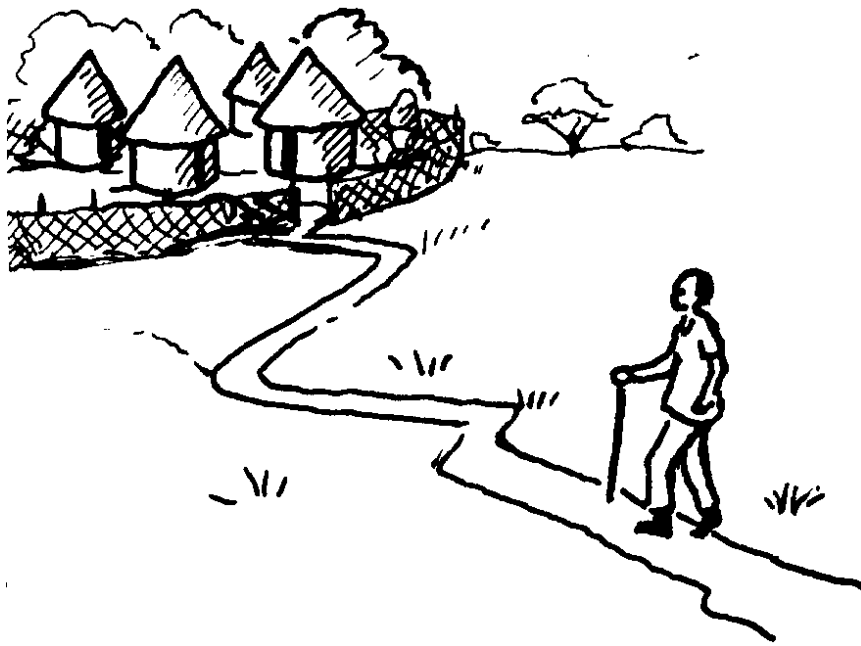


# Walking through the Rationale for a Linguistic Approach to Literacy



Leila Schroeder

## Concepts and terminology

### What skills does an independent reader need?

#### 1 Recognize letters and sounds

- Auditory – sometimes there are sounds in a language which people haven't thought about, and for reading they need to become aware of them. One of these is probably vowel length. Examples. Kukefia, 'to see', vs. kukeefia, 'to reduce', in kiVwanji.
- Visual – because you already can read, you may have forgotten that new readers have to learn to tell symbols *apart*. They need to tell the difference between <u> and <v>, between <u> and <n>. They need to see the difference between some really complex symbols such as mpy and mpw, or between <ng> and <ny>. This takes practice. The pedagogy will help learners do that.
- Sometimes a combination of letters represents *only one sound*. <sh> is an example, and <ny> is another. Letters which represent a single sound are called *digraphs*. Three letters representing a single sound, like <ng'>, are *tri-graphs*.
- Sometimes a sequence of letters represents a cluster of sounds which people need to recognize. Clusters are a sequence of two distinct sounds.

1 An example is two vowels coming together: **ia** is most common in kiVwanji, and also **ua** is common.

2 Consonants followed by h, as in <mh~~u~~lisio>, <ng'halima> and <nhamu> in Kivwanji.

(matuta)...in Kimalila.

3. Consonants followed by y, as in this Kimalila example. How many do you find in: Zye umanyile?  
(Answer: only 1. The <ny> in umanyile is just one letter/sound!)
4. Consonants preceded by m or n, as in...kujimba (kuvumilia) or amasombo (malipo), or amandi (matuta)....in Kimalila.
5. Consonants followed by w, as in Kivwanji <kudwegha>, <kufwima>, or <kugweba>.

## 2. Recognize syllables

- Readers need to recognize whole syllables and tell them apart (e.g., <tunsukuluulu> in kiMalila), and because some syllables look very similar to each other, such as ngo and ng'o, nji and nyi.
- Letters in different *positions* within a syllable. If a letter can occur at both a syllable onset and a syllable coda, it needs to be learned twice. After the first syllable-final consonant has been taught, others in that position can easily be taught.

## 3. Figure out new words *for themselves*.

- They need to be able to put syllables together to make words (This skill is taught in the built word activity, and the “creative writing” activity in each review lesson).

They need to understand thousands of new words, in sentences (connected text).

People need *practice* recognizing all of these syllables, because they will be looking at many of them in a row!

4. Access meaning

- Readers need to be able to read smoothly and naturally.
- In order to read a sentence or a long word smoothly and with comprehension, people need to automatically recognize some grammatical elements, known as “functors”.
- Engaging with the text strengthens comprehension. Since writing is not exactly like speech, readers need to learn to predict what word will probably come next in a sentence. This is called “using context clues”. Give examples such as

My mother went to the market to buy a new  
\_\_\_\_\_. (cooking pot or husband)

- Strengthening comprehension while the reader engages with text should include higher level cognitive skills, such as comparison and contrast, evaluation, and main idea, going beyond the direct information supplied in a text.

5. Be able to recognize whole words

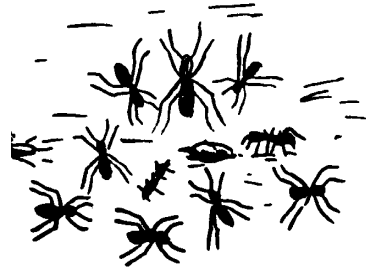
- In order to read fluently, the reader needs to go beyond decoding syllables.
- He or she needs to quickly recognize, and easily read aloud, whole words
- We help the reader recognize whole words by giving plenty of practice with word-building, and with recently learned words, especially in review lessons.

6. Be able to write (form letters) and spell

- Directions for this will be in the teacher's guide, and
- People will practice this in two ways: writing letters, and putting together syllables they know, to make words, in the review lessons

## Rationale for drills and other activities

These lessons always *start* with meaning: words or phrases, and *end* with words and meaningful text. Sandwiched in between are two or three exercises which give learners practice and confidence in their own abilities to figure out new words.



### Key word

inenele

- Teacher leads a short discussion of the picture.
- Discuss the picture and the word below it with the class.
- The teacher reads the sentence or word as pupils follow along.
- Students listen for the sound of the letter taught.
- Volunteers point to the letter (once or more) on the board or in their books.
- The teacher reads the word again, at a very natural speed.
- The teacher reads the word again, and pupils join in.

### Analysis/synthesis activity

inenele  
le  
l  
inenele

- Now learners follow the teacher, who reads the key word, then moves down to the part of the key word in focus. “This is the part of *baaba* which says *baa...*”
- Then they read that syllable or letter again, from top to bottom.

## Identification drill

The purpose of this drill is to help learners recognize the sound, appearance and position of the taught grapheme in a syllable. It is important for learners to read down, from top to bottom and see the similarities.

le
lo
lu

## Contrast drill

In the early lessons, there is a row of vowels in the top row, to help students see how a consonant can be added to a simple vowel. The rest of the drill is where **real learning** takes place, because students can see the difference between a letter they learned previously, and the new one in focus. This is where they demonstrate whether they can tell the difference! It is focused practice and confidence-building. The vowel row on top is taken out, later on.

e	ó	i	a
le	ló	li	la
ne	nó	ni	na

## Word-building

We're back to meaning again. Students practice a few words which they will find in the story. The words are broken into syllables, if the language has long words. If the language has short words with complex syllables, they are simplified in that way.



If your language has either contrastive vowel length or tone, always try to give readers exposure to them in the word-building drills. It's also good to use some keywords with long vowels or tone marks.

## Optional functor mini-lessons

Developing fluency while helping the reader access meaning are the dual goals of this mini-lesson. It simply highlights or contrasts one grammatical element, or two similar ones such as he and she, this and that, my and his, or -ed and -ing. These words or affixes tend to be unstressed in sentences, but play a big part in the reader's developing comprehension and fluency skills.

## Story illustration

The illustration is designed to pique interest in the story, and help with comprehension for the beginning stories, which have very little text. The picture should **never tell the story**! It should only pique interest. For example, there is a picture of a cat. Then, the teacher says “This cat gets into trouble in our story. Read the story to find out what he does to get into trouble! How will he get out of it?”



## “Reason to Read” and other comprehension questions

Always ask a question which really makes people want to read the story for themselves. In the early lessons, the teacher’s question can fill in information which is lacking in the story. “John and Mary are walking down the road in the dark in our story. Read the story to find out what dangerous mistake John makes!”

This is *the most important* question the teacher can ask, and the teacher should always expect a response from the students after they read. This encourages *all* the students to try to read with understanding, rather than just waiting for the quicker student who always gives the answers.

Other comprehension questions should be asked by the teacher too. They need to be included in the teacher’s guide. “Read the sentence which tells us Mary was afraid. Read the sentence which tells us what John touched.”

## Story

The story should contain an element of surprise or humor. It should contain 3 or more built words using the new letter., and at least one of the three sightwords introduced in the pre-reading materials. After the first lesson it should also contain 2 or more words from the previous lesson.

## Review lessons

### Matching activity

The teacher might write the sight words or word-building words on the board before the students begin the activity or story, and talk about them before the story or activity is read *silently*. Oral reading should take place *afterward*. Explain the activity, and give the students a “reason to read”. If the review activity is a puzzle instead of a story, as in the sample review lesson below, do the first activity together, before asking anyone to work on their own.

### Spelling practice

The “word-making” activity with the syllable boxes makes beginning writing easier for the learners by giving them something to copy. They still have to remember the symbols they have learned and put them together to write words – either words from their own minds (the creative part) or words the teacher dictates. It is a challenging activity because the learner has to recognize the syllables in the matrix and put some of them together to form words.

### Functor exercises

The first step is simply comparing two phrases or words.

1. What looks and sounds different? Talk about it.
2. Now look at the exercise box on the following page and read the words or phrases together.

**Read the sentences below the box and choose the correct word/s to fill in the blanks. If people want more practice and there is time, you may add a few more very simple exercises on the chalkboard, using the same functors.**

#### Figure 1

Mtu yule ni pasta.

Watu wale ni wapasta.

#### Figure 2

Another functor mini-lesson might be teaching person markers:

Ninasikia njaa.

Nimesikia njaa.

Mtu _____ ni pasta.	wale
Watu _____ ni pasta.	yule

- |                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| 1. Hamilo na Karemi _____ chakula .<br>(Hamilo and Karemi buy food) <b>wananunua</b><br><b>ananunua</b> |
| 2. Hamilo _____ chakula (Hamilo buys<br>food) <b>wananunua</b> <b>ananunua</b>                          |



## You may still have questions...

### What is a “grapheme”?

A grapheme is a symbol used to represent an aspect of written language. Punctuation marks and letters, capital and lowercase, are the commonest of these.

New readers must learn to recognize not only the simple letters shown on an alphabet chart, but also more complex symbols such as

- Digraphs or trigraphs (<th>, <ny> and <ng’> are examples), two or three letters representing only *one sound*. Some can be taught by analogy though their constituents can’t be isolated, like prenasalized Cs <mp> and <mb>, <nd> and <ng>.
- Consonant clusters (more complex sounds or series of sounds such as palatalized or labialized consonants, like <by> or <mpw>)
- Vowel clusters or diphthongs such as <au> or <ai> or commonly occurring series of vowels, each syllabic in its own right
- Tone markings (see Barnwell's A Workshop Guide for Primer Construction, p. 65)
- Syllabic letters, usually nasals, when written distinctly (see Barnwell's A Workshop Guide for Primer Construction, p.54-55)
- Any grammatical indicators (see number 5 below )which are common, especially those which take many forms

### What is a pre-primer, and what does it teach?

Usually it teaches the vowels of the language and a few sight words. It may also help learners prepare to distinguish between symbols which may appear the same to them, such as <c> and <o>, <t> and <f>, <y> and <g>. Other skills which can be developed in a pre-primer are auditory, such as awareness of sounds at the beginning or end of words, and ability to write some graphemes (see Barnwell's A Workshop Guide for Primer Construction, appendix, p.7).

### What is a sight word?

A sight word is not decoded, but is recognized as a whole. It helps to be able to use a few meaningful and distinct-looking words, especially in prereading or early reading lessons. If a few personal names, or words such as Father, Mother, and a useful verb are already recognized by the beginning reader, simple sentences such as “Father eats tomatoes. Mother eats tomatoes too.” are possible from the outset, when the vocabulary is very limited. Sight words need to be practiced, so they are quickly recognized, permitting people to read more fluently. The few sight words chosen should be pictureable, have some emotive value, and should look different from one another. Baba ‘father’ and kako ‘brother’ look too

similar for fledgling readers. Useful sight words are *names* for characters which will appear in most of the stories. If possible, choose words which are exciting or interesting to people.

## **What's a review lesson?**

Review lessons give practice with elements which have already been taught. They give the learner an opportunity to gain fluency, but with different activities from those in the regular daily lessons. They should include a picture and a story or activity which is completely new, but provide practice with words which have already been used previously: sight words, a key word from a previous lesson, and built words read before. Review lessons also can use games to help people begin to develop spelling skills, using the new graphemes from the previous four lessons.

## **What is a functor?**

A functor is a “function word” or morpheme. It can be an affix such as the –ed and –ing endings of verbs in English, or it can be a whole word, such as ‘that’, ‘this’, ‘what’ or ‘for’. It has little meaning of itself, and we are hardly aware of such elements when we speak, but their recognition in reading and writing is essential to natural, comprehensible sentences. See Barnwell's A Workshop Guide for Primer Construction, p.32, for a more detailed explanation.

Bantu languages have thousands of functors, because they vary enormously in appearance (and sound) along with the great variety of noun classes in nominal and verbal phrases. The reader cannot be directly taught to recognize all of the possible forms of each verb individually! What can be done is to teach the reader to recognize the *positions* the functors occupy within a word or phrase. For example, person markers in Swahili verbs can be substituted in the same position within the verb, as in the set of words /u+napenda/ you love, /a+napenda/ he loves, and /wa+napenda/ they love. In this way, the reader becomes accustomed to looking at a certain place in the verbal phrase for a person marker, for example.

## **What is the teacher's guide template?**

This is an outline of the things to be taught. If you fill it in as the curriculum/ materials are constructed, you'll save yourself lots of work later, and leave for the teachers and inspectors a document which shows them the scientific approach which was used in developing the curricula. Filling it in during the process en-

riches the learning experience of the story writer, because the writer is always challenged to think of the following:

- a. learner's interest
- b. learner's comprehension of the stories
- c. learner's "reason to read"
- d. direct comprehension questions
- e. learner's need for practice with graphemes introduced in previous lessons.

## What is a key word?

A key word is used to introduce a new grapheme. It contains the new grapheme, is picturable and interesting. If it contains more than one occurrence of the new grapheme, this is great. If the grapheme <ɨ> is being taught, a good key word might be <ngɨɨ>, because <ɨ> is prominent in the word, and because it means 'warthog' in kiTharaka. It's picturable and interesting. It can probably be used in other stories. If the consonants in this key word have already been taught, this is even better, though this may not be possible in the earliest lessons. In later lessons, try to have your key word contain nothing new other than the grapheme being taught (see below). For lessons using more than one "key word", vary the location of the grapheme being taught, as in: ova, vaavo, tovuvi.

## What is a built word?

A built word contains only graphemes which have been taught, so that **the reader can figure them out for himself**.

## What is untaught residue?

Something in a text which has not been taught. If the vowels and graphemes s, t and f have already been taught, the sentence "Sam is fat." Contains no untaught residue. "Sam is a bit fat", however, would contain <b> as "untaught residue". Untaught residue must be avoided in stories, so that readers only face text they can figure out by themselves.

## What makes a good primer sequence?

It has variety (of sounds of the language), productivity (in terms of usable words),

and visual contrast. It minimizes the occurrence of untaught residue. See Barnwell's A Workshop Guide for Primer Construction description of a good sequence, p. 8-12. This builds confidence for the reader.

## How will punctuation marks be taught?

They will occur naturally in the stories, and the first time they appear, the teacher will point them out. They can then be given focused practice in subsequent stories, especially the review lessons. For example, a question mark appears in lesson 9. Lesson 10, a review lesson, focuses on the question mark as a functor, and also use question marks in a review activity like this:

1. 𐌸Baaba akɯlima akhooni? *What does Father grow?*  
𐌸Baaba akɯlima \_\_\_\_\_. *Father grows \_\_\_\_\_.*
2. 𐌸Maayi akɯpaata akhooni? *What does Maayi eat?*  
*Maayi ɯpaata \_\_\_\_\_.* Maayi eats \_\_\_\_\_.
3. Wunanu we ali pakhatata? *Who ate everything in the garden?*  
\_\_\_\_\_ ali pakhatata. \_\_\_\_\_ ate everything.

In the example on page 13, a little punctuation lesson at the bottom of the page invites children to fill in the sounds various animals make, between quotation marks.



### Erkatirí ó Olng'atúny ó Esídái

Ilchoréta apá olng'atúny ó esídái. Nébik eboitá ometóisho pókina. Óre nabô olóng, néibung inkéra ó olng'atúny emúkúndhu, néibayu. Nélo aripaá inkéra é esídái. Néjo esídái árshíé nélaikíno amú méítieu. Néíshir, néísínánuo olèng. Nélo aishirú inkulíe ng'úési pookí. Káke eitú étûm eng'úes naáítieu olng'atúny.

Óre nabô olóng, néínosáki karbóbo osiná oáta. Néjokí kárbobó, "Ímpotú enkigúána oó ing'úési pookí nétíi sî nínýe olng'atúny. Néked kárbobó enchúmátá ó olkiú. Néikilíkuan ing'úési ajokí, "Ámaâ, kéátaí éné opímnaíú éné pápít?" Néwal póoki ng'úes te enkutúk énye.

Néjo kúlie, "Áaaaaaurr!"

Néru olng'ójine ajó, "Uúúúúg! Uúúúúg!"

Néjo oínkat, "Kák! Kák! Kák!"

Néjo olkéresúré, "Úuuuurr!"

Néikurrúkur olng'atúny, "Híg! Híg! Híg!"

Néjo oloitikó, "Íkwík! Íkwík!"

Néjo isuyián, "Kwak! Kwak! Kwak!"

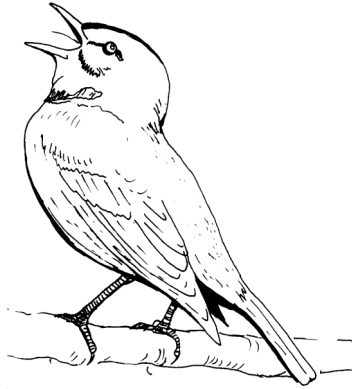
Néjo, "Orrí iné esídái inkúoó."

Néjo olng'atúny áibung karbóbo, néjing engúmótó, néipang te idîa aló. Nérip olng'atúny eng'úmótó arreshú ometúá.



- |                              |                              |
|------------------------------|------------------------------|
| 1. Néjo olng'atúny, "_____." | 2. Néjo oloitikó, "_____."   |
| 3. Néjo isuyián, "_____."    | 4. Néjo olng'ójine, "_____." |

1



inuni

n N

Analysis and synthesis: teaches parts of words and putting the parts back together.

1	nuni nu n	2	n nu inuni
---	-----------------	---	------------------

, starting with vowel/s. This only in early lessons and with lessons

practicing tone  
vowel length

3	u nu	e ne	i ni	o no	a na
---	---------	---------	---------	---------	---------

4	nunu nuunu	nene neene	nana náná	nene néné
---	---------------	---------------	--------------	--------------

often *after* the  
e with words  
that text.

6

a naa na  
anaana

i nu ni  
inuni

a no ó na  
anoóna

This is a **series** of vowels, in **different** syllables.

Amaama anoona inuni.  
 Apaapa anoona inuni.  
 Amaama ni Apaapa anoona inuni.

This is the first  
 for drill. It is  
 contrasted with  
 sentence which  
 (and).

List the words  
 and the parts  
 speech in the  
 line.



Amaama and  
 are sight words  
 the pre-primer

The new letter  
 used in the t  
 ing meaning

Amaama anoona inuni. Apaapa anoona  
 inuni. Apaapa anaanina inuni.

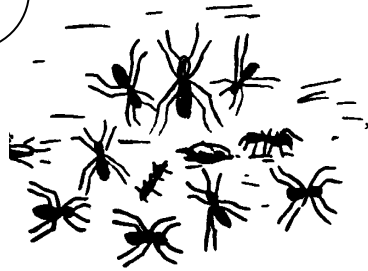


If possible, put a  
 short sentence h

Anaanina inuni.

2

I L



inenele

e same in  
, from top  
rills 3 and

3  
le  
ló  
li  
lu

1  
inenele  
le  
I

2  
I  
le  
inenele

4

e	ó	i	u
le	ló	li	lu
ne	nó	ni	nu

5

lele	lolo	lala	lele
leele	loolo	lálá	lélé

6

monosyl-  
of drill in-  
the right.

e  
nde

naa li ma  
naalima

na ne la  
nanela

If you have long  
vowels, try to include  
at least one word-  
building exercise with  
a long vowel.

6



affix, is in  
here. It is  
with the s  
tence, wit  
.prefix sig  
adulthood

Halima noona ineneele.  
Apaapa anoona ineneele.  
Sayiti noona ineneele.  
Amaama anoona inenele.



Halima ilelo noona uneena. Halima noona  
inenele. Halima nanela.

Words containing new letter: at least 3,  
plus 2 or 3 from previous lesson, for  
practice



Halima anoona.

3



malimi

m M

1 malimi  
ma  
m

2 m  
ma  
malimi

3

mu  
mi  
mo  
me

4

u	i	o	e
mu	mi	mo	me
lu	li	lo	le
nu	ni	no	ne

5

mama	meme	mama	meme
maama	meeme	mámá	mámá

6

mee le  
meele

A maa ma  
Amaama

no li me la  
nolimela

Ule noona malimi. Ale anoona malimi.  
Ula noona malimi. Ala anoona malimi.



Ilelo Halima nolimela meele. Ule noona malimi.  
Apaapa ni Amaama anoona malimi.



Malimi anoona meele.

4

k K



g a **stop** or  
ld not be  
vowel.  
on't have a  
he analysis  
We bring  
ad.

ikole

1  
ikole  
ko  
o

2  
o  
ko  
ikole

3  
ko  
ka  
ki  
ku

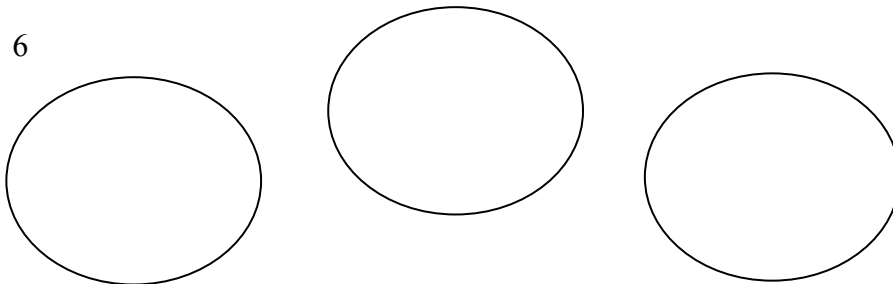
4

o	a	i	u
ko	ka	ki	ku
mo	ma	mi	mu
lo	la	li	lu

5

kaka	kiki	or	kaka	kuku
kaaka	kiiki		kakâ	kukû

6



This function lesson teaches the (past) tense, showing the use of the verb in three different verbs already read.

Apaapa ni Amaama *anaalimela*,  
Apaapa ni Amaama *anaaneela*.  
Apaapa ni Amaama *anaanona*.



Apaapa ni Amaama *anoona* malimi umikoleni.  
Apaapa *akelaka* umikoleni. Halima noona Apaapa  
*akelaka* umikoleni. Apaapa *analimela* mikole.







Amaama anoona

5

Practice built words or sight words used in first 4 lessons

Review

inenele	
ikole	
inuni	
malimi	



“writing”, think-  
 ds using sylla-  
 sons. List all  
 n the teacher’s

ko	nu	ma
i	li	ni
le	mee	mi

---



---



---



---



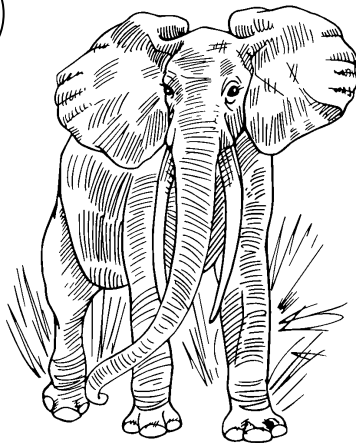
This text contains words. Everything reviewed.

Sayiti noona inuni nane umikoleni ni naanina.  
Umikoleni ule nomoona Halima alimelaka  
meele. Halima noona malimi umikoleni. Sayiti ni  
Halima noona apaapa alimelaka mikole.

6

d D

the **d** is not  
the bottom  
and top of  
ause it is a



1  
demo  
de  
e

2  
e  
de  
demo

demo

that the  
s from the  
v have been  
ed, leaving  
o practice  
onsonants  
ow on.  
  
here is no  
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.. It will re-  
for some  
lessons,

3  
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da  
do

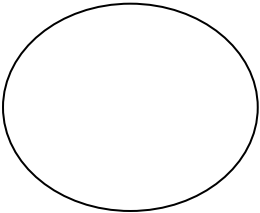
4

de	du	da	do
me	mu	ma	mo
le	lu	la	lo
ke	ku	ka	ko

5

di le ke  
dileke

de mo  
demo





Ule noona demo.    Ale anoona demo.  
Ula noona demo.    Ala anoona demo.



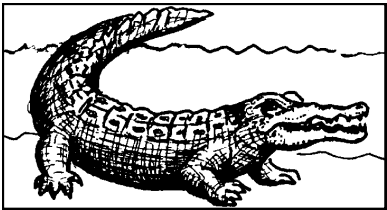
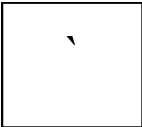
Ilelo Halima nolimela demo. Ule noona demo ule.  
Apaapa ni Amaama anoona demo.



Demo ule dileke.

ches tone marks  
a small list of

Lesson for grammatical or lexical  
tone which isn't marked that often.  
Use minimal pairs for keywords.  
This is very good for grammatical  
tone.



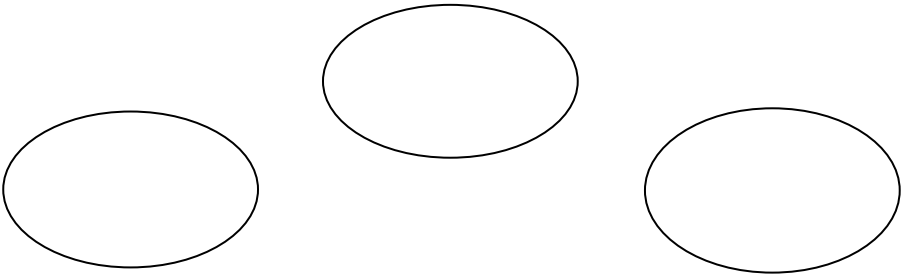
èbè

ebe

forms you  
arison. in this  
y to find the  
ich look iden-

èbè	ebe	èbè	ebe	èbè
-----	-----	-----	-----	-----

ebe	obo	ubu	ibi	aba
èbè	òbò	ùbù	ìbì	àbà



grammat  
trast here  
example  
and plura  
differ by

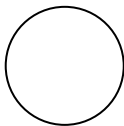
dog	dòg(s)
cat	càt(s)
tree	trèe(s)



Text here should force the reader to pay attention to the tone in order to make sense of the story, for example: You could have a story about a boy and a crocodile. Then students must choose the ending: *The boy ate the crocodile*, or *The crocodile ate the boy* . Which one makes sense in the context?. Use the key words from the teaching page, and a few others which are marked for tone.



Ebe iche èbè.



Sample page for 2 similar vowel graphemes, after another one has already been taught, and after readers are already used to recognizing vowel length.

ĩ ã

ex graphemes at if you've already em. Example:  
nd tw, using two n the drill, for  
g with nasal vow- ve been thor- one, then in a sub- more using this at ã has already g included by

1

bĩ
bĩ
ĩ

2

sũũ
sũũ
ũũ

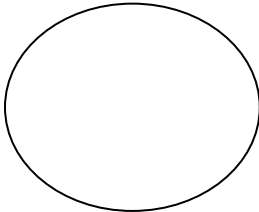
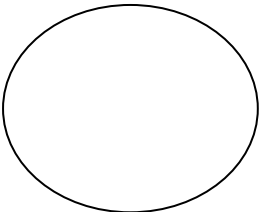
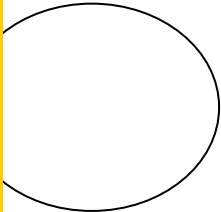
3

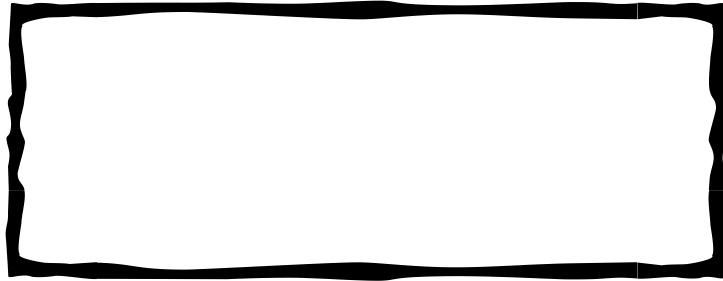
sũũ	rũũ	lũũ	wũũ
suu	ruu	luu	wuu

4

sũũ	sĩĩ	sãã	sõõ
rũũ	rĩĩ	rãã	rõõ
wũũ	wĩĩ	wãã	rõõ

or each of these an make that Regardless of els in the con- e both short and activity.





Samaja naka yeƐ fɔni ta suba tɛɛ naa na ni. À yeƐ  
ni na suba tɛɛ ni lagi naa na a dũũdi na. Samaja ni  
na piriki ni na pɛɛ aka palaa kuu ni sɔgi kaa ama.  
Wuru ni pa, kemee ni na suba firi ni lagi tomi na  
bĩ . ɪ ni na suba jabire Jira ma. Samaja ni tama  
wura ni na jej mawa ni su pana a suba na.

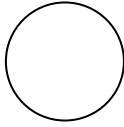


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First consonant cluster



gw



gwabo

1 gwabo  
gwa  
wa

2 wa  
gwa  
gwabo

one the same  
n column,  
op to bot-  
trills 4 and

3 gwa  
gwo  
gwe  
gwu

4

wa	wo	we	wu
gwa	gwo	gwe	gwu

6

all mono-  
kind of  
e ones on

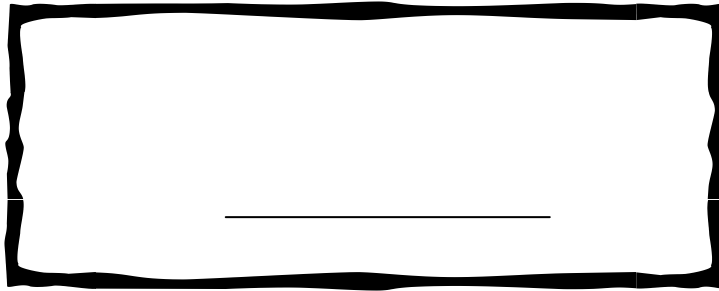
we  
gwe

na gwi ma  
nagwima

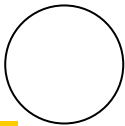
la nii gwa  
laniigwa

If you have long vowels, try to include at least one word-building exercise with a long vowel.

30



Bogweme gwo...



Consonant cluster

py fy

use key  
which are  
the same,  
the exception  
first C., so all  
sten to is the  
nce. between  
s.

This page is for two keywords, used  
after one complex consonant graph-  
eme has been taught previously, and  
you want people to recognize a pat-  
tern, so you introduce two new vari-  
ants, after teaching the first one (ky)  
earlier.

1    

pya
ya

2    

fya
ya

3    

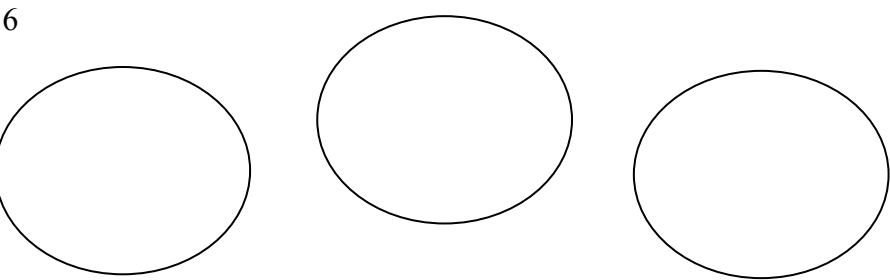
pya
pye
pyi
pyo

4    

ya	ye	yi	yo
pya	kye	pyi	fyo

5    

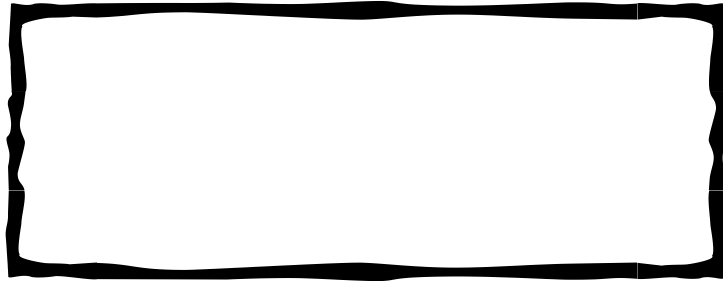
pya	pyo	pye	pyu
fya	fyo	fye	fyu
kya	kyo	kye	kyu



plex  
ime,  
ady  
xam-  
ght kw-  
and  
s. In-  
or re-



h  
-  
d  
-  
-  
)



Include words with fy-, py-, and ky-

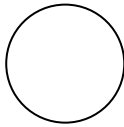


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Sample lesson for syllable-final consonant

-m

enem

1

enem
nem
m

2

m
nem
enem

In case 1  
closely  
drill 4 le

3

nem
nim
num

4

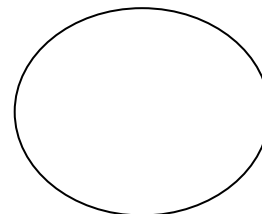
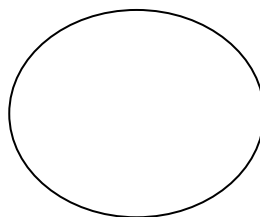
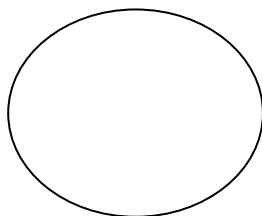
em	im	um
nem	tim	num

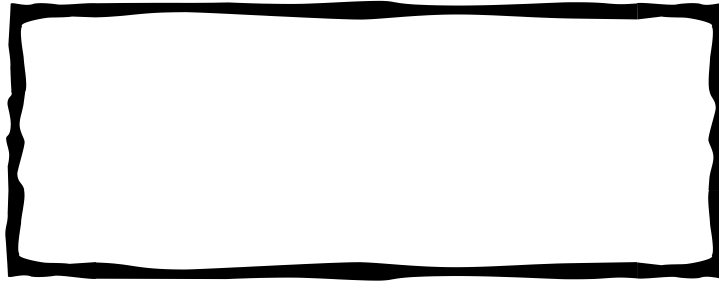
ne
nen

5

nem	nim	num
tem	tim	tum
rem	rim	rum

6





ase the vowel bonds more  
ely with the initial consonant,  
l 4 looks like the one below.

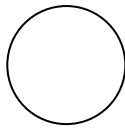
ne	na	...	ni
nem	nam	...	nim



---

---

---



lesson teaching additional letter in syllable-final position. The letter taught syllable-final previously is s. The others letters are later taught by analogy.

-n



tisin

1

tisin
sin
in

2

in
sin
tisin

3

sin
sen
san
sun

4

in	en	an	un
sin	sen	san	sun

If vowel len  
page 35.

in en  
sin sen

5

sin	gen	kain	mun
sot	get	kait	mut
sos	es	kais	mus
sof	gef	kaif	muf

6

ti sin  
tisin

mat tis  
mattis

mo tan  
motan

Si matan aa.	Si munan asam.
--------------	----------------

l length is not important, do syllable building instead, as on

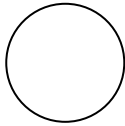


Malan ma samat tisis ti sai motat si tisin. Malan a totet tisis sutet ami? Malan mati motan. Mattisi, tisis, tamo, si á si motis. Malan a ta tos tite?



Malan mati motan.

Sample lesson for vowel diphthongs



ai



baiba

1

baiba  
bai  
ai

2

ai  
bai  
baiba

3

bai  
sai  
chai  
ngai

4

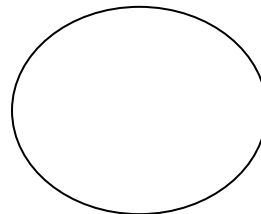
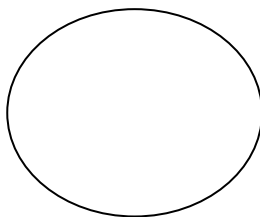
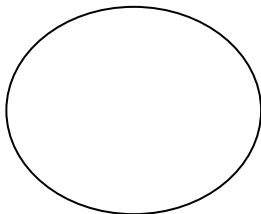
bai	sai	chai	ngai
baa	saa	chaa	ngaa
bee	see	chee	ngee

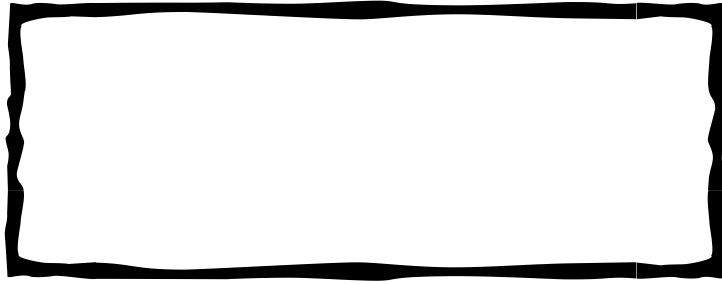
For learners who  
find it difficult to  
hear the difference  
between the diphthong  
and a long vowel

5

baiba	naina		
baaba	naana		

6





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onant cluster lesson

This page is for two keywords, to teach two similar consonant clusters, after one cluster, kl, has been taught..

pl fl

use key  
which are  
the same,  
the exception  
first C., so all  
sten to is the  
nce. between  
s.



1 plane

pla  
la



2 flano

fla  
la

3

pla  
ple  
pli  
plo

4

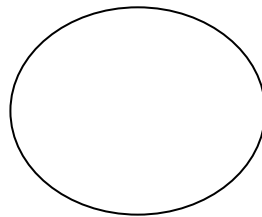
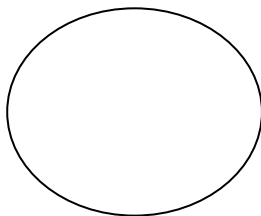
la	le	li	lo
pla	ple	pli	plo

5

pla	ple	pli	plo
fla	fle	fli	flo
kla	kle	kli	klo

Teach a tr  
prenasaliz  
consonant  
a digraph.  
consonant  
emes cann  
separated.  
represent c

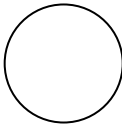
6



If your words are all mor  
lables, use this kind of di  
instead of the ones on the  
right.

e  
nde





## Prenasalized consonant

nd

ndeke

1

ndeke  
nde  
e

2

e  
nde  
ndeke

a truly  
alized  
nant like  
aph. The two  
nant graph-  
cannot be  
ted. They  
ent one new,

3

nde  
ndi  
ndo  
ndu

4

nde	ndi	ndo	ndu
ke	ki	ko	ku
che	chi	cho	chu
le	li	lo	lu

5

monosyl-  
of drill  
n the

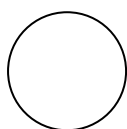
e

nde

na ndi ma  
nandima

la nii nde  
laniinde

If you have long vowels, try to include at least one word-building exercise with a long vowel.



Vowel lesson

o

o

1

o  
o  
o

2

o  
o  
o

3

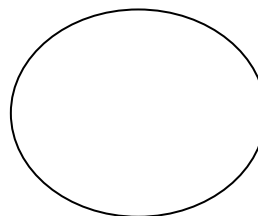
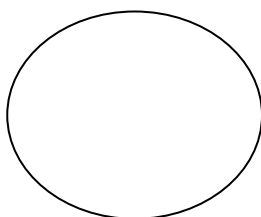
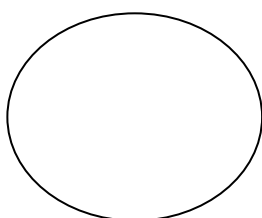
o  
o  
o  
o

At this time it is the new vowel which is unchanged during identification drill.

4

o	o	o	o
bo	no	so	to
be	ne	se	te

5




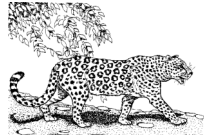


On the following pages, you will see several sample review lessons, from simple early lessons to ones for more advanced readers.

## **REVIEW LESSONS**

20

## Review

iphepa	
mwalo	
havara	
nyipi	



nyi	phe	ru
vi	u	ra
lo	wa	na
va	ha	lo

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## Procedural story

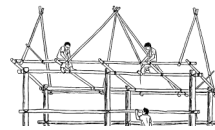
1. Ulovoleda miri, mithale,  
apontto, malasi ni mikhoyi.



2. Uthipelaca miri, upapela.



3. Upanka itarato.



4. Uthipelaca mapotto, waaweliha  
apontto ni utthukela.



5. Vano waalattula atthu, uvathela.



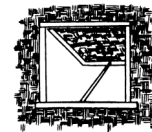
6. Utthulela.



7. Waalattula atthu, uliha.



8. Uhelaca macele ni icanela.



9. Upapattha ni umara.



25

sleeping  
chasing the goat  
cooking  
eating the corn

## Review



1. Mother is where?

She is in the house, \_\_\_\_\_.

2. Father is where?

He is outside, \_\_\_\_\_.

3. The goat is where?

It is in the field, \_\_\_\_\_.

4. The baby is where?

It is in bed, \_\_\_\_\_.

inctor re-  
n. What is  
ing? What  
doing?  
aby do-

tthu	si	uu	fi
rya	ko	i	le
ca	yo	ni	pi
ma	li	mo	maa

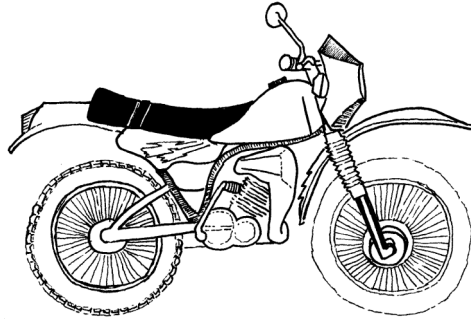
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or baby-  
clothes,  
farm tools,  
or carpentry  
tools

### The Shopping Trip

Someone goes into town to buy food. List the stores they go to and the things they ask for. Have a surprise ending — either they can't fit all of it on their bicycle or motorcycle, or they finally get it home and find the family is throwing them a party with the food they bring home.

Reas  
find  
these

30

## Review




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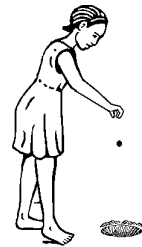


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1. Tomorrow, I \_\_\_\_\_  
plant tomatoes.
2. Today I \_\_\_\_\_  
plant \_\_\_\_\_ maize.
3. Yesterday I plant \_\_\_\_\_  
cabbage.



-ed  
will  
am.....-ing



Insert some new kind of te  
gives practice with transpo  
grammatical words like *the*



### To Market, to Market

A guy has a beautiful crop of yams. He loads them all on a donkey to take them to market. But the bag of yams breaks, or something goes wrong, so he loads them all on a truck or boat....finally he gets to town, because some kind person helps him. End of story: they eat yams together.

35

Review

pineapple

mango

tomato

yams

Put food pictures on one side, and words in the other box.




Jerry's Cafe			
Soups		Entrees	
Tomato soup	\$9	Roast Chicken and rice	\$12
Potato soup	\$8	Yams and sausage	\$7
Cabbage stew	\$9	Beans and rice	\$6
Drinks		Salads	
Sodas	\$2	Coleslaw	\$3
Coffee	\$2	Tomato and onion	\$1
Milk	\$2	Pineapple slices	\$2
Mango juice	\$3	Mango slices	\$2

, a song, so  
log, a new  
nary news  
restaurant  
prehension  
ter,... but s  
trolled voc



Someone eats at a restaurant.

Mother orders soup for \$8.

What kind of soup is it? She gets \_\_\_\_\_ soup.

Father wants rice and chicken. How much will he pay? It will cost

him \$\_\_\_\_\_. Kove wants a soda but Father says juice is better. What kind of juice will he get? He will have \_\_\_\_\_ juice.

Add several m  
like this, in the  
guide outline.

40

## Review



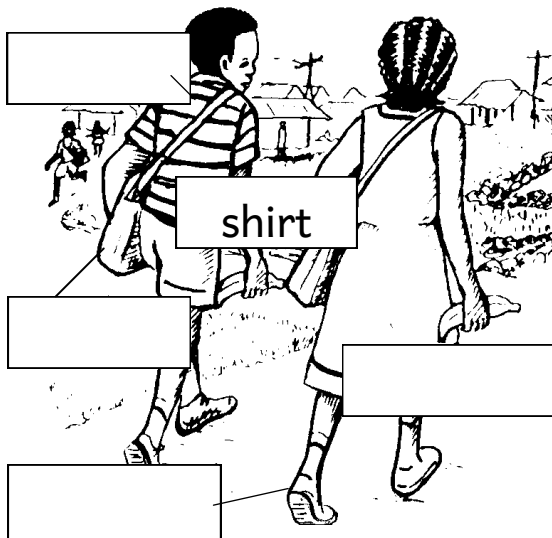

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shoe  
shirt  
shorts  
dress  
bag



On the way home from school, the children

saw a \_\_\_\_\_ on its mound, a

\_\_\_\_\_ in a tree, a \_\_\_\_\_

in a pen, and a \_\_\_\_\_ in a coop.

When they reached home, they saw

\_\_\_\_\_ in the house.

chicken   termite   cow  
grandmother   bird

45




## Review

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## Travel Safety

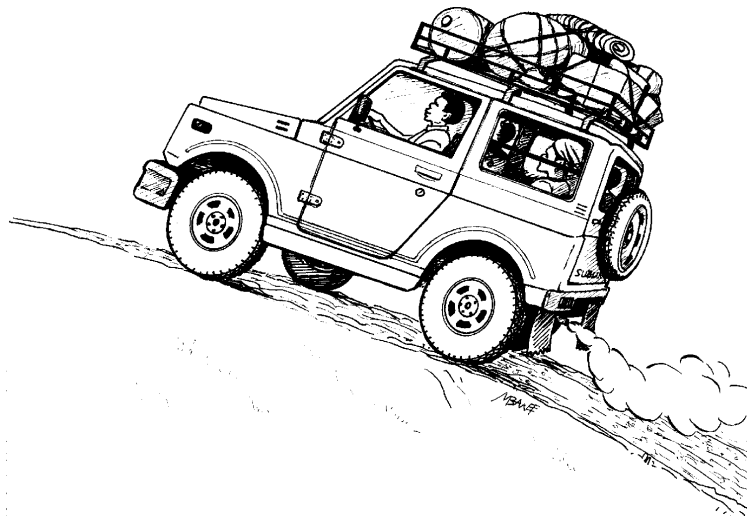
When you ride a \_\_\_\_\_  
you should wear a helmet.

When you drive a \_\_\_\_\_  
you should fasten your  
seatbelt.

When you ride a \_\_\_\_\_  
hold onto the handlebars!

bicycle  
car  
motorcycle  
plane  
boat





The Trip to \_\_\_\_\_

Describe the people in the car, and what  
they see as they drive to \_\_\_\_\_.







