NTM

Literacy Manual

A Syllable Approach

Preface

This manual was compiled to be used by NTM literacy workers as a guide for developing an ongoing literacy program. Included are (1) ideas on planning for a literacy program, (2) instructions for developing literacy materials, such as primers and supplementary reading material, (3) guidelines for implementing the literacy program, and (4) guidelines for training indigenous literacy teachers. The manual is both philosophical and practical. It presents the principles which undergird a successful literacy program, while at the same time presenting step-by-step instructions and examples.

We have attempted to acknowledge the sources of all quoted materials. Any inadequate or inaccurate credits are unintentional.

Accompanying this printed manual is a CD with samples and extra resources.

The contents of this manual and the accompanying CD should not be copied except with the permission of the Field Development Office, New Tribes Mission, 1000 E. First Street, Sanford, FL 32771.

The preparation of this publication was a joint effort of NTM/PNG's Consultant Committee and NTM's Field Development Office. Many individuals have been involved in making decisions regarding content and composition of the manual, as well as in reviewing, editing, and proofing. We are very grateful to each one!

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NTM Field Development Office
September, 2001

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Introduction

The approach to literacy presented in this manual is based on the method which was developed by Sarah Gudschinsky and further expounded by Katharine Barnwell. NTM missionaries began using this method in the 1960's in Papua New Guinea (PNG). Through ensuing years, NTM has continued to develop and refine the method, and it has gone far beyond the boundaries of PNG.

This method teaches people to read by teaching syllables. It is a proven method — proven to work through experience. This syllable method has a high percentage of success in NTM.

Other approaches to literacy exist, and methods other than the one presented in this manual have worked in certain situations. It is important, however, to choose one method, and follow it through to its conclusion, rather than mixing methods. We encourage you to take advantage of the experience of those who have sifted through all the different ideas and approaches, and have pinpointed, through experience, the method presented in this manual as one which works in most situations.

Success in a literacy program is not merely dependent on the method chosen. It is also highly dependent on the motivation of the people to learn to read and on the commitment of the literacy worker to develop a literacy program in its entirety. This manual will guide you through the whole literacy program — from motivating the people, to the development of literacy materials, to the teaching of the literacy program, to the training of indigenous literacy teachers.

Combine all three — a proven method, motivated people, and a committed literacy worker — and the result should be a successful literacy program.

Planning for Literacy
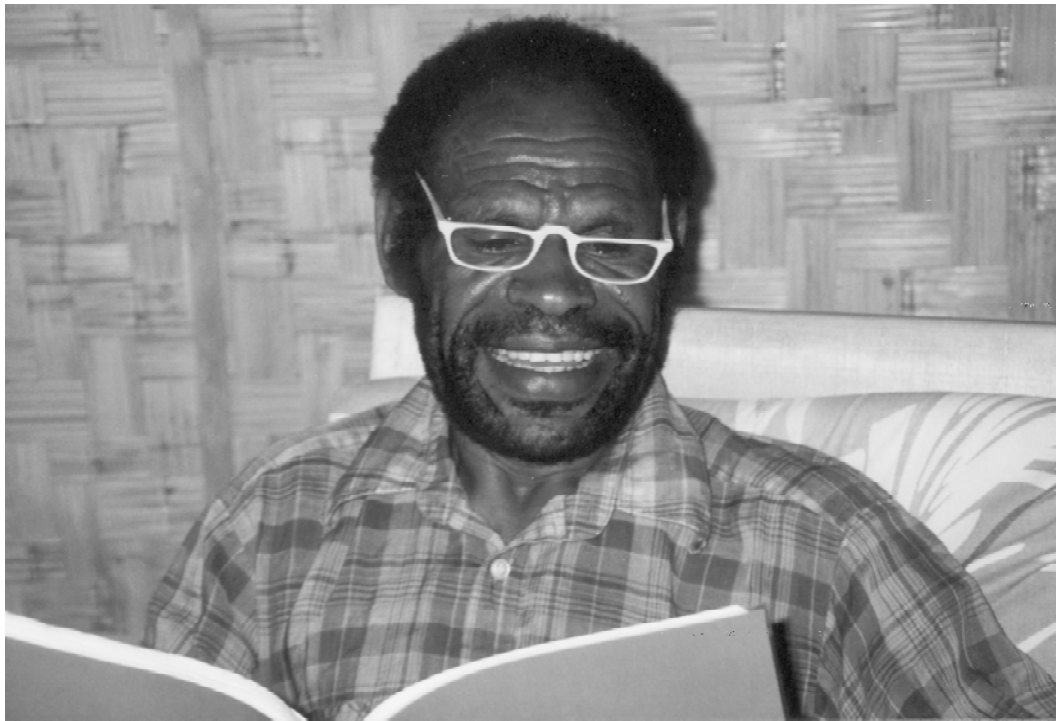
THE IMPORTANCE OF LITERACY

Can you imagine life without being able to read and write? In all contexts, literacy opens the world of the printed word. In the context of New Tribes Mission, our desire is that literacy will open the written Word of God to tribal people.

The primary purpose of NTM's literacy programs is to enable the people to read translated Scripture and related materials in their own language. Literacy is crucial to the over-all church planting strategy of any given work. With this in mind, every effort needs to be made by the entire team to do what is necessary to assure a successful literacy program.

PLANNING

A good literacy program should be planned in its entirety. Before starting to teach literacy, we need to think through the whole strategy for literacy, including the following:

- ✓ Team involvement
- ✓ Motivating the people
- ✓ Developing literacy materials, including pre-primers, primers, and post-primer reading material
- ✓ Developing teaching aids
- ✓ Teaching the literacy program

- ✓ Indigenization of the literacy program

PREPARATION

Preparation is critically important in any literacy program.

- ✓ We need to prepare the people by instilling in them a desire to learn to read.
- ✓ We need to prepare the literacy materials that will teach the student to read and write in his own language. It is advisable to prepare all necessary literacy materials before actually starting to teach literacy.

IMPLEMENTATION

The literacy program is designed to teach the people in progressive steps toward reading Scripture.

- ✓ We will start by teaching pre-literacy. Pre-reading and pre-writing are integral parts of the whole literacy process.
- ✓ Then, we will move into teaching them to read and write, using primers along with a variety of teaching aids.

- ✓ The next step will be to take the student through the reading of post-literacy materials. These materials should move from the simple to the more complex and should provide the student with plenty of reading practice so that he will gain fluency and be able to read with understanding.

- ✓ Finally, the student will progress to being able to read translated Old Testament Scripture portions, Bible lessons, and the New Testament.

INDIGENIZATION

The tribal people should be involved as much as possible in each stage of developing and implementing the literacy program. We want to turn the literacy program over to the tribal people, and their involvement at each stage will prepare them to assume that responsibility. As the literacy program is indigenized, it will become an ongoing part of each tribal work.[1]

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[1] For more information on the importance of literacy, read the following articles on the CD that accompanies this manual:

"Yagaria Literacy Update" by Carol Gutwein
    File name: \CD Resources\CD-Gutwein - Yagaria
"Literacy — The Backbone of an Infant Church" by Gloria Zook
    File name: \CD Resources\CD-Zook - Backbone
"Literacy as Part of the Growth of the Church" by Linda McIlwain
    File name: \CD Resources\CD-McIlwain - Growth

PREPARING FOR LITERACY
DURING LANGUAGE AND CULTURE STUDY

STIMULATE MOTIVATION FOR A FUTURE LITERACY PROGRAM

From the day that initial contact is made with the tribal people, the missionary team should actively create an interest in literacy. These conscious efforts by the missionaries will, in most cases, motivate people to want to learn to read and to write.

Here are some suggestions to stimulate interest:

✓ Provide suitable magazines or scrapbooks of pictures for the people to browse through at leisure. Nature magazines, pictures of people of various lands, pictures of other people groups from their own country, and photos of them and of their environment will all create interest in the printed page. For people who have never seen pictures, you may need to teach them how to read pictures, how to hold pictures right side up, etc.

✓ Let the people see you, your family, and your teammates reading and writing at every opportunity.

✓ Send notes or letters to each other to prove to the people that the paper talks to you. For example, you could give a message-bearer a note containing a request for an item. Tell him that this note is asking for an item which he should bring to you. The receiver of the note should read it while the message-bearer watches. Then he should give the item to the message-bearer to take to the writer of the note.

✓ Consult books in their presence. For example, you could look in a medical book to find an answer to their medical problems. Let them see that you look to books for answers.

✓ Let them see your personal enjoyment of reading. Let them also see that the children on your team enjoy reading.

✓ Produce a newspaper with them about events that are important to them. Initially, you will have to read it to them. Use this as an opportunity to encourage them to learn to read. With the availability of scanners, digital cameras, etc., articles in a newspaper can include pictures of them and their lives, and therefore be a tremendous source of interest.

✓ Use a community bulletin board. Initially you may have to read to them what is posted on the bulletin board. Once some can read, their ability to read the bulletin board will show the value of the written word to those who cannot read. It will motivate students for later classes.

If the people among whom you work live in extreme isolation and have never had their concepts of life challenged by

other ways of doing things, you may need to come up with additional motivational ideas. In rare cases, you may actually find that the people have no desire to become literate until after they become believers. Nevertheless, **do everything you can to stimulate interest in reading and writing.** Be creative, considering the people's culture, interests, and felt needs.

One of the biggest keys in motivating the people will be your own enthusiasm. Be excited about them becoming literate. Be excited about the opportunity you will have to teach them. Communicate your enthusiasm, and it will help to motivate them to want to learn to read and to write.

KEEP LITERACY IN MIND AS YOU CHOOSE AND USE COMPUTER SOFTWARE TO RECORD YOUR LANGUAGE DATA

Computers will be invaluable in your literacy program. The computer software that you use to record language and culture data should be chosen with literacy in mind.

For ease in producing literacy materials, the software you choose needs to be able to:

1. Produce a complete dictionary of the vernacular.

2. Enable manipulation of language data so that you can formulate word lists.

3. Contain the ability to mark picturable words (that is, nouns which can be easily illustrated) so that they can be easily retrieved when writing the literacy primers.

Your field literacy consultant will have recommendations about what computer software you should use. Options include:

- TSS, a DOS program developed by NTM

- Primer, a DOS program developed by SIL

- FieldWorks, a software program by SIL

In addition to software which will adequately handle language data for literacy, other software will be important in your literacy program. For example, you will need software that will handle the art that you will use as literacy illustrations.[1] The NTM Art CD contains over 600 tribal-related images, which are appropriate for literacy illustrations. Many other CDs are available with images and pictures, although many of these images may not be appropriate as literacy illustrations. Check with your field literacy consultant for recommendations.

Consider also software that will be best for the actual production of literacy primers and other literacy material. Check with your field print shop for recommendations, or use the program with which you are already familiar. In general, any word processor or desktop publishing program can handle this job. Being able to use styles will help greatly as you lay out the pages, so either Lotus Word Pro or Word 2000 would be excellent choices.

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[1] Refer to the chapter, "Pictures for Use in the Literacy Program" (page 107), for specific information on how to use the computer for your literacy illustrations.

START A PICTURE FILE

Start a file of clear, easy-to-understand pictures. Gather the type of pictures that you would find in magazines, as well as the outline-type of drawings that you usually see in primers. Such pictures will be used in a myriad of ways. For example, you can use the pictures to make scrapbooks, puzzles, and games for use during pre-literacy. You can also use these pictures as reference material to draw illustrations for your primers.

All pictures that you will use during pre-literacy should be of complete objects, such as an entire tree, a whole person, a table with all its corners and legs visible. However, your picture file should also contain pictures of parts of things (for example, body parts, parts of a tree, etc.) for use later in the literacy program.

Pictures of objects will be the best for use in your literacy materials. However, if possible, include in your file pictures of easily recognizable actions (such as chopping down a tree, swimming, running, building, etc.) Also include pictures which show emotion (such as anger) or which would be descriptive (such as tall, or crooked).

Be sure to gather pictures of things that are important in their culture. For example, if you know that pigs are a big part of the people's culture, gather pictures of pigs.

At this stage, you are only gathering pictures. When you are ready to begin preparing pictures for use in the actual literacy program, refer to the chapter, "Pictures for Use in the Literacy Program," for ideas and hints.

START A FILE OF STORY IDEAS

As you are learning the language and culture, be alert to common, everyday activities, events, and topics which interest the local people. The people will enjoy reading about these things when you develop literacy readers.

You will be able to use your culture file and texts extensively as resources for story ideas. Texts which are gathered during language and culture study can later be edited and used as reading material.

SET GOALS

Although you won't be ready for extensive work on literacy during early language and culture study, your team should take the time to write out goals and hopes for the literacy program. Ideally, a literacy consultant will be able to sit down with your team and lead you through the process of setting up goals in the light of the whole church planting strategy.

To help you understand what will be involved, you will find it helpful to read through this literacy manual. However, at this point in your ministry, do not get bogged down in the details. Read the manual just to get an overview of what is involved.

Read through this entire manual to get an overview of what is involved. But do not get bogged down in the details at this stage in your ministry. Wait until you are at the appropriate level in language and culture study before attempting to write literacy materials.

Above all, do not begin to write literacy materials until you have reached the appropriate level in your language and culture study. The more fluent you are in the language, the better. Yet, you cannot wait to begin literacy until you are fluent like a native speaker, because you probably never will be. Working closely with native speakers will help to compensate for any lack you may have in the language.

Your literacy consultant or field leadership can advise you as to when to begin preparation of literacy materials. In general, this is usually when you are between levels three and four (in a four-level program) in language and culture study. Ideally, by the time there are tribal believers, there will also be tribal people who are literate.

Let the people know that you plan to teach them to read and write. Be general, rather than specific. Do not make promises that you cannot keep. For example, you may say something like, "We will teach you to write so you will be able to write letters to people who are in different areas." Or if there are believers, "We will teach you to read so you will be able to read the Word of God for yourselves. The Word of God is like food for us."

DETERMINE A 'CUSTOMIZED' ORTHOGRAPHY

The people must like the look of their language. Once the linguistic work has been done, the orthography will need to be determined. Generally the linguist will determine this with tribal leadership and community input.

You as the literacy worker may have input because of student feedback that you hear and observe in the literacy classes.

Usually the people want their alphabet to look like the trade language. Jean Johnson[2] explains that while "one symbol for each sound" should be our rule of thumb, we can't ignore the preferences of the government and the people we are trying to help. If there are sounds in the vernacular which require an odd-looking symbol, make inquiries as to how this should be represented as part of an alphabet that looks right both to the people and to government officials.

For example, in most South American countries, typically 'c' is used rather than 'k,' and 'que' and 'qui' are used to represent the phonemic 'ke' and 'ki.' Therefore, some literacy workers will prefer to follow that same pattern of 'ca, que, qui, co, cu' right from the start. Otherwise, they would end up teaching the people 'k' with all vowels and then doing transition teaching later. Usually, the closer you stick to the familiar, the better the government and the tribal people will like their alphabet.

Once the alphabet for a tribal language has been fairly well established, literacy preparations can begin. However, it is common for changes to be made in orthography after there are literate people, so start out with a small trial printing of the first literacy materials.

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[2] Jean Johnson was one of NTM's first literacy workers and for many years was NTM's only literacy consultant. She taught the literacy course at NTM's Language Institute for many years.

UNDERSTAND LITERACY'S "BIG PICTURE"

Once the time comes to begin final preparations for literacy, it is vitally important that you understand the literacy program as a whole.

- ✓ The literacy program was already begun when your missionary team began to stimulate interest in reading and writing.

- ✓ The literacy program is now to be implemented through the efforts of the literacy worker, the team, and the literacy consultant.

- ✓ In the future, the literacy program will be carried on by tribal teachers of literacy, thus remaining with the people long after the missionary is gone.

AVOID MIXING METHODS

Although other methods to literacy exist, the syllable method presented in this manual has been proven to meet the need of most NTM works. Should you run into a unique problem, you may be able to glean ideas from other resources.[3] Check first with your literacy consultant for guidance as to what resources to use. **It is important not to mix methods.** That would be confusing for the student, and probably for you as well.

ESTABLISH COMMUNICATION WITH YOUR LITERACY CONSULTANT

The process of establishing communication with the literacy consultant will vary according to your field's procedures. On some fields, the language learning consultant will let the literacy consultant know when you are ready to begin.

If your field does not have a literacy consultant, field leadership may be able to get consultant help for you. If you are going to follow the method presented in this manual, it is important that the person who helps you is someone who has developed their primers following the procedures of this method and has taught those primers.

You as the literacy worker need to keep the literacy consultant informed of plans, progress, consultant needs, etc., as the literacy effort develops.

The literacy consultant will, in turn, be able to offer ideas, resources, and experience, along with hands-on help at crucial stages of the literacy program development, particularly when you are writing primers and when you are learning how to teach the materials.

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[3] Supplementary resources are listed in Appendix A.

OVERVIEW OF MAJOR LITERACY MATERIALS
TO BE DEVELOPED

DEVELOP A COMPLETE SET OF LITERACY MATERIALS

Your goal as a literacy worker is to write a complete set of literacy materials — from the start of pre-literacy, through the entire literacy course, and on into post-literacy.[1] Ideally, a literacy consultant will be available to guide you to accomplish this task.

Below is a list of the main literacy materials needed for a complete literacy program. Each will be explained in detail later in this manual.

✓ **Pre-Reader:** A pre-reader is used during the pre-literacy program. A pre-reader contains culturally appropriate pictures, shapes, numbers, etc. It does not contain words that will be read. Pre-readers are used to teach reading fundamentals, such as reading left to right and differentiating between similar pictures and shapes.

✓ **Primers:** You will need to write approximately four primers. The number of primers will vary from three to six or more, depending on the needs of the language. These primers will be used to teach the students to read all the sounds in their language.

✓ **Teaching Aids:** Teaching people to read involves much more than just primers. You will also be using the blackboard, flash cards, etc., to reinforce or emphasize what you will be teaching. Developing these teaching aids and equipment is a vital part of preparing to teach literacy.

✓ **Lesson Plans:** Daily lesson plans explain in detail what is in each lesson and how the lesson material is to be taught. It is preferable for these lesson plans to be prepared in the vernacular.

✓ **Supplementary Materials:** It is advisable to write a graded reader to follow each primer. Each graded reader provides the student with practice reading material that uses only what has been taught up to that point. In addition, you may also wish to develop supplementary materials that you consider essential for the literacy program, such as homework, handouts, tests, etc.

✓ **Post-Literacy Reading Materials:** Post-literacy reading materials help the students to gain fluency. They can include such things as indigenous stories, health and hygiene booklets, information about the world

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[1] In practical experience, few are able to develop post-literacy materials before the literacy program begins. It is helpful, however, to have some post-literacy materials done ahead. By the time you get to post-literacy, it is difficult to find the time to prepare the post-literacy materials. Be aware that if they do not have anything to read, the new literates will regress.

around them, and eventually Bible stories, Bible lessons and translated Scripture. These materials will carry the rewards of reading into the future.

MAKE PREPARING LITERACY MATERIALS YOUR TOP PRIORITY

The time it takes to prepare a complete set of literacy materials will vary. The complexity of your language is one factor. Whether you have consultant help is also a factor. But the biggest factors are your own attitude and your team's strategy.

If the team sees literacy as an essential part of church planting, then literacy will be worked into the team's goals. Remember, the church benefits from literacy. Preparing literacy materials must be a priority if the believers are to learn to read the Word of God for themselves.

Try to get the initial draft of your primers done in the shortest possible time. No hard and fast rules can be set about how long it takes to prepare literacy materials. Languages differ. In addition, missionary responsibilities differ. However, most teams can produce a literacy program much faster than they may think. The more of your time you are able to spend on it, the quicker you can get it done and the more connected the program will be.

Do not let preparing literacy materials drag on and on, so that you never seem to get to the point of teaching literacy. However, don't take shortcuts either, trying to get it done too quickly. You will be further ahead if you take the time to do it well from the beginning.

Perhaps the most important thing to remember is that you need to approach literacy with your whole heart. Expect to put full time into it. In order to do it well, it cannot be merely a side ministry that you do for an hour or two each day while carrying on a main ministry. The literacy program itself needs to be a main ministry. Make it your priority!

Preparing Pre-Literacy Materials

PREPARING THE PRE-PRIMER

PURPOSE OF PRE-LITERACY

During the pre-literacy program, you will teach the skills foundational to learning to read and write. Learning to "read" a picture is a prerequisite to reading letters and words. Learning to distinguish between same objects and different objects on a printed page is also a prerequisite to reading. Therefore, you will need to prepare materials which will teach the people with whom you work these fundamental, pre-literate skills.

The pre-literacy program is meant to teach the following concepts:

- How to handle a book, including:
  - ✓ Holding a book properly
  - ✓ Turning the pages of a book
  - ✓ Keeping a book clean
- Visual discrimination, including:
  - ✓ Always reading left to right and top to bottom
  - ✓ Distinguishing objects which are the same or different
  - ✓ Seeing details
- How to read pictures, including being able to:
  - ✓ State what is pictured
  - ✓ State if something is missing or wrong
  - ✓ Tell a story using a series of pictures
- Writing practice, including:
  - ✓ Holding a pencil
  - ✓ Copying circles, lines, letters, shapes, numbers
- Writing the letters of the language with proper form, prior to learning their sounds
- Numbers and how to write them
- How to follow the teacher's instructions

Because pre-literacy sets the tenor for the rest of the program, pre-literacy material should be culturally acceptable and enjoyable. The material should be neither too simple nor too complex. Keep in mind that the students being targeted are often adults, and adults tend to be slower to learn to read and write than are children. However, the material needs to be appropriate so it does not insult the adults.

THE PRE-PRIMER

The pre-primer has a very specific purpose — to acquaint the student with fundamental, pre-reading skills as listed above, such as recognizing pictures, interpreting a sequence of pictures, choosing same or different objects, etc. The goal of the pre-primer does **not** include teaching sounds. The

sounds of the language will be taught through the primers.[1]

Because reading pictures is an important prerequisite to reading, you will be including a lot of pictures in the pre-primer. All pictures in your pre-primer should be culturally appropriate. Check your software for access to good pictures, or check your picture file for reference material so you can draw simple outline-type illustrations.

Following this chapter is a two-page spread showing a hypothetical pre-primer, made up from several actual pre-primers. This two-page spread is followed by the same sample pre-primer pages with comments which explain what is to be taught from each page.

You can create a pre-primer for your language group, using this sample as a basis and making various adaptations to it. You will need to adapt the symbols used to fit the symbols in your alphabet, and you should adapt the content to make it appropriate for your culture. For example, one page of the sample pre-primer illustrates the steps in building a house to show progression. Perhaps in your culture, it would be better to use hunting a monkey or planting rice to show progression or a sequence of events.

Be sure to read the comments about this sample pre-primer. Understanding what each page is designed to teach will help you as you adapt the sample pre-primer to the language and culture where you work.

WRITING AS PART OF THE PRE-LITERACY PROGRAM

Learning to write is a vital part of the pre-literacy program. By teaching them to write, you will be reinforcing the foundational prerequisites to literacy. For example, as they write, they will be practicing the pre-literacy skill of going from left to right. As they go from one line to the next, they will be practicing the concept of top to bottom. As they learn to form letters, they will be learning to distinguish the differences in marks made on paper.

You will need to teach them the basic writing skills, such as how to hold a pencil, and how to position their hand to write on paper.

You should teach them to write the symbols of your language, but **don't tell them the sounds of the letters.** They will learn about the sounds in the primers.

For people with no prior experience in writing, you will need to begin with exercises such as drawing lines and circles in order to teach hand control.[2] Then, as you introduce the writing of each letter, start with the letters which you feel are the simplest to form. Remember, you are not teaching them their alphabet — you are teaching them to write the symbols of their language

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[1] An exception may be for very difficult languages which have long words and need a lot of letters in order to communicate meaningfully in the first primer. For such languages, some missionaries have supplemented their pre-literacy program with a vowel pre-primer. A vowel pre-primer teaches the vowels of the language, along with a few functors. If you feel your language will necessitate a vowel pre-primer, check with your consultant first. Appendix 2 in Katharine Barnwell's book, *"A Workshop Guide for Primer Construction,"* gives further information on pre-primers and is a helpful reference for introducing vowels in a pre-primer.

[2] See Appendix C for ideas.

and it doesn't matter what order you use.

Please note that when we refer to writing in this manual, **we are talking about printing, not cursive writing**. The students need to be taught to write the same form that they are learning to read.

### OPTIONAL PRE-LITERACY MATERIALS[3]

There is a wide variety of materials which teach pre-literacy skills, some of which you may wish to use as supplements to the pre-primers.

- **Puzzles:** Puzzles can be made by gluing simple pictures onto cardboard and then cutting them into puzzle pieces. (Mark the back of each puzzle differently for easy sorting and storage.)

- **Charts:** Matching games can be made so that the student matches an identical flash card to a poster board chart which contains, for example, a line of various colors, shapes, letters, or numbers.

- **Card matching games:** You can make games with sets of matching colors, pictures, numbers, or letters. Be sure that items to be matched are exactly alike.

- **Picture dominoes:** Dominoes can be made with poster board, using pictures, colors, shapes, dots, or stickers. Be sure that things to be matched are exactly alike.

Examples of Supplementary Material for Pre-Literacy

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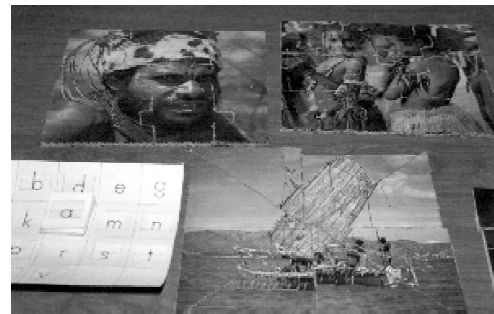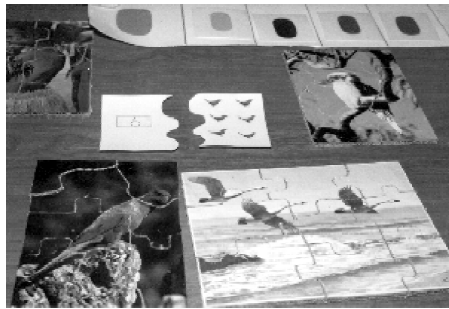
[3] On the accompanying CD, you will find samples of supplementary materials for pre-reading and pre-writing. Activities can be found in the folder:
\Section 02 - Preliteracy\CD-Pre-primer Supplementary Activities

- **Dot-to-dot games:** Use dot-to-dot games if you are teaching numbers. You could copy these from existing children's books or make them from a clear picture outline.

- **Clocks and money:** Some literacy workers have taught the people to tell time or to handle money. If the people have an interest in this, teaching them to tell time or use money could supplement what you teach about numbers during pre-literacy.

TIPS ON THE PRE-LITERACY PROGRAM

The expense of a pre-literacy program can be lowered by using loose sheets of paper rather than binding the pages in book form. Another option to save cost is to make the materials reusable — that is, do not allow the students to write in the pre-reader. For example, rather than circling the right answer, the student would simply point to the right answer. Or the student could cover the correct objects on the page with round disks, perhaps buttons or large seeds, or plastic rounds cut from margarine tubs, etc. Use the pre-primers over and over.

The life of pre-literacy materials can be lengthened by laminating them.

In some countries, materials for pre-reading may be obtained from government agencies. Some missionaries have supplemented their vernacular pre-primer with such materials. This is an option if you feel the people need more exposure to the fundamentals before going on into the primers. Be aware, however, that these may use symbols that are not in your alphabet, and some of the pictures used may not be suitable for your culture.

PRE-LITERACY LESSON PLANS

On the accompanying CD, you will find pre-literacy lesson plans. These lesson plans lay out the specifics of what will be taught through the entire pre-literacy program, including both pre-reading and pre-writing. With adjustments as needed, you can use these pre-literacy lesson plans to develop pre-literacy lesson plans for the language with which you are working. It is important to write pre-literacy lesson plans so that you can follow them when you begin to teach and so that you can train indigenous teachers to follow them also.

> **Check out the accompanying CD for pre-literacy lesson plans.**
>
> **File name: \Section 02 - Preliteracy \CD-Pre-primer-lesson plans**
>
> **These lesson plans contain many more specifics about using the pre-primer, teaching pre-writing, and using games to supplement the pre-literacy program.**

PREPARE BUT DO NOT TEACH

At this stage you are preparing the pre-primer and the lesson plans for pre-literacy. Do not start to teach pre-literacy, however, until you have the rest of the materials for your full literacy program ready.

Sample Pre-Primer

On the following pages is a hypothetical pre-primer, made up of pages from several actual pre-primers.[1]

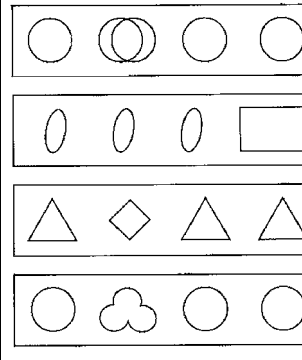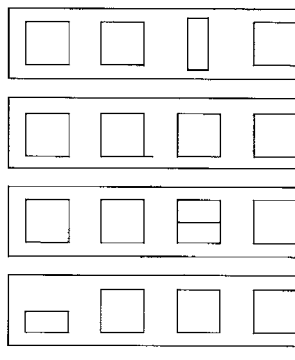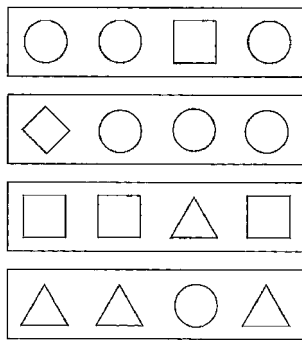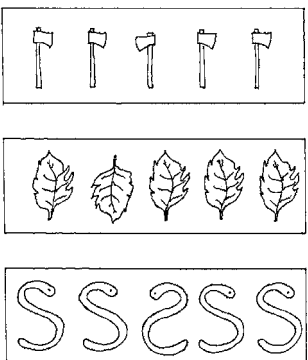A two-page spread shows a broad picture of this hypothetical pre-primer.

Following this two-page spread are the individual pages from the pre-primer with comments about **what** is being taught on each page and **why**. You will find these comments to be very helpful as you design a pre-primer for your language.

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[1] The pages with footprints were originally designed by Jack Douglas. The preliminary pages and pages with picture stories are from the Asengseng Pre-Reader, PNG. Handwritten pages are also from the Asengseng Pre-Reader. The pages with typed text are from the Tok Pisin Pre-Reader, PNG.

Preliminary pages
See Page 20.

15

16

17

D	D	B	D
u	o	u	u
M	N	M	M
W	W	W	M

18

e	e	o	e
n	n	n	m
i	i	l	i
l	t	l	l
u	u	n	u

19

m	m	w	m	m
t	t	t	l	t
b	b	b	d	b
n	n	n	m	n
d	d	t	d	d

20

d	d	d	b	d
y	g	y	y	y
p	b	p	p	p
n	n	n	m	n
k	k	b	k	k

21

wa	wa	wa	wa	ma
di	di	ti	di	di
ko	lo	ko	ko	ko
ye	pe	ye	ye	ye
mu	mu	nu	mu	mu

22

ba	ba	ba	pa	ba
mi	mi	ni	mi	mi
ba	ba	ba	da	ba
gu	gu	pu	gu	gu
ye	ye	ye	ge	ye

23

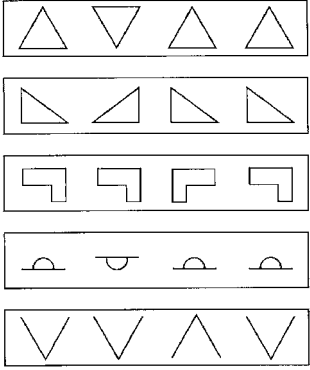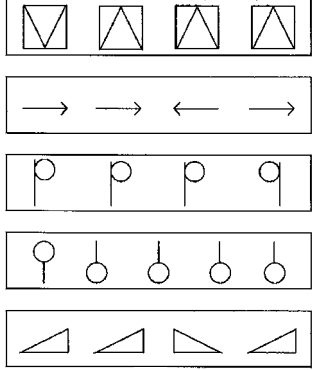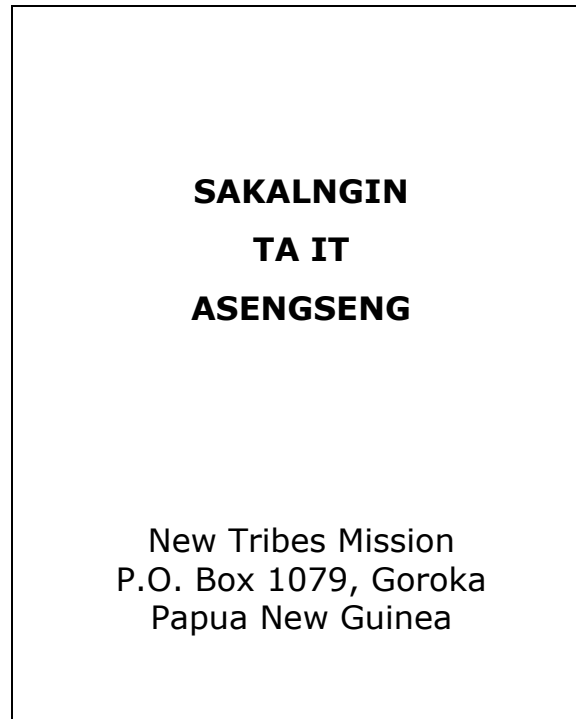| ai | ai | ai | au | ai |
em	em	en	em	em
ain	ais	ain	ain	ain
oi	ai	oi	oi	oi
kuk	luk	luk	luk	luk

24

ia	ai	ia	ia	ia
pas	pas	pas	pam	pas
bek	bek	dok	bek	bek
nau	mau	nau	nau	nau
Kai	Kai	Lai	Kai	Kai

25

Toi	Bai	Toi	Toi	Toi
Ku	Ku	Ku	Hu	Ku
Harim	Larim	Larim	Larim
Makim	Mekim	Mekim	Mekim
Pik	Pik	Lik	Pik	Pik

26

swit	swet	swit	swit
Kiau	Kiap	Kiau	Kiau
matmat	matmat	natnat
arawe	arere	arawe
tuhat	tuhap	tuhap

27

| baim | baim | taim |
| Raus Raus Haus Raus |
| Nem Nem Nem Nem Sem |
| Danis Danis Banis Danis |
| Samap Samap Kamap Samap |

28

| Lip | Lip | Lip |
| Lip | Slip | Lip |

| ais | ais | ais |
| ais | sia | ais |

| nogat nogat nogut |
| nogat nogat nogat |

29

6	7 2 6 8 3
7	2 7 3 2 9
8	3 8 6 7 5
9	8 6 9 4 1

30

k	l t h k l
t	k l t p i
l	t i l h t
h	k t l h t
m	n p a w m

SAKALNGIN

TA IT

ASENGSENG

ASENGSENG   PRE-READER 1

• Use a culturally appropriate design on the cover.
• Leave the inside and back of the cover blank.
• Identify the language group on this front cover.
• Identify also that this is a pre-primer.

SAKALNGIN

TA IT

ASENGSENG

New Tribes Mission
P.O. Box 1079, Goroka
Papua New Guinea

• Title page - first page of pre-primer.
• Do not number this page.

Printed by
New Tribes Mission Publications
P.O. Box 1079, Goroka
Papua New Guinea

1987
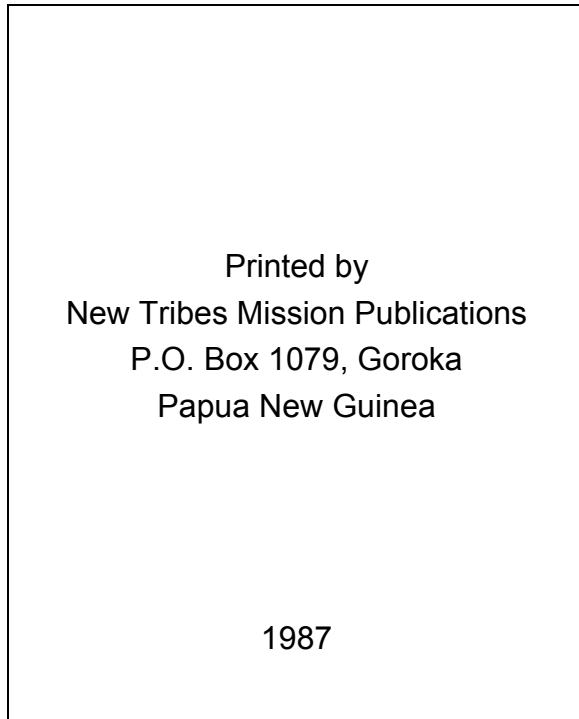
• Place copyright page on back of title page.
• Do not number this copyright page.
• You may want to include a date in order to
  keep versions straight.

PREFACE

This is a pre-reading book designed to precede a set of four primers for use in literacy teaching among the Asengseng people of the Passismanua District of West New Britain Province, Papua New Guinea.   It was produced by members of New Tribes Mission.
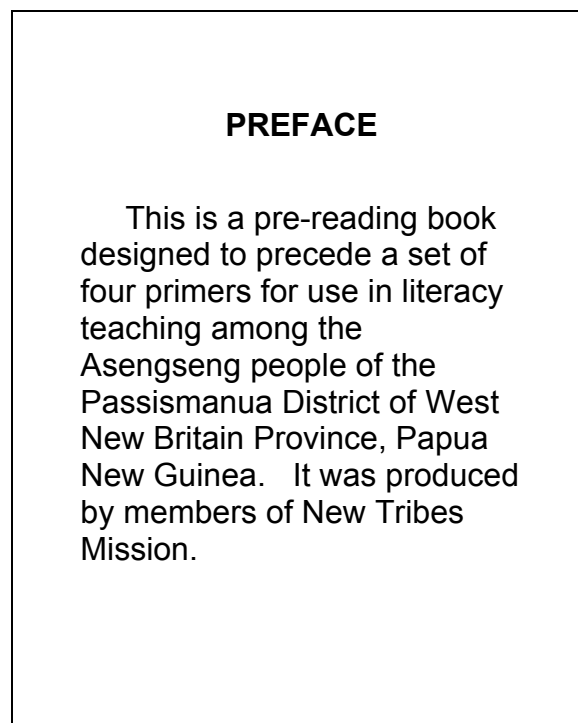
• Leave back of preface page blank.
• Do not number this preface page.

The hypothetical pre-primer on the following pages is similar to many pre-primers used in various tribal works. This pre-primer is easily adaptable to the cultural needs of any tribal group.

Page 1 shows several types of footprints. For your pre-primer, you will need to use footprints that represent animals, birds, etc. with which your people would be familiar and which they would recognize at a glance. The purpose of the page is to help them understand that symbols on paper carry messages — that they are meaningful. You will want to talk with the students about the fact that if they saw the prints on the ground, they would know what types of animals, etc. had passed by recently. Likewise, symbols on paper tell you things you are interested in knowing.

1
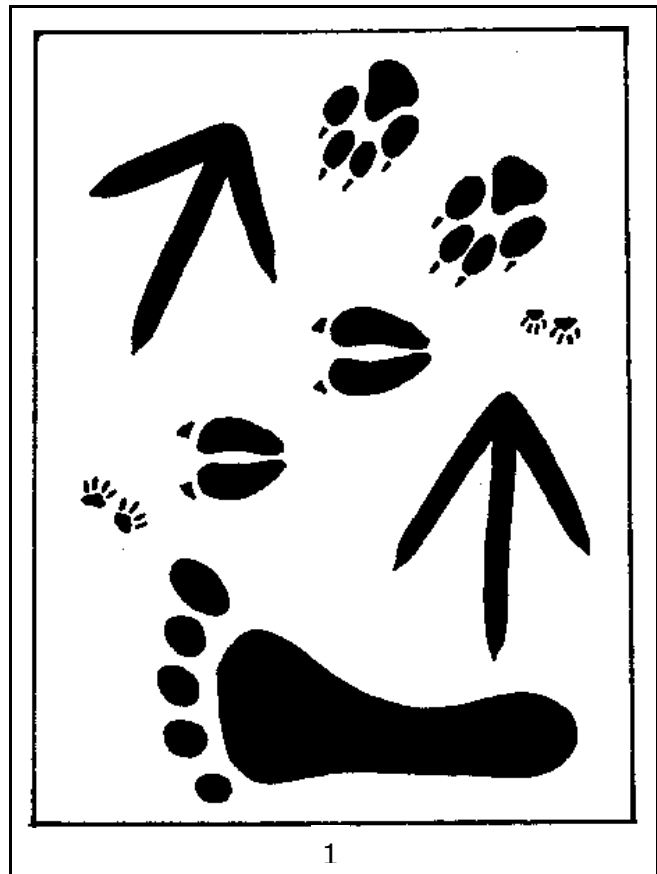
Page 2 begins to teach the important concept of top to bottom, left to right eye movement. ALWAYS work from top to bottom, left to right. You will want to use the same types of footprints that were used on page one, footprints that they will easily recognize and be able to identify, thus encouraging the concept that symbols carry meaning.

Each of the rows on page 2 shows a different type of footprint, but all are "walking" from left to right on the page. You will want the students to identify the types of footprints, and more importantly on this page, the left to right direction of the footprints. Besides teaching left to right eye movement across the page, the direction of movement is another piece of information the students can glean from symbols. Symbols on paper carry meaning!

2
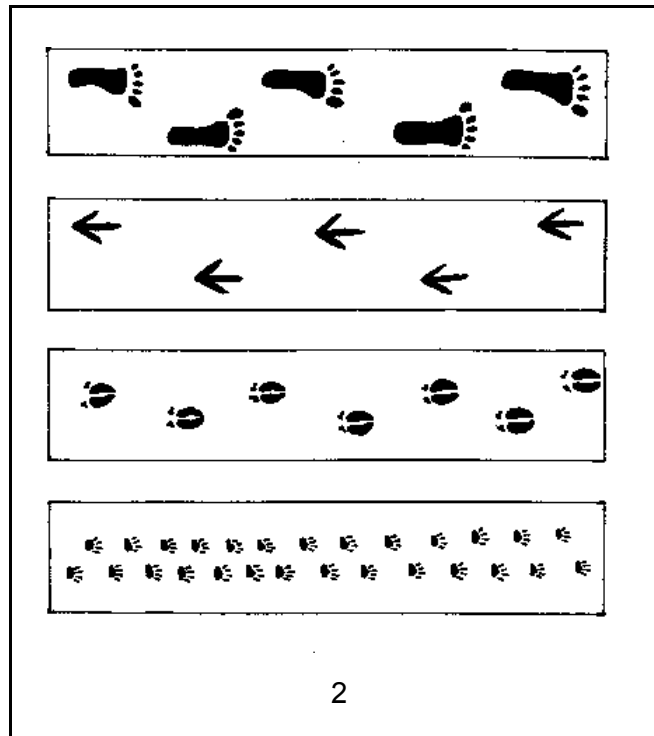
Page 3 is designed to further help the students 'read' in the right direction.

Using something that is appropriate to your people's culture, set up a 'scene' for them to interpret, to 'read.' As you did for the footprints, have the action going from left to right to reinforce left to right eye movement across the page. Make the scene an easily identifiable action, something they can readily describe to you. We want to encourage the concept that pictures talk, they tell you something, they tell 'stories.'

You may notice that this page contains some half pictures. In the scene with the bird flying toward the tree, the tree is only partly there. In the scene of the person shooting the arrow at the bird, the person is only partly there. In addition, proportions are incorrect in that the bird being shot is as big as the person. The literacy worker who designed this page obviously determined that these issues did not matter to the people for whom it was prepared. However, it is preferable to use pictures of entire objects, and objects that are proportionately correct.
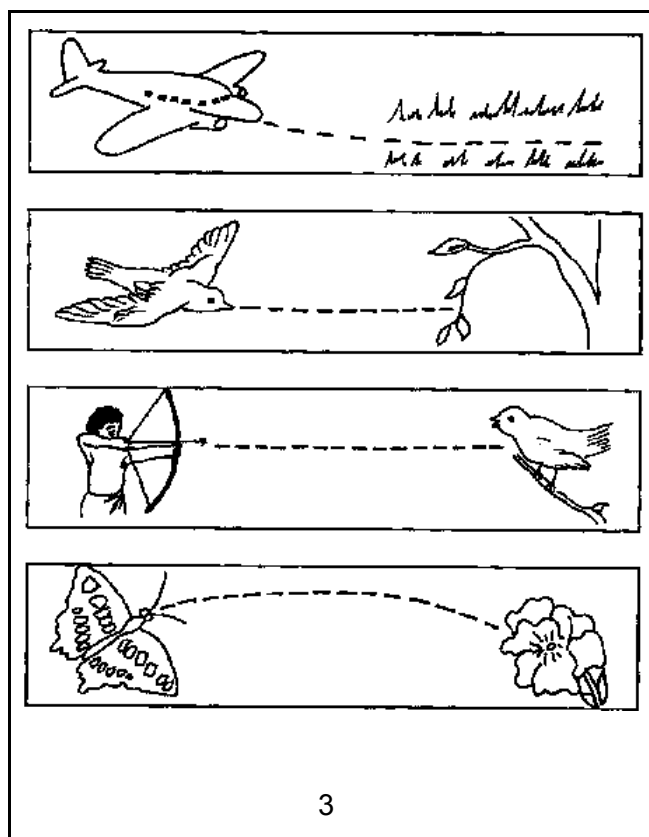
Sample Pre-Primer with Comments

Page 4 is a story page. It contains two picture stories, each in a set of three pictures.

Choose common, everyday activities to illustrate — activities that they will recognize at a glance. You don't want to make it hard for them, but rather you want to encourage them that they can gain information from paper, that they can understand what is happening by looking at the pictures and interpreting what they see.

Also in focus here is sequential information, first, next, last. As they describe each succeeding picture, they will be telling a story that progresses. It has a beginning, a middle, and an end.

Always, interpretation of the different stories will begin at the top and move down the page. Each successive story can be a little more detailed, carrying more information (but not more difficult to recognize). You may wish to have several pages similar to this, with three pictures per story. Depending on your student's ability to read pictures, you may want to make your line drawings for these picture stories more basic. See sample below.

Remember, the concepts you are working on are:
- left to right
- top to bottom
- symbols carry meaning
- pictures talk
- stories progress — they have beginnings, middles, and ends.
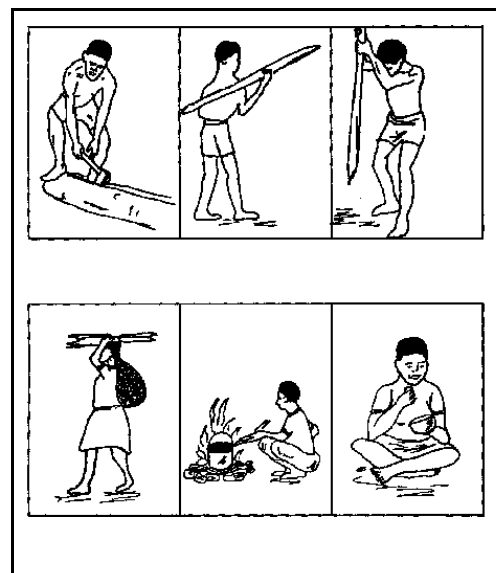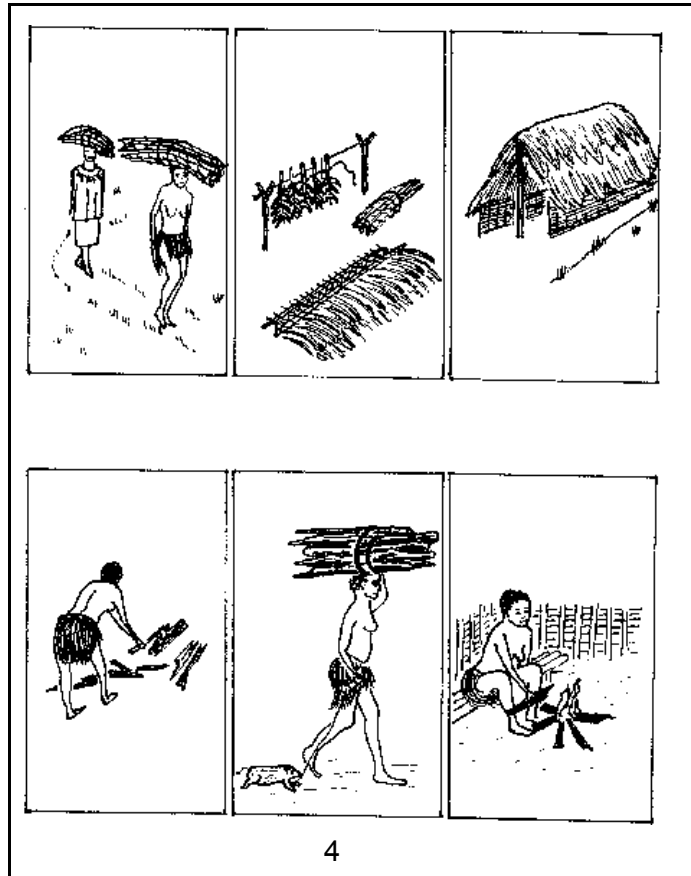
Pages 5 and 6 are more stories for the students to interpret. The format is a little different in that these stories are in four parts, which move from 'first' to 'next' to 'then' to 'finally.'

Left to right movement and top to bottom progression are a little more complicated since the whole page is part of the same story. The students learn to continue the story beyond the first 'line.'

As before, the story must illustrate a culturally appropriate activity with which the people are very familiar. It needs to contain a generous amount of information. It must have a logical sequence of events such as steps in a process or sequential consequences to certain actions. It should provide the 'reader' with information about which he is interested in reading.

5

6
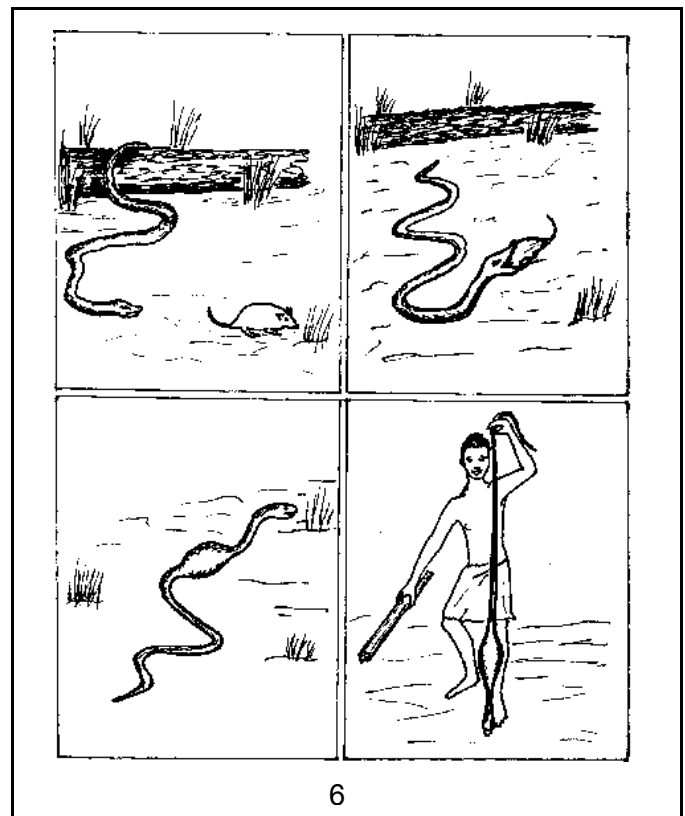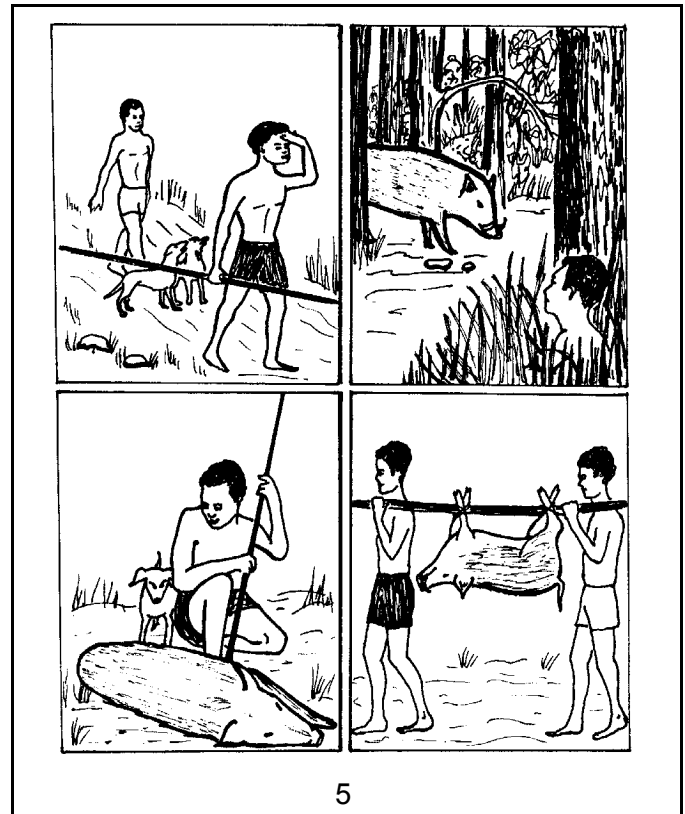
Sample Pre-Primer with Comments

Page 7 goes a step further in complexity. The story on this page contains six pictures, and the pictures are smaller than the four-picture stories.

Notice that you are continuing to teach left to right movement and top to bottom progression. You are also continuing to teach that stories can go beyond one line.

Again, make sure you are using:
- A culturally-appropriate and familiar activity
- A sequence of events which has logical and progressive steps
- An event about which the students will be interested in reading.

7
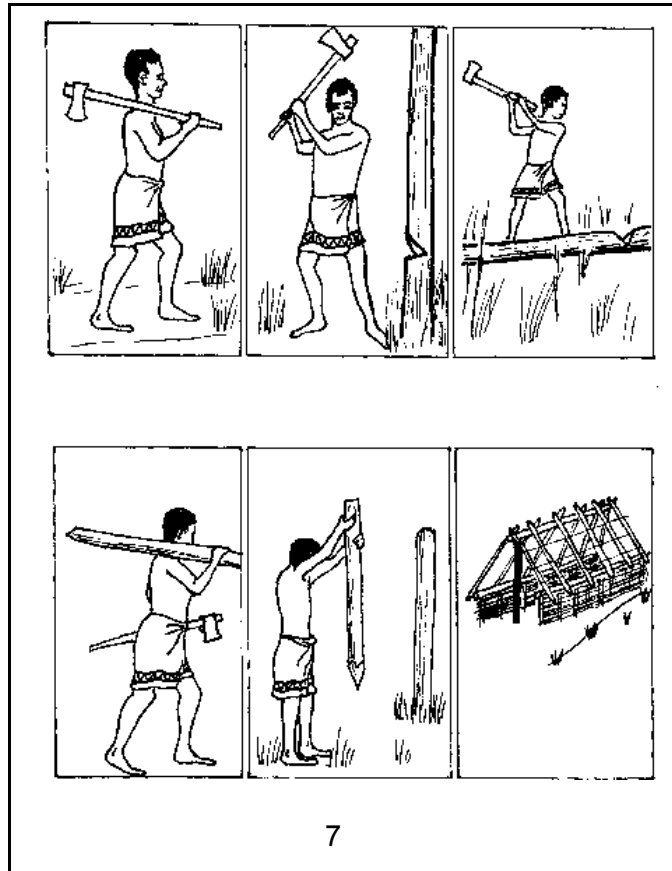
Page 8 begins to focus on another concept. So far we've emphasized:
- left to right
- top to bottom
- symbols carry meaning
- pictures talk
- stories progress — they have beginnings, middles, and ends.

Now we'll help the students to grasp the concept of same and different. This, like the concepts before, is very important in learning to read. A student who cannot readily decipher the differences in letters will never become a fluent reader.

You will want to begin with simple objects that are a part of the culture and that are easily recognizable. Be sure the drawings are clear and uncluttered. All 'like' objects must be exactly alike.

In each row, put the 'different' object in a different location to make the students look to locate it.

Page 9 continues to teach the concept of same and different, again using easily recognizable objects. The students will be asked to point out the one that is 'different.'

8

9
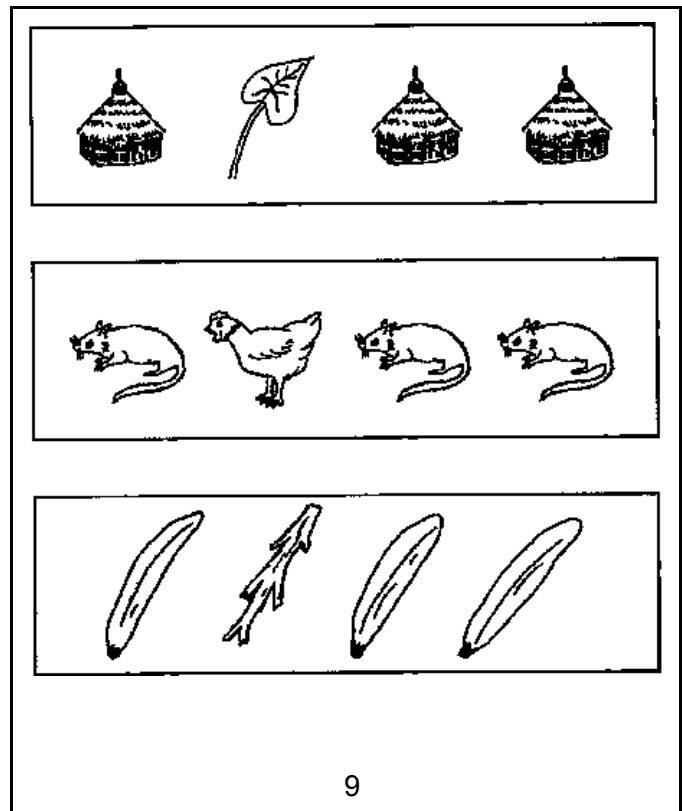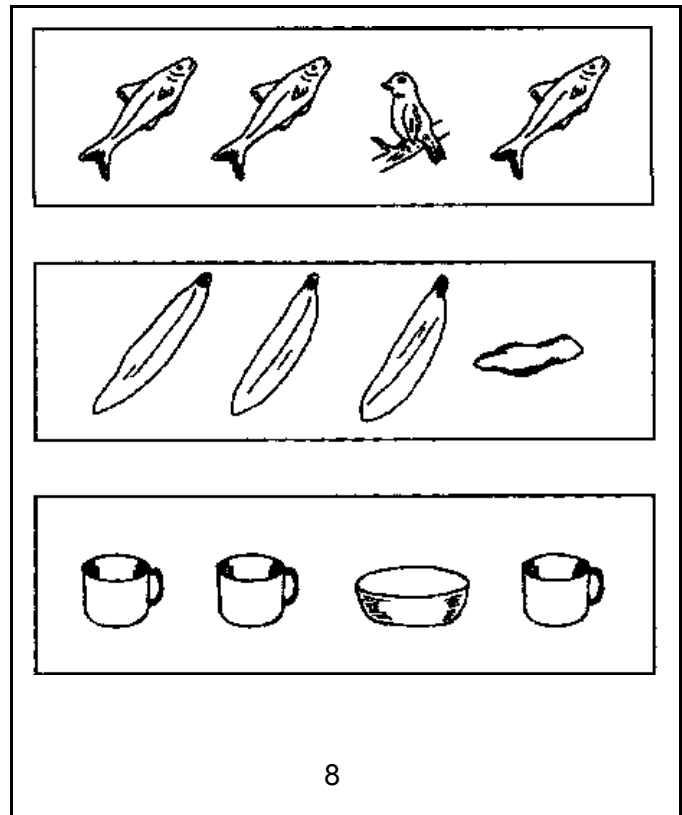
Sample Pre-Primer with Comments

Pages 10 and 11 progress in difficulty. On these pages, all items in any one row are the same, but one of them is turned upside down or backwards. The students will be asked to point out the one that is 'different.'

10

11
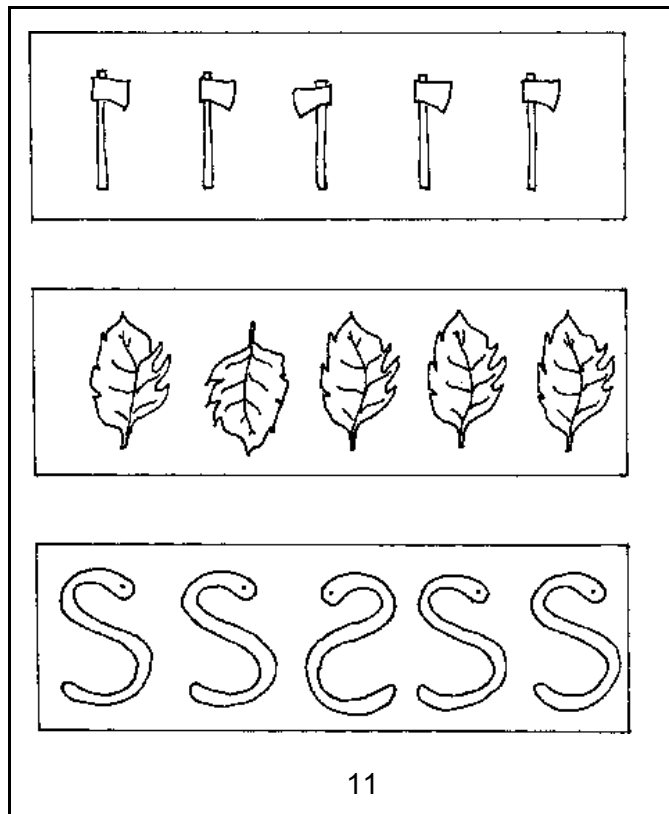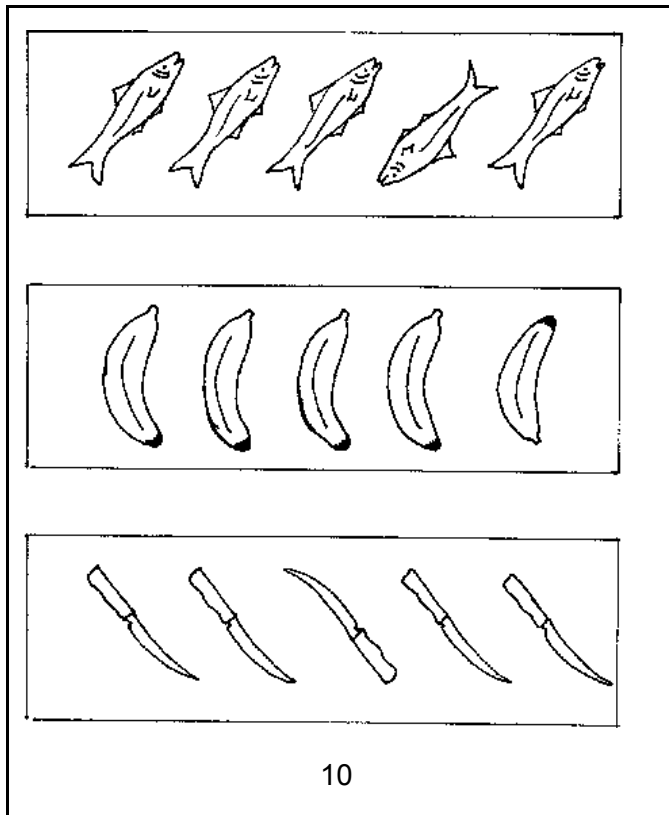
Sample Pre-Primer with Comments

Pages 12 and 13 use geometric shapes to continue the same or different practice. The more abstract the figures become, the more subtle are their differences to the illiterate eye.

12

13
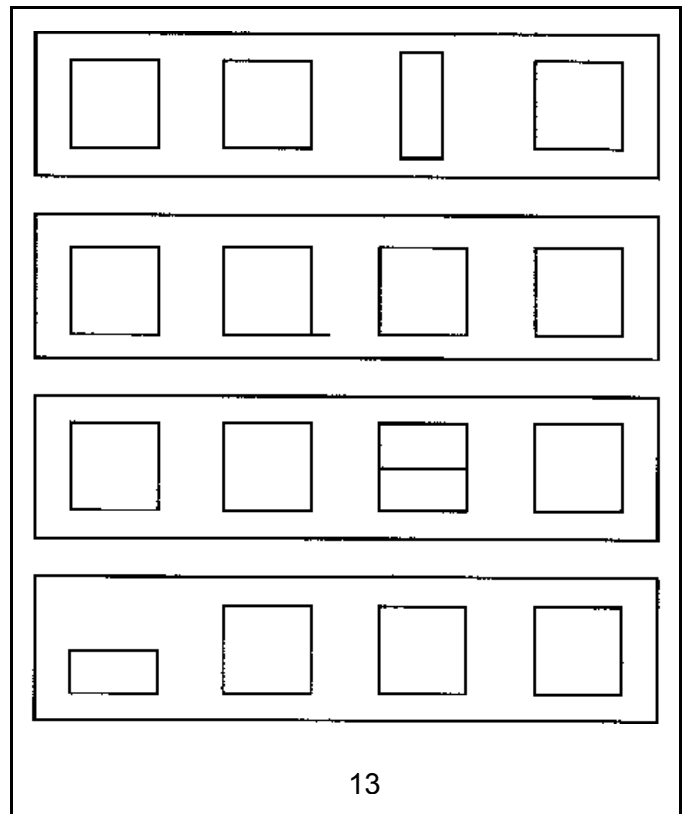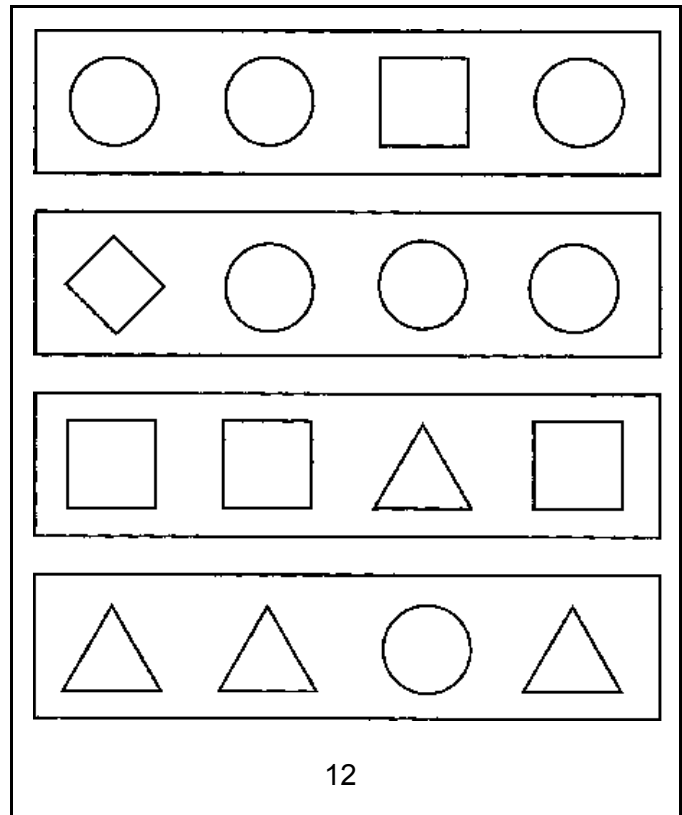
Sample Pre-Primer with Comments

Pages 14, 15 and 16 continue to use geometric shapes for same or different practice.

14

15

16

Sample Pre-Primer with Comments

On **page 17,** we begin to use letters rather than shapes or objects. The purpose of the exercise here is to be able to determine whether the letters are the same or different. **We make no attempt at this point to teach the names or sounds of the letters.** We don't even call them by name, though we do refer to them as letters. The emphasis is on learning that letters have different shapes and the students need to be able to pick out which of the letters in each row is different from all the rest in that row.

For the first page on which letters appear, use good contrast for the letter that is different. As you progress through several pages, use letters that are closer in size and shape to one another, requiring more careful examination on the part of the student to locate the one that is different.

Note that contrast between M and N is minimal, as is contrast between W and M. If your students have had little contact with the written word, it would be preferable to start with letters which have more contrast, such as M and S or W and E.

D	D	B	D

u	o	u	u

M	N	M	M

W	W	W	M

17

e	e	o	e

n	n	n	m

i	i	l	i

l	†	l	l

u	u	n	u

18

Sample Pre-Primer with Comments

Note that on **page 19**, there are more letters in each row. Page 18 had 4 letters per row, whereas page 19 has 5 letters per row. In some cases, such as the b and d, or p and b, the only difference between letters is that one appears to be backwards or upside down in comparison to the rest. These are very subtle distinctions for an illiterate person to make and may require more than one page of practice. If your language uses tone marks or other diacritics, include them in your choice of letters.

The small page below is an example of an additional exercise that you could incorporate into your own pre-primer. This example uses numbers as opposed to letters. The focus is still on finding the number in each row that is different from all the rest in that row. **Do not** try to teach the actual numbers from a page such as this.

m	m	w	m	m

t	t	t	l	t

b	b	b	d	b

n	n	n	m	n

d	d	t	d	d

19

d	d	d	b	d

y	g	y	y	y

p	b	p	p	p

n	n	n	m	n

k	k	b	k	k

20

2	2	2	3	2	2

5	5	8	5	5	5

3	3	3	3	8	3

6	6	6	6	6	9

8	6	8	8	8	8

Sample Pre-Primer with Comments

Syllables appear for the first time on **page 21**. As with letter names or sounds, **we do not teach the concept of syllables, nor do we have them say the syllables at this point.** All we are doing here is increasing their awareness of the appearance of letters in groups and helping them learn to see how one is different from another. As with the letters, we want them to pick out the syllable that is different from all the others in its row.

If your group has no previous experience with written language, you may need to use greater contrast on the first syllable page than is shown on these pages. Notice that page 21 includes several syllables with minimal contrast (wa and ma; mu and nu). It may be better to include more syllable pages, gradually increasing the difficulty, rather than starting with syllables with minimal contrast.
In addition, you may need to start out with fewer syllables on the line (4 as opposed to the 5 shown here). After several pages, you could increase to 5 syllables per line.

wa	wa	wa	wa	ma

di	di	ti	di	di

ko	lo	ko	ko	ko

ye	pe	ye	ye	ye

mu	mu	nu	mu	mu

21

ba	ba	ba	pa	ba

mi	mi	ni	mi	mi

ba	ba	ba	da	ba

gu	gu	pu	gu	gu

ye	ye	ye	ge	ye

22

Sample Pre-Primer with Comments

Pages 23 and 24 use various combinations of letters to form single syllables or parts of words. Since these pages help the students become familiar with the way their language looks, you will want to choose actual syllables, words, or parts of words as you plan your pre-primer pages. **However, at NO time during these pre-reading lessons should the students be taught letter names, letter sounds, syllables or words. This is very important.**

The focus on these pages is the same as on previous pages. The students are to pick out the syllable that is different from all the others in that row.

If your language has tone markers or other diacritics, be sure to use them on the syllables in your pre-primer. You want the people to get used to the look of **all** of the symbols that are in your language.

ai	ai	ai	au	ai

em	em	en	em	em

ain	ais	ain	ain	ain

oi	ai	oi	oi	oi

kuk	luk	luk	luk	luk

23

ia	ai	ia	ia	ia

pas	pas	pas	pam	pas

bek	bek	dok	bek	bek

nau	mau	nau	nau	nau

Kai	Kai	Lai	Kai	Kai

24

Pages 25, 26 and 27 use combinations of letters to form single-syllable or two-syllable words. As the words become more complex, the differences are more subtle. This is excellent practice for reading.

In the early pages the student learned that:
- symbols carry meaning
- pictures talk
- stories progress, that is, they have beginnings, middles, and ends.

In these pages, the focus has shifted to recognizing differences in symbols. The student is also becoming familiar with the 'look' of his language on paper. **But, at NO time during this part of the literacy program is the student exposed to letter names or sounds nor is he taught to recognize syllables or words.**

Toi	Bai	Toi	Toi	Toi

Ku	Ku	Ku	Hu	Ku

Harim	Larim	Larim	Larim

Makim	Mekim	Mekim	Mekim

Pik	Pik	Lik	Pik	Pik

25

swit	swet	swit	swit

Kiau	Kiap	Kiau	Kiau

matmat	matmat	natnat

arawe	arere	arawe

tuhat	tuhap	tuhap

26

baim	baim	taim

Raus	Raus	Haus	Raus

Nem	Nem	Nem	Nem	Sem

Danis	Danis	Banis	Danis

Samap	Samap	Kamap	Samap

27

Page 28 has the same focus as the previous pages, but here the student is asked to study a larger area as well as a larger number of words or syllables to find the one that is different.

Since this is near the end of the pre-primer, you will want to choose words or syllables with minimal differences. You will notice that in this example, one of the words that is different is simply a rearrangement of the same letters. This is a difference they've not been asked to notice before now, but it is an important one, and one that should, perhaps, be included more than this one time.

Be sure, too, to include a sampling of all tone, stress, or other diacritics used in the language. It is especially important to expose them to any that may be used in the first primer.

Lip	Lip	Lip
Lip	Slip	Lip

ais	ais	ais
ais	sia	ais

|		
nogat	nogat	nogut
nogat	nogat	nogat

28

Sample Pre-Primer with Comments

Pages 29 and 30 are optional exercises. Rather than looking for the symbol that is different, the student is asked to find the symbol that is the same. This format can be used with numbers, letters, items (such as types of leaves or eating utensils), syllables or words. As before, the progression of difficulty would move from the easily spotted to the more subtle, harder to recognize distinctions, including letters with or without tone marks or other diacritics.

This would be a very helpful type of exercise to include in your pre-primer as it focuses on a slightly different aspect of the 'same or different' concept, and thus is a very good practice for the student beginning to learn to read.

As stated earlier, this is not the time to teach letter names, sounds, or concepts. That will come later. In the pre-primer, you want the students to learn to recognize likenesses and differences in preparation for learning to read.

Another optional exercise that you may wish to include in your pre-primer is to select the same object, based on size. This can help prepare the student for the concept of capital letters. Note the small sample below.
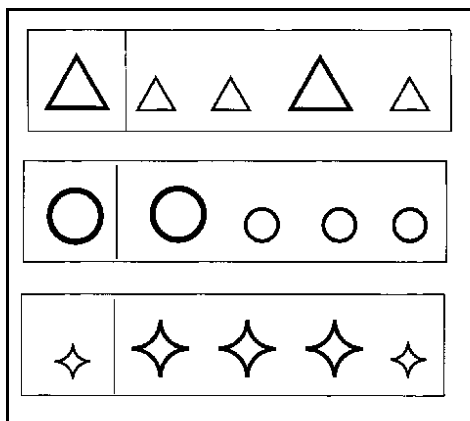
6	7 2 6 8 3

7	2 7 3 2 9

8	3 8 6 7 5

9	8 6 9 4 1

29

k	l t h k l

t	k l t p i

l	t i l h t

h	k t l h t

m	n p a w m

30

Preparing the Primers
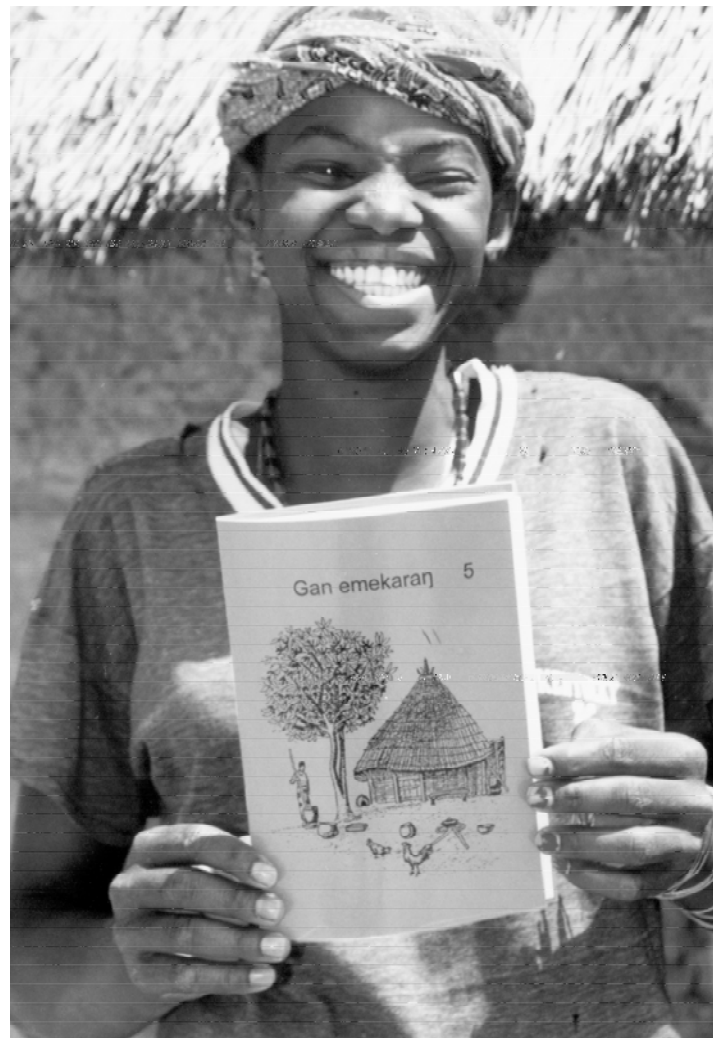
THE GOAL OF THE PRIMERS

According to Katharine Barnwell in *A Workshop Guide for Primer Construction*:[1]

> The goal of the primer itself (as distinct from the pre-primer or alphabet book) is to help students to learn to break down and sound out the words of the language, so that they can read or write any word in the language, even one which they have never seen written before. They also learn to read stories and anything written in the language with fluency and understanding.
>
> Gudschinsky....describes a truly literate person as follows:
>
> > A person is **literate**
> >
> > when he can READ
> >
> > anything which is written in a language which he speaks
> >
> > and UNDERSTAND
> >
> > everything which he can read just as well as if someone had spoken it to him;
> >
> > and when he can WRITE
> >
> > anything that he can say so that others can read it.
>
> It is the aim of the primer to lead the students forward until they are truly literate in this sense.

---

[1] Katharine Barnwell, *A Workshop Guide for Primer Construction*, 1979, Nigeria Bible Translation Trust, Summer Institute of Linguistics, Dallas, Texas, p.5.

PREPARATION FOR WRITING PRIMERS

ORGANIZE YOUR LANGUAGE DATA

Before you begin the task of primer construction, you will need to create lists that reveal certain information about the language. Below are the steps[1] to follow to organize your language data. This is a preparation stage and is absolutely necessary before a consultant comes to work with you and/or before you begin to write primers.

Step 1: Make a list of all letters in the language, punctuation needed, and syllable patterns.

This list will show you everything that you will need to teach in the primers. When you actually begin to write the primers, this list will help you teach systematically. You will check off the sounds, punctuation, and syllable patterns as you teach them. You will rely on this list to make sure you are teaching everything that you need to teach.

A. List all the sounds which need to be taught.

1. Any letters or groups of letters which represent a single sound, such as:

       a e i o u
    b ch d f gh k kp n ng

2. All vowel clusters[2] and consonant clusters (found within a single syllable), such as:

    ei   ai   ou
    br   st   spl
    bw   kw   py

3. Consonants occurring in a closed syllable or syllable final position, such as:

    -k   [bapak], [cantik]
    -p   [lancip]
    -n   [cantik]

4. All accents or marks used in spelling, such as marks used to indicate nasalization, tone,[3] stress, glottal stop, etc.

B. List punctuation marks which may be needed, taking into consideration the accepted punctuation of

---

[1] On the CD which accompanies this manual, you will find the article, "Suggestions for Primer Construction" by Katharine Barnwell from her book, *A Workshop Guide for Primer Construction*. This article gives detailed instructions and explanations regarding these steps. The article will help you understand how to organize your language data, but be sure that you do not get bogged down in the details. Barnwell's book was written before computers were widely used, and therefore she recommends some steps that may be unnecessary in this computer age.
File name: \CD Resources\CD-Barnwell - Primer Construction

[2] Some languages may have three to five vowels in a row. If these represent one sound, you will teach them as one sound. If there is a syllable break between the vowels, they must be taught as separate sounds. Check with your team linguist for help in determining how the vowels are functioning. Don't get bogged down in terminology, whether vowel glide, diphthong, or vowel cluster. For literacy, the key is whether the vowels represent one sound or are separate syllables.

[3] Refer to the accompanying CD for help with handling tone in your literacy program.
File name: \CD Articles\CD-Tone

the national language. An example would be the question mark in Spanish-speaking countries, occurring at the beginning and at the end of a question.

C. List all common syllable patterns of the language, including examples of each. It may help to see how English abounds with these:

VC	at, in, on
VCC	act, ink, art
CVC	dog, cat, run
CVCC	runs, post
CVCCC	acts, first
CCVCC	stems, smart
CCCVCC	strict, strong

D. Note any irregularities in the writing system, such as needing to write two sounds with the same letter or writing one sound with two different symbols. An example from South America is where the phonemic 'k' is written as 'c' when used with 'a,' 'o' and 'u' but is spelled 'qu' with 'i' and 'e' ['ca,' 'que,' 'qui,' 'co,' 'cu'].

E. The number of things to be taught may seem overwhelming at this point, especially if you are dealing with a difficult language. **Don't panic!** You will be teaching progressively and systematically. Take one step at a time.

Step 2: Identify and list the major functors of the target language.

Functors are those words in a language which link other words together so that they make sense and form a natural sentence. A functor does not necessarily have any meaning by itself.

Lists of functors will commonly include such items as:

- ✓ Negatives: no, not, never, etc.
- ✓ Prepositions: in, at, on, to, toward, etc.
- ✓ Connectors: and, but, then, because, etc.
- ✓ Relational words, pronouns: I, me, you, he, we, they, those, my, his, their, etc.
- ✓ The most commonly used affixes: -ed, -ing, plural -s, etc.

Step 3: Make a frequency count for each letter of the vernacular alphabet.

A frequency count is simply a count (preferably from text) of how frequently a given letter occurs, that is, in how many unique words the letter appears. In the old days, the frequency count was done by hand, but now the process is much simpler. Ideally, you will be using a computer software program which can easily generate this frequency count. The computer will calculate the frequency list by making a list of every word in the vernacular that contains a particular letter and computing the total number of words in the list.

Frequency counts should be based on text, rather than on the dictionary. It is preferable to use several texts about everyday life. Simply feed the texts into your computer program and the computer will calculate the frequency count.

Make sure that you are getting a true frequency count, that is, make sure that the frequency of the letters listed is not a result of the same word or

different forms[4] of the same word being used over and over.

Be aware that consonants that appear word or syllable final must be counted separately. For example, the symbol 'l' at the end of a word may occur 46 times, while 'l' in any other position only occurs 9 times.

Once you have an accurate count for every letter, rearrange these letters according to their frequency. List first the letter which is used the most frequently. Then list the letter with the second highest frequency, and so on down to the least-used letter.

This frequency count, along with other factors, will be used as described below to determine in what order the letters will be taught.

DECIDE THE TENTATIVE ORDER IN WHICH THE SOUNDS SHOULD BE TAUGHT

With your lists of what needs to be taught (all letters in the language, punctuation needed, and syllable patterns) as well as the frequency count in front of you, you will consider three important criteria: **productivity, contrast**, and **variety**.

A. **Productivity**

Consult your frequency list to determine which letters of the language are used the most.

Some letters may be high on the frequency list but are not productive for writing meaningful text.

Therefore, you will need to examine for productivity the letters which are used the most. You are looking for **what can be done with any given letter**, that is, what words and phrases can be produced with it.

The most productive letters are those which can be used to make the most useful nouns, verbs, and other words in order to make natural, idiomatic sentences.

In the first primer, plan to introduce the sounds that let you 'talk' the most in the earliest lessons possible. Introduce the next most productive letters after some reading pages. (As soon as possible, you should have two to five or more reading pages after introducing a letter.) You will follow this process of introducing the letters according to their productivity through to the final primer.

B. **Contrast**

Try to avoid teaching in close sequence any letters which look or sound so similar to each other that the contrast is minimal.

In other words, allow a sufficient interval before teaching a symbol that looks or sounds confusingly like one recently taught. You would want to teach at least one key word lesson that presents something totally different between lessons which teach letters with minimal contrast. This gives the

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[4] If your language is highly affixed, you may need to adjust the procedure for making a frequency count. Perhaps you could have the computer produce a list of words that contain a particular letter. Then you would need to take a good look at the words listed and note affixation. Adjust your frequency count accordingly.

student time to learn one letter well before tackling another one which is similar.

Letters with similar shapes:
'm' and 'n'
't' and 'f'
'y' and 'j'
'b,' 'd,' and 'p'

Letters which sound similar:
'g' and 'k'
'b' and 'p'
'm' and 'n'

C. **Variety**

Over the course of the whole literacy program, you will be systematically teaching all the sounds and syllable patterns of the language. Do not leave all the odd things in the language for the last primer. Depending on productivity and the complexity of the language, in most cases, you will want to teach some variety even in the first primer.

For example, sometimes two letters represent a single sound, such as 'ch,' 'ng,' 'th.' If productive, it would be good to teach a digraph and/or diphthong in this first primer. Be sure to use a good key word. In the Yura language, a good key word is 'aima' [fire], which would be excellent for teaching the diphthong 'ai.' Be sure that you do not take the cluster apart — teach it as a single sound.

If final consonants are productive in your language, you should probably introduce one final consonant in the first primer. First time literacy workers tend to mistakenly think that if a consonant is taught initially, it is unnecessary to teach it in final position. This is incorrect thinking. You must teach final consonants as new sounds.

You should consider other variety as well, such as syllable patterns, diacritics, etc.

D. **Make a tentative "teaching order list "**

Now, keeping those three things in mind — productivity, contrast, and variety — you will make a list of letters in the order in which you propose to teach them. Adjust[5] your list of symbols to be taught until you have a useful and varied group of letters at the top of your list. This group of letters at the top of your list are the ones you will plan to teach first.

As you start to plan your lessons, you may find you need certain letters earlier in order to be able to use particular words which go together well to form natural sentences. This tentative order is a rough guide which shows you the order which is most likely to give you the most useful words as you write the early lessons in your first primer. Although it is time-consuming to come up with the best combination of letters at the top of

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5   Katharine Barnwell's article, "Suggestions for Primer Construction," from her book, *A Workshop Guide for Primer Construction*, contains an excellent explanation on choosing the order in which the sounds will be introduced and on reworking a productivity list. See this article on the accompanying CD.
   File name: \CD Resources\CD-Barnwell - Primer Construction.

your productivity list, it is worth the effort so that you can write the most words right away.

Frequency Count		Productivity List	
This is the list of the sounds to be taught, in order by how frequently each sound appears.		This is the list of the sounds to be taught, reordered according to productivity, variety, and contrast.	
k - 102	m - 39	k	m
e - 90	-ng - 38	e	-m
a - 89	r - 36	a	-ng
ë - 78	g -32	s	r
u - 73	gb - 30	ch	p
s - 65	p - 27	u	gb
ch - 60	f - 25	-l	f
ö - 56	n - 23	b	n
-l - 46	-m - 20	kp	o
b - 42	o - 17	ö	g
kp - 40	l - 9	ë	l
		This is your tentative teaching order list.	

BE CONSTANTLY AWARE OF WHAT YOU MIGHT BE ABLE TO USE IN THE PRIMERS

A. **Key words:** A key word in literacy is a word used to teach a new sound or syllable. The key word must be clearly picturable and culturally appropriate. A picturable noun is usually the best choice.

The key word ideally carries the new sound in the stressed syllable, which is ideally also the first syllable of the key word. In this way, the key word impresses the learner with the new sound when it is first taught, and continues to serve as a reference point in the learner's mind for the new sound.

The use of key words will be explained later in this manual. But the definition above gives you enough information so you can start to notice potential key words. Jot them down. Start a list of potential key words.

B. **Pictures[6]:** As you notice a potential key word, keep in mind that you will need a picture for it. For example, if you see that 'ula' [mushroom] has potential as a key word, go ahead and check to see if you have a picture of a mushroom in the picture file. Or have someone draw a picture of a mushroom. Start early to gather pictures for potential key words.

C. **Story ideas:** From the beginning, you have been gathering story ideas of common, everyday activities, events, and topics which interest the local people. As you consider which symbols to teach in what order, start to think more specifically about this material to see if text related to these story ideas can help you find suitable story lines for the more productive letters. While the earliest lessons will be very limited, this material will be helpful in later lessons, and especially in later primers, as you attempt to produce material that is interesting and meaningful for the people to read.

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[6] Refer to the chapter, "Pictures for Use in the Literacy Program" (page 107), for specific suggestions on how to prepare pictures for literacy.

GATHER SUPPLIES TO BEGIN WRITING LITERACY MATERIALS

Before you begin writing literacy materials, make sure you have the supplies you will need.

A. The lists explained earlier in this chapter.

B. The stories and texts gathered as possible story lines for the primers.

C. Lesson Planning Chart. Page 74 in this manual shows a sample of the lesson planning chart filled out. A blank chart is found on Page 209. You can copy the blank chart or make your own, using the blank copy as an example. You may want to enlarge the chart to legal-sized paper so you will have plenty of space in which to write. The blank chart is also available on the CD which accompanies this manual. File name: \Section 10-Appendices \D-Lesson planning chart

D. Syllable Occurrence Chart. Page 76 shows a sample of a syllable occurrence chart filled out. A blank chart is found on Page 211. Again, you can copy the blank chart or make your own, using the blank copy as an example. A blank syllable occurrence chart is also available on the CD which accompanies this manual. File name: \Section 10-Appendices \E-Syllable occurrence chart

E. A "layout board." This is a big sheet of white poster paper. If necessary, you can use cardboard, or you can tape together eight sheets of 8½ by 11 paper. Block this layout board into 28 squares (the number of pages which will be in your first primer). Page 72 shows a sample (reduced size) of a layout board in progress.

F. Office supplies, such as paper, pencils, highlighters, stapler, rulers, a yardstick, post-it notes, scotch tape, etc. Even though a computer will likely be used to do the final printing, usually all the rough draft work will be done with paper and pencil.

PRIMER OVERVIEW

The primers, from first to last, will aim to teach systematically:

- All consonants and vowels, and clusters of consonants and vowels, in all positions in which they occur in the language

- All syllable patterns in the language

- All accent marks and special rules used in spelling the language, including tone marks

- All grammatical words (functors) or patterns and punctuation

Each primer follows the same basic pattern. You will first present a key word teaching page, which teaches the new sound or sounds, followed by two to four or five practice reading pages. These are briefly explained below, and further developed in the following chapter.[1]

KEY WORD TEACHING PAGE

Each key word teaching page contains (1) the key word with its picture, (2) a syllable breakdown, and (3) a syllable chart.

A. Key word with picture

The key word introduces the sound or sounds to be taught in that lesson.

The key word is a picturable word. The picture acts as a point of reference that will trigger in the students' minds the sound being taught.

In this example, we are teaching the letter 'o.' The key word begins with the new sound, and it is easy to picture the word. The picture of the pumpkin will immediately bring to the reader's mind the sound of 'o.'

olua

B. Spelling and syllable breakdown

The key word is spelled out, centered underneath the picture. Then across the page directly to the right and on the same line (to reinforce reading left to right), the key word is again spelled out, with the breakdown of that word to show the syllable being taught. The syllable being taught is spelled directly underneath the identical letter or letters in the key word.

olua   olua
              o
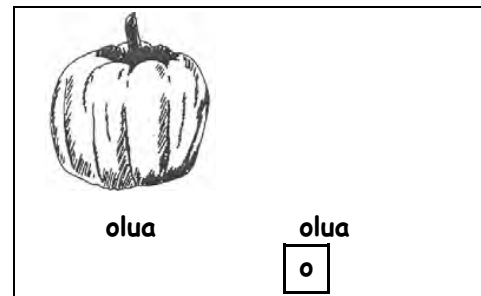
A box is put around the letter/ syllable being taught to indicate

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that it is not intended to carry meaning in this environment. The box isolates it from meaningful text.

C. Syllable Chart

The syllable chart shows syllable formations using the letters and syllable combinations taught so far, including the letter being taught on the page. These syllable charts will be used for drills. Notice the syllable chart at the bottom of the page in the example below.

| olua | | | olua |
| | | | o |

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko

PRACTICE READING PAGES

The practice reading pages will provide the opportunity for the student to practice reading the new sound or sounds just taught on the key word teaching page, and other sounds previously taught.

The practice reading pages consist primarily of sentences that make simple stories or fact statements. In the early primer pages, the stories will be quite short, perhaps only a sentence or two. Later, as they are able to read more words, the primer stories will be longer. When Westerners think of a 'story,' we usually think of something fairly complex, with a beginning, a plot, and an ending. This is not what we are talking about for the primer stories. We are talking about sentences that are connected, that is, not isolated in meaning. You don't need to develop a plot. Just try to make sure your story is connected reading material.

The reading pages need to be culturally appropriate and as interesting and natural as possible. A reading page rarely teaches new sounds. Rather, it provides the student with the opportunity to apply what he has learned. As he reads the story, he will discover that he can read independently something that makes 'sense.'

The reading pages are the new reader's reward. They show that reading can be an interesting and satisfying experience. They provide motivation. Your challenge as the primer writer is to find as many ways as possible to repeat — in new contexts — the words and syllables already taught.

In addition to any words[2] used on previous pages, two kinds of words are used on practice reading pages:

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[2] Note that the key word may be used provided it has no residue (untaught sounds). Do not use key words on reading pages until each symbol has been taught.

A. Built words

Built words are words which the student has never read before, but which he should be able to sound out because they are made up only of syllables already taught. For example, if the letters 's,' 'p,' 'a' and 'i' have been taught, then new words which contain those letters, such as 'sapi' and 'pasa,' can be included on the practice reading pages because they can be sounded out. For Primer 1, you would try to have a limit of six new built words per reading page.

B. Sight Words

Sight words are words which are learned as a whole, without sounding out syllable by syllable. They contain letters or syllable patterns yet untaught.

Sight words are introduced where needed to make a natural story. Often functors (such as in English, 'and,' 'at,' 'with') are introduced as sight words. In most cases, a sight word can be easily read because it is predictable and necessary in order for the story to make sense.

Each sight word should initially be taught as a whole word on the blackboard. Do not break it down or analyze it on the blackboard or with flash cards.

The first primer may include a few sight words, but they should only be used when necessary to make the story natural.

ADAPT AS NEEDED

For more difficult languages, you will need to make adjustments in how soon you are able to present reading pages in your first primer. It is very important to move into sentences quickly. If your early lessons only teach key words and isolated syllables, the people will quickly become bored. Meaningful reading provides motivation. At the same time, you may not be able to move into meaningful reading as quickly as is shown in the real-language example in this manual. If you have a very complex language, you will probably need to teach more syllables through more key word pages.

In addition, you should consider other options. For example, for languages with extreme complexity of syllables on the verb level, try introducing a few sight verbs. Only one verb is necessary to write a meaningful sentence. The same is true for languages with heavy affixation. Try introducing a few meaningful sight words. The words may be long, but sometimes the people find it easier to recognize a long word than two-syllable words, because it contrasts visually with the shorter words.

Also remember that the sentences do not need to be a 'story' in the earliest reading pages in the first primer. You may only have one or two sentences, and they may be limited to two or three words. Indeed, the early reading pages in most first primers will be very elementary. Nevertheless, these simple sentences provide reading practice and give the student purpose.

So if you need more key word teaching pages before presenting a reading page, that's fine. If you can't write sentences with the limited syllables you have to work with, try introducing one or two meaningful sight words. If you can't come up with sentences that are related in meaning right away, at least try to come up with one sentence for reading practice. The most important thing to remember is that you need to move into meaningful reading as soon as possible. What is presented in the manual is ideal — you can and must adapt it to meet the needs in your particular situation.

WRITING THE PRIMERS

MAKE A LIST OF POSSIBLE WORDS THAT CAN BE USED IN THE FIRST PRIMER

Step 1: Start with the first four or five letters on the top of your teaching order list. Have your computer software print a list of all the words which can be made with only those letters. If these letters do not give you good key words and adequate vocabulary to write meaningful sentences, add the next letter from your teaching order list. Continue to add letters as necessary up to seven letters.

Note that you will probably teach from 10 to 12 symbols in the first primer, along with the concept of capital letters and punctuation. However, it works best to add sounds and recreate your word lists as you are actually in the process of writing the primer pages. So be aware that, for this step, you are not making a list of all words for the entire primer, just for the first pages. Ideally, you are working with four to seven letters as you make this initial word list. Four to seven letters should give you sufficient words with which to start.

Step 2: Modify this word list to pull out the words which follow the open syllable pattern, that is, words which contain syllables that end in a vowel. The open syllable pattern will usually be the most-used pattern for words in the first primer for most languages.

Step 3: Look over this list of open-syllable-pattern words to find vocabulary to use in the story lines for the first primer. You are looking for what you can say with the sounds you have to work with.

You will need words which represent the main characters, such as a tiger or a boy. You need main characters who can do something, as compared to a post or a river that cannot do much in a story. You will also need action words. Look for verbs in your word lists that will match up well with the main characters.

Step 4: Make adjustments as needed. Remember that these first letters are your tentative teaching order. You may need to make adjustments if other letters are needed earlier in order to make a particular sentence sound natural. As you begin to write, you may discover that you need a certain functor or certain vocabulary for a 'good story line' that will not be possible with your first choice of letter order. If this is the case, you will need to adjust your letter order, or reword your story to keep within the 'letter limits.'

WRITE YOUR FIRST KEY WORD TEACHING PAGE

Normally, only one letter is introduced per key word teaching page. But the first lesson is an exception. You will need at least three letters. For some languages, it may be necessary to use four letters. You will need three or more letters on the first page in order (1) to make words, (2) to demonstrate how to

break down and build up syllables, and (3) to write a sentence or more as soon as possible, hopefully on the second page of the primer.[1]

A. **Choose two key words**

Using the list of words made from the letters at the top of your teaching order list, choose two key words. You will use these key words to teach one consonant and two vowels, or if necessary, two consonants and two vowels. The sample on this page shows one consonant and two vowels: 'm,' 'u,' and 'e.'

Remember that the purpose of the key word is to give the learner the "key" to the new sound. The key word must serve as a reference point to bring the new sound to mind.

The key word contains the syllable which is being taught. Ideally, the syllable being taught will:

1. Be the stressed syllable of the key word.

2. Be the first syllable. The last syllable of a word is a second best choice, provided the other parts have been taught earlier. Only as a last resort should you use a key word in which the syllable being taught has to be

ula   ula

| u |

meme   meme

| me |
| e |

| u | e |
| mu | me |
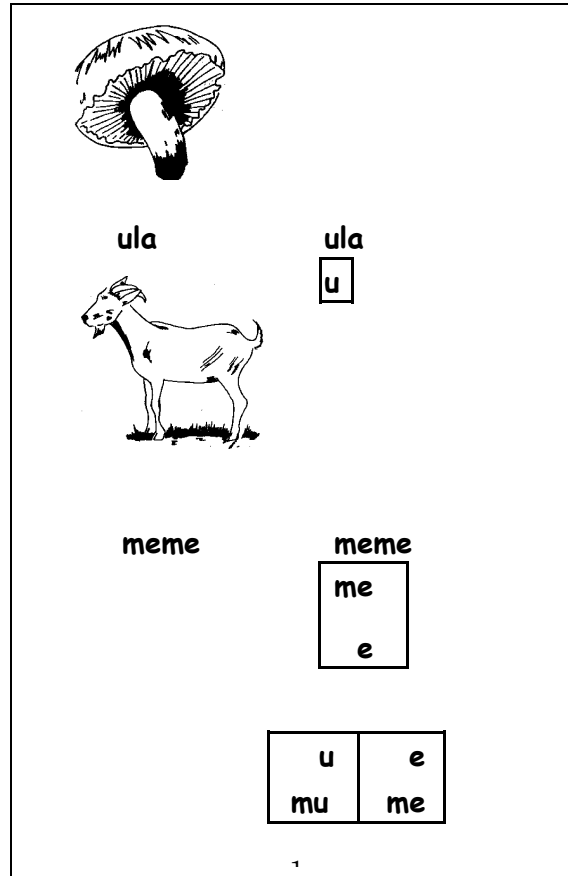
pulled out of the middle of the word. Such a key word loses its effectiveness as a point of reference.

3. Be from a two-syllable word, although it could be more.

Key words should be nouns if possible. Use words that are common in their culture, words that have high-motive content.

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[1] There is a lot of material introduced on the first page of this primer. For some people groups, especially those which are very isolated, this page would introduce too much new information and be too cluttered. In such situations, you may need to introduce just one key word and have one picture per page for several primer pages. This has been done for many years in many literacy programs. And yet experience has shown that introducing several syllables on the first key word page actually helps many students to learn more quickly because of the variety and contrast. Each literacy worker will have to determine what is possible and what is best for their people. Whether you introduce the initial syllables through one key word page or several key word pages, the goal is the same — to get them to read as soon as possible. Remember, the sooner the people can actually read meaningfully, the more highly motivated they will be.

Avoid a word that must be possessed. In some languages, all nouns must be possessed so you will have to adjust to the demands of the language. Avoid words with a bad connotation. Names of people should not be used as key words.

Have as little "residue" as possible in the key word. Residue is any letter which the students have not yet been taught. In the sample on this page, 'ula' teaches the syllable 'u.' The two letters, 'l' and 'a' are not taught on this page, and as this is the first primer page, they have not been previously taught. Therefore, they are residue. You are free to use a key word that contains residue, as long as the syllable being taught as the point of reference is at the beginning of the word. However, you should not use a key word with residue on the following reading pages until the remainder of its letters have been taught. Otherwise, it loses its effectiveness as a reminder or "key" to the syllable. The advantage of not having residue is that you are free to use the key word on the reading pages right away, provided it fits in.

Find pictures to illustrate the key words. The picture provides the clue to the key word. Pictures must be easily recognizable.

Arrange the pictures on the page, with the key word below each one. Position the picture slightly to the left so that you will have room for the syllable breakdown on the right.

B. **Write the breakdown of the syllables**

ula   ula
              u
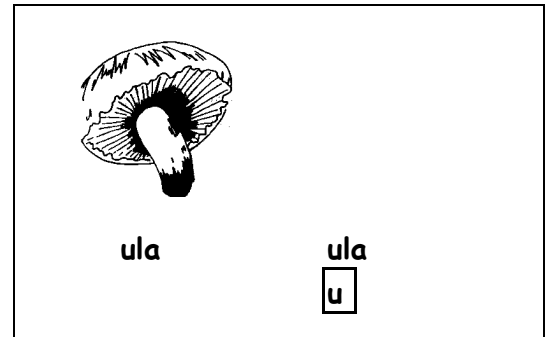
To the right of the key word which is under the picture, write the key word again. By doing this, you are reinforcing that we read from left to right.

Then, the syllable being taught is drawn down directly beneath the identical letters in the key word. The syllable or syllables are placed in a box. Syllables in the boxed environment are not intended to carry any meaning for the student. Though many syllables may be meaningful words, others will not be. That is why we enclose these individual (sometimes nonsense) syllables in small boxes to isolate them from meaningful reading text.

C. **Make a syllable chart at the bottom of the page**

u	e
mu	me
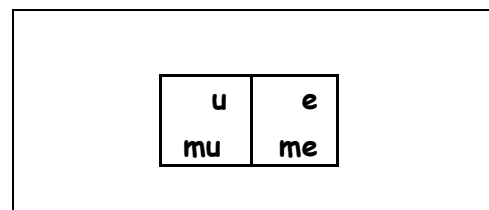
For this first primer page, the syllable chart will be limited. As you add more letters in later pages of the primer, the syllable chart will be more extensive because it will show all possible syllable formations using all letters and syllable combinations taught so far. Note that on this sample first primer page, the syllable chart shows only lower case letters. Once you have introduced sentences and therefore capitalization, you will include capitals in a separate syllable chart following the lower case chart. Syllable charts ordinarily appear at the bottom of each key word teaching page.

D. **Write your first reading page**

Occasionally, syllable charts are used on reading pages to teach a symbol that cannot be taught with a key word, or to introduce something grammatical. In this example, a syllable chart is used on the second primer page both for review and to introduce capital letters.[2]

Because capitals and punctuation are used in each sentence on this first reading page, you will need to teach these concepts at this point.

The first reading page will be limited because you will have so few syllables with which to work. However, it is usually possible to write sentences that make sense and can be enjoyed by the reader within the limits of these few syllables.

u	e
mu	me

U	E
Mu	Me

Me umue.
Me came.

Meme umue.
The goat came.

Me meme eme umue.
Me's goat came later.

2

Be sure this first reading page uses only words which contain the syllables that you taught on the initial key word teaching page or key word pages. If a key word contained residue, you cannot use it on the reading page. Only use syllables which have been taught.

If possible, **avoid using a sight word on this first reading page**.

WRITE THE REMAINING PAGES OF PRIMER 1

Once you are past the first key word teaching page, you will ideally teach only one new sound per key word teaching page. On occasion, the language

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[2] See the accompanying CD for information and options on handling capital letters in the primer, as well as information on teaching capitalization. File name: \CD Articles\CD-Capitalization

may force you to teach more than one thing per key word teaching page. When that is the case, make sure the sounds you choose are productive. If you need to teach two things on a certain key word page, you will need to provide extra practice reading pages to follow that key word page.

Each key word teaching page will contain the key word, a picture, the syllable breakdown, and a syllable chart.

Two to four (or more) reading pages should follow each key word teaching page in the first primer.

Remember, a person who is learning to read cannot practice too often what he has just learned. Therefore, the stories on these reading pages need to use words built from the syllables just taught on the preceding key word teaching page. Use these new syllables as much as possible and in as many different ways as possible. Keep in mind, however, that too many built words on a page would overwhelm the new reader. Therefore, six new built words per page is the limit for the first primer. It would be good to have fewer than six built words on some reading pages.

On these reading pages, you can also use any syllables already taught in previous lessons. Therefore, you can use whatever vowels have been taught with whatever consonants have been taught. For example, if you have taught the syllables, 'ba' and 'te,' you can use any combination of 'b,' 't,' 'a' and 'e' as long as you follow the syllable patterns which have already been taught. So you could use 'ba,' 'be,' 'ta,' or 'te.' As you introduce more letters, you will be expanding the syllable possibilities.

Use as many of the possibilities as you can while staying within your predetermined limits.

Sight words can be used as needed in the first primer, but use as few as possible.

MAKE THE READING PAGES NATURAL

Everything in the primers should be natural and familiar to the people who will be reading them. Sometimes you may have to use the unfamiliar in order to make progress. But as much as possible, everything — pictures, story content, and story style — should be familiar and cultural. The people will be more apt to read if the reading material is natural and does not contain unreal situations such as pigs talking to goats.

If there are those in the tribe who are already literate, enlist their help as indigenous authors. You will have to train them. You will need to feed them the words they can use, and explain how many new words they can use on each page. After they write the stories, you should edit them as needed. It will take effort on your part to train indigenous authors, but the results will be worth the effort. The story content and style will be much more natural and cultural than if you write the stories yourself.

The stories on the reading pages should be simple and centered around the people themselves — the things they do, their work, their fun, their families, their village. Be sensitive to their culture and be aware of possible consequences that might arise from writing about an action that might

shame, cause grief, or cause a possible court case.

Do not use tribal legends or fairy tales, stories translated from English or the trade language, personal opinions, things that could be considered paternalistic or racist, or anything that would be contrary to the truth of God's Word. In addition, in most locations, it is generally best not to use Bible stories or other religious material in the actual primers. This has a two-fold purpose: (1) It helps to avoid problems with government officials and (2) it avoids having the students read a Bible story that they have not yet been taught in the chronological evangelistic teaching. Bible stories, of course, can be part of your post-literacy literature.

To add interest to the practice reading pages in the primers, use idiomatic expressions, exclamatory statements, and questions. Questions are especially good for filling out reading pages.

In addition, you can use pictures[3] which illustrate the story. Pictures help keep the page from getting too crowded. Be sure the picture relates to the story. Do not put pictures on reading pages just for the sake of using a picture. Make sure any pictures you use add to the story rather than distract from it.

Pictures must be simple. Too much detail in pictures is confusing. If you have adequate equipment, you may be able to scan in photographs, but you must be sure the printouts are clear.

The pictures must be readable. Generally, the less detail and shading there is, the clearer the picture is for copying.

FILL OUT CHARTS AND LISTS[4]

When writing primers, it is essential that you as the author keep track of what letters and syllables have been taught so that you know what is available for the built words and stories in each lesson.

1. **Lesson Planning Chart:** As you write the first pages of this first primer, you should begin to fill in the Lesson Planning Chart. You need to have this chart in front of you all the time. Start filling it in preferably the first time you use a syllable, but no later than page 4 of the first primer. This chart will help you keep track of what is taught on each page: key word, symbol, CV pattern, syllables, sight words, built words, and functors (including punctuation).

Lesson Planning Chart							
Primer 1 Page	Key Word	Symbol	CV Pattern	Syllables	Sight Words	Built Words	New Functor
1	ula, meme	u, e, m	VCV CVCV	u, e, mu, me			
2		M, U, E		U, E, Mu, Me		Meme, umue, Me, eme	period
3	kame	k, a, K, A	CVCV	a, ka, ke, ku, ma,			
4					Abal	kama, Kua, ama E, e, ukemue	comma

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[3] See the chapter, "Pictures for Use in the Literacy Program" (page 107), for more about using pictures in your primers.

[4] The samples are greatly reduced in order to fit into this chapter. See Page 74 for a full-size sample of the Lesson Planning Chart filled out for the Sample First Primer, Sinasina. See Page 76 for a full-size sample of the Syllable Occurrence Chart filled out for the first pages of the Sample First Primer, Sinasina.

2. **Syllable Occurrence Chart:** You may also find it helpful to fill in the Syllable Occurrence Chart. (Note that you are charting syllables used in meaningful text on the reading pages, not the syllables in the syllable chart.)

Syllable Occurrence Chart					
Page	1	2	3	4	5
Me		2		3	2
me		4		2	5
mu		2		5	6
e		3		6	7
u		2		6	4
E				1	
Ku				2	4
a				3	7
ka				1	1
ma				2	3
ke				1	2

3. **Word Lists:** When you decided on the first letters you would be using, you made a list of all possible words using those letters. You should continue to add to this list all possible words that can be made using the new letters with the letters that have already been taught. This word list will be invaluable when choosing key words and when writing the stories for the reading pages. Your computer program can quickly generate these lists as you introduce the new syllables that you need.

CHECK YOUR WORK

You should check this first primer (and all primers and graded readers) with several language helpers, several times, before publishing them. Use a date and version number to help keep straight which is the most recent version.

If possible, a literacy consultant should also check all primers and graded readers before publication. Preferably, the consultant should check your materials early in the process to save you from having to redo a lot of material.

WRITE THE REMAINING PRIMERS

To write the remaining primers, you will follow the same basic procedure as you followed for Primer 1. That is, you will determine the letters to be taught based on productivity, contrast, and variety. As you determine the order in which you will teach the letters, you will make lists of words containing those sounds along with all sounds already taught. Following the same procedure for each primer will assure that you are systematically teaching everything that you need to teach.

In addition, you will follow the same pattern as established in Primer 1. That is, you will present a key word teaching page, followed by two to five (or more) reading pages. Following this same pattern allows for easier teaching and faster learning.

Each primer should:

✓ Teach one or more of the nonstandard features of the language. For example, don't leave all the nonstandard letter combinations to the last primer. You will want to incorporate some in each primer, according to their productivity and naturalness. The same is true for nonstandard grammatical patterns.

Be aware that some languages have a lot of nonstandard things to be taught, such as long and short vowels, prenasalized consonants, etc. If your language has a lot of nonstandard features, you will need to teach some in each primer. Note that once you have taught several nonstandard letter combinations, such as 'gw' and 'kw,' you can introduce more than one per key word page, as long as they follow the same pattern, such as 'tw' and 'dw.' Whenever you introduce something that is nonstandard, it helps to provide extra reading so they can practice the nonstandard feature.

✓ Teach needed punctuation in a natural context.

✓ End with a syllable chart.[5]

OVERVIEW OF PRIMERS[6]

1. **Primer 1**
   - Suggested new letters: 10 to 12
   - Built words: Maximum of 6 per reading page
   - Number of pages: 28, plus 4 preliminary pages
   - Use open syllable patterns, and perhaps syllable with a final consonant.

2. **Primer 2**
   - Suggested new letters: 5 to 7
   - Built words: Maximum of 8 per reading page

- Number of pages: 28, plus 4 preliminary pages
- Use syllable patterns already taught, plus new syllable patterns.

3. **Primer 3**
   - Suggested new letters: 4 to 7
   - Built words: Maximum of 10 per reading page
   - Number of pages: 28, plus 4 preliminary pages
   - Add the concept of paragraphs on the reading pages.
   - Add titles to the stories on the reading pages.

4. **Primer 4**
   - Suggested new letters: 4 to 7
   - Built words: Maximum of 12 per reading page
   - Number of pages: 28, plus 4 preliminary pages

5. **More than 4 Primers:** Some languages require 6 or more primers. If this is the case in your language, simply adjust how much is presented in each primer according to what you need to teach and the number of primers you will have. Ideally, a consultant can help you with these decisions.

REMEMBER …

✓ Keep your lists and materials laid out for easy reference. Be sure to check items off your list of what

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[5] See page 102 for an in-depth explanation about the syllable chart that comes at the end of each primer.
[6] These are suggested standards. They are not meant to be cut and dry. Adjust as needed for your language.

needs to be taught as you teach them.

- ✓ Continue to fill in the **Lesson Planning Chart.** This will help keep you on track so you can systematically introduce new sounds and new syllable patterns.

- ✓ Continue to fill in the **Syllable Occurrence Chart** until the middle of the second primer. It may be discontinued then if it is no longer helpful.

- ✓ Continue to present a key word teaching page followed by two to five (or more) practice reading pages. As you introduce more letters and syllable patterns, you will have more words to work with and you will be able to provide much more reading practice following each key word teaching page.

- ✓ Continue to use boxes to set off new letters and for syllable practice.

- ✓ Continue to use questions to encourage students to think about what they read and to give extra reading pages.

- ✓ Continue to check the primers with several different language helpers, several times, before publishing them. If possible, a literacy consultant should also check all primers and graded readers before publication.

STUDY THE SAMPLE PRIMER ON PAGES 77-102 OF THIS MANUAL

This sample primer will give you a good idea of what your own primer pages will look like. Take time to study the "Comments on Creation of Sample First Primer." These comments will help you understand how and why certain steps are taken in the first primer. This example will be invaluable for your understanding of the whole process.

Printing Considerations

A. **Fonts:** Care must be taken to use a font with letters which are as close as possible to what is to be used on the flash cards and what the people will learn to write. Certain letters are formed differently depending on the font. For instance:

ɑ	g	I	l	j
a	g	l	l	j
ɑ	g	l	l	j
a	g	I	l	j

Be sure the "i," "l," and "j" are sufficiently different from one another. For example, in many languages, capital "i" (I) and lower case "L" (l) are both very productive, but in many fonts, they are exactly alike. If necessary, you can mix fonts so that letters which look similar are distinct. Take care to make sure the point size matches. For example, Times New Roman would have to be in point size 13 to be close in size to Arial point size 12.

When teaching, bring to their attention that the letters which are printed in books may be different from handwritten letters. For example, compare this printed 'g' to the shape of a handwritten 'g.' You can explain simply that 'g' is the one they will read and 'g' is the one they will write.

B. **Point size:** For the first primer, start with a larger point size. Reduce the point size slightly for each successive primer. Do not go too small — Point 10 is too small for new readers.

- Primer 1: 18 point
- Primer 2: 16 point
- Primer 3: 14 point
- Primer 4: 12 point
- More than four primers: Adjust the sizes, probably keeping 18 point for Primers 1 and 2, and then going down to 16 point for Primers 3 and 4, etc.
- A graded reader would use the same point size as the primer it follows.

C. **Line spacing:** For readability in the early primers, the spacing between lines may be as important as the point size. In the first primer, there should be lots of 'white space' between lines, and words should not be crowded. Usually line spacing in the first primer would be 1½ between connected reading material, with 2 spaces between unconnected reading material.

D. **Sentence wrap:** At the beginning of the first primer, sentences should not wrap around. That is,

each sentence should be by itself on one line.

After the halfway point in the first primer, sentences can begin to wrap around to the following line if needed. Be sure to use wrap around only when it is natural. Do not stretch a sentence out just so you can use wrap around. Be sure that these first sentence wraps are made in places that make it obvious to the reader that he should continue on to the next line.

E. **Page size:** Legal size paper works well for primers, because you are able to get 4 primer pages from one piece of paper. If you're considering using the size of paper that is standard in the country where you work, check with your literacy consultant to make sure the page size is large enough so the content will be readable.

F. **Cover:** The cover can be made of heavy, manila-type paper or card stock. It is best to laminate the covers for strength and protection. It is helpful if each primer has a different color cover.

G. **Cover design[1]:** The title should appear on the cover. Often the name of the language group also appears on the cover in an unobtrusive spot.

The cover design should appeal to the people. Some literacy workers have used tribal designs or patterns; and others have used drawings. One idea is to use a series of drawings that tell a story, for example, the steps in building of a house. The first primer would show only the foundation. The second primer would show walls going up. And so on to the final finished building. You can use this type of cover to explain that the students will need to start at the beginning when learning to read, and with a lot of hard work, gradually progress to the finish.

It is very important that you check out cover designs with the people before using them. If there are believers, check the covers with them to make sure the design is suitable and does not carry any negative connotation. The cover design, along with all the artwork in the primer, must be culturally appropriate.

H. **Preliminary pages:[2]** Usually you would include four preliminary pages.

- The title page
- The copyright page: The copyright is usually on the reverse side of the title page.
- A preface page: The preface is written in English or in the trade language.
- A blank page: The reverse of the preface page should be blank.

I. **Length of primer:** Primers are usually 28 pages, plus 4 preliminary pages.

[1] See Pages 67-70 for samples of cover designs.
[2] See Page 71 for a sample of preliminary pages.

J. **Page numbering:** Page numbers are not put on the preliminary pages. Start numbering with page 1 at the first key word teaching page. This first page should be on the right hand side of the book.

K. **Number of copies:** Do not print too many copies in the initial printing. After you teach the first class of students, there will probably be changes, and a new printing will be necessary. Initially, make about 20 copies, depending on how many students you have. You will need enough copies for the first students, for the missionaries, as well as a few to keep on file, possibly for government inspection, etc.

L. **Cost of printing:** Printing costs can be covered a number of ways:

- Often supporting churches are interested in helping with projects such as literacy. They may sponsor the printing of your primers.

- NTM's Field Development Office coordinates the disbursement of moneys from funds that were designed to assist in the publication of materials that will aid the spread of the Gospel among tribal people. This includes printing costs of primers, teacher's material, and post-literacy material. The funds also cover other expenses related to literacy programs. See *Outreach*, Number 80, October 2000, for details on how to apply.

- It is usually best that you not sell the primers to the people or give them copies to take home. This is so they do not memorize the primers. An exception may be when you are working with a group of people who do not live in villages and are spread out over many miles.

- Some missionaries sell post-literacy books to the people for a very small fee.

M. **Printing literacy books**:

- Print shop printing: Some fields have print shops. If you are going to have your literacy materials done at an NTM print shop, contact them and get specifications for page layout, etc.

- National print shops

- Photocopies

- Computer printouts: With the advances in computer technology, it is fairly easy to print primers yourself, using either a desktop publishing program or a word processing program.

N. **Quality of printing:** Be sure that the literacy materials you produce are of good quality, especially if you are photocopying or doing computer printouts. Sometimes your literacy

materials will end up where you may not have expected. Make sure the quality leaves a good impression and brings honor to the Lord.

- Government officials may want a copy.

- Your primers may go into national university archives.

- Your primers may end up in national or tribal schools.

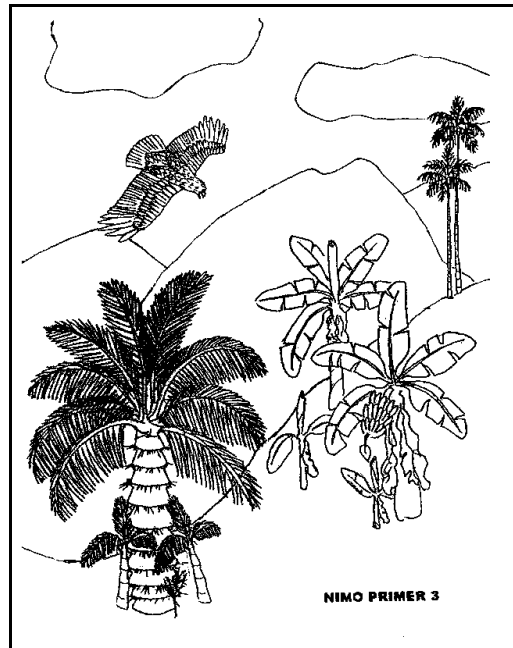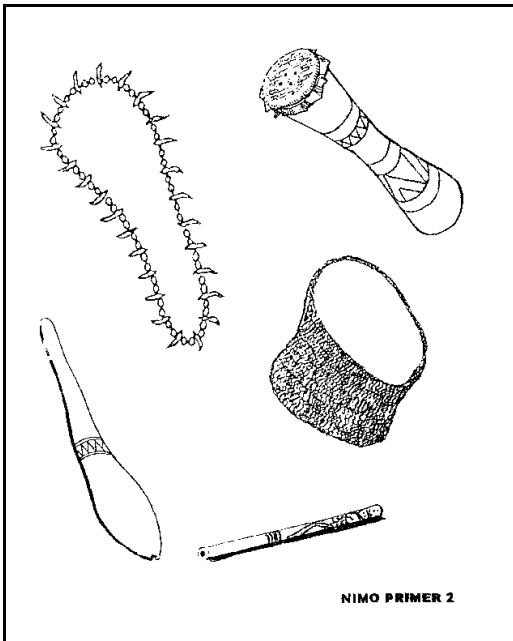- Your team members who are going home on furlough may want copies for their missionary display.
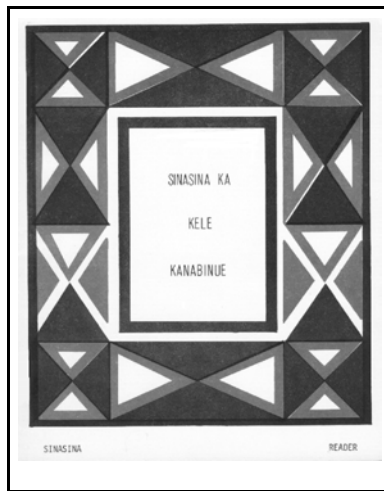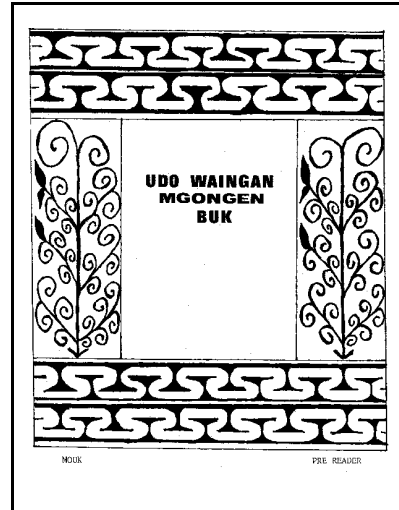
Sample Cover Designs

NIMO PRIMER 1
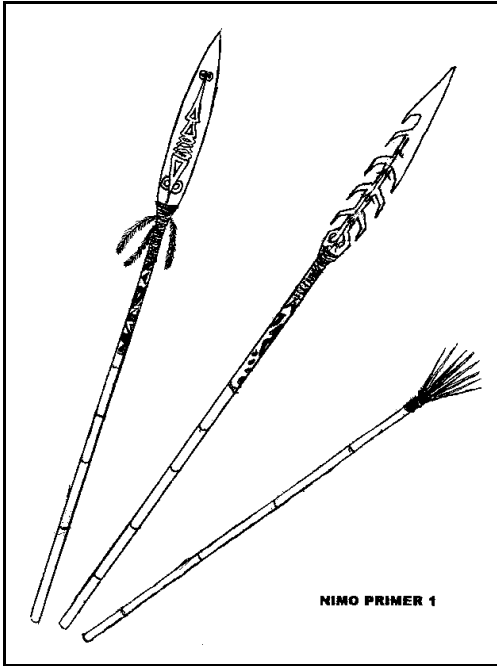
Pictures of artifacts from the people's culture are popular for primer covers.

Be sure the artifacts pictured do not hold bad connotations for believers. Interestingly, artifacts that may hold bad connotation to the first believers often do not have the same meaning for believers in succeeding generations.

Notice the progression to more complex pictures from Primer 1 to Primer 3.

NIMO PRIMER 2

NIMO PRIMER 3

Sample Cover Designs

ŪKOWŌLELELE

BUKU 1

SIAWI   PRIMER 1

Lavulavu so Ata

Ata   Primer 3

UDO WAINGAN
MGONGEN
BUK

NOUK   PRE READER

IT SAKAL

Nia   Trial Pre-reader

SINASINA KA

KELE

KANABINUE

SINASINA   READER
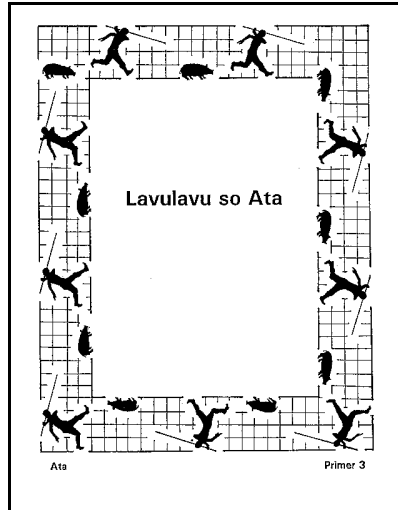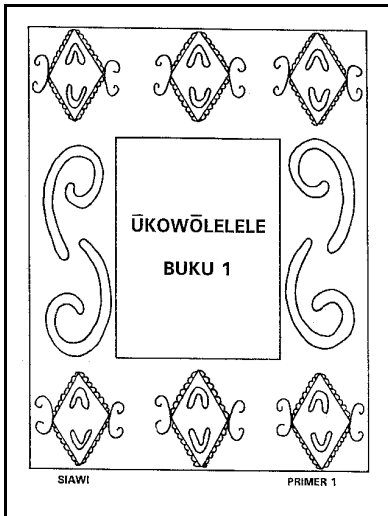
Designs work well for
primer covers, and
can be very simple or
quite complex.

LIA'E MEGURU MOMBACA
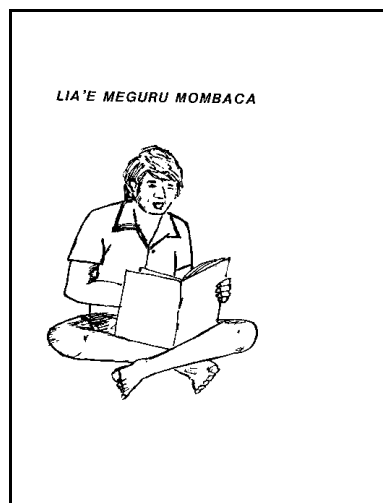
This cover design
helps the
students
know how to
hold the
book. If the man
were upside
down, the
students would
know that the
book was upside
down.

Sample Cover Designs

The cover design on this set of primers is a series of drawings
that tell a story. You can use this type of cover to explain
that the students will need to start at the beginning when
learning to read, and with a lot of hard work, gradually
progress to the finish.

FNWUUNTHANDINI
SÍLABEER 1
A FJAA
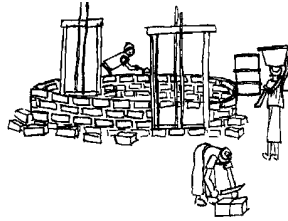
FNWUUNTHANDENI
SÍLABEER 2
A FJAA
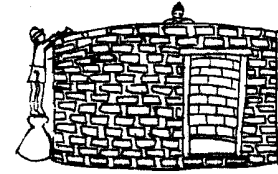
FNWUUNTHANDENI
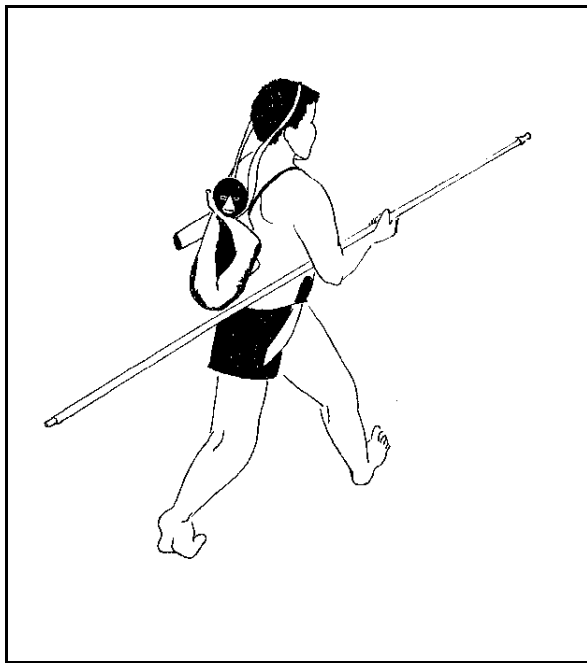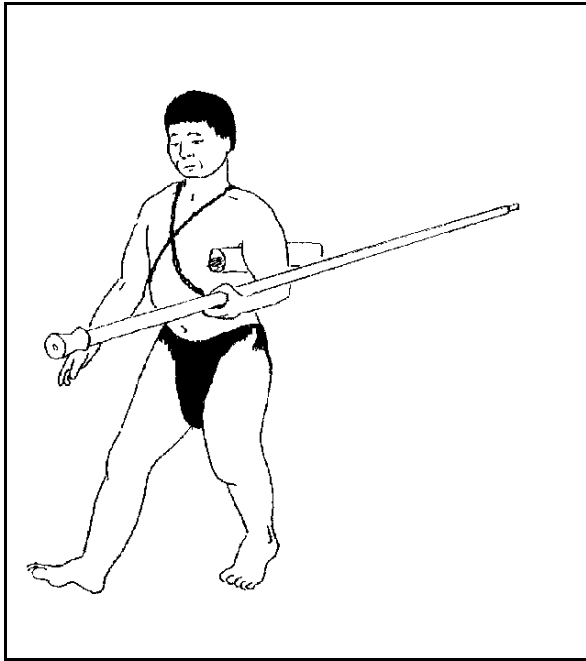SÍLABEER 3
A FJAA

SÍLABEER 4
A FJAA
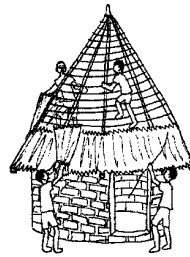
SÍLABEER 5
A FJAA

SÍLABEER 6
A FJAA

This set of primers is another example of a
series of drawings that tell a story.
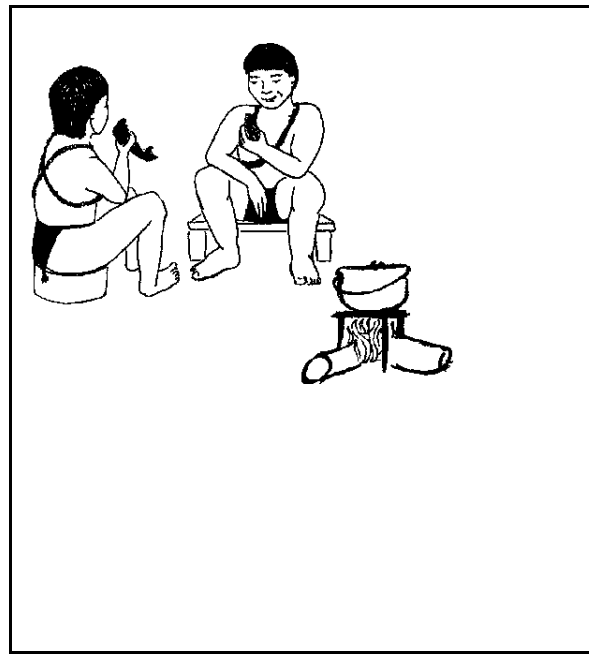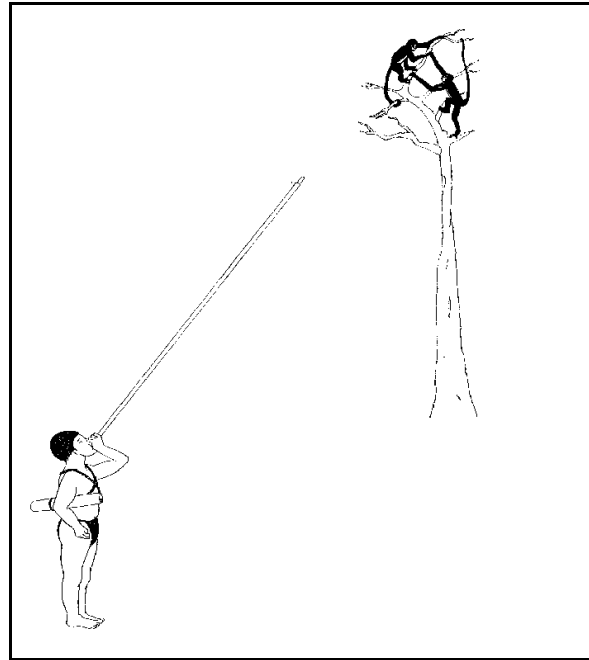
BUKU 1

New Tribes Mission
P.O. Box 1079, Goroka E.H.P 441
Papua New Guinea

Place copyright page on back of title page.

PREFACE

This book is the first in a series of four primers prepared for the Yagaria language group of the Eastern Highlands Province of Papua New Guinea. It was produced by members of New Tribes Mission.

In this primer, the symbols **k, g, a, e, b, o, m, n, d** and **ae** are introduced. The glottal (') and the upper case **K, A, E, B, O, M, N** and **D** are also introduced.

Blank Page

Place blank page on back of preface page.

Sample Layout Board in Progress

title page	copyright page	preface page	blank page	→
another reading page	picture olua olua [o] lower case drill possibilities upper case drill possibilities	reading text	reading text	→
reading	n-	reading	reading	→
reading			reading	→
21	22	23	24	

(page numbers in squares: 5, 6, 7, 8, 16)

This layout board is **in progress**. Each square represents a page in the primer. The author has jotted in the letter she hopes to present on each key word teaching page. Between key word teaching pages, she has planned for at least two practice reading pages. On the earlier pages of the primer, the author has specified what the key word will be, and indicated where each element of the page will go. She will continue to do this as she lays out the rest of the primer.

It is important to **use pencil** on your layout board. This is your worksheet — you will be juggling letters, sentences, and even pages. Perhaps you will find that you need to bring in another letter, or use a sight word, or that you have enough material for an extra reading page. You **will** be making changes as you plan your primer on this layout board. Using pencil keeps it from becoming too messy. Post-it notes are handy too for jotting down ideas to juggle around.

picture ula ula u picture meme meme me u e e mu me 1	u e mu me U E Mu Me reading pict reading pict reading? 2	picture kame kame ka a u e a mu me ma ku ke ka same vowels capitals 3	sentence reading practice page 4
reading text 9	pict ere ere e 10	reading text 11	reading text 12
reading Although this is called a layout "board," it is just paper. If you can, use a large sheet of white poster paper. If necessary, you can use cardboard, or you can tape together eight sheets of 8½ by 11 paper. Block your layout board into 28 squares (the number of pages which will be in your first primer). 25	b- 18 reading 26	reading 19 reading 27	reading 20 syllable charts 28

Sample Lesson Planning Chart
Sample based on SinaSina Primer 1

Primer1 Page	Key Word	Symbol	CV Pattern	Syllables	Sight Word	Built Words	New Functor
1	ula, meme	u, e, m	VCV, CVCV	u, e, mu, me			
2		M, U, E		U, E, Mu, Me		Meme, meme, umue, Me, eme	period
3	kame	k, a, K, A	CVCV	a, ka, ke, ku, ma,			
4					Abal	kama, Kua, ama, ukemue, E, e	comma
5						kame, kemue, me	
6	olua	o, O	VCVV	o, O, ko, Ko, mo, Mo			
7						umo, O, Kome, koma	question mark
8					yali	kemo, kame, Eme	
9					Yali	kekemue, kumu	
10	ere	-r-	VCV	ere, uru, oro, ara			
11						Kare, ore, Kure, Kora, ure, kare	
12						Aro, Mara, ere, More	
13					dimue	mare, muruo, ura, Ere, more	
14	nebare	n, N	CVCVCV	Ne, Na, Nu, No, ne, na, nu, no			

Page	Key Word	Symbol	CV Pattern	Syllables	Sight Word	Built Words	New Functor
15					Abali	Naru, unamue, kenamue, kane, kere, nekemue, namue, Mu	
16						Erama, nere, nomue, nabe, Nabe	
17						era, erama, kananue, kanere	
18	bona	b, B	CVCV	Ba, Bo, Be, Bu, ba, bo, be, bu			
19						Bona, Bare, mena, bo, bona, ane, kanemue	
20						Nebare, nebare, bee, kanamo, kanamue, Na, na	
21						one, nomo, koba, kabe, Ba	
22	kom	-m	CVC	om, am, um, em			
23						kom, nem, Makam, mam	
24						kam, Kum, ukemba, kenamba, nene, nekenamue	
25	ola	l, L	VCV	La, Le, Lo, Lu, la, le, lo, lu			
26						molue, mole, molalue, molamue, olua, kenalue, kolale, nemolamue, nekenamba	
27	Review page						
28	Syllable lists						

75

Sample Syllable Occurrence Chart
Sample based on SinaSina Primer 1

Page	1	2	3	4	5
Me		2		3	2
me		4		2	5
mu		2		5	6
e		3		6	7
u		2		6	4
E				1	
Ku				2	4
a				3	7
ka				1	1
ma				2	3
ke				1	2

Sample Sinasina Primer 1

On the following pages is a sample of Primer 1 which was prepared for the Sinasina people of Papua New Guinea.

A two-page spread shows a broad picture of Primer 1.

Following this two-page spread are the individual pages with comments about **what** is being taught on each page and **why**. You will find these comments to be very helpful as you design primers for your language.

SAMPLE FIRST PRIMER — SINASINA

Title page
 	
Copyright page
 	
Preface page
 	
Blank page
	ula ula `u`
	
	meme meme
	`me`
	`e`
	
	`u` `e`
	`mu` `me`
		`u` `e`
		`mu` `me`
		
		`U` `E`
		`Mu` `Me`
		
		Me umue.
		Meme umue.
		Me meme eme umue.

		1

Me umue.
Meme umue.
Me meme eme umue.

2

Meme umo? O, meme umue. Meme kama umo? E, e. Meme kama ukemue. Kua umo? O, Kua umue. Kome ama umue. Kome koma umo? E, e. Kome koma ukemue.	Kua meme umue. Kua meme kama umue. Eme Kua meme kemue. Kua kame kemo? O, yali kame ama kemue. Kome ama umue. Kome me kemue.	Kua meme kemo? O, Kua meme kemue. Yali meme kama kemue. Kome kame kemo? E, e. Kome kame kekemue. Abali me kemue. Kome kumu ama kemue.
7	**8**	**9**

---

nebare   nebare
`ne`
`e`

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No

14

Naru eme Mara unamue.
Naru Mara ure kame kenamue.
Abali ure kumu kane kane ama kenamue.
Naru kumu kane kane nekemue.
Abali kumu kane kane kere eme Mu ere namue.

15

Erama Naru ure kumu kane kane kere nekemue.
Kua eme ure kumu nomue.
Eme nabe ure kumu nere, ere namue.
Eme yali ure meme kenamue.
Nabe ure meme kere eme Mu ere namue.
Naru ama ure me kenamue.
Abali me kere, nere eme ere namue.

16

Nabe ure bona kabe kenamue.
Bona kabe one kere nabe ere mena namue.
Eme Ba ure kabe one nere ere namue.
Bare ama ure kabe one nomue.
Bare koba ama kere nomue.
Ba koba ama nomo?
Ba koba nekemue.
	kom kom
	`om`
	`o`
		Ba kom dimue.
		Ba koba ama dimue.
		Eme Bare koba kenamue.
		Eme Ba kom kenamue.
		Ba nem ure kom nere eme ere namue.
		Yali Makam ere namue.
		Ba mam ama ure kom nere eme Makam ere namue.

u	e	a	o
um	em	am	om
bum	nem	mam	kom

kum	kem	kam	kom
bum	bem	bam	bom

num		nam
mum		mam

21   **22**   **23**

Panel 3

kame   kame

ka
a

u	e	a
mu	me	ma
ku	ke	ka

U	E	A
Mu	Me	Ma
Ku	Ke	Ka

3

Panel 4

Abal Me umue.
Meme umue.
Meme kama umue.
Kua ama umue.
E, e. Kua ukemue.

4

Panel 5

Kua eme umue.
Me ama umue.
Kua meme ama umue.
Kua kame kemue.
Kua me ama kemue.
Me eme umue.
Me kame ama kemue.

5

Panel 6

olua   olua

o

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko

6

Panel 10

ere   ere

e

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko

10

Panel 11

Kare ore umue.
Kure kare ore umue.
Kora kare ama umue.
Kora ure meme kemue.
Kure ama ure meme kemue.
Kure meme ore kemue.

11

Panel 12

Aro Mara ere umue.
More Mara ere umo?
E, e. More Mara ere ukemue.
Kure Mara ere umue.
Yali ure meme kemue.
Kure me ama kemue.

12

Panel 13

Mara mare ere dimue.
Mara ere ore dimue.
Mara ere muruo ura dimue.
Ere ore dimue.
Ere more dimue.
Ere more ore dimue.
Kure ere more mare
meme kemo?
O, Kure ure ere more
meme mare kemue.

13

Panel 17

Erama Kure meme kemo?
O, erama Kure meme kemue.
Erama Kora ama meme
kemo?
O, erama Kora ama meme
kemue.

Eme Kora kare ore unamue.
Kora kare ore kananue.
Kua ama ure kare era kanere
eme Mara ere namue.

17

Panel 18

bona   bona

bo
o

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo

18

Panel 19

Bona ore umue.
Bare bona ore umue.
Bare bona eme mena namue.
Mara bo ore dimue.
Ena Bare bona ure bo
nomue.
Bona me ane ama nomue.
Nabe ure bona era kanemue.
Ena yali bona era eme kere
nomue.

19

Panel 20

Nebare dimue.
Na nebare dimue.
Na nebare bee ore dimue.
Eme Bare ure nebare
kanamo?
O, eme Bare ure na nebare
kanamue.
Eme nabe ama ure na
nebare kanamue.

20

Panel 24

Ba mam kam Kome dimue.
Ba nem kam Kum dimue.
Ba mam Kome umue.
Ba nem ukemba eme
unamue.
Yali eme ure bona kabe
kenamue.
Ba nem bona kabe kenamba
nene nekenamue.
Ba mam Kome bona kabe
nere eme ere namue.

24

Panel 25

ola   ola

la
a

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo
lu	le	la	lo

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo
Lu	Le	La	Lo

25

Panel 26

Na Ba molue.
Na Mara mole molalue.
Eme na me kere, olua ama
kenalue.
Eme na nabe ure me
nekenamba olua nemolamue.
Na nabe Mara mole eme
unamue.
Na kolale kenalue. Yali ure
kolale nemolamue.

26

Panel 28

One or more reading pages should be
written after page 26 and before the final
page seen below.

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo
lu	le	la	lo
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo
Lu	Le	La	Lo

um	em	am	om

28

79

Primer 1, Page 1: Key word teaching page.

What is being taught: Only one new symbol is normally taught on a key word teaching page. However, on the first page of the first primer, we must teach more letters to create enough syllables to write meaningful sentences as soon as possible. (See footnote, page 54, if this page introduces too much information for your students.) Three new letters are sufficient here, but it is okay to teach **four** new letters on the first page *if necessary* in order to have more sounds to work with.

ula

ula

u

meme

meme

me

e

u	e
mu	me

1

The vowel 'u' is being taught with the key word 'ula.' Place the key word picture in the upper left section of the page, with the key word directly below it.

Directly across the page to the right of the key word, repeat the key word. Make

ula

u

Ula

Not like this
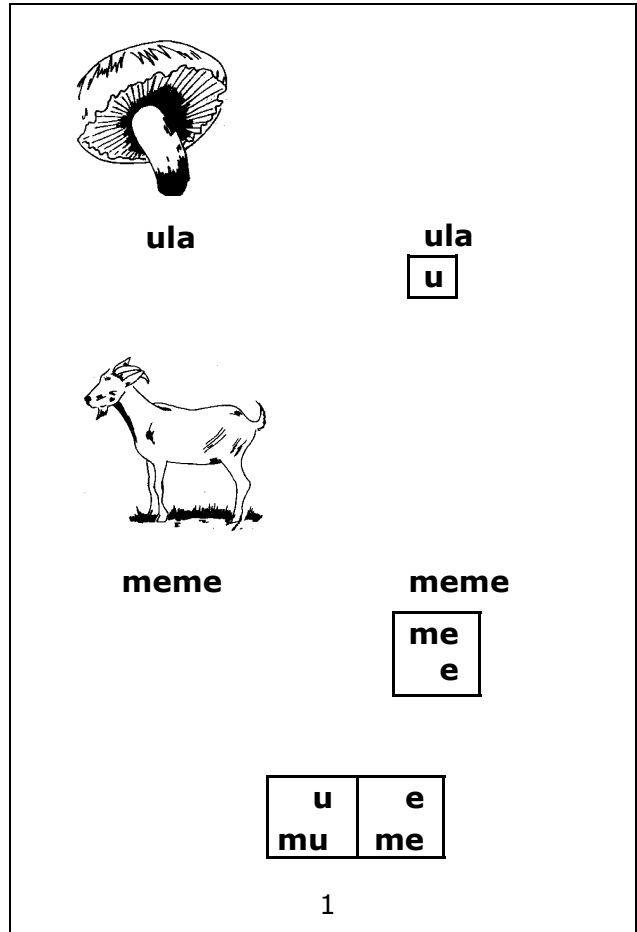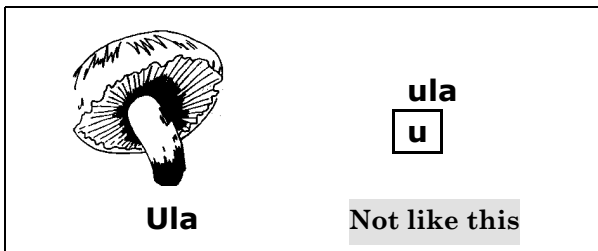
sure this is directly to the right and not higher. The correct placement of these words helps to reinforce that we read from left to right and top to bottom.

Below the repeated key word, separate out in a box the syllable being taught. Here, the letter 'u' is the syllable being taught. Write it directly under the corresponding 'u' in the key word.   Note that the syllable 'la' is not taught on this page. It is placed in residue. **After** the symbols 'l' and 'a' have been taught, we can use the key word 'ula' in primer stories.

The second and third letters to be taught are 'm' and 'e.' The key word 'meme' (goat) is placed just below the picture of the goat. The word 'meme' is repeated directly to the right across the page. The new syllable 'me' is isolated directly below the corresponding letters of the key word. In addition, the vowel 'e' is isolated and aligned directly below the 'e' in 'me.' The 'e' is now considered to be 'taught,' even without its own key word and picture. (Of course, 'e' will also be reinforced throughout the lesson.)

Syllable chart: At the bottom of this key word teaching page, set up a syllable chart which shows all possible vowel-consonant combinations taught to this point. Though 'mu' is not taught with a key word, it is valid because 'm' and 'u' are already taught. (Once the concept of capitals has been taught, you would include a capital syllable chart as well as the lower case syllable chart.)

Comments on Creation of Sample First Primer

Primer 1, Page 2: First reading page.

Syllable chart: Occasionally, syllable charts are used on reading pages to teach a symbol that cannot be taught with a key word, or to introduce something grammatical. The syllable chart is used here both for review and to introduce capital letters.

In the syllable chart, each vowel is aligned with its corresponding vowel above and below it on the chart. The matching chart shows each of the three letters in capital form.

Capital letters: **Capital letters must be used in every sentence, so we encourage teaching them from the start.** Capital letters will be taught and reinforced through flash cards, blackboard work, primer charts, and primer sentences.[1]

Punctuation: Punctuation is used with every sentence right from the start. The teacher should mention the punctuation mark on this page (a period) briefly but not make a big issue of it. Punctuation will be taught in more depth during writing practice. (See lesson plans.)

u	e
mu	me

U	E
Mu	Me

Me umue.
Me came.

Meme umue.
The goat came.

Me meme eme umue.
Me's goat came later.

2

Reading practice: Because we are limited to only three letters (the letters which were taught on the previous key word teaching page), we are limited in how many sentences we can write. However, although we only write three simple sentences here, they are very effective. It is exciting for the people to be able to read their first sentences. These are complete sentences, not just phrases or 'baby talk,' so for the first time, the new reader is reading 'sense' in his own language!

All four possible syllables ('u', 'e,' 'mu,' 'me') are used to create these three sentences. The syllable 'Me' is a commonly-used woman's name. 'Umue' is a built word, using three ('u,' 'mu,' 'e') of the four possible syllables.

Pictures: Two simple pictures are included to support the meaning of the sentences.

---

[1]   See the accompanying CD for more information and options on handling capital letters in the primer, as well as information on teaching capitalization. File name: \CD Articles\CD-Capitalization

Comments on Creation of Sample First Primer

Primer 1, Page 3: Key word teaching page.

What is being taught: The syllable 'ka' is being taught with the key word, 'kame' (banana). Because this is only the third page of Primer 1, we are limited in the letters we have available for writing sentences. Therefore, we will teach both the 'k' and the 'a' here, even though 'a' does not come with its own key word. Remember, with this method of literacy, you never teach a consonant by itself, only as part of a syllable. Ideally you would have taught 'a' as a syllable by itself. But in the early pages of a primer, when you need to use the most productive symbols, it is acceptable to teach 'k' and 'a' together.

Key word: Notice that 'kame' is an excellent key word. It is easily and clearly pictured. In addition, the new syllable occurs first in the word and is the stressed syllable. Thus this word will always bring to the reader's mind the sound it is meant to teach, that is, 'ka.'
Remember, the key word is meant to anchor the new sound in the reader's mind.

kame   **kame**
              | ka |
              | a |

u	e	a
mu	me	ma
ku	ke	ka

U	E	A
Mu	Me	Ma
Ku	Ke	Ka

3

After all syllables in a key word have been 'taught,' you are free to use the word in supporting sentences and stories of the primer. In the case of 'kame,' we can use it at any time in the following reading pages because the second syllable 'me' has already been taught.

Syllables: The key word for 'k' appears under its picture, then is repeated to the right. Below the repeated key word, separate out in a box the syllables being taught. The syllables 'ka' and 'a' are each aligned directly below its respective symbol and isolated in a box.

Syllable chart: All allowable syllables, that is, syllables taught to this point, are charted at the bottom of this key word teaching page. There are two charts: one with lower case letters and one with upper case letters. It is helpful for the students to keep these charts separate. In the primer stories and in writing practice, lower case letters and capital letters will be intermingled as they are used in their proper places.

Comments on Creation of Sample First Primer

Primer 1, Page 4: Reading page.

What is being taught: No new letters are taught on reading pages. Reading pages can use any words or syllables previously taught. Be sure to use the syllables just taught on the preceding key word teaching page. You will find that some syllables and words will be used more often than others because of the story lines. Keep in mind, however, that your goal is to use each syllable as many times as possible within the limit of 6 new built words per page.

Charting: In order to keep track of how often you are using each syllable, you need to fill out the *lesson planning chart* and the *syllable occurrence chart*. If you have not already begun, start to fill out these charts **now.** The charts will help you keep track of which syllables have been used and how many times. The charts will also help you see which syllables still need to be brought into the reading pages for further review and practice. For example, if the syllable 'ka' has only been used once, you should try to add new built words which use 'ka' at least two or three more times if possible.

Abal Me umue.
The woman Me came.
Meme umue.
The goat came.
Meme kama umue.
The black goat came.
Kua ama umue.
Kua also came.
E, e. Kua ukemue.
No. Kua didn't come.

4

LESSON PLANNING CHART

Primer 1 Page	Key Word	Symbol	CV Pattern	Syllables	Sight Words	Built Words	New Functor
1	ula, meme	u, e, m	VCV, CVCV	u, e, mu, me			
2		M, U, E		U, E, Mu, Me		Meme, meme, umue, Me, eme	period
3	kame	k, a, K, A	CVCV	a, ka, ke, ku, ma,			
4					Abal	kama, Kua, ama, ukemue, E, e	comma

Comments on Creation of Sample First Primer

Page	1	2	3	4	5
			Syllable Occurrence Chart		
Me		2		3	2
me		4		2	5
mu		2		5	6
e		3		6	7
u		2		6	4
E				1	
Ku				2	4
a				3	7
ka				1	1
ma				2	3
ke				1	2

Sentences: Make every effort to create culturally appropriate and interesting sentences. The sentences should not be isolated in meaning. That is, you should not write one sentence about someone paddling a canoe and then another about a goat chewing a shirt. The reader needs connected reading material.   As soon as possible, write "stories." Keep the sentences short — at this point, they should not exceed one line in length. Because this reading page is early in the primer, five sentences are sufficient.   You do not want to overwhelm the new reader with too much text on a page.

Picture: Because this is only the second reading page and because reading is so new to the student, a picture is used to help the reader with meaning and to add interest to the story.

Sight word: A sight word is a word that contains symbols or syllable patterns not yet taught, but which is necessary for meaning. In this case, we will teach 'abal' as a sight word. Because the word 'me' is a food as well as a woman's name, the people would naturally identify which word is being used by saying 'Abal Me' (the woman, Me).

Comments on Creation of Sample First Primer

Primer 1, Page 5: Reading page.

No picture: This is the second reading page in a row, and the first page with no pictures. Primer 1 will have pictures on some reading pages, but it is not necessary or advisable to have a picture on every reading page.

Sentences: This reading page is slightly longer than the page before. Notice how similar many of the sentences are to each other. This is fine, because even the slightest variation holds the student's interest and provides reading practice.

Proper names: The goal on these practice reading pages is to use all of the syllables already taught as many times as possible in new built words. Notice that this Sinasina primer accomplishes this task by using commonly-used proper names. For example, 'Me' is a commonly-used lady's name which reinforces the syllable 'me.' 'Kua' is a commonly-used man's name which reinforces the syllables 'ku' and 'a.' It would be better not to depend so much on proper names to provide syllable practice, but in the first primer, some languages, as the Sinasina language in this sample, are forced to use proper names. However, it would be ideal if the writer could find actors for his stories, such as 'the little boy,' 'gramma,' 'uncle,' 'the tiger,' 'the goat,' etc. **Try** to use common nouns rather than proper nouns when forming the stories on the practice pages.

Back translation: Notice that we have included a back-to-English translation of the primer reading pages throughout this section, "Comments on Creation of Sample First Primer." This is only so that you can understand the sentences. You, of course, would not include a back translation like this in your indigenous primer.

Kua eme umue.
Kua came later.
Me ama umue.
Me also came.
Kua meme ama umue.
Kua's goat also came.
Kua kame kemue.
Kua cooked bananas.
Kua me ama kemue.
Kua also cooked 'me' (a potato root).
Me eme umue.
Me came later.
Me kame ama kemue.
Me also cooked bananas.

The back-to-English translation is included as part of these sample reading pages so that you can understand the sentences. You would NOT include a back translation like this in your indigenous primer.

5

Comments on Creation of Sample First Primer

Primer 1, Page 6: Key word teaching page.

What is being taught: On this page, we will begin the normal teaching pattern of teaching only one new letter per key word teaching page. Ideally, from this point on, only one new letter will be taught on each key word teaching page.

In the Sinasina language, the vowel 'o' does not occur with as much **frequency** as some other letters. It is taught on this page, however, because it will allow us to use the question word 'umo' on the practice reading pages. We could have taught 'umo' as a sight word. However, by going ahead and teaching 'o' on this page, we avoid an early sight word. And although 'o' is not highly productive, we can use it in innovative ways. For example, 'O' is an expression, and 'Kome' is a person's name.

olua   olua
               | o |

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko

6

Key word: The key word used begins with the new letter and can be easily pictured. This word will bring to the reader's mind the sound of 'o.'

Syllable chart: At the bottom of this page are complete syllable charts, including all possible syllable formations using all letters and syllable combinations taught so far. A variety of these syllables will be used to build new words on the reading pages to follow.

Comments on Creation of Sample First Primer

Primer 1, Page 7: Reading page. Pages 7, 8, and 9 are reading pages. Four or more reading pages would be fine if needed, provided there are enough sentences that can be said with the limited syllables allowed so far.

What is being taught: No new syllables are being taught. However, many new **built words** are being used. Built words are made up of combinations of any syllables already taught. The new reader should be able to read any built word on the reading page because he has already been taught each syllable used to form the word.

It is suggested that, in this first primer, you **try to limit the number of new built words per reading page to 6.** Using built words insures that the reader is challenged to learn, that is, having new built words on each reading page means the reader will be reading something he has never read before. However, if there are too many new built words per page, the student would be concentrating so much on reading the built words that he would not be able to enjoy the story. So try to have no more than 6 new built words per page, although you can use less than 6.

Meme umo?
Did the goat come?
O, meme umue.
Yes, the goat came.
Meme kama umo?
Did the black goat come?
E, e. Meme kama ukemue.
No. The black goat didn't come.
Kua umo?
Did Kua come?
O, Kua umue.
Yes, Kua came.
Kome ama umue.
Kome also came.
Kome koma umo?
Did Kome come first (or before)?
E, e. Kome koma ukemue.
No. Kome didn't come first (or before).

7

Questions: This reading page uses **questions** to review, repeat, and practice all syllables. **The use of questions is an excellent tool for literacy and should be incorporated as soon as possible in the first primer.** Questions promote reading comprehension, and give the reader the opportunity to be directly involved in the story.

Punctuation: Use correct punctuation. You can briefly explain the question mark as you teach this primer page. (See lesson plans for this page.)

Comments on Creation of Sample First Primer

Primer 1, Page 8: Reading page. This is the second of three consecutive reading pages.

Picture: Although it is fine to have reading pages with no pictures, it is suggested that you do not have three consecutive reading pages with just text. This middle reading page, therefore, has a picture. It adds artistic flavor and adds interest for the beginning reader.

Sight words: The second 'sight word' in this primer occurs on this page. Actually, it was added after the primer was written. The author of the primer realized that she had to use the same proper noun over and over again in order to complete a story line. So she decided to include the pronouns, 'yali' (he) and 'abali' (she) (pg. 9). These pronouns allowed more natural and interesting sentence structure. The word 'yali' is a sight word because it has untaught parts.

Kua meme umue.
Kua's goat came.
Kua meme kama umue.
Kua's black goat came.
Eme Kua meme kemue.
Later Kua cooked the goat.
Kua kame kemo?
Did Kua cook bananas?
O, yali kame ama kemue.
Yes, he cooked bananas, too.
Kome ama umue.
Kome also came.
Kome me kemue.
Kome cooked 'me' (potato root like taro or yuca).

8

When teaching a sight word, the teacher should write it on the blackboard before the students encounter it in the primer, and tell the students what it says. Then as the students come to it in the primer, the teacher can remind them what it says. Do not use flash cards to teach the sight words, because sight words are not to be broken down and analyzed.

Comments on Creation of Sample First Primer

Primer 1, Page 9: Reading page. This is the third of three consecutive reading pages.

What is being taught: This page continues to provide the student with reading practice. Questions add variety to the sentences and aid in comprehension.

Sight words: The third 'sight word' in this primer occurs on this page. After the primer was finished, the author went back and added the sight word 'abali' (she) in several places. The woman's name, Kome, had been used repeatedly throughout this story. The author decided to substitute some of the repetitions of the name 'Kome' with 'abali' (she), thus making this whole story more natural and adult-sounding. 'Abali' is a sight word because it contains untaught letters.

Kua meme kemo?

Did Kua cook the goat?

O, Kua meme kemue.

Yes, Kua cooked the goat.

Yali meme kama kemue.

He cooked the black goat.

Kome kame kemo?

Did Kome cook bananas?

E, e. Kome kame kekemue.

No, Kome didn't cook bananas.

Abali me kemue.

She cooked yuca.

Kome kumu ama kemue.

Kome also cooked greens.

9

Comments on Creation of Sample First Primer

Primer 1, Page 10: Key word teaching page.

What is being taught: The letter 'r' is being taught. Notice that the key word does not begin with 'r', as is ideal. This is because 'r' does not occur at the beginnings of words in the Sinasina language. It occurs only medially (between vowels). The key word is chosen because it can be pictured and easily remembered. Notice that the new letter is accompanied by a vowel that has already been well taught.

Syllable charts: Notice that the capital letter chart at the bottom of the page does not include 'R.' This is because 'r' never occurs at the beginning of a word in this language.

If capital 'R' is used in the national language, this literacy worker would present it in a transitional primer. Only include in the indigenous primers the symbols that are actually used in the indigenous language.

ere   ere
               e

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko

10

Comments on Creation of Sample First Primer

Primer 1, Page 11: Reading page. Pages 11, 12, and 13 are reading pages.

What is being taught: No new syllables are taught on reading pages. The reading pages allow the student to practice all he has learned to this point.

Kare ore umue.
The big car came.
Kure kare ore umue.
Kure's big car came.
Kora kare ama umue.
Kora's car also came.
Kora ure meme kemue.
Kora came and cooked goat.
Kure ama ure meme kemue.
Kure also came and cooked goat.
Kure meme ore kemue.
Kure cooked a big goat.

11

Aro Mara ere umue.
Aro came to Mara (village name).
More Mara ere umo?
Did More come to Mara?
E, e. More Mara ere ukemue.
No. More didn't come to Mara.
Kure Mara ere umue.
Kure came to Mara.
Yali ure meme kemue.
He came and cooked goat.
Kure me ama kemue.
Kure also cooked yuca.

Primer 1, Page 12: Reading page. This is the second of three consecutive reading pages.

What is being taught: The student is learning to read new built words, along with words used on previous reading pages. Remember, built words on the reading pages use only syllables taught to that point.

12

Comments on Creation of Sample First Primer

Primer 1, Page 13: Reading page.

Sight word: The word 'dimue' is a sight word because it contains untaught letters. The teacher would teach this sight word on the blackboard before teaching this page. He would not break it down or point out what the untaught parts are.

This word was originally the first planned sight word, but later other sight words were added to provide smoother and more adult-like structure to the stories. When you teach the primers for the first time, you may find that some adjustments will have to be made. This is an example of such adjustments.

Sentence wrap: The last sentence on this page contains more words than will fit on one reading line. So for the first time the teacher will need to demonstrate how to read a sentence that is more than one line in length.

Mara mare ere dimue.
The tree is near Mara.
Mara ere ore dimue.
The tree near Mara is large.
Mara ere muruo ura dimue.
All the trees at Mara are softwood trees.
Ere ore dimue.
The tree is large.
Ere more dimue.
It is a 'more' tree.
Ere more ore dimue.
The 'more' tree is large.
Kure ere more mare meme kemo?
Did Kure cook the goat near the large tree?
O, Kure ure ere more meme mare kemue.
Yes, Kure came and cooked goat near the 'more' tree.

13
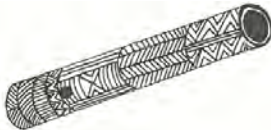
Do not indent the second line of the sentence — it should begin flush left, even with the rest of the printing, as the example shows. Notice that you should not yet introduce paragraphs. In the first primer, each new sentence begins on a new line each time.

Comments on Creation of Sample First Primer

Primer 1, Page 14: Key word teaching page.

What is being taught: The letter 'n' is taught on this page. Remember, you should not introduce two letters that are similar in sound or appearance too closely together. The letter 'n' looks and sounds very similar to 'm.' But because the letter 'm' was taught on the first page of the primer and has been taught very well by now, it is okay to teach 'n' at this point. The new reader is not likely to become confused between the two similar-looking letters because one of the letters is already well learned.

Syllable charts: Usually, you would put the newest letter learned in the last row of the syllable chart. However, the two-syllable 'r' drills are placed last on the chart here in order to preserve a neater look and to provide easier reading and rhythm.

nebare   **nebare**

ne
e

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No

14

Comments on Creation of Sample First Primer

Primer 1, Page 15: Reading page.

Naru eme Mara unamue.
Naru will be coming to Mara later.
Naru Mara ure kame kenamue.
Naru will come to Mara and cook bananas.
Abali ure kumu kane kane ama kenamue.
She will come and cook all kinds of greens.
Naru kumu kane kane nekemue.
Naru will not eat all kinds of greens.
Abali kumu kane kane kere eme Mu ere namue.
She will cook all kinds of greens and after will go to Mu (village name).

15

Erama Naru ure kumu kane kane kere nekemue.
Yesterday Naru came and cooked all kinds of greens and didn't eat them.
Kua eme ure kumu nomue.
Kua came later and ate.
Eme nabe ure kumu nere, ere namue.
My father will come and eat greens and go.
Eme yali ure meme kenamue.
Later he will come and cook goat.
Nabe ure meme kere eme Mu ere namue.
My father will come and cook goat and later go to Mu.
Naru ama ure me kenamue.
Naru will also come and cook 'me'.
Abali me kere, nere eme ere namue.
She will cook and eat 'me' and then go.

16

Primer 1, Page 16: Reading page.

Comments on Creation of Sample First Primer

Primer 1, Page 17: Reading page.

Spacing: On this page, we have two small stories which are not related to each other. The extra space between them helps convey the change-over to a new thought.

Picture: Notice that we are not placing a picture on every reading page. It is good for the reader to read some pages with no pictures. However, do continue to use pictures where they will add special interest, or help convey the meaning when words are still limited.

Erama Kure meme kemo?
Did Kure cook goat yesterday?
O, erama Kure meme kemue.
Yes, Kure cooked goat yesterday.
Erama Kora ama meme kemo?
Did Kora also cook goat yesterday?
O, erama Kora ama meme kemue.
Yes, Kora also cooked goat yesterday.

Eme Kora kare ore unamue.
Later Kora's big car will come.
Kora kare ore kananue.
You will see Kora's big car.
Kua ama ure kare era kanere eme Mara ere namue.
Kua will also come and see the just mentioned car and then go to (village) Mara.

17

---

bona

bona

bo
o

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo

18

Primer 1, Page 18: Key word teaching page.

Comments on Creation of Sample First Primer

Primer 1, Page 19: Reading page.

Bona ore umue.

The big pig came.

Bare bona ore umue.

Bare's big pig came.

Bare bona eme mena namue.

Bare's pig came and later went outside (the fence).

Mara bo ore dimue.

Mara has large sugarcane.

Ena Bare bona ure bo nomue.

Bare's pig came and ate sugar cane.

Bona me ane ama nomue.

The pig came and ate the yuca leaves too.

Nabe ure bona era kanemue.

My father came and saw the pig.

Ena yali bona era eme kere nomue.

So then he later cooked and ate the above mentioned pig.

19

Nebare dimue.

The flute is there.

Na nebare dimue.

My flute is there.

Na nebare bee ore dimue.

My flute cries (sounds) loud.

Eme Bare ure nebare kanamo?

Later will Bare come and see the flute?

O, eme Bare ure na nebare kanamue.

Yes, later, Bare will come and see my flute.

Eme nabe ama ure na nebare kanamue.

Later my father will also come and see my flute.

20

Primer 1, Page 20: Reading page.

Comments on Creation of Sample First Primer

Primer 1, Page 21: Reading page.

Nabe ure bona kabe kenamue.

My father will come and cook pig meat.

Bona kabe one kere nabe ere mena namue.

While the pig meat is cooking, my father will go out.

Eme Ba ure kabe one nere ere namue.

Later Ba will come and eat the 'real' meat (implying 'pig') and go.

Bare ama ure kabe one nomue.

Bare also came and ate the pig meat.

Bare koba ama kere nomue.

Bare also cooked 'koba' (a fruit-type food) and ate it.

Ba koba ama nomo?

Did Ba eat 'koba'?

Ba koba nekemue.

Ba didn't eat the 'koba'.

21

Comments on Creation of Sample First Primer

Primer 1, Page 22: Key word teaching page.

Final consonant: This is the first page to teach a final consonant.

Notice that once the final '-m' has been taught with one vowel, it can be combined with any vowel taught so far.

Syllable charts: The syllable charts are arranged according to the writer's discretion, choosing syllables and words most helpful to the new readers. The syllable '-om' forms a vulgar word when combined with certain letters, so the writer is careful to create drills that leave out the combinations that would be vulgar.

Reading pages: Following this teaching page are two reading pages. It would be better to have three or four reading pages after introducing a final consonant. However, the writer wanted to fit one more new letter into this primer and still stick to 28 pages. So she chose to present only two reading pages here. This is acceptable, especially if the students will read from the Graded Reader 1 following this primer. Graded Reader 1 will provide the students with practice reading which includes all of Primer 1 material in new settings.

kom　　　　　　　**kom**

om
o

u	e	a	o
um	em	am	om
bum	nem	mam	kom

kum	kem	kam	kom
bum	bem	bam	bom

num	nem	nam
mum	mem	mam

22

Comments on Creation of Sample First Primer

Primer 1, Page 23: Reading page.

Ba kom dimue.

This is Ba's sweet potato.

Ba koba ama dimue.

This is also Ba's 'koba' (fruit).

Eme Bare koba kenamue.

Later Bare will cook the 'koba'.

Eme Ba kom kenamue.

Later Ba will cook the yuca-type root food.

Ba nem ure kom nere eme ere namue.

Ba's father will come and eat the sweet potato and then go.

Yali Makam ere namue.

He is going to Makam (area).

Ba mam ama ure kom nere eme Makam ere namue.

Ba's mother will also come and eat sweet potato and then go to Makam.

23

Ba mam kam Kome dimue.

Ba's mother's name is Kome.

Ba nem kam Kum dimue.

Ba's father's name is Kum.

Ba mam Kome umue.

Ba's mother Kome came.

Ba nem ukemba eme unamue.

Ba's father didn't come but will come later.

Yali eme ure bona kabe kenamue.

He will come later and cook pig meat.

Ba nem bona kabe kenamba nene nekenamue.

Ba's father will cook pig meat but he himself will not eat.

Ba mam Kome bona kabe nere eme ere namue.

Ba's mother Kome will eat pig meat and later go.

24

Primer 1, Page 24: Reading page.

Comments on Creation of Sample First Primer

Primer 1, Page 25: Key word teaching page.

ola

ola
la
a

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo
lu	le	la	lo

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo
Lu	Le	La	Lo

25

Primer 1, Page 26: Reading page.

Na Ba molue.

I am Ba.

Na Mara mole molalue.

I will be here at Mara (village name).

Eme na me kere, olua ama kenalue.

Later I will cook yuca and also cook pumpkin.

Eme na nabe ure me nekenamba olua nemolamue.

Later my father will come and won't eat yuca but will eat pumpkin and stay.

Na nabe Mara mole eme unamue. Na kolale kenalue.

My father is at Mara and later will come. I will cook chicken.

Yali ure kolale nemolamue.

He will come and eat chicken and stay.

26

One or more reading pages should be written after page 26.

Comments on Creation of Sample First Primer

Primer 1, Page 28: Syllable chart.

The last page of each primer is a chart of all the possible syllables that can be formed from the symbols taught in that primer.   This syllable chart shows the new reader how much he has learned. It also records for the teachers exactly what material has been covered. In addition, this syllable chart helps any interested government personnel to see at a glance the basic information taught in the primer.

Reviewing: The day you present this syllable chart would be a review lesson. During this lesson, you would go back and have the students read from previous pages, especially pages that they found to be difficult. Focus on what **they** need to review.

u	e	a	o
mu	me	ma	mo
ku	ke	ka	ko
nu	ne	na	no
bu	be	ba	bo
lu	le	la	lo
uru	ere	ara	oro

U	E	A	O
Mu	Me	Ma	Mo
Ku	Ke	Ka	Ko
Nu	Ne	Na	No
Bu	Be	Ba	Bo
Lu	Le	La	Lo

um	em	am	om

28

102

Preparing Teaching Aids and Equipment

TEACHING AIDS AND EQUIPMENT

OVERVIEW[1]

A literacy lesson involves much more than just using a primer. Each day, in addition to teaching from the primer, you will also use flash cards and the blackboard to reinforce what is being presented or reviewed in the primer.

KEY WORD PICTURE FLASH CARDS

Each key word picture flash card (sometimes called a picture flash card) consists of a key word along with the key word picture.

You will need to make a key word picture flash card for every key word[2] used in the primers throughout the entire literacy program.

You will use the flash card primarily to teach the syllable breakdown of the new key word. And you will use it primarily **on the day** when you teach the corresponding key word teaching page in the primer. You will also use it for review in the next few lessons. After using it for a few lessons, you can hang it on the wall, and point to it as a reference if the students are having a problem remembering the sound that was taught by that key word.

It is recommended that you teach key words from flash cards which are written with lower case letters.

SYLLABLE FLASH CARDS

You will want to make flash cards for each syllable possibility in the language.

When you teach a key word lesson, you will drill the syllable cards which contain the new letters in all their possible occurrences (using only the new letters and any letters previously taught).

When you have a reading page lesson, you will drill all the syllables previously taught.

You would have flash cards for both lower case and capitalized forms of each syllable, although it is not necessary to cover every capital possibility with the syllable flash cards.

BUILT WORD FLASH CARDS

A built word flash card would contain a single word, built from the syllables which have been taught to that point. The purpose of these word flash cards is to train the student to recognize words quickly so they don't have to sound them out. These drills are only used while you are teaching from the first primer, or later if the students are having a hard time catching on. You should not use the built word flash

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[1] This section gives an overview of teaching aids and explains how to **make** them. Refer to the chapter, "Teaching Procedures" (page 181), for an explanation on how to **teach** with these aids.

[2] Occasionally key words cannot be pictured. You would teach it in the primer just as you would any other key word. And you would make a key word card for it as well, only without the picture.

cards on key word days, when new letters are taught.

SENTENCE FLASH CARDS

Some have found that the students tend to memorize the sentences in the primer. A possible solution is to make sentence flash cards which give sentences in a different order than is in the primer. This can help force them to read. Use the option if you find it necessary.

BLACKBOARD

The blackboard will be used in many ways. You will use the blackboard for syllable drills and to introduce sight words. You will also use it to demonstrate how to write letters and numbers.

To do a blackboard syllable drill, write a syllable chart on the blackboard, preferably before class time. Use a pointer to point to the syllables as you drill them. For lessons early in the first primer, you can use all syllables that have been taught. In later lessons, use the syllables most recently taught and mix in some of the older ones. This blackboard syllable chart should be in a different order from the syllable chart in the primer to prevent memorization.

PICTURES FOR USE IN THE LITERACY PROGRAM

Pictures are used in the literacy program in many different ways, including:

1. Preparing the people to learn to read

2. Creating interest in learning to read

3. Expanding the people's horizons

4. As patterns for illustrations in the literacy materials

5. As topics for new literates to write about

LEARNING TO READ PICTURES

For people who have no prior experience with the written word, or with pictures, the best pictures to start with will be simple objects and uncluttered illustrations of actions. Color will help to attract their attention, but it isn't necessary for interpretation. You will want to use larger pictures at first, gradually reducing the size of the items shown as the people become adept at viewing and recognizing items. You will also want to increase the complexity of the scene or action as they learn to interpret what is happening in a picture.

PRACTICAL TIPS

Some preparation makes these first pictures easier for the people to use and reduces wear and tear from handling:

♦ Trim the picture to remove any unrelated clutter.

♦ Mount the picture on a piece of paper (if a notebook or scrapbook is planned) or cardboard. Notebooks or scrapbooks help to keep the pictures and photos in an upright position. Photo albums also work well.

♦ If possible, cover each picture with a plastic covering to protect it from wear and tear. Laminating them or simply putting them into page protectors will help keep them nice.

♦ Some literacy workers like to label pictures to help the people begin to associate words with meaning. There should be **no attempt** at this stage to teach the people to read the titles of the pictures. Labels may help the people learn to keep the pictures upright if the labels are always placed in the same place relative to the picture.

♦ Especially in the beginning, one picture to a page with the back of the page blank is best so that they can concentrate on that one picture without the distraction of another on a facing page.

♦ A photo album containing photos of the people themselves is always a hit. As they view the pictures, the people are learning to "read" and understand what or who they see in the picture. In addition, listening to the people's responses to

the scenes from their culture is an excellent aid to the missionary's language and culture study.

- ◆ Photographs of the missionary family usually interest the people. Once they learn to recognize your immediate family members, add photos of your extended family — parents, grandparents, siblings, grown children. Family is generally very important to tribal people, and most will be curious about your family.

Gradually increase the complexity of the pictures that you make available for "reading." As the people develop in their interpretation skills, you can begin to include unfamiliar material as a means of expanding their horizons.

As you choose pictures to use, keep the culture in mind. Be careful to avoid anything that would be offensive or a cause for alarm. Be careful also about using anything that might foster a feeling of greed or envy among those viewing the pictures.

Remember that just viewing the pictures without interaction is not very productive for the people. They need discussion with someone who knows about the picture in order to make it a meaningful learning experience. So spend time with them while they are looking at the pictures. Talk about what is in the picture, who is in the picture, what action is taking place, what might happen next, what might have led to the action in the picture, what are the implications for the persons involved in an action. Get them to think about what they see and help them learn to gather information from the picture. But don't make them feel uncomfortable or dumb by asking question after question about each picture.

When viewing pictures of unfamiliar objects, give them a few facts about that object, but don't overwhelm them with a wealth of new data. For example, you may include a picture of an animal that they have never seen and tell them something that may be of interest to them. Keep the number of available pictures of new things fewer than the number of familiar things to avoid overload.

Pictures are an integral part of a literacy program, and as such, time spent preparing the pictures is not wasted time. However, as Manfred Koehler mentioned in his article on language learning,[1] you can redeem the time you spend preparing pictures by listening to language tapes as you work.

Time spent with the people as they view the pictures and learn to read them is also good language learning or language exposure time. It may present many opportunities for text as they describe animals or items, or as they tell stories related to the pictures they are "reading."

LITERACY ILLUSTRATIONS

Illustrations will be needed for each phase of the literacy program, including the pre-primer, the primers, and post-literacy books.

Literacy illustrations must be simple. Too much detail in pictures is confusing and takes away from the purpose of the illustration. You want the

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[1] "National Geographic and Language Learning," by Manfred Koehler, *Outreach*, October 1994.

| Unsuitable as a literacy illustration. Too much detail, confused background, not specific enough. | Suitable as a literacy illustration. Simple, clear, minimal background, specific subject. |

literacy illustrations to aid understanding; do not compound possible misunderstanding by using illustrations that are difficult to read.

If you have adequate equipment, you may be able to scan in photographs. However, you must be sure the printouts are clear. For most groups, line drawing illustrations are sufficient and even better, because they can be more clearly understood.[2]

Be aware that illustrations for the primers will need to be context specific. You will find that published pictures generally may not be useable.

However, portions of pictures can be traced into a composed scene if needed. Just be careful to use only what is normal and natural in the culture. For example, cooking pots must be the type, style, shape and size that your people use on a daily basis. Trees and plants

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[2] There are exceptions. Among the Higaunon tribe in the Philippines, the missionaries had used line drawings in their original literacy program and found these illustrations to be adequate. Because the motivation was extremely high for people to read the Scriptures, the original literacy program was successful. However, the upcoming generation did not have the high motivation, and the original literacy materials were not interesting enough to hold their attention. Therefore, the missionaries completely revised their literacy materials, incorporating full-color graphics. They photographed tribal objects with a digital camera, and used them on their primer pages. They printed the literacy materials on a color inkjet printer, and laminated the pages to protect the ink. The missionaries found that moving to full-color graphics was just what was needed to spark a renewed interest in literacy. They admit that it was an intense and complex challenge to learn all the graphics and equipment. They state, "It wouldn't be easy for someone to copy this kind of thing unless they were prepared to give themselves to learning the graphics side of it." It takes a great commitment in both time and finances. It was worthwhile for the Higaunon literacy program. But you would need to consider the pros and cons carefully before making such a commitment. You would also need to consider if full-color literacy materials can be indigenized. (See samples of the Higaunon literacy materials on the CD that accompanies this manual. File name: \Section 04 - Aids\CD-Full-color - Higaunon. Be aware that the Higaunon program approaches literacy differently in many aspects from what is taught in this manual. Nevertheless, the samples show what can be done with graphics if warranted.)

must look like the kind that grow in that locality. If the story in the primer is about your group of people, don't use a picture of a house of the style that the neighboring group uses. Be careful about types of fires — how they position the logs or sticks, how they sit, etc. Make the pictures as much like the local community as possible.

If you have a local artist, anyone who likes to draw pictures, have that person draw the primer illustrations if at all possible. In addition to saving you time, a local person's drawings in the primer will add a sense of community and participation among the whole
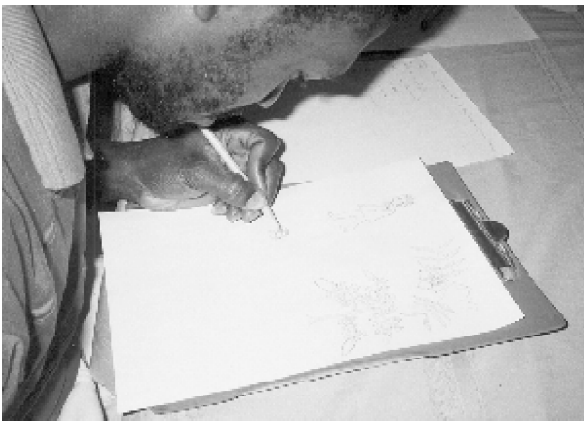
group and will greatly boost motivation to read the finished product.

INSTRUCTIONS FOR MAKING LINE DRAWINGS

With a modest amount of artistic ability, you can make up your own line drawings for literacy projects. The process is primarily tracing, and most teams have someone who can handle this, even if no one considers himself to be an "artist." Even tracing a picture takes a bit of skill, however, if you really want it to turn out well. Practice improves the results, so don't give up too quickly.

As a child, you probably held a page of your coloring book up to a window so the light would shine through, allowing you to trace the image on a blank piece of paper. This basic concept works great for making line drawings for literacy.

- You will need a light table for this process. While a window would work, it is not very practical. Light tables are readily available to buy, or you can make one. One missionary improvised by using a 18" square piece of Plexiglas, held up off the table on top of four drinking glasses. She placed a light under the Plexiglas. The light bulb was placed on an aluminum pie plate to protect the table surface. When turned on, the light reflected up through the Plexiglas. Although a bit precarious, it was a workable light table.

- You will also need lots of pictures for reference. You can use pictures from magazines, comic books, coloring books, and even snapshots of the people in various poses.

- Place the picture you want to use as a basis for your line drawing on the light table, cover it with a sheet of lightweight blank paper, and start tracing. Trace only the basic lines in the picture. Don't try to duplicate shading, or make the drawing complicated. You want simple line drawings that are easily identified.

- Modify the traced outline as needed. For example, if you have traced some pots with square bottoms, you could modify the drawing to make the bottoms of the

pots rounded. If you are working on drawings of people, you will probably need to change the style of dress, hair, and ornaments to fit the culture.

- Make a final drawing. Use fine markers, sold for artwork, when you are doing your final drawing. Ball point pens give a very uneven line, as do pencils. If the picture requires extensive modification, it would be best to do your initial tracing with a light pencil, and then go over the final lines later with a fine marker.

- Scan the final line drawing into your computer. Then import the picture into your literacy materials, placing it where you want it.

- Following is a specific example of this whole process. Let's say that you need a picture of a little girl with her pet.

1. First, find a picture to use as your basis. In your picture file, you have a picture of a North American girl holding a cat. The little girl is a curly-headed blond, dressed in typical North American attire.

2. Next, trace the picture, taking into account potential modifications. You know that you will need to change her hair style. So as you trace, ignore the little girl's curls, and trace the line where her bare skull would be. You know that you will need to change her clothing. So as you trace, ignore the little girl's American clothing, and try to trace the lines of her body

without the clothing. It's not that difficult, for instance, to imagine where her arm is under her sleeve. As you trace, you are making a line drawing of a little girl who is bald and not wearing clothes.

3. The next step is to modify. (You do not need to be at the light table for this.) Draw on the girl the type of skirt that the native girls wear. Draw on her the hair style she would have if she were a member of your tribe.

4. In the same way, adapt the cat in your base picture to be the type of animal the tribal children would have, for example, a pig. You may need to find a picture of a pig in your picture file and trace it separately. You can combine more than one tracing to come up with the full scene that you need.

5. Once you have modified the picture by adding all the extras, take it back to the light table. Trace the copy with your markers, this time following the lines you want to have in the final edition of your masterpiece.

6. Scan your final drawing, save it on your computer, and import it into your literacy materials.

COMPUTERS AND LITERACY PICTURES

The process of using computers to make literacy illustrations or line drawings is dependent on what programs you have, what equipment you are using, etc. Following are a few basics

about using computers for illustrating literacy materials. With so many possibilities and variables, you will need to determine what you can do with what you have and go from there.

A. **Get your image onto your computer.** The first thing you will need to do is get your image onto your computer. The two ways to do this are through your digital camera's interface or by scanning.

- Full color pictures can be scanned in color and then adjusted to gray scale in your drawing program. Or they can be scanned in gray scale.

- Drawings which are already black and white line drawings should be scanned as line art.

- Ideally, scanning resolution should be set to ½ or ¼ of your printer resolution. For example, if your printer is 600 dpi, scan at 300 or 150. If you scanned at 400 (which would be 2/3 of your printer resolution), the printer will distort the dots slightly.

B. **Manipulate your image with a drawing program.** The next step is to use your drawing program to do whatever modifications are needed.

- Many computer systems come with drawing programs as part of the software package. Most scanners also come with some sort of picture manipulation software. Generally, what comes with your software suite or with your scanner will at least allow you to clean up the image after you have scanned it. The software already on your computer may or may not be adequate for working on literacy illustrations. (Consider, for example, if the software will allow you to convert a scanned image into line art. Sometimes this feature is called "coloring book.")

- Recommended drawing programs include the following:

  ✓ **Paint Shop Pro:** Paint Shop Pro is powerful and relatively easy to use. It is considered an excellent value for features per cost.

  ✓ **Adobe Photoshop:** Photoshop is the industry standard. It is a very powerful drawing program. However, the full version is quite expensive and it has a high learning curve. If you will be interfacing with a commercial publisher, it may be advantageous to use Photoshop. If, however, you will be producing the literacy materials yourself on your own computer or providing camera-ready copy to a printer, Paint Shop Pro may be a better choice.

- It is helpful if your drawing program supports many graphic formats for importing. In addition, your drawing program needs to allow you to save your image in a variety of formats. You will need to determine which format is the most efficient for file size when inserted into the program you are using for producing the literacy materials. If the file size of the

graphic is too large, it will affect performance.

- ✓ .bmp — color, or line art

- ✓ .jpg — small file size, but not ideal for 2-color

- ✓ .tif — clip art often comes as .tif files, but can be converted to other formats

- ✓ .gif — Internet standard, supports 256 color, small file size

- To convert a scanned image or digital photo into line art, you will need a program such as Paint Shop Pro or Adobe Photoshop. And it will be a multi-step process:

  1. Convert the image to gray scale.

  2. Use the "Trace Contour" filter to convert the image into line art, adjusting the threshold to control spattering.

  3. After converting the image into line art with the filter, you can go in and conventionally erase lines and smudges or make other modifications to the line drawing.

- Modify the line art to fit the culture. Remember that your literacy illustrations should be easily recognizable and cultural. Use the drawing features in your drawing program to make the pictures as much like the local community as possible.

C. **Consider using clip art**

- There is a lot of clip art available. Be aware, however, that you will need to modify clip art, just as you would need to modify a tracing of a picture manually, or as you would need to modify a scanned image. If you are able to open the clip art or import it into your drawing program, you can

Converting a picture into line art

| Scan the picture and convert it to gray scale. | Use the "Trace Contour" filter. First, sharpen the edges or adjust the threshold as needed. | Erase excess pixels to turn image into line art. Modify as needed, using the drawing tools. |
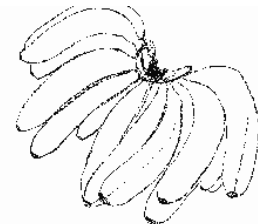
modify it as needed right on your computer.

- If you cannot open the clip art in your drawing program, you can still use it as reference material. You could even print it out and treat it as a base for a tracing that you modify and re-scan. Also, any image that you can see on your computer screen can be captured and pasted into your photo editing or drawing program.

- Literacy clip art CDs available:

  ✓ The NTM Art CD contains over 600 tribal related images, which are appropriate for literacy illustrations.

  ✓ Art of Reading 2.0 is a CD-ROM produced by the International Literacy Department of SIL. It contains 10,000 images collected from SIL and national artists from around the world. It uses black and white line drawings (in compressed TIF format) suitable for a wide variety of literacy materials. The CD is indexed by country, author, keyword, etc. One of the best features is that it allows you to export an image to various drawing programs so you can edit it as needed.

    For more information, see www.sil.org /lingualinks/ArtRead.html

D. **Tips on dealing with the size of graphics**

The file size of your graphics will affect many things. First is the most obvious — each graphic will take space on your hard drive. (You may want to write your graphics to CD's.) Secondly, the larger the graphic in your word processing or desktop publishing program, the slower the perform-ance as you manipulate it. Thirdly, the speed of your printouts will be affected by accumulative graphics. You might even run into a printer memory problem if the graphics are too large.

Following are some practical steps you can take.

- Decrease the color depth. How much you reduce will depend on whether you want to print in color, in grey scale, or in line art. When you change a color image to gray scale, the color depth is automatically reduced. Then depending on the quality you need, you may be able to reduce it further. If you have turned the graphic into line art, you can reduce the color depth to two colors.

- Resize the image. Most graphic programs allow for resizing. Be sure to maintain aspect ratio when resizing so the image is not distorted. When you resize an image, base it on the size that the final printout of the image will be. A good rule of thumb is ¼ the printer resolution (usually 150 pixels per inch).

- ◆ Following is a specific example of this whole process.

  1. Let's assume you start with a color photograph that is 4 by 6 inches, scanned at 300 dpi. The resulting file will be 1200 by 1800 pixels.

  2. Crop unnecessary portions. Even if you crop it down to a 4 by 4 inch image, the file will still be 1200 by 1200 pixels. This is still a large file.

  3. Reduce color depth. Change the color photograph to gray scale or 2-color line art. Reducing the color depth reduces the file size.

  4. The final step is to resize the image. Based on a printer resolution of 600 dpi, 150 pixels per inch would be the ideal size. If your final picture in the primer is going to be 2 by 2 inches, the file should be reduced to 300 by 300 pixels, maintaining aspect ratio.

  5. The format you save the file in will also affect size. For example, a line art image saved as a .bmp may be 6k, whereas the same image saved in .gif format is only 2k.

E. **Import your modified line art into the program you are using to produce your literacy materials**

- ▪ How you import the picture and place it will depend on the program you are using to produce your literacy materials.

  1. In Microsoft Word, choose "Insert, Picture, From file...."
  2. In Lotus Word Pro, choose, "File, Import Picture...."

INSTRUCTIONS FOR MAKING FLASH CARDS

MAKE A LIST OF THE FLASH CARDS WHICH WILL BE NEEDED FOR EACH LESSON

It is recommended that you have two or three sets of flash cards. As you are teaching the lessons, you will probably divide the class up according to ability, and each group will need a set. Also, as you train indigenous teachers, you will want to give them a set of flash cards that they can take with them to other locations.

Included in each set, you will need:

- ✓ A key word flash card, with picture, for every key word used in the whole set of primers.

- ✓ Three syllable flash cards for each syllable taught on the key word teaching pages. (Determining what syllable flash cards you need to make is very simple. Remember that at the bottom of each key word teaching page in the primer is a syllable chart. Make a list of each unique syllable in those charts, and you have a list of the syllable flash cards you need to make.)

- ✓ When syllable-final consonants are taught, make only enough syllable-final flash cards to adequately drill the syllable-final consonant without overwhelming the students with the many possibilities.

COLOR CODE THE FLASH CARDS TO CORRESPOND TO THE PRIMER COVERS

- ✓ If you make the cover of each consecutive primer a different color, you can then use the same colors for the flash cards, thereby making them easier to sort.

PUT LESSON NUMBERS ON THE BACK OF FLASH CARDS

- ✓ Write lesson numbers on the back side of all flash cards (key word picture cards, syllable cards, and built word cards). These lesson numbers will help you sort out the cards at the end of each lesson, and enable you to keep them well organized for easy access.

- ✓ You may also wish to write the primer number on the back of the flash cards, although this is unnecessary if you color-code your flash cards to correspond with your primers.

✓ Write the lesson number[1] at the top on the right hand side, as shown in examples below

me	Les. 1
front side	back side
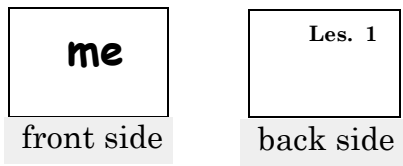
✓ It would be best to write the lesson numbers on the back of each card before they are laminated.

LAMINATE THE FLASH CARDS

✓ Flash cards handle much better for relays and speed drilling if they are laminated.

✓ Lamination also helps keep them clean.

✓ Some have chosen to laminate only one side as they have found that the flash cards which are laminated on both sides tend to stick.

However, be aware that laminating only one side will not protect the cards from mold, rain, dirt, etc.

✓ Trim the lamination to the flash card's edge.

✓ Use non-glare laminating film if available, so that the light does not reflect off the flash cards in a way which prevents the students from being able to see them.

INDIGENIZE THE PROCESS OF MAKING FLASH CARDS

✓ Enlist the help of the tribal people to produce the flash cards that you will need.

✓ As soon as feasible, train the people to take full responsibility for making the teaching aids for literacy, including learning how to obtain supplies for making flash cards.

---

[1] Some have chosen to put the page number of the primer on the flash cards rather than the lesson number.

KEY WORD FLASH CARDS

- ✓ **Paper:** Use heavy paper. (Poster board, card stock, construction paper, or manila folders cut up would work.) It is helpful if primer covers and cards used in each primer are color-coded to match.

- ✓ **Size:** 8.5 x 3.25 inches

- ✓ **Procedure to make key word flash cards by hand:**

  1. Cut your paper to the appropriate size.

  2. Photocopy or print out the same picture as you have used in the primer to represent the key word and paste it on the left side of the card.

  3. Beside the picture, neatly print the word it represents. Use a marker that does not bleed through the paper.

  4. Make sure there is space between the picture and the word. Longer words usually have to fit closer to the picture. You may be able to handle longer words by placing the picture higher on the card, and writing the word slightly below it. In some languages, you will need longer cardboard in order to fit the word and picture on the flash card.

  5. Be sure to print the letters of the key word spaced far enough apart so the class can see the syllable breakdown.

- ✓ **Procedure to make computer-generated key word flash cards:**

  1. In this technical age, it is very easy to make professional looking flash cards on your computer.

  2. Set up a table in your word processing program. (You could also use frames, but a table would be more precise.)

  3. Scan the picture into the computer. If your team is producing

Sample Key Word Flash Card

kame

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your primers on the computer, this is probably already done.

4. Import the picture onto the left side, and type the key word on the right. See sample on the previous page.

5. Be aware of the weight of the paper. Some printers can handle heavier card stock than others.

6. Depending on the size of paper your printer can handle:

   • You could use full size paper, divided evenly according to the standard size paper you are using, and then cut the key word flash cards apart later.

   • If your printer can handle narrower paper, you could use paper that is already cut to flash card size.

• Potential dimensions:
  Page size - 8.5 x 3.5 in.
  Font size - 120
  Top and bottom margins - 0.5 in.
  Left and right margins - 0.3 in.
  Line spacing - 2.24 in. Adjust these dimensions as needed.

BUILT WORD FLASH CARDS

✓ **Paper:** Use heavy paper.

✓ **Size:** 8.5 x 2.5 inches (Built word flash cards should be a different size than key word flash cards to make it easier to sort them.)

✓ Procedure: Follow the same procedure as for the key word flash cards, but do not include a picture. Remember, built word flash cards contain only a single word, built from syllables which have been taught to that point. And you would probably use them only during the time you are teaching Primer 1.

SYLLABLE FLASH CARDS

- ✓ **Paper:** Use heavy paper. It is helpful if primer covers and the syllable flash cards used in each primer are color-coded to match.

- ✓ **Size:** 3 x 3.5 inches (You could make them 3 x 3.25 inches. It is best if syllable flash cards are not square so it will be easier to tell which direction they go when you reorder them after drills.)

- ✓ **Procedure:** You can make syllable flash cards by hand or on computer.

  1. To generate the syllable flash cards on the computer and print them out on your printer:

     - ⬥ Calculate how many syllable flash cards will fit on a standard piece of paper.
     - ⬥ Set up a table in your word processing program.
     - ⬥ Fill out the table with syllables.
     - ⬥ Print the sheet.
     - ⬥ Cut the syllable flash cards apart.
     - ⬥ Laminate them.

  2. If your printer can handle small cardstock, you could start with the following dimensions, and adjust as needed:

     - ⬥ Page size - 3.25 x 3.3 in.
     - ⬥ Font size - 100-120 (depending on how large the letters are)

     - ⬥ Top and bottom margins - 0.5 in.
     - ⬥ Left and Right margins - 0.3 in.
     - ⬥ Line Spacing - custom - 12.237

- ✓ **Syllable flash card set:** A set of syllable flash cards will include three flash cards for each syllable in the first six or so lessons, then two of each syllable for the remaining lessons (in both lower case and capitalized forms).

- ✓ **Tips**

  1. Make two to three sets of syllable flash cards so you could pass an extra set to a sharper student to use in drilling more than one person at a time. If you only make one set, you could divide the set in half and let the sharper student drill half with some students while you drill with the other half of the flashcards. After you are each done with your half, you would switch off, or exchange halves.

  2. Note that, in most languages, some of the syllable cards are actual words. Nevertheless, we will treat them as syllables when we use them on the syllable flash cards or on the blackboard drills.

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Sample of Lower Case Syllable Flash Cards

ka

a

Sample of Upper Case Syllable Flash Cards

Ka

A

INSTRUCTIONS FOR MAKING A STORAGE BOX

Having a storage box for flash cards is highly recommended. Keeping the flash cards in a storage box is the best way to keep them organized. Some have used a cardboard box, but a sturdy wooden box, made with 3/8 inch (or thicker) plywood, will be more durable. Another option is to use a Rubbermaid plastic tub, with a bug-tight lid.

Below are suggested inside dimensions for a wooden storage box: (Note: You may wish to make up your set of flash cards before making the storage box. Some have found that they needed a larger box.)
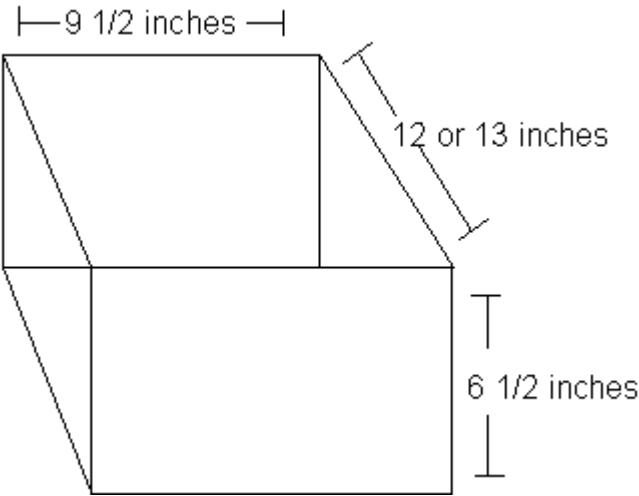
Make the box like a closed box with all sides nailed together. Then the top of the box should be sawed off at a slant angle from bottom to top, starting about 4 inches from the bottom. (See picture below.)
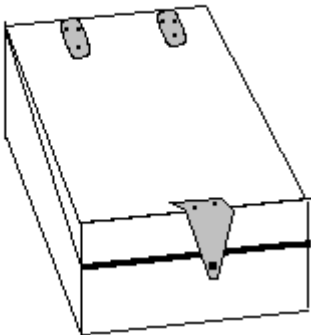
Put a pair of hinges at the back to hold the lid on. If you don't have the time, talent, or funds to buy hinges, you can use a heavy piece of rubber or leather to hold the lid on. (You could cut up a leather belt and use the pieces as hinges.)

It is nice to have a small lock in the front in order to secure the box from the students, or others, getting into it. The lock also protects the flash cards from spilling out should the box be dropped. The teacher may possibly be carrying it back and forth to class if there is not a secure place to store it in the classroom. Often indigenous teachers have to hike through the bush to get to their schools, and they can carry the box with them.

For inside the storage box, make some dividers out of cardboard. These would be the same width as the key word picture cards. And they would be about ½ inch taller than the key word picture cards.

On these dividers, you would write the lesson number on the top right. Use black marker so the lesson number can be easily read. Some people write on the left what syllables are taught in that lesson.

Key Word Flash Card

e, me   **Lesson 1**
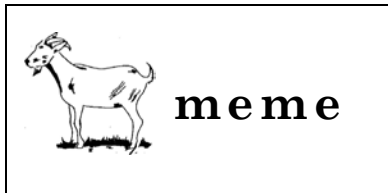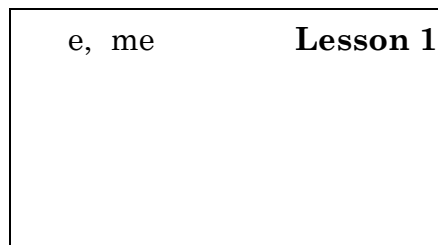
Divider

Place the numbered flash cards in front of the corresponding divider, or in back of the corresponding divider. Whichever way you choose, be consistent and train the village teachers to do the same.

After class, sort the cards in piles by their numbers and place them in the proper slot in front of (or in back of) the numbered dividers.

There should be room in this box to store the primer books in back of the organized cards.

The Teachers' Lesson Plans (loose leaf or bound) probably will be the standard 8½ x 11 inches and could lay on top of the cards.

INSTRUCTIONS FOR PREPARING A BLACKBOARD

MAKE YOUR OWN BLACKBOARD

- ✓ You will need a piece of plywood cut to the specifications for your blackboard. 3' X 6' minimum.

- ✓ Sand the plywood to make it smooth.

- ✓ Paint the plywood with green or black blackboard paint. If blackboard paint is not available, use green or black FLAT paint. Put on 2 or 3 coats of paint. Be sure to allow the paint to dry thoroughly and sand lightly between coats.

- ✓ Framing the blackboard is nice, but not necessary.

- ✓ Along the bottom of the blackboard, attach a "holder" of some sort for your chalk and blackboard eraser. Some have used strips of wood. It helps for the holder to be on a slight slant, and to have a "lip" to keep the chalk from rolling off.

MAKE GUIDELINES FOR WRITING IN STRAIGHT LINES

- ✓ Snap a chalk line across the blackboard where you want your lines to go. Do one line at a time.

- ✓ Along the chalk line, at intervals of about ½ inch, tap pinholes with a small nail to create a broken line. As the black board is used, these pinholes will fill with chalk dust, making a line across the

blackboard. Note that it is better not to use a knife to etch a firm line across because the blackboard may peel in the humidity.

- ✓ It is helpful to the students if you write on every other line on the blackboard. The spaces between the writing lines can be shorter, perhaps 1½ inches or 2 inches. The other lines should be 3 inches apart. So the line spacing on the blackboard would look like what follows.

Top line is about 2 inches from the top of the board

. . . .

3 inches

. . . .

1½ inches (skip when writing)

. . . .

3 inches

. . . .

1½ inches (skip when writing)

. . . .

3 inches

. . . .

Continue until you have made enough lines.
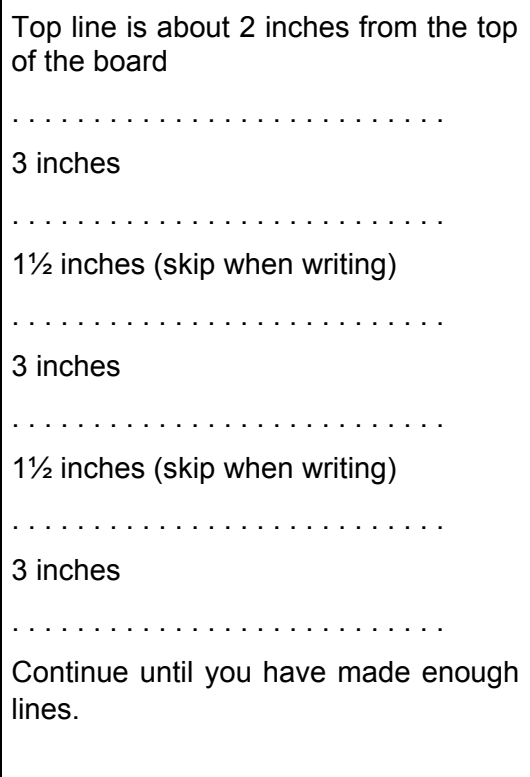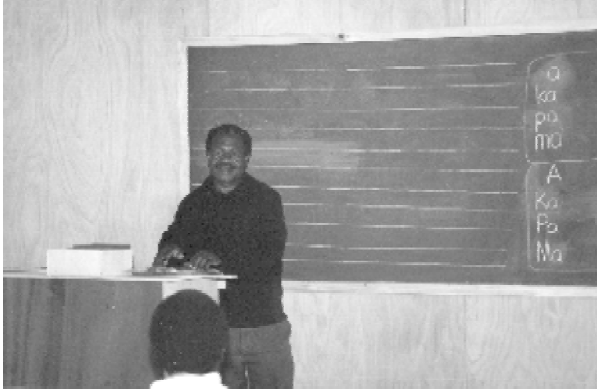
NOTES ABOUT BLACKBOARDS

✓ Green blackboards are recommended.

✓ It is preferable to use yellow chalk with green blackboards and white chalk with black blackboards.

✓ If you have a choice of chalk, experiment to find out which shows up best. Softer chalk usually shows up better than harder chalk does.

✓ Always stand to the side, where you don't block any student's view. Use a long pointer.

WHITE BOARDS VERSUS BLACKBOARDS

✓ In general, blackboards work better than white boards for the literacy program. White boards are great when you need to write something quickly. But for the literacy program, being careful and precise in writing is more important than writing quickly. Letters need to be formed carefully and lined up evenly. Spacing between syllables needs to be even as well. It is more difficult to write evenly on white boards than it is on a blackboard. And white board markers tend to skip and slip. If you choose to use a white board instead of a black board, be sure that whatever you write on the board is precise, well-formed, and well-spaced.

✓ No matter which you use — blackboard or white board — the teacher needs to be particular in writing on the board. You are demonstrating how to write so you need to write properly. In addition, you are dealing with new readers so you need to make it as easy as possible for them to read what you write on the board.
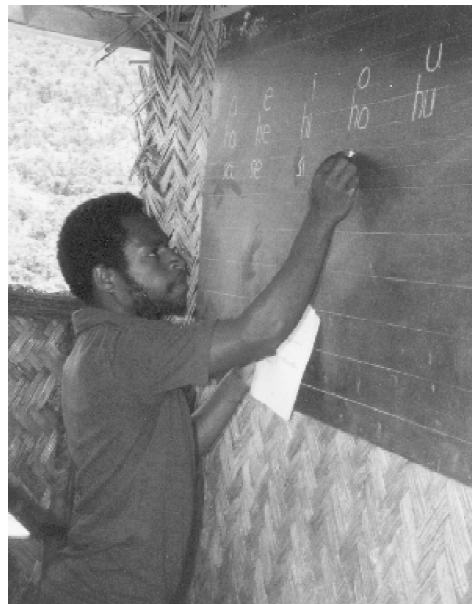
CERTIFICATES OF ACHIEVEMENT

Certificates of achievement can help motivate the people. Those who learn to read usually find it rewarding to be recognized for their accomplishment. You can even have a ceremony for "graduation" and invite government or Mission officials. Be careful, however, that the students do not consider the certificate equivalent to a public school graduation or a qualification for public office.

Be sure you only give certificates to those who actually do learn to read properly. The criteria should be learning to read, not "finishing" the primers.

Sample certificates are shown here in this manual. Some computer programs have certificate templates that you could adapt. Companies that produce school materials often have catalogs of certificates. In addition, office supply stores and catalogs as well as library supply catalogs have various styles that you can manipulate to produce a certificate appropriate for your needs. Check to see what is available in your country and what others on your field have done.

This Certificate
is presented to
NAME OF PERSON

for learning to read and write
in the [name of language] Language.

_____
Teacher

[Village name] Reading School, Date

CERTIFICAT

D'ALPHABETISATION

Front of folded certificate

Adresse

Département	Sédhiou
Arrondissement	Diattacounda
Village	Kougnara
Langue	Balante

Ce certificat est valable seulement en ce qui concerne La Mission Evangélique. Il est délivré pour démontrer que la titulaire a satisfait les conditions du cours d'alphabétisation dirigé par La Mission Évangélique dans les catégories indiquées.

La Mission Evangélique travaille en coopération avec le gouvernement du Sénégal afin d'achever la tâche d'alphabétisation.

Back of folded certificate

This certificate follows the standard of official paperwork in the country. The layout and color are the same as certificates produced by the government.

Tribal people often feel that having a literacy certificate which looks similar to official paperwork is prestigious.

Prénoms	ALIOU
Nom	DIATTA
Né (e) le	30/03/75
A	KOUGNARA
Nationalité	sénégalaise
Profession	Cultivateur

Délivré par

La Mission Evangélique (NTM)

A   Kougnara

LE   29/05/96

CATEGORIES D'ALPHABETISATION INDIQUANT LE NIVEAU

A	L'élève est capable de lire et écrire en caractères d'imprimerie dans sa propre langue. Il/elle sait aussi lire et écrire des chiffres.
B	L'élève a appris à lire à niveau supérieur, et peut effectuer l'addition, la multiplication, la division et la soustraction à un niveau simple. Il/elle a appris à écrire en caractères cursifs dans sa propre langue.
C	L'élève est capable d'enseigner une classe d'alphabétisation à d'autres gens de sa langue. Il/elle est maintenant un instituteur qualifié.

Middle section of certificate

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Preparing Lesson Plans
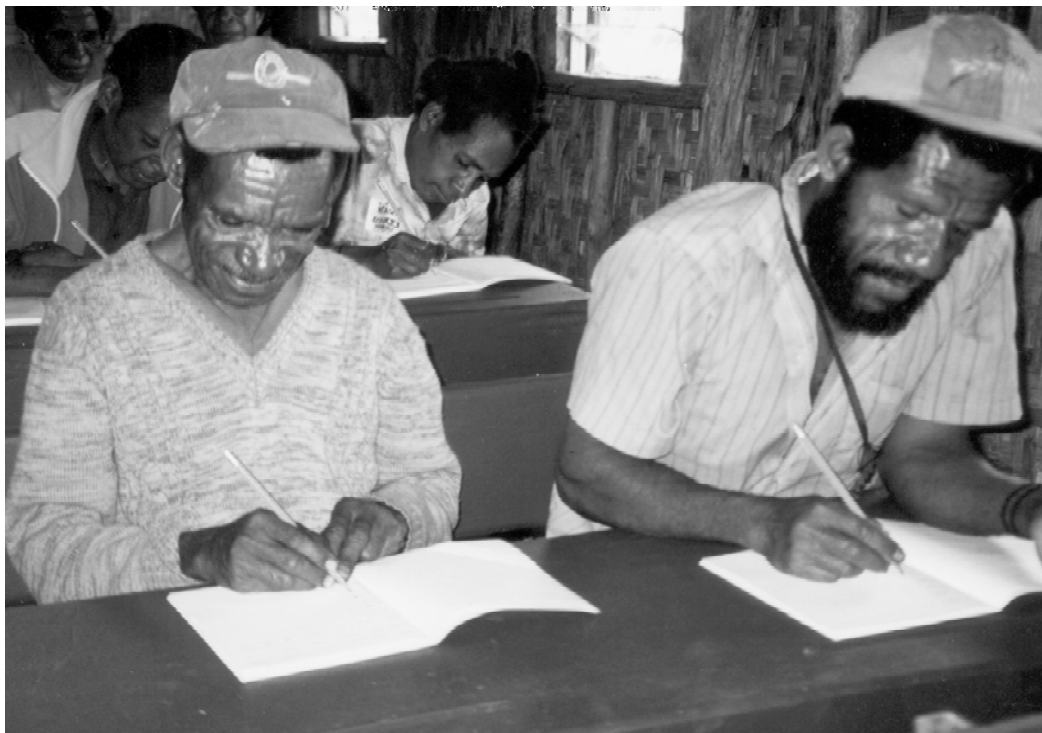
WRITING LESSON PLANS

LESSON PLANS

Lesson plans[1] are the teacher's guide for presenting the daily lessons. They are a teacher's manual, containing detailed instructions on how to teach each lesson throughout the literacy program.

Lesson plans are an essential part of the literacy program. The lesson plans facilitate teaching. Even an experienced teacher may not understand exactly how the literacy materials are meant to be used. With an inexperienced teacher, the potential for misuse is even greater. Lesson plans will help assure that the literacy teacher uses the materials properly. This is especially important when the one who actually teaches the literacy program is not the one who developed the literacy materials. Although you as the developer may teach initially, you will be turning the literacy program over to the indigenous people. They will need to know **when** to use **what** and **why.** So in addition to facilitating teaching, the lesson plans can be used as a textbook to train indigenous teachers.

STEP BY STEP

Your lesson plans must be clearly laid out — step by step. Do not assume that the literacy teacher will know or remember the steps. Inexperienced literacy teachers tend to jump ahead in the literacy program and cover material that is scheduled to be taught later in the program. Therefore, you need to prepare step-by-step lesson plans.

WRITTEN IN THE VERNACULAR

Ideally, your lesson plans will be written in the vernacular language, not in English or in the trade language. This is essential in order to establish an ongoing literacy program that is taught by indigenous speakers of the language.

In addition, lessons which are written in the vernacular will be easier for you to teach from.

CLASSROOM TERMINOLOGY

Classroom terminology is different from everyday terminology. You will need to use classroom terminology in the lesson plans.

In order to learn this terminology, set up a simulated classroom, and elicit the classroom phrases and instructional vocabulary that you will need. You may find that you need to borrow words from the trade language. Or you may need to improvise certain expressions.

You will need to learn how to say things such as:

- Left
- Right
- Left to right
- Top
- Bottom
- Top to bottom
- Say this all together.

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[1] "Instructors' Guides" by Ann R. Cates is an excellent article on developing teaching guides (or lesson plans). You can find this article on SIL's LinguaLinks.

- Don't guess.
- Word
- Syllable
- Letter
- Sentence
- Paragraph
- Terms for each of the punctuation marks and quote marks
- Terms for capital letter and lower case letter
- Book
- Page
- Turn to the next page.
- Open to page #.
- Workbook
- Pointer
- Eraser
- Chalkboard
- Flash card
- Dictate
- Write this.
- Copy this.
- Column
- Row
- Review
- Remind
- Remember
- Encourage
- Teacher
- Class

LESSON PLANS FOR THE FULL LITERACY PROGRAM

Lesson plans can be developed for the full literacy program, but it is especially important that you develop lesson plans for teaching pre-literacy and for teaching literacy through the primers. It is probably unnecessary to develop lesson plans for the post-literacy program.

Pre-literacy lesson plans: As has already been explained in an earlier chapter, you can find a set of pre-literacy lesson plans on the accompanying CD.

- ✓ File name:
    \Section 02-Preliteracy
       \CD - Pre-primer-lesson plans

- ✓ These pre-literacy lesson plans lay out the specifics of what should be taught through the entire pre-literacy program, including both pre-reading and pre-writing.

- ✓ Use this file as a starting place, and make adjustments to fit the pre-literacy lesson plans to the language with which you are working.

Primer lesson plans: The remainder of this section on lesson plans will focus on the lessons for teaching literacy through the primers.

- ✓ On the CD that accompanies this manual, you will find a sample set of lesson plans for Sinasina Primer 1. You can use this sample as a guide to write lesson plans for your own primers.

- ✓ File names:
    \Section 05 - Plans
       \CD - 01-SS Lesson Plans 1-16
       \CD - 02-SS Lesson Plans 17-28

- ✓ Keep in mind that, although primers will be a primary teaching tool, teaching literacy involves other materials as well, such as flash cards, blackboard drills, writing exercises, etc. Your lesson plans need to explain exactly how to use all of these teaching materials.

PRIMER LESSON PLANS

LESSON PATTERN

When you designed your primers, you followed a specific pattern — a key word teaching page, followed by two or more reading pages, then another key word teaching page, followed by two or more reading pages, and so on.

Your lessons will be based on this same pattern. You will teach a key word lesson, followed by two or more practice reading lessons.

> **A lesson is what you teach in one session.**

PRIMER 1 LESSON PATTERN[1]

During Primer 1, it is highly recommended that you teach only one page per day.[2] So if you have 28 pages, you would teach Primer 1 over 28 days. On the first day, you would teach a key word lesson; on the following day, you would teach a practice reading lesson. You would continue to teach a page per day, plus review. Depending on the organization of your primer, a key word lesson may be followed by two to five or more practice reading lessons. On days when you teach the practice reading pages, you would review several pages back. On the day you teach the last page of the primer (which is just a syllable chart), you would have a review lesson, and go back to reread pages where they had difficulty.

PRIMER 2 LESSON PATTERN[3]

During Primer 2, you may teach two pages on the key word teaching lesson day. The key word page would be the first page, and the second page would be the reading page that follows that key word page. If you have several reading pages in a row, teach only one per day unless the reading page is quite short. Faster students would probably be able to do two easily, but the class lessons need to be geared to the average student.

PRIMER 3 LESSON PATTERN[4]

During Primer 3, you may teach three pages on key word teaching lesson days. The key word teaching page must be the page you teach first in that lesson. If the reading pages have many built words and are difficult to read, the students will most likely not be able to handle two reading pages in one lesson. Keep this in mind as you plan your teaching lessons.

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[1] See chart, page 134.
[2] An exception may be the first day when you do not have material to review. However, there is usually enough new material to cover that first day, especially if teaching capitals, that you do not need to double up on lessons.
[3] See chart, page 135.
[4] See chart, page 136.

Primer 1
Lesson Overview for Hypothetical Primer 1

Basic guideline: Teach one primer page per lesson.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Page 1	*Page 2*	*Page 3*	*Page 4*	*Page 5*	*Page 6*
Key word teaching page	Practice reading page, plus review of page in previous lesson	Key word teaching page	Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons	Key word teaching page
Lesson 7	**Lesson 8**	**Lesson 9**	**Lesson 10**	**Lesson 11**	**Lesson 12**
Page 7	*Page 8*	*Page 9*	*Page 10*	*Page 11*	*Page 12*
Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons	Practice reading page, plus review of pages in previous three lessons	Key word teaching page	Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons
Lesson 13	**Lesson 14**	**Lesson 15**	**Lesson 16**	**Lesson 17**	**Lesson 18**
Page 13	*Page 14*	*Page 15*	*Page 16*	*Page 17*	*Page 18*
Practice reading page, plus review of pages in previous three lessons	Key word teaching page	Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons	Practice reading page, plus review of pages in previous three lessons	Key word teaching page
Lesson 19	**Lesson 20**	**Lesson 21**	**Lesson 22**	**Lesson 23**	**Lesson 24**
Page 19	*Page 20*	*Page 21*	*Page 22*	*Page 23*	*Page 24*
Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons	Practice reading page, plus review of pages in previous three lessons	Key word teaching page	Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons
Lesson 25	**Lesson 26**	**Lesson 27**	**Lesson 28**	**Follow-up to Primer 1**	
Page 25	*Page 26*	*Page 27*	*Page 28*	Number of follow-up lessons is flexible according to their need and their schedules.	
Key word teaching page	Practice reading page, plus review of page in previous lesson	Practice reading page, plus review of pages in previous two lessons	Syllable chart, plus review of whichever pages need extra work	During follow-up lessons to Primer 1, have the students read in Graded Reader 1. This will provide extra reading practice. In addition, use supplementary material as needed.	

Be aware that this is just a sample. Your primer may have more pages. Your primer may have more reading pages, or more key word teaching pages. Adjust what you teach in each lesson according to what is in your primer

Primer 2
Lesson Overview for Hypothetical Primer 2

Basic guideline: Teach two pages on the key word teaching lesson day.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Page 1 Key word teaching page *Page 2* Practice reading page	*Page 3* Practice reading page, plus review of pages in previous lesson	*Page 4* Key word teaching page *Page 5* Practice reading page	*Page 6* Practice reading page, plus review of pages in previous lesson	*Page 7* Practice reading page, plus review of pages in previous two lessons	*Page 8* Practice reading page, plus review of pages in previous three lessons
Lesson 7	**Lesson 8**	**Lesson 9**	**Lesson 10**	**Lesson 11**	**Lesson 12**
Page 9 Key word teaching page *Page 10* Practice reading page	*Page 11* Practice reading page, plus review of pages in previous lesson	*Page 12* Practice reading page, plus review of pages in previous two lessons	*Page 13* Key word teaching page *Page 14* Practice reading page	*Page 15* Practice reading page, plus review of pages in previous lesson	*Page 16* Practice reading page, plus review of pages in previous two lessons
Lesson 13	**Lesson 14**	**Lesson 15**	**Lesson 16**	**Lesson 17**	**Lesson 18**
Page 17 Practice reading page, plus review of pages in previous three lessons	*Page 18* Key word teaching page *Page 19* Practice reading page	*Page 20* Practice reading page, plus review of pages in previous lesson	*Page 21* Practice reading page, plus review of pages in previous two lessons	*Page 22* Practice reading page, plus review of pages in previous three lessons	*Page 23* Key word teaching page Page 24 Practice reading page
Lesson 19	**Lesson 20**	**Lesson 21**	**Lesson 22**	**Follow-up to Primer 2**	
Page 25 Practice reading page, plus review of pages in previous lesson	*Page 26* Practice reading page, plus review of pages in previous two lessons	*Page 27* Practice reading page, plus review of pages in previous three lessons	*Page 28* Syllable chart, plus review of whichever pages need extra work	Number of follow-up lessons is flexible according to their need and their schedules. During follow-up lessons to Primer 2, have the students read in Graded Reader 2. This will provide extra reading practice. In addition, use supplementary material as needed.	

Remember, this is a sample. Adjust what you plan to teach in each lesson as needed.

Lesson Overview for Hypothetical Primer 3

Basic guideline: Teach three pages on the key word teaching lesson day but do less if one of the reading pages is too heavy.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Page 1 Key word teaching page *Page 2* Practice reading page *Page 3* Practice reading page	*Page 4* Practice reading page, plus review of pages in previous lesson	*Page 5* Key word teaching page *Page 6* Practice reading page	*Page 7* Practice reading page, plus review of pages in previous lesson (Note, this page is too heavy to include as part of Lesson 3.)	*Page 8* Practice reading page, plus review of pages in previous two lessons	*Page 9* Key word teaching page *Page 10* Practice reading page *Page 11* Practice reading page
Lesson 7	**Lesson 8**	**Lesson 9**	**Lesson 10**	**Lesson 11**	**Lesson 12**
Page 12 Practice reading page, plus review of pages in previous lesson	*Page 13* Key word teaching page *Page 14* Practice reading page *Page 15* Practice reading page	*Page 16* Practice reading page, plus review of pages in previous lesson	*Page 17* Key word teaching page *Page 18* Practice reading page *Page 19* Practice reading page	*Page 20* Practice reading page, plus review of pages in previous lesson	*Page 21* Practice reading page, plus review of pages in previous two lessons
Lesson 13	**Lesson 14**	**Lesson 15**	**Lesson 16**	**Follow-up to Primer 3**	
Page 22 Key word teaching page *Page 23* Practice reading page (Note, this is a heavy page, so we will only teach two pages in this lesson.)	*Page 24* Practice reading page, plus review of pages in previous lesson	*Page 25* Key word teaching page *Page 26* Practice reading page *Page 27* Practice reading page	*Page 28* Syllable chart, plus review of whichever pages need extra work	Number of follow-up lessons is flexible according to their need and their schedules. During follow-up lessons to Primer 3, have the students read in Graded Reader 3. This will provide extra reading practice. In addition, use supplementary material as needed.	

Again, this is just a sample. You must judge what you plan to teach in each lesson by the content and difficulty. Adjust this chart to meet the needs of your people and the structure of your primer.

PRIMER 4 (AND HIGHER) LESSON PATTERN

During Primer 4, you may continue to teach three pages on key word teaching lesson days. The key word teaching page must be the page you teach first in that lesson. As you did for Primer 3, judge by content and difficulty to determine if the students will be able to handle three pages at one time.

For more than 4 primers, you would probably continue to follow the same pattern as you did for Primer 3. Adjust the basic pattern to the needs of your students and to the structure of your primers.

LESSON DESIGN

Design each of your literacy lessons to do the following:

A. **Teach new material**

During key word lessons, you will use the key word teaching pages in your primer along with key word picture flash cards to teach the new symbols.

During practice reading lessons, the students will read from new pages, thus learning to read new built words.

B. **Drill syllables**[5]

Each lesson should include syllable drills which are appropriate for the lesson. Drills help the students learn new material and review material already learned.

The drills can be done on the blackboard, or with syllable flash cards. If you plan to use the same drill in consecutive lessons, you should change the drill somewhat to provide variety in the way the concepts are drilled.

C. **Provide reading practice**

Each day, the students should read new pages or review recently-taught pages. They need to practice reading in order to learn well.

D. **Provide writing practice**

Learning to write plays an important part in becoming a fluent reader. Therefore, writing practice is included in each day's lesson, whether the lesson is a key word lesson or a practice reading lesson. The students will be learning to write letters, syllables, words, and eventually sentences. Initially, you will be demonstrating for them on the blackboard. Gradually, you will begin to dictate what they are to write.

Your lesson plans should explain in detail[6] what is in each lesson and how the lesson material is to be taught. For example, what the students will be writing each day must be clearly illustrated in the lesson plan.

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[5] Sample lesson plans included on the CD accompanying this manual give examples of drills. In addition, Katharine Barnwell's book, *A Workshop Guide for Primer Construction*, gives sample drills, such as her functor drills on page 32. Contact your literacy consultant for advice about drills, if the syllable and blackboard drills described in the sample lesson plans are inadequate for your language.

[6] See examples of detailed lesson plans in the following section, "Comments on Designing Lesson Plans." For detailed lesson plans for a whole primer, see the CD that accompanies this manual.

WRITTEN INSTRUCTIONS

The sample lesson plans use phrases, such as "Teach the picture flash card," "Write these syllables on the blackboard like this," "Give each student a writing book." Most indigenous teachers would be able to follow such instructions, especially if they have gone through a literacy class themselves. Some people, however, may find it difficult to relate to written instructions[7], such as "Have them read what you have written." Some literacy workers have found it helpful to use visual cues in the lesson plans to supplement written instructions. For example, you could use a picture of an ear to indicate "Listen and think about this." Or you could use "eyes" or "glasses" to indicate "Show them." You will want to evaluate the need your indigenous teachers actually have for visual cues. If the need does exist, try to keep the cues as simple as possible. Adding visual cues will add time to your preparation and thus delay the start of the literacy program. So add them only if it will truly be best for them.

SUMMARY

You will find that your lesson plans are invaluable when you actually begin to teach literacy. Take the time now to prepare good lesson plans — ones that **you** can use and that **future indigenous teachers** will also be able to use. Hopefully, you will only be teaching one or two classes, and then you will be turning the literacy program over to indigenous teachers. So concentrate on preparing lesson plans that the people can use.

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[7] Some missionaries have found that their indigenous teachers need more visual instructions. One missionary has actually taken digital pictures of an indigenous teacher doing literacy, and then used these pictures in the teacher's manual. He still uses minimal written instructions, but the pictures carry the meaning. So there is an alternative to purely written instructions. Be aware, however, that making visual instructions is an intense and complex challenge because you would need adequate computer equipment and you would need to learn the graphics software. Provide visual cues or visual instructions, but only **if that is what the people need**. For a sample of visualized lesson plans, see the following file on the accompanying CD: \Section 05 - Plans\CD-Visualized Lesson Plan-Higaunon.

Comments on Designing Primer Lesson Plans

The following pages give actual lesson plan examples in frames on the right hand side of each page. On the left side of each page are comments and instructions to you as the literacy worker. **These comments explain the process of writing lesson plans.**

In addition, on the CD accompanying this manual, you will find a complete set of lesson plans for Sinasina Primer 1. After reading through the Comments on Designing Lesson Plans, you can study the sample on the CD. Use it as a guide to write lesson plans for your own primers. You can even use the file to "fill-in-the-blank" by simply changing words and symbols to the words and symbols that you will be teaching. Creative cutting and pasting can save you time as you design your lessons. If you choose to do this, however, be sure that what is included in each lesson plan is appropriate for your situation.

File name: \Section 05 - Plans\CD - 01-SS Lesson Plans 1-16
\CD - 02-SS Lesson Plans 17-28

Comments on Designing Primer Lesson Plans

TITLE

- Lessons should be numbered consecutively.
- Putting the name of the language group in the lesson title is optional.
- Include in the title the primer number and primer page number covered in the lesson.

KEY WORD FLASH CARD

- Content of a lesson plan will, of course, depend on whether the page being taught is a key word teaching page or a reading page.
- This is a key word teaching page. Thus the first two steps of the lesson are to teach the key word flash cards (or as this literacy author wrote in Steps 1 and 2, the "picture" flash cards.)
- This particular key word teaching page contains two key words (because it is the first page of the first primer). Most key word teaching pages will contain only one key word, and therefore, you will teach only one key word flash card.
- Be sure to list in your lesson plan the actual key word and the syllables you are teaching from it. **See Steps 1 and 2.**
- Note that, in this sample, all words to be taught are bold and in a font that matches, as nearly as possible, what appears on the flash cards.

SYLLABLE FLASH CARDS

- List the syllable flash cards you will teach and drill. **See Step 3.**
- Note that, in this sample, all syllables to be taught are bold and in a font that matches what the teacher will be writing on the board and what appears on the flash cards. This helps the syllables stand out.
- Indicate the number of syllable flash cards you plan to use in the drill. This literacy worker plans to use 3 syllable cards for each syllable.

Lesson 1   **Sinasina**   **Primer 1, page 1**

1. Teach the picture flash card **ula** until each student can read/say **ula, u**.

2. Teach the picture flash card **meme** until each student can read/say **meme, me, e.**

3. Teach and drill the syllable flash cards: **u, e, mu, me**.

   - *Use 3 cards of each syllable.*

Comments on Designing Primer Lesson Plans

BLACKBOARD DRILLS

- In every lesson, you will be drilling syllable charts on the blackboard.
- Write out these syllable charts clearly in each lesson plan. These will be copied onto the blackboard for drilling. **See Steps 4 and 5.**

REVIEW

- Notice that the teacher writes out another blackboard drill, this time in different order. **See Step 6.**
- She also drills the syllable flash cards again. **See Step 7.**

PRIMER

- Always write the Primer number and the page/pages to be read that day right in your lesson plan, not just in the title. **See Step 8.**
- Be sure to include directions for the

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4. Write these syllables on the blackboard like this:

    u   e
    mu   me

5. Drill the syllables until each student can say them properly.

    - *Stand to the side and point with a long pointer.*
    - ***It's important not to block the view of any of the students!***

6. Erase the blackboard. Write these same syllables on the blackboard like this:

    u   mu
    e   me

7. Again drill these new syllable flash cards: **u, e, me, mu**.

    - *Some won't be able to say them...maybe most won't...so you will probably need to help them and tell them what the flash cards say, but first give them a little time to think.*

8. Give each student a copy of PRIMER 1 and have them open it to page 1. Show them that the words and syllables on the page are the same as the ones on the flash cards. Have them look in their books and follow along while you read page 1. Listen to each one read the page.

    - *Remind them to follow along.*
    - *Have them use a twig or give them something to point with rather than with their fingers, so the pages will stay clean.*
    - *They'll have to be trained to follow along, so you'll have to show them at first and then have them try. **Keep reminding them!***
    - *Remind them to always read from left to right.*

9. Collect the primers and put them away.

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teacher, such as teaching the students to follow along in their books. Remember, the lessons plans should be designed to be used by indigenous teachers, and they will need to have such explanations and reminders. Note in this sample that the teacher directions are bulleted and in italic. This makes it much easier to distinguish between the lesson plan and notes of instruction.

- Be sure to indicate in the lesson plan when to gather the primers. **See Step 9.** The main reason to collect the primers is to prevent students from jumping ahead into material that they have not yet been taught. If they need to practice, an option is to copy the pages from the primer that you would like them to study, and let them take the loose-leaf pages home. In general, it is best to keep the primers in the classroom, although you can make adjustments to the needs of your students.

Comments on Designing Primer Lesson Plans

WRITING PAGE NUMBER

- Be sure to indicate when the teacher is to pass out the writing books. **See Step 1.**

- On this first day, the students will need to write their name on their writing book. Put this step in the lesson plan. **See Step 2.** Remember, these lesson plans are being designed for an on-going literacy program, one which is taught by the indigenous teachers. Little steps like this can be easily forgotten if not included in the lesson plan.

- As the students go through the primers, they will be writing the numbers of the page or lesson in their exercise books. Be sure to show in your lesson plan how to write the number for that day. **See Step 3.**

- In the writing section of the lesson, the students will be writing the letters, syllables, or words that they have worked on that day. Always include in the lesson plans the properly formed letter or syllable. **See Step 4.**

  ✓ You could use a font that is similar to hand writing (as we have in these lesson samples).
  ✓ Or you could leave blank lines, and print the letters by hand after you have printed out the lesson plans. If handwritten, write the letters neatly and evenly on the lines so that the indigenous teachers will follow the example and write properly when they copy syllables to the blackboard
  ✓ You may wish to draw small arrows to help the teacher remember how to form the letter correctly. (See page 205.) Some teachers make a small x to show where to start. If there is more than one stroke, you can use small numbers to show the sequence of strokes in the letter.

Writing

1. Give each student a writing book.

2. Help them write their names on the front cover.
   - *If needed, give them name cards to copy from.*

3. Have them open to page 1 in their writing books and write number 1 at the bottom center of the page. Show them on the blackboard like this:

   1

4. Show them on the blackboard how to write **u** like this:

   u

5. Show them on the blackboard how to write **u u u u u u u u u** like this:

   u u u u u u u u

6. Have them write 3 lines of **u u u u u u u u u** on page 1.
   - *Remind them to start at the left and go to the right.*
   - *Have them fill 3 lines, writing on every second line.*
   - *Show them that the small **u** only takes half the space between 2 lines.*
   - *Remind them to think about what they are writing.*
   - *If they aren't able to write it yet, you may need to help them or coach them along at first, but not for long! Encourage them to keep trying!*
   - *Remind them to write on the line.*

Comments on Designing Primer Lesson Plans

- Remember, anything which the student will be writing that day should appear in the lesson plan, so that future classes are taught the same things in the same way. **See Steps 7, 10, 11.**

- When the lesson plans call for the student to write a line of symbols or syllables, you should fill in the line in your lesson plan so the indigenous teachers know exactly what symbols or syllables to copy to the blackboard. **See Steps 8, 11, 13.**

- Note that you are teaching them to write the same symbols as were taught through the primer, the syllable flash cards, and the blackboard drills. Learning to write these symbols is an integral part of learning to read the symbols.

- Indicate in the lesson plan when to gather the writing books. **See Step 15.**

7. Show them on the blackboard how to write **e** like this:

   e

8. Show them on the blackboard how to write **e e e e e e e e** like this:

   e e e e e e e e e

9. Have them write **e e e e e e e e e** on 3 more lines on page 1.
   - *Have them write on every second line.*

10. Show them on the blackboard how to write **m** like this:

    m

11. Show them on the blackboard how to write **e me e me e me e me**

    e me e me e me e me

12. Have them write 3 more lines **e me e me e me e me e me**
    - *Have them write on every second line.*

13. Show them on the blackboard how to write **u mu u mu u mu u mu**

    u mu u mu u mu u mu

14. Have them write 3 more lines of **u mu u mu u mu u mu**
    - *Have them write on every second line.*
    - *Walk around and check their writing and encourage them, only helping them if they've tried hard and can't write properly.*

15. Collect their writing books and put them away.

Comments on Designing Primer Lesson Plans

TITLE
- Be consistent in the pattern you use for the title.
- Number the lessons consecutively.
- Remember to note the primer number and page number that will be covered in this lesson.

REVIEW
- Review the key word flash card from the previous lesson. **See Steps 1 and 2.**
- Review the syllables from the previous lesson by writing the syllables on the blackboard and drilling the students. **See Steps 3 and 4.**

CAPITALIZATION[1]
- This primer teaches capitalization on the second page. Depending on when you teach capitalization, whether on the first page or the second page, you would need to explain capitalization. **See Steps 5 through 8.** Be sure to adjust the sample to fit **your** primer.

- This literacy worker plans to teach capitalization through blackboard drills, syllable flash cards, a syllable chart in the primer, and in context on reading pages.

Lesson 2   Sinasina   Primer 1, page 2

1. Review the picture flash card **ula** until each student can read/say **ula, u**.

2. Review the picture flash card **meme** until each student can read **meme, me, e.**

3. Write these syllables on the blackboard like this:

   u   e
   mu   me

4. Drill the syllables until each student can read them properly.
   - *Remember to stand to the side and point with a long pointer so that you do not to block the view of any of the students!*

5. Then, below the drill on the blackboard, write these syllables which teach the capitals (upper case):

   U   E
   Mu   Me

6. Explain how the capital letters function. After that, drill them and have each student read the syllables.
   - *Capital letters are used at the beginning of a sentence.*
   - *The first letter of the name of a person or place must also be a capital letter.*

7. Drill these new syllable flash cards: **U, E, Me, Mu.**
   - *Some won't be able to read them and you may still have to help them...but first give them a little time to think.*

8. Next, mix these new syllable cards with syllable cards which were taught in Lesson 1.
   - *Listen to each student.*

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[1] On the CD that accompanies this manual, there is an article on capitalization. Be sure to read it. File name: \CD Articles\CD-Capitalization. When writing the lesson plans, include an explanation of capital letters, described in ways that your students will understand, and according to how you handle capitalization in your primer.

BUILT WORD CARDS

▪ During Primer 1, you will be teaching the students how to build words, that is, how to break down the syllables in a word, and then build them up again to be able to read the word.[2]

▪ Write out the words that will be taught during this lesson. **See Step 9.**

READING FROM PRIMER

▪ Remember to include in the lesson plans instructions about when to pass out the primers. **See Step 10.**

▪ Give instructions about what page is to be read. **See Step 10.**

▪ Notice the directions to the teacher about punctuation. **See Step 11.**

▪ Notice the directions to the teacher about capitalization. **See Step 12.**

9. Teach the new word cards of **Lesson 2: Meme, meme, umue, Me, eme.**
   - *Drill the new word cards until most of the students can correctly read them.*
   - *Quickly listen to each one.*
   - ***DO NOT MIX THE WORD CARDS AND SYLLABLE CARDS!***

10. Next, give each student a copy of PRIMER 1 and have them open the primer to page 1. Have them look in their books and follow along while a student reads page 1.
    - *Remind them to point with a little clean twig/stick or other object as they follow along.*

11. Explain the purpose of the period (.)
    - ***A period is a pause following a full utterance/sentence.***
    - ***Also, it is used between two sentences.***
    - *Express these rules simply in the language.*

12. Remind the students how the capital letters function.
    - *Capital letters are used at the beginning of a sentence.*
    - *The first letter of the name of a person or place must also be a capital letter.*
    - *Keep reminding them to read from left to right.*

13. Have another student read page 2.

14. Have each one read pages 1 and 2. Listen as each one reads.
    - *Continue to remind them to follow along with a pointer and to always read from left to right.*

15. Collect the primers and put them away.

▪ Continue to include specific steps in the lesson plans, indicating what is to be read and by whom. **See Steps 13 and 14.**

▪ Include reminders for the teachers. **See Step 14.**

▪ Include instructions about collecting the primers. **See Step 15.**

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[2] See page 185 for a visual explanation of how to teach built words.

Comments on Designing Primer Lesson Plans

WRITING

- Lesson plans for the writing section for this lesson are very similar to those for the first lesson.

- Remember to indicate when the teacher is to pass out the writing books. **See Step 1.**

- Be sure to show in your lesson plan how to write the number for that day. **See Step 2.** Number the writing lessons consecutively from 1 on through the first primer. Likewise through Primer 2, Primer 3, etc. Start with #1 for each primer.

- Always include in the lesson plans the properly formed letter, syllable, or words that the students are to practice writing. **See Steps 3, 4, 6.**

- When the lesson plans call for the student to write a line of symbols/syllables, remember to fill in the line in your lesson plan so the indigenous teachers know exactly what symbols/syllables to copy to the blackboard. **See Steps 7 and 8.**

Writing

1. Give each student his or her writing book.

2. Have them open to the next page of their writing books (which will be on the reverse of page 1) and have them write number **2** at the bottom center of the page. Show them on blackboard like this:

   2

3. Show them on the blackboard how to write **E** and **U** like this:

   E U

4. Show them on the blackboard how to write **e E u**
   U e E u U

   e E u U e E u U

5. Have them write 4 lines of **e E u U e E u U** on page 2.
   - *Remind them to start at the left and to go to the right.*
   - *Have them write on every second line.*
   - *Remind them that the vowels **e** and **u** take a half space but the capital **E** and the **U** take full space, touching both the top and bottom lines.*
   - ***Remind them that these letters do not go above or below the lines!***

6. Show them on the blackboard how to write **M** like this:

   M

7. Show them on the blackboard how to write **Me Mu E U Me Mu E U**

   Me Mu E U Me Mu E U

8. Have them write 4 lines of **Me Mu E U Me Mu E U** on page 2.
   - *Remind them to start at the left and to go to the right.*
   - *Keep reminding them that the vowels **e** and **u** take a half space and that the capitals **E, U** and **M** take full space touching both the top and bottom lines.*

Comments on Designing Primer Lesson Plans

DICTATION

- Notice that this lesson writer plans to start dictation in Lesson 2, provided there is time. **See Steps 9, 10, 11.**

- Anything which the student will be writing that day should appear in the lesson plan, including any dictation.

- Indicate when to gather the writing books. **See Step 12.**

Steps 9, 10 and 11 below you will do only if there is enough time left.

9. Write the numbers 1 to 6 on the blackboard. Have the students do the same in their writing books.

    - *They can write below the writing they have already done on page 2.*

10. Dictate the following syllables to them like this.

    1. **e**
    2. **E**
    3. **u**
    4. **U**
    5. **me**
    6. **mu**

11. As they write, walk around and check their writing.

    - *Encourage each of the students, helping only if they've tried hard and can't write properly.*

12. Collect their writing books and put them away.

Comments on Designing Primer Lesson Plans

KEY WORD LESSON PATTERN

a. Teach the key word flash card.

b. Do blackboard syllable drills (which include the syllables just taught with the key word flash card).

c. Teach new syllable flash cards. Drill them, and then add in syllable flash cards from previous lessons.

d. Read from primer. Review two or three of the most recently-taught pages, and then read from the new page which contains the key word taught at the beginning of this lesson. (On some lessons, you will find it better to switch: Read from the new page first and then review the pages most recently taught.)

e. Collect the primers.

f. Write the symbols and syllables taught in the key word. Write the symbol taught in the key word combined with symbols taught on previous days.

g. Dictate syllables to them. As you progress, you will be dictating words, then sentences.

h. Collect their writing exercise books.

PRACTICE READING LESSON PATTERN

a. Review the key word flash card from the previous day (or the most recent key word flash card if you have several pages of practice reading.)

b. Do blackboard syllable drills (which include the syllables taught from the most recent key word flash card).

c. Review syllable flash cards. The syllable flash cards should include those from previous lessons, and should be mixed up.

d. Teach the word flash cards. These are the built words that will be used on this new reading page. It is best to teach the built words with flash cards; although for slower learners, some literacy workers find it necessary to use built word drills in addition to the flash cards. See example of a built word drill at the right.

```
nekemue
ne
   ke
      mu
         e
nekumue
```

e. Read from primer. Review first the pages taught in the previous two or three lessons. Then read from the new page. (On some lessons, you will find it better to switch: Read from the new page first and then review the pages most recently taught.) Have each student read from the new page and the review pages.

f. Collect the primers.

g. Have them write the syllables which you have taught on the most recent key word teaching day. You can have them start to write words, or even sentences. Stay within the limits of the syllables you have taught so far, and focus particularly on the syllables most recently taught.

h. Dictate syllables to them. As you progress, you will be dictating words, then sentences.

i. Collect their writing exercise books.

Comments on Designing Primer Lesson Plans

REMEMBER

- Be sure to include in your lesson plans specific directions to the teacher, such as:
  - ✓ when to pass out primers
  - ✓ when to reinforce that the students should read from left to right
  - ✓ that they must listen to each student read
  - ✓ how to explain how letters are formed
  - ✓ that they must check each student's writing

- Syllable charts must be included in the lesson plans so they can be written properly on the blackboard.

- Anything which the student will be writing that day should appear in the lesson plan.

- Use capitalization and punctuation properly from the beginning. Put teacher directions into the lesson plans to remind the teacher how to explain capitalization and punctuation.

Sample Lesson Plans for Blackboard Syllable Drills

TIPS ON SYLLABLE DRILLS

- Upper and lower case syllable drills should be kept separate, both in the primer and for the blackboard drills. See example at the right.

- If the vowels on the primer page are lined up horizontally, line them up vertically for the blackboard drills. Variety helps prevent memorization, and forces the new reader to actually read.

- Be sure to write the blackboard drill out completely in the lesson plans.

Write on the blackboard like this and drill well:

o	ko	no	lo
i	ki	ni	li
a	ka	na	la
u	ku	nu	lu

Then write the following and drill each student:

O	Ko	No	Lo
I	Ki	Ni	Li
A	Ka	Na	La
U	Ku	Nu	Lu

CONSONANT FINAL DRILL

- Because this drill is for a syllable final consonant, no capital letters are drilled as they would never appear in that position.

Write on the blackboard like this and drill well:

u	i	e	a	ai
ung	ing	eng	ang	aing
bung	bing	beng	bang	baing
mung	ming	meng	mang	maing
lung	ling	leng	lang	laing

Sample Lesson Plans for a Test

EXAMPLE OF A TEST

- Tests can be used to determine the progress of the students and what areas need more teaching or drilling. A completed test can give the student a sense of achievement and of a goal accomplished. Testing the students can also reveal areas in the primers or the teaching program which need improvement. If you decide to use tests, be sure that each student understands what he is to do on the test.

- For the days when you give a test, include specifics in the lesson plans. Include a copy of the test and the answer key.

- Informal testing should be done each day as the teacher listens to the students read and asks them comprehension questions about the stories.

- In this example, the test is simple questions which require only a one-word answer to be written. (Who has the bird? or Whose knife is here?)

- The idea is to see if the student is able to read the primer page, understand what he has read, and write the answer to the question the teacher asks about what is said on that primer page.

Be certain each pupil has a Primer 1. Have them number every other line on the page in their exercise book from **1-8** in preparation for Primer 1 test.

Have them turn to the page listed before each question. Ask the question and have them write a one-word answer.

Page 19　**1. Mulu mulai ne'ei?**

Page 21　**2. Itema uvau vuleki no utu?**

Page 23　**3. Tamitema ilai no luaki so i'oxonu mi ma'ia?**

Page 25　**4. Tasema ikukunu toto'o?**

Page 25　**5. Pikisa no anu voloxu ma'ia ne?**

Page 28　**6. Tamitema ta'eimo ixolu no tani?**

Page 29　**7. Ovu ma'ia utulu no utu?**

Page 29　**8. Tasema oli'a tamulu ixaixai so itulusou ma'ia?**

ANSWERS:
- **1. Maui**
- **2. Ani**
- **3. I'ulo**
- **4. Usai**
- **5. Meme**
- **6. Ta'uve**
- **7. Ualu**
- **8. Tani**

- The answers should be listed in your lesson plans right after the test questions for the convenience of the teachers who will correct the tests.

Preparing Supplementary Material
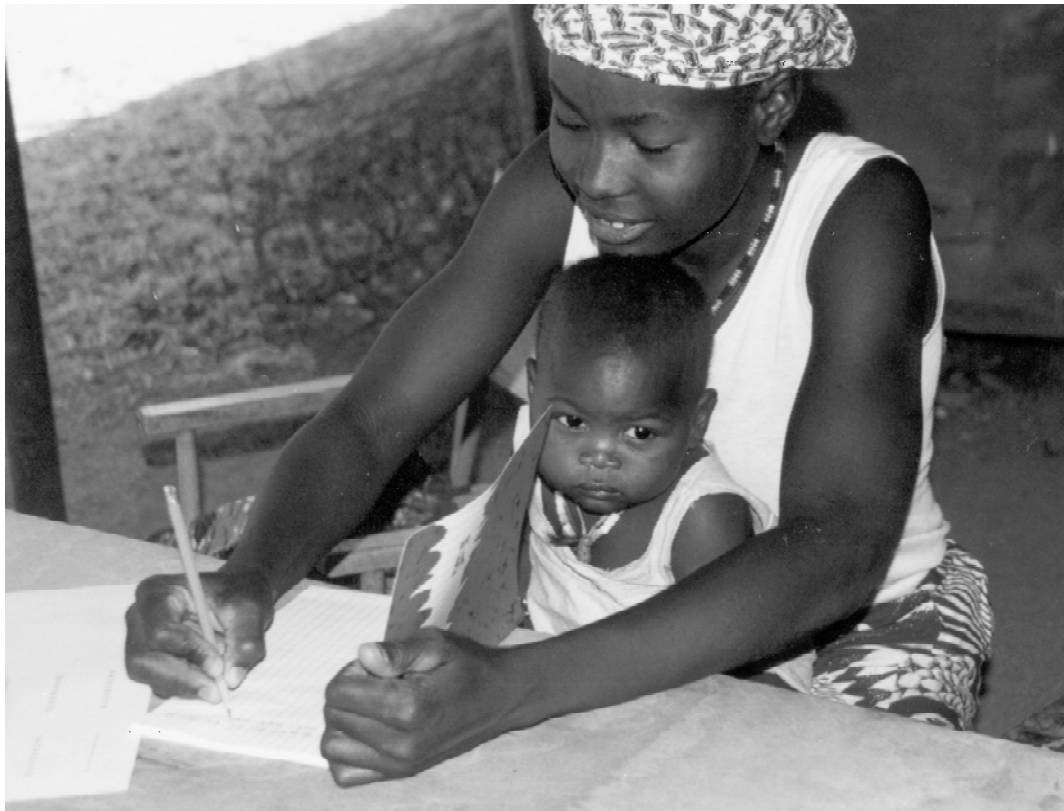
WRITING THE GRADED READERS

"Practice makes perfect." This expression, which we have heard all our lives, is especially true when it comes to literacy! A person who is learning to read cannot practice too often what he has just learned. Developing graded readers to follow each primer is based on this principle. Each graded reader will provide the student with practice reading material that uses only what has been taught to that point.

DEVELOPING GRADED READERS

Each graded reader should be consistent with the level of the primer it follows. It should be limited to words that use only the syllables taught up to that point. So, for example, the first graded reader is used after the students have completed the first primer, and is limited to words that use only the syllables taught in the first primer.

There is no limit to the number of built words that can be used on each page in a graded reader.

Sight words with which the students are already familiar may also be used.

Remember to use only the punctuation that the students have learned up to the level of each graded reader.

In the early graded readers, you will have limited syllables with which to work. To create adequate reading material at this stage, you may be able to write new material by changing the names of characters, the locations, or the activity involved in a story that you used in the primer.

After the question mark has been taught, asking and answering a series of questions will help you to produce reading material.

Some have made their graded readers available at the literacy classroom for the students to read before and after class time. Others, especially those in a non-village setting, let the students take the graded readers home to practice reading. Usually, you would not allow primers to be taken home because the students tend to jump ahead into material that they have not yet been taught. But because the graded readers contain only syllables which have already been taught, it is fine for the students to take them home.

MOTIVATION AND FLUENCY

Graded readers can be extremely effective at helping the people gain fluency in reading. Success at reading motivates the people to want to learn more.

Some tribal people have successfully learned to read from just primers, especially if they were highly motivated to read Scripture. However, experience has shown that graded readers are excellent in providing the necessary practice to help the people read fluently and with understanding. Therefore, it is highly recommended that you prepare graded readers to broaden the people's reading practice and exposure. Check with your literacy consultant for further guidance.

SUPPLEMENTARY MATERIALS AND ACTIVITIES

Supplementary materials and activities can augment your literacy program. They provide interest and variety in the classroom. In addition, they give the students an opportunity to practice outside the classroom setting what they are being taught.

While supplementary materials should be used whenever possible, there is one caution. Remember that most literacy students are men and women who also need to work and take care of the responsibilities of their daily lives. Their time is limited, just as yours is. Be sure you give them adequate time during each class for reading and writing practice. The focus during precious class time needs to be on teaching from the primer and practicing what has been taught. At the same time, the activities suggested here are fun for the students and help make the class time interesting. Each of the activities is geared to augment what you are teaching. Just don't go overboard. Be balanced in how you use these supplementary activities.

TIPS ABOUT SUPPLEMENTARY TEACHING MATERIALS

◆ If you plan to use supplementary materials during your literacy classes, be sure to include detailed instructions in the lesson plans.

◆ It is especially important for supplementary materials to be available while the first primer is being taught because there is no graded reader for them to be practicing at this time.

◆ Some of the activities can be given out as homework. They can be loose-leaf pages, or you can bind them together to make a supplementary workbook for each student.

SUGGESTED ACTIVITIES[1]

A. **Group activities**

✓ **Blackboard syllable matching game:** Write the syllables on the blackboard. Give each student a syllable flash card to match to a syllable on the blackboard.

✓ **Missing syllable game:** Write a word on the blackboard with one syllable missing. Have the students take turns writing the correct syllable in the blank to make a word. A line of syllable flash cards could be stood on the blackboard chalk tray for the students to choose from.

✓ **Flash-card-drill races:** Have two teams drilling the flash

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[1] Some activities are listed here. In addition, examples of other supplementary literacy materials are on the CD which accompanies this manual.
 Number activities can be found in the folder: \Section 06 - Supplement\CD-Supplementary-Numbers
 Reading and writing activities can be found in the folder:
 \Section 06 - Supplement\CD-Supplementary-Reading
Be sure to review the README file in each of these folders.

cards to see which team gets done quickest.

- ✓ **Syllable bingo:** Set up a bingo game, using syllables which have been taught instead of numbers. Each player's card must be somewhat different. The syllable flash cards could be mixed and used for selecting what syllable is to be called. Syllables can be covered with buttons, plastic disks, or smooth seeds.

- ✓ **Syllable or word treasure hunt:** Put papers with words written on them around the classroom. Give each student a syllable flash card and instruct him to find a word with that syllable in it. Or, give each student a paper with a syllable on it. The student searches the village for an object which starts with the syllable assigned to him.

- ✓ **Go Fish:** Using four sets of syllable cards, play "Go Fish." As the player gets four of the same syllable, he can lay them down. At first let the students play with their cards all laid out face up on the table so they can get help if they need it. Later they can hold them in their hands.

- ✓ **Memory:** Place two sets of syllable cards face down in rows. Each player is allowed to turn over two cards each turn. If they get a pair, they may continue. They should read whatever they turn over.

- ✓ **Slap Jack:** The syllable cards are mixed up, and a dealer turns them over one at a time, saying the syllable. When two of the same syllable come up, the first student to put his hand on the pile and say the syllable correctly gets to take all the cards.

- ✓ **Snakes and Ladders:** Make this game out of posterboard. When a player lands on the bottom of the ladder or the head of the snake, he has to read either a syllable card, a word card, or even a page from the primer in order to either move ahead or prevent himself from sliding back. This game can be adjusted to any level of reading ability.

B. **Individual activities**

- ✓ **Fill-in-the-word worksheets:** For these sheets, the student simply rewrites a typed word in his own handwriting.

- ✓ **Combining syllables:** Write two separate syllables on a single line. Have the student write the two syllables together to form a word. Be careful to use only syllables that when joined will form a legitimate word.

- ✓ **Fill-in-the-blank sentences:** Start with two choices of words. At first make these easy by giving one choice which is very obviously culturally or grammatically wrong. Later, more choices may be given.

✓ **Matching:** Make matching lists of words which the student joins with a line. Early in the lessons each list could have the same words, but in different order. Later on, the lists could be of related items, for example, "bat" would match "cave" and "bird" would match "nest."

✓ **Pictures:** Print a sheet with a picture of a familiar object along with a list of words. The student picks the proper word and writes it under the picture.

✓ **Word search puzzles:** At first have only one word in a line. **Always** have the words going from left to right only.

Preparing Post-Literacy Material
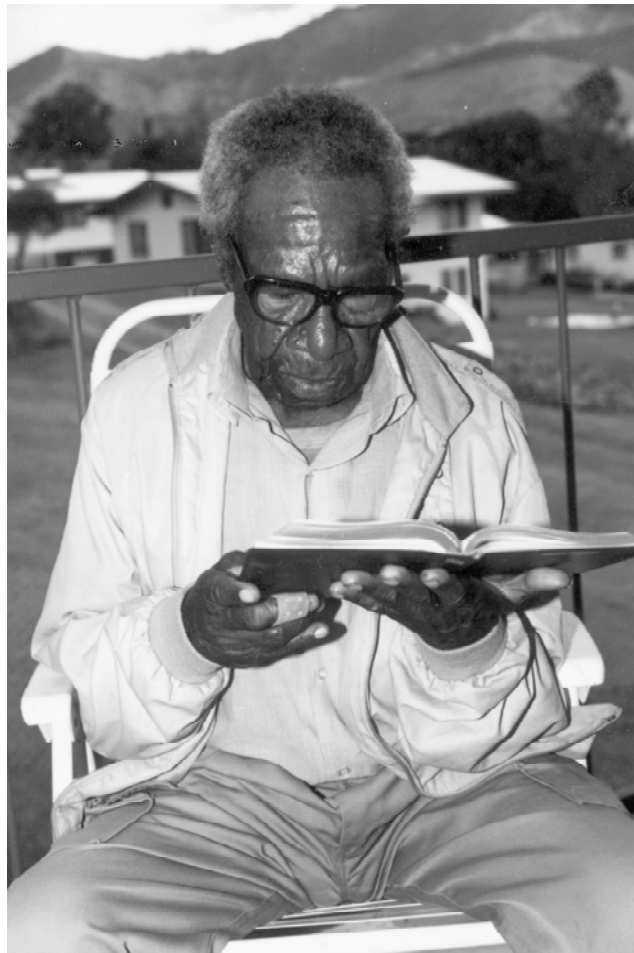
PREPARING POST-LITERACY MATERIALS[1]

GAINING READING FLUENCY

The goal of post-literacy is to help the new literates gain fluency. New readers need plenty of post-primer reading material. Plan to provide enough secular material so that new literates can become fluent readers before reading Scripture. If they have already acquired the skill of reading, they will be able to more easily comprehend and enjoy the Word as they read it.

Producing adequate secular reading materials does not necessarily require a large investment of time or finances. It may not be practical (or necessary) to produce a lot of copies of this post-literacy reading material. It may be adequate to provide library copies, i.e., a few photocopies or computer printouts for each village school or group of readers.

In deciding what post-primer reading materials to provide, consider carefully the needs of the people. It is very important to consider what topics will be of interest (and benefit!) to your readers. What do they talk about? What are they really interested in learning? You will not meet your goal of getting them excited about reading — or even getting them to read — if they couldn't care less about the literature you are producing.

Keep the following guidelines in mind as you prepare post-primer reading material:

COMPLETELY CULTURAL

The first post-primer reading material should be completely **cultural**. For example:

- Edit texts that you have collected during language and culture study. This material may be very worthwhile literature for posterity, as well as interesting reading now.

    Be careful about printing and distributing tribal mythology. Tribal people tend to consider anything that is in print to be "the Gospel truth." However, this does not mean that we should discount all tribal lore. The students in the literacy program need to understand that not everything that is in print is "God's Word." Consider carefully what is suitable for printing, i.e., not contrary to the teaching of Scripture.

- Compile information regarding aspects of their culture. For example:
    - ✓ A book featuring items in their material culture — pictures of different tools, articles of clothing, items of food, etc., with a brief description and any pertinent or interesting information about that item.
    - ✓ One missionary compiled several booklets on subjects such

as different types of trees, birds, and plants. Drawings were accompanied by a brief explanation about each item. These were cultural and reflected some of their beliefs — the people love reading them!

✓ The preface of one book produced to feature the local culture reads, in part:

> *"This book... tells of the customs and valued articles of the... people. The first half of the book contains customs of the past which are no longer practiced and the second half... describes articles which are used today.... The purpose of the book is to preserve the knowledge of these customs and to provide familiar and interesting reading material for new literates which will increase fluency in reading...."*

◆ Encourage the tribal people to write. They love to read what they have written themselves! Included could be such information as:

✓ Firsthand accounts of any experiences about which others would like to read.

✓ Tribal history, e.g., about when the first foreigners arrived.

✓ National history, e.g., remembrances of local involvement or reaction to national events, such as a war, economic crisis, the electoral process, etc.

NON-CULTURAL

The next step in the post-literacy program will be to introduce reading material from outside their culture. For example:

◆ Local government and/or health organizations may have booklets which could be translated into the tribal language. For example, some countries carry a basic health series.

◆ On some fields, SIL has reading material available to translate. These were developed for the purpose of education, e.g., about life in other countries, instruction with regard to prevention of disease, basic instruction about cash economy, etc.

◆ Check with your literacy consultant to find out what is available on your field, and to find out which materials other new literates have found to be interesting. For example, in PNG, many new literates have enjoyed the book, "How to Write a Letter," because they want to be able to write letters.

SCRIPTURE-RELATED

The next step in the post-literacy program will be to introduce Scripture-related reading material.

Often the person on your team who will be the translator gains experience by translating Scripture-related books into the vernacular. So be sure to coordinate your efforts with the translator on your team.

- Booklets with background information on the customs and culture of life in Bible times provide excellent reading. SIL has a series of transition booklets, including *Animals of the Bible*[2] and *Plants of the Bible*.[3]
  - ✓ Over the years, there have been several versions of a book called *How the Jews Lived*.[4] The final revision of this book developed into a book called *Daily Life in Bible Times*.[5] Both *How the Jews Lived* and *Daily Life in Bible Times* are out of print, but many NTM fields have copies of these books. Some have found that *Daily Life in Bible Times* is difficult for new readers, so you may wish to use the older *How the Jews Lived*. Check with your consultant for guidance.
- The chronological evangelism lessons also make excellent reading material. Not only is the reader practicing his reading skills, but the evangelism lessons are being reinforced. Be sure, however, that they have been taught the lessons before providing them for reading practice.

- You may want to develop a booklet on how to navigate and correctly handle the Scriptures. Some have written booklets which give simple historical and cultural background on the books of the Bible. Another related idea is to develop reading material which covers how the Bible came to them.

PREPARE BEFORE STARTING LITERACY

Ideally, it is helpful to have some post-literacy materials ready before implementing the literacy program. By the time you get to post-literacy, it is difficult to find the time to prepare the post-literacy materials.

In practical experience, however, few literacy workers are able to develop post-literacy materials before the literacy program begins. Be sure to work into your strategy who on the team will be responsible to prepare post-literacy materials. And be aware that if the new literates do not have anything to read, they will regress. So do all you can to make sure they have adequate reading material once they have finished the primers.[6]

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[2] *Animals of the Bible,* Preliminary Edition, Wycliffe Bible Translators, 1997, USA. Copies may be obtained from: International Academic Bookstore, Summer Institute of Linguistics, 7500 West Camp Wisdom Road, Dallas, Texas 75236, USA.

[3] *Plants of the Bible*, Trial Edition, Wycliffe Bible Translators, 1997, USA. Copies available as in footnote 2 above.

[4] Roy E. Gwyther-Jones, *How the Jews Lived*, Summer Institute of Linguistics, 1978, Ukarumpa, Papua New Guinea. Currently out of print. New Tribes missionaries have blanket permission to translate *How the Jews Lived* and use the pictures. The following credit must appear on the back of the title page: Translated and printed by permission of Summer Institute of Linguistics, Papua New Guinea Branch.

[5] *Daily Life in Bible Times,* First Edition, 1988, Wycliffe Bible Translators, Inc. Dallas, Texas. Currently out of print.

[6] Additional ideas for post-literacy reading material can be found on the CD which accompanies this manual in the file folder: \Section 07 - Post-literacy\CD-More ideas for post-literacy

Teaching the Literacy Program

WHAT NEEDS TO BE COMPLETED BEFORE STARTING TO TEACH LITERACY

Preparing the materials for the whole program before starting to teach literacy may seem overwhelming. It does take time and effort to prepare everything. But once these things are done, you will not have to do them again, unless you make improvements. For example, laminated flash cards and primers with laminated covers can be used over and over again.

Take the time to organize and set the program up well. It will be worth the time and effort. Remember the purpose of your literacy program is to enable the people to read translated Scripture in their own language. The growth of the believers and the strength of the church is dependent on the believers being able to read the Word of God. And being able to read the Word of God is dependent on the effort you put into literacy. So take the time — make the effort — and do it with your whole heart, honoring the Lord.

If the following list of things to do seems overwhelming, concentrate on doing one step at a time. Check off the boxes as you complete each step.

❑ Prepare the pre-literacy materials.

❑ Write the primers. Check them with a consultant.

❑ Make all the flash cards which will be needed for each lesson. If possible, laminate them for durability.

❑ Determine and gather needed classroom vocabulary.

❑ Write and print the lesson plans for the entire literacy course. It is preferable for these lesson plans to be written in the vernacular. If possible, it would be helpful to have a literacy consultant check these lesson plans.

❑ Write and print the graded readers.

❑ Prepare any supplementary reading or writing activities that you plan to use.

❑ Write and print at least some post-literacy materials.

❑ Gather all classroom materials. If multiple literacy programs will be taught in more than one location, you will need the following items for each location:

✓ A large blackboard (3' x 6' minimum). If you have a large class and space, two blackboards would be better.

✓ Tables and seats for the students. Tables work the best for a writing surface, but lap boards or clipboards could also work.

✓ A wide podium with a slight slant OR a table for the teacher. It is best if you have

something that is large enough to lay out a day's teaching materials.

- ✓ Chalk and blackboard erasers

- ✓ Clock (optional, but helpful if you plan to teach them to tell time)

- ✓ A cupboard or foot locker for book storage

- ✓ A box with dividers, which will hold:

  - ⬩ syllable flash cards
  - ⬩ key word flash cards
  - ⬩ built-word flash cards
  - ⬩ lesson plans

- ✓ Pencils (including red pencil for teacher), pencil sharpeners and erasers

- ✓ Pre-reading and writing materials:

  - ⬩ pre-readers

- ⬩ games and game pieces (optional)
- ⬩ puzzles (optional)

- ✓ Primers for each student

- ✓ Graded readers (You will need to decide if you want one for each student or a set number of library copies.)

- ✓ Writing exercise books for each student, with at least 80 pages

- ✓ Post-literacy reading materials

- ✓ The lesson plans

- ✓ Attendance sheets (Checking off attendance provides incentive for them to be there on time. Attendance sheets are used to fill out records.)

- ✓ Certificates of achievement (Although these don't need to be completed until the end of the literacy program, you may wish to investigate what is available.)

IMPLEMENTING THE TRIBAL LITERACY PROGRAM

BE PREPARED

- Have all the materials ready for the entire literacy program before you start teaching pre-literacy. Have plenty of materials prepared for the people to read before you start to teach them to read.

SET A DATE TO BEGIN

- Do not set an actual date for the literacy program unless you know that you will be ready to start then. Setting a date prematurely and then having to postpone the program because you are not ready to teach could cause disappointment and disillusionment for people who are excited about learning to read and write. People who have been disillusioned will not easily be excited again. When you set a date to start teaching literacy, to them, you are making a promise. Set that date only when you know that you can keep your promise.

- Determine how often the literacy classes will meet and for how long.[1] Consider the following possibilities:

  - ✓ Meet 5 days a week, for 2 hours per day.

  - ✓ Meet 4 days a week, for 3 hours per day.

  - ✓ Meet 3 days a week, for 4 hours per day.

  - ✓ It is not recommended that you meet less than 3 days per week. When there are several days between classes, the students tend to forget. You need to meet frequently in order to make progress.

  How frequently you have classes and for how long depends as much on the students' schedule as it does on yours. What will work best for them? Accommodate their needs. Consult with them about what they think would work for a class schedule.

- Determine how long the entire literacy course should take. Many factors are involved in the length of time it takes to teach an entire literacy course. Obviously, how often the literacy class meets is one factor. How many primers you have and how densely they are packed with new material is another. And how quickly the students catch on is yet another. The people's yearly schedule is another major factor.

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[1] If you are working with a group of people who do not live in villages, you will have to adjust how and when you set up literacy classes. You may consider doing an intensive literacy class (6 hours) every week or every couple of weeks, using a variety of activities to keep them interested and to keep them from getting too much material at one time. Another idea is to teach one-on-one. Teaching one or two at a time would go faster, and you would be easily able to cover several lessons. Be careful not to overload the students, and be sure to leave material for them to practice. It would be better to leave loose-leaf pages from the primer rather than the primer itself (so that they don't try to jump ahead in the primer).

Because of these factors, it is impossible to give an estimate in this manual that would fit every situation. The following broad estimations may help you to plan, but be aware that it could take less time or more time:

- ✓ 3 primers — 3 to 5 months
- ✓ 4 primers — 5 to 7 months
- ✓ 5 or 6 primers — 6 to 10 months

Your estimate of how long the literacy program will take can be adjusted as the course is taught. As you determine when to begin the literacy class, keep in mind that your personal schedule should not include extended breaks away from the village while you are teaching Primer 1. An unnecessary absence during Primer 1 would indicate to the people that literacy is not important. In addition, the first primer should be taught straight through so that material learned will not be lost during an extended gap between sessions.

- ◆ Breaks do need to be scheduled at intervals during the literacy program. This is for their sake as much as for yours. At the end of the first primer (between four to eight weeks), you may want to take a week's break. Then take breaks at appropriate places throughout the rest of the program. Try to plan the breaks around their schedule. For example, if they will be harvesting during a specific time, take your break

then. This will allow them to do the work they need to do, and give them a rest from studying.

DECIDE WHERE AND WHEN TO CONDUCT THE LITERACY CLASSES

- ◆ Consult with village leaders to determine the best location and time of day for literacy classes.

- ◆ Get the people involved with you in preparing the location. They can help to build a school building. They can help to build desks, tables, benches, etc.

DECIDE WHO WILL BE THE FIRST STUDENTS

- ◆ Your first class should include between six and ten students.[2] This will allow you to give each of the students the time they need for individual help. Having a smaller class gives you more time to listen to each one read.

- ◆ Take their culture into consideration as you decide who will be in the first literacy class.

  - ✓ Consider kinship relationships.

  - ✓ Consider the family group. Ideally, the first students should not all come from just one clan or family. You may also have to work around cliques.

  - ✓ Consider if men and women in their culture can attend the same class at the same time. In some situations, men

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[2] This is an ideal. Seldom will you be able to start with the ideal class size. Try to keep it under 15, especially if you are a beginning teacher.

and women may need to be taught separately.

✓ Consider if it would cause problems if a wife were taught before her husband had been taught. Sometimes if a wife knows how to read before her husband does, it creates marriage problems. If women learn to read before men, they may take on a role in the family or in the church that is not acceptable in the culture.

✓ Consider if women who become literate would be allowed to become teachers of men.

✓ Consider if it is appropriate to teach adults and children in the same class. Often, it is not culturally acceptable. You should also be aware that children tend to learn faster than adults and thereby can cause adults to become discouraged with their slower progress. It is generally best to choose adults or teen males to be students in the first class.

◆ If possible, some leaders should be in the first literacy class. However, often leaders feel they are too busy to attend classes. Encourage them to come, but you cannot make them attend.

◆ You want a cross-section of ability in the class. Although you can't know at this point who will learn to read, you may have an idea of who in the village is above average and who is slow to learn. For this first literacy class, don't choose just the most intelligent. Try to choose some who will be average learners.

◆ Try to include in your first class those who may be prime candidates to become teachers themselves. For example, you may be aware that a translation helper or a language and culture helper has potential to become a literacy teacher. Include him if possible, but do not tell him what you have in mind. You do not want to promise a person a certain position until you know he is capable, faithful, and has been trained.

BEGIN THE LITERACY PROGRAM

◆ Ideally, the team member who developed the pre-reader and the primers should teach the first literacy program. If it is necessary to hand the teaching over to someone else, the one who wrote the literacy materials should be close enough to help as needed.

◆ You will find teaching guidelines and classroom instructions in the following chapters. Be sure to read those chapters before you actually begin to teach.

◆ Remember to follow your daily lesson plans. These lesson plans will keep you on track.

TEACH THE *WHOLE* PROGRAM

◆ Remember that the whole literacy program includes teaching (1) pre-literacy, (2) literacy, and (3) post-literacy.

- **Teach pre-literacy:** Follow your pre-primer lesson plans closely as you teach the foundational reading skills through the pre-primer. You will teach Primer 1 immediately after finishing the pre-literacy program. Therefore, do not start to teach pre-literacy until you have primers ready.

- **Teach literacy:** After you have taught pre-literacy, you will teach the people to read, using the primers and other teaching aids. Specific helps on teaching the people to read can be found in the chapter, "Teaching Procedures."

- **Teach post-literacy:** The post-literacy program begins after the final primer has been finished. If possible, the post-literacy program should be a supervised reading program. Ideally, the students will continue to come to the classroom and practice their reading. At each stage, you should check their reading ability, that is, listen to them read cultural materials, then non-cultural materials, then Scripture-related materials. If they are reading well, they can move on to the next stage. By the end of post-literacy, the new literate should be able to easily read translated Scripture and vernacular Bible lessons. (Please note that some new literates are so eager to read the Word of God for themselves that they begin reading it as soon as they finish the primers, without ever reading other post-literacy material. If they are motivated to read Scripture and it is available to them, do not stop them. However, because it is better for them

to gain fluency **before** reading Scripture, be sure to have adequate post-literacy materials written **before** they finish their primers and graded readers.)

REVISE AS NEEDED

- Teaching the first literacy class will reveal mistakes that are certain to be found in the first edition of the literacy materials, especially in the primers. As you teach the first class, make notes about anything that needs to be changed. Use a red pen, so your notes are easily seen when you begin to revise. Be alert for the following:

  - ✓ Typing errors

  - ✓ Spelling inconsistencies

  - ✓ Grammatical errors

  - ✓ Unnatural language — this will be apparent when they try to read what is written, but add a word which is needed to make the sentence natural, or when they omit a word that is written, because it is not needed.

  - ✓ Where they consistently have problems

  - ✓ Whether they can read the story pages by themselves

  - ✓ Which stories appeal to them

  - ✓ Whether the day's lesson is too long or too short

- Revision does not necessarily mean reprinting. You can do some "patchwork." For example, you can paste a replacement page over a

page that has errors. Using white out is another option. Most of the revisions will probably be in Primer 1. You may find that you could have said more. You may find that they did not accept something so you need to take it out. You may find that you need more sight words, or fewer sight words. Hopefully, the revisions will be minimal. The checking process that you used as you wrote the primers should have caught most of the problems before they ever made it into the classroom.

CLASSROOM PROCEDURES

CLASSROOM PROCEDURE

- Take attendance when the class is due to start, whether or not all students have arrived.

  - ✓ You will need to determine before you start the literacy program how you will handle absentees. Determine how many sessions they can miss and still be a part of the class. Some literacy programs have set up the rule that students can only miss three classes. You will also need to determine how you will teach those who have missed a class. Probably the best thing is to work with them individually, but at the same time, you cannot neglect the rest of the class. If you have teacher helpers, perhaps they could work with the one who was absent.

- Focus your teaching toward the average student.[1]

  - ✓ So that faster students do not get bored, give them extra work or use them as student teachers or teacher's helpers.[2] Be sure to supervise and watch them closely as they help others. As you observe, correct on-the-spot anything that they are doing wrong.

  - ✓ To encourage slower students,[3] give them extra help outside of class time. Special tutoring should not be done at the expense of the other students' progress.

  - ✓ Part way through Primer 1, you can divide the slower students from the faster students.

    - If the slower students are holding the rest of the class back from making progress, you will need to put them into their own class.

    - If you are an inexperienced teacher, it is not recommended that you try to handle two classes at the same time. An extra teacher or a student helper could work with one of the classes. Or, you may find it necessary to teach two separate classes each day.

    - If the class is divided, the slower students should not be allowed to hang around to listen and observe the faster

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[1] To help handle different ability levels, some literacy teachers plan for a variety of activities that the students can do. For example, some students could play games with the syllable cards, or work on their writing, or do a worksheet, while the teacher listens to the individual students read.

[2] See section on teacher training, pg. 197.

[3] Some students may never learn to read or write well. This has been true of some older people. Yet some older people have eventually learned to read well enough to read a few Bible verses on their own, and they have found great joy in that. Do not discourage such students from attending the literacy class, but you may want to drop their writing assignment in order to let them focus totally on reading.

class. That would only confuse them and make learning to read harder.

✓ Encourage your students to think. Do not allow them to "parrot" after the teacher or other students, except when the teacher feels it is necessary. They need to think and build the words and sentences themselves. Encourage them to (1) look, (2) think, and (3) try to read it.

CLASSROOM CULTURE

♦ You should do everything possible to fit your school procedures into their culture. However, sometimes instances come up when you need to have a classroom culture which is somewhat different from the broader tribal culture. For example, in their culture, perhaps younger men would never teach older men. But younger men may become your helpers and eventually become the indigenous teachers. So they would be teaching older men in the classroom.

♦ You can explain that, in order to have a good school, it is necessary to have a school culture within their culture.

✓ First express your appreciation for their culture.

✓ Then ask them if a school was part of their culture before the missionaries came. Most will recognize that the school was not previously part of their culture.

✓ Then explain that you will have a schoolroom culture. In other words, you will have a culture in the classroom that will not apply to the rest of their lives.

✓ On this basis, most groups will accept a separate classroom culture.

CLASSROOM ETIQUETTE

You may need to set down some simple rules for the classroom. You can explain that a school without rules and order will not be a good school.

♦ **Respect one another:** The students will all have different abilities. Some will learn quickly, while others will take longer to learn. You may need to tell the students that they should not laugh at others when they are struggling and make mistakes. Laughing at a struggling student just makes it more difficult for him or her to try again, and that student could end up being shamed.

♦ **Listen to the teacher:** You may need to establish a rule that there should be no talking among the students during class time. They need to be listening to the teacher. If there is something they need to know, they should ask the teacher, not one another.

- **Avoid distracting[4] other students:** You should tell the students not to walk around in class or be running in and out. That can distract the other students. Of course, if they have an urgent need to go outside, they should be allowed to do so.

RECORD KEEPING

- Keeping records of literacy statistics is very important. These records should be readily available for interested government officials.

- Records are especially necessary if you are going to apply for government funding for your literacy school. In some countries, the government will provide funds for the literacy program if 60 percent of the students are women. Be aware, however, that if the government helps fund the literacy program, the government can claim control.[5] Ideally, your literacy school should be connected to the church rather than the government so that the literacy program remains under the authority of church-appointed teachers.

- Another reason to keep record of literacy statistics is in case you need to prove the validity of your work among a particular people. Remember that literacy in the vernacular preserves the culture of the people group.

- When indigenous teachers are holding a class, each teacher should turn in properly written records with the information for each class. Their records are then added to the cumulative record.

- Records can be easily set up on a computer database.

  1. **Records for each individual class** should include the following information:
     - The number of students
     - The breakdown of male and female students
     - The teacher's name
     - The village name
     - The class's graduation date

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[4] If you have students who are mothers, they may need to bring their children to class with them. Be aware that the children can be quite disruptive to a literacy class. The best thing is for another villager, such as a grandmother or sister, to take care of the children outside the classroom. But if they will be inside the classroom, plan some activities to keep them occupied. Have some magazines or puzzles available for them to play with. Perhaps you can get a helper who can play games with the children.

[5] Remaining as independent as possible allows you to develop your literacy program as you wish. You will need to consider, however, if remaining independent will limit the resources that the government could contribute. For a tribe with a population of less than 1,000 people, it may not be an issue. But for large tribes, it can be a help for the government to step in with duplication of materials and paying of teachers. In addition, there may be situations when the literacy consultant for the field should be in touch with the department of education to find out (1) their method of teaching, (2) the way their primers look (size, thickness, etc.), (3) how they hold a class, and (4) what steps are necessary for the tribal team to take in order to have the approval of the government for the literacy materials they produce. Even if your program does not do things exactly as the government says, utilizing some of the 'outward likenesses' will help the literacy teachers in their interaction with other people groups involved in literacy. For example, in some countries, government literacy classes began with some aspect of community development (such as health). You could design your program to follow the government pattern.

- The number of literate people per class. Remember, only the people who can read are literate. Not all of the students who take the course will become readers. When you record the number of literate people for a given class, you are only recording those who can actually read.

- Scores from exams[6]

- The number of male literate people and number of female literate people

2. **Cumulative records** should include:

- The total number of literate people to date

- Number of literacy classes that have been conducted

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[6] An exam at the end of each primer is a valuable evaluation tool to determine weaknesses in the materials and to encourage students in their progress. The final exam will reveal who are your readers and who needs to take the course again. Exams are optional, but if you use them, the scores would be part of your records.

TEACHING PROCEDURES

Before the class arrives[1]

- Get out all picture, word, and syllable flashcards that you will need for the day's lesson.

- Get out enough copies of the primer that you will be using for the day's lesson, along with the students' writing books.

- Get out pencils and erasers for the students.[2] Get your chalk and chalkboard eraser ready.

During class time

A. Using key word picture flash cards

- ✓ Hold up the picture flash card and point to the picture. Ask them what it is and wait for their answer. Of course, if they don't recognize it right away, you should say what it is. Then point to the word and tell them that it says the same as the picture.

- ✓ Use your hand[3] or a blank card to cover up part of the word so that only the syllable being taught shows. For example, if you are teaching the syllable 'ka' from the word 'kame,' you would cover the 'me.' As you show only the syllable being taught, tell them what the syllable says. Use the phrase "This says...," or "This is the part that says...." Choose whichever phrase will be most meaningful to the people you are teaching. So, for the example above, 'kame,' you would cover the 'me' so that only the syllable 'ka' shows. And you would say, "This is the part that says 'ka'." As you continue, you would be able to cover the 'k' so that only the 'a' shows, and say, "This is the part that says 'a'."

- ✓ Lead the class through the entire procedure in unison. Then have each one go through the entire procedure individually as you point to the card and as you divide it. This takes time until they learn how to do it, and then it moves very quickly.

- ✓ Make sure all the students are watching as another student is repeating — the students should not stare into space or distract the class.

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[1] As soon as possible, train the people to handle these jobs.
[2] It may be best if the students bring their own pencils and erasers. Help them establish a supply chain that does not involve the missionaries.
[3] If you use your hand, be sure that everyone can see. It is a bit awkward for those off to the sides to see around a hand.

Teaching a Key Word Flash Card

Point to the picture as you say the word. Say, "This is a [nebare]."

Point to word as you say the word. Say, "This says [nebare]."

Use your hand to cover extra letters so only the syllable being taught shows. Say, "This is the part that says [ne]."

You could use another card rather than your hand to cover the extra letters so only the syllable being taught shows.

When teaching a syllable that is in the middle of the key word, use cards on each side to cover extra letters so only the syllable being taught shows. Say, "This is the part that says [e]." (Do not teach residue. In this instance, [re] is residue.)

Try not to be too clumsy or cover up the wrong part as you are using these key word cards.

B. Using syllable flash cards

- ✓ As you flip through them, have the entire class or selected students say the lower case and capitalized syllable flash cards for the new key word teaching lesson. Then drill each student until they know the new syllables well.

- ✓ As soon as they know the new syllables, mix in syllable cards from previous lessons, and drill each student individually.

- ✓ After the first primer is finished, you can cut back on using all the syllable cards from previous lessons. Drill only the ones taught in the more recent lessons. In addition, drill syllable cards which you have taught that look alike, such as ones containing 'u' and 'n,' 'm' and 'w,' 'b' and 'd.'
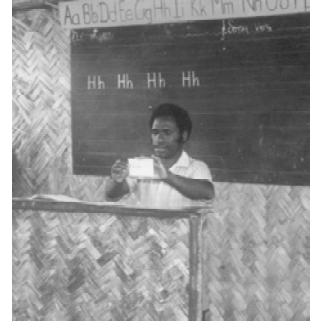
Drilling Syllable Flash Cards

Fan the flash cards, so you can grab and flip them easily.

Flip flash cards and quickly lay them face down on a surface as the class or individual says the syllable.

Be sure to hold the syllable flash cards so you as the teacher can see if what they are saying is correct. But also hold them so the students can see them!

C. Using built word cards

- ✓ Hold up the built word flash card for the reading page you are about to teach. Say the entire word for the students and have them say it too.

- ✓ Point to the first syllable in the word and tell them what the syllable says. Use something like, "This part says [say the syllable]." Have the class say the syllable also by asking them, "What does this part say?" while you are pointing to the syllable.

- ✓ Continue through the word, syllable by syllable, having the class say each syllable after you have pointed to and said it.

- ✓ Then, point to the whole word again and say it at a natural speed. Have the students say it also.

- ✓ As an alternative to pointing to each syllable as you break the word down, you may wish to cover the word with a blank card and progressively reveal each syllable in turn.

D. Using blackboard drills

- ✓ Write the blackboard syllable charts neatly, lining up all syllables. Line up the syllables so that the letters that are the same in each syllable in the column (usually the vowels) are directly under one another.

- ✓ You could put the syllable chart on the blackboard prior to class[4] to save time, or you could write it as the class watches. If you do the latter, have the class watch and say the syllable you are writing.

- ✓ Drill the chart by having the students say the syllables as you point to each syllable with the pointer. You can have the entire class say it in unison as you point to each syllable, or you could have a sharper student read it for the class. Then you should listen to each student as he reads the entire syllable chart.

- ✓ Always work **left to right** and **top to bottom**.

- ✓ When drilling the syllable chart, keep the drill moving. Encourage them to respond quickly as you move the pointer. Do not wait too long on any one syllable. If they

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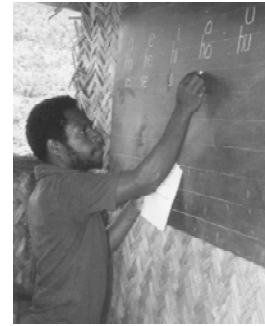
[4] Have the students write blackboard syllable drills on the board before class as a way to start training potential teachers to write evenly and with good spacing.

Teaching a Built Word Flash Card

Show the built word flash card, and say the entire word. Then break the word down syllable by syllable, as shown below.
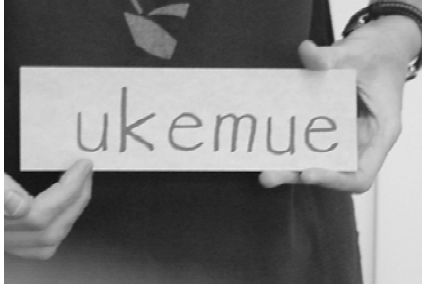
First, say, "This is the part that says [u]."
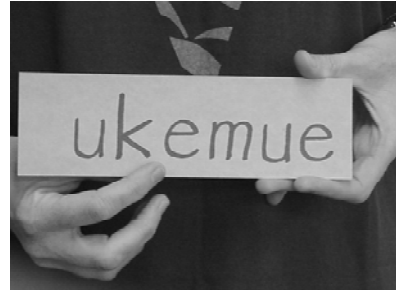
Second, say, "This part says [ke]."

Third, say, "This is the part that says [mu]."

Fourth, say, "This part that says [e]."
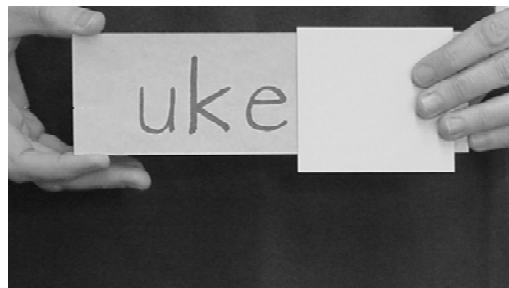
As an alternative to pointing to each syllable, you may wish to progressively reveal each syllable as you say it as portrayed in the above picture.

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don't know it, say it for them, have them repeat it, then move on.

✓ If a student says a syllable incorrectly, simply say it correctly, have him repeat it, then move on. Never repeat his mistake aloud, or dwell on it. Repeating the mistake would reinforce the wrong answer in the students' minds.

✓ In the beginning, you should drill all possible syllable formations. As the literacy course progresses, however, you will need to make choices about which syllables to put on the blackboard for drilling. Always drill the newest letter learned. The newest letter learned is usually put in the last row of the syllable chart. If you have letters that look or sound similar, such as "m" and "n," it is helpful to put them close together in the blackboard syllable chart so that the people can see and hear the difference. First, teach well those similar sounding or similar looking symbols in lessons that are not close together. Then, purposely drill them together so that the people understand the difference.

E. Teaching sight words

✓ A sight word is a word which contains parts that haven't been taught. We use sight words to make a sentence more natural and easier to read.

✓ Before the students start reading the page on which they will encounter a new sight word, write the sight word on the board. (Your lesson plan should give you a reminder to do this.)

✓ Never break a sight word down. Always teach it as a whole.

✓ Do not use flash cards to teach the sight word.

✓ Don't use a sight word more often than is necessary, but do use it sufficiently if it is something that needs to be used continually.

✓ Never let them struggle with a sight word, but tell them what it is as often as necessary until they know it.

✓ A sight word can be taught as a built word, but only after all its parts have been taught, and only if the students still don't know it.

F. Writing exercises[5]

✓ Use the blackboard to teach them how to write a new letter or page number.

✓ For each lesson, the letter to be taught should have been included in your lesson plans. Arrows could be drawn to show how each letter is formed.

✓ Neatly write the new material on the blackboard by following

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[5] See the article on writing which is on the CD which accompanies this manual.
File name: \CD Articles\CD-Writing

the directions shown by the arrows in the lesson plans.[6] Do not draw the arrows on the blackboard.

✓ Always draw the parts of the letter or number in the proper sequence. Draw it several times while the students watch you. (Be sure that you do not have them write a consonant without a vowel. We are teaching them to write syllables, not letters.)

✓ After they have watched you write it on the blackboard, have them write the same thing in their exercise books. Watch them to be sure they are doing it correctly. Initially, you may have to guide their hands.

✓ See sample lesson plans for more details on the writing exercises.

G. Dictating exercises

Learning to write is an essential part in becoming a fluent reader. By writing, the student is gaining sound/symbol recognition. This is why we have the students write dictation. Initially, you would dictate syllables, and then, words. Eventually you would start dictating sentences, and even short stories. What you dictate during any given lesson should be laid out clearly in your lesson plans.

✓ Dictate the first syllable, word, or sentence to them, as laid out

in your lesson plans. Read it clearly. Read it several times.

✓ Tell them to write this syllable, word, or sentence. Walk around behind them and watch them write. Help them if they need help, but do not write it for them.

✓ After they have written the word or sentence,[7] dictate the next. Again, speak clearly and read the word or sentence several times. Tell them to write the word or sentence on the next line.

✓ It may occasionally be necessary to write the word or sentence on the blackboard. This is not the normal process. Writing the dictated word or sentence on the blackboard is used mostly for special tutoring. It should not be used regularly in a classroom setting if you are going to keep the class moving. We do not want them to copy sentences from the blackboard, but to learn to

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[6] A chart illustrating the proper formation of letters is on Page 205.
[7] Note that you may not be able to wait for the slower ones to finish writing the material because it takes too long. Tutoring the slower students outside class is the answer.

think about the sounds and write them on their own.

✓ To provide variety in dictation, you may wish to give them a word and have each student make up a sentence of his own, using that word. This would work only after the students knew enough syllables to be able to think of a sentence they could write.

✓ Continue to watch them work and help them where they need it, but do not do the writing for them.

✓ When dictation is done, check the students' work, correct their mistakes.[8] Using red or blue pencil, show them the right way to write what was dictated. It is preferable to make corrections immediately so they will learn from their mistakes, but it is not always possible to do it in class. If the corrections cannot be done immediately, the teacher must do them outside of class time and return them to the students the next day. It is important that each student understands what has been corrected and why the correction was made.

✓ Every day go around the room and have each student read something he has written.

H. Dealing with capitals and punctuation during dictation[9]

✓ Remind them that some sentences may wrap around, that is, fit on more than one line. Explain that capitals are placed at the beginning of sentences, but not at the beginning of each line.

✓ Initially, dictate not only the word, but also word breaks, punctuation, and capitalization. There is so much for them to learn at the beginning that you need to tell them when to put a space for a word break, when to use a capital letter, etc. Gradually you can taper off so you are just dictating the sentences.

✓ Be sure they write capitals so the entire letter is sitting on the bottom line and is close to or touching the top line.

✓ Be sure that the lower case of 'y,' 'j,' 'g,' 'p' have the base of the letter sitting on the line, and the 'tail' below the line. The students will have a strong

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8 Another option is for you as the literacy teacher to write the correct answers on the chalkboard and let them correct each other's writing. Of course, you would wait to start this practice until they have progressed to the point when they are able to make the corrections.

9 See the article on teaching capitalization and punctuation on the CD which accompanies this manual. File name: \CD Articles\CD-Capitalization

tendency to write these letters so the 'tails' are above the line.

I. Practice reading

✓ Encourage each student to become a good reader. A good reader is one who reads smoothly and up to speed. They will become good readers by learning to read words as a whole, without building them. Until they recognize whole words, however, they must build them by sounding out the syllables. Hopefully, as they get further on in the primers, they'll be reading words, and even phrases, at first glance.

✓ Oral reading helps to promote fluency.[10] From the beginning, you as the teacher can read to them. Later, as they begin to read with speed and comprehension, individual students can read parts of pages while the rest of the students follow along in their primers. It helps for the students to follow along by pointing to what is being read. This helps them keep their place. They can use a
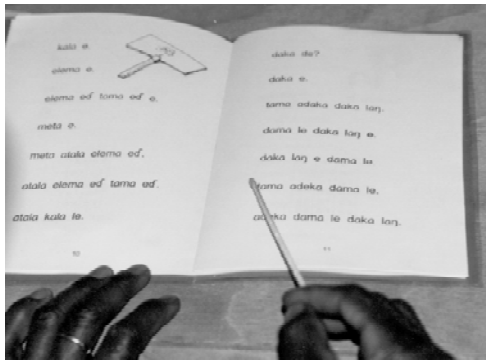
clean twig, the eraser side of a pencil, or a toothpick. It is better if they do not use fingers because fingers tend to make the pages dirty or greasy.

✓ Randomly, call on students to read orally. This forces the class to pay attention and follow along in their books, so they will be at the right place when called upon to read. Caution them that they need to pay attention so they will know where to begin reading when you call on them. Most students want their turn to read aloud and so will learn to pay attention.

✓ Be aware that if slower readers are reading orally where the whole class can hear, and if they do poorly, they may be shamed. Try to avoid anything that would shame them. You can have them practice an assigned page or pages, but they need to be away from the rest of the class so they do not distract others. When they feel ready, they can read to you, without others listening in. Encourage them to practice reading outside of class time.

✓ As each primer is finished, it would be ideal for the students to practice reading in the graded reader that follows that primer. After they have practiced the reading book, the teacher should listen to them read it.

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[10] For ideas on promoting fluency and comprehension, see the article, "Promoting Fluency" on the CD that accompanies this manual. File name: \CD Articles\CD-Fluency

✓ The student should be able to read the final primer well before starting to read any of the post-literacy books.

AT THE END OF THE CLASS[11]

- Collect all books,[12] pencils, and erasers and stack them neatly.

- Tell the students when to return to practice or when the next class will be.

- Distribute any homework or supplementary materials which they are to do that day.

- Dismiss the class.

- Return all flash cards to their proper slot in the storage box.

- Erase the blackboard.

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[11] Involve the students in these tasks.

[12] Note that it is important to collect primers before moving on to writing practice. Often the students will sneak a peek ahead at the next pages, or look at words in the primer when they are supposed to be writing dictation.

TEACHING TRADE LANGUAGE LITERACY

After learning to read in the vernacular, the people with whom you are working may wish to learn to read in the trade language. They may feel that the trade language is more prestigious. Also, there is plenty of reading material in the trade language, such as newspapers and booklets, whereas there is probably limited reading material in the vernacular.

You can set up a program to teach the trade language to people who are literate in their mother tongue. This program would teach the sounds which occur in the trade language but which do not occur in the vernacular. Any other differences between the two languages would also have to be taught. For example, quotation marks which may not be used in the vernacular but which occur in the trade language, would have to be taught.

How easy or complex the transition will be is dependent on the differences between the tribal language and the trade language. The example on the following pages is from PNG, and the transition was fairly easy. However, with more significant differences between the two languages, there will be greater problems and needs. If you are in a more complex situation, you may need to consider using trade language primer materials that are already available in the country, rather than spending your precious time writing a transitional trade language literacy course.

It is critical to keep in mind that the primary goal of the literacy program is to support the vernacular church planting and translation ministry. There may be some situations where it is an important part of those ministries for the believers to be literate in the trade language also, but at least initially, the vernacular literacy program is the priority and the trade language program is an "added extra" for later on.

> The following section gives samples of primer pages designed to transition from the vernacular to the trade language. These samples are from the Loko work in PNG.

Comments on a Vernacular-to-Trade Language Program

OVERVIEW

- The vernacular-to-trade language program is used to teach people who are newly literate in their own vernacular to read and write the trade language.

- The basic principle is to teach the sounds which are in the trade language but which are not in the vernacular, and therefore were not taught in the vernacular literacy program.

APPROACH

- Approach the vernacular-to-trade language program the same way you did the vernacular literacy program.

- Start with a list of the letters you will need to teach, and determine the order in which to teach the new letters.

- As you prepare primer pages, follow the same procedure you have been using all along. Write a key word page to introduce the new symbol, followed by practice reading pages.

- As you teach the program, follow the same process you used for the vernacular program. Use key word flash cards, syllable flash cards, blackboard syllable drills, etc. Reinforce the reading of the new symbols with writing and dictation.

jet   Jet   hama   Hama

| je | | Je | | ha | | Ha |

ju	jo	ja	je	ji
hu	ho	ha	he	hi
gu	go	ga	ge	gi
bu	bo	ba	be	bi

Ju	Jo	Ja	Je	Ji
Hu	Ho	Ha	He	Hi
Gu	Go	Ga	Ge	Gi
Bu	Bo	Ba	Be	Bi

Josep Tip Jut In Le Japan

Loke nake si Josep tip kowo Jut in le Hoskins. Kudi in kul balus kupo nake si in kep i jet. Kudi pau tip le Japan kale in kropol ka kropong kupo nake le Japan ke. Tip joinim Henri katim kudi in winim tu tim nake si kaisang Jeles Bratas. In kropol ki le tuk saiku Jun kudi tip le in ki yang laio nake kasang Joki. Si ki num nake si kon takayung haus sik mede. Kudi tip in kul haus pasindia ka mani wan handret. In ki le wasup kudi in is me Hoskins lawul. Tap kut.

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LESSON PLANS

- You should write lesson plans for the trade language program, just as you did for the vernacular program. Write out the lesson plans in detail. Be sure to include what will be taught in both the reading and writing part of the lesson.

POST-TRADE LANGUAGE LITERACY

- At the end of the trade language literacy program, you may want to have the students do supervised reading in selected trade language literature.

famili   Famili   viles   Viles

| fa | Fa | vi | Vi |

fu	fo	fa	fe	fi
vu	vo	va	ve	vi
ju	jo	ja	je	ji
hu	ho	ha	he	hi

Fu	Fo	Fa	Fe	Fi
Vu	Vo	Va	Ve	Vi
Ju	Jo	Ja	Je	Ji
Hu	Ho	Ha	He	Hi
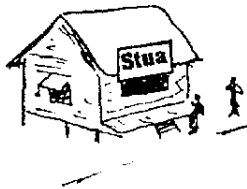
Ida Vinsen Kulkul Lamokrong

Loke nake si fotnait ka tu kapani ke. Kudi Vinsen si le wu mani ten kina ka yuwe nake si kasang Vikta kudi wu le kul atin faiv kina ke nake. Kul atin ile kul flaua fis rungin fopela lawul. Kudi wu me tu laiwun kupo nake kasang Viki si ken ida si kakenngo wasup le. Wun Viki si ida nake kasang Faktori lawun. Ida si ki le viles nake kasang Vuvu. Wun ken kenngo si wasup le ile Vinsen wu latin ile wu lamani mede peng kalum si me widi suk ofa lo. Tap kut.

skul   spia   trausis

| sku | spi | trau |

sku	sko	ska	ske	ski
spu	spo	spa	spe	spi
tru	tro	tra	tre	tri
ju	jo	ja	je	ji
vu	vo	va	ve	vi
fu	fo	fa	fe	fi
hu	ho	ha	he	hi

Training Indigenous Teachers

TRAINING LITERACY TEACHERS

PREPARE LESSON PLANS[1] IN THE VERNACULAR

- In order to train tribal people as literacy teachers, the lesson plans for the literacy program must be available in the vernacular. The lesson plans include detailed instructions for classroom procedures, along with a detailed lesson plan for each day. These will be invaluable for new and inexperienced teachers.

- Be sure your lesson plans include specific instructions in the earlier lessons (for example, how to hold the flash cards). In later lessons, some of the detailed instructions can be omitted. See lesson plan samples on pages 139-149.

- It may be helpful to translate two chapters from this manual, "Classroom Procedures," pages 177-180, and "Teaching Procedures," pages 181-190, for the tribal teachers to review and study. You can put these in the front of the first lesson plan book.

TEACHER TRAINEE QUALIFICATIONS

- It would be best if a teacher trainee has gone through your literacy program himself so that he understands this method of teaching.

- A teacher trainee needs to be able to read and write well and must be able to write neatly on the blackboard.

- A teacher trainee must be faithful and patient. Some are not qualified because they are arrogant or impatient with the slow students. The sharpest and quickest students are not always the best teachers. It might be helpful if the community would "nominate" those whom they would accept as literacy teachers.

- A teacher trainee must be willing to follow the lesson plans. It is important that he does not devise new classroom procedures or skip the procedures outlined in the lesson plans. You will need to design some accountability into your teacher training program to make sure the teacher is following the lesson plans.

USING TEACHER HELPERS

- From the very first literacy program, as early as Primer 1, your sharper students can function as teacher's helpers. They can drill others with the flashcards. They can do blackboard drills. And they can listen to and help slower students read. All of this, of course, should be done under your alert and watchful eye.

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[1] For more information on preparing lesson plans for indigenous teachers, see the chapter earlier in this manual on Preparing Lesson Plans.

Communicate to the people that they themselves will be able to teach literacy to their fellow language speakers. By having some participate as teacher helpers, you are showing that you have confidence that they can do it, and you are helping them gain confidence that they can actually do it.

TRAINING IN THE CLASSROOM SETTING

- By the time you are ready to begin the second literacy class, there is usually someone from the first class who has the ability to be a literacy teacher. Do all you can to nurture that ability and willingness.

- It is best for you as the literacy worker to train the first teachers. And it is best for you to do it in the classroom setting. The sooner this is done after the trainee has become literate himself, the better, because he will still be familiar with the classroom procedures.

- A process to follow:

  ✓ Conduct two literacy classes, one following the other each day.

  ✓ You should teach the first class of the day, with the teacher trainee acting as your assistant.

  ✓ In a class immediately following the first class of the day, the teacher trainee should function as the teacher and you should function as his helper. This works well because the trainee is teaching the very same lesson which he has just helped you to teach, and you are there to help him as needed.

- Soon this trained tribal teacher will be training others of his own language group to be literacy teachers. He should follow the process described above, the same process by which he learned how to teach literacy.

OBSERVING AND DOING

- The trainees will learn how to teach by observing you as the teacher and by hands-on experience.

- Following are concepts that you need to be sure to communicate, both by example and by verbal instruction, to the trainees.

  ✓ Follow the lesson plans. The trainees need to learn how to review the lesson plans in preparation for each class. In addition, they need to learn how to teach with a lesson in front of them so that they do each step as it is given in the lesson plan, that is, they need to learn to follow along **in** the lesson plan **as** they teach. They need to learn how to juggle two books, the primer and the lesson plans.[2]

  ✓ How and when to fill out reports on the literacy school.

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[2] An option is to make a teacher's edition, which includes the student page on one side, and the teacher's instructions on the other side.

For example, they need learn how to keep records which include (1) the date, (2) the village name, (3) the teacher's name, (4) how many students, (5) how many became literates, etc.

✓ How to keep the literacy building and blackboard clean.

✓ How to get the flash cards ready for use prior to each class.

✓ How to drill syllable flash cards themselves, and how to coordinate having multiple sets of flash cards drilled at the same time. That is, they need to learn how to enlist and guide student helpers to drill syllable flash cards while continuing to drill a set of syllable flash cards themselves.

✓ How to control the classroom and maintain order in culturally-appropriate ways.

✓ How to keep a literacy class moving and how to keep each student attentive to the activity which is being done. For example, the trainees need to learn how to encourage each student to follow along as others are being drilled.

✓ How to involve every student.

✓ How to write neatly on the blackboard.

✓ How to identify what is being taught by saying the sounds of the syllables. They should never call the letters by their names.

✓ How to move around the classroom and observe each pupil's work. Instead of sitting behind (or on) a desk, they should rove and observe the pupils.

◆ The trainees will learn by (1) watching your example, (2) hearing your explanation to them, and (3) doing it themselves.

ONGOING TEACHER TRAINING[3]

◆ Some literacy workers prefer to keep all training in the classroom setting. Another option is to conduct teacher seminars.

◆ The purpose of ongoing training is to help the teachers hone their teaching skills and to affirm the importance of their job.

◆ During the ongoing training, the missionary (or indigenous supervisor) should evaluate the teacher's abilities and interaction with the students and offer advice as needed.

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[3] SIL's LinguaLinks includes articles on training indigenous teachers. See, for example, "Literacy Instructor Training" by Joy McCarthy.

Appendices
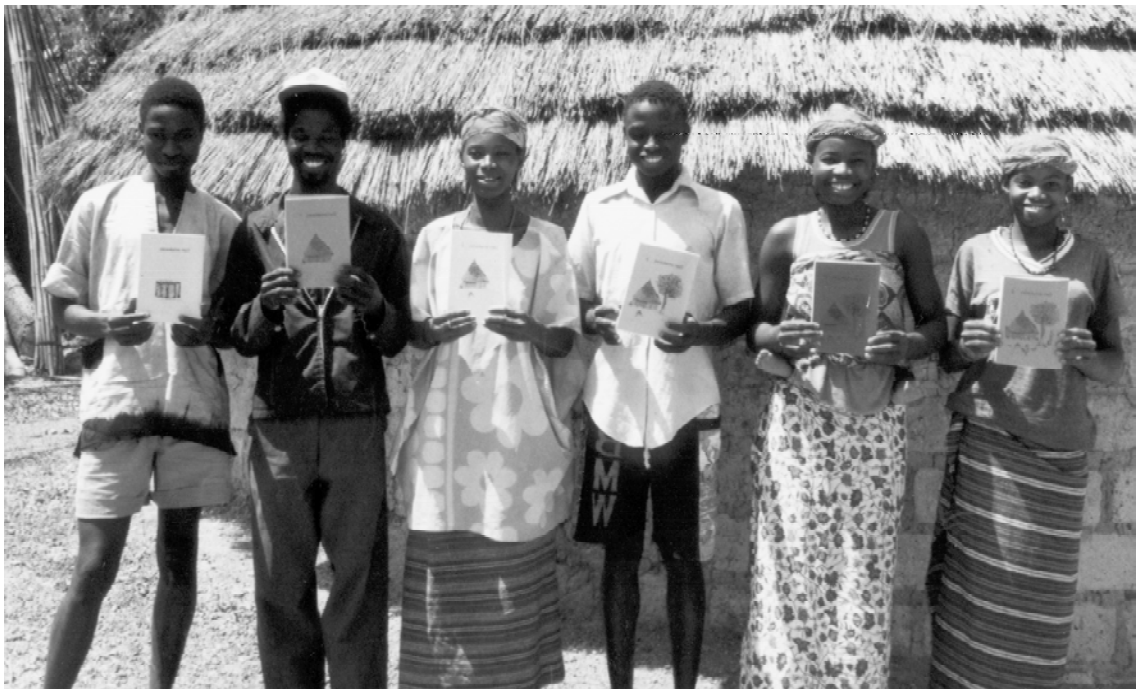
Resources on Literacy

Although the method presented in this manual will meet the need of most works, you may be able to glean ideas from other books to help in a unique situation. Remember — it is important not to mix methods.

Supplementary resources to help you prepare for your literacy program include:

- Katharine Barnwell, *A Workshop Guide for Primer Construction*. Jos, Nigeria, Nigeria Bible Translation Trust, 1979. (Many of the key concepts in this book are already incorporated into this manual.)

- Sarah Gudschinsky, *A Manual of Literacy for Preliterate People*. Ukarampa, P.N.G., Summer Institute of Linguistics, 1979. (Many of the key concepts in this book are already incorporated into this manual.)

- Margaret Wendell, *Notes on Literacy*. Dallas, TX, SIL, 1979. (This book is a collection of articles from the magazine, "Notes on Literacy.")

- Margaret Wendell, *Bootstrap Literature— Preliterate Societies Do It Themselves*. Wewak, P.N.G., Christian Books Melanesia, Inc., 1987. (Contains ideas for motivating the people to be writers.)

- "Notes on Literacy," published as an occasional paper by SIL , Dallas, TX 75236. Your field may have copies on file.

- Jean Johnson, *Literacy on the Field— "Splash Approach,"* New Tribes Language Institute, Camdenton, MO, 1991, Revised 1994.

- *LinguaLinks Library,* a software program developed by SIL. *LinguaLinks* includes online literacy resources, including all "Notes on Literacy" issues through 1999. Available through:
  Computer_sales_jarrs@sil.org
  Specify when ordering whether you want the library version (which is adequate for literacy purposes) or the full license workshop version.

- *FieldWorks,* a software program in development by SIL, and scheduled for release in 2002. Although, at this writing, what will be included in *FieldWorks* is not yet determined, the program will contain online literacy resources.

Example of How to Form Letters and Numbers

l i t

n h r m u j f

c a d g q o e s p b

v w y k x z

H L T E F I

N M U J

D P R B

C G O Q S

V W Y K X Z A

1 2 3 4 5

6 7 8 9 0

This example is based on the standard of the New South Wales alphabet from Australia. You should use the alphabet standard which is commonly used in the country where you work.

Example of Preliminary Writing Exercises

For people who have never written before, you may need to do some preliminary writing exercises. These exercises will help them gain mastery over putting pencil to paper. In addition, the exercises will introduce the basic shapes which comprise most letters, although there is no need to explain to them that letters come from these shapes.

CIRCLE SHAPES

VERTICAL AND STRAIGHT LINES
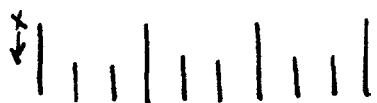
COMBINATION OF STRAIGHT LINES AND PART CIRCLES

DIAGONAL LINES

LESSON PLANNING CHART

Primer 1 Page	Key Word	Symbol	CV Pattern	Syllables	Sight Words	Built Words	New Functor
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

LESSON PLANNING CHART

Page	Key Word	Symbol	CV Pattern	Syllables	Sight Words	Built Words	New Functor
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27	Possibly a review page						
28	Syllable lists						

- If you need more room than is available on this sample, enlarge this chart on a copy machine, or prepare your own by computer, or by hand.
- Data should be entered in pencil to allow for erasing and correction as you develop the primer.

Syllable Occurrence Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Glossary

Alphabet: A list of the symbols used to write the tribal language.

Built word card: A flash card, containing a single word, built from the syllables which have been taught to that point. Used to show the students how to break down a word by syllables and then build it back up again. Used primarily during the first primer. Also known as word card.

Built words: Words which the student has never read before, but which he should be able to sound out because they are made up only of syllables already taught.

Closed syllable: Syllable ending in a consonant.

Closed word: Word ending in a consonant.

Clusters: A group of vowels or a group of consonants which represent a single sound. Many languages have three to five vowels in a row. If these represent one sound, you will teach them as one sound. If, however, there is a syllable break between the vowels, they must be taught as separate sounds. In the context of literacy, a cluster is a group of letters which represent one sound.

CV patterns: Consonant/vowel patterns, also known as syllable patterns. For example, in English: VC (at, in, on); VCC (act, ink, art); CVC (dog, cat, run); CVCC (runs, post); CVCCC (acts, first); CCVCC (stems, smart); CCCVCC (strict, strong).

Frequency count: A count of how frequently a given letter occurs, that is, in how many unique words the letter appears. Based on texts, not on a dictionary.

Frequency list: List of the sounds to be taught, in order by how frequently each sound appears.

Functors: Words in a language which link other words together so that they make sense and form a natural sentence. A functor does not necessarily have any meaning by itself.

Graded reader: A reading book, designed to follow each primer. Each reader provides the student with practice reading material that uses only what has been taught to that point.

Indigenization: In literacy, indigenization is turning the literacy program over to the tribal people. Their involvement at each stage of developing and implementing the literacy program will prepare them to assume the full responsibility.

Key word: A word used to teach a new sound or syllable, usually a noun which can be easily illustrated. Sometimes called a "picture word." The picture (illustration) acts as a point of reference that will trigger in the students' minds the sound being taught.

Key word flash card: A flash card on which the key word is written alongside a picture which illustrates the key word. Used to teach the syllable breakdown of the new key word. Used primarily **on the day** when you teach the corresponding key word teaching page in the primer. You will need to make a key word picture flash card for every key word used in the primers throughout the entire literacy program. Sometimes called a picture flash card.

Layout board: A big sheet of white poster paper, blocked out to represent the pages of a primer, and on which the initial primer draft is laid out.

Lesson plan: A plan which explains in detail what is in each lesson and how the lesson material is to be taught. Prepared in the vernacular.

Lesson planning chart: Chart which lists what is taught on each page of the primer: key word, symbol, CV pattern, syllables, sight words, built words, functors, and punctuation.

Open syllable: Syllables that end in a vowel. The open syllable pattern will usually be the most-used pattern for words in the first primer for most languages.

Orthography: Symbols which represent the sounds in the tribal language. See *alphabet*.

Post-literacy materials: Any reading materials which will help students gain fluency after they have completed the primers

Pre-primer / pre-reader: An initial primer used to teach fundamentals, such as reading left to right, and differentiating between similar pictures and shapes. A pre-reader contains culturally appropriate pictures, shapes, numbers, etc. It does not contain words that will be read.

Primers: Books designed to progressively and systematically teach all the sounds of the language, as well as syllable patterns, accent/tone marks, and

punctuation. Depending on the needs of the language, three to six or more primers will be needed.

Productivity: Able to be used to make the most useful nouns, verbs, and other words in order to make natural, idiomatic sentences. Letters which are productive are those which allow you to write meaningful text.

Productivity list: The list of the sounds to be taught, ordered according to productivity, variety, and contrast.

Reader: Any reading book used to give students extra reading practice. Graded readers are designed to be used following each primer. For example, Graded Reader 1 could be read after the students finish reading Primer 1.

Residue: Symbols which have been seen in key words, but which are yet untaught sounds.

Sight words: Words which are learned as a whole, without sounding out syllable by syllable. They contain letters or syllable patterns yet untaught. Sight words are introduced where needed to make a natural story and are often functors. In most cases, a sight word can be easily read because it is predictable and necessary in order for the story to make sense.

Syllable flash card: Flash cards used for drilling the syllables which have been taught. Make syllable flash cards for each syllable possibility in the language.

Syllable occurrence chart: Chart of syllables used in meaningful text on the reading pages. Usually used in the construction of Primer 1 only.

Symbol vs. letter: These terms are basically synonymous, but the term 'symbol' can also include glottal markers and other markers representing sounds in the language

Teaching order list: The list of the sounds to be taught, ordered according to how the literacy worker plans to teach them. See *productivity list*.

Trade language literacy: Literacy program designed to teach the trade language. Often, a transitional program which teaches the sounds in the trade language that do not occur in the vernacular.

Vernacular: The local language

Word card: A flash card, containing a single word, built from the syllables which have been taught to that point. Used to show the students how to break down a word by syllables and then build it back up again. Used primarily during the first primer. The purpose of these word flash cards is to train the student to recognize words quickly so they don't have to sound them out. Also known as built word cards.

Explanation of the Literacy Manual CD

A CD-ROM accompanies this manual. Please consult the README file on the CD for an explanation of how to use the CD.

The CD-ROM contains the whole manual as it is printed, along with resource materials or samples that are not printed in this manual. The file names for resource materials and samples which are not in the printed manual are prefixed with the letters "CD."

Listed below are the main folders that are included on the manual. The folders follow the layout of the manual. If you are looking for materials that are only on the CD, you would find them in the folder about the topic you are interested in. For example, if you want to find supplementary materials to go with the pre-literacy program, you would go to Section 02 - Pre-Literacy.

CD ARTICLES (THESE ARTICLES WERE WRITTEN SPECIFICALLY FOR THIS MANUAL, BUT ARE NOT PART OF THE PRINTED MANUAL)

CD RESOURCES (THESE ARTICLES WERE GATHERED FROM VARIOUS SOURCES AS RESOURCES, AND ARE NOT IN THE PRINTED MANUAL.)

SECTION 00 - PRELIMINARY

SECTION 01 - PLANNING

SECTION 02 - PRE-LITERACY (INCLUDES MATERIAL WHICH IS NOT IN THE PRINTED MANUAL.)

SECTION 03 - PRIMERS

SECTION 04 - AIDS (INCLUDES MATERIAL WHICH IS NOT IN THE PRINTED MANUAL.)

SECTION 05 - PLANS (INCLUDES MATERIAL WHICH IS NOT IN THE PRINTED MANUAL.)

SECTION 06 - SUPPLEMENT (INCLUDES MATERIAL WHICH IS NOT IN THE PRINTED MANUAL.)

SECTION 07 - POST-LITERACY (INCLUDES MATERIAL WHICH IS NOT IN THE PRINTED MANUAL.)

SECTION 08 - TEACHING

SECTION 09 - TRAINING

SECTION 10 - APPENDICES