

Guide to running Primer Development Workshops

In multiple languages



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Year of Publishing : 2018

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Enriching Communities

Published by:

LITERACY INITIATIVES AND TRANSLATION ENTERPRISES (LiTE)

#125, Christ Layout, Vaddarpalaya, Kalyan Nagar P.O,
Bangalore -560 043

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Guide to running Primer Development Workshops

Introduction

The guidelines in this document apply to running PDWs specifically in the South Asian context, more specifically India.

Every workshop will be different, but there are some similarities that will exist in all workshops. Although it is impossible to predict how each workshop will unfold, the guidelines in this document should provide the infrastructure that is needed to achieve the goals of a primer development workshop. The goals include: the production of primers and other materials for use in mother tongue literacy programmes amongst ethnic minority groups and the development of the human resources¹ (the people) through various means. Development of the human resources is our first goal in such a workshop. It is not the product, but the process that is important. It is the process of achieving the outcomes, and not the outcomes themselves that is our chief goal and responsibility in such workshops. It is during the process of developing the materials that the people-factor is developed. Everybody has come together for the first time, they are all working together on producing original materials – never done before – and not one individual has all the know-how, all the knowledge or all the experience to make the workshop a success. We need everyone, and it is in that atmosphere, with that attitude, that a sense of community is fostered. This is the secret to the success of such a workshop: interdependence, mutual respect, collaborative learning. In other words, COMMUNITY: the rare and special sense that we all need each other and together we can accomplish a goal.

The structure that the guidelines provide through workflow lists, data sheets and other tools will provide a frame work within which these goals can be accomplished. The reason this can happen is not *because* of the infrastructure itself, but because of the freedom that the infrastructure provides for intuition, instinct, on-the-spot decision making and, most importantly, a sense of *community* among the participants. In providing these guidelines, the intention is not to limit or stifle creativity, but to create an environment where innovation and inspiration thrive because everybody knows what the goals are and what they are expected to do to accomplish those goals. With guidelines and some automation, those involved in the workshop can then relax and trust the process through which great materials are produced. Since it is the people that are developing the materials, it makes every sense to support them in the best possible way towards accomplishing those goals. When everyone works together to accomplish common goals in an environment that fosters mutual respect and a sense of community, then the goals will be accomplished and even surpassed.

¹ The people: who are participating in the workshop, who will be involved in literacy programmes or who will benefit from the outcomes of the workshop.

Contents

Introduction	3
Materials to be produced	5
Approach.....	5
Process	7
Preparation	7
Creating primers and lessons that teach the alphabet.....	7
Checking lessons created by participants	7
Typesetting completed work	7
Transition primers.....	8
Transition Primer lesson layout	8
Process of producing Transition Primers	9
Primers	16
Methodology.....	16
Primer layout	18
Process of producing the primers	18
Lesson layout	19
Story book.....	26
Book of Folk Tales/fables	26
Pre-primer	26
A few guidelines	28
Process of constructing a pre-primer	28
Basic mathematics/Numeracy	30
Teachers' Guides.....	30
Teachers' Guide for teaching the Pre-primer	30
Teachers' Guide for teaching the Transition Primer.....	33
Teachers' Guide for teaching the Story Book and Primers	35
Workshop outcomes.....	47
Workflow chart 1	48
Transition Primer	48
Primers	49
Story Book.....	50
Pre-primer.....	51
Folk Tales / Fables	51
Mathematics Book	51

Teachers' Guides.....	51
Workflow chart 2	52
Preparing for a workshop	52
Plan to produce for each language	52
Decision making	53
Requirements for the workshop	53
Recommendations	57
Samples of books and lessons.....	59
Bibliography	67

Materials to be produced

The following materials are to be produced for use in mother tongue literacy² programmes in the respective language communities:

1. *Transition Primers* (for mother tongue speakers transitioning from reading the state or national language to reading their mother tongue).
2. *Pre-primers* (for pre-literate³ mother tongue speakers, preparing for learning to read and write in their own language).
3. Primers Book 1 and 2 (for illiterate⁴ mother tongue speakers to slowly and systematically learn reading and writing in their mother tongue). Book 1 teaches all the consonant and vowel combinations (with matras⁵) and Book 2 teaches remaining uncommon matras and clusters⁶ (adjust this according to the languages in the respective states).
4. Story Book (an accompanying story for each lesson in Primers Book 1 and 2).
5. Book of Folk Tales/Fables (illustrated stories from their own communities).
6. Basic Mathematics/Numeracy Book
7. Teachers' Guides

Introductions to all the books, except the Transition Primer, are in both the state language and the vernacular. This is so that anyone from outside the language community can pick up the book and know what it is about. The introduction in the Transition Primer is written only in the state language, since this book is for those who are literate in the state language. The spelling guide in the Transition Primer is also written in the state language.

Approach

Each of the teams is assigned a 'resident'⁷ linguist, who is either a facilitator or an enabler (linguist-in-training). A combination of lectures and charts/sample lessons should be used to instruct the enablers and participants in the design of the different layouts for each respective lesson/book.

² *Literacy* means communicating (give/receive a message) through reading and writing.

³ *Pre-literate* refers to a person who has not begun to learn to read and write yet. The term is usually used when someone is going to read and write soon.

⁴ *Illiterate* refers to a person who is not able to communicate through reading and writing.

⁵ vowel diacritic

⁶ Doubling (geminated) and clusters

⁷ A linguist or linguist-in-training permanently assigned to work with and assist a team.

Teams should then begin work on numerous lessons, with the guidance of their linguist where needed. This is to be followed by checking of their lessons by facilitators and enablers.

The facilitators, enablers and participants should all be approached with an attitude of mutual respect. Regular training needs to be provided so that teams understand, segment by segment and step by step, what is required of them. It is not necessary to provide the participants with the big picture, until much later in the workshop, since that would be overwhelming and potentially confusing. It should be regularly mentioned that each workshop is a unique experience, and with the variables that implies, mistakes are inevitable. Making of mistakes must be embraced and even applauded for three reasons: firstly, these communities are traditionally fearful of making mistakes, so this allowance fosters a level of comfort and security amongst participants as well as being a catalyst for development of individual growth and confidence; secondly, so much is learned and gained in such a workshop through trying and making mistakes that benefits the outcomes of the workshop; and thirdly, in the interests of promoting a sense of community, where all members are mutually respected and can be part of achieving phenomenal success, both as a group and as individuals, it is essential for all to feel comfortable with their contributions and efforts, both successes and failures.

With the warm environment that this approach enables, individuals will find their strengths, feel free to ask questions and contribute their opinions. Teams shouldn't feel threatened when their work is scrutinised, but rather welcome the input as a means of improving their hard work. If this approach is followed, there should be an overwhelming sense that this is being done for their people by their people. The participants should take ownership of the work required of them. A sense of pride and achievement will then further enthuse participants, enabling many extra hours of hard work and dedication by all. The facilitators and enablers will also grow tremendously, both in their roles and as individuals, during the workshop.

Collaborative learning is a powerful learning tool that takes place when participants are valued and can contribute in a safe and learner-centred environment. Participants are involved in production, decision-making and discussion step-by-step, which helps them to build on what they already know, thereby building confidence and a sense of ownership of their learning and outcomes. Group work is done in a respectful way and participants are responsible to all the members of the group, to ensure that everyone is successful in learning, acquiring and applying new skills. This is when real learning takes place.

Look out for opportunities to make use of collaborative learning⁸ tools in helping teams to understand what they need to do. If one team member has grasped a concept or understood something that other teams were struggling with, rather than a facilitator or enabler explaining it over and over, let the participant that 'got it' go around from team to team, explaining the point. A remarkable thing happens when this is done. Team members that are usually very quiet will begin to interact with the participant who is at their table – where previously some were shy they may start to feel free to participate. Questions can usually be accurately and quickly answered by their own people. In this atmosphere of mutual respect, participants and teams start to feel more confident and more empowered. It had a remarkable effect on the whole workshop as each participant pulls alongside each facilitator and enabler to achieve a common goal.

⁸ Learning together and from each other.

Process

Preparation

While working on primers, teams should have copies of the spelling guide, phonology word lists and any other materials in the vernacular, like stories. This is to assist in identifying words to use as keywords or in sentences.

Make sample charts of lesson layout for the participants to refer to when making their own lessons. One of the languages represented at the workshop can be used to demonstrate with.

Print off 'data sheets' and 'daily lesson status' sheets so that all information relating to a language is available on a clipboard at the table.

Creating primers and lessons that teach the alphabet

The principle upon which the primers and lessons are designed is *building on the known*. This is an important approach to education, whereby the learner starts new learning from the foundation of what he or she already knows, thereby building on the known. We want the learners who use the primers (the audience) to learn how to read and write confidently, step by step, avoiding confusion and providing a comfort level for each person. For this to happen consistently, the early lessons need to be very carefully designed. They should be kept simple and avoid using any untaught alphabet characters. To facilitate this, a large choice of picturable words needs to be available in constructing lessons. To increase the probability of having good words to choose from, frequency counts are conducted to determine the most frequently used sounds in the language, and then using those sounds in the early lessons, it became more likely that lessons could be kept simple, building on the known. Based on the frequency count, the order of teaching the alphabet in the books for each language is then decided.

Checking lessons created by participants

Once a portion of a book had been completed, the lessons should be checked for various things: choice of words, minimalization of untaught alphabet characters, incorporation of already taught alphabet characters, keywords and other vocabulary, built words (for Primers), accurateness of any linguistic features, simplicity/complexity/content of sentences, bolding where needed, correct labelling of picture to be inserted, correct layout/design of lesson etc. A combination of experienced and inexperienced linguists and enablers can do the checking. Don't have the same people checking the same work all the time. Allow some mixing up of the checking teams so that everyone has exposure to different teams and every linguist gets the chance to work with all the teams. This helps to ensure efficient assessment of the team's work as well as creating opportunity to train and equip the linguist-in-training (enablers) to assist and check the work of teams themselves in the future. Enablers are exposed to working with different facilitators and teams by rotating them. In this way, everyone grows (participants, facilitators and enablers) and learns from working with different groups, languages and people. Work must be 'signed off' prior to handing over for typesetting.

Typesetting completed work

Once work is completed by a team, checked and signed off by facilitators, it is to be logged in at the keyboarder's table. Assign each team to their keyboarder. A team member should sit with the keyboarder, ensuring that the data is entered correctly, because although the keyboarders know the script, they do not know the languages they are typing up and can easily make mistakes.

Pictures, drawn by indigenous artists in each team, should be labelled according to the lesson number and position in the lesson. These are to be logged in, scanned and saved in a digital file for insertion during typesetting. Some pictures can be used in multiple books, and the same label used.

Once a book had been entered, the typesetters take the data and create the lessons. They are to pre-prepare the layout templates for each lesson. A team member should then check the final lesson in digital format before printing, when the team must then go through the hard copy of the book, marking any errors or changes in red pen.

Transition primers

Transition Primers are for mother tongue speakers who are literate or semi-literate in the state or national language, so the alphabet is covered very quickly, yet systematically. It is not intended to be used by illiterate people – for that a different set of books needs to be prepared. The transition primer can be used as a self-help book by individuals or on a one-on-one basis. It can also be taught informally to small groups by a person who knows how to read/write in the mother tongue and has some teaching ability.

The alphabet chart and spelling guide is included in the front so that the reader can clearly see at a glance how their language is written. The most frequently occurring consonant is chosen for the first lesson and is taught along with all the possible vowel/matras combinations and any gemination/clusters with that consonant in the initial position. The lessons teach all the alphabet characters that are read *the same* in the state /national language and in the mother tongue; and then anything that is used *differently* in the mother tongue compared to the state /national language. The method of using and teaching the Transition Primer is described in the teachers' guide.

Transition Primer lesson layout

Each lesson is on one page:

Instructions are given in the state language, stating that the alphabet characters in the lesson are either read and written the same in the state language and the mother tongue or differently, according to each lesson.

Avoid any untaught alphabets and matras where possible. Use punctuation. Use the keyword in the sentences. It is extremely difficult to have NO untaught alphabets and matras in the first lesson, but every effort must be made to limit those. One or two untaught alphabets is acceptable.

One consonant (with inherent vowel) is listed with all the possible vowel combinations in a row.

2 pictures are used with **keywords** for word/picture association and the alphabet character in focus is isolated by repeating the alphabet underneath its position in the keyword. The alphabet character in focus should preferably be in the initial position in the word, but it can occur in any position in the word later (in which case the alphabet character in focus is bolded – use red pen to indicate bolding for keyboarder). Don't use clusters in the keyword, but gemination (doubling) can be used.

All the **geminated and cluster** combinations for the consonant in a box.

Extra vocabulary, with one word for each of the alphabet characters in focus, using taught alphabet characters where possible, and in the order listed at the top of the lesson. Where the alphabet character occurs in the middle or final position, it is bolded (red).

Sentences (using only taught letters where possible and using keywords). Short in early lessons. A little longer sentences/stories can be used as lessons progress. Try to use already used keywords and other words in the sentences in each lesson. Try to use the clusters and gemination in the later sentences once all the alphabet characters in that word have been taught, so that there is enough reading practice of all features in the language.

Process of producing Transition Primers

There is one book for each language and all the books follow the same principles and layout. The layout of the book is dictated by the purpose of the book. Since the book is intended for people who are literate or semi-literate in the state language, it goes through the letters quite fast and there is not much focus given to teaching individual letters. Rather, the letters being taught are simply listed at the top of the lesson and then used in example words and sentences, so that in this way every alphabet character is reviewed.

Order of the lessons:

The first thing that needs to be done is to decide in what order the alphabet will be taught. One of the reasons for this is that we need to be able to make simple keywords and sentences in the beginning so that the students will not become confused by unknown and untaught alphabet characters. Wherever possible, only what is *already taught* is to be used in a lesson. This is extremely difficult to do, especially in the first few lessons, as so little has been taught, and therefore so little choice is available for making keywords and sentences. This means that in the first few lessons it is unavoidable to have untaught alphabet characters, although effort should be made by teams to avoid this as much as possible.

Step 1

Do a frequency count using a vernacular, culturally-relevant story. A full page of writing, or a few short indigenous stories is even better because it will more accurately represent the frequency of sounds in the language than one single story may do. Using one story may give a slightly distorted result due to the limitations of the topic in the story. For this reason, if this can be done ahead of a workshop and/or by using computer software, this will be ideal.

First, make a list of every consonant and vowel combination (consonant with inherent vowel or matra). List anything that is used in the vernacular, including anything used differently in the

Then order this in descending order of frequency (highest frequency of occurrence to lowest). If some alphabet characters do not come up in the count, write a 0 next to that one in the list (it is used in the language, but not in this story and is probably quite low in frequency as a result, so it can come at the end of the frequency list). All alphabets in the language must be listed so that nothing is forgotten in the primer. So even if it occurs 0 times in the story, list it.

List the occurrence of gemination and clusters as these will be added to the lessons. They will also be used in the other primers. The cluster is introduced where the starting consonant is first taught, for example: CHRA will be taught where CH is taught.

Identify in which position each of the alphabet characters is found: initial, middle, final. The frequency list from step 1 then needs to be reordered so that **the first seven lessons will have consonant/vowel combinations that occur in the initial position**. Occurrence in the middle and final position is fine if they also occur in the initial position. This is so that the alphabet character in focus is in the initial position of the word, making reading and identifying the sound and alphabet character easier for the student. Also, this increases the chances of finding good words for these early lessons.

पाठ-१

पुस्तक अक्षर पाठोई अक्षर होंवियर कथन कथोई प्रकथनकर अक्षर कथनकर.

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Make a list of possible words to be used in each of the lessons, according to the order of the alphabet decided in steps 1 and 2.

For *Transition Primers*, this will be words using any combination of the consonant/vowel combination being taught in each lesson (for example any words using ka, kaa, ki, kii, ku, kuu etc..). It is essential that at least 2 words using the alphabet character being taught are *picturable words*, to be used as *keywords* in the lesson. Not all words will be used, but the list provides words to draw from for *extra vocabulary*, in *sentences* and in later lessons. Don't use clusters in the keyword, but gemination (doubling) can be used. Try to use the clusters and gemination in the later sentences, once all the alphabet characters in that word have been taught, so that there is enough reading practice of all features in the language. The picturable words help the student to identify the word – since it is pictured.

Make a chart of each lesson:

After the order of the lessons has been decided (for e.g. KA with all the inherent vowels being in one lesson), and before starting to make the first lesson, a list of every consonant, vowel or special feature (like special case of 'R' or *anuswara* and *chandrabindu* to be taught in each lesson. Using data sheet 1 (see below), list the alphabet character in focus in the lesson then on the right, list possible keywords and next list possible other vocabulary for the vocabulary box or the sentences and even words for using to show clusters and gemination. This will speed up the making of the lessons and avoid having to reorder or change lessons later. If any problems are picked up relating to the order of the lessons, this can be reshuffled before starting to make the lessons. It will save valuable time when mistakes or flaws can be picked up before the lesson has even been made. This list should be in the vernacular and in the language that the consultant/linguist uses so that he/she can check and follow with the team at a glance. The linguist/consultant needs to sit with the team to get the meaning of all the words (possible keywords and other vocabulary). The team can make this list and the linguists/consultants has a copy to write his/her translation next to, so he/she/other linguists know the words at a glance. This will help the linguist/consultant to assist the team and check their work more efficiently and effectively. This list can be added to during the workshop. Space should be left next to each alphabet character to add words. Any word with the consonant in focus can be listed in that slot. The consonant in focus can come at the beginning, middle or final position in this list. Identify with bold any words that have the consonant in focus in the middle/end position. A red pen can be used to bold words for the typesetters to see. The team and the linguist/consultant keep adding to such a list (data sheet 1):

Data sheet 1:

Lesson no.	Alphabet	Keywords	Other words
			<i>Leave enough space here to list extra vocabulary</i>

Step 4

Identify the cases of doubling/clusters and find example words (one or two for each). Don't worry here about using untaught alphabets. It won't be possible to avoid this, since these words are less common. These will be listed in a box under the keywords.

Step 5

Make the lessons according to the layout given above. Instructions are to be written in the state language (see examples of Transition Primers). Artists draw pictures to go along with the picturable keywords as well as a picture for the front cover. A title is to be decided, the introduction finalised and translated into the state language, and the spelling guide finalised. Add in the sequence stories that were used in the Pre-primer. Write underneath each picture what is happening in the picture.

Layout of Transition Primer:

Beginning pages:

Title of the book with English in brackets, year of publishing, no. of copies printed, LiTE, publisher etc.

There is a cultural picture and title on the front cover. In the beginning, give an introduction explaining the purpose and use of the book, the mother tongue alphabet as well as the consonant and vowel chart (list as is commonly ordered in India – not according to the order of the lessons in the transition primer), and other features and instructions for reading and writing in the mother tongue (spelling rules). The differences between reading and writing in the mother tongue compared to the state language should be explained and there is also a list of what is left out of the alphabet chart, i.e.: sounds that occur in the state language, but not in the mother tongue. The book teaches all the sounds that occur in the mother tongue by grouping them into different lessons and provides some illustrated examples and practice at reading and writing.

Introduction: (to be translated into the state language)

This book is intended to be used by speakers. It is for people who are literate (able to read and write) in (state language). In the book there is an explanation of how the language is written and what the differences between reading and writing in (state language) are. There are lessons covering the whole alphabet with reading and writing practice and some stories in the language. All instructions are given in state language. The book can be used by individuals on their own or in groups.

- **LESSONS 1 – 11:** Higher frequency consonants (all versions of the consonant). Teach all forms of doubling and conjugated letters in a box, including *halant (virama)*⁹ where necessary). This will be the format for the first 7 lessons. *The next 4 or 5 lessons are also teaching consonants, but they don't have to be in the initial position. If there are no words where the consonant is in the initial position, then that consonant will need to be taught later. This is because the two picture words need to start with the consonant being taught.*
- **LESSONS 12 – 14:** Independent vowels will be taught for 3 – 4 lessons (depending on how many independent vowels there are in the vernacular language) including diphthongs, eg: *ai, au* if they occur in the vernacular language and any new vowels. May teach independent vowels earlier if needed for making of words and sentences.
- **NEXT LESSONS:** The rest of the consonants according to frequency.


⁹ **Virama** (Sanskrit: विराम, *virāma* ्) is a generic term for the [diacritic](#) in many [Brahmic scripts](#), including [Devanagari](#) and [Eastern Nagari script](#), used to suppress the [inherent vowel](#) that otherwise occurs with every consonant letter.

- **ONE LESSON:** If needed, a lesson on *anusvara*¹⁰ and *chandrabindu*¹¹ (otherwise this is usually taught by simply using in lessons).
- **LAST LESSONS:** Anything that is new or different in the vernacular compared to state language.
- **LASTLSY:** sequence pictures in correct order with writing beneath explaining what is happening in the pictures.

Lessons 1 – 11

1. Teach consonants with inherent vowel and all the possible vowel combinations. Try to use words that contain already taught alphabet characters and keep the words simple, short and do not use any complicated rules or features. The *anusvara* and *chandrabindu* is used in the lessons where needed and *halant* where present. Also:
 - a. Doubling of consonants
 - b. Combination of a consonant with a nasal consonant
 - c. Consonants combining with other consonants
 - d. Cluster demonstrated by a single symbol

Prepare a sample chart in the state language showing layout of lessons for participants to refer to:

- Instruction given at the top of the page in the state language: *In the language, the following letters are read the same as in state language.* Use a little symbol to show that these are instructions and they will be written in the state language: 
- At the top of the lesson, show one consonant letter (with inherent vowel) in the mother tongue and list all the possible vowel combinations that are used with that letter. Leave out any sounds that do not occur in the mother tongue.
- Pick two keywords using the consonant letter/vowel being shown in the lesson. On the left half of the page, draw a picture to depict each word and write the word next to each picture. One picture underneath the other.
- A box with instruction in state language to show the consonant clusters and doubling of the consonant being taught. Show the *halant*/virama/half form and give 2 example words if possible. Show every possible form of these: kk, pp, kl, pr...
- Write a few practice sentences using words with the consonant letter/vowel being taught; include the keyword in the sentences. 2 short, simple sentences, moving to 4 sentences later and then short, illustrated stories later in the book (incorporating taught alphabet characters and words).

¹⁰ **Anusvara** (*Sanskrit*: अनुस्वारः *anusvāra*) is a diacritic dot used to mark a type of [nasal sound](#) and used in a number of [Indic scripts](#). It is typically transliterated ⟨ṁ⟩. Depending on the location of the anusvara in the word and the language for which it is used, its exact pronunciation can vary.

¹¹ **Chandrabindu** (meaning "moon-dot" in *Sanskrit*, alternatively spelled **candrabindu**, **chandravindu**, **candravindu**, or **chôndrobindu**) is a [diacritic](#) sign with the form of a dot inside the lower half of a circle. It is used in the [Devanagari](#) (ँ), [Bengali](#) (ঁ), [Gujarati](#) (ઁ), [Oriya](#) (ଂ), [Telugu](#) (ం), [Javanese](#) (ꦏꦸꦏ꧀) and other scripts. It

usually means that the previous [vowel](#) is [nasalized](#). In [Hindi](#), it is replaced in writing by [anusvara](#) when it is written above a consonant that carries a vowel symbol that extends above the top line.


- In a box to the right of the 2 keywords/pictures, give a list of other words that use the consonant letter/vowel being taught. Try to find a word for each of the consonants being taught.
- Writing practice for all the letters being taught.

For example:


पाठ-३

कुछ कृतिम अक्षरों काटो और अधिकारी भेषों काटो उपचारों और वाराणसी.

ल	ला	लि	ली	लु	लू	ले	लै	लो	ली	लं	लः	लृ
---	----	----	----	----	----	----	----	----	----	----	----	----



लसुन



लाटन

ल- कोटल पुरीत भवने कोटल.

लल	बलन, किल्ली
लल	कोटल
लल	धनल

लसुन लई ये.

लाटन ये.

लई
 ललन
 लिखल
 लावली
 लुलई
 ललल
 ललल
 ललल

ल ला लि ली लु लू ले लै लो ली लं लः लृ

Note:

Choice of words is important – choose words that are common, and where possible use alphabet characters that we have already taught. If possible, find a word for all the consonant and vowel combinations, to be put in the box.

The sentences must be simple but can become longer or more as lessons progress, eventually becoming short stories. From lesson 5 onwards try to use only taught alphabet characters in the keywords. This is very difficult to do in the beginning as the choice is limited – but this should be the guiding principle in choice of words. Words in the boxes can contain some untaught alphabet characters, but limit that as far as possible. An important factor in the choice of words is that we don't want to limit meaning. After the first few lessons try to make more meaningful sentences and use vocabulary from previous lessons. This will provide review and reinforce what they have done already. The more familiar the alphabet characters and words are, the easier it will be for the user of the book. The reason for keeping it simple and carefully choosing words is that not all users of the book will be fluent readers of state language. Some may be semi-literate and so the book needs to serve as revision of those letters for them. That is why we want to avoid too many untaught letters in the lessons. Also, when a mother tongue speaker starts reading what he knows to be the state language script, he finds that he is reading words in his mother tongue, and this is an exciting moment as he realizes that he is reading his own language. If this process is too complicated, he may feel frustrated or that he is one of those who will not be able to do it.

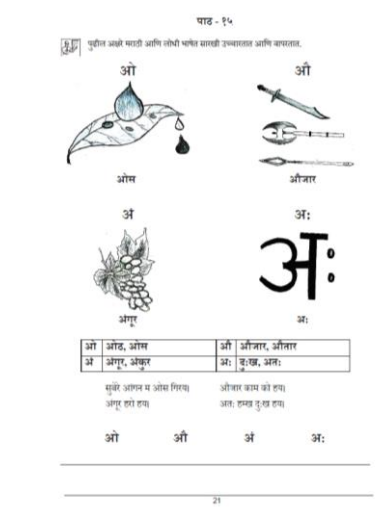
Lessons 12 – 14 (or 15 depending on the language)

Teach independent vowels. Decide which vowels will be taught in each lesson (4 vowels per lesson: 2 short, 2 long if applicable) - Show the layout of the lessons – different to previous consonant lessons as there are 4 pictures with keywords. It will take between 3-4 lessons, depending on how many vowels in the vernacular. Teach first the vowels that are the same in state language, then the diphthongs that are the same and then any new vowels.

Prepare a sample chart in the state language showing layout of lessons for participants to refer to:

- Instruction given at the top of the page in the state language: *In the..... language, the following letters are read the same as in (state language).*
- At the top of the lesson, show four vowels (the long and short version of 2 vowels) in the mother tongue including any diphthongs or new vowels.
- Pick four keywords using the vowels being shown in the lesson. Draw a picture to depict each word and write the word beneath each picture: 2 across and 2 beneath. Use only taught letters in the words unless it is impossible. If it is difficult to find many words, shift the vowel lesson to later in the book when more consonants have been taught.
- In a box below the 4 keywords/pictures, give a list of other words that use the vowel being taught. Try to use consonant letters from previous taught lessons in the words.
- Write a few practice sentences using words with the consonant letter/vowel being taught; include the keyword in the sentences. 4 short, simple sentences using vocabulary and letters from previous lessons where possible.
- Writing practice for all the letters being taught.

For example:



Next lessons – last consonants and consonant clusters

One lesson – If needed, a lesson on *chandrabinu* and anusvara.

Last lessons – anything that is new in the alphabet and not found in state language.

A few key points:

1. Someone from the team **MUST** sit with the data entry person (keyboarder). The keyboarder **MUST** inform the team when they are starting to type their lesson.
2. In the 'extra vocab' box, don't use the keyword, but another word using the consonant and vowel being taught in the keyword. This helps the reader when reading the box list to hear all the vowels represented. If no other word for the consonant in focus can be found then leave it out. Also, if the consonant/vowel combination is listed at the top, but there is no word using it then don't give a word. If the word in the box has the consonant in focus in the

middle or final position, then BOLD the consonant (teams to underline with a red pen to indicate this bolding to the keyboarder).

3. After the 8th lesson, make sentences a little longer. Words with the consonant in focus found in the middle and final position only can also be used (BOLD the consonant in focus) and people's names can be used in sentences. Use already taught alphabets and words where possible. Include use of doubling/clusters once taught. Try to give enough practice of already taught features in the language.
4. After the 11th lesson, short stories can be used that use the keyword instead of sentences.
5. Use the 4-picture story in the transition primer with narrative underneath (description of what's happening in the picture).
6. Make a test to decide where a learner fits in to which programme (which primer he should start with)
7. Any pictures that are to be used again elsewhere should not be re-drawn. Instead insert the book name where that picture was first used and add the number of the picture eg: TP 17.2 (picture no 2 from lesson 17 in Transition Primer).

Primers

Methodology

Primers are for mother tongue speakers who are illiterate (they are not able to read or write *any* language). This set of books is used to slowly and systematically teach first-time readers to read and write in their mother tongue. The methodology for making and teaching primers (basic literacy) is based on the, 'Multi-Strategy Economy Model' which was developed by Robin Rempel¹². It is a 2-track (2-part) approach to literacy, which is quite effective because it motivates the student to want to read and write. There is meaning to reading through interesting and culturally-relevant lessons plus stories around which various activities are done. The teaching pattern for this method is basically the same thing every day, so teachers can feel free to spend as much or as little time as necessary on each lesson according to the learning pace of their students. One lesson equals about 2-3 hours of teaching time and includes two tracks: the primer lesson track and a story track. Each track has several different learning activities. It is suggested that one lesson be given over 2-3 days. You could expect to spend more time on the first few lessons (maybe 4 days). It is also suggested that the whole lesson be written on the blackboard and learned as a group the first few days. Thereafter, students can look at a primer and try the activities more independently. The method is more effective if the story track is done first, followed by the primer lesson track.

Different materials need to be developed for the two tracks. The first track is meaning based, where a Story Book is prepared and other reading materials and exercises are planned for use in the lessons. The second track is for reading and writing instruction and for this a lesson Primers are prepared. This concentrates mostly on teaching recognition of the letters/symbols/alphabet characters, fluency and writing. The same keyword and topic is used in both the Story Book and the Primers, to help reinforce what is being taught. This 2-part approach links lessons with everyday life, whereby students are involved in their lessons and are not just being 'spoon-fed'. They are encouraged to think, contribute ideas and be part of the group. This is one of the best ways in which adults learn. By giving the students exercises to help them recognise the symbols and to realise that the symbols have meaning, the students will make the connection themselves between symbol and meaning at their own pace. Some will catch on immediately and others may take much longer. Care

¹² Rempel, Robyn. 1998: "Trainer's Guide for the Multi-Strategy Economy Model" Kenya

needs to be taken in the beginning stages that the student is not overloaded and that the material is taught in a step by step, systematic way.

Since Primers are for mother tongue speakers who are illiterate, the alphabet is covered very slowly using a cleverly designed algorithm¹³. For Book 1: The first lesson teaches two consonants and one vowel (which is inherent, so no *matra* is used here, e.g.: ma). For the second lesson, the same first consonant, with another consonant and the second vowel is taught, with the independent vowel and its matra. The third lesson teaches the same first consonant with another consonant and the third vowel and matra. The fourth lesson does the same onwards, until all the vowels have been taught by combining them first with the same first consonant in every consecutive lesson and showing all the possible vowel combinations (e.g.: maa, mi, mii, mu, muu, me, mee, mo, moo etc), and second, with the addition of a new consonant in every lesson. In this way, Book 1 covers all the consonants and vowels. Review is built in regularly, and opportunity given for combining each of the consonants with each of the vowels that were taught in the previous few lessons. To keep lessons simple, the first seven or so lessons teach alphabet characters that occur in the initial position of the word. If the consonant or vowel occurs only in the middle or end of the word, it is bolded. For Book 2: uncommon matras are taught, special case of 'R' and then gemination and clusters. Then alphabet chart follows at the end of the book. The method of using and teaching the primers is described in the teachers' guide.

Make a chart of each lesson:

After the order of the lessons has been decided, and before starting to make the first lesson, create a list of every consonant, vowel or special feature (like special case of 'R' or *anuswara* and *chandrabindu* to be taught in each lesson. Using data sheet 1, list the alphabet character in focus in the lesson then on the right, list possible keywords and next list possible other vocabulary for the vocabulary box or the sentences and even words to show clusters and gemination. This will speed up the making of the lessons and avoid having to reorder or change lessons later. Mistakes or flaws can be picked up before the lesson has even be made. This list should be in the vernacular and in the language that the consultant/linguist uses so that he/she can check, follow with the team at a glance and make suggestions where needed. The linguist/consultant needs to sit with the team to get the meaning of all the words (possible keywords and other vocabulary). The team can make this list and the linguist/consultant has a copy to write his/her translation next to, so he/she knows the words at a glance. This will help the linguist/consultant to assist the team and check their work more efficiently and effectively. This list can be added to during the workshop. Space should be left next to each alphabet character to add words. Any word with the consonant in focus can be listed in that slot. The team and the linguist/consultant keep adding to such a list (data sheet 1):

Data sheet 1:

Lesson no.	Alphabet	Keywords	Other words
			<i>Leave enough space here to list extra vocabulary for use in sentences etc.</i>

¹³ See below for a generic guide to lesson plan

Another list to record what is taught in each lesson also helps teams and facilitators to keep track of where a team is – data sheet 2 (See Generic Guide to lesson plan on page 24):

Data sheet 2:

Lesson no.	CV	CV	Vowels	Matra

Primer layout

Each lesson is printed on two pages (put both pages opposite each other when printing primers so that the entire lesson is in front of the student). While preparing the lessons, participants do one page on a full A4 size blank paper. The second page of the lesson is done on another A4 size paper.

Avoid any untaught alphabets and matras where possible. Use punctuation. Use the keyword in the sentences. It is extremely difficult to have NO untaught alphabets and matras in the first few lessons, but every effort must be made to limit those. One or two untaught alphabets is acceptable.

Process of producing the primers

Do a frequency count: Using a short indigenous story in the vernacular, each alphabet character with its inherent vowel will be counted in a frequency count. Clusters and geminated forms should also be counted in the consonant as well as stand-alone (independent) vowels. This is to determine the frequency of the sounds in the language and will help us to order the lessons in the Primer. THIS MAY BE DONE ON COMPUTER TO SAVE TIME! All alphabets in the language must be listed so that nothing is forgotten in the primer. So even if it occurs 0 times in the story, list it.

Facilitators assist the teams to start preparing the lessons using the order of lessons decided for each language. Use pencils and one side of an A4 sheet. They are to keep their work-in-progress in a folder and worked in the following order:

- Artists draw an appropriate front cover and pictures for keywords.
- Prepare the lessons, each on a full page using the correct layout. Number the pages.
- Clip the pages with a paper clip in a plastic folder so that pages can be removed and added but are kept neatly, in order and clean. Keep numbering pages as they progress.

Page 1

Three alphabets taught are listed in a row (2 consonants and 1 vowel). From lesson 2 onwards the matra is introduced.

3 pictures are used with keywords for word/picture association and the letter in focus is isolated by repeating the alphabet underneath its position in the keyword. The alphabet in focus can come in any position in the word.

Break-down and build-up of keyword and letter in focus

Page 2

Built words for sounding out each of the taught alphabets in a word. Three built words, each of the alphabets being taught in the lesson to be used in a built word. (nonsense words can be put in boxes if real words are not available for a particular alphabet).

3 short sentences (using only taught letters where possible and using keyword). A little longer sentences/stories can be used as lessons progress and try to use already used keywords and other words in the sentences.

Writing Practice of alphabets taught.

Points to notice in the lesson layout:

The first lesson includes:

- the most frequently-used consonant (with inherent vowel)
- the second most frequently-used consonant (with inherent vowel)
- the first vowel
- no matra
- 3 keywords with pictures
- Break-down and build-up
- Built words (real words (not in boxes) if possible, otherwise nonsense words in boxes)
- Sentences (two is enough in the first lesson if it is difficult to make 3)
- Writing practice

Avoid any untaught alphabets and matras where possible. Use punctuation. Use the keyword in the sentences. It is extremely difficult to have NO untaught alphabets and matras in the first lesson, but every effort must be made to limit those. One or two is acceptable.

Lessons 2 – 4 include:

- the most frequently-used consonant with the next vowels (matras)
- the next most frequently-used consonants with the same vowels (matras)
- the vowels
- the matra for the vowels being taught
- 3 keywords with pictures

- Break-down and build-up
- Built words (real words should be possible by now)
- Sentences
- Writing practice

Avoid any untaught alphabets and matras where possible. Use punctuation. Use the keyword in the sentences. It is extremely difficult to have NO untaught alphabets and matras in the first few lessons, but every effort must be made to limit those. One or two is acceptable.

Lesson 5 is a review lesson

It can also come at lesson 6 or 7 depending on how many vowels in the language. For example, if there are 12 vowels, then have review half way through teaching vowels and again after the last vowels were taught. If there are 7 vowels, teach all vowels and then have the review lesson. So, for each language it will be different. Space the review lessons thereafter around every fifth lesson or wherever it best fits according to the number of consonants and vowels in the language:

Below is the basic layout of the review lesson:

Page 1

All the consonants taught in the previous 4 (or however many) lessons are listed with their matras

Exercise: Using a box, all the taught consonants with inherent vowel are listed on the left and matra markers are given on the top of the page. Students need to fill in the correct letter with matra for each consonant.

Page 2

Sentences in which the words use the taught consonants and matras as much as possible are given. It is not necessary to use the keywords but do if it is possible. And avoid untaught alphabets.

Handwriting practice of all that is in the review.

Avoid any untaught alphabets and matras where possible. Use punctuation. Try to use the keywords in the sentences but use different sentences from the ones used in the lessons so that there is variety and enjoyable meaning to the reading of new sentences, while still limiting the number of untaught alphabets and matras.

Lessons 6 – 9 includes:

- the most frequently-used consonant with the next vowels (matras)
- the next most frequently-used consonants with the same vowels (matras)
- the vowels

- the matra for the vowels being taught
- 3 keywords with pictures
- Break-down and build-up
- Built words (nonsense words in boxes)
- Sentences
- Writing practice

Avoid any untaught alphabets and matras where possible. Use punctuation. Use the keyword in the sentences.

Lesson 10 is a review of lessons 6 – 9 (or place it wherever it best suits each language and lesson plan)

The rest of book 1 teaches remaining consonants and vowels. Once all consonants and vowels have been taught book 1 ends.

Book 2

Lesson 1 on uncommon matras:

Use 2 keywords per matra. Try to find picturable keywords using the following layout:

(write 'anuswara')

(show the matra)

(use in word)
(repeat under word
While highlighting
the matra)

With pictures where possible. Otherwise use in a non-picturable word and write the word the size of a picture.

(use in word)

With pictures where possible

(write 'half vowel' if it is present in the orthography)

(show the matra)

(use in word)
(repeat under word
While bolding
the matra)

With pictures where possible. Otherwise use in a non-picturable word and write the word the size of a picture.

(use in word)

With pictures where possible

(write 'visarga')

(show the matra)

(use in word)
(repeat under word
While bolding
the matra)

With pictures where possible. Otherwise use in a non-picturable word and write the word the size of a picture.

(use in word)

With pictures where possible

BREAKDOWN AND BUILD UP is not used because this is a lesson on matras, not alphabets.

EXTRA WORDS are not included because there are not many such words.

SENTENCES can use any alphabets except special case of ra and geminated or clusters if possible. Try to use words that have the uncommon matras for reading practice.

WRITING PRACTICE using the same words given as KEYWORDS.

Lesson 2 on special case of 'R':

Two or three matras are commonly found in the languages, but make sure all possible cases of ra are taught. If possible, two examples per matra can be used to demonstrate a different representation of the matra according to its use with a different consonant. Use picturable words as keywords where possible.

(put the alphabet)

(use in word)
(repeat under word,
bolding the matra)

With pictures where possible

(use in word)

(repeat under word)

(put the alphabet)

With pictures where possible

(put the alphabet)

(use in word)
(repeat under word,
bolding the matra)

With pictures where possible. Otherwise use in a non-picturable word and write the word the size of a picture.

(use in word)

(repeat under word)

With pictures where possible

BREAK DOWN AND BUILD UP not used

EXTRA WORDS not used

SENTENCES can use any alphabets except geminated and clusters if possible. Include words using the special matras of ra.

WRITING PRACTICE using the same words given as KEYWORDS.

Lessons on doubling (geminated), one to three lessons may be needed:

No more than 4 in a lesson. Find a picturable keyword for each doubling example.

(If for e.g. a language has 9 doubling then teach 3, 3, 3 otherwise 4, 4 etc., on a case by case basis):

	B + B = BB		C + C = CC	
(use BB in word)	<div>Picture if possible</div>	(use CC in word)	<div>Picture if possible</div>	
(repeat BB under)		(repeat CC under)		
	L + L = LL		P + P = PP	
(use LL in word)	<div>Picture if possible</div>	(use PP in word)	<div>Picture if possible</div>	
(repeat LL under)		(repeat PP under)		

BREAK DOWN AND BUILD UP of the keywords (not actually necessary anymore, but can be done).

EXTRA WORDS these must include the uncommon matras being taught in this lesson.

SENTENCES can use any alphabets except clusters if possible. Use the doubling in the words. Try to make a **small story here** instead of sentences. Try to use all the doubling taught in the sentences/stories.

WRITING PRACTICE (instruction in mother tongue to write **any 9 words** themselves that use doubling).

Lessons on clusters, however many are needed as per language:

2 clusters per lesson using the following layout. If there are very few uses of the cluster being taught (extra words) then 6 – 8 clusters can be taught in a lesson.

(First identify which 2 clusters will be taught in each lesson by listing the clusters in order of the consonant alphabet chart in the language. Pick two consonants to use in clusters in each lesson, with picturable words as keywords – one for each of the 2 consonants. Use the rest of the cluster combinations for the same two consonants (keywords) in a box demonstrating all the possible

cluster combinations with those 2 consonants. Do the same for the rest of the consonants in the language):

K + FA = KFA

(use BC in word)
(repeat BC under)

Picture if possible

CH + RA = CHRA

(use CD in word)
(repeat CD under)

Picture if possible

K + YA	KYA
K + TA	KTa
K + RA	KRA

CH + FA	CHFA
CH + VA	CHVA
CH + YA	CHYA

BREAK DOWN AND BUILD UP of the keywords (not actually necessary anymore, but can be done).

EXTRA WORDS these must include the clusters being taught in this lesson and anything already taught. Up to 9 words. If there are very few of these then teach up to 6 – 8 clusters in a lesson.

SENTENCES can use any alphabets but must include the clusters taught in this lesson. Try to make a small story here instead of sentences. Try to use all the clusters taught in the lesson (the ones used in both the keyword and the boxes).

WRITING PRACTICE (instruction in mother tongue to write **any 9 words** themselves that use doubling).

Alphabet chart at the end of the book.

Generic guide to lesson plan (to be adjusted according to each language)

Book 1 guide

*CIV = consonant with inherent vowel; ** CV = consonant with *matra*; ***V = vowel only

LESSON	CV	CV	V	MATRA
Lesson 1	C ₁ IV*	C ₂ IV	V***	
Lesson 2	C ₁ V ₂ **	C ₃ V ₂	V ₂	Matra
Lesson 3	C ₁ V ₃	C ₄ V ₃	V ₃	Matra
Lesson 4	C ₁ V ₄	C ₅ V ₄	V ₄	Matra
Lesson 5	Review (or place where best according to language)			
Lesson 6	C ₁ V ₅	C ₆ V ₅	V ₅	Matra

Lesson 7	C ₁ V ₆	C ₇ V ₆	V ₆	Matra
Lesson 8	C ₁ V ₇	C ₈ V ₇	V ₇	Matra
Lesson 9	C ₁ V ₈	C ₉ V ₈	V ₈	Matra
Lesson 10	Review			
Lesson 11	C ₁₀	C ₁₁		
Lesson 12	C ₁₂	C ₁₃		
Lesson 13	C ₁₄	C ₁₅		
Lesson 14	C ₁₆	C ₁₇		
Lesson 15	Review (try to have no more than 8 – 10 consonants being reviewed. So, have review after 4 or 5 lessons of teaching only 2 consonants per lesson)			
Lesson 16	C ₁₈	C ₁₉		
Lesson 17	C ₂₀	C ₂₁		
Lesson 18	C ₂₂	C ₂₃		
Lesson 19	C ₂₄	C ₂₅		
Lesson 20	Review			
Lesson 21	C ₂₆	C ₂₇		
Lesson 22	C ₂₈	C ₂₉		
Lesson 23	C ₃₀	C ₃₁		
Lesson 24	C ₃₂	C ₃₃		
Lesson 25	Review			
Lesson 26	C ₃₄	C ₃₅		
Lesson 27	C ₃₆	C ₃₇		
Lesson 28	Review			
Lesson	Review entire book			

Book 2 guide

Lesson 1	Uncommon matras
Lesson 2	Special case of 'R'
Lesson 3...	Geminated
Last lessons	Clusters
ALPHABET CHART	

Story book

This book contains an accompanying story to each lesson in Primers 1 and 2. It is used in the first hour of the literacy lessons. Write a natural, cultural, historical or other interest story for each lesson in the primer. Use large font, especially in the beginning, and a picture to illustrate the story. One of the keywords is chosen to centralise the story around and rich language is used, with no restrictions on alphabet characters, because the stories are to be *read to the students by the teacher*. The purpose of this is to provide meaning to reading and keep the students motivated through their success at being able to read quite early on. The method of using and teaching the Story Book, together with the primer lessons is described in the Teachers' Guide.

Book of Folk Tales/fables

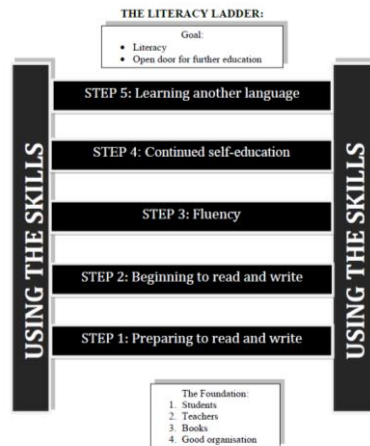
Cultural stories and fables, with illustrations using rich, idiomatic language. Folk tales and fables are typically stories passed down orally from generation to generation, often containing animals, a moral or lesson that comes at the end of the story. Use good, culturally-appropriate illustrations.

Pre-primer

The Pre-primer prepares pre-literate mother tongue speakers who have had little or no exposure to and experience with books. The typesetters have designed a template for use by all languages that would require only a few changes or additions for each language. The only differences to each language groups' books are: the name of the book in the mother tongue and state language, the introduction in the mother tongue and state language, 5 illustrated stories in the mother tongue, individual to each language, inserted at specific positions in the book, and two four-picture stories at the end of the book to teach sequence, individual to each language.

The book and the method of teaching it follows the same principle of *building on the known*. Learners start with what they do know about reading and writing: drawing with sticks in the sand, seeing patterns and repeated shapes in things, like rice paddy fields. Their hands, eyes, ears and minds are prepared for learning through a series of exercises in the book, such as finding repeated pictures and shapes, listening and responding to stories and rearranging the sequence of events in a shuffled picture story. The stories contain rich language, and any alphabet characters, since they are to be *read to the students by the teacher*. Exercises described in the teachers' guide help the learners to listen to the sounds. There is opportunity for handwriting so that the pre-literate person can develop the muscles needed to write. Any alphabet characters or 'nonsense words' are simply there to give practice to the learners' eyes in seeing the differences between them as *shapes*, because this book is for illiterate people. They are not to be taught as alphabet characters and words, or sounded out, which is why they are nonsense words. They are used in exercises in finding the repeated shape – it's just that in this case the shape is an alphabet character. They become increasingly difficult to differentiate as the lessons progress, so that the learner needs to look more closely to identify the differences, thereby developing their eyes and minds. The Teachers' Guide gives detailed instructions on how to use and not to use this book. If learners already have some skill with books and writing, then this book can be skipped. It can be used by both adults and children.

Before you plant seeds in the soil, you would have to prepare the ground. The same applies to literacy work. Before you begin to teach someone to read and write, some pre-reading exercises are needed to prepare that person for his reading and writing lessons. If we look at the literacy ladder below, we will see that this is Step 1 on the ladder ('Preparing to read and write'):



We need to prepare his MIND:

Reading and writing involve skills and ideas that are strange and unfamiliar to many people. The new student may not realise that the marks on paper have meaning and carry a message since the idea of reading is new. He must learn that reading and writing is communication, just like listening and speaking is communication. So, his MIND needs to be prepared for the lessons you will give him.

We need to prepare his EYES:

The student may never have used his eyes to study small marks on paper like those used in writing. His eyes will need to be trained so that he can recognise the marks on paper. For someone who is not used to looking at marks on paper, it takes time to get used to recognising pictures of things that are familiar to him. For example, he knows what a grass hut is but he may not be able to recognise the picture of a grass hut as being a grass hut. The lessons in the pre-reader will need to teach the student to recognise pictures, to match up shapes that are the same and to start recognising the shapes of the letters in preparation for him to associate each shape with a particular sound in later lessons.

We need to prepare his EARS:

Reading and writing involves representing spoken sounds of language in a new form, the form of writing. Each sound of the language is represented in a different way. So, the student needs to learn to recognise the different sounds that are used in his language. His ears need to be trained to distinguish these sounds.

We need to prepare his HANDS:

Some of the people wanting to attend literacy classes have never turned the pages of a book or used a pencil before. The student will need to give his hands practice at holding and using a book. He will need practice at controlling the movement of his hand in the precise way that is used in writing. Pre-reading and writing exercises help prepare the student's hands for this new task.

A few guidelines

The alphabet is not taught in the Pre-reader but is used only for recognition of the repeated shapes and to get learners used to seeing them. A Pre-reading book needs to be prepared that gives the student practice at preparing all the above skills. Teachers of this course will also need a teacher's guide that shows them how to present the lessons step by step. The time needed for the exercises may vary according to the particular group of students. For example, if the class consists mainly of people who have never used books or held pencils, then more time will need to be spent on the exercises. If the class consists of students who have had a little experience with books and writing (semi-literate), then the exercises can be skimmed over. Semi-literate students need to get into actual reading earlier so that they can experience the relevance and enjoyment of being able to read. The teacher needs to decide the length of time he needs for the lessons. Do not hurry students over this stage. Proper preparation is very necessary. It lays a good foundation and means faster and smoother progress later on. But when you see the students have mastered the exercises well, then move on to the next stage. 3 – 5 weeks will usually be enough time to cover the course.

(From notes by Katharine Barnwell, "Introductory Course in Applied Linguistics - Unit 3" Page12)

Process of constructing a pre-primer

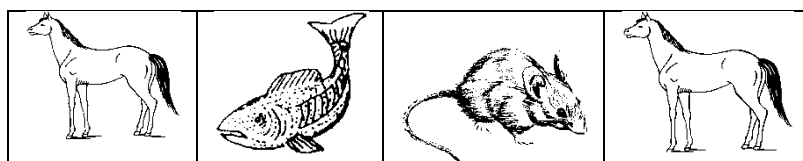
Constructing a pre-primer is quite easy. The amount of lessons and speed at which lessons can be given will depend on the background of the learners. There should be short stories that the teacher will read aloud. They can be on any theme (cultural, local interest, health topics, etc.) and any alphabet characters can be used in the stories.

The lessons are made up of stories, matching different things, writing practice and unravelling story sequence:

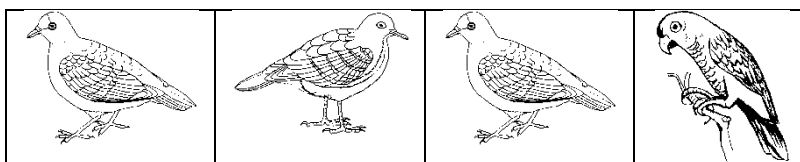
- Stories or sentences to be read out loud by the teacher.
- First match cultural pictures and/or shapes for about 3-6 pages plus a few pages for practice writing (shapes/strokes, etc.).
- Then 2 pages for identifying 3 different symbols/letters repeated in blocks on a full page.
- Then match letters/symbols for 4-5 pages with writing practice in between (capital and lowercase).
- Then match syllables or short words for 3-7 pages with writing practice in between (not for reading, but recognition of shapes).
- Then match vernacular words for about 7 pages.
- 4 pictures on a page in the wrong order of events, for students to re-arrange in sequence. 2 pages of this.

See examples from other pre-primers for ideas.

For each section of matching activities, try to start off with things that look very different and gradually make the matching exercises more difficult by having the items look very similar. The purpose of these exercises is to train the students to distinguish between subtle differences.



This example shows **easy** matching because all the objects look very different in shape.



This example shows **more difficult** matching because the objects look more similar in shape.

Dim	loso	Dim	suive
-----	------	-----	-------

This example shows **easy** matching because all the words look very different in shape.

dod	bob	Bed	Dod
-----	-----	-----	-----

This example shows **more difficult** matching because all the words look more similar in shape.

Be sure to check that each item on the left of the line has an identical match on the right side of the line!

Writing practice is important early on to give students the opportunity to use their hand and finger muscles in ways that may be new to them. It also teaches them how to make the various strokes that they will need later when learning to write the letters/symbols/alphabet characters and helps to motivate them as they see improvement in their writing skills. The students will not actually be reading any of the syllables or words - they will only need to find the items which look the same. Learning about and identifying sequence is important because this is how stories and events are constructed even if we don't always notice the steps in the sequence. People who have never been exposed to writing may not realise that it is written in sequence.

Draw a picture on the front cover of the reader to help students learn how to hold their book upright. Leave the back page blank.

Since a template has already been prepared for use in this workshop (Type-setters have this) the only thing you need to do in this workshop is:

Title: (decide what best explains the purpose of the book i.e. before reading and writing)

Introduction in state language and mother tongue:

Before the farmer plants seeds in the soil, he must prepare the ground. It is the same when learning to read and write. Before learning to read and write in the Language, some exercises are needed to prepare that person for reading and writing. The exercises in this book will help a person planning to learn reading and writing by training their mind, eyes, ears and hands.

This book is used for people who have never had experience with books and writing. It is used before Primer 1 is started. If the learner has already had a little experience with the alphabets and controlling a pencil then they can skip this book.

5 illustrated stories: (use any vocabulary and alphabets because this will be read out by the teacher)

2 x sequence stories done by your artists: (4 pictures telling a story then shuffled up become 1 sequence story. They help students think about the order of events in a story).

Basic mathematics/Numeracy

An English and Hindi template has been designed. This is called a *shell book*, because everything is in place for printing the book (layout, illustrations etc.) and only the words and some numbering need to be changed to the mother tongue. This book is to be used to teach basic mathematics (numeracy) to both adults and children. Through this book, some basic concepts of mathematics are slowly introduced. It starts at a very basic level and every new concept is built on what has been taught. This uses a good teaching method of building on the known. It is recommended that extra practice of each lesson be done in a separate notebook and the person teaching can give further examples for practice. A teachers' guide still needs to be developed for this book.

Teachers' Guides

The teachers' guides are available in English, the state languages, and must also be available in the vernacular for the mother tongue teachers to use.

Teachers' Guide for teaching the Pre-primer

This book is to help prepare people for reading and writing. None of the letters in this book are to be taught. Any letters or words are there for comparing shape, not for reading. Do not teach reading. The teacher must go at the speed that is best for the students. Be patient and encourage the students.

Lesson plan for 6 days:

Day 1-

- The teacher should introduce himself and ask the learners to introduce themselves and say where they come from.
- The teacher should ask the learners which of them have books at home and have used books or pencils in the past.
- Ask the learners who have used writing in the past.
- Remind them that they have all used writing to decorate their houses with cow dung, decorate musical instruments, decorate their faces for special occasions and in other ways.
- Give learners who want to talk an opportunity to talk or tell their story or how they've used writing before.
- Give learners sticks and have them draw shapes or patterns in the sand.
- Tell learners that books are like banana leaves, with many layers. As they turn the pages, they will learn more.
- Demonstrate how books are held and pages turned and how reading is from left to right, top to bottom.
- Hand out books to learners and write each one's name in the front of his or her book.
- Let them practice turning pages and look at the book.
- Tell them what the words on the front cover say.
- Ask learners what the picture on the front cover is.
- Tell learners to turn to the first page with pictures on it.
- Ask them to tell you what the pictures are.
- They must tell you where the repeated pictures are by pointing to them (page 3).
- Learners must then turn to the next page and say where each picture on the left of each row is repeated on the right of the same row. Then the next row and so on. (recognition of repeated pattern) (page 4).
- Learners can help one another, and the teacher can be available to explain and help the learners.

- Learners can then take their sticks and draw more patterns in the sand, also drawing/copying the pictures from the book (preparing their hands).
- Distribute slates and chalk and give opportunity for practice.
- Encourage discussion about a picture poster that the teacher has on the wall or black board.

Day 2-

- Introduce any new students and discuss what was done in the previous lesson. Learners can contribute their ideas and experience.
- Read a story to the learners and discuss with activities (page 5): the learners can clap when they hear a certain sound repeated or they can be asked to identify the sound at the beginning or end of words.
- Discuss the picture.
- Learners turn to the next page (page 6). Ask them to point to the repeated shapes.
- Learners must then turn to the next page and say where each picture on the left of each row is repeated on the right of the same row (page 7).
- Learners do the same thing on the next page (page 8).
- Ask learners to discuss what these shapes look like.
- Also ask learners to discuss how writing is used in their communities or why they want to learn to read and write.
- Learners can draw the shapes in the sand and on slates.
- Show students that repeated shapes form a pattern
- Ask learners where patterns (repeated shapes) are found in everyday life – for example many leaves of the same kind form a pattern or footprints in the sand form a pattern. What ideas do they have? Ask them to look for patterns in the next few days.
- Ask learners if they are enjoying the class. Explain that for some of the learners in the class these activities are very important so they must be patient with each other. Those that are well able to do the activities can help those who aren't.



Day 3-

- Welcome learners and ask them if they have seen patterns in their everyday life – for example many huts can form a pattern. Also, fields of rice or other crops form a pattern.
- Ask learners to demonstrate the patterns they have seen on the blackboard, using chalk. A shape should be repeated to make a pattern.
- Read a story to the learners and discuss with activities (page 9): the learners can clap when they hear a certain sound repeated or they can be asked to identify the sound at the beginning or end of words.
- Hand out pencils to the learners and demonstrate how they are held and sharpened.
- Learners can practice holding pencils and drawing with them.
- Page 10 is an opportunity for learners to use their pencils to copy the shapes. Teacher and others can help the learners who find it difficult. The teacher can also demonstrate the shapes on the board for the learners to copy. Demonstrate how to hold a pencil.
- On page 11, it is becoming more difficult to see the differences, so the teacher can help those who find it difficult to see the repeated shape. Learners can also help each other.
- Same thing for page 12.
- Page 13 gives practice with a dotted shape and then the learners must do one on their own. Teacher and others can help the learners who find it difficult. The teacher can also demonstrate the shapes on the board for the learners to copy.
- Ask learners whether they enjoyed the activity. Ask those who found it difficult why they think it was hard to do. Encourage them that with practice they will become good at it. Tell them to practice at home.

Day 4-

- Welcome learners and ask who has practiced writing with their pencils. Allow learners to talk and discuss any issues or worries.
- Read the learners a story and discuss with activities (page 14): the learners can clap when they hear a certain sound repeated or they can be asked to identify the sound at the beginning or end of words).
- Teacher can write up a chart on the blackboard like the one on page 15. Teacher can also use any 3 letters and make his own charts or write them on the board like it is done on page 13 of the book for extra practice. This can be done before class starts. This is **not to teach reading** but to help the learners start seeing the **difference in the shapes** (preparing their minds and eyes for reading and writing).
- Show the learners the chart on the blackboard or chart. Tell them they are letters representing sounds, but that they don't have to learn to read them yet.
- Ask the learners to find the repeated letters on the chart on the blackboard and in their books (page 15). Learners can come forward and demonstrate the repetition. Remember that this is **not to teach reading**.
- Learners must then turn to the next page and say where each letter on the left of each row is repeated on the right of the same row (page 16). Remember that this is **not to teach reading**.
- Page 17 can be done in the same way, but the size is smaller so they must look more carefully. The teacher **does not** need to tell the learners what the letters are. It is merely to help train their minds and eyes to see the **differences between the shapes**.
- Do page 18 and 19, with handwriting practice. The teacher must assist the learners to form the shapes properly. He can demonstrate on the board and help them as he goes around checking.
- Do page 20 and 21, where it is more difficult to see the differences between the letters because they are more similar. Learners must point to the letter on the left and the repeated letter on the right. Teacher must walk around helping the learners with this.
- If there is time, learners can practice more on separate paper. The teacher can prepare similar charts on the board or on paper for exercises.
- Do page 22 handwriting practice (teaching forming the shapes not reading and writing).
- Ask learners how they are managing. It is good to keep talking to each other about these things.

Day 5-

- Welcome learners.
- Read the learners a story and discuss with activities (page 23): the learners can clap when they hear a certain sound repeated or they can be asked to identify the sound at the beginning or end of words).
- Ask who practiced writing in the last few days.
- Teacher can write up a chart on the blackboard like the one on page 24. Teacher can also use any short words and make his own charts or write them on the board like it is done on page 24 of the book for extra practice. This can be done before class starts. **This is not to teach reading but to help the learners start seeing the difference in the shapes** (preparing their minds and eyes for reading and writing).
- Show the learners the chart on the blackboard or chart. Tell them they are words, but that they don't have to learn to read them yet. They must simply point out where the same word is repeated in the row. They must see the **pattern of the shape**.
- Do the same on page 25, but now the words (shapes) are very similar so it is difficult to see the differences between them. **They are not to read them, only identify the differences and**

point out the word on the right that is the same as the one on the left in each row. Teacher must help learners to see the differences and gently correct where necessary.

- Ask some learners to write letters and words on the blackboard if they are able. They can copy from the book or teacher can write some samples on the board. The teacher must help the learners to form the shapes. Practice identifying letters and shapes and practice writing.
- Write each learners name very neatly on a card or paper and let them practice writing their names.
- Discuss with learners how they're finding the course. What do their family members say about them attending the literacy classes?

Day 6-

- Welcome learners.
- Discuss any difficulties the learners are having with the lessons or with coming to class.
- The teacher can read the story on page 26 to the students or ask students to tell a story that the teacher writes down. They can also illustrate the story.
- Do page 27, recognising repeated words (**not reading only by looking closely at the differences between the words/shapes**).
- Do page 28 and 29, writing practice (**forming a shape not teaching reading and writing**). The teacher helps the learners to form the shapes well. Help learners who find it difficult. Point out the differences. Learners can also help each other.
- Students listen to the beginning sounds of words and think of other words which have the same sounds.
- Do recognising of shapes or letter/symbols. Learners must recognise the repeated shape. They do not have to read the word. Point out the differences. Learners can help each other.
- Give learners opportunity to practice writing their names. They can help each other and the teacher helps too.
- Page 30 and 31 is about sequence. Ask learners to look at page 30 first. There are 4 pictures in the incorrect order. They must look carefully and say what happens first, second, third and fourth. Do the same with page 31.
- Learners are at the end of the pre-primer. They should know how to hold a pencil, turn pages, recognise repeated shapes and patterns, write with a pencil to form shapes and understand sequence in a story. The teacher should know whether the learners are able to do this. He should have assessed the learners as they went so that at the end he knows who has not been able to do this and who has.
- Tell learners that have done this course successfully that they are now ready to move on to the first book that teaches reading and writing in their mother tongue.

Teachers' Guide for teaching the Transition Primer

First read and explain the instructions and rules for reading to the students. Teach 3 lessons on one day for one hour. If this is done 3 times a week, it may take around 3-4 weeks to teach the entire book. If the group is faster and more literate in the state language, then 4 lessons can be taught at a time and the book can be taught in around 2-3 weeks. If it is clear that someone is not managing with the book then they will need to attend literacy classes using reading instruction books developed for teaching illiterate or semi-literate people which uses different books and goes much slower through the alphabet.

The teacher can make use of the charts and instructions at the beginning of the book when necessary. A slate can also be used in classes if appropriate. Once all three lessons are taught for the day, give a review of what was taught. Before every lesson, take 5 minutes to check whether

everyone remembers what was done in the previous lesson. As students become more able to read and write in their mother tongue, ask them to write something at home and bring to the class. Those who are unable to write their stories can dictate it to the teacher to write and then they can practice reading it out loud and practice writing it at home. Once classes are over for the day, encourage students to practice their lessons and use their literacy skills in their everyday life (writing letters in their mother tongue, keeping a diary or writing their thoughts in a notebook, writing stories, writing recipes etc.). The teacher can also read stories in the mother tongue to the students if there is time. The teacher should try to bring an object to the lesson that is used in the lesson, e.g. if a fruit is in one lesson, bring one or if a particular object is used in a picture, try to bring it.

Lesson plan for one day:

Welcome everyone and start with a short discussion on something relevant to them, just 5 minutes. Each person needs to have his own book, a small notebook and a pencil/sharpener (and a slate if needed).

Do the following for each lesson in the book (3 lessons taught per day):

- Read the instruction at the beginning of the page.
- The teacher holds the book up and points to the letters being taught, naming them.
- Give each person the opportunity to name the letters turn by turn. Observe whether anyone struggles with anything (they may need more practice outside class). Help each other.
- If necessary the teacher can drill the sounds, by letting the students repeat after him a few times.
- Look at the keyword and ask them to identify the picture. Let them try to read the word. If they do not know one of the letters used, simply tell them what it is. Let the student try to read the word himself with as little help as possible.
- Look at the box of extra vocabulary and read through the list to the students. Let them each take a turn reading aloud and help them where needed.
- Let the students make suggestions of other words that they can think of that use the sound being taught. They can try to write them in a separate notebook.
- If there are clusters taught in the lesson then point to those and explain to the students.
- The teacher reads the sentences to the students and then lets them read turn by turn. This must **not be drilled or repeated** – that is not reading but repeating! Students must be helped to read the sentences by themselves.
- The students can suggest more sentences using the vocabulary given.
- Give writing practice. If more practice is needed then it can be done in a separate notebook.
- As the students become more able to read in the mother tongue they can be given short assignments, like *write their own sentences using the vocabulary given* or *write a short story using the letters taught*.

Once all 3 lessons have been taught, give a review lesson:

- Students look back at the lessons they have done from the book for that day.
- Read the sentences or stories again and students can also read them aloud to everyone. Let them practice writing the letters again and try to use in words.
- Encourage the students to practice at home and to help each other.

Teachers' Guide for teaching the Story Book and Primers

If these teachers' guides are given to teams in the state language (and they haven't had time to translate them into the mother tongue), then write the name of the book: for e.g.: *Transition Primer teacher guide for* (language name). Teams can translate this into the mother tongue at a later stage if there is no time during the workshop. If there is time then have the teachers' guide translated by the teams, but it needs to be checked for accuracy against the English and state language in case of any misunderstandings or incorrect wording. Be sure to check that the Teachers' Guide matches the lessons you have designed (these below were for another state so may need adjustment). Do so as soon as possible so that they can be given over to the translator to write in state language and then given to the participants to write in mother tongue.

Guide for teaching the Story Book:

The story book is used in the first part of the literacy lessons. For every lesson in the primers there is a story in the story book that matches. It uses the same keyword or keywords as in the primers. This is for the teacher to read to the students. There are 3 parts to this part of the lesson. This should take one hour.

Welcome the students. Take a few minutes to talk about their daily lives. Talk about any difficulties in attending classes. Encourage them to keep coming. Try to involve them in the lessons. Encourage them to participate. Make sure that they understand the lesson. Classes should not be like they are in school. The students must know that they are valuable. They have something to contribute. Adults should be treated with respect. Children should be helped patiently. Do not compare the students with each other. The student should be compared to himself – how he has progressed from where he was. The students can also help each other. Encourage them to think for themselves and don't give all the answers. Watch to see how each student is managing. Give extra help when needed.

1. Story (20 minutes)

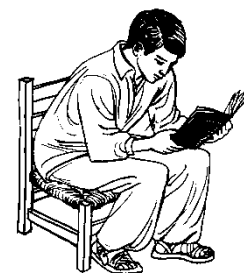
- Read the story through once without stopping, and then a second time, stopping from time to time to involve the students in the story. Discuss the picture.
- Ask the learners to respond to the story, with their ideas or own experiences around the topic.
- Write some of the students' ideas on the board with simple words.
- Read these ideas several times and let the students repeat (drill).
- Encourage the learners by praising their efforts and helping them with difficulties. Do not embarrass the learners or correct mistakes that aren't serious.

2. Experience story (20 minutes)

- Now students get to experience the story either by going outside to do something relevant and related to the story/keyword – like a drama; or by bringing something into the class (which teacher pre-prepares) – like something to eat or an object from the story.
- The teacher can write short, easy sentences on the board for the students to copy. Try to use the keyword.
- Word games can be played, where words are erased and students have to say what word is missing.
- Another game is the matching game, where the teacher writes 3-5 words from the sentences on flash cards. Students come to the front to match the word cards with the same word in the sentences. Gently correct as necessary.

3. Creative writing (20 minutes)

- Tell students to write sentences or a story of their very own about the keyword. One student can be chosen per lesson to dictate a very short story which the teacher can write down for him on the board.
- Once the students can write sentences or stories themselves for themselves then the teacher does not need to write for them and everyone can do this activity in their notebooks.
- Teacher should go around and read the stories, praising students.
- Choose a few students to come to the front and hold up their stories. The student can read it out clearly.
- Pictures may be drawn by the students as well.



Guide for teaching Primers:

The primers are used in the second hour of literacy classes (the first part uses the story book with activities). This part should take one hour. Try to involve the students in the lessons. Encourage them to participate. Make sure that they understand the lesson. Classes should not be like they are in school. Do not scold or punish any learner. Rather encourage them when they are doing well and help them when they are finding it difficult. The students must know that they are valuable. They have something to contribute. Adults should be treated with respect. Children should be helped patiently. Do not compare the students with each other. The student should be compared to himself – how he has progressed from where he was. The students can also help each other. Encourage them to think for themselves and don't give all the answers. Watch to see how each student is managing. Give extra help when needed. Also ask the stronger students to help the weaker students. The teacher cannot help everyone and it is very good when the students learn to help each other. This should be done in a respectful way. We call this collaborative learning. Both the student doing the teaching and the student doing the learning can learn a lot through this experience. Then the teacher does not have to help everyone, but they learn to help each other as well. The teacher needs to be sure that the students are helping each other in the correct way.

Vocabulary explanations

1. *Key alphabet* – the consonant or vowel being taught in the lesson.
2. *Keyword* – the word in which the key alphabet for the lesson is used.
3. *Break down and build up* – a word is given, then the alphabet being taught in the lesson is given below and then the word is made again.
4. *Built word* – a word that is not the keyword but can be read by the learner because all the sounds in that word have been taught.
5. *Sentences* – the alphabets and words taught in the lesson or in any previous lesson are used in sentences.
6. *Handwriting practice* – the learner practices writing what has been taught in the lesson.

Teaching Book 1

Pass out slates and chalk or pencils. Each student should have his own book. Lesson parts can be written on the board or on a large paper.

1. Key alphabets

- Tell the students that they will learn about the 3 alphabets listed at the top of the page. These are the *key alphabets*. Show the matra. (there is no matra in the first lesson).
- The teacher can write the 3 alphabets and matra on the blackboard and say each alphabet, repeating it a few times as he points to the alphabet. Show where the matra is used.
- When all the vowels and matras have been taught there will only be 2 alphabets taught in each lesson.

2. Keywords and pictures.

- Write the 3 keywords you are going to teach on the board (the same as the story you read earlier from the *story book*).
- Read the story in the *story book* together once.
- Look at the pictures and discuss them.
- Look at the keywords written next to each picture. Read the words together. Help students sound out the word. If any untaught alphabets are there, just tell the students what they are. But let them try to identify and sound out the already taught alphabets without the teacher's help.
- Look at the key alphabet that is isolated below each word. This is the alphabet being taught, so focus on it by pointing it out and saying it. Students can repeat.

In the beginning you will have to go very slowly. Make sure everybody follows you.

3. Breaking down and building up.

- Break the words down and build them up again. Focus on the key alphabet being taught by drilling.
- The teacher and individual students read together, breaking down and building up.
- Individual students take turns reading by themselves, breaking down and building up.
- While drilling, always point to the keyword or key alphabet you are reading so that the students know what they should be looking at.

In the beginning you might have to draw these boxes on the board to teach them.

4. Word building.

- This part of the lesson should *not* be drilled.
- The students should try to build the words by themselves which use known alphabets. In the first few lessons there might be alphabets that have not yet been taught. Tell the students what they are. If no words were found using the key alphabets then a nonsense word is written in a box. It can be sounded out but has no meaning. Let the students try to identify (decode) and sound out the already taught alphabets without the teacher's help.
- Play alphabet, syllable and word games:
 - The teacher can call out the sound of one alphabet and individual students can come up and point to the alphabet in the keyword or built words (written on board).

- The teacher can point to the keywords or built words (not saying the word). Let the students identify and blend the sounds to read the keyword and other words. Students should try to do it themselves before the teacher helps.
- Let the students make up as many words as they can (using only taught alphabets). Write these words on the blackboard. Read them.
- Divide the class into 2 teams and have competitions or races doing the same.

5. Practise sentences.

- Read the sentences to the students. Let the students run their fingers underneath it as it is read.
- Remind students of the sounds of the alphabets in focus (key alphabets).
- Ask students to find where all the key alphabets are in the sentences. They must point to the alphabet and say the sound of the alphabet each time they see it. The teacher should correct any mistakes.
- Ask students to find where the keyword occurs in the sentences. Each time they find the keyword, they need to point to it and read it. The teacher should correct any mistakes.
- Let the students try to work out the sentences for themselves as they progress. This should **not be drilled**, but students helped to figure out (decode) what the sentences say.
- If they have difficulties with a word or alphabet, do not tell them immediately what it says, but help them to find out by referring to the place where it was first taught.
- If the sentences are made with known alphabets, the students should be encouraged to read them without any help.
- If any new and untaught alphabets are used in the sentences the teacher simply tells the students what it is.

To make things clear, you can write on the board.

6. Writing practice

- Pass out slates and chalk.
- The teacher writes the keyword and key alphabets on the board.
- Do *sky writing*. The teacher must turn his or her back toward the students and show them how to write the key alphabets in the air. Students must repeat in the air.
- The teacher must then help the students write the alphabets on their slates.
- Show carefully on the chalkboard how each symbol is written and get the students to copy it on the slate. Do this slowly and repeatedly.
- Students can also write the alphabets in their books in the space given for this.
- Circulate among the students to see that each one is forming the alphabets correctly.
- Correction is an important part of this lesson.
- Once the students can form the alphabets, the teacher should call out a word that has been taught (keyword or built word) and let the students write it several times. The teacher should write the word correctly on the board after the students have tried to write the word themselves.
- As the students are writing, the teacher needs to walk around and help the students write correctly. Correct alphabet formation, spelling and spacing as needed. Encourage the students.
- Let the students practise writing on paper or in notebooks.
- Once the students are writing sentences, make sure that they are using correct punctuation and remind them throughout all lessons to do this.

7. Combining consonants with matras

- This activity can be done after the first review lesson has been completed.
- The teacher must ask the students to suggest other consonant and matra combinations that have not been taught in the lessons. **Only taught alphabets must be used.**
- The teacher asks the students to write these on their slates or in their books.

How to teach the review lesson in book 1

1. list of consonants with matras

- The teacher writes the list of consonants and matras on the board.
- The teacher reads the list with the students from left to right, top to bottom.
- Encourage the students to read for themselves, reading together with the teacher.
- Drill the list. Students can come to the front of the class to drill individually. They can also drill as a group.
- The teacher needs to listen to see whether everybody understands. Give extra attention to those who do not understand or ask the students to help each other.

2. practice exercise

- This is not drilled.
- Students must fill in the correct alphabet when combining the consonant with different matras. Teacher helps them but doesn't give them the answers. Refer the students back to where the lesson was taught and help them get it themselves.
- The teacher must check and correct the students in a gentle way.

3. Sentences

- This is not drilled.
- Students can point out the key alphabets and keywords in each sentence. The teacher should simply tell the students what any new and untaught alphabets are.
- Students should try to read the sentences on their own. Teacher can help them to figure out (decode) the words.
- Students can suggest new sentences. These can be written on the board and students read them together.
- Some students can come to the front of the class and read sentences.
- The teacher needs to correct the students in a gentle and encouraging way.

4. Handwriting

- Students practice writing alphabets on their slates or in their books.
- The teacher checks that every student is forming the alphabets correctly.
- As the students progress, they can be encouraged to copy the sentences in a notebook or make their own sentences. The teacher needs to check and correct gently.
- Once the students are writing sentences, make sure that they are using correct punctuation and remind them throughout all lessons to do this.

If the students have difficulty with anything during the review lesson then the teacher needs to go back to where it was taught and make sure the student understands and can read it before moving on. Let the students help each other as well because that is a very powerful way of learning. When students help each other to learn we call it collaborative learning and it is a very special thing. It should be done in a respectful way so that no one is made to feel bad.

After all the vowels and matras have been taught in Book 1, then the rest of the consonants are taught using 2 per lesson. Use the same method of teaching the lessons as before.

Use the following method for teaching the review of lessons where only 2 consonants are taught:

1. list of consonants with matras

- The teacher writes the list of consonants and matras on the board.
- The teacher reads the list with the students from left to right, top to bottom.
- Encourage the students to read for themselves, reading together with the teacher.
- Drill the list. Students can come to the front of the class to drill individually. They can also drill as a group.
- The teacher needs to listen to see whether everybody understands. Give extra attention to those who do not understand or ask the students to help each other.

2. practice exercise

- This is not drilled.
- Students must fill in the correct alphabet when combining the consonant with different matras. Teacher helps them but doesn't give them the answers. Refer the students back to where the lesson was taught and help them get it themselves.
- The teacher must check and correct the students in a gentle way.

3. Sentences

- This is not drilled.
- Students can point out the key alphabets in each sentence. The teacher should simply tell the students what any new and untaught alphabets are.
- Students should try to read the sentences on their own. Teacher can help them to figure out (decode) the words.
- Students can suggest new sentences. These can be written on the board and students read the together.
- Some students can come to the front of the class and read sentences.
- The teacher needs to correct the students in a gentle and encouraging way.

4. Handwriting

- Words are given for handwriting practice.
- Students practice writing words on their slates or in their books.
- The teacher checks that every student is forming the alphabets correctly.
- Make sure that the students are using correct punctuation and remind them throughout all lessons to do this.

- As the students progress they can be encouraged to copy the sentences in a notebook or make their own sentences. The teacher needs to check and correct gently.

At the end of Book 1 there is a final review of all that was taught in Book 1. Revise everything and if any student has difficulty then go back to where it was taught and review it. Do not move on to Book 2 unless the student is fully able to read and write everything taught in Book 1.

Once Book 1 is completed, congratulate the students and have a small celebration.

Teaching book 2

Before starting to teach Book 2, the teacher needs to check that everyone has mastered Book 1. To do this, the teacher can prepare a small test to assess the reading and writing ability of the student. Anyone who had difficulty with Book 1 should not start Book 2 until he/she is able to read anything from Book 1.

Hand the new books to the students.

Pass out slates and chalk or pencils. Each student should have his own book. Lesson parts can be written on the board or on a large paper.

How to teach lesson 1 in book 2

1. Uncommon matras and keywords with pictures

- Tell the students that they will learn about the uncommon matras in this lesson.
- Each one is listed above the keyword and used in a word.
- The teacher should point out the matras and show where they are used in each alphabet.
- The teacher can write the keywords on the board and ask students to point to or bold the matra that was written on the board.

Breaking down and building up is not used in this lesson.

Word building is not used in this lesson.

2. Practice sentences.

- Read the sentences to the students. Let the students run their fingers underneath it as it is read.
- Ask students to find where all the uncommon matras are in the sentences. They must point to the matra and say the sound of the alphabet each time they see it. The teacher should correct any mistakes.
- Let the students try to work out the other parts of the sentences for themselves.
- If they have difficulties with a word or alphabet, do not tell them immediately what it says, but help them to find out by referring to the place where it was first taught.
- If the sentences are made with known alphabets, the students should be encouraged to read them without any help. Volunteers can come to the front to read out the sentences.

- If any new and untaught alphabets are used in the sentences the teacher simply tells the students what it is.

3. Writing

- Pass out slates and chalk.
- The teacher writes the keyword with uncommon matra on the board.
- Show carefully on the chalkboard how each of those alphabets with matra is written and get the students to copy it on the slate. Do this slowly and repeatedly.
- Students can also write the same alphabets in their books in the space given for this.
- Circulate among the students to see that each one is forming the alphabets correctly.
- Correction is an important part of this lesson.
- Once the students can form the alphabets, the teacher should call out a keyword and let the students write it several times. The teacher should write the word correctly on the board after the students have tried to write the word themselves and use it in a sentence of their own.
- As the students are writing, the teacher needs to walk around and help the students write correctly. Correct alphabet formation, spelling and spacing as needed. Make sure they are also using correct punctuation. Encourage the students.
- Let the students practice writing on paper or in notebooks.
- Students can also copy the sentences into notebooks and be encouraged to make their own sentences. Teacher should observe and correct. These can be read out.

4. Combining consonants with uncommon matras

- The teacher must ask the students to suggest any other words that use the uncommon matra.
- The teacher asks the students to write these on their slates or in their books.

[How to teach lesson 2 in book 2](#)

1. Special case of ra and keywords with pictures

- Tell the students that they will learn about the special case of 'R' in this lesson.
- Each one is listed above the keyword and used in a word.
- The teacher should point out the matras and show where they are used in each alphabet.
- Show how the position of the matra changes according to the consonant.
- Show how the shape of the alphabet changes in each case.
- The teacher can write the keywords on the board and ask students to point to or bold the matra that was written on the board and show how the shape of the alphabet has changed.

Breaking down and building up is not used in this lesson.

Word building is not used in this lesson.

2. Practice sentences.

- Read the sentences to the students. Let the students run their fingers underneath it as it is read.
- Ask students to find where all the special case of ra are in the sentences. They must point to the matra and say the sound of the alphabet each time they see it. The teacher should correct any mistakes.

- Let the students try to work out the other parts of the sentences for themselves.
- If they have difficulties with a word or alphabet, do not tell them immediately what it says, but help them to find out by referring to the place where it was first taught.
- If the sentences are made with known alphabets, the students should be encouraged to read them without any help. Volunteers can come to the front to read out the sentences.
- If any new and untaught alphabets are used in the sentences the teacher simply tells the students what it is.

3. Writing

- Pass out slates and chalk.
- The teacher writes the keyword with special case of 'R' on the board.
- Show carefully on the chalkboard how each of those alphabets with matra is written and how the alphabet changes in each case.
- Get the students to copy it on the slate. Do this slowly and repeatedly.
- Students can also write the same alphabets in their books in the space given for this.
- Circulate among the students to see that each one is forming the alphabets correctly and that the matra is used in the correct position in each case of ra.
- Correction is an important part of this lesson.
- Once the students can form the alphabets, the teacher should call out a keyword and let the students write it several times. The teacher should write the word correctly on the board after the students have tried to write the word themselves and use it in a sentence of their own.
- As the students are writing, the teacher needs to walk around and help the students write correctly. Correct alphabet formation, spelling and spacing as needed. Make sure they are also using correct punctuation. Encourage the students.
- Let the students practice writing on paper or in notebooks.
- Students can also copy the sentences into notebooks and be encouraged to make their own sentences. Teacher should observe and correct. These can be read out.

4. Combining consonants with uncommon matras

- The teacher must ask the students to suggest other words that use the special case of ra.
- The teacher asks the students to write these on their slates or in their books.

How to teach the doubling lessons in book 2

1. Doubling and keywords with pictures

- Tell the students that they will learn about doubling of consonants in this lesson.
- Each consonant is listed above the picture and used in a keyword.
- The teacher should write on the board the one consonant + the same consonant and show how it combines to make a new alphabet. Point out that the consonant looks different once it is doubled.
- The teacher should show where doubling is used in each keyword.
- The teacher can write the keywords on the board and ask students to point to or bold the doubling that was written on the board and show how the matra is used and the shape of the alphabet changes.

2. Breaking down and building up (if this is done – no longer needed, but may be included).

- Break the words down and build them up again. Focus on the doubling being taught by drilling.
- The teacher and individual students read together, breaking down and building up.
- Individual students take turns reading by themselves, breaking down and building up.
- While drilling, always point to the keyword you are reading so that the students know what they should be looking at.

3. Word building.

- This part of the lesson should *not* be drilled.
- The students should try to build the words by themselves which use known alphabets. Tell the students what they are.
- Play alphabet, syllable and word games:
 - The teacher can call out the sound of the doubling and individual students can come up and point to the doubling or syllable in the keyword or built words (written on board).
 - The teacher can point to the keywords or built words (not saying the word). Let the students decode and blend the sounds to read the keyword and other words. Students should try to do it themselves before the teacher helps.
 - Let the students suggest other words that use doubling. Write these words on the blackboard. Read them.
 - Divide the class into 2 teams and have competitions or races doing the same.
- Students can try to make their own words that use doubling with different matras. The teacher needs to guide them with this. Use them in sentences.

4. Practice sentences.

- Read the sentences to the students. Let the students run their fingers underneath it as it is read.
- Remind students of the doubling in focus.
- Ask students to find where all the doubling is in the sentences. They must point to the doubling and say the sound of the alphabet each time they see it. The teacher should correct any mistakes.
- Ask students to find where the keyword occurs in the sentences. Each time they find the keyword, they need to point to it and read it. The teacher should correct any mistakes.
- Let the students try to work out the rest of the sentences for themselves.
- If they have difficulties with a word or alphabet, do not tell them immediately what it says, but help them to find out by referring to the place where it was first taught.
- If the sentences are made with known alphabets, the students should be encouraged to read them without any help. Volunteers can come to the front to read out the sentences.
- If any new and untaught alphabets are used in the sentences the teacher simply tells the students what it is.

5. Writing

- Pass out slates and chalk.
- The teacher writes the keyword and the doubling on the board.
- Show carefully on the chalkboard how each alphabet is written and get the students to copy it on the slate. Do this slowly and repeatedly.
- Students can also write the doubling in their books in the space given for this.

- Circulate among the students to see that each one is forming the alphabets correctly.
 - Correction is an important part of this lesson.
 - Once the students can form the alphabets, the teacher should call out a word that has been taught (keyword or built word) and let the students write it several times. The teacher should write the word correctly on the board after the students have tried to write the word themselves.
 - As the students are writing, the teacher needs to walk around and help the students write correctly. Correct alphabet formation, spelling and spacing as needed. Encourage the students.
 - Let the students practice writing on paper or in notebooks. Make sure correct punctuation is used.
 - Students can also copy the sentences into notebooks and be encouraged to make their own sentences. Teacher should observe and correct. These can be read out.
- 6. Combining doubling with matras**
- The teacher must ask the students to suggest other doubling and matra combinations using consonants taught in the lesson. Only taught alphabets must be used.
 - The teacher asks the students to write these on their slates or in their books. Use them in sentences.

How to teach the clusters lessons in book 2

- 1. Clusters and keywords with pictures**
 - Tell the students that they will learn about clusters in this lesson.
 - Each cluster is listed above the picture and used in a keyword.
 - The teacher should write on the board the one consonant + the other consonant and show how it combines to make a new alphabet (cluster). Point out that the shape of the consonant changes once a cluster is formed.
 - The teacher should point out the clusters and show where they are used in each keyword.
 - The teacher can write the keywords on the board and ask students to point to or bold the cluster that was written on the board and show how the shape of the alphabet has changed and how the matras are used.
- 2. Breaking down and building up (if this is done – no longer needed, but may be included).**
 - Break the words down and build them up again. Focus on the clusters being taught by drilling.
 - The teacher and individual students read together, breaking down and building up.
 - Individual students take turns reading by themselves, breaking down and building up.
 - While drilling, always point to the keyword you are reading so that the students know what they should be looking at.
- 3. Word building.**
 - This part of the lesson should *not* be drilled.
 - The students should try to build the words by themselves which use known alphabets. Tell the students what they are.
 - Play alphabet, syllable and word games:

- The teacher can call out the sound of the clusters and individual students can come up and point to the cluster or syllable in the keyword or built words (written on board).
- The teacher can point to the keywords or built words (not saying the word). Let the students decode and blend the sounds to read the keyword and other words. Students should try to do it themselves before the teacher helps.
- Let the students make up as many words as they can (using only taught alphabets). Write these words on the blackboard. Read them.
- Divide the class into 2 teams and have competitions or races doing the same.
- Students can try to make their own words that use clusters with different matras. The teacher needs to guide them with this. Use in sentences.

4. Practice sentences.

- Read the sentences to the students. Let the students run their fingers underneath it as it is read.
- Remind students of the clusters in focus.
- Ask students to find where all the clusters are in the sentences. They must point to the clusters and say the sound of the alphabet each time they see it. The teacher should correct any mistakes.
- Ask students to find where the keyword occurs in the sentences. Each time they find the keyword, they need to point to it and read it. The teacher should correct any mistakes.
- Let the students try to work out the rest of the sentences for themselves.
- If they have difficulties with a word or alphabet, do not tell them immediately what it says, but help them to find out by referring to the place where it was first taught.
- If the sentences are made with known alphabets, the students should be encouraged to read them without any help. Volunteers can come to the front to read out the sentences.
- If any new and untaught alphabets are used in the sentences the teacher simply tells the students what it is.

5. Writing

- Pass out slates and chalk.
- The teacher writes the keywords and the clusters on the board.
- Show carefully on the chalkboard how each alphabet is written and get the students to copy it on the slate. Do this slowly and repeatedly.
- Students can also write the doubling in their books in the space given for this.
- Circulate among the students to see that each one is forming the alphabets correctly and understand that it is made up of two different alphabets that change to become a new alphabet (cluster).
- Correction is an important part of this lesson.
- Once the students can form the alphabets, the teacher should call out a word that has been taught (keyword or built word) and let the students write it several times. The teacher should write the word correctly on the board after the students have tried to write the word themselves.
- As the students are writing, the teacher needs to walk around and help the students write correctly. Correct alphabet formation, spelling, punctuation and spacing as needed. Encourage the students.
- Let the students practice writing on paper or in notebooks.
- Students can also copy the sentences into notebooks and be encouraged to make their own sentences. Teacher should observe and correct. These can be read out.

6. Combining clusters with matras

- The teacher must ask the students to suggest other cluster and matra combinations using the consonants taught in the lesson. Only taught alphabets must be used.
- The teacher asks the students to write these on their slates or in their books. Use in sentences.

At the end of Book 2 there is an alphabet chart in the language. The teacher can drill this with the students and help them to do this without the help of the teacher. This will help to prepare the student for learning reading and writing in the state language.

Once Book 2 has been completed, a small test can be done to assess each learner. If anyone has difficulty then they need to review any areas of difficulty.

Once a learner has successfully completed Book 2, a special event should be arranged with special guests and dignitaries. Each student should be congratulated and given a certificate of completion. The student also receives his own copy of the Story Book that was used in all the lessons. Any other reading materials that have been developed in the mother tongue can also be available for the new reader. The new reader needs as much practice reading as possible so that the newly found skill is not lost but can improve and become used daily.

Workshop outcomes

Product	Goal	Method			
		Step 1	Step 2	Step 3	Step 4
Transition Primer	Complete TP within weeks 1 & 2	Frequency count and order of lessons with keywords and vocabulary	Make lessons and illustrate	Checking by team members and facilitators Title, introduction and cover picture	Typesetting and final checking
Primers	Complete Primers within weeks 3 & 4	Frequency count and order of lessons with keywords and vocabulary (start in week 1 and complete in week 2 if possible)	Make lessons and illustrate. Decide what features of the language to be taught and design new lesson layouts where needed	Checking by team members and facilitators Title, introduction and cover picture	Typesetting and final checking
Story Book	Start in week 4 and complete in the field	Once keywords decided, choose topics for stories	Write, illustrate and check stories – one for each primer lesson	Title, introduction and cover picture	Typesetting and final checking
Pre-primer	Template in place. Complete pending parts by end of week 2	Write and illustrate 5 stories	Draw 2x sequence stories	Title, introduction and cover picture. Facilitators check Title, introduction and cover picture	Typesetting and final checking

Folk Tales / Fables	Start in week 2. Complete if time allows. Otherwise in the field	Discuss with team, decide and plan what will go into this book	Write and illustrate	Team member types, team checks and facilitators check Title, introduction and cover picture	Typesetting and final checking
Mathematics Book	Template in place. Translate (and contextualise if needed) during week 3 or 4	Translate into state language	Translate into mother tongue. Change any word sums where needed	Team member checks and types up for typesetter using the template provided Title, introduction and cover picture	Typesetting and final checking
Teachers' guides	Templates in place. Translate during week 4	Adjust and translate into the state language	Teams translate into mother tongue	Team member checks and types up for typesetter Title, introduction and cover picture	Typesetting and final checking
Book titles and introductions	Templates in place. Translate from week 1 – 3 as work is done on each book	Translate into state language	Teams translate into mother tongue	Team member checks and types, it up to give to typesetter	Typesetting and final checking

Workflow chart 1

Transition Primer

Step 1	Step 2	Step 3	Step 4
Frequency count <ul style="list-style-type: none"> Count all consonants plus inherent vowels. Count all independent vowels including diphthongs. Count all clusters. List any special features e.g.: uncommon matras. Order frequency for lessons (one lesson teaching one consonant with inherent vowel, all the vowels (matras) e.g.: ka, kaa, ku, kuu and any doubling or clusters that use that same consonant e.g.: kk,kl,kr. Order lessons <ul style="list-style-type: none"> Order the lessons based on frequency. Make sure every alphabet character is included plus any special features. Choose keywords and extra vocabulary <ul style="list-style-type: none"> Using 'data sheet 1', find as many words as possible to use in each lesson. 	Make lessons and illustrate <ul style="list-style-type: none"> Demonstrate layout and hand out sample lessons to follow. Demonstrate correct way of drawing pictures for scanning and visibility. Keep word lists and data sheets on hand. Artists start drawing pictures. Label correctly. First lesson uses the most frequently-used consonant in all forms (inherent vowel and with matras). One lesson per page (see layout). Use 2 keywords for a consonant lesson and 4 for a vowel lesson. Choose extra vocabulary (not a keyword) and order according to the alphabet in a box. List clusters and doubling with examples. Make sentences. Use punctuation. Make any special lessons (special case of 'R' or <i>chandrabindu</i>). 	Checking by team members and facilitators <ul style="list-style-type: none"> Check work as it gets done (4 plus lessons at a time). Check for: layout, choice of words, limited use of untaught alphabet characters, incorporation of already-taught alphabet characters, keywords and other vocabulary, punctuation, linguistic accurateness, content of sentences, bolding where needed, picture labels. Rotate facilitators checking. 	Typesetting and final checking <ul style="list-style-type: none"> Scan pictures, label and catalogue. Keep ongoing flow of checked work to keyboarders. Team member to sit with keyboarder. Correctly typeset and file each teams' work. A team member to check typeset work while in soft copy. Teams to check typeset work in hard copy. Mark errors with a red pen.

<ul style="list-style-type: none"> First 7 lessons must have the consonant in the initial position. Make sure to identify two picturable words and as many other words using what is taught in the lesson plus what was taught in previous lessons. If necessary re-order the lessons if there is difficulty finding words. Data sheet 1 should be attached to a clipboard. 	<ul style="list-style-type: none"> Up to lesson 7 the consonant being taught must be in the initial position. Write beginning pages, title of book, spelling guide and introduction in the language of wider communication. After the 8th lesson make sentences longer and now the consonant in focus can also be in the middle or final position. Keep incorporating already-used alphabet characters, especially keywords, from previous lessons. After lesson 11, use short stories instead of sentences. Insert a 4-picture story (as used in Pre-primer) with narrative underneath. 		
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Primers

Step 1	Step 2	Step 3	Step 4
<p>Frequency count</p> <ul style="list-style-type: none"> Start in week 1 of workshop. Order every single alphabet character (consonants, vowels, clusters, diphthongs etc.). <p>Order of lessons with keywords and vocabulary</p> <ul style="list-style-type: none"> Make data sheet 1 & 2 in vernacular and for facilitator. List lesson order, keywords, extra vocabulary, built words (nonsense words in beginning only if needed). Decide ahead of time where the review lesson will be: preferably every 5th lesson. Decide order of teaching special matras, special case of 'R', doubling and cluster etc. 	<p>Make lessons and illustrate</p> <ul style="list-style-type: none"> Artists draw pictures. One lesson is on 2 pages (see layout). Avoid untaught alphabet characters. First lesson has most frequently used consonant with inherent vowel, second most frequently used consonant with inherent vowel and the vowel in its independent form (no matra). From lesson 2 onwards, the same first consonant is taught with another vowel, a new consonant with the same vowel, the independent vowel and the matra for that vowel. Use 3 keywords per lesson (2 consonant and 1 vowel) with pictures. Write keyword on right of picture. Keywords are written beneath each other. <p>Book 1</p> <ul style="list-style-type: none"> Do breakdown and build-up of keywords (see layout). Find built words (words using any previously taught alphabet characters and the 	<p>Checking by team members and facilitators</p> <ul style="list-style-type: none"> Check work as it gets done (4 plus lessons at a time). Check for: layout, choice of words, limited use of untaught alphabet characters, incorporation of already-taught alphabet characters, built words, keywords and other vocabulary, punctuation, linguistic accurateness, content of sentences, bolding where needed, picture labels. Rotate facilitators checking. <p>Title, introduction and cover picture</p> <ul style="list-style-type: none"> Decide the wording and translate into the state and vernacular languages. 	<p>Typesetting and final checking</p> <ul style="list-style-type: none"> Scan pictures, label and catalogue. Keep ongoing flow of checked work to keyboarders. Team member to sit with keyboarder. Correctly typeset and file each teams' work. A team member to check typeset work while in soft copy. <p>Teams to check typeset work in hard copy. Mark errors with a red pen.</p>

	<p>alphabet character in focus for the lesson).</p> <ul style="list-style-type: none"> Find one built word for each consonant and one for the vowel. If no word is possible then make a nonsense word and put it in a box. Write 3 sentences (short at first, then longer later). <p>Review lesson</p> <ul style="list-style-type: none"> After 4 lessons or so, insert a review lesson (see layout). Do a final review at the end. <p>Further lessons</p> <ul style="list-style-type: none"> Once all the vowels have been taught then only 2 consonants are taught per lesson using any vowels. <p>Decide what features of the language to be taught and design new lesson layouts where needed</p> <p>Book 2</p> <ul style="list-style-type: none"> Lesson 1 on uncommon matras if applicable (see or design layout). Lesson 2 on special case of 'R' if applicable (see layout). Lessons on doubling (6-8 per lesson) Lessons of clusters (6-8 per lesson) 		
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Story Book

Step 1	Step 2	Step 3	Step 4
<p>Once keywords decided, choose topics for stories</p> <ul style="list-style-type: none"> Pick 1 or 2 of the keywords to make a story with. 	<p>Write, illustrate and check stories – one for each primer lesson</p> <ul style="list-style-type: none"> Write an interesting story that uses the keyword/s. it can be something that would happen in the village. Any alphabet characters can be used as the teacher will read these out. Use only 1 picture to illustrate the story (one of the keywords pictures). Do so for every lesson including review lessons. 	<p>Title, introduction and cover picture.</p> <ul style="list-style-type: none"> Decide the wording and translate into the state and vernacular languages. 	<p>Typesetting and final checking</p> <ul style="list-style-type: none"> A team member can type the stories up. Other team members must check them. A facilitator must check the stories. Final typesetting by typesetters. Check after typesetting has been done. <p>This book can be done in the field if there is no time during the workshop.</p>

Pre-primer

Step 1	Step 2	Step 3	Step 4
Write and illustrate 5 stories <ul style="list-style-type: none"> Write culturally-relevant stories around village life or anything of interest to the community. Any alphabet characters can be used as the teacher will read these out. Illustrate. 	Draw 2x sequence stories <ul style="list-style-type: none"> Four pictures per story. Depict an event (like planting to harvesting) step by step in 4 steps. Shuffle them into the incorrect order. 	Title, introduction and cover picture. <ul style="list-style-type: none"> Decide the wording and translate into the state and vernacular languages. Facilitators check <ul style="list-style-type: none"> A facilitator must check the stories. Other team members must check them. 	Typesetting and final checking <ul style="list-style-type: none"> A team member can type the stories up. Final typesetting by typesetters. Check after typesetting has been done.

Folk Tales / Fables

Step 1	Step 2	Step 3	Step 4
Discuss with team, decide and plan what will go into this book <ul style="list-style-type: none"> Start in week 2 if there is a team member that is free to work on this while other work is ongoing. Discuss and plan. 	Write and illustrate <ul style="list-style-type: none"> Write by a team member. Illustrate with appropriate illustrations. Do as many as possible to make it worthwhile publishing. 	Team member types, team checks and facilitators check <ul style="list-style-type: none"> Type by a team member. Team members must check the stories. Facilitators check. Title, introduction and cover picture <ul style="list-style-type: none"> Decide the wording and translate into the state and vernacular languages. 	Typesetting and final checking <ul style="list-style-type: none"> Final typesetting by typesetters. Check after typesetting has been done.

Mathematics Book

Step 1	Step 2	Step 3	Step 4
Translate English version (template) into state language <ul style="list-style-type: none"> Someone needs to translate the book into the state language ahead of the workshop or in the beginning. 	Translate into vernacular. Contextualise and change any word sums where needed. <ul style="list-style-type: none"> A team member can be assigned to translate into the vernacular. 	Team member checks and types up for typesetter using the template provided <ul style="list-style-type: none"> A team member types up the work using the template. Team members must check the work. Title, introduction and cover picture <p>Decide the wording and translate into the state and vernacular languages.</p>	Typesetting and final checking <ul style="list-style-type: none"> Typesetters must check that the layout is still correct. Final checking by facilitator and teams.

Teachers' Guides

Step 1	Step 2	Step 3	Step 4
Translate into the state language <ul style="list-style-type: none"> A facilitator must contextualise or adjust the Teachers' Guides to suit the languages in which primers are being made (if there are certain lessons that aren't mentioned in the 	Teams translate into mother tongue <ul style="list-style-type: none"> A team member can translate into the vernacular. 	Team member checks and types up for typesetter <p>Title, introduction and cover picture</p> <ul style="list-style-type: none"> Decide the wording and translate into the state and vernacular languages. 	Typesetting and final checking <ul style="list-style-type: none"> A facilitator and teams can check the final product. Make sure that the page numbers used in the Teacher's Guide align with the place in the book.

Teachers' Guide then add them in – or remove anything that is not relevant for that state. • Make the Teachers' Guides available in the state language.			• Make sure that there is an explanation for how to teach every part of the lesson.
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Workflow chart 2

Process	Week 1					Week 2					Week 3					Week 4				
Frequency count & order for TP*																				
Stories and pictures																				
Translate into state language**																				
Construct Transition Primer																				
Checking of TP																				
Data entry, typesetting & check TP																				
Pre-primer stories & pictures***																				
Pre-primer typesetting & check																				
Frequency count: Primers****																				
Planning for Primers B1 & B2																				
Construct Primer B1																				
Checking B1																				
Data entry & typesetting B1																				
Construct Primer B2																				
Checking Primer B2																				
Data entry, typesetting & check B2																				
Book of Folk tales/fables																				
Primer Story Book																				
Mathematics Book																				
Teachers' Guides																				

* done manually by teams

** done by the translator (introductions, Teachers' Guides, Mathematics Book etc...)

*** mostly done by typesetters (stories and pictures done by teams on this book)

**** done manually by computer (may take time so start early)

***** into both state languages

Note: week 2 is only a 5-day week so that teams have a mid-workshop off weekend if needed. The rest are 6-day weeks (half day on Saturday).

Preparing for a workshop

Plan to produce for each language

1. *Transition Primers* (to transition from reading the state language to the vernacular – for those who can read the state language, using culturally-relevant stories and illustrations)
2. *Pre-primers* (for first-time readers in the vernacular teaching some basic literacy skills like left to right, using culturally-relevant stories to be read by teacher and illustrations)
3. *Primers* (to systematically teach the orthography using a specific lesson layout and order, using culturally-relevant stories and illustrations)
4. *Story book* (a story to accompany each lesson in the primers)
5. *Alphabet charts* with pictures (if needed)
6. Possibly books of folk tales/fables if time allows

7. Documentation to back our decisions/motivation for record-keeping purposes

Decision making

1. Begin planning for campaigns in each language area (what will the plan for OUR language look like – our NEEDS, WHO will do WHAT, WHERE, WHEN, HOW). May take more time to finalise than the workshop time allows but make a start. Also, a survey to be done in each language area (literacy assignment) to be kept as documentation of our processes.
2. Identify candidates to be literacy coordinators in each language (different from state coordinators).
3. Any orthography decisions (trial orthographies should be in place prior to workshop).
4. Order of lessons in the primers (which character/alphabet to be taught in each lesson) as well as how to cover the entire orthography in the primers. (reports and notes on previous workshop will give an idea of the challenges to be expected).
5. Planning for further training/workshops post this workshop:
 - a. Training of literacy coordinators, teachers and language committees
 - b. Writer development training and implementation in workshops whereby indigenous writers can be trained and given a platform for developing literature in the mother tongue.
 - c. Production of other materials.

Requirements for the workshop

Reading:

1. This document
2. Reports from previous workshops **to be read prior to workshop** (to give you an idea of what we're looking at...goals, challenges, solutions etc)
3. Literacy 1 Manual – one for each person in the LWC to be handed out at the event.

Preparation:

1. 400-word story in the vernacular (done before the workshop) – one story for each language present at the workshop. The purpose of the story is to help us to decide in what order to teach the lessons. We will be doing a frequency count to identify which syllables occur most commonly – the idea being that there will therefore be more words the higher the frequency and that we will find it easier to get simple, *picturable words* for the earlier lessons when we need to keep the lessons as free of untaught sounds as possible. **The story must be a local story so that common, every day, local words are used, not foreign concepts.**
2. A complete understanding of all the features in each orthography (both the LWC and the vernacular in which we will be making the materials).
3. Before the workshop, prepare a list of the entire orthography for each vernacular language and a list of the state language orthographies (include consonants, vowels, clusters, doubling and any special features or special matras). Then, a comparison between each vernacular language and state language that must highlight, with a highlighter, all the characters and features in both orthographies that are the same in both languages. It will speed up our work on the primers so that the ambitious goals for the workshop can be achieved.

4. Translate and print the teaching charts (can also be used on an overhead projector) for use in providing some training during the workshop (charts attached).

Personnel (What are the roles):

1. *Facilitator* refers to someone who brings knowledge, skill and/or practical experience to a workshop. This person helps the participants accomplish their goals through an attitude of mutual respect and listening. It also implies that the person empowers others involved in the event to grow in their functions, skill, knowledge and understanding with the same approach of mutual respect and listening. The facilitator/s should have the big picture of what is happening in the workshop, keeping the goals in mind so that the workshop keeps moving towards accomplishing the goals. The facilitator/s should also advise and problem-solve in cooperation with the linguists and others.
2. *Linguistic advisor* (also a facilitator) refers to someone with at least a master's degree in linguistics, who understands the linguistic/orthographic issues relating to the languages in which materials are to be produced. This person should approach everyone involved in the workshop with an attitude of mutual respect and listening.
3. *Enabler* refers to someone whose function it is to assist the teams in various ways, supporting them and providing a link between the facilitator and the participant. This person should also approach everyone involved in the workshop with an attitude of mutual respect and listening.
4. *Participant* refers to a mother tongue speaker who is present at the workshop to produce or assist with the production of materials in his/her own language, with the guidance and assistance of others. This refers to all team members including invited community members and artists.
5. *Type-setters* (two people with computers, scanners, printers and back-up power) who will start from day 1 as there is some generic work to be done before we even start typesetting the materials we are producing.
6. *Keyboarders* (two people to assist with typing lessons onto the computers).
7. *Translator* (one person who knows the state language both written and spoken that can translated documents and do oral translation of lectures or instructions during the workshop. This person can also be an advisor on the state orthography).

Equipment:

1. Computer/s for each team, extension leads/adapters
2. A4 paper (one pack for each team)
3. Pencils, sharpeners, erasers, rulers for each team
4. Whiteboard and marker pens
5. Large chart paper (about 20 sheets A2 size)
6. Folders for collating lessons as they are prepared
7. Clipboards for facilitators to keep records
8. Tables and chairs for each team
9. Tables and chairs for typesetters
10. Table and chairs for leaders
11. Computers, software for typesetting primers (ask Benjamin at NLCI), printers, scanners, power extensions and back-up power)
12. A few pen drives to pass materials back and forth and to save all illustrations for future use in workshops.
13. We may use a projector for some training (like using charts).

Training:

1. How to draw pictures that will look good when scanned.
2. Refer to the literacy manual and give training out of there on the following topics:

- i. What is literacy? (use chart on *communication*)
- ii. What is an illiterate person?
- iii. What does literacy mean to an illiterate person?
- iv. Literacy in the mother tongue (refer to the short and long road to literacy and *the road to literacy* chart)
- v. The literacy wheel (provides the big picture of what goes into a literacy programme – use chart)
- vi. The literacy ladder (use chart)
- vii. Show the methodology of the programme (use the *methodology* chart)

Workshop setup:

1. Arrange the tables in a semi-circle if the room is big enough. Place enough chairs around each table for the team members plus two extra chairs per table.
2. A whiteboard in the front that all can see, with marker pens.
3. A projector facing the wall (may use it).
4. Power plugs/extensions to all the tables.
5. A ream of paper on each table.
6. Pencils, sharpeners, erasers, pens, rulers, paper clips and folders (for keeping loose pages of writing or illustrations neatly together) on each table.
7. Some large sheets of cardboard or chart paper (A1 or A2) to be used in demonstrating lesson layouts to the participants.
8. Remember the printers, back-up power and a few pen drives for passing materials back and forth between computers.
9. Print off one alphabet chart in Marathi for each team – on A4
10. Print off one alphabet chart for each of the vernacular languages present at the workshop.

Ice-breakers to use during workshop:

Here are some ice-breaker ideas from various sources, which are listed below. Ice-breakers are a great way to encourage interaction by all participants, foster a relaxed learning environment with mutual respect and help the learners to formulate and express their feelings, opinions and personality! It is also refreshing to learners who are absorbed by the subject material and may be losing concentration. Learners and teacher also get to know more about each other. I have picked activities that suit the Indian context – a slightly more conservative society and so have avoided activities where physical contact is required although these may work in Africa.

1. **Map:** get a map of the region that represents the language groups. Have each participant pinpoint their hometown or language area.
2. **Balloon game:** on a beach ball, write as many questions as you can. The ball gets tossed from one to the other. Ball can be kept for use in future classes. Adjust grammar to suit your situation:
 - What is the longest time you have spent travelling?
 - How old is your oldest relative?
 - How many keys do you have on your keyring?
 - What is your favourite fruit?
 - What is your favourite game to play?
 - What is the name of your tribe/clan?
 - What is the best advice you have ever received?

- What make of motorbike do you think is the nicest?
 - What sport would you like to watch on TV?
 - Why are you here today?
 - If you eat in a restaurant, what is your favourite food to order?
 - What is the size of the biggest fish you have ever caught?
 - If you had one plant growing in your garden, what would it be?
 - When you eat at your family home, what is the food you enjoy the most?
 - Please sing us a song in your own language
 - What time do you wake up in the mornings?
 - What was your favourite toy or play thing as a child?
 - What is your favourite colour?
 - How do you celebrate your birthday?
 - What kind of work do you enjoy the most?
 - Count from 10 backwards in your mother tongue
 - What is your nickname or what would you like it to be?
 - What did you have for supper last night?
 - What kind of shoes do you like to wear?
 - What is your favourite drink?
 - What 3 words best describe you?
 - What is the most beautiful word you can think of?
 - If you were given paper and water-colour paints, what would you paint?
 - What is your favourite hobby?
 - What is your life-long dream?
 - What is your mother's name?
 - What colour socks are you wearing?
 - How many books have you read this year?
 - What is your favourite song?
 - How many brothers and sisters do you have?
 - Do you like the rain – why?
 - How old are you?
 - Where did you go to school?
 - Who is your favourite singer?
 - Stand on one leg only for 10 seconds
 - What kind of work do you NOT enjoy?
3. **Market ABC:** "I went to the market and bought..." each person takes a turn adding a new item to the growing list, starting from A (e.g.: apples).
 4. **Animal sounds:** write down the names of different animals on small pieces of paper, with enough repetition so that the people with the same name on their paper must locate each other by making the noise of that animal.
 5. **Picture puzzle:** depending on the size of the group, cut up some large pictures and have learners compile the picture in groups.
 6. **Simon Says:** "I am Simon – I will give you instructions to do various actions. You must imitate my actions. I will say, 'Simons says: do something'. If you do something without me saying,

'Simon says', you are eliminated from that round. (pat your head, smile, frown, wave hello, touch your toes, turn around, sit down, jump up)

7. **Solemn and Silent:** members pair back to back. On the count of 3 everyone faces partner and try to remain solemn and serious. No speaking! The first to smile or laugh sits down. Continue till one is standing.

<http://www.group-games.com/ice-breakers/first-impressions-game.html>

Recommendations

1. Regular meetings between facilitators and enablers to plan, problem solve and keep communicating.
2. Checklists to automate some of the processes and optimise workflow.
3. Prior to a workshop try to do a frequency count for each language. Also, doing a frequency count on more data (like some daily writing as well as indigenous stories) would be possible if software could be developed to crunch the data. Manually searching for each alphabet character is tedious, even if the computer is being used to identify every alphabet character in a document. Also, software could help identify usable words in creating lessons. The frequency count should also preferably highlight consonants that frequency occur in the initial position as this is important in the first few lessons. If possible, a list of words with different consonant/vowel combinations available for teams and during the checking process would help in finding good vocabulary and using great sentences.
4. It would help to have extensive word lists to draw from in deciding and making order of lessons and lessons.
5. It could be possible to pre-decide tentative lesson layouts and order of lessons based on the frequency count, the script used and the idiosyncrasies of the languages in which materials are to be prepared. This is not certain, however, as a workshop is inherently a putting together of minds and 'brainstorming'. If too many decisions are automated and conducted in a clinical manner, separately from invaluable team involvement, it could negatively impact the outcomes of the workshop. Also, an understanding of the work to be produced is essential in the deciding of the lesson layout and order.
6. It would help to have a list for each language of the gemination and clusters prior to the workshop.
7. When checking the work done by a team, the facilitator/enabler should make notes of the checking session to leave with the team so that the linguist assigned to the table is aware of any changes made.
8. An English template to hand out to all linguists to use when working with their teams, with detailed instructions on the layout of each lesson, the how, what, why and what to be aware of when guiding teams to construct primers.
9. A clipboard at each table (like a doctor has at a hospital bed), with the following information related to the language readily-available: alphabet chart, amount of consonants and vowels in the language, frequency count and word lists to source vocabulary from when deciding order of lessons and making lessons (data sheet 1,2), order of lessons, amount of lessons for their book/s, keywords and other already-used vocabulary to possibly be included in each lesson with English meanings, notes made when checking lessons. Use the following template for keeping records of where teams are:
10. Write a report on the workshop.

Daily Lesson Status

Date.....

Language Name		Completed Lessons	Checked Lessons	Data Entry/ Type setting	Review Lessons
.....	FN				
V: C: TL:	AN				
.....	FN				
V: C: TL:	AN				
.....	FN				
V: C: TL:	AN				
.....	FN				
V: C: TL:	AN				
.....	FN				
V: C: TL:	AN				
.....	FN				
V: C: TL:	AN				

Samples of books and lessons

Primer lessons:

धडा-१

स र अ

ससा
स

रस
र

अक्षर
अ

ससा	रस	अक्षर
स	र	अ
स	र	अ
ससा	रस	अक्षर

3

सर	रसा	अस
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ससा देख,
रस पी,
अक्षर लिख.

स र अ

4

पाठ-१

को नो ओ ो

कोलो
को

नोव
नो

ओलो
ओ

कोलो	नोव	ओलो
को	नो	ओ
को	नो	ओ
कोलो	नोव	ओलो

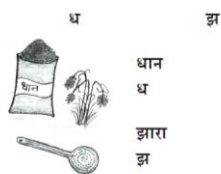
19

कोमी नोवाली ओइ

कोलो होलीन लाव,
नोव कोला हेते,
ओलो मारीन लाव.

को नो ओ

20



धान ध	झारा झ
ध धान	झ झारा

धागा	डारना
धोयो	डांकार
धुरला	डुला
लोधी	डींगा
धुरा	

झरना जंगल को बाजु सी झर-झर बहय। ओको पानी ख देख क मजा आवय, अऊर सब जनावर ओक म नहावय।

झरना को पानी ठंडो रह्य।

किसान अपनो खेत म धान अऊर गहु की गहानी करय हय।

शिकारी औजार ले क जंगल म हरिन ख मारन जावय हय।

गाव म बंदर खेल कुद करय हय।

घर म बाईं द्वारा सी तरन पुरन बनावय हय।

[illegible]

 अभी तक सिख्यो हुये अक्षर को उपयोग करके नव शब्द तयार करो।

Primer review lessons:

ધડા - ૧૪

खे	खै	खो	खी	खं	खः
पे	पै	पो	पी	पं	पः
ले	लै	लो	ली	लं	लः
चे	चै	चो	ची	चं	चः
दे	दै	दो	दी	दं	दः
ते	तै	तो	ती	तं	तः
ए	ऐ	ओ	औ	अं	अः

	े	ै	ो	ौ	ं	ः
ख						
प						
ल						
च						
द						
त						

मामी केवो खा,
काका ओवाज करे,
एक सौ,
किरसान आरसु देखे,
काकी उंदरा मारे,
घर पर कोवलो से,
खेत मा अंगुर से,
नानलु पोय कंदिल लावे,
दिपकन खेत मा दंगवी से
दाद औजार से काम करे.

क	कै	को	कौ	क	कः
ख	खै	खो	खौ	ख	खः
प	पै	पो	पौ	प	पः
ल	लै	लो	लौ	ल	लः
च	चै	चो	चौ	च	चः
द	दै	दो	दौ	द	दः
त	तै	तो	तौ	त	तः

पाठ - २८

श शा शि शी शु शू शे शै शो शी शं शः शृ
ष पा पि पी पु पू पे पै पो पी पं पः पृ
ण ण णि णी णु णू णे णै णो णी णं णः णृ
क्ष क्षा क्षि क्षी क्षु क्षू क्षे क्षै क्षो क्षी क्षं क्षः क्षृ
त्र त्रा त्रि त्री त्रु त्रू त्रे त्रै त्रो त्री त्रं त्रः त्रृ

[illegible]

शाळा अन्व चिकित्सा नशा माळोवर, रा. शिक्षक आंदोलो नोडको अन्वुन कि नशा माळोवर, रा. नोम नशा आंदोलन. शिक्षक आ. शिक्षक आ. शिक्षक तन सादा भाषा या हेळुवुन. बाव चिकित्सा नशा अन्व खानत रा. शिक्षक अन्व सांगुळु हेळुवुन. अन्वु सांगुळु शाळा अन्व रक्षक भो इंगोन. रक्षक घळी निम आंदोलो आन्वअन्वलि खिलवोनोवो. हर समय अन्वु सांगुळु अच इंगोनोवो. बाव चिकित्सा अरिक्क शिक्षक शाळा या वन्वु अन्व अरिक्क शिक्षक आ चिकित्सा इक, कुणोवो, अदिक अलग अलग भाषा नव नान, कात सांगुळु अन्व भाषा या कर्मेनान. बाव खीयि अरिक्क रक्षक, इंगु नशा या ध्यावसा मातानोवो भो हेळुवुन. आसरो चिकित्सा इक नशा माळुवुन देल सप्पा मुंशु नशा अगवान अरिक्क हिंद शनि हतवद शनि समुनमुन अदिक आ चिकित्सा आ दिशी टु नशा माळोवर नशा माळोवर.

शनी	नाश	नशा	शाळा	आशा
भाषा	काष	घटकांन	पोषन	ऋषी
वाष	काषा	बोषा	कुषांन	काषांन
भिक्षा	शिक्षा	शिक्षक	अक्षर	लक्ष
क्षत्रिय	त्रिकान	मात्रा	जत्रा	मंत्री

Primer 2 lessons

Special matras:

पाठ - १

अनुस्वार ँ

अंगूर अं

नदी नै

चांद चं

घंटी घं

3

पाकला अंगूर बार से।
नंदी धड़े अंगूर नु खेत से।
अंदर हयहे ता बाटला मे चांद देखायहे।
गाय ने घंटी बांदवा सी गाय बार देखायह।

अंगूर नंदी चांद घंटी

Special case of 'R':

पाठ - २

कच्ची कर्ची

मिर्ची मिर्ची

चक्र चर्च

ग्रह ग्रह

5

कच्ची म डर पकावय।
मिर्ची चर्ची रहा।
चक्र गोल गोल घुमय।
चंदा उपग्रह आय।

कच्ची मिर्ची चक्र ग्रह

Doubling:

पाठ - ४

व + व = व्व

प..+..प..=..प्प

गव्या गव्या

चप्पल चप्पल

ख + ख = खख

ब + ब = बब

बखखर बखखर

सखखल सखखल

गव्या	चप्पल
व्व	प्प
गव्या	चप्पल
बखखर	सखखल
खख	बब
बखखर	सखखल

9

संव्यम केव्या ठप्पा

छप्पर बखखल बखखा


खुट्या डब्बा छप्पन


गव्या को दुध को गौव खावन सी ताकव मिलय।
पुरानो राज म लकड़ी की चप्पल बनत रहा।
बखखर सी कचरा साफ करक् खेत म खार भरय।
सखखल छ हर किसान को घर म रखनो जरूरी हय।
झाड़ु को खुट्या पर आजा वैठी हय।
छप्पर म गव्या बांधी हय।
गेटी बहुत बखखल बनी हय।

अभी तक सिख्यो हुये अक्षर को उपयोग करक् नव शब्द तयार करो।


पाठ - २


क + क = क्क ख + ख = ख्ख

 हक्कर
क्क

 वख्खर
ख्ख

ग + ग = ग्ग च + च = च्च

 फुग्गा
ग्ग

 वच्च
च्च

हक्कर	वख्खर
क्क	ख्ख
हक्कर	वख्खर
फुग्गा	वच्च
ग्ग	च्च
फुग्गा	वच्च


5

मक्की रख्खी सग्गा

सच्चाय चक्की नख्खी

मग्गा लुच्चा

चाहा मे हक्कर कम नाखजो काहाके कम गळी चाहा पीवा से।
वख्खर बेर खेतर वख्खीन तीबार करो।
जातरा भाळवा जाव मा सोरा बाटु फुग्गा लावजे।
चडी नु वच्चु पलु आड़ी रलु।


 हमरो लग होक्का तीहवा असकर बापरीन नव सब्द लीछो।


6

Clusters:

पाठ - ८

क + त = क्त न + ध = न्ध

 तक्ता
क्त

 गलाबन्ध
न्ध

क + त	क्त
क + छ	क्छ
क + स	क्स
क + ल	कल

न + ग	नग
न + स	नस
न + द	नद
न + ज	नज
न + य	नय
न + क	नक
न + ह	नह
न + म	नम
न + ल	नल

17

सागवन को तक्ता रिकसा पर रख क घर म लाव्यो।
बिहाव को मान्दर म बहुत नाचय अऊर चक्करस करय।
हमेशा न्याय को चिन्ह पर चलनो चाहिये।
ऊन को गलाबन्ध ठंडी सी बचन लावो मदत करय।
चोरी को मुण्डा छ बिहाव म बहुत मान्यता हय।
आदमी न हमेशा कम चिंता करन छ होना।

वाक्य	मक्खन	रिकसा
_____	_____	_____


चक्करस	गलाबन्ध	मान्दर
_____	_____	_____


उन्ध	न्याय	चिन्ह
_____	_____	_____

18


पाठ - १२


प + प = प्प द + य = द्य

 प्याज
प्प


 खोदयो
द्य


ध + य = ध्य ज + य = ज्य

 बांध्यो
ध्य

 भैज्यो
ज्य

ह + य = ह्य व + य = व्य

 कह्यो
ह्य

 व्याकरण
व्य

25

ख + य = ख्य

रख्यो

रख्यो
ख्य

बिना प्याज की सब्जी म मजा नहीं आवय।
हमरो गांव म हर हप्ता म बजार भरय।
लोधी भाषा सिक्कन लावी व्याकरण सिक्कनो करी हय।
किसान न धान को बोरा घर म रख्यो।
बिहाव म आवन वालो बराती की अण्ठो सी व्यवस्था करन छ होना।
लखन न लड़का छ शाला म भैज्यो।
कुलता डेहरी पर बंध्यो रहनो सी घर म पोर नहीं आवय।
बचपन म टुंग-टुंग पर ध्यात रखन छ होना।

छुप्यो	विदया	ध्यान
_____	_____	_____

रह्यो	व्यवहार	देख्यो
_____	_____	_____

मांज्यो	लिख्यो	व्यवस्था
_____	_____	_____

26

Primer 2 review lesson:

लोधी वर्णमाला

स्वर

अ	आ	इ	ई	उ	ऊ
ए	ऐ	ओ	औ	अं	अः
ऋ					

व्यंजन

क	ख	ग	घ	
च	छ	ज	झ	
ट	ठ	ड	ढ	ण
त	थ	द	ध	न
प	फ	ब	भ	म
य	र	ल	व	श
ष	स	ह	क्ष	ज्ञ
ड़	ढ़			

27

स्वरो की मात्राएँ

अ	आ	इ	ई	उ	ऊ	ए
ँ	ा	ि	ी	ु	ू	ै
ऐ	ओ	औ	अं	अः	ऋ	
ँ	ो	ौ	ं	ः	ृ	

28

Story book:

धडा १

ससा नी गोष्ट



ससा

एकदिव एक ससा नेपालमा गिरी राहिला, फिर्ता फिर्ता त्वाले एक टिक्रममा मानसमेन वास देखावन. ससा मान खासमेन टम पुग्ना, मंग तो एक घडना झाडमा खाल अराम कराले गवा. ससा अराम करी राहिला इलाता, त्वानावर एक वडने पान पडने. ससा भलताच नमकाइ गवा; अनी जोरजोरमा कडाते लगना, "पवा पवा दण पडना."

हाई एकीमेन ससा नेपालमा प्राणी फडाले लगनात, पकाता पकाता कोलीतरी समाले ईचार, "माले दखाइ कोडे दण पडना." मंग ससा प्राणी त्वान सगे मगात, तडे नावावर त्वामाले अस काहीच देखावन नही, तडे फक वास मुये वडना पान खाल पडी राहिलात, हाई देखावन. हाई देखिमेन ससा प्राणी ससावर हासाले लगनात, तवव पानि ससा प्राणी समाले भिसा प्राणी मनु लगनात.

3

पाठ - १

कोलोने वार्तान



कोलो

एक ठुकिर तीन सोरो पाव पाक्ने गीची, एने तीन सोरो सेटीमा रन देखीन दोकरीन लेपेन केला गीची, जेची तीह गेराप लसकी रनी ते आध पाव दोकनेन केला प्राणी आयो, एने कुकडा मरीन रादीन रटो खसवाटी, एने तीन आहख खुसी माय रटो खाय लिन हुन गीची.

जेची तीन आहख केसीस उडनी ते केची, "आवा चाय सिच ली," आहख चाय सिच लिन बाहीर गीची ते देखी कच एकजन्मा कोला वाट्टी पोर एने खेता माय जोचा दिखी तोचा कोलास कोला एण, ती आसो देखीन आहख केची, "चाय केची मी गर जाह केची एक कोलो माहु बी आयची ह," ती सोरो केची, "होय आमा, तु एक काय मोकतास कोला लिनान्ची," ठुकिर जुल्म खुस एच गीची एने जामे कुकडा दुव कोला उखलीन बात रनी.

10

पाठ - १०

अंगुर वार्तान



अंगुर

एक गाव हे ता गावा माय गुरुवारन दिह बाजार कोरामे, तिहीस केरीन बाजारन दिह आवो, एने बिटु तान आवाख हिन्चो बावारा माय गीची, एने बावाराय फिर्ता फिर्ता लारी पोर बिटुह अंगुर देलामा, एने ता अंगुर दिखीन बिटु तान आवाख केचो, "आमा माहु ते अंगुर खाव लगामोह लिचदी रे," आदुख ताह केचो, "एरे बेटा एकतल भोकाह ओखला लेहु," एण बिटु लिचदी केरीन नित केने बाव गीचा एने केचो, "अंगुर लिचदी आमा, लिचदी आमा किन रडने बाव गीची."

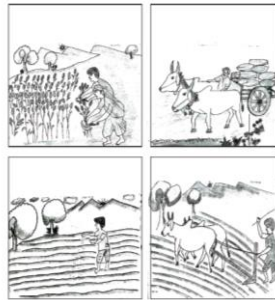
उकतो तान आदुख अंगुर ताह लिच दिने एने बिटु अंगुर खावलीन तुलन खुस एच गीची.

11

Sequence story:



30



30

० १ २ ३ ४ ५ ६ ७ ८ ९ १०
११ १२ १३ १४ १५ १६ १७ १८ १९ २०

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	९ + १ = १०
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + १ = ११
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + २ = १२
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ३ = १३
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ४ = १४
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ५ = १५
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ६ = १६
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ७ = १७
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ८ = १८
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + ९ = १९
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ●	१० + १० = २०

32

Mathematics lessons:

चार ४

पाच ५

सव ६

सात ७

आठ ८

नऊ ९ ..

खाल देवात एकसारक्या वस्तुसो संख्या लिखा :



घर माच मोवाडी

2



मटके जमनास झाडा

पुढे तुमसे कोणतल प्रकारला पिर दखाई दाखितात ?

तुमला उदाहरणया तुमसे घन्येक प्रकारला कितला पिर दिसतात ?

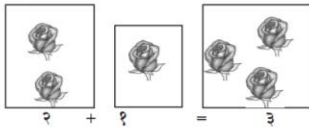


3

2.3 ७-९ संख्यासोती बेरीज

"+" हाई चिन्ह बेरीज दाखोवकारत वापरतात

उदाहरण :



बराबा उदाहरणयाचक बेरीज करा :



पिर दाखोवकारत विकल्पा जालावयर सोपय संख्या लिखा :



17

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