

Teacher's Guide for Standard 2 Primer

Left page:

The first 16 lessons in this book will be a review for the Standard 2 children. Your class should spend one day on each lesson. Beginning with lesson 17, the work becomes harder. The teacher needs to evaluate the progress of the class informally, by asking comprehension questions, having a few children read orally each day, and by giving simple written exercises. In this way, the teacher will know whether/when a review is needed before the class moves on to learn a new letter.

The left hand pages are not designed for *real* reading. They only teach naturalness, and recognition of whole words within a larger text, just like Big Books did, in Standard 1. They are very important, because they help the children learn that reading represents speech. It prepares them so that, *when* they read, they won't read syllable by syllable, in a choppy manner. Do not spend more than 8 minutes on this page per day. Children should complete the sentences using the words in the boxes.

The teacher should discuss the illustrations with the class. It is good to invite the children to guess what

the story will be about, then let the teacher “read” the story to find out whether they were right. The teacher must read the story with fluency and naturalness. This means the teacher does **not** read very slowly. The teacher then can read the story a second time, and afterward, ask the children to do the exercise at the bottom of the page. Children will fill in the blanks with the best word from the box.

This page always gives a valuable opportunity for the teacher to point out capital letters, exclamation marks, question marks and quotation marks! Choose just one of these each day, and spend a few minutes discussing the reasons for a particular punctuation mark being used in the story.

Right page:

1. The teacher should say, “Look at the picture.”
Discuss the word and the picture. Write the sightword on the chalkboard.
2. Write the word in box 1 on the chalkboard. Say, “This is **mpempe**.” Write **mpe** directly below, as indicated in the primer.
3. “This is the part of **mpempe** which says **mpe**. What does it say?”...
4. Box 2: Move from the vowel at the top of each box to the syllable below. Invite the children to read with you, as you point. Do not tell them what

each syllable says! Give them a chance to figure out the syllable for themselves! That way, when they are outside of class, they will gain the skills and confidence to figure out new words all the time...and you will quickly know when they need help, and when they have really learned!

5. Box 3: The purpose of this box is to help the children compare the new syllable with one they have previously learned. Only help them with the first syllable, if they have trouble.
6. Box 4: This drill has real words in it, with meaning, unlike the syllables in the boxes. It helps the children prepare for reading the story, and to read whole words with fluency and accuracy.
7. Box 5 helps children read grammatical elements. Some of them look quite similar from others, yet if the children don't read them correctly, the meaning of the sentence will not be the same!
8. Story: The story should always be read *silently*, for the first time.
 - Ask the children something about or related to the story before asking them to read silently. They will then have a purpose for reading. This will help them to expect meaning from everything they read. The children no longer need the sentences to be written on a separate line. They will be used to reading from

sentence to sentence without stopping for long, having done this in the last term of Standard 1.

- After the silent reading, ask them the question again. When they answer you, ask them to point to the place where they found the answer to your question, and ask them to read it aloud.
- Ask two or three questions before moving on to the writing activity.

Review activities

At the back of the book, you will find “crossword puzzles”. Every Friday, the teacher may copy one of these puzzles onto the chalkboard. The children will enjoy putting syllables together to make words.

1. When a child points to syllables in the puzzle which can be put together to form words, the teacher can then write them on the chalkboard.
2. Ask a volunteer to use the word in a sentence.
3. Ask the children to copy the words into their exercise books.

Mantû ma Mwarimû:

Pĩnji ya ûmotho:

Ithoomo bia mbere 16 bia ibuku rĩrĩ bĩkeegua birĩ gũcookera bũra bathoomire kĩraci kĩa mbere. Kĩraci gĩaku gĩtũmĩre ntugũ ĩmwe kĩrĩ wa kĩa kĩthoomo. Kwanjĩria kĩthoomo gĩa 17, wĩra ĩkaathi ĩkĩũmaũmaga. Mwarimũ akeendekana araitha kũthi na mbere kwa aana na njĩra ya kũbaũria biũria, aana kũthooma na inya kĩraciini na kũbanenkera ngũgĩ ya kwandĩka macookio ma biũria. gũkũrũkĩra njĩra ino mwarimũ akamenya naara abati acookera mbere ya kũthi na mbere na kĩthoomo kĩngĩ.

Mantũ marĩ karataatiini(pĩnji) ka rũteere rwa ûmotho, ti ma kũthooma kungwa. Mārĩthoomithia bũra mwana aũmba kũmenya mariĩtwa mana kuuma kĩrĩ mariĩtwa maingĩ marĩ amwe, bũmwe na mabũku manene mara baathoomire kĩraci kĩa mbere. Mantũ mamu marĩ na gĩtũmi mũno n'ũntũ marĩrutana aana kũmenya atĩ kwandĩka kũrũngamagĩra kwaria. Kwoogu rĩra bakanjĩria kũthooma bakathomaga ta bakwaria. Ũtigatũmĩre nkũrũi ya ndarĩka inyanya mariĩtwaani mama wa mũthenya. Aana baũyũrĩrie centenci na mariĩtwa mamu marĩ tũthandũkũũni.

Mwarĩmũ arĩrie mbica amwe na aana. Bwabua mũno ũkeegua mwarimũ nwa aũrie aana

bathûgaanie kîra rûgono rûkaarîria kuumania na mbica, rîru abeetîgîrie kûthooma rûgono bamenye kana bûra bakûthagaaganagia ibu rûkuuga. Mwarimû athoome rugono maita maîrî rîru aana nabo barûthe ngûgî îra yeeyanîitwe agû rungu. Aana bathuure riîtwa rîra rûumba kûûyûrîria centenci kuuma kathandûkûûni.

Pîinji îno nîeyaga mwarimû kaanya ga kwarîria ntemwa inene, rwaano rwa biûria, rwaano rwa kûrigara, na cingî inyingî. Thuura kîmwe kîa bibi wa kîra ntugû, ûtûmîre ndarîka inkai kwereeca aana bûra rwaano rûna rûtûmîrîitwe rûgonooni.

Pîinji ya ûrîo:

1. Mwarimû auge, “Cûûbaani mbica.” aranîria na aana îgûrû rîa riîtwa na mbica. Andîka riîtwa rîra rîcookangîrîitwe kîbaaûûni.
2. Andîka riîtwa rîra rîrî kathandûkûûni ka mbere kîbaaûûni. Uga, “Îno i **mpempe**.” Andîka **mpe** agû rungu, ta bûra kwonanîirîitue îbukuuni.
3. Uga, “Gaka i gacuuncî ka riîtwa **mpempe** kara kaugaga **mpe**. N’ata kaugaga?”
4. Kathandûkûûni ga twiîri, thooma mbugithania îra îrî îgûrû na mûgambo ûra ûrî rungu rwayo. Ûria aana bathoomanîrie amwe naawe wa bûra ûkwooroota. Bae kaanya ga kûthooma bongwa kaingo bathi mbere kwenda gûcûûgia kûthooma

mariĩtwa maageni na ũmenyage rĩra bakwenda gũteetheerua.

5. Kathandũkũ ga tũthatũ i ga gũteetheeria aana kũbuanaania mĩgambo ĩra bakũthooma na ĩra barĩĩkĩĩtie kũthooma. Bateetheerie kũthooma mũgambo wa mbere rĩru bathi mbere bongwa.
6. Kathandũku ga tũna i mariĩtwa mongwa ti mĩgambo ta ya tũthandũkũ twa mbere tũthatũ. ga kũthuuraniĩra aana kaingo bathooma rũgono, bakĩthoomaga mariĩtwa bwega.
7. Kathandũkũ ga tũtaano i ga gũteetheeria aana kũthooma mariĩtwa kũringana na kĩa marũngamĩĩĩite. Makarega kũthoomwa bwega nwa marũngamĩĩire gĩntũ mwanya.
8. Rũgono rũĩenda kwamba kũthoomwa na nkoro.
 - Amba kũbaũria biũria biĩgiĩ rũgono mbere batirarũthooma na nkoro. Biũria bibu bikabaateethia kwenda kũmenya n'ata rũgono rũkuuga wa bũra bakũthooma. Aana baba batikaandĩkĩrwe centenci kĩbaaũũni n'ũntũ ibaamenyire kũthingatania centenci wa barĩ kĩraci kĩa mbere.
 - Baarĩkia kũthooma na nkoro, ũbaũrie biũria kaĩri kũringana na bũra bathooma. Bacookia kĩũria, ũkabeera boonanĩĩrie bantũ a rũgono ara ĩcookio rĩru rĩrĩ, rĩru bathoome ĩcookio na inya.
 - Ũbaũrie biũria ta biĩrĩ ũgu kana biĩthatũ mbere ya kũthi kũrĩ ngũgĩ ya kwandĩka.

Macookero:

Mûthiaani wa îbuku rîrî, kûrî na mîraba ya kûûyûrîîrua n'aana. Wa kîra ncumaa, mwarimû nwa akoobeerie mûraba ûmwe kîbaaûûni aana bakaûyûrîîria.

1. Mwana ooroota mîgambo yûmba kwongaanîîrua îgatuîka rîîtwa, mwarimû akarîandîka kîbaaûûni.
2. Ûria mwana atûmîre rîîtwa rîrû ndeeni ya centenci.
3. Ûria aana bakoobeerie mariîtwa mamu mabukuuni mao.