

# Beyond ABC

Digraph and Consonant Blend Lessons

Created and Illustrated by  
Julie Thompson

SOMALI ADULT LITERACY TRAINING



**Arrive  
Ministries**

Serving Refugee & Immigrant Neighbors Together

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## **Note to Teachers and Tutors.**

My desire in writing this book is to see Somali adults acquire and use English in a way that will help them flourish in their new home land of America. They will truly flourish when they come to know the Giver of Life. It is with this in mind that I have integrated scripture in both English and Somali into the lessons.

All English scripture portions are taken from the NIrV or the NIV.

Most books for teaching English to non-native speakers are written with the assumption that learners come from a literate background in their primary language. Even those books written for "pre-literate students" often focus on sight word recognition rather than increasing a student's confidence in their ability to sound out new words.

Beyond ABC is designed for students coming from a pre-literate background, who have already learned letter names and single letter sound correspondence for consonants and short vowels. They are ready to begin putting the letters they know together in sound clusters and practicing sounding out words they see. The book will also prove useful for more advanced students who may have a larger sight-word vocabulary, or greater fluency in speaking and listening, but who would benefit from word decoding skills to give them greater confidence in their reading ability.

Lessons are designed so that they may be used in either classroom groups or with one-on-one tutoring. Lessons include a variety of activities. Teachers and tutors are encouraged to use the combination of activities that are most helpful for each individual student. Some students may need to repeat and review the vocabulary in a variety of ways before proceeding to the writing lesson; others may quickly learn vocabulary but need guidance with letter formation and handwriting. Scripture containing the target sound cluster is included to encourage spiritual conversations.

I invite any questions, or suggestions, improvements, and corrections at [jthompson@arriveministries.org](mailto:jthompson@arriveministries.org).

God bless you and your students,

Julie Thompson

SALT (Somali Adult Literacy Training) Site Coordinator

SALT is program of Arrive Ministries, [www.arriveministries.org](http://www.arriveministries.org)

## Teaching Suggestions

### Introducing a new sound

Write the blend or digraph combination on the board. Say the corresponding sound for each letter and have students repeat after you. Say the corresponding sound for the blend or digraph. Have students practice the two letters independently and in combination. B, [b], L, [l], BL, [bl].

### Vocabulary and Word Decoding

Introduce one picture at a time. Ask the students try and guess the first word. If students do not know, say the word and have students repeat after you. Add a second word. When students can identify both words add a third. Keep adding words one at a time while reviewing the previous words. Practice saying the words and pointing until students are able to identify the pictures by pointing when you say the word and by saying the word when you point to a picture.

Introduce the written words, one at a time. Say the whole word, break it into chunks (i.e. "stop, st-o-p") while isolating each chunk. Cover the other parts of the word with your hand. Have students write the target sound in the blanks. Practice breaking the word apart and putting it back together.

Use the chart to practice saying each sound, putting sounds together to form syllables, and then saying the whole word

### Matching

Have students point to each word and say the word. Next have students point to each picture and identify the picture. Students should then underline the target letter cluster in each word. Finally students should write the word under the correct picture.

### Handwriting

Students should read and say each word before copying. Students should trace each word and then copy it three or more times. Focus on correct use of upper and lower case letters and spacing on the page (below the dotted line, above the dotted line, filling the whole space, etc.). Have students underline the target blend or digraph and circle their best writing.

## **Scripture**

Read the English scripture passage to the student. Ask the student to listen for the target sound. Have student scan the verse and point to the letters forming target sound. Ask the student to point to high frequency word in the passage. ( is, the, have, etc.) Work with the student to sound out and read the Somali scripture, if the student is a Somali speaker. Ask the student to explain the passage to you. Use gestures, pantomime, drawings, to help student gain understanding of the passage. Take time to discuss the passage at your student's level of English comprehension. Have student copy the passage in English and also Somali if the student is a Somali speaker. Practice reading the passage with the student. Have student read one word at a time, pointing to each word. Break multiple syllable words into syllables. Break the passage into short phrases, and have the student read each phrase. Read the whole passage, repeating the steps as needed until student is able to read it fluently.

This is a great opportunity for tutors to become students as you attempt sounding out Somali words. Somali is very regular in pronunciation. With consonants being similar to English and vowels like those of Spanish. Exceptions to note are the letters C and X which have sounds we don't use in English. The Somali C is a glottal stop, closing the back of the throat. The X is like h, but with extra push from deep in the diaphragm. The challenge you may have with these sounds is similar to that faced by your students as they say th or distinguish between p and b. Have fun learning together.

## **Review**

At the beginning of each teaching session, take time to review previous lessons. Repeat the decoding (Point and Say) activities. Use note cards to have students create their own flashcards. Mix the word cards from previous lessons and have students sort them in to groups by target letter clusters. Have students arrange cards alphabetically.

## Scripture References

- ch It is much better to get wisdom than gold. It is much better to choose understanding than silver. Proverbs 16:16 (NiRV)  
In xigmadla helaa intee bay ka sii wanaagsan tahay in dahab la helo! Maahmaahyadii 16:16 *Do you agree that wisdom is better than gold? Why?*
- sh The LORD is my shepherd. He gives me everything I need. Psalm 23:1 (NIrV)  
Rabbigu waa adhijirka i jira; waxba u baahan maayo. Sabuuradii 23:1 *What has God given you that you are thankful for?*
- th Wealth isn't worth anything when God judges you. But doing what is right saves you from death. Proverbs 11:4 (NIrV)  
Maalinta cadhada maal faa'iido ma leh, Laakiiinse xaqnimada ayaa dhimasho kaa samatabbixisa. Maahmaahyadi 11:4 *How does doing right save you from death?*
- ph The LORD is with me; he is my helper. I will look in triumph on my enemies. Psalm 118:7 NIV  
Rabbigu waa ila jiraa, oo wuxuu ku dhex jiraa kuwa i caawinaya, haddaba waxaan kuwa i neceb ku arki doonaa waxaan doonayo. Sabuuradii 118:7 *How does God help you? Who are your enemies?*
- wh The LORD always does what is right. So he loves it when people do what is fair. Psalm 11:7 (NIrV)  
Waayo, Rabbigu waa xaq, oo isagu xaqnimaduu jecel yahay Sabuuradii 11:7 *How do you know what is right or fair?*
- ng A gentle answer turns anger away. But mean words stir up anger. Proverbs 15:1 (NIrV)  
Jawaabta qaboobu cadhada way qaboojisaa, Laakiiinse hadalkii quallafsanu xanaaq buu kiciyaa. Maahmaah 15:1 *Why are our words so powerful?*
- nk If your enemy is hungry, give him food to eat; if he is thirsty, give him water to drink . Proverbs 25:21  
Cadowgaagu hadduu gaajaysan yahay, wax uu cuno sii, Hadduu harraadsan yahayna waraabi, Maahmaahyadii 25:21 *What happens when we bless our enemies?*
- sk Great is your love. It is higher than the heavens. Your truth reaches to the skies. Psalm 108:4 (NIrV)

Waayo, naxariistaadu way ku weyn tahay samooyinka korkooda, Oo runtaaduna waxay gaadhaa ilaa daruuraha. Sabuuradii 108:4 *Is there a time when you first recognized how great God's love is?*

- bl Blessed are they whose ways are blameless, who walk according to the law of the LORD. Psalm 119:1 (NIV)  
Waxaa barakaysan kuwa jidka ku qumman, oo sharciga Rabbiga ku socda.  
Sabuuradii 119:1 *What should we do if our ways are not blameless?*
- cl The heavens declare the glory of God; the skies proclaim the work of his hands. Psalm 19:1 (NIV)  
Samooyinku waxay caddeeyaan ammaanta Ilaah, Cirkuna wuxuu muujiyaa sancadii gacantiisa. Sabuuradii 19:1 *What part of God's creation do you enjoy most?*
- fl God's way is perfect. The word of the LORD doesn't have any flaws. Psalm 18:30a (NIrV)  
Ilaah jidkiisu waa qumman yahay, Rabbiga eraygiisuna waa mid la tijaabiyey,  
Sabuuradii 18:30a *Have you ever heard God's flawless words in the Torah and Injil?*
- gl Who is he, this King of glory? The LORD who rules over all. He is the King of glory. Psalm 24:10 (NIrV)  
Bal waa ayo Boqorkan ammaantu? Waa Rabbiga ciidammada, Isaga weeye Boqorka ammaantu. Sabuuradii 24:10 *Tell me what you know about this king and his kingdom.*
- pl The LORD hates the thoughts of sinful people. But the thoughts of pure people are pleasing to him. Proverbs 15:26 (NIrV)  
Rabbigu fikirrada sharka ah aad buu u karhaa, Laakiinse kuwa daahirkaa hadal wanaagsan bay ku hadlaan. Maahmaahyadii 15:26 *How do we keep our thoughts pure? What do we need to do when our thoughts are sinful?*
- sl The LORD is tender and kind. He is gracious. He is slow to get angry. He is full of love. Psalm 103:8 (NIrV)  
Rabbigu waa raxmad badan yahay, waana nimco miidhan, Cadho wuu u gaabiyaa, waana naxariis badan yahay. Sabuuradii 103 *How have you experienced God's love?*
- sm But the gate is small and the road is narrow that lead to life. Only a few people find it. Matthew 7:14 (NIrV)  
Waayo, iriddu waa cidhiidhsan tahay, jidkuna waa yar yahay kan xagga nolosha u

kaca, kuwa helaana waa yar yihiin. Matayos 7:14 *Are you sure you are walking the road to life?*

sp Don't speak to a foolish person. He will laugh at your wise words.  
Proverbs 23:9 (NIrV)  
Nacas waxba ha kula hadlin, Waayo, isagu xigmadda hadalkaaga wuu quudhsan doonaa. Maahmaahyadi 23:9 *What wise words would you like to share with others?*

br The greedy bring trouble to their families, but he who hates bribes will live.  
Proverbs 15:27  
Kan faa'iido u hunguri weynu reerkiisuu dhibaa, laakiinse kii hadiyadaha necebu wuu noolaan doonaa. Maahmaahyadi 15:27 *How does greed trouble?*

cr Whoever shuts their ears to the cry of the poor will also cry out and not be answered. Proverbs 21:13  
Kii dhegihiisa u fureeyaa si aanu qaylada miskiinka u maqlin, isaga qudhiisuna wuu qaylin doonaa, laakiinse lama maqli doono. Maahmaahyadii 21:13 *How do open our ears?*

dr Hearing good news from a land far away is like drinking cold water when you are tired. Proverbs 25:25 (NIrV)  
Warkii wanaagsan oo dal fog ka yimaadaa Waa sida biyo qabow ay naf harraadsan u yihiin oo kale. Maahmaahyadii 25:25

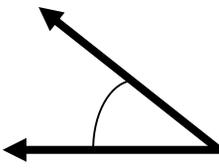
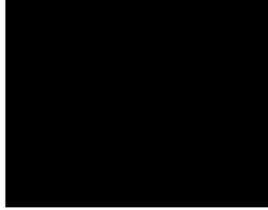
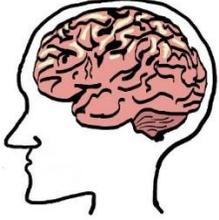
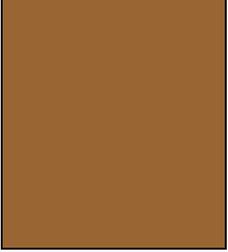
fr A generous man will prosper; he who refreshes others will himself be refreshed.  
Proverbs 11:25  
Qofkii deeqsi ah baa la barwaaqaysiin doonaa, oo kii wax waraabinyana, isna waa la waraabin doonaa. Maahmaahyadii 11:25 *How can we refresh others?*

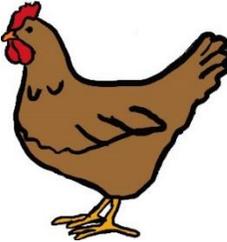
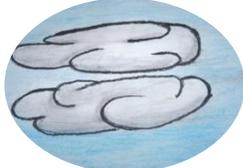
gr Gray hair is a glorious crown. You get it by living the right way.  
Proverbs 16:31 (NIrV)  
Madaxa cirro lahu waa taaj sharfeed haddii laga helo jidka xaqnimada.  
Maahmaahyadii 16:31 *What is the most important thing you have learned from an older person?*

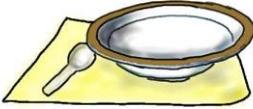
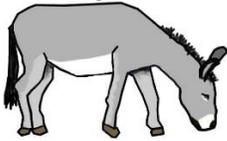
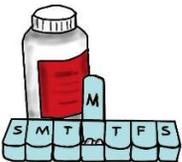
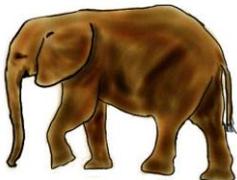
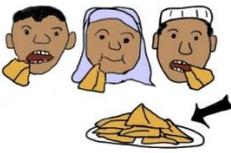
pr It is better to warn a man than to pretend to praise him. In the end he will be more pleased with you. Proverbs 28:23 NIrV  
Kii nin canaantaa wuxuu marka dambe heli doonaa Raallinimo ka badan kan carrabka ku faaniya. Maahmaahyadii 28:23 *What warning do I need to hear from you?*

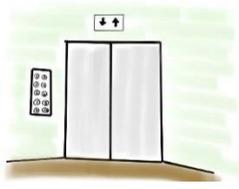
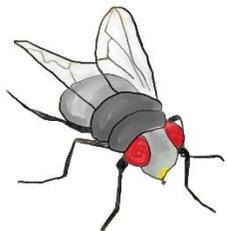
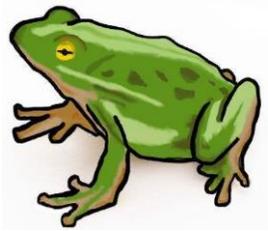
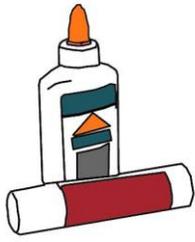
- tr           Some trust in chariots. Some trust in horses. But we trust in the LORD our God.  
Psalm 20:7 (NIrV)  
Qaar waxay isku halleeyaan gaadhifardoodyo, qaarna waxay isku halleeyaan fardo,  
Laakiinse innagu waxaynu xusuusanaynaa magaca Rabbiga Ilaaheenna ah.  
*Sabuurradii 20:7 In America what do people trust in rather than God? What about  
in your home country?*
- st           Fire tests silver. Heat tests gold. But the LORD tests our hearts.  
Proverbs 17:3 (NIrV)  
Weelka lacagta lagu safeeyo lacagtaa iska leh, oo foornadana dahabkaa iska leh,  
Laakiinse Rabbigu qalbiyaduu imtixaamaa. Maahmaahyadi 17:3 *When has your heart  
been tested by God?*
- sw           Pleasant words are like honey. They are sweet to the spirit and bring healing to the  
body. Proverbs 16:24 (NIrV)  
Hadalkii wacanu waa sida awlallo shinniyeed oo kale, Nafta wuu u macaan yahay, oo  
lafahana waa u caafimaad. Maahmaahyadi 16:24 *What sweet words bring you  
healing?*
- tw           Don't speak with twisted words. Keep evil talk away from your lips.  
Proverbs 4:24 (NIrV)  
Af qalloocan iska saar, Oo bushimo maroorsanna iska fogee. Maahmaahyadi 4:24  
*Why do people use twisted words?*

## Glossary

<p>afraid</p> 	<p>alphabet</p> <p>A B C</p>	<p>angle</p> 	<p>ankle</p> 
<p>ask</p> 	<p>bank</p> 	<p>basket</p> 	<p>black</p> 
<p>blood</p> 	<p>blue</p> 	<p>brain</p> 	<p>bread</p> 
<p>bridge</p> 	<p>Brother</p> 	<p>brown</p> 	<p>brush</p> 

<p>chicken</p> 	<p>chair</p> 	<p>child</p> 	<p>check</p> 
<p>church</p> 	<p>clap</p> 	<p>clean</p> 	<p>climb</p> 
<p>clock</p> 	<p>clothes</p> 	<p>cloud</p> 	<p>creek</p> 
<p>crow</p> 	<p>crown</p> 	<p>crush</p> 	<p>cry</p> 

<p>desk</p> 	<p>dish</p> 	<p>donkey</p> 	<p>draw</p> 
<p>dress</p> 	<p>drink</p> 	<p>drip</p> 	<p>drive</p> 
<p>drugs</p> 	<p>elephant</p> 	<p>extra</p> 	<p>fast</p> 
<p>father</p> 	<p>Fish</p> 	<p>Flag</p> 	<p>Flame</p> 

<p>flood</p> 	<p>floor</p> 	<p>flower</p> 	<p>fly</p> 																					
<p>France</p> 	<p>Friday</p> <table border="1" data-bbox="503 672 852 850"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>Fri</th> <th>Sa</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> </tbody> </table>	S	M	T	W	Th	Fri	Sa			1	2	3	4	5	6	7	8	9	10	11	12	<p>friend</p> 	<p>frog</p> 
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grave



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green



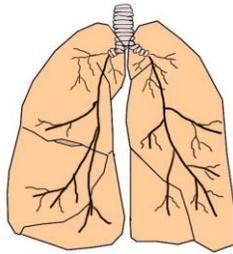
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lung



month

**January**

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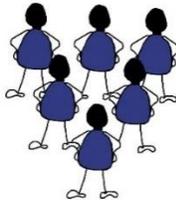
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people



pharaoh



phone



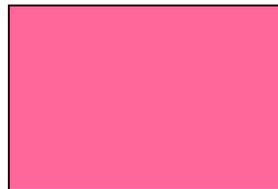
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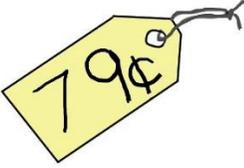
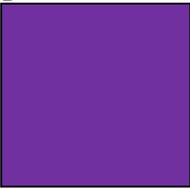


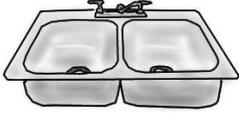
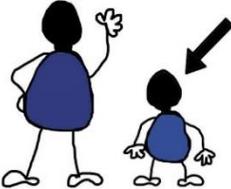
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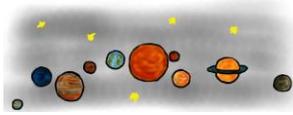


plant

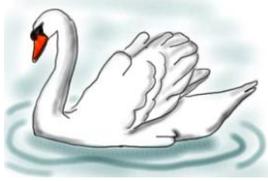


<p>plate</p> 	<p>play</p> 	<p>plow</p> 	<p>practice</p> 
<p>pray</p> 	<p>price</p> 	<p>prince</p> 	<p>prison</p> 
<p>produce</p> 	<p>purple</p> 	<p>push</p> 	<p>scrub</p> 

<p>sheep</p> 	<p>shirt</p> 	<p>shoe</p> 	<p>sink</p> 
<p>skin</p> 	<p>skip</p> 	<p>sky</p> 	<p>slave</p> 
<p>sleep</p> 	<p>sleeve</p> 	<p>slice</p> 	<p>slip</p> 
<p>slow</p> 	<p>smack</p> 	<p>small</p> 	<p>smart</p> 

<p>smell</p> 	<p>smile</p> 	<p>smoke</p> 	<p>song</p> 
<p>Spain</p> 	<p>Space</p> 	<p>speak</p> 	<p>spear</p> 
<p>speed</p> 	<p>spoon</p> 	<p>state</p> 	<p>stone</p> 
<p>stool</p> 	<p>store</p> 	<p>strong</p> 	<p>swallow</p> 

swan



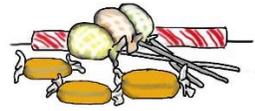
swat



sweater



Sweets



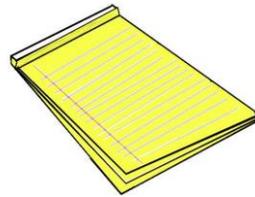
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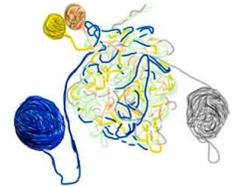
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Tablet



tangle



teacher



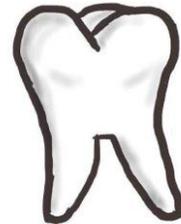
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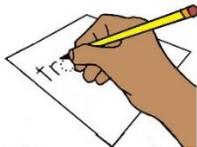
tongue



tooth



trace



train

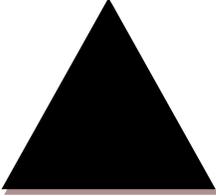
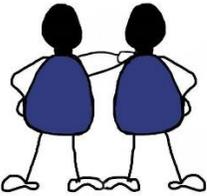
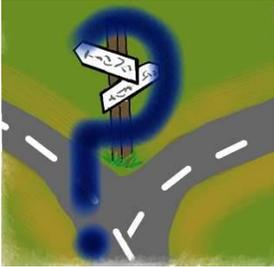


trash



tree



<p>triangle</p> 	<p>tweet</p> 	<p>Twelve</p> <p>12</p>	<p>Twenty</p> <p>20</p>
<p>twin</p> 	<p>twist</p> 	<p>what</p> 	<p>wheat</p> 
<p>vegetables</p> 	<p>wheel</p> 	<p>when</p> 	<p>where</p> 
<p>white</p> 	<p>wrong</p> 		