

Eei pwuk eew me neein ekkewe fitu pwuk mi mak nón fóósun Chuuk me pwan fóósun merika. Ekkeei pwuk raa féér seni aach ewe **Chuuk Language & Content (L&C) Learning** project. Ekkeei pwuk raa féér fáánásengesin ekkewe chóón sukuun seni K5 tori ekkewe mwíchen 8 (wannú), iwe raa pwan nómw fáán 1 me neein ekkewe 4 itenap:

- A túttúnáp/pwórausen nóómw,
- B neenii/ekkesiwinin nónnómwun fénúwach,
- C irá me maan, me
- D pwan sókkun nónnómwun aramas.

Ekkeei pwuk re anapannó áán semiriit repwe sinei fóósun fénúwach Chuuk me fóósun merika nón ekkewe sókkun kinikinin káée mi auchea ngeni chóón sukuun, sóópw, me fénúwach Chuuk.

This book is part of a collection of Chuukese and English bilingual books, developed under **Chuuk's Language & Content (L&C) Learning** project. The bilingual book collection is designed for K5 to grade 8 students, and encompasses materials in the following 4 themes:

- A traditional stories,
- B environment,
- C plants and animals, and
- D daily island life.

The books build students' Chuukese and English literacies through topics important to students, their communities, and Chuuk.

Grade level and theme for this book:

	K5	1	2	3	4	5	6	7	8
A									
B									
C									
D									



Chuuk State  
Department of Education



Pacific Resources for  
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Island Research &  
Education Initiative



Pacific Islands  
Climate Education  
Partnership



# Iráán wón Fénúweei

## Plants on My Island

Iráán wón Fénúweei

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## USP Library Cataloguing-in-Publication Data

Chiwi, Rickalyn.

Iráán wón fénúwei = Plants on my island / Rickalyn Chiwi.

– Palikir, Pohnpei : Island Research & Education Initiative, 2015.

40 p. : col. ill. ; 14 x 14 cm.

Chuukese early readers

In Chuukese and English

ISBN 978-982-9170-06-4

1. Plants--Juvenile literature.

2. Picture books for children--Micronesia (Federated States)--Chuuk.

3. Chuukese language--Readers.

I. Island Research & Education Initiative. II. Title.

PL6318.Z4C45 2015

499.5--dc23

# Iráán wón Fénúweei

Plants on  
My Island

# Ráán ánnim! Itei Tunojuk.

Hi!

My name  
is Tunojuk.



# Ngaang seni ewe fénú Chuuk.

I'm from Chuuk.





# Ammen sókkópaat iráán fénúweei eei.

There are  
different  
plants  
on my  
island.



Etto úpwe  
eppii ngonuk.

Let me  
show you.



Ieei efóch  
pwanang.

This is  
ylang-ylang.



# Mii óneón pééniráán.



It has  
yellow  
flowers.

Pééniráán eei  
ammen pwokkus.

The flowers  
smell very  
nice.





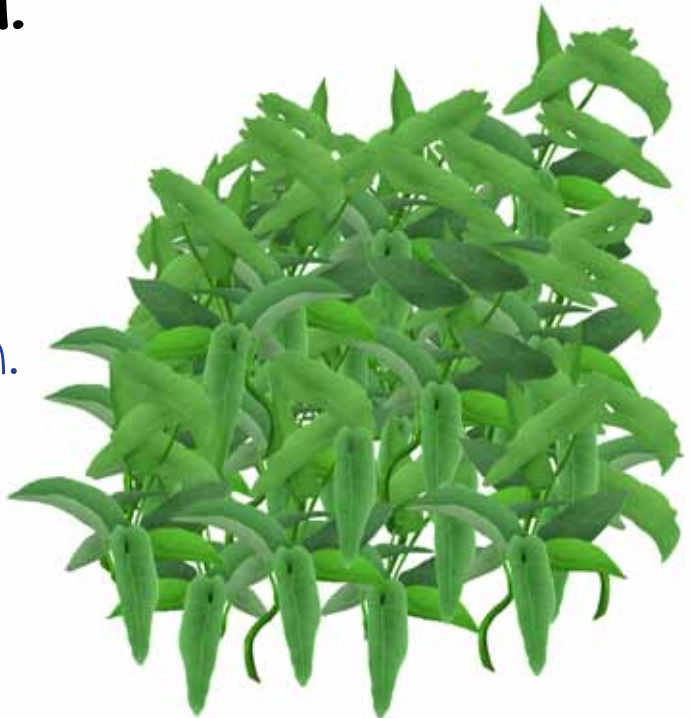
Sikan néúnéú eei  
péénirá ne féér  
mwáremwár.



We use the  
flowers  
to make  
mwáremwár.

# Ieei efóch serri.

This is  
water  
spinach.



Mii tam chéén  
pwan mwoch  
waaran.



It  
has  
long leaves  
and short roots.

Sikan angei eei  
serri pwe  
nofitin  
anach.

We mix water  
spinach with  
our food.







# Ieei efóch nióór.

This is  
premna.



Mii kukkumos  
chéén pwan ken  
neesópwún.



It has  
oval leaves  
with  
pointed tips.

Sikan aa  
uwapwanan  
atun aach  
samwaa.

We use the  
young leaves  
when we are sick.





# Ieei efóch núú.

This is  
a coconut  
tree.





Mii kichchúúchú  
me tam  
chéén.


It has  
long and  
skinny  
leaves.




Unusen kinikinin  
eei núú kiich  
mii aa.

We use every  
part of the  
coconut  
tree.





Sikan aa chéén  
ne féér piruumw,  
ósun imwach,  
pwan akkaw.



We use the leaves  
to make brooms,  
thatch, and hats.

Sikan aa  
pwopun reen  
üren imwach.

We use  
the trunk  
for pillars.



Saapwan únúmi  
ika eni uwaan.

We also  
drink and  
eat the  
fruit.



# Ieei efóch kúchún.

This is  
turmeric.





# Mii óneón waaran.



It has  
yellow-orange  
roots.

Sikan nofitii  
waaran ngeni  
nopwpwuk aach  
sipwe epiti inisich.

We mix the roots  
with coconut oil to  
rub on our body.





# Ieei efóch faach.

This is  
pandanus.



Mii tam pwan  
fénúfén  
chéén.

It has long  
and prickly  
leaves.



# Sikan aa chéen ne féér kieki.

We use  
the leaves  
to make  
mats.







# Ikkeei ekkeei iráán wóón fénúweei eei.

These are the  
plants on  
my island.



The background of the slide is a vibrant tropical scene. On the left, a dark grey, textured vertical band represents a tree trunk. To its right, lush greenery fills the lower half of the frame, including a large, dense green bush in the foreground and various tropical plants like palm trees and a pinkish-red flower in the mid-ground. The upper half of the slide is a plain, light cream color where the text is located.

Mii fókkun  
ning me wor  
éúchchean.

They are  
beautiful  
and  
important.

1. Menni neeiin ekkeei irá een  
mii toongeni kúna me wóón  
fénúwomw?

Which plants can you find on  
your island?

2. Nge meet sipwe toongeni  
fééri reen aach sipwe pwan  
túmwúnúúw ekkeei irá?

What can we do to take care of  
these plants?

3. Ifa ussun áán óómw ewe  
faamini aa ekkeei irá?

How does your family use  
the plants?

4. Wóón fénúwomw we, een  
men pwan úrá “óneón  
waaran” reen kúchún?

On your island, do you use the  
Chuukese phrase “óneón waaran”  
to describe the color of turmeric?

# CHUUK LANGUAGE AND CONTENT LEARNING

## Iráán wón Fénúweei

### Plants on My Island

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Publisher: Island Research & Education Initiative (IREi)  
PO Box PS 303, Palikir, Pohnpei, FM 96941

The choice of Chuukese vocabulary in this book depends on authors' own dialect and preference. The Chuukese spelling in this book conforms to the decisions of the Chuukese Orthography Commission with one major exception. As per Chuuk State DOE practice and wish, word-initial geminate consonants are not indicated in spelling and are represented by single instead of double letters.



*Chuuk State  
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*Pacific Resources for  
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## About the Publisher

Island Research & Education Initiative (iREi) is a non-profit organization dedicated to upholding the unique environmental and cultural legacies of islands and island peoples. We are based in the FSM, but our activities span the entire Micronesian region. Our members are volunteers committed to the long term well-being of Micronesian islands. We collaborate closely with like-minded organizations, local communities, and governments. One of our core activities is to assist educational authorities in creating and publishing of locally-relevant school resources, particularly in the indigenous languages of Micronesia. That grants the children of our islands place-based tools they can relate to and positively reinforces their adventures in the world of learning. iREi can be contacted at [irei@islandresearch.org](mailto:irei@islandresearch.org)



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Pacific Resources for Education and Learning

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