

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 fáánásengesis 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/ekkesiwiniw 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 kinikiniw káéé 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



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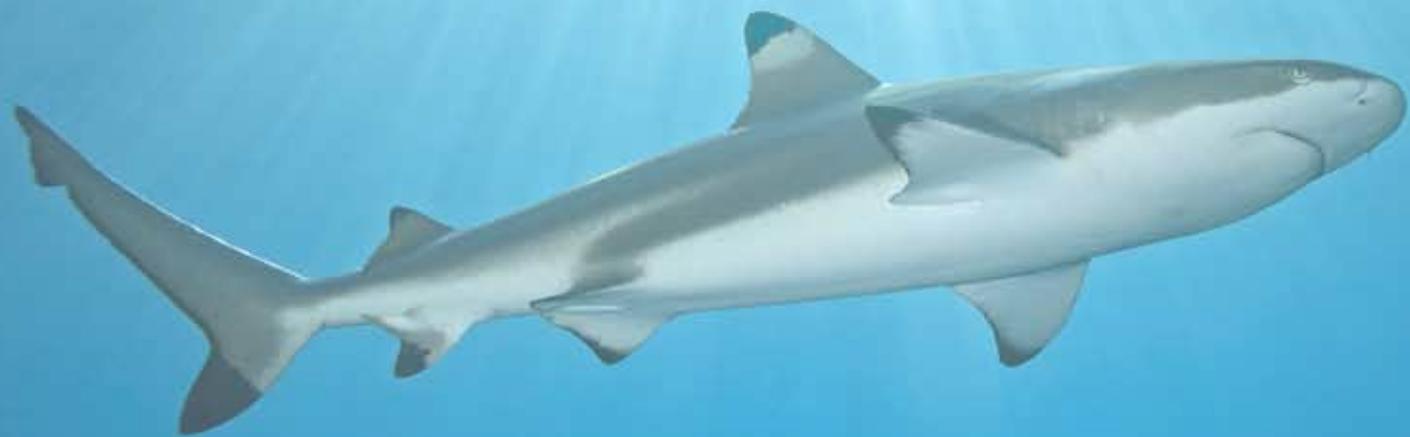
Sépénúwan

iREI

Sépénúwan

Sépénúwan





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Sépénúwan

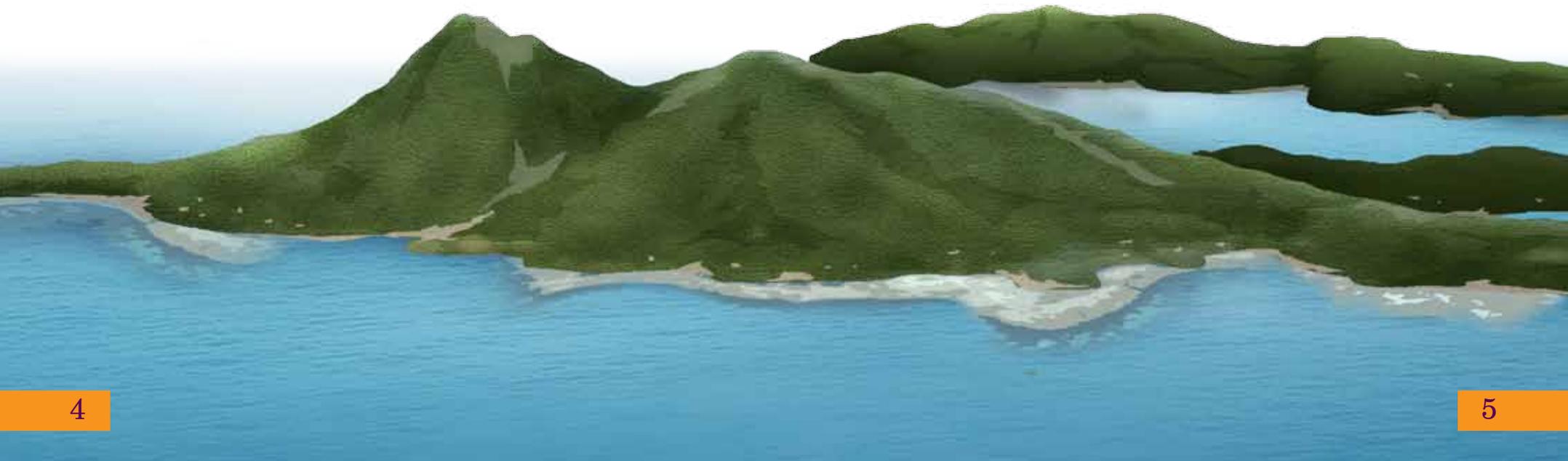


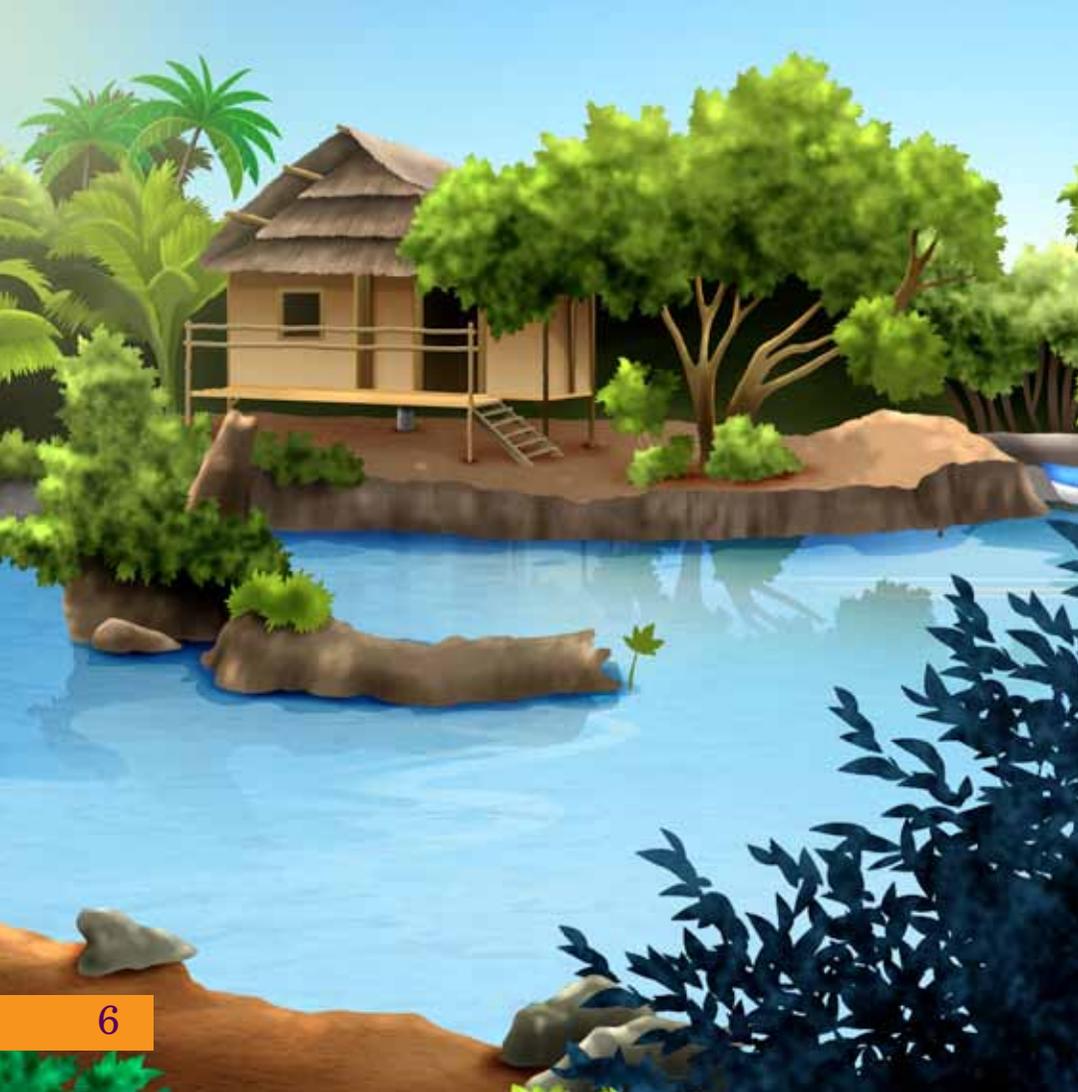
Mei wor
eww faamini.

There is
a family.

Iir chóón
Chuuk.

They are
from Chuuk.





Imweer aa
nómw arosset.

Their house is
by the sea.

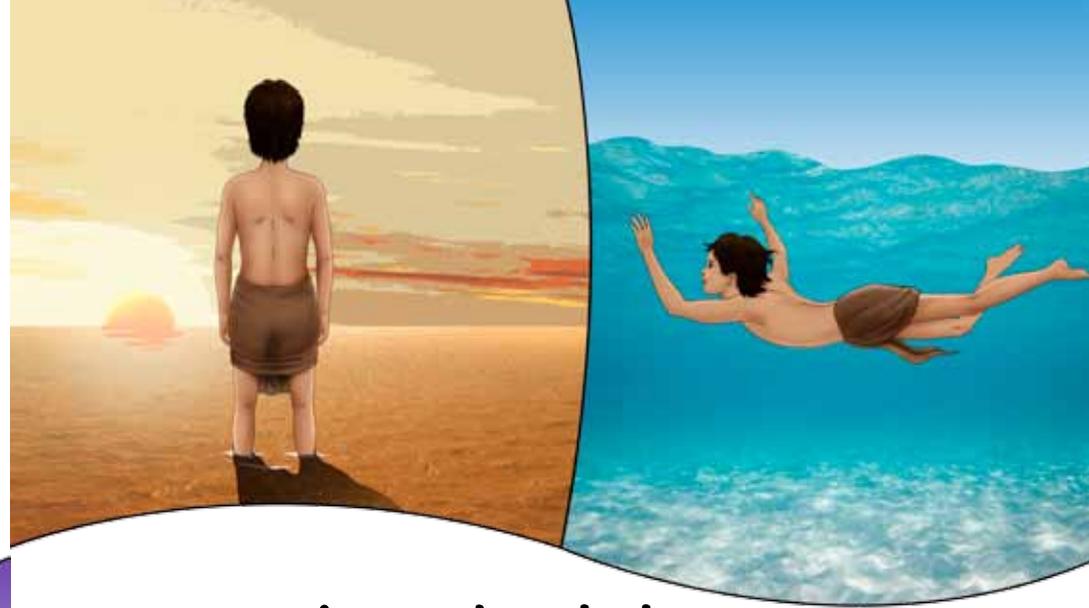
Ieei ii
Sépénúwan.

This is
Sépénúwan.



Sépénúwan aa
saani túkken.

Sépénúwan likes to swim.



Aa túkken
iteiten ráán.

He swims every day.

Nón eew ráán
saman ewe aa
úreni epwe ánisi.

One day
Sépénúwan's father
tells him to help.





Sépénúwan ese
mwochen ánisi
saman we.

Sépénúwan does not
want to help his father.

Ese mwochen
rong.

He does
not want
to listen.



Ammen
núkúmmach.

He is
very
naughty.



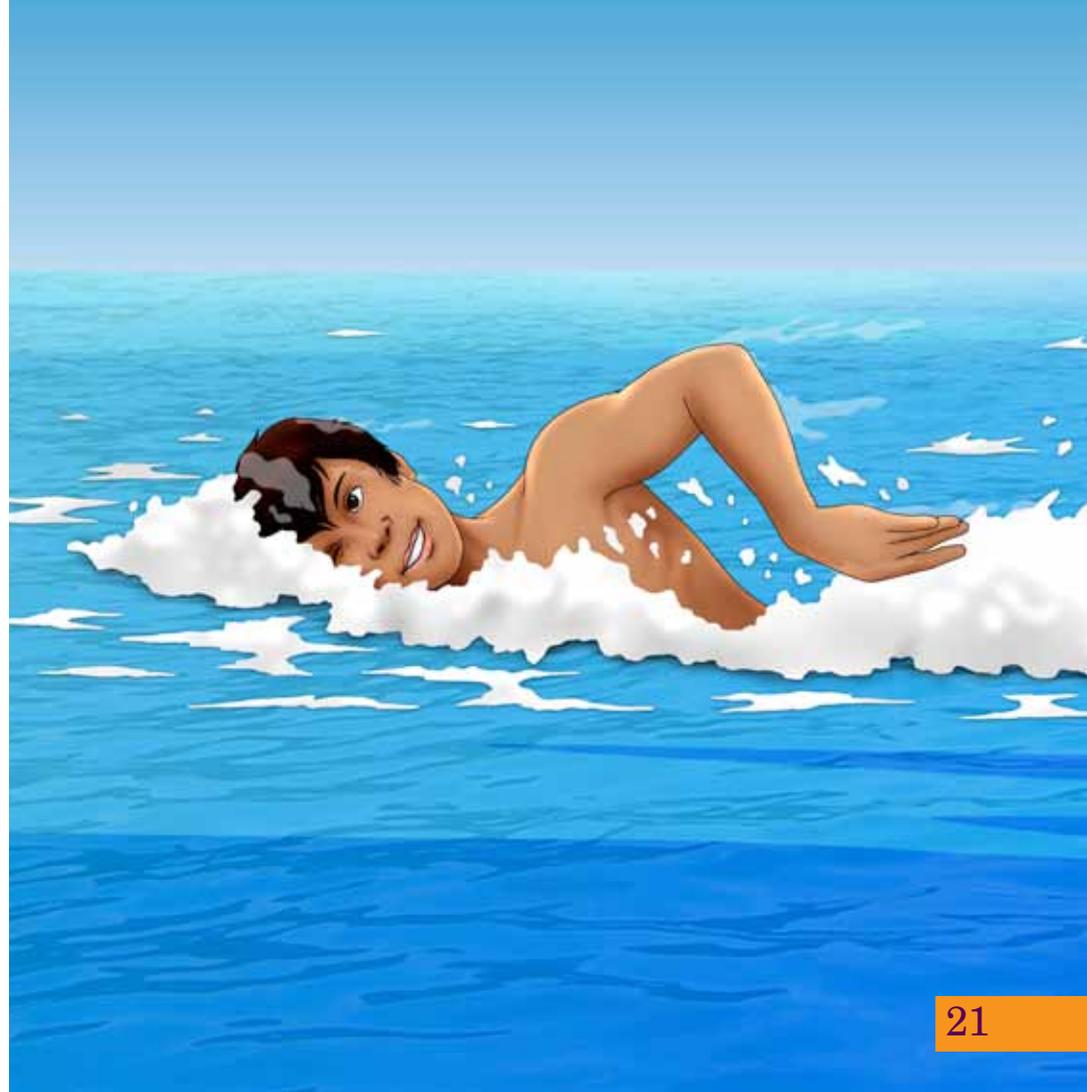


Angei chék
Sépénúwan
aafen nó túkken.

Instead,
Sépénúwan
goes swimming.

Aa fókkun
pwaapwa.

He is very
happy.





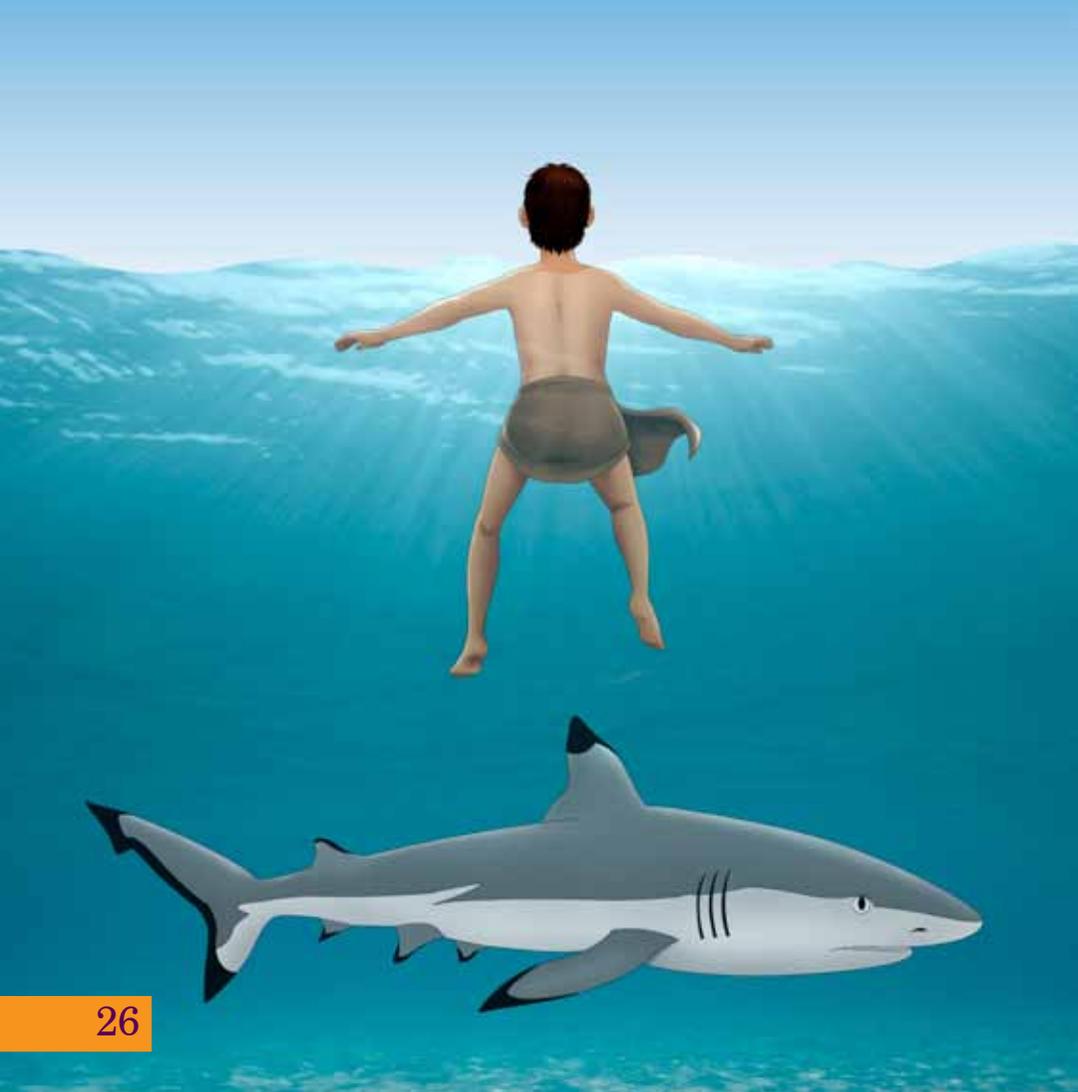
Aa saani ewe
sáát mei
patapat.

He likes
the cool water.

Emén wátteen
pókó aa kúna
Sépénúwan.

A big shark
sees Sépénúwan.





Ewe pókó
aa á ngeni
Sépénúwan.

The big shark swims
to Sépénúwan.

Ewe pókó aa
kúúw pecheen
Sépénúwan!

The shark bites
Sépénúwan's leg!





Sépénúwan
aa pwuchéér
repwe cheeri.

Sépénúwan cries
for help.

Sépénúwan aa feiengngaw.

Sépénúwan
is hurt.





Sépénúwan ese
rong anoon
saman me inan.

Sépénúwan did
not listen to his parents.

1. Met ke ekiem,
Sépénúwan emén áát
mei ééch ika emén áát
mei ngaw? Pwata?

Do you think Sépénúwan is a bad
boy or a good boy? Why?

2. Met ke ekiem úrúúrún
Sépénúwan epwe fééri
ika saman ewe aa úreni
epwe ánninis?

What do you think Sépénúwan
should do when his father
tells him to help?

3. Pwata Sépénúwan aa feiengngaw?

Why is Sépénúwan hurt?

4. Met ke káé seni eei pwóróóus?

What did you learn from this story?

5. Met kekan fééri reen óómw kopwe ánisi somomw me inomw?

What do you do to help your parents?

CHUUK LANGUAGE AND CONTENT LEARNING

Sépénúwan

Sépénúwan

Author:	Johndy Nakamura
Illustrator:	Tea-SC Studio
Illustration support:	Ledytha Rhaym Lippwe, Rickalyn Chiwi, Paulina Yourupi-Sandy, Keeton Hetiback and Friends
Graphic design:	Jyrgalism Design
Review:	Chuuk DOE, Dorsalina William, Cheryl Tsuyuki, Emily Lam, Emerson Odango
Creative support:	Danko Taboroši
Concept:	Chuuk State Department of Education
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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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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

iREi

www.islandresearch.org

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