

Mu Karanta!

Littafin Dalibai

Aji **1**

Zango na Biyu

Hausa

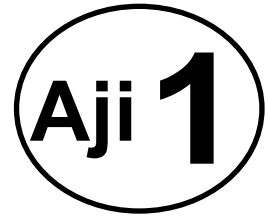


USAID
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NORTHERN EDUCATION INITIATIVE PLUS

Mu Karanta!

Littafin Dalibai



Zango na Biyu

Hausa

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Godiya

Godiya ta musamman ga duk waƙanda suka taimaka wa nasarar wannan aiki. Wannan littafi an rubuta shi ne don inganta karatun yara a matakin farko, kuma ya samu cikakkiyar gudunmawa daga kwararru da kuma Masana daban-daban a farkashin jagorancin hukumar bincike da kuma ci gaban Ilimi ta kasa; wato NERDC, wadda ya samu tallafi daga hukumar tallafawa da ci gaban kasa-da-kasa ta Amurka; wato USAID to hannun wannan shirin da ke da taken ‘himmar ci gaban ilimi a arewacin Nijeriya’ (NEIplus). Sunayen waƙanda suka ba da gudunmawa wajen tsara wannan aiki yana kumshe shafi guda a cikin littafin. Haka kuma, ba za a taɓa mantawa da irin gudunmawar da Farfesa Ismail Junaidu (babban sakatare a hukumar NERDC) ya bayar ba, wajen ganin wannan aiki ya kammala tun daga farkonsa har zuwa farkonsa. Haka kuma Hajiya Nafisa Ado ta USAID, ta taimaka wajen ba da shawarwari kan irin al-ƙiblar da ya kamata abi don ganin samun wannan nasarar. Dr. Fathi El Ashry, da Dr. Lynn Evans da kuma Mary Sugrue sun ba da gagarumar gudunmawa ta ilimi kan yadda aikin ya kamata ya kasance. Masana irin su Alison Pflapson da Drake Warrick sun ba da ta su gudunmawar musamman kasancewar sun yi aikin RARA a jihohin da ake aiwatar da wannan aikin.

Ba za mu manta da Godwin Ondoma da Bulama Mustapha da John Akanbi Norj ba, waƙanda suka tsara dukkan hotuna da zane-zane dake kumshe a cikin littattafan Turanci da na Hausa don cimma wannan buri.

Wadanda Suka Ba da Gudunmawa

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Zaliha Nasiruddeen Bello	Sokoto State University

Gabatarwa

Kwarewa da karatu abu ne mai muhimmanci wajen ilimantar da yara a Nijeriya. Bisa wannan tafarkin ne Hukumar Bincike da Bunƙasa Ilimi ta Nijeriya (NERDC) bisa ikon da take da shi game da Haɓaka harshe da cigaban ilimi, ta haɗa gwiwa da Shirin Ilimi na NEI Plus domin a samar da Littattafan Karatu a Matakin Farko. An samar da waɗannan littattafan ne bisa tsarin kumshiya da daidaituwar dabarun Karatu a Matakin Farko.

An karfafa tsari da dabarun Karatu a Matakin Farko ta hanyar rubuta littafin ‘Mu Karanta’ wanda ya haɗa da Littafin Dalibai aji 1- 3 da kuma Jagoran Malamai aji 1- 3. Wannan shi ne abu mafi muhimmanci da ya shafi rayuwar yara a Nijeriya, musamman jihohin da wannan shirin ya shafa, saboda kwarewa da karatu yana da matuƙar tasiri ba kawai wajen naƙaltar harshe ba, har ma da bunƙasa ilimi. Littattafan ‘Mu Karanta’ na dalibai da jagoran malamai an samar da su ne bisa dabarun karatu kamar haka:

- **Sanayyar Sauti**
- **Tsarin sauti/haruffa**
- **Gaɓar kalma/kalma**
- **Kwarewa da naƙaltar karatu**
- **Auna fahimta**
- **Dabarun ɗaɓ’i da Zubin rubutu**

An ba wa dalibai damar amfani da darussan da suka koya, da kwatanta aiwatar da dabarun da suka koya.

Haka kuma Littattafan Karatu a Matakin Farko suna bayar da damar bitar darussa a kullum ko a mako-mako.

Littattafan suna ba wa yara damar gwaji da yin karatu matuƙa, wanda wannan yana kara karfafashi wajen kwarewa da naƙaltar karatu wanda kuma wannan zai sa yara su gina ɗabi’un karatu nagari.

Ina mai matuƙar farin cikin miƙa ɗimbin godiya ga Shirin nan na bunƙasa ilimi a arewacin Najeriya (Northern Education Initiative Plus) saboda kawo wannan sabon yunƙuri tare da gode wa Hukumar USAID wadda ta bayar da taimakon kuɗi da tallafin aiki.

Ina godiya matuƙa ga manyan masana game da aiki tukuru mai inganci.

Bisa kyakkyawan sakamakon da muke fata, Hukumar NERDC ta na mai matuƙar farin cikin gabatar da waɗannan littattafan ga dalibai da malamai da sauran jami’ai na Jihohin Bauchi da Sokoto. Muna da ƙarfin gwiwa cewa ta wannan littattafan za a sami kyakkyawan sauyi wajen bunƙasa ilimin yara.

Prof. Ismail Junaidu

Babban Sakataren Gudanarwa

Hukumar Bincike da Bunƙasa Ilimi ta Nijeriya
(NERDC)

Gabatarwa daga Kwamishinin Ilimi na Jihar Bauchi da Sokoto

Sanin kowa ne cewa ilimi shi ne ginshiƙin cigaban kowace al'umma. Matuƙar yara ba su iya karatu da rubutu ba, to kuwa babu wata nasara da za a samu ta fuskar ilimi. Shi kuma iya karatu ba daga sama ake samunsa ba, ba kuma tsintarsa ake yi ba. Yara suna koyon karatu ne idan an bi wata tsararriyar hanya da wasu suka sadaukar da kai domin tabbatar da ita, sannan kuma iyaye da sauran jama'ar gida suke bayar da tasu gudunmawar. Binciken da aka gudanar kwana nan a kan iya karatun yara da ke azuzuwa biyu da uku ya tabbatar da cewa, yara kalilan ne suka iya karatun Hausa a matakan farko na ilimi. Muna sane da cewa akwai buƙatar jihohinmu su dauki matakan inganta kwarewar malamanmu cikin gaggawa, yadda za su iya gabatar da darussan koyon karatu a wannan mataki mai muhimmanci a rayuwarsu ta neman ilimi. Saboda haka, muna godiya ga hukumar haɓaka ƙasa da ƙasa ta Amurka (USAID) da Jihohinmu saboda haɗa kai da suka yi da tsarin "NEIPlus" domin samar da waɗannan litattafai masu matuƙar inganci da nufin ƙaddamar da shirin nan na 'Mu karanta!' a dukkan makarantunmu na firamare. Wannan shiri ya zamo tamkar karaya a kan gaba, saboda haka yana da cikakken goyon bayanmu. An tsara wannan shiri na 'Mu Karanta!' a kan dabarun koyarwa na zamani da duniya ta aminta da shi. Kuma ya haɗa ƙwararru da muke da su daga jihohi da kuma ƙasa baki ɗaya a fannin ilimi da harshen Turanci da kuma Hausa, sun kuma sanya wa tsarin albarka.

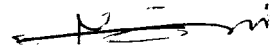
Malami su ne ƙashin bayan nasarar da ake son samu a wannan shirin na 'Mu Karanta!'. Malamai su ne za su koyar da waɗannan darussan, don haka ya zama tilas a kan duk masu ruwa da tsaki a kan sha'anin ilimi, su tabbatar cewa malaman firamare sun sami dukkan goyon bayan da suke buƙata don su taimaki yaranmu yadda za su iya karatu. Malamai su riƙa ba wa yara ayyukan da za su yi idan sun koma gida don ci gaba da koyon karatu. A nan ya kamata iyaye su taimaka wa waɗannan yaran a ko da yausha, don ganin yaran sun koyi karatu. Haka kuma ya kamata su tabbatar yaran sun je makaranta a kan lokaci kuma kullum yadda son iya karatu zai ƙara shiga ransu.

A matakin jihohi kuma, za mu ga cewa mun tallafa wajen haɓaka kwarewar malamanmu a kan sana'arsu ta koyarwa. Za mu tabbatar da samar wa makarantu da kayan aiki, sannan mu gabatar da ayyukan da za su taimaka wajen cim ma nasarar wannan shiri. Ya zamo tilas ga kowane mai ruwa da tsaki a sha'anin ilimi da ya yi duk abin da zai iya wajen dawo da tushen martabar tsarin iliminmu. A nan ana jan hankalin malamai da su tabbatar sun yi amfani da waɗannan litattafai ta hanyar da ta dace, yadda yara za su amfana sosai a makarantanmu. Muna da cikakken ƙwarin gwiwa cewa wannan yunƙuri zai taimaka wa yaranmu da al'ummarmu da jihohinmu da kuma ƙasarmu baki ɗaya.



Eng. Nuhu Gidado

Mai Girma Mataimakin Gwamna kuma
Kwamishinin Ilimi Na Jihar Bauchi.



Dr. Muhammad Jabbi Kilgori
Mai Girma Kwamishinin Ilimi
Na Jihar Sokoto.

Jawabi a kan Littafin

Wannan littafin an rubuta shi ne domin ya samar wa yara a kananan azuzuwan firamare ingantattun hanyoyin iya karatu da ake bukata a shekaru uku na farkon firamare. Binciken da aka gudanar kwananan a arewacin Nijeriya ya nuna yara a makarantun firamare kadan ne kan iya karatu a harshen da aka haifesa da shi. Masana masu bincike a duniya sun tabbatar da ce wa idan yara suka iya karatu da harshen da ake amfani da shi yau da kullum a azuzuwan farko na firamare, za su yi nasara a harkar karatunsu. Matakan koyon karatu da suka sani a Matakin farko na illimi, sukan maida shi zuwa wasu harsuna, a yayin da yaran suke girma kuma, wannan yakan taimaka masu a wasu darussan daban wadda ke nuna muhimmancin karatu.

Shi wannan Littafin karatun Dalibai, an gina shi ne a kan jigogi guda uku; Gida da Al'umma, da Makaranta. Wannan zai taimaka wa yara su koyi karatun Hausa da kuma Turunci, tare da sanin bayanin muhimmancin abubuwa na rayuwa da suka saba da shi. Littafin ya kumshi darussa hudu a kowace sati, sa'annan akwai darasi daya akan waiwaye da gyara a rana na biyar, haka tsarin yake. Amma a sati na biyar, akan maida hankali ne kan 'yar Karamar gwaji wa kowani yaro, wajen ganin cewa kwazonsa na tafiya tare da 'yan uwansa, za a yi kokarin tafiya da duka wadda aka bari a baya. An shirya darussan, ta yin amfani da bakafen Hausa. An fara amfani da bakafen da aka fi amfani da su ne wadda bincike ya tabbatar. Darasi na daya za a maimaita shi a darasi na biyu. Za a koyar da bakafe da sautukansu tare da gabobinsu. Sannan, za a yi amfani da bakafen wajen gina kalma da kuma jimla. Haka kuma, za a rubuta gajeren labari da wannan bakafe. Kuma za a karanta 'yar labari wa dalibai a kowace darasi. Domin cigaba da koyon karatu, bakafen da aka koyar a darasi na daya da na biyu, su za a nanata a darasi na uku da na huɗu. A rana na biyar malami zai yi aikin waiwaye da gyara ta hanyar yin 'yar gwaji wa wasu zaɓaɓɓun dalibai kadai. Sakamakon wannan gwaji zai ba da dama wa malami ya san wurin da dalibansa suke bukatar tallafi da kuma damar sanin irin ayyukar da zasu yi domin su kware, kafin su wuce zuwa darasin sati na gaba.

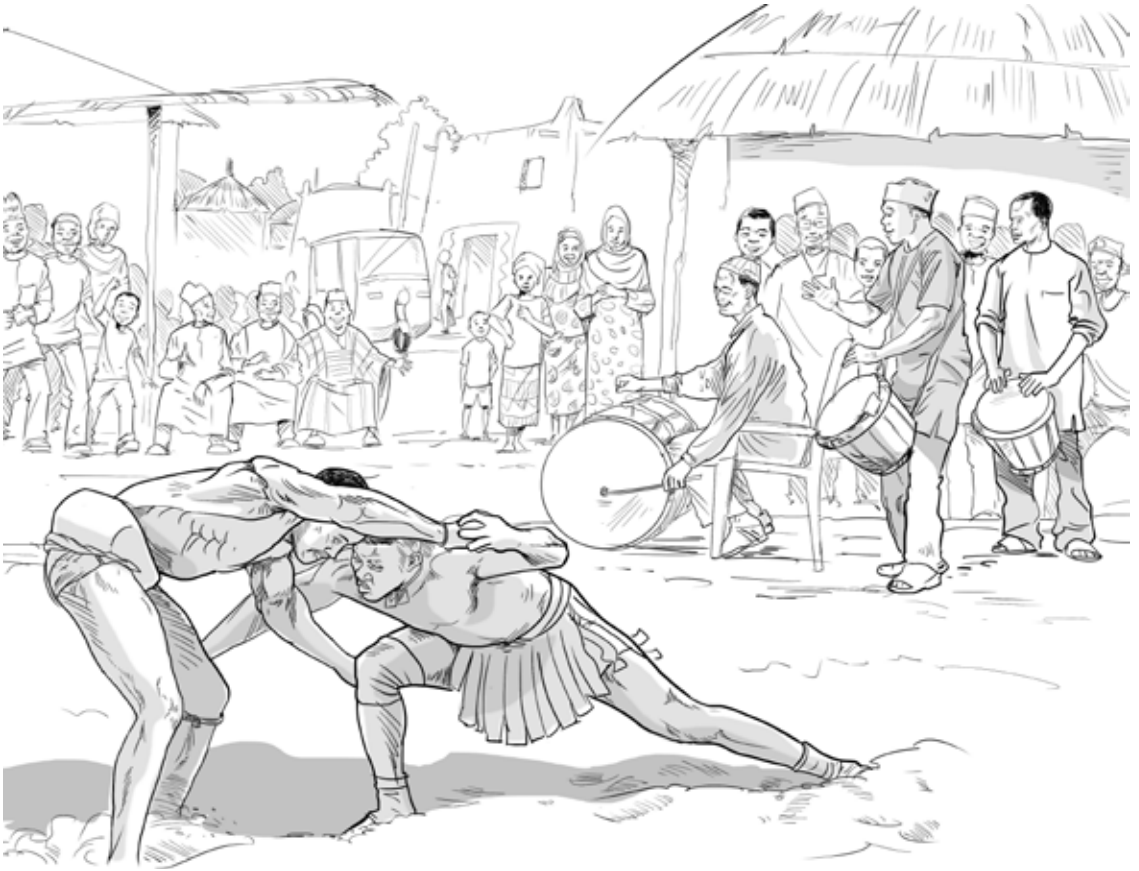
Nasarar wannan shiri ya rataya ne a wuyar malami, ta hanyar amfani da kwazonsa da juriya, zai sa dalibai samun nasarar iya karatu. Har ila yau malami yana bukatar goyon baya da haɗin kan iyaye da al'umma domin a sami biyan bukata. Don samun wannan nasara, ya zamo dole a bawa kowane dalibi littafin karatunsa, ba wai a kulle su a ajiye ba. Sa'anan dole kowani dalibi ya tafi da littafinsa gida bayan an tashi a makaranta. A can gida kuwa, ana sa ran iyaye za su taimaka wa yara da aikin gida; su saurari ya'yansu su masu karatu, kuma su gaya masu labarai da suka koya a makaranta a kowace rana. Haka kuma za su taimaka masu wajen koyon rubutu. Sa'anan akwai wani wuri da aka tanada a cikin littafin dalibai, inda iyaye za su sa hannu ko wace rana. Wadda ke nuna cewa sun tallafa wa yaransu a karatun da suke yi a kowani rana.

Wannan littafi an rubuta shi da burin kowa zai ba da na shi/ko nata irin gudumawar wajen tabbatar da yara sun iya karatu a azuzuwan farko. Malamai da shugabannin makarantu su tabbatar kowane yaro da yarinya sun samu littafin karatun **KYAUTA** ba tare da sun biya ko sisi ba.



Zango Na 2

Mako Na 1 - 12



A garin Ringimi ana gasa.

Akan yi gasar kokawa da dambe.

A lokutan wasannin akan buga
ganga.

Abba na son kallon wasanni.

■ G g I i

● gi gin ga

♥ gasa Ringimi gari

★ Akan yi gasar kokawa da dambe.



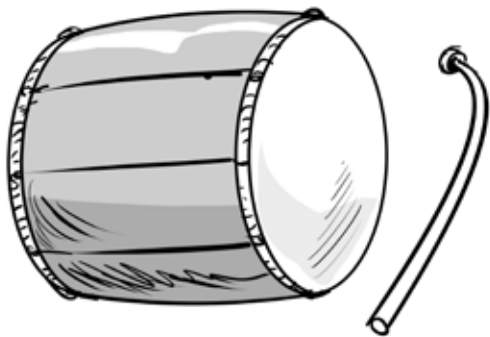
gi	gi	gi	
gin	gin	gin	
ga	ga	ga	



gi	gi	gi	
gin	gin	gin	
ga	ga	ga	



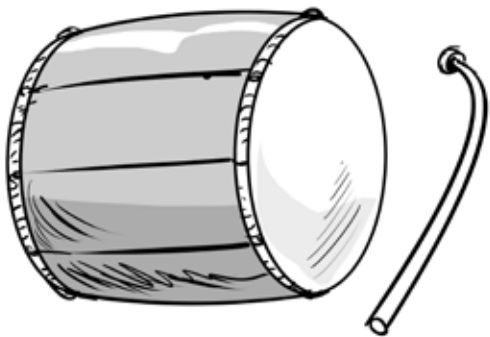
gi	gi	gi	
gin	gin	gin	
ga	ga	ga	
gasa	gasa	gasa	
gari	gari	gari	
Ringimi	Ringimi		



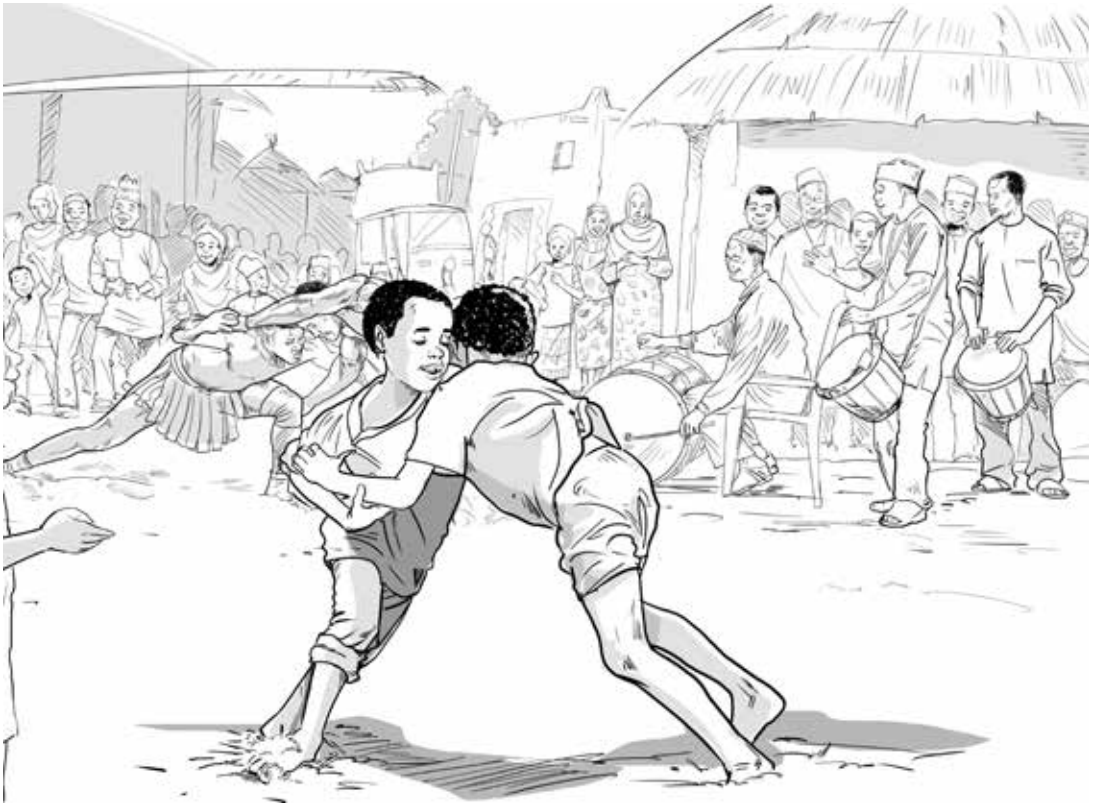
ganga
ganga
ganga



gi	gi	gi	
gin	gin	gin	
ga	ga	ga	
gasa	gasa	gasa	
gari	gari	gari	
Ringimi	Ringimi		



ganga
ganga
ganga



Ana gasar kokawa a Ringimi.
Ana buga ganga a filin wasa.
A gidan su Ali akwai ganga.
Abba da Ali na gasar kokawa.



G g I i



gan bu da



ganga uga gida



Ana buga ganga a filin wasa.



gan

gan

gan

bu

bu

bu

da

da

da



gan

gan

gan

bu

bu

bu

da

da

da



gan	gan	gan	
bu	bu	bu	
da	da	da	
uga	uga	uga	
gida	gida	gida	
ganga	ganga		



gado
gado
gado



gan

gan

gan

bu

bu

bu

da

da

da

uga

uga

uga

gida

gida

gida

ganga

ganga



gado

gado

gado



Ana bikin sallah.

Nana ta iya kwalliya.

Amina ma ta iya kwalliya.

Sun sa kayan yayi.

Sun tafi yawon sallah tare

■ Y y I i

● yi ya yan

♥ yayi iya kayan

★ Nana ta iya kwalliya.



yi	yi	yi	
ya	ya	ya	
yan	yan	yan	



yi	yi	yi	
ya	ya	ya	
yan	yan	yan	



yi	yi	yi	
ya	ya	ya	
yan	yan	yan	
yayi	yayi	yayi	
iya	iya	iya	
kayan	kayan	kayan	



yaro
yaro
yaro



yi	yi	yi	
ya	ya	ya	
yan	yan	yan	
yayi	yayi	yayi	
iya	iya	iya	
kayan	kayan	kayan	



yaro
yaro
yaro



Yau ma ana yin yawon sallah.

Yara na yin yawon sallah.

Kowa ya yi kwalliya.

Yara suna murnar ranar sallah.

■ Y y I i

● yin yau ra

♥ yin yara yawo

★ Yau ma ana yin yawon sallah.



yin

yin

yin

yau

yau

yau

ra

ra

ra



yin

yin

yin

yau

yau

yau

ra

ra

ra



yin	yin	yin	
yau	yau	yau	
ra	ra	ra	
yin	yin	yin	
yara	yara	yara	
yawo	yawo	yawo	



yarinnya
yarinnya
yarinnya



yin

yin

yin

yau

yau

yau

ra

ra

ra

yin

yin

yin

yara

yara

yara

yawo

yawo

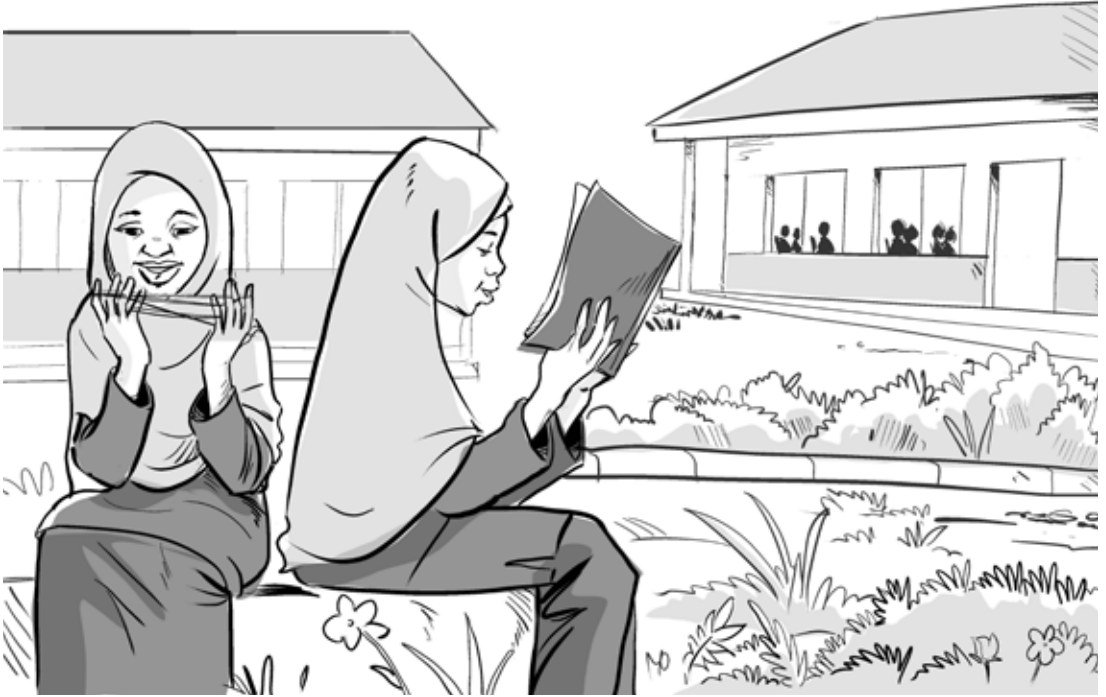
yawo



yarinya

yarinya

yarinya



Amina na wasa da ulu.

Nana na karatun littafi.

Suna zaune a lambun
makaranta.

Suna zaune cikin lumana.

■ L l U u

● lu lam lit

♥ ulu lumana lambu

★ Suna zaune a lambun makaranta.



lu	lu	lu	
lam	lam	lam	
lit	lit	lit	



lu	lu	lu	
lam	lam	lam	
lit	lit	lit	



lu

lu

lu

lam

lam

lam

lit

lit

lit

ulu

ulu

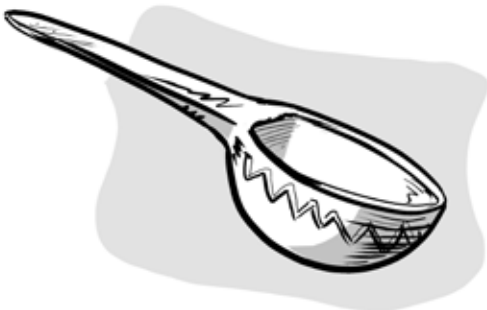
ulu

lambu

lambu

lumana

lumana



ludayi!

ludayi!

ludayi!



lu

lu

lu

lam

lam

lam

lit

lit

lit

ulu

ulu

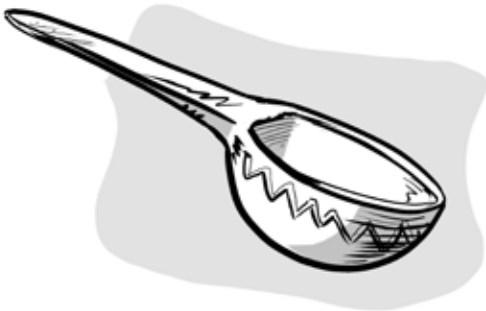
ulu

lambu

lambu

lumana

lumana



ludayi

ludayi

ludayi



Kullum yara kan fita tara.
Sukan sayi lemu wajen Sale.
Wasu kuma su sayi alala
wajen Larai.
Alalan Larai da dadi take.

■ L l U u

● lum le la

♥ kullum lemu alala

★ Kullum yara kan fita tara.



lum	lum	lum	
la	la	la	
le	le	le	



lum	lum	lum	
la	la	la	
le	le	le	



lum	lum	lum	
la	la	la	
le	le	le	
lemu	lemu	lemu	
alala	alala	alala	
kullum	kullum		



lawje
lawje
lawje



lum

lum

lum

la

la

la

le

le

le

lemu

lemu

lemu

alala

alala

alala

kullum

kullum



lauje

lauje

lauje



Nana da Amina a filin wasa.
Amina na cikin ciyawa.
Cinnaka na cikin ciyawa.
Cinnaka ya ciji Amina.
Cizon cinnanka da ciwo yake.



C c I i



ci cin wo



cikin ciyawa ciwo



Cizon cinnaka da ciwo yake.



ci

ci

ci

cin

cin

cin

wo

wo

wo



ci

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wo

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cikin

cikin

cikin

ciwo

ciwo

ciwo

ciyawa

ciyawa



cinmaka

cinmaka

cinmaka



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cin

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wo

wo

cikin

cikin

cikin

ciwo

ciwo

ciwo

ciyawa

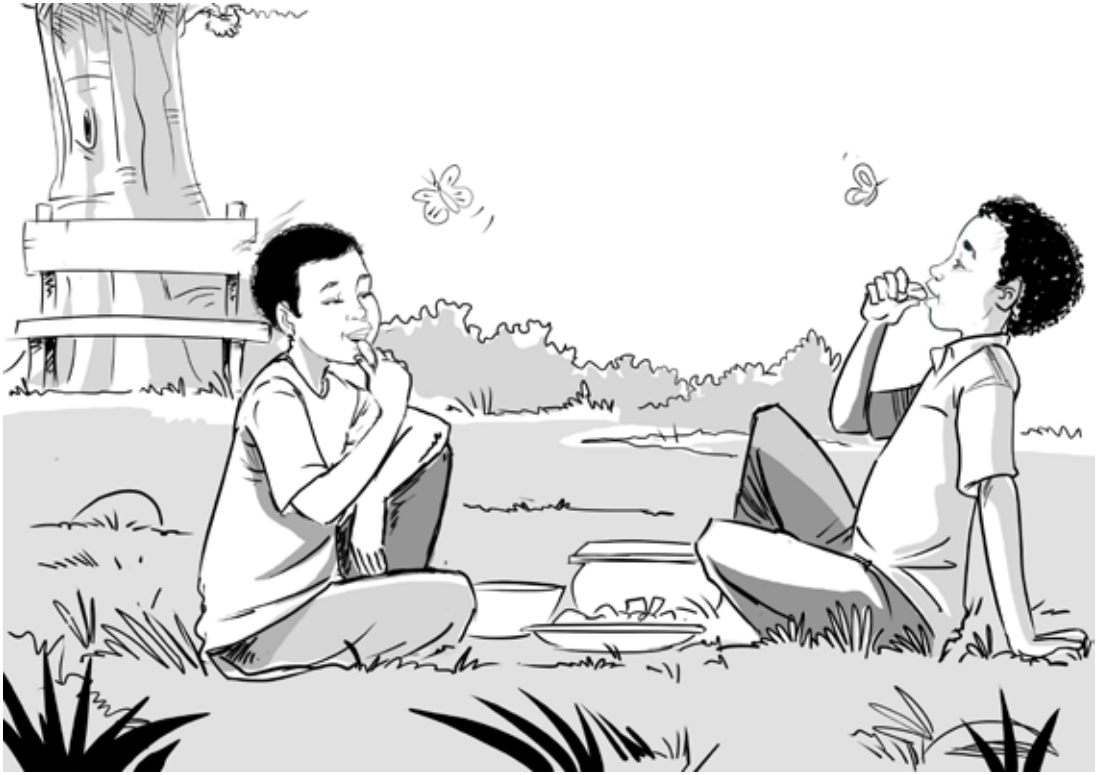
ciyawa



cinmaka

cinmaka

cinmaka



Abba da Ali a filin wasa.

Suna cin abinci da nama.

Ali ya cinye abinci cike da
kwano.

Abba ya cinye nama duka.

■ C c I i

● ce ye cin

♥ cinye cin cike

★ Ali ya cinye abinci cike da kwano.



ce	ce	ce	
ye	ye	ye	
cin	cin	cin	



ce	ce	ce	
ye	ye	ye	
cin	cin	cin	



ce

ce

ce

ye

ye

ye

cin

cin

cin

cinye

cinye

cinye

cin

cinye

cinye

cike

cike

cike



abinci

abinci

abinci



ce

ce

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ye

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cike

cike

cike



abinci

abinci

abinci

Takardar Gwada Dalibai

Karanta waɗannan haruffa:

L u g Y C i G y

Karanta waɗannan gabobin kalma:

ce yin bu gin lun

Karanta waɗannan kalmomi:

ganga yini ciki gasa ludayi

Karanta wannan labarin:

Abba da Ali a filin wasa.

Suna cin abinci da nama.

Ali ya cinye abinci cike da kwano.

Abba ya cinye nama duka.

Mako Na 5

Takardar Auna Fahimtar Dalibai

Sunan Dalibi/Daliba: _____

Sashe na 1. Haruffa

L u g Y C i G y

Sashe na 2. Gabar Kalma

ce yin bu gin lun

Sashe na 3. Karatun Kalmomi

ganga yini ciki gasa ludayi

Sashe na 4. Karatun Labari

Abba da Ali a filin wasa.

Suna cin abinci da nama.

Ali ya cinye abinci cike da kwano.

Abba ya cinye nama duka.

Sashe na 5. Auna Fahimta

1. A ina Abba da Ali suke?

2. Me Abba da Ali ke ci?

Sashe na 6. Shifta

cin ga lam rin ya

Adadin amsoshin da
aka amsa daidai

Sharhin Malami/Malama:



Abba da Ali suna hutawa.

Abba ya sa sabuwar hula.

Ali na son hular Abba.

Ali zai cire hular Abba.

Abba ya ture hannun Ali.



H h U u



hu la tu



hula hutu hutawa



Ali zai cire hular Abba.



hu

hu

hu

la

la

la

tu

tu

tu



hu

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hula

hula

hula

hutu

hutu

hutu

hutawa

hutawa



hanna

hanna

hanna

Mako Na 6 Darasi Na 1 da Na 2



hu

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la

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tu

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hula

hula

hula

hutu

hutu

hutu

hutawa

hutawa



hannu

hannu

hannu



Hukumar makaranta ta ba da hutu.
Yara na murna an ba da hutu.
Abba da Ali na murnar zuwan hutu.
Za su je Bausa hutu.



H h U u



ha hi tu



hutu hukuma huhu



Abba da Ali na murnar zuwan hutu.



ha

ha

ha

hi

hi

hi

tu

tu

tu



ha

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Mako Na 6 Darasi Na 3 da Na 4



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Mako Na 6 Darasi Na 3 da Na 4



ha

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huhu

huhu

huhu

hukuma

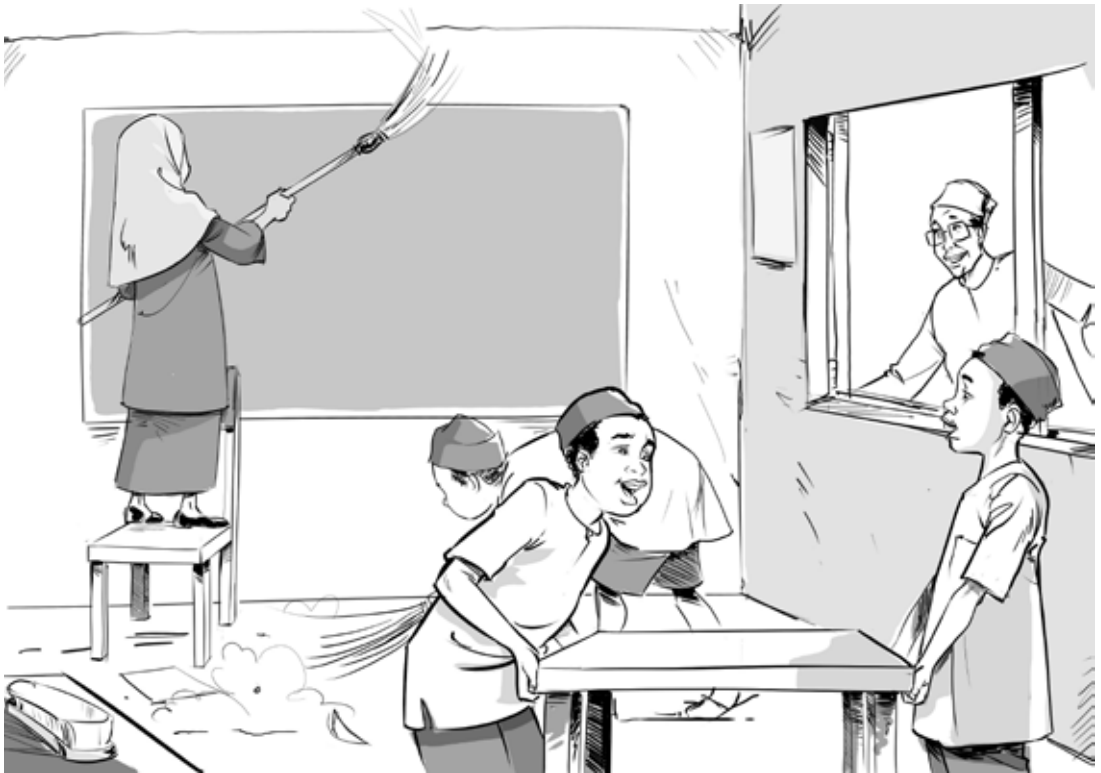
hukuma



buhu

buhu

buhu



Yara sun shiga aji.
Sun shirya za su share ajinsu.
Suna share ajinsu.
Ajin ya sharu sosai.
Malam ya yaba da sharar ta su.



Sh sh I i



shi sha re



shiga shirya share



Yara sun shiga aji.



shi

shi

shi

sha

sha

sha

re

re

re



shi

shi

shi

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shirya

shirya



shago

shago

shago



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sha

sha

sha

re

re

re

shiga

shiga

shiga

share

share

share

shirya

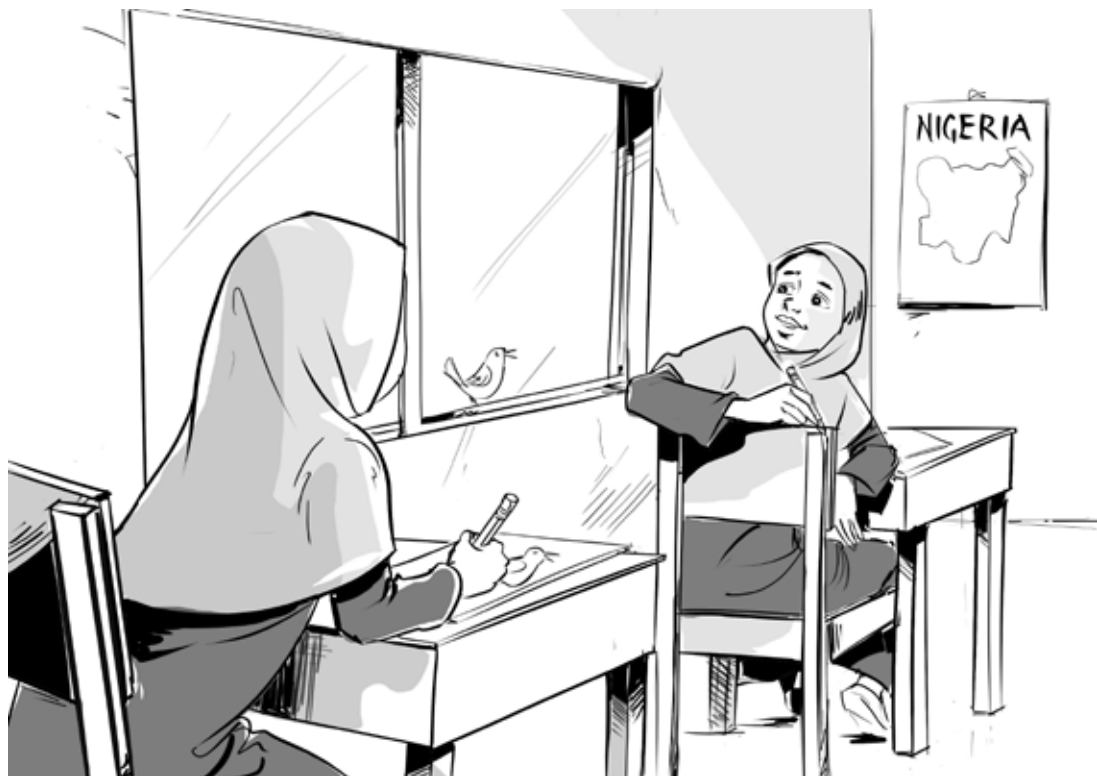
shirya



shago

shago

shago



Kowa ya yi shiru a aji.
Ga wata shirwa a kan taga.
Nana da Amina sun ga shirwa.
Nana ta zana shirwa.
Zanen ya yi kyau sosai.



Sh sh I i



shu shir ru



tasha shirwa shiru



Kowa ya yi shiru a aji.



sh

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tasha

shiru

shiru

shiru

shirwa

shirwa



bishiya

bishiya

bishiya



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tasha

tasha

tasha

shiru

shiru

shiru

shirwa

shirwa



bishiya

bishiya

bishiya



Fari sun cika makaranta.
Amina na cike da fargaba.
Don haka ta koma cikin aji.
Nana kuma ta tsaya.
Ta kama fari a wajen aji.

■ F f A a

● fa fi ra

♥ fahimta fargaba fari

★ Amina na cike da fargaba.



fa	fa	fa	
fi	fi	fi	
ra	ra	ra	



fa	fa	fa	
fi	fi	fi	
ra	ra	ra	



fa

fa

fa

fi

fi

fi

ra

ra

ra

fari

fari

fari

fahimta

fahimta

fargaba

fargaba



fara

fara

fara



fa

fa

fa

fi

fi

fi

ra

ra

ra

fari

fari

fari

fahimta

fahimta

fargaba

fargaba



fara

fara

fara



Ana sayar da fara a filin tara.
Amina ta sayi fara a filin tara.
Nana na dibar ruwa a famfo.
Amina ta raba farar da Nana.



F f A a



fai fu fam



fara famfo faifai



Nana na dibar ruwa a famfo.



fai	fai	fai	
fu	fu	fu	
fam	fam	fam	



fai	fai	fai	
fu	fu	fu	
fam	fam	fam	



fai

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famfo



Lokacin ɗari ya yi.

Ɗalibai na jin sanyi a lokacin ɗari.

Sukan rage cudanya a filin wasa.

Malamai kan yi gargadin zama a aji.



D d A a



da dan di



dari cudanya dalibai



Dalibai na jin sanyi a lokacin dari.



da

da

da

dan

dan

dan

di

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di



da

da

da

dan

dan

dan

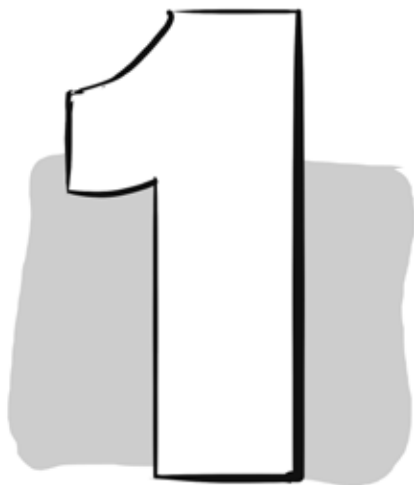
di

di

di



da	da	da	
dan	dan	dan	
di	di	di	
dari	dari	dari	
cudanya	cudanya		
dalibai	dalibai		



daya
daya
daya



da

da

da

dan

dan

dan

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di

di

dari

dari

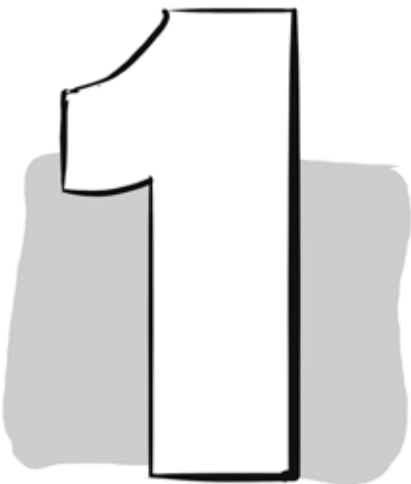
dari

cudanya

cudanya

dalibai

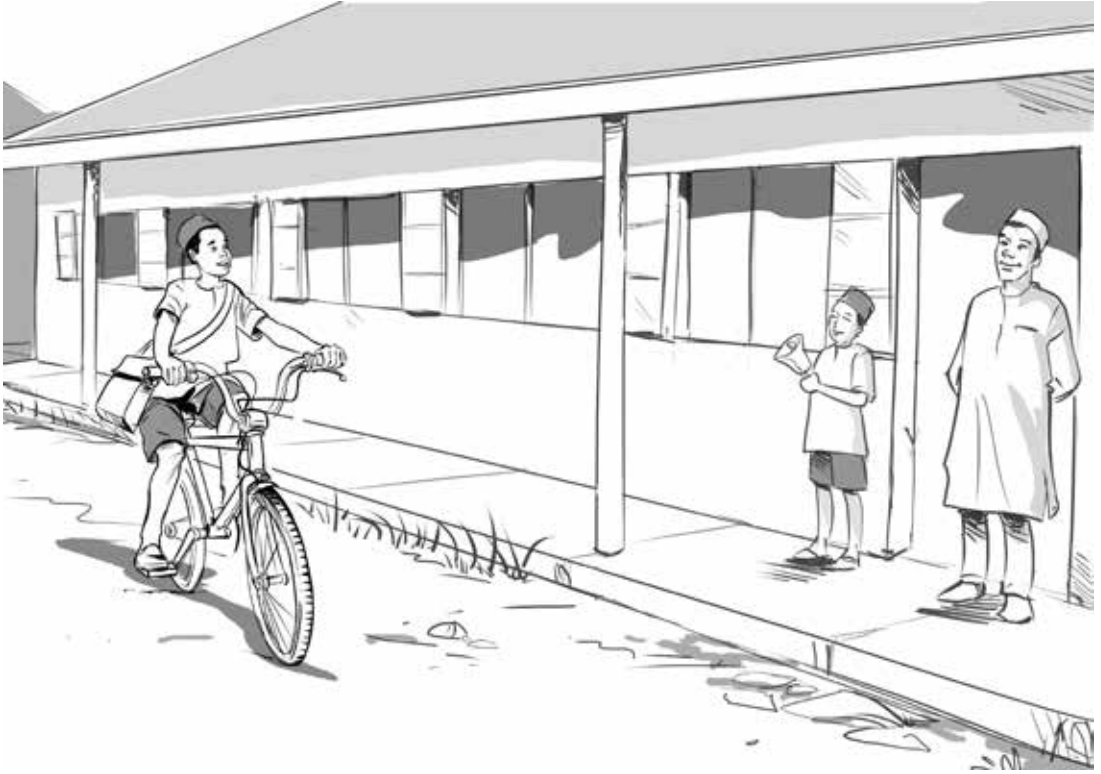
dalibai



daya

daya

daya



Abba na dokin shiga aji a lokacin
ɗari.

Shi kadai ke tafiya a kan kekensa.

Ya kan rataya jakarsa a kafadarsa.

Ali ma na rataya jakarsa a
kafadarsa.



D d A a



do dar dai



kadai doki kafada



Shi kadai ke tafiya a kan kekensa.



do

do

do

dar

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do

do

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do

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do

dar

dar

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dai

dai

dai

kadai

kadai

kadai

doki

doki

doki

kafada

kafada



hudu

hudu

hudu



do

do

do

dar

dar

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dai

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kadai

kadai

kadai

doki

doki

doki

kafada

kafada



hudu

hudu

hudu

Takardar Gwada Dalibai

Karanta waɗannan haruffa:

A Sh i d D H u h

Karanta waɗannan gaɓoɓin kalma:

ɗai hu sha fa ɗan

Karanta waɗannan kalmomi:

kadai faifai hula shara
hutu

Karanta wannan labarin:

Lokacin ɗari ya yi.

Ɗalibai na jin sanyi a lokacin ɗari.

Sukan rage cudanya a filin wasa.

Malamai kan yi gargadin zama a
aji.

Mako Na 10

Takardar Auna Fahimtar Dalibai

Sunan Dalibi/Daliba: _____

Sashe na 1. Haruffa

A Sh i d D H u h

Sashe na 2. Gabar Kalma

ɗai hu sha fa ɗan

Sashe na 3. Karatun Kalmomi

kaɗai faifai hula shara hutu

Sashe na 4. Karatun Labari

Lokacin ɗari ya yi.

Ɗalibai na jin sanyi a lokacin ɗari.

Sukan rage cudanya a filin wasa.

Malamai kan yi gargadin zama a aji.

Sashe na 5. Auna Fahimta

1. Wane lokaci ne ya yi?

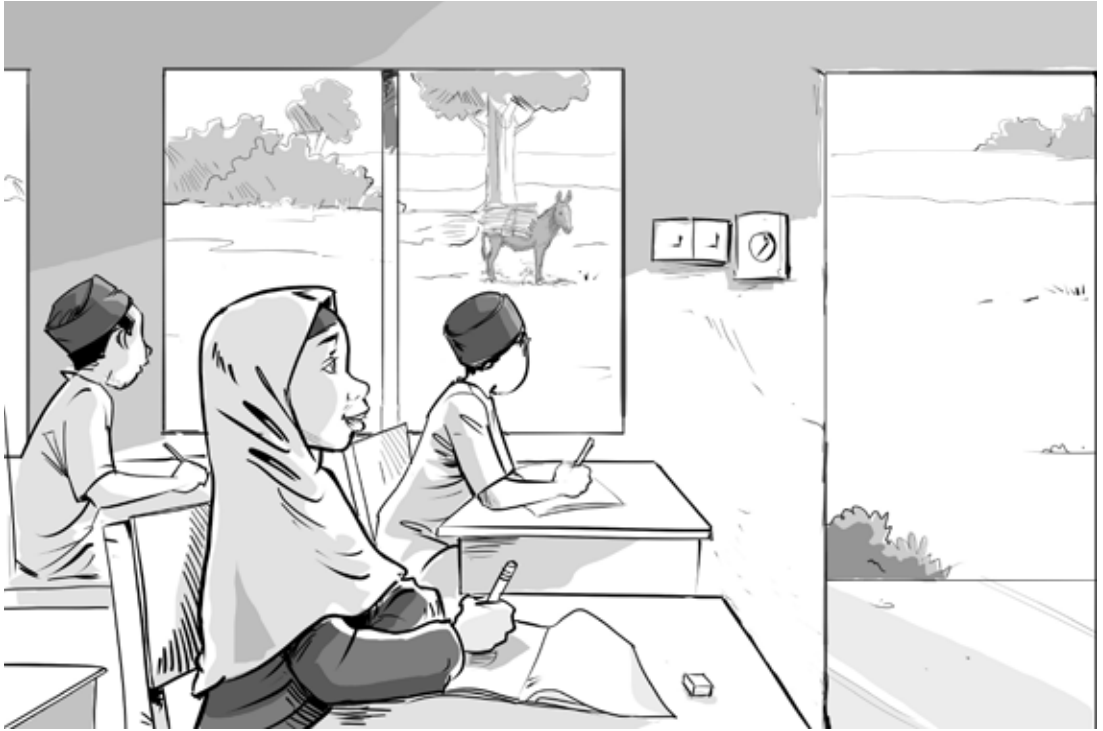
2. Me yara ke ji a lokacin ɗari?

Sashe na 6. Shifta

shir ɗa ha fai hi

Adadin amsoshin da
aka amsa daidai

Sharhin Malami/Malama:



Ga yakin Kaka a cikin makaranta.
Yana ɗauke da dawa jere a
bayansa.

Abba da Ali na zaune a aji.
Sun hango yakin Kaka a filin
makaranta.

■ J j E e

● je ja ji

♥ jere jaki aji

★ Abba da Ali na zaune a aji.



je	je	je	
ja	ja	ja	
ji	ji	ji	



je	je	je	
ja	ja	ja	
ji	ji	ji	



je	je	je	
ja	ja	ja	
ji	ji	ji	
jere	jere	jere	
jaki	jaki	jaki	
aji	aji	aji	



jing
jing
jing



je	je	je	
ja	ja	ja	
ji	ji	ji	
jere	jere	jere	
jaki	jaki	jaki	
aji	aji	aji	



jing
jing
jing



Akwai jemage a makaranta.

Jemage na kan bishiyar
makaranta.

Abba da Ali sun ga jemage.

Yara na jifan jemage.

Abba ya hana yara jifan jemage.

Jemage ya tashi sama.

■ J j E e

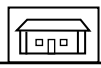
● je ju jau

♥ jemage jifa jima

★ Akwai jemage a makaranta.



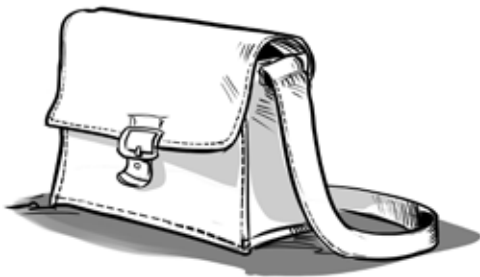
je	je	je	
ju	ju	ju	
ja	ja	ja	



je	je	je	
ju	ju	ju	
ja	ja	ja	



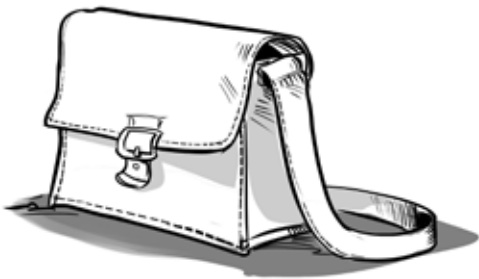
je	je	je	
ju	ju	ju	
ja	ja	ja	
jifa	jifa	jifa	
jima	jima	jima	
jemage	jemage		



jaka
jaka
jaka



je	je	je	
ju	ju	ju	
ja	ja	ja	
jifa	jifa	jifa	
jima	jima	jima	
jemage	jemage		



jaka
jaka
jaka



Malam yana zane a allo.

Ya zana zakara da zomo.

Nana da Amina ma na zane.

Suna zana zakara da zomo.

Malam na zagayawa.

Malam ya yaba da zanen Nana.



Z z O o



zo za zu



zomo zakara zane



Ya zana zakara da zomo.



zo

zo

zo

za

za

za

zu

zu

zu



zo

zo

zo

za

za

za

zu

zu

zu



zo

zo

zo

za

za

za

zu

zu

zu

zomo

zomo

zomo

zane

zane

zane

zakara

zakara



zabo

zabo

zabo



zo

zo

zo

za

za

za

zu

zu

zu

zomo

zomo

zomo

zane

zane

zane

zakara

zakara



zabo

zabo

zabo



Nana da Amina na son zuwa aji.
Suna son cin zogale a lokacin tara.
Akwai zogale da rama a lambu.
Sukan debi zogale daga lambun.
Yau ma sun debo zogale.



Z z O o



zu zau zan



zogale zuwa zango



Akwai zogale da rama a lambu.



zu

zu

zu

zau

zau

zau

zan

zan

zan



zu

zu

zu

zau

zau

zau

zan

zan

zan



zu	zu	zu	
zau	zau	zau	
zan	zan	zan	
zuwa	zuwa	zuwa	
zango	zango	zango	
zogale	zogale		



zobe
zobe
zobe



zu

zu

zu

zau

zau

zau

zan

zan

zan

zuwa

zuwa

zuwa

zango

zango

zango

zogale

zogale



zobe

zobe

zobe

Sako Zuwa Ga Iyayen Yara

Yadda nake tallafa wa yarana wajen karatu a gida:
Ya kamata iyaye su riƙa duba irin tallafin da suke bai wa
yaransu ta hanyar amfani da waɗannan hanyoyin:

1. Mun yi aikin gida tare
2. Ya/Ta yi min karatu
3. Na karanta mata/masa labari

Mako na 1	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 4	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 2	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 5	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 3	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 6	Abin da na yi
Rana ta1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 7	Abin da na yi
Rana ta 1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 8	Abin da na yi
Rana ta 1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 9	Abin da na yi
Rana ta 1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

Mako na 10	Abin da na yi
Rana ta 1	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 2	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 3	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 4	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>
Rana ta 5	1: <input type="checkbox"/> 2: <input type="checkbox"/> 3: <input type="checkbox"/>

- ❖ Habaka dabarun iya karatu kullum. Ba wa yara labari da yin waƙa da kuma karanta musu labarai yakan taimaka musu wajen samun nasarar ƙwarewa a karatu. Misali, ku tattauna da yaranka/ki a kan zuwa kasuwa domin cefane ko yadda ake dafa wani nau'in abinci. Zaku iya tattaunawa a kan kaloli da surori da abubuwa na yau da kullum da kuma ma'anonin kalmomi daban-daban domin habaka kalmominsu. A nuna wa yara rubuce-rubuce kamar alamomi a cikin labarai don hakan zai taimaka musu wajen bambance haruffa.
- ❖ Fada wa yara labari. A yi musu tambayoyi domin inganta fahimtarsu. Haka kuma a sa yara su bayar da labari domin su sami

sukunin amfani da kalmomin da suka sani. Ba wa juna labari zai taimaka wajen yafa ilimi da al'adu.

- ❖ Yi wa yara waƙa. Waƙa takan taimaka wa yara wajen fahimtar sauti da karin sauti da kuma kalmomi. Fahimtar waƙannan abubuwa ya kan taimaka wajen saukaƙa karatu.
- ❖ Yi wa yaro karatu. Yara suna da sha'awar a yi musu karatu. Jama'ar gida za su iya karanta wa ƙananan yara litattafa ko jaridu ko almomi da sauran rubuce-rubuce. A riƙa yi musu tambayoyi a kan abin da aka karanta musu, a tattauna ma'anonin kalmomi a yi magana a kan taurarin cikin labari da abubuwan da suka faru

a ciki. Iyayen da suka yi karatu za su nusar da wafanda ba su yi karatu ta wannan fuskar.

- ❖ A samar wa yara litattafan karatu a gida. Yara suna buƙatar litattafa ko wasu ababen karantawa domin gwada karatu a gida. Saboda haka iyaye za su iya sayo litattafai ko su aro a wasu wurare ko kuma su riƙa ba wa malamn makaranta ƙwarin gwiwa wajen barin yara su tafi gida da litattafansu, yadda za su riƙa karatu a gida.
- ❖ Sauraren yara suna karatu. Ya kamata yara su yi karatu a fili na a ƙalla minti ashirin a kodayaushe. Yaran za su iya karatun a mutanen gidansu ko a abokansu. Ko da kuwa mutumin da za su yi wa karatun shi bai iya ba kuma zai yi wa yaron tambaya ya kuma yaba wa ƙwazonsa.
- ❖ Samar da ababen tallafa wa karatu a gida. Binciken da aka gabatar na auna karatu a matakin farko na ilimi (EGRA), ya nuna cewa yaran da suka iya karatu kuma suke fahimtar abin da suka karanta suna samun tallafin ababen karatu a gida. Za a iya samar da muhallin karatu a gida ta hanyar sama wa yara lokaci da kuma wurin da ya dace domin yin karatu da samar musu ababen karantawa da yi wa yara karatu da kuma taimaka musu wajen ganin sun yi karatu wani yana saurarensu.
- ❖ A tabbatar yara sun ci abinci kafin su tafi makaranta.

Sakamakon binciken EGRA ya gano cewa, yaran da suka karya kumallo kafin su tafi makaranta sun fi yin abin kirki a fagen iya karatu. Don haka iyaye za su iya tabbatar da sun tallafa wa yaransu ta wajen samar musu ingantaccen abinci a gida, domin hakan yana da muhimmanci wajen nasarar karatunsu.

- ❖ A tabbatar yara suna zuwa makaranta kullum. Iyaye suna da muhimmiyar rawar da za su taka wajen samun nasarar karatun 'ya; yansu ta wajen tabbatar da an tura su zuwa makaranta a-kai-a-kai da kuma sama musu abubuwan da suke buƙata wajen koyo.
- ❖ Ba da ƙwarin gwiwa wajen iya karatu. Iyayen yara da sauran jama'ar gari za su iya bayar da ƙwarin gwiwa donganin yara sun iya karatu. Za su yi hakan ne kuwa ta wajen bin diddigin koyar da karatun Hausa a makarantun 'ya; yansu. Idan ba a yi su tabbatar malamai sun bayar da wadataccen lokaci domin koyar da iya karatu.
- ❖ A tabbatar da cewa malamai suna zuw makaranta kullum. Iyaye suna da muhimmanci wajen bayar da tallafin karatun yara. Tilas iyaye su zuba ido don ganin cewa malamai suna zuwa makaranta kuma suna koyarwa. Iyaye za su iya gano malaman da suke da sadaukar da kai wajen aiki domin ƙara musu ƙwarin gwiwa wanda yin hakan zai farkar da sauran malaman.

— Not for Sale —



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