

Epangdon Ashalen Asan Kita Manbasa

**The First to Be Learned before
We Read**

by
**Seymour and Lois Ashley
and
Kathie Bosscher**

Adapted for Ibaloi by Arlene S. Ballard

Illustrations by Rod Aquino



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A Pre-primer in Ibaloi of Benguet
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FOREWORD

Some of the glory of the Philippines lies in the beautiful variety of people and languages within its coasts. It is to the great credit of the national leadership over the years that no attempt has been made to destroy this national heritage. The goal has been instead to preserve its integrity and dignity while building on this strong foundation a lasting super-structure of national language and culture.

The present book is one of many designed for this purpose. It recognizes the pedagogical importance of dividing literacy and second-language learning into two steps—literacy being the first. When a student has learned to read the language he understands best, the resulting satisfaction in his accomplishment gives the drive and confidence he needs to learn the national language. His ability to read, furthermore, is the indispensable tool for the study this program will require.

The Department of Education of the Philippines is proud to present this latest volume in a nationwide series designed to teach the national language through literacy in the vernaculars. It will strengthen both the parts of the nation and the whole.

Juan L. Manuel
Secretary

FOREWORD

One of the noble aims of Education is to equip every citizen to participate meaningfully in his society and to share in shaping the destiny of his country. Providing literacy instruction in each man's vernacular is a basic step in realizing this goal. To promote this purpose the Summer Institute of Linguistics works in agreement with and under the auspices of the Department of Education in the preparation of instructional and supplementary reading materials for the various Cultural Minorities of our country.

The Bureau of Public Schools takes pleasure, therefore, in presenting this volume of literacy material which is part of its list of approved supplementary reading materials prepared for use by the Public School in the areas using the vernacular of these materials.

Liceria Brillantes Soriano
Director of Public Schools

PREFACE

This pre-primer workbook, *Epangdon Ashalen Asan Kita Manbasa*, has been prepared to teach some basic pre-reading skills to the Ibaloi people of Benguet Province, the Republic of the Philippines. It has been specifically designed to help the student to be ready for the primers, *Man-ashal Kita 1* and *Man-ashal Kita 2*. It does this generally in teaching the pre-reading skills of visual and auditory discrimination, numbers, writing, left to right orientation, and whole word discrimination, and specifically in teaching the vowels, a, i, o, e. As in the primer, an eclectic method incorporating phonics, is used with the end in view of helping those not able to read to be able to do so as fast as possible.

Kathie Bosscher, U.S. Peace Corps Volunteer, working in co-operation with the Summer Institute of Linguistics members, Seymour and Lois Ashley, prepared and tested the pre-primer. This material has been adapted for use among the Ibaloi.

To the Teacher:

This book, *Epangdon Ashalen Asan Kita Manbasa*, is designed to prepare students for learning to read. It consists of five pre-reading lessons which are taught before teaching the primers, *Man-ashal Kita 1* and *Man-ashal Kita 2*.

Its contents are as follows:

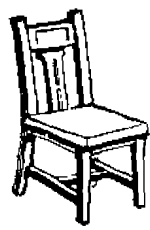
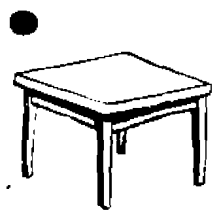
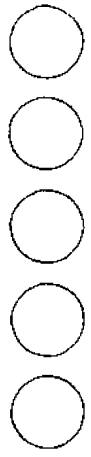
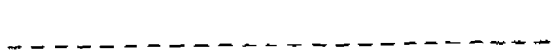
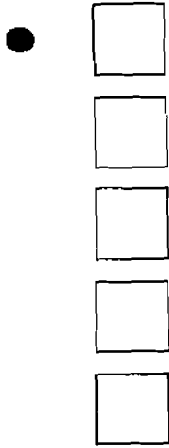
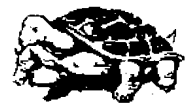
- Lesson 1: pages 1 - 8
- Lesson 2: pages 9 - 15
- Lesson 3: pages 16 - 23
- Lesson 4: pages 24 - 30
- Lesson 5: pages 31 - 39
- Test: page 40

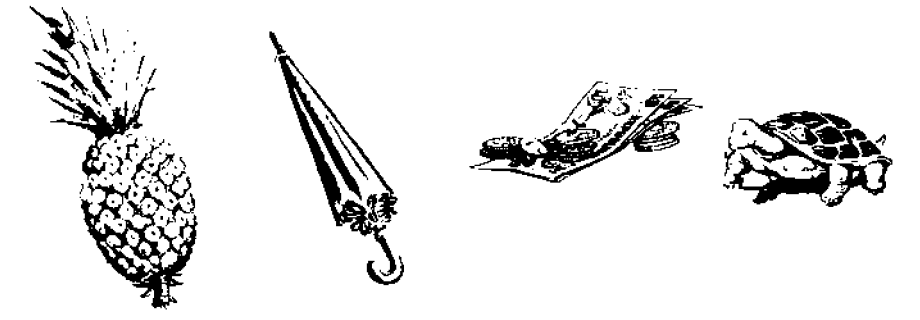
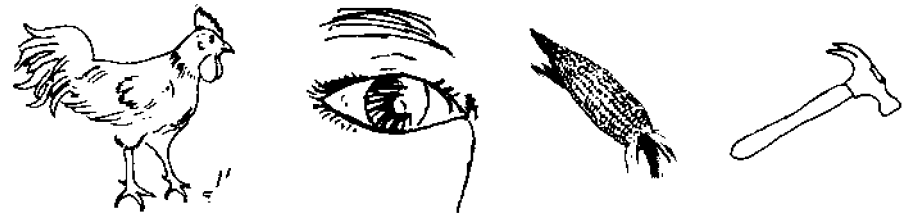
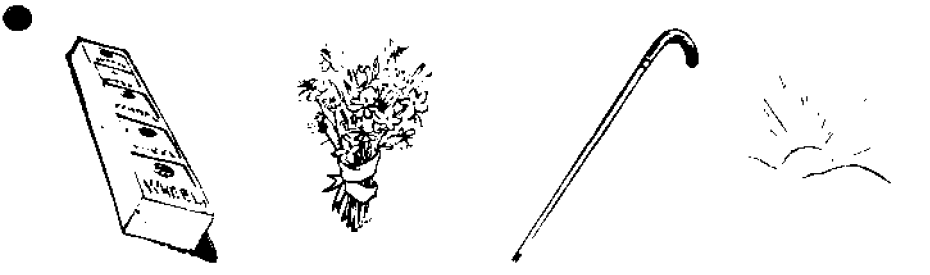
These skills are taught on the following pages:

1. Auditory discrimination: 2, 10, 18, 25, 31
2. Capital letter recognition: 37, 38
3. Left to right orientation: 1, 4, 5, 9, 11, 17, 19
4. Numbers: 6, 7, 12, 13, 14, 20, 21, 29, 39
5. Phonics:
 - o sound: 25, 26
 - i sound: 27, 28
 - a sound: 31, 32
 - a, o, i, sounds: 33, 34
 - e sound: 35, 36
6. Visual discrimination: 4, 5, 9, 11, 17, 19
7. Whole word recognition: 16, 24
8. Writing: 8, 15, 22, 23, 25, 27, 30, 31, 37, 38

The directions for teaching are given in the center margin of each page. These directions tell you what the student is to do. If the book is used with adult students, one lesson should be taught each day. If the book is used with children, the five lessons should be taught in 4 to 6 weeks and supplemented with teacher-made materials patterned after the work pages.

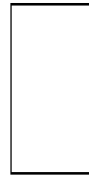
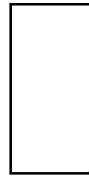
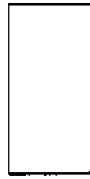
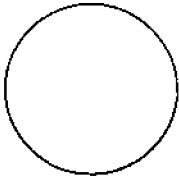
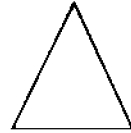
1. Draw a line from the animals on the left to the animals on the right. 2. Draw a line from the squares to the circles.
3. Name the pictures in order from left to right.





Name the pictures in each row from left to right and listen to the beginning sound of the words.

Circle the picture or shape or letter that is different from the others on each line.



e

d

e

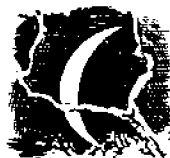
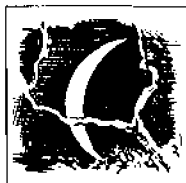
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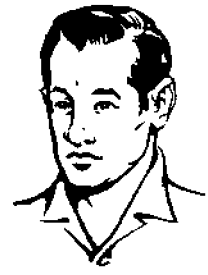
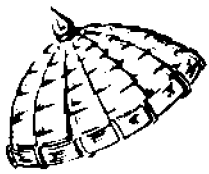
1. Draw a line from the pictures on the left to the pictures on the right. 2. Circle the picture in each row that is the same as the one on the left. 3. Circle the letter(s) in each row that is the same as the one on the left.

1. Circle the letters of each pair that are the same. Tell what letters (first or last) are the same. 2. Draw a line from the pictures on the left to the pictures on the right. 3. Circle the letter(s) in each row that is the same as the one on the left.

ag
ak

ti
ni

do
da



N

M

O

N

K

N

h

h

n

b

l

h

y

y

j

y

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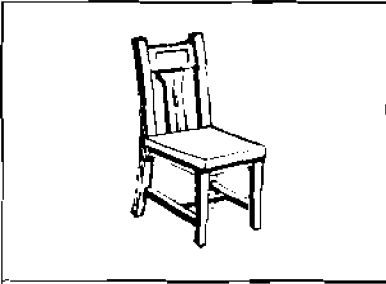
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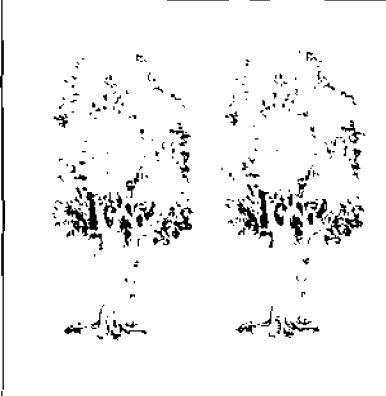
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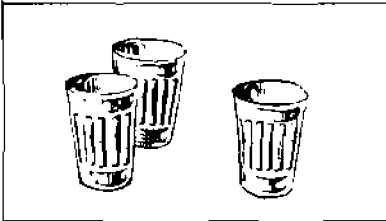
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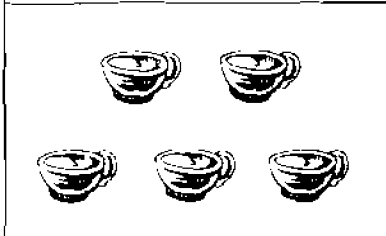
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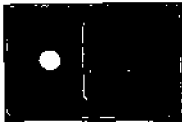


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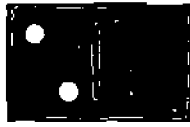


5

Count the number of things in each box; look at the domino clue and see the numeral that shows how many.



1



2



3



4

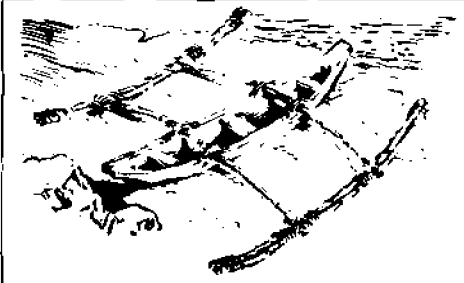


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Circle the number that shows how many things are in each box.



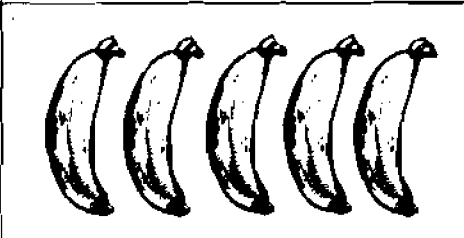
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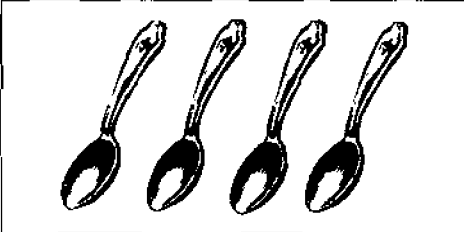
1 4 3



3 4 1

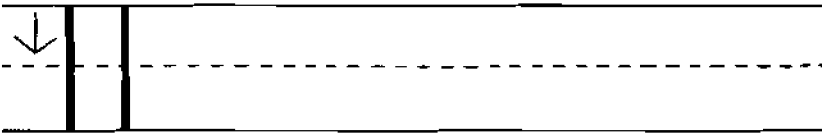


5 2 4

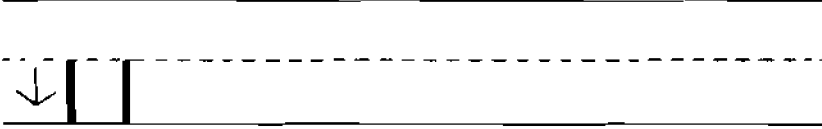


3 5 4

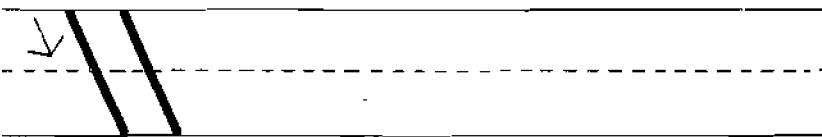
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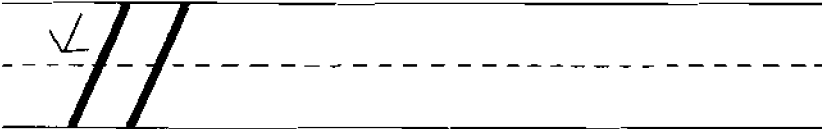
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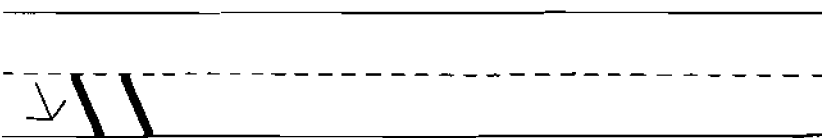
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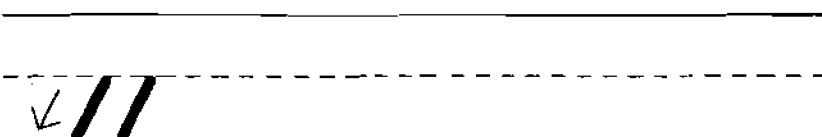
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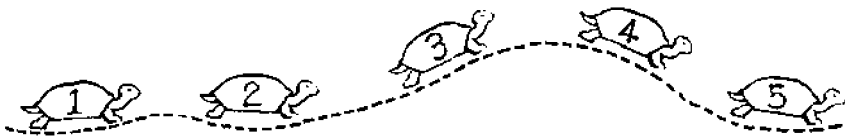
Fill in the lines of writing by following the pattern.

1. In each box, cross out the syllable that is different. 2. Trace the dotted lines following the numbers. 3. Circle the letters in each row that are found in the syllable in the box.

ka
ka
ko

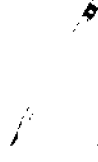
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om

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is
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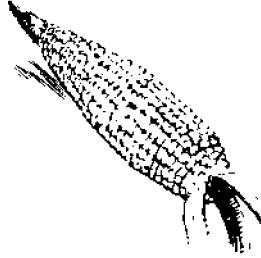
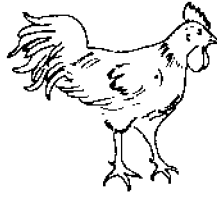


ka	o	k	l	a
yo	y	m	o	d
si	s	w	g	i
an	k	a	p	n
is	i	t	s	o

1



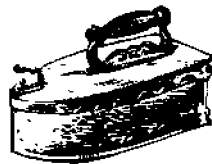
2



3



4



5



1. In each row, cross out the picture of the word that has a different beginning sound.
2. Repeat after the teacher:

o	yo
o	so
o	mo
o	lo

i	ti
i	ki
i	ni
i	gi

a	na
a	ka
a	pa
a	wa

bin
tan

kit
kod

tok
nol



1. Circle the letter of each pair that is the same; tell what letters (first, second, or last) are the same. 2. Tell a story about the picture sequence. 3. Circle the syllables in each row that are the same as the first.

at ok ni at bo at

go aw go go ja yo

di ni di do ki di

so so as on so ma

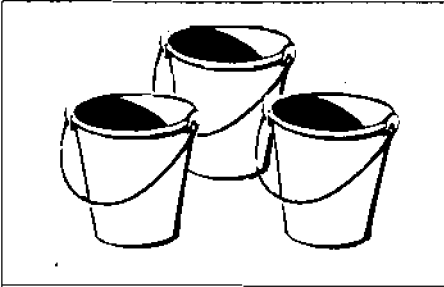
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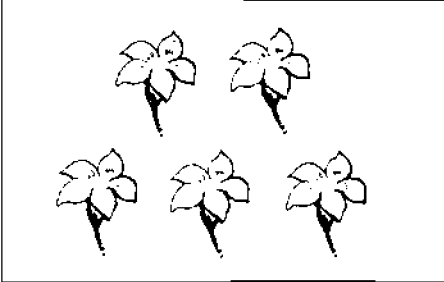
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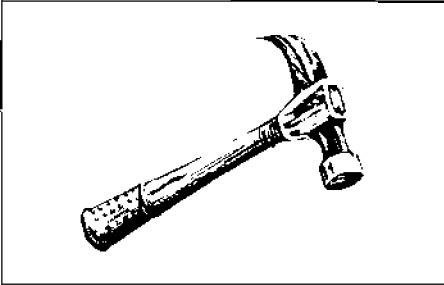
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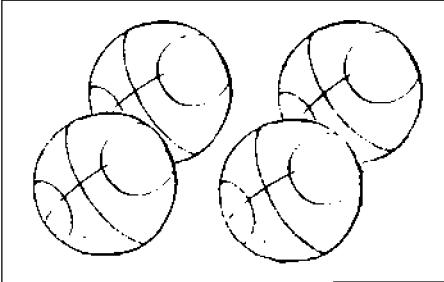
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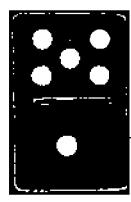
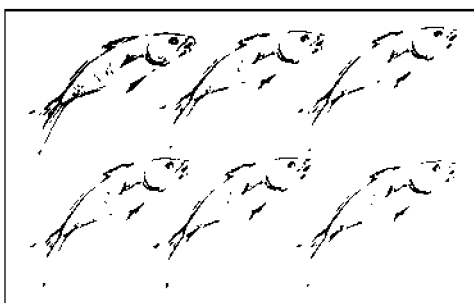
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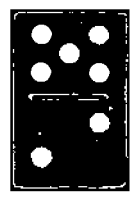
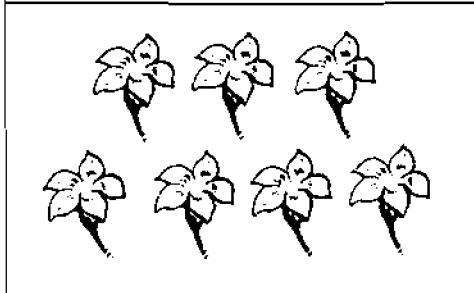
2

Circle the number that shows how many things are in each box.

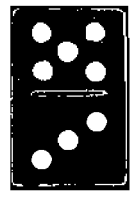
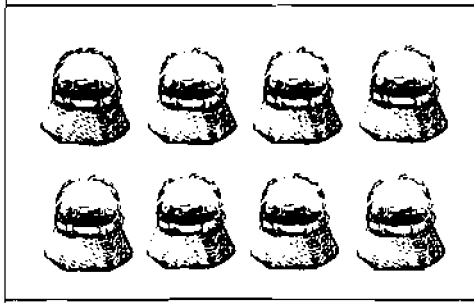
Count the number of things in each box; look at the domino clue and see the numeral that shows how many.



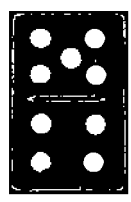
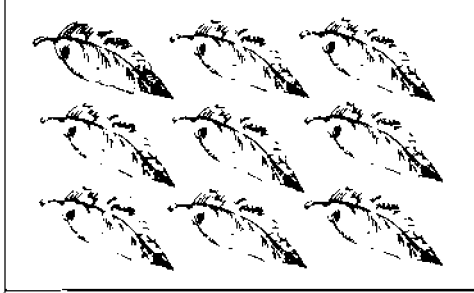
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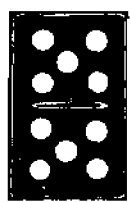
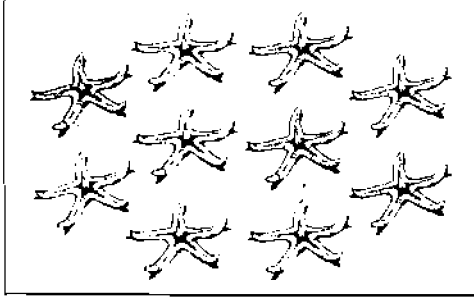
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8



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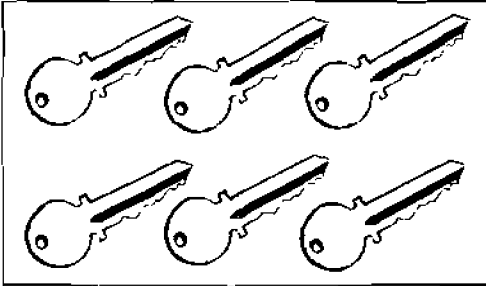
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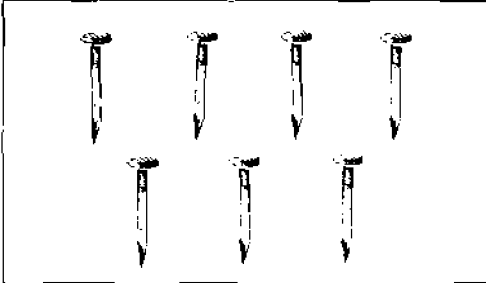
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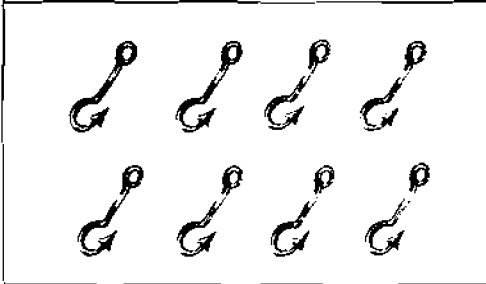
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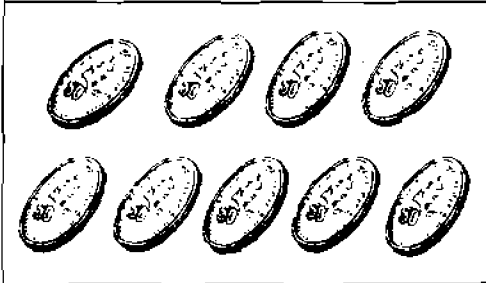
2 6 9



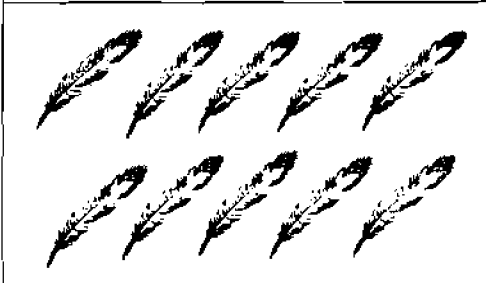
7 10 6



8 9 7



5 9 3




10 4 8

Circle the number that shows how many things are in each box.


Fill in the lines of writing by following the pattern.

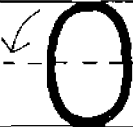
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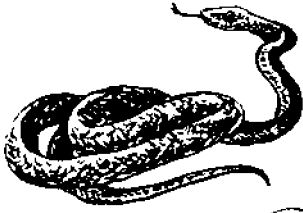
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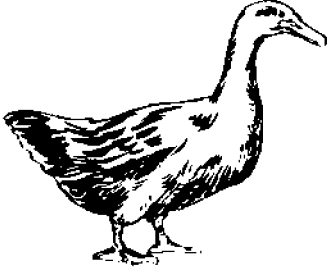
4 

5 

6 



Iyay i oleg.
 oleg



Iyay i itik.
 itik



Iyay i aso.
 aso

1

Iyay i oleg.
 Iyay i itik.
 Iyay i aso.

2

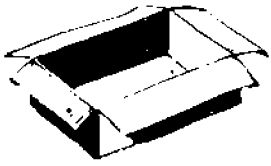
Iyay i aso.
 Iyay i oleg.

3

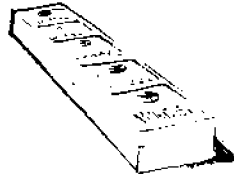
Iyay i itik.
 Iyay i itik.

1. Read the sentences and words following the model of the teacher. 2. Box one : read the sentences and circle **S**ajay
 3. Box two : read the sentences and underline **aso** in line one and **oleg** in line two. 4. Box three : read the sentences and underline **itik** in line one and **itik** in line two.

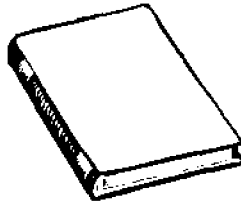
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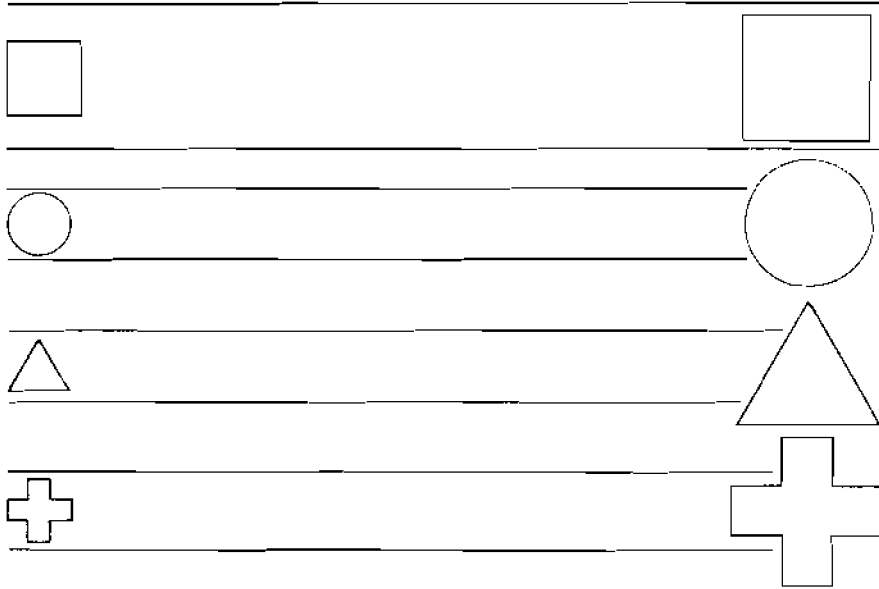
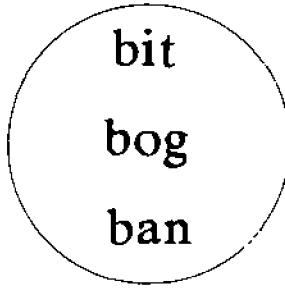
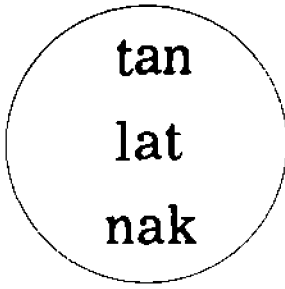
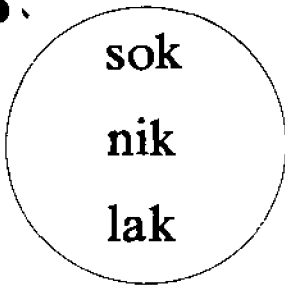
1. In each row, cross out the picture of the word that has a different beginning sound. 2. Repeat after the teacher :

o	og
o	ok
o	om
o	ol

i	in
i	ik
i	ib
i	is

a	ag
a	ak
a	an
a	al

1. Circle the letters of each set that are the same. Tell what letters (first, second, or last) are the same. 2. Draw a line from the small shape to the large shape keeping within the guide lines. 3. Circle the syllable(s) in each row that is the same as the first.



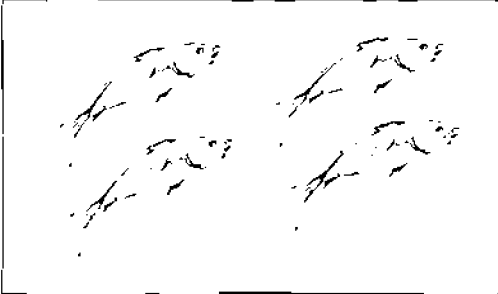
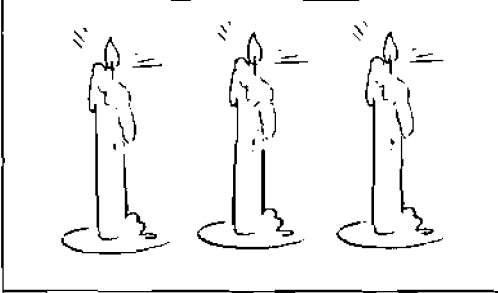
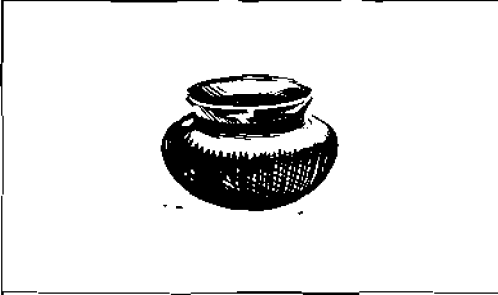
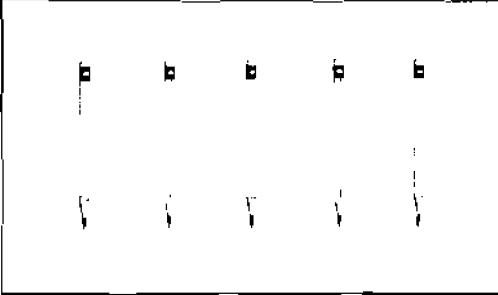
ang an ang nag ga gan

nok nok nik ko nol kin

baw baw nag bol tal baw

kog kog bog gid kog kay

0



1

2

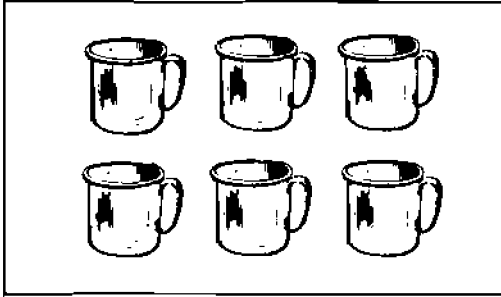
3

4

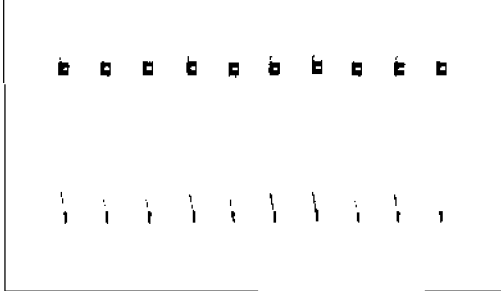
5

Draw a line from the pictures to the correct number.

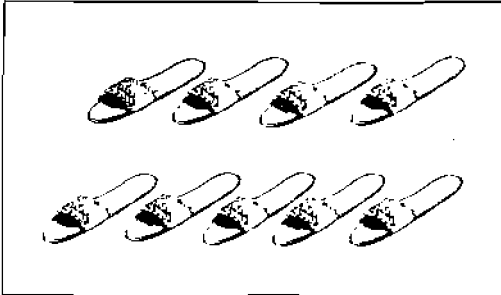
Draw a line from the pictures to the correct number.



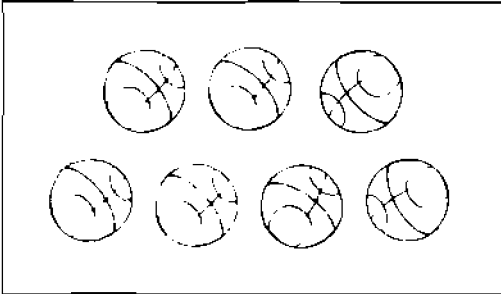
6



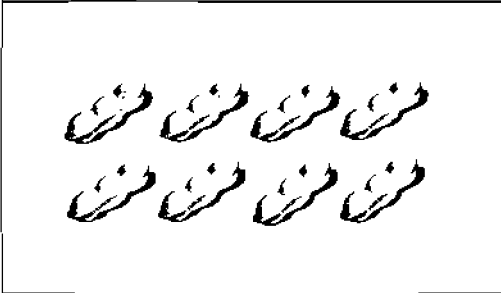
7



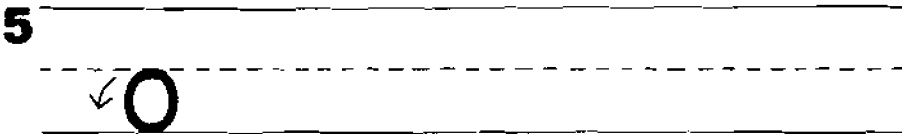
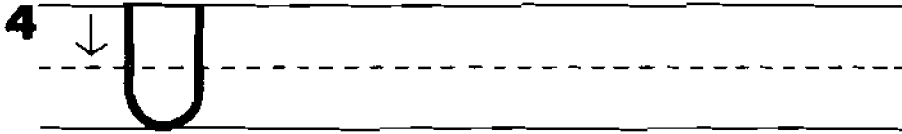
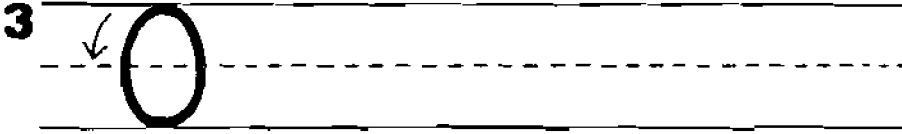
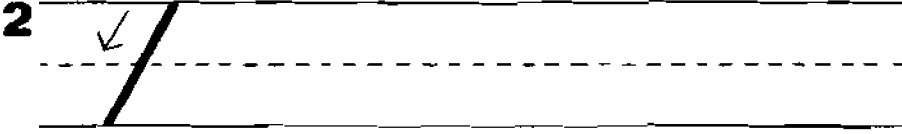
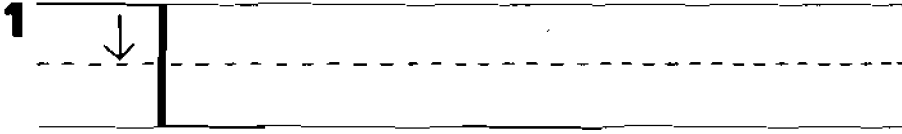
8



9

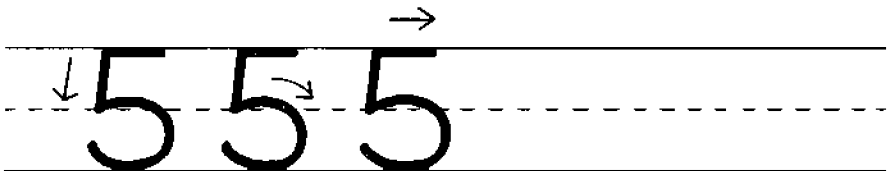
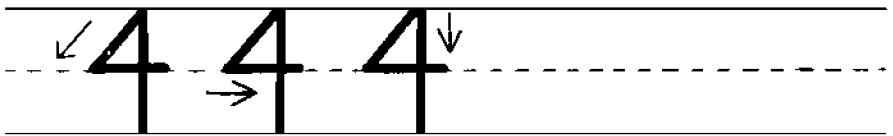
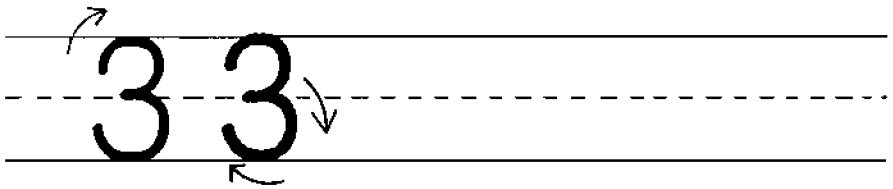
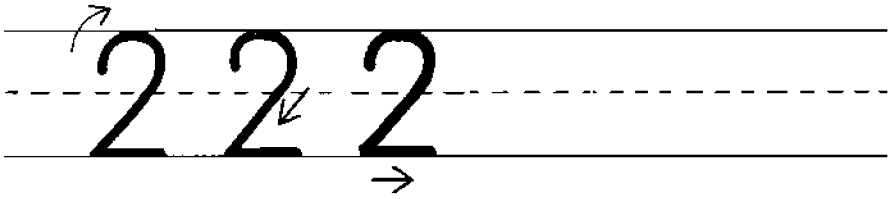
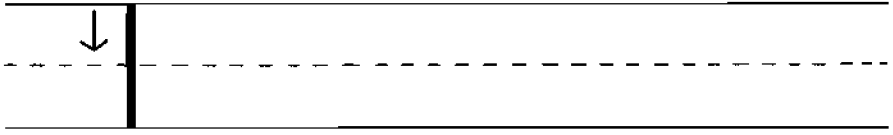


10



Fill in the lines of writing by following the pattern.

Fill in the lines of numerals by following the patterns.



oleg



itik



aso



oleg	son	ani
tan	oleg	oleg

itik	laeng	itik
sini	itik	pay

na	aso	aso
aso	ni	ina

Iyay i aso.

oleg



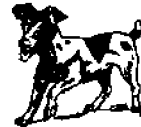
Iyay i itik.

aso



Iyay i oleg.

itik



1. Read the keyword and circle the keyword in each box. 2. Draw a line from the sentences to the keywords to the pictures.

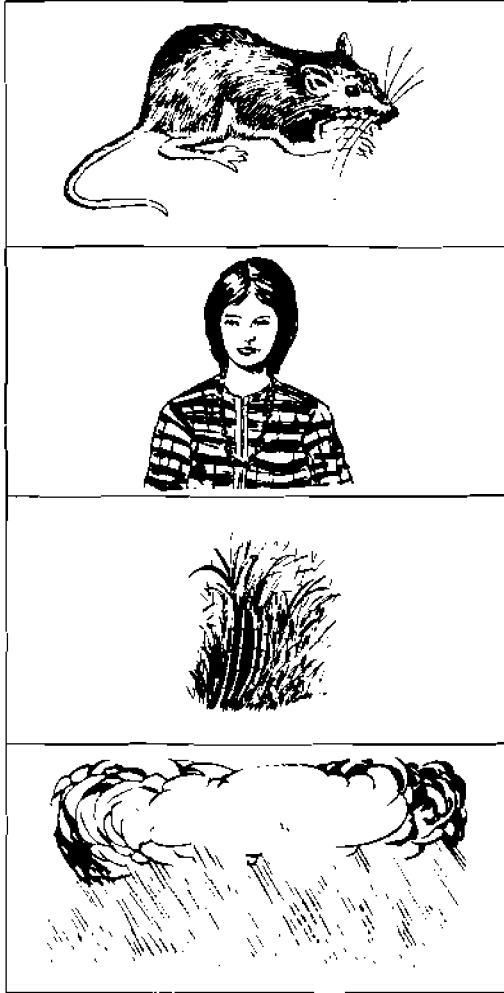
1. Listen to the syllable the teacher says and say the correct sound: a, i, or o.

Teacher says: ka | si | mi | yo | ta | ri | no

Student says: a | i | i | o | a | i | o

2. Read the keyword and sound following the model of the teacher.

3. Say the pictured words and circle the beginning letter: o. 4. Fill in the lines of writing making the letter: o.



oleg

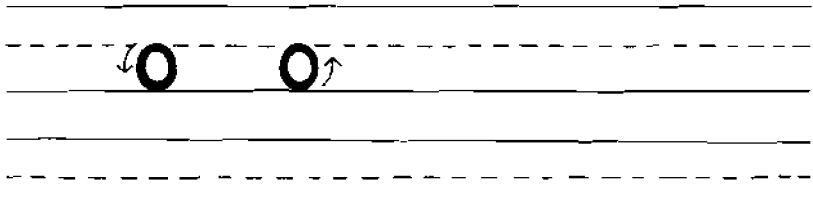
o

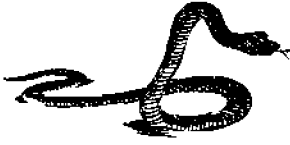
otot

ono

onas

oran

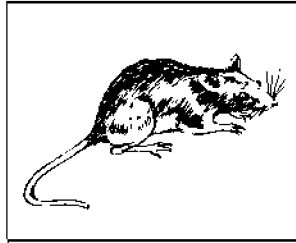




oleg

_leg

_



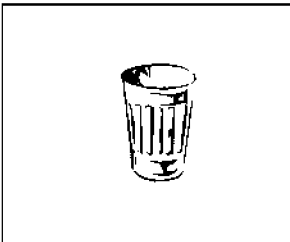
_tot



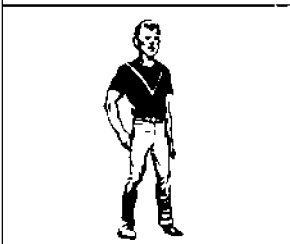
_nas



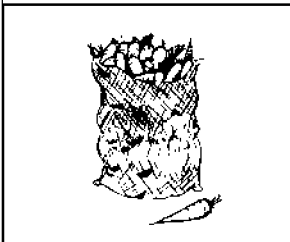
_bong



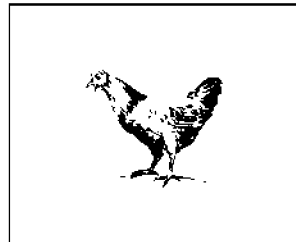
bas_



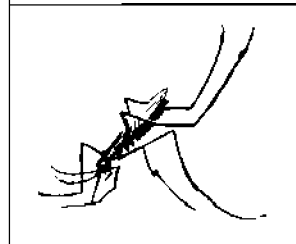
to_



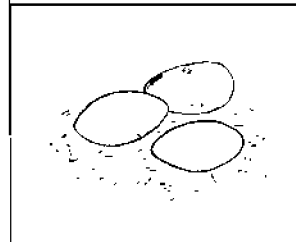
sak_



man_k



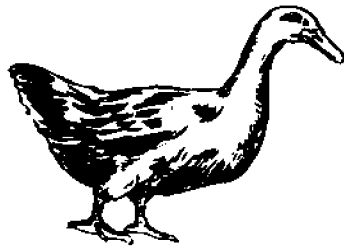
im_k



ikd_g

1. Read the keyword and write the beginning letter. 2. Say the pictured words and write the letter on the blanks.

1. Read the keyword and sound following the model of the teacher. 2. Say the pictured words and circle the beginning letter: i 3. Fill in the lines of writing making the letter: i



itik

i

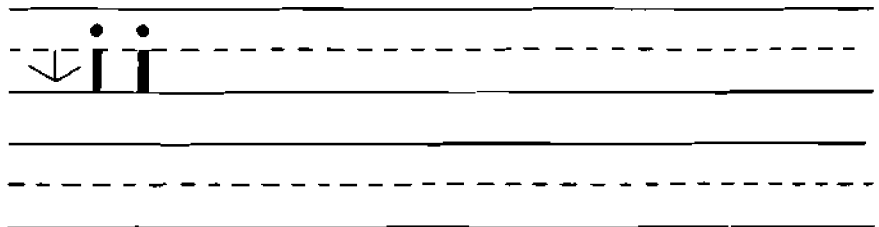


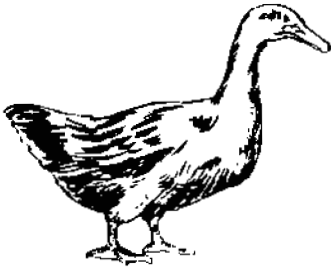
ikdog

iming

ina

ipit





itik

_tik



man_



ak_



an_



_ming



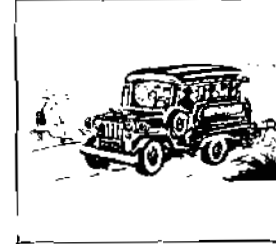
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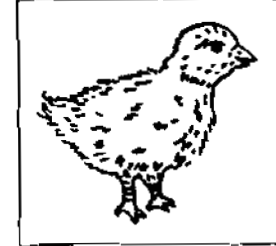
_ket



t_t_t



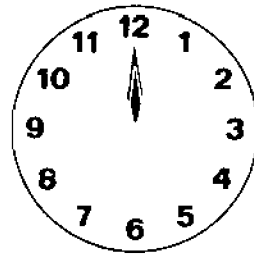
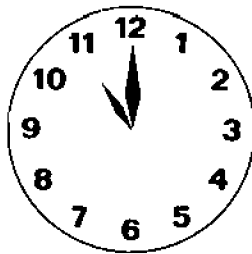
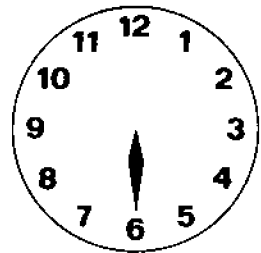
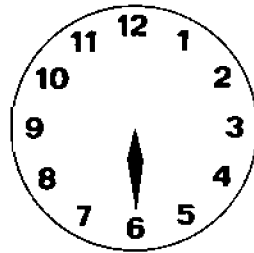
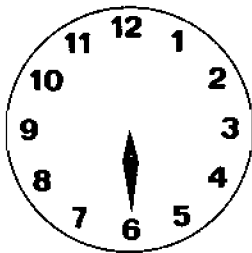
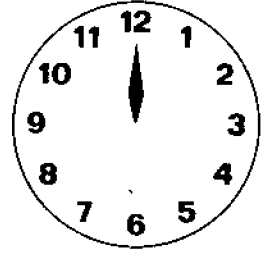
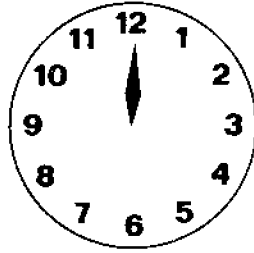
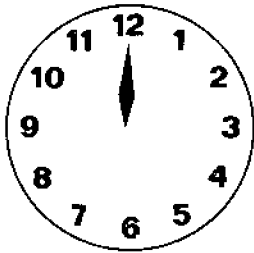
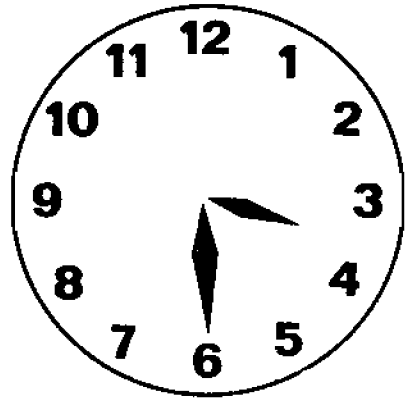
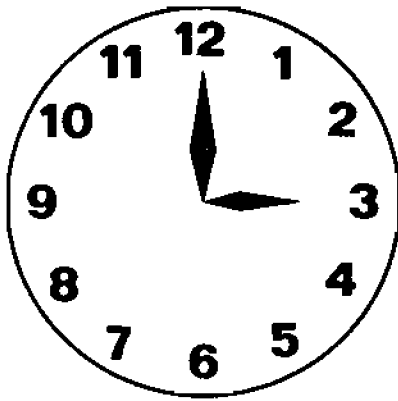
j_p

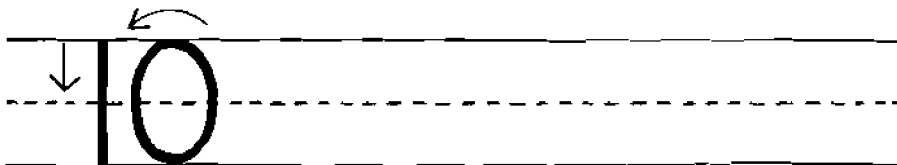
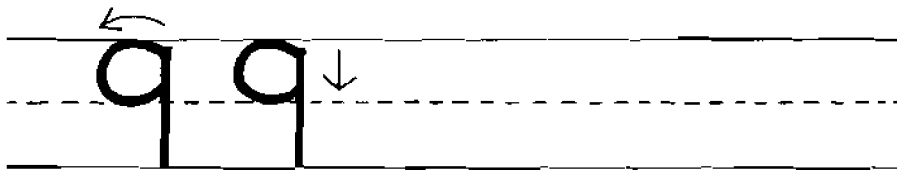
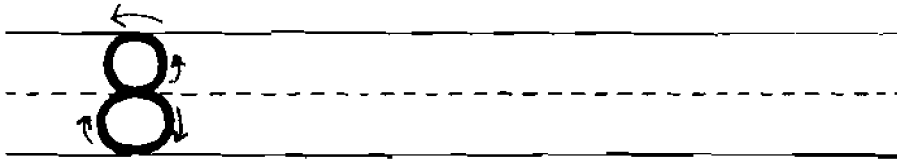
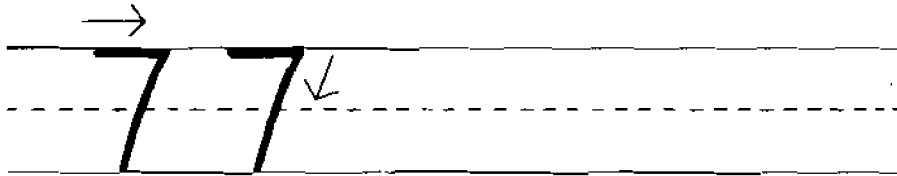
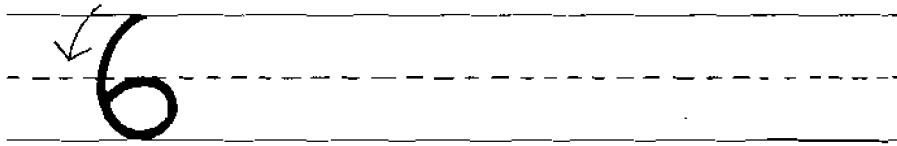


k_pk-p

1. Read the keyword and write the beginning letter. 2. Say the pictured words and write the letter i in the blanks.

1. Point to and count the numbers on the face of the clocks. See the place of the minute hand and the hour hand.
2. Draw the hour hand to make: 5 o'clock, 7 o'clock, 2 o'clock. 3. Draw the hour hand to make: 8:30, 10:30, 1:30. 4. See the place of the hour hand at 11:00 and 12:00.





Fill in the lines of numerals by following the patterns.

1. Listen to the syllable the teacher says and say the correct sound : a, i, or o.

Teacher says : ag | in | od | os | ik | ap | am

Student says : a | i | o | o | i | a | a

2. Read the keyword and sound following the model of the teacher.

3. Say the pictured words and circle the beginning letter : a. Fill in the lines of writing making the letter : a.



aso

a



apoy



aki



ama



agas

↙ a a ↘



aso

_so

_



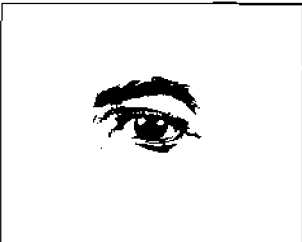
_gas



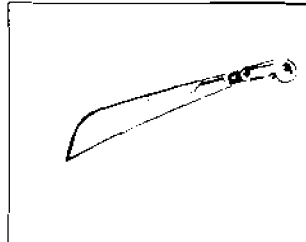
_poy



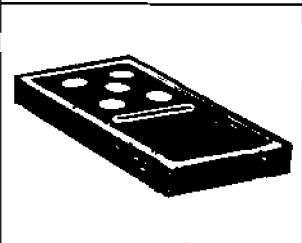
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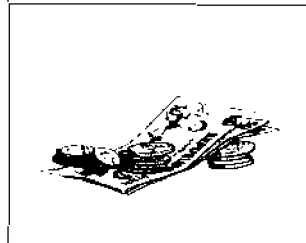
mat_



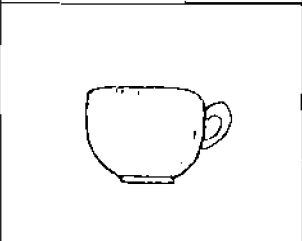
et_k



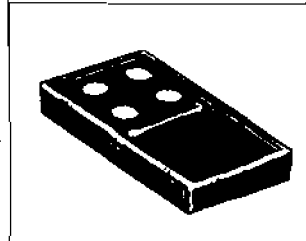
dim_



pil_k



tas_



ep_t

1. Read the keyword and write the beginning letter. 2. Say the pictured words and write the letter a in the blanks.

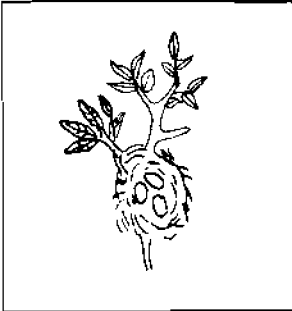
oleg

itik

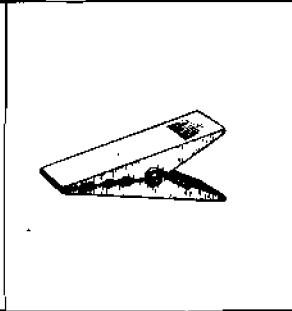
aso

a i o

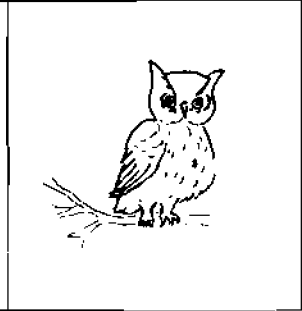
1. Circle the first letter of the key words. 2. Say the pictured words and write the beginning letter: a, o, or i.



_bong



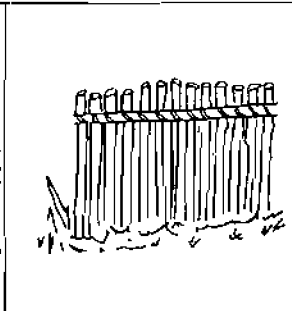
_pit



_kop



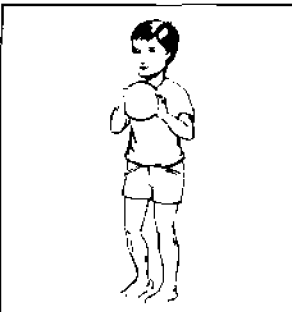
_nom



_lad



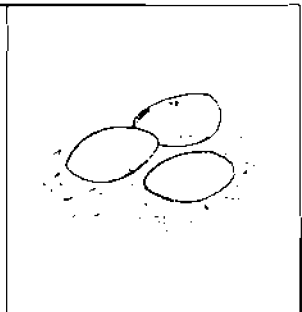
_kdop



_nak

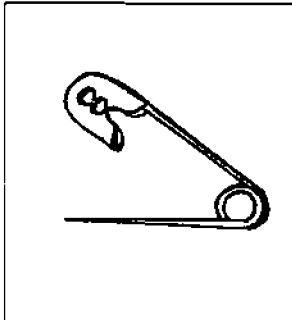


_lis

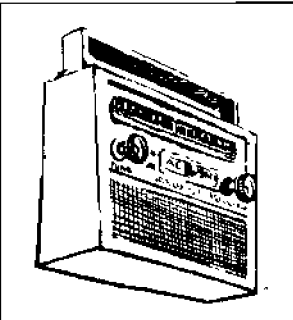


_kdog

a o i



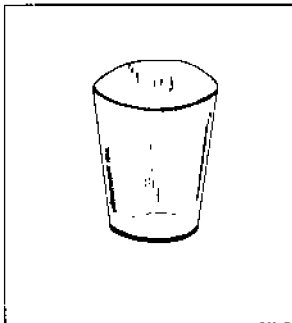
ispil__



ridj__



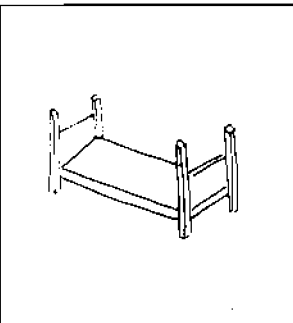
dat__



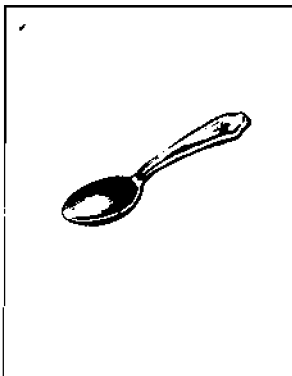
bas__



ols__



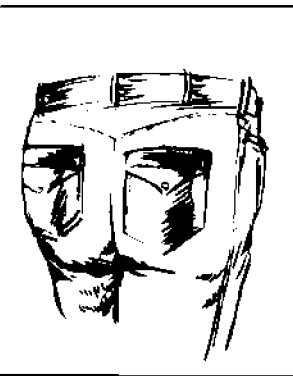
katir__



kotsar__



bot__



bolsik__

Say the pictured words and write the ending letter: a, o, or i.

1. Read the keyword and sound following the model of the teacher.
2. Say the pictured words and circle the beginning letter : e
3. Fill in the lines of writing making the letter : e



etak
e



epat



ekeb

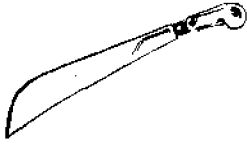


emes



enem

e e



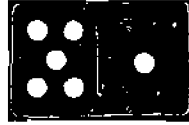
etak

_tak

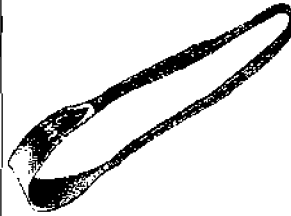
—



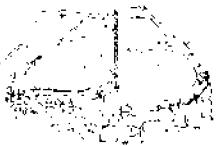
_pin



_nem



_pid



t_neng



ol_g



s_bit



et_n



t_shong



ed_t

1. Read the keyword and write the beginning letter. 2. Say the pictured words and write the letter e in the blanks.

1. Read the keywords and see the capitals. 2. Circle the capital letters of the name sets which the teacher reads. 3. Write the capital following the model.



oleg

Oleg



Olivia



Oscar



Okab

O



itik

Itik



Ida



Inoy



Itogon

I I I



aso

Aso



Agusta

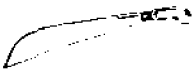


Alfredo



Atok

A A A



etak

Etak



Edna



Ernesto



Ellet

E E

A I o E

a I O i

e A O I

I o A E

a i o e
A I O E

Handwriting practice lines consisting of four sets of three horizontal lines (top, dashed middle, bottom).

1. Circle the E in Box 1.
2. Circle the O in Box 2.
3. Circle the A in Box 3.
4. Circle the I in Box 4.
5. Read the syllable box; write a and A on the first writing line, i and I on the second, o and O on the third and e and E on the fourth.

1. Draw the number of circles as shown by the numeral. 2. Circle the number the teacher says.
3. Write the numbers 1 through 10 on the writing lines.

8



2

6

4

7

2

4

5

8

9

6

3

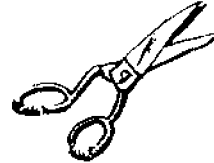
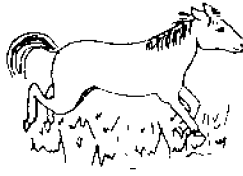
1



1 yag

2 yag

3 yag

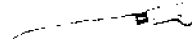


aso

itik

oleg

etak

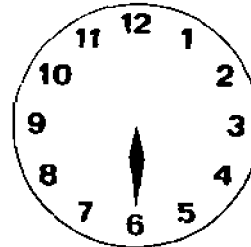
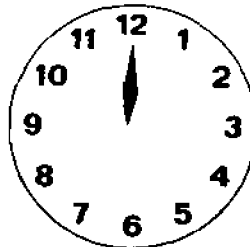
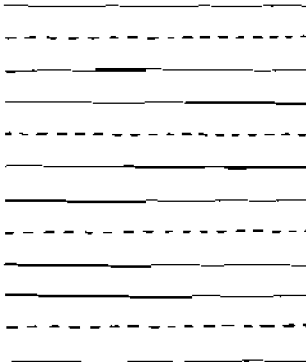


2
3

8
5

7
1

10
4



TEST

1. Circle the fish going the "wrong" reading direction. 2. Box 1: circle the last letter. Box 2: circle the first letter. Box 3: circle the second letter. 3. In each row, cross out the picture of the word that has a different beginning sound. 4. Draw a line from the words to the pictures. 5. Circle the numerals: 3, 8, 1, 4. 6. Write 6, a, 1 and e on the writing lines.