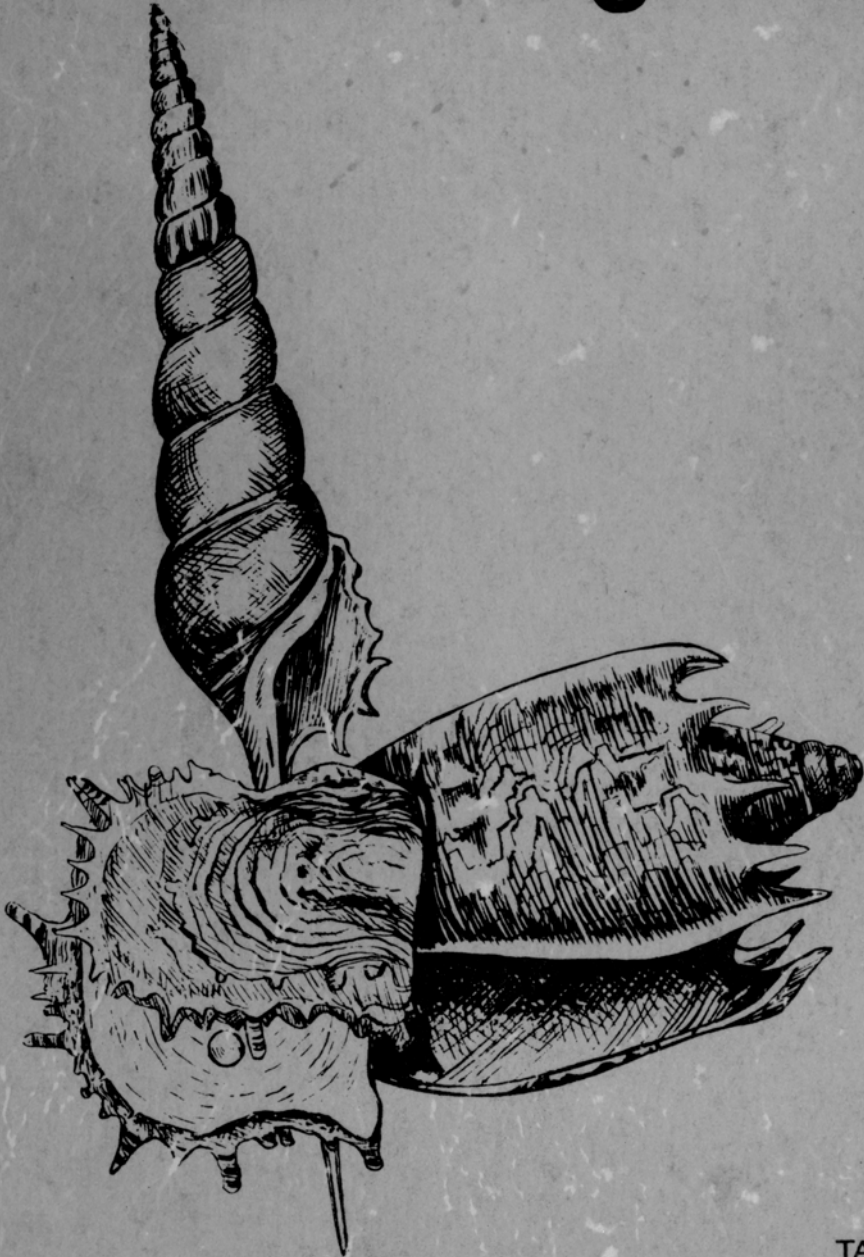


# Magsakap Kita Magbacha



TAUSUG

# **Magsakap Kita Magbacha**

Let's Get Ready to Read

by  
Seymour and Lois Ashley  
and  
Kathie Bosscher

Illustrations by  
Rod Aquino



**Summer Institute of Linguistics-Philippines, Inc.**  
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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

## P R E F A C E

This pre-primer workbook, *Magsakap Kita Magbacha*, has been prepared to teach some basic pre-reading skills to the Tausug people of Sulu, the Republic of the Philippines. It has been specifically designed to help the student to be ready for the primer, *Daakan sin Sultan kan Itik*, (formerly *Hinda Itik*) and the primer workbook, *Atulan Magbacha*. 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, u by the same keyword method used in the primer. 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 Summer Institute of Linguistic members, Seymour and Lois Ashley, prepared and tested the pre-primer.

To the teacher:

This book, **Magsakap Kita Magbacha**, is designed to prepare students for learning to read. It consists of five pre-reading lessons which are taught before teaching the primer, **Daakan Sin Sultan Kan Itik**.

Its contents are as follows:

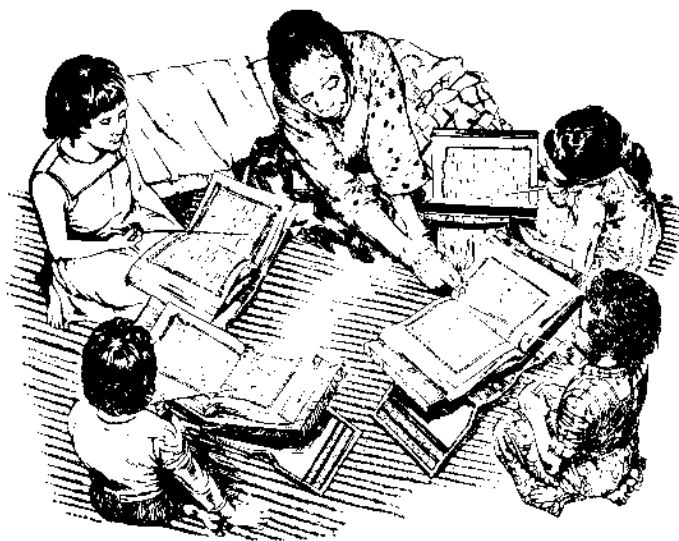
- Lesson 1: pages 1- 8
- Lesson 2: pages 9-15
- Lesson 3: pages 16-23
- Lesson 4: pages 24-30
- Lesson 5: pages 31-36
- Test: page 37

These skills are taught on the following pages:

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

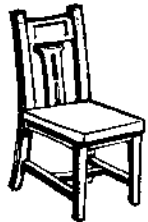
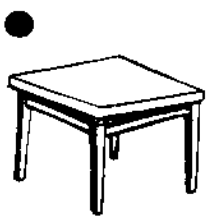
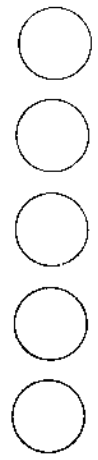
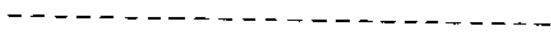
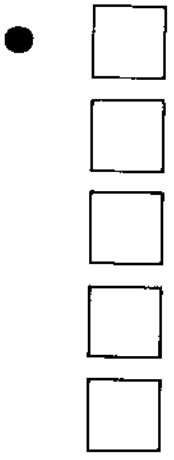
The directions for teaching are given in the center margin of each page. These directions tell you what the student is to do. If the book is used with adult students, one lesson should be taught each day. If the book is used with children, the five lessons should be taught in 4 to 6 weeks and supplemented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

1. Point to pencil near page number. Hold book so point of pencil is towards one's body. 2. Point to Arabic script. It is read from right to left. 3. Point to other script. Note that it is read from left to right.



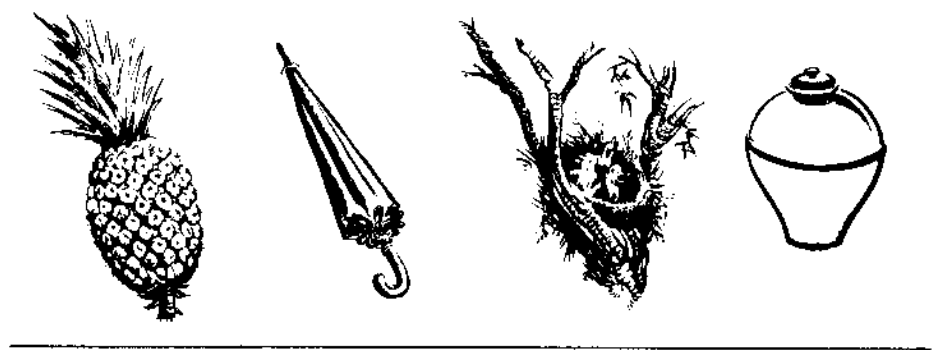
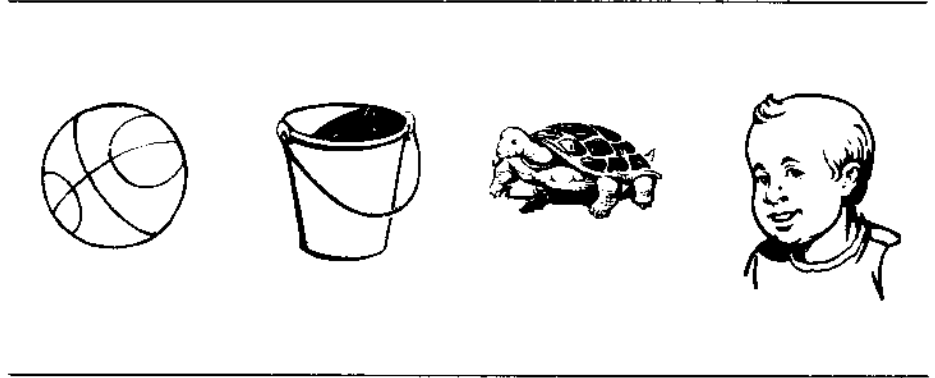
اَسْلَامُ عَلَیْكُمْ وَرَحْمَةُ اللّٰهِ وَ  
 بَرَکَاتُهُ مَرْمُرُ صُنَادِیْنِ  
 هَا بَكْتُلَانِ اِنْ تَمَّ كُنْ عِ  
 كُمْ مَكْرُ اَعْنِ مَكْرُ بَسْر  
 اَبْنِ مَكْرُ سُلَاتِ سِتْ سُلَاتِ  
 اِسْلَامُ

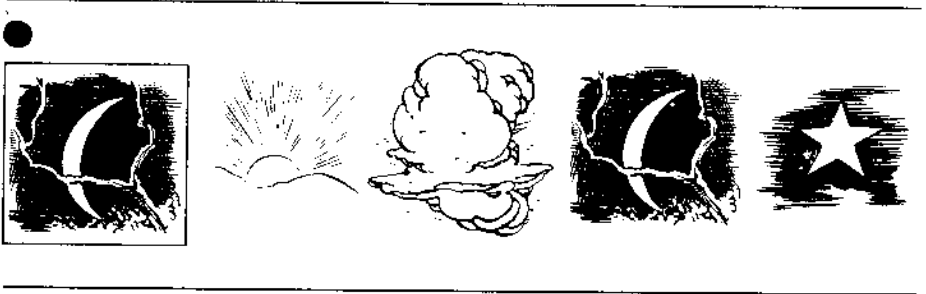
Assalamu alaykum  
 warakmatullahi  
 wabarakatuhu. Mura-  
 murahan dayn ha  
 baktulan ini tumagnà  
 kamu makaingat  
 magbacha iban  
 magsulat sin sulat  
 Milikan.



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.





t	p	u	t	m
G	h	G	A	r
u	u	w	s	u
R	N	R	T	R

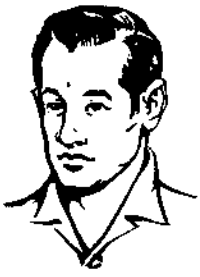
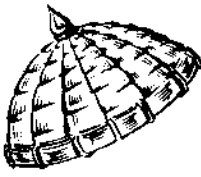
1. Draw a line from the pictures on the left to the pictures on the right. 2. Circle the picture in each row that is the same as the one on the left. 3. Circle the letter(s) in each row that is the same as the one on the left.

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

du  
da



N

M

U

N

K

N

h

h

n

b

l

h

y

y

j

y

u

g

n

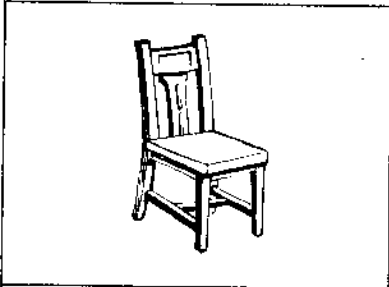
U

n

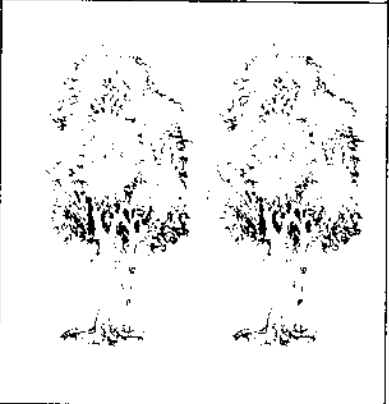
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g

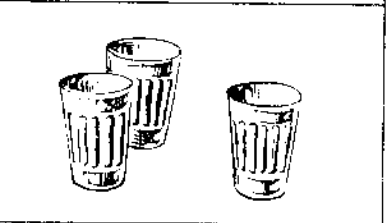
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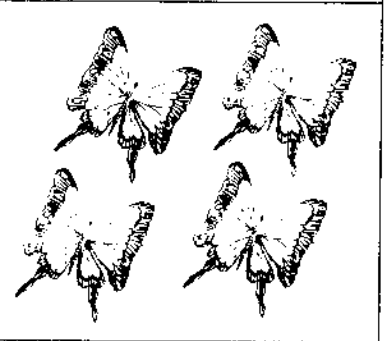
1



2



3

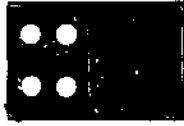
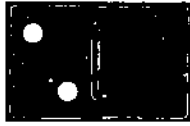
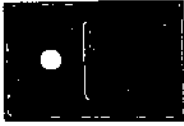


4



5

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



1


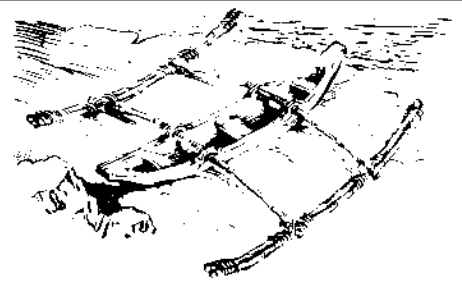

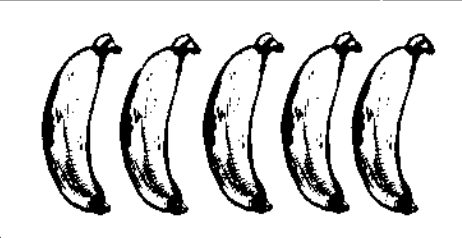
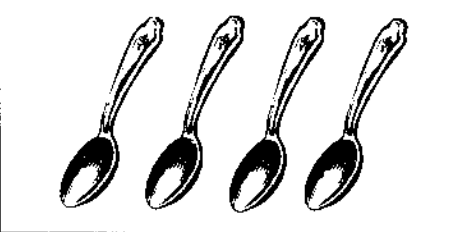
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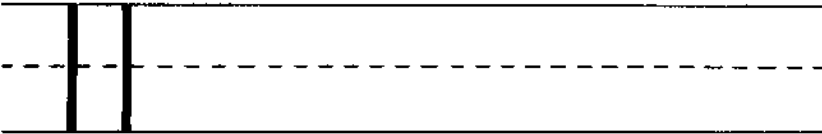
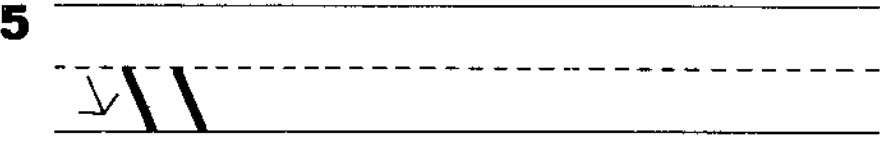
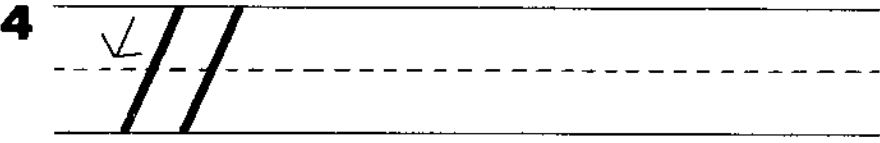
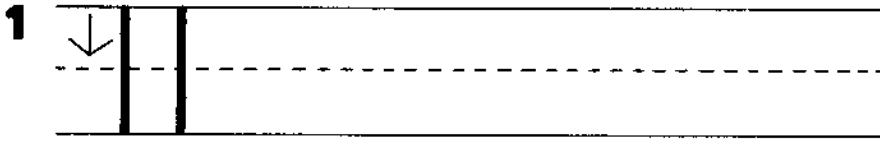
3

4

5

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

	3	2	5
	1	4	3
	3	4	1
	5	2	4
	3	5	4



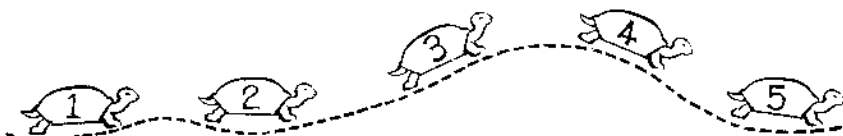
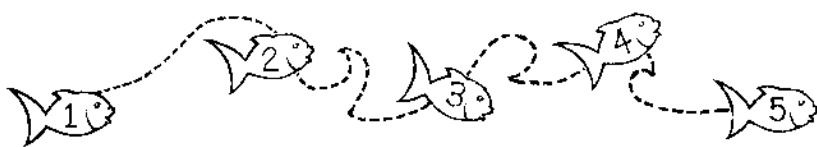
Fill in the lines of writing by following the pattern.

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.

ba  
ba  
bu

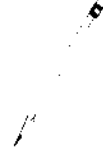
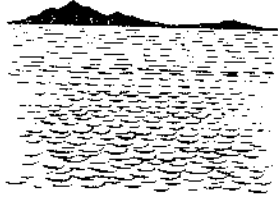
um  
un  
um

us  
is  
is



ba	u	b	l	a
yu	y	m	u	d
si	s	w	g	i
an	k	a	p	n
is	i	t	s	u

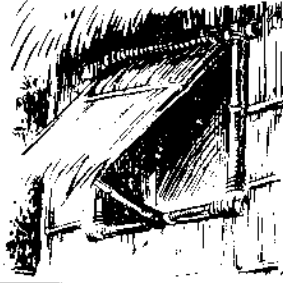
1



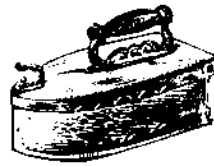
2



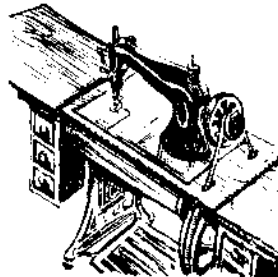
3



4



5



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

u	yu
u	su
u	mu
u	lu

i	ti
i	ki
i	mi
i	gi

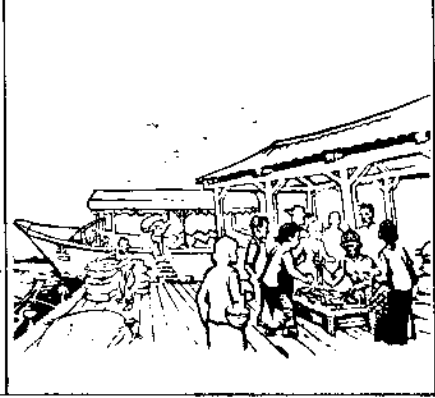
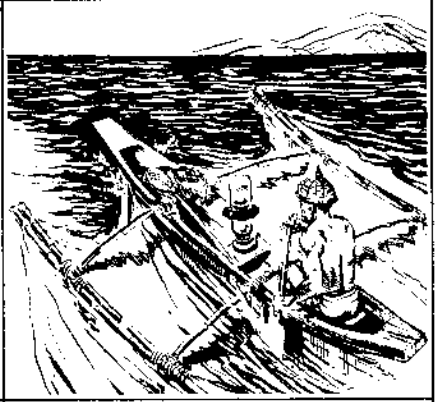
a	na
a	ka
a	pa
a	wa

1. Circle the letters 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 is the same as the first.

bin  
tan

kit  
kud

tuk  
nul



at

uk

ni

at

bu

at

gu

aw

gu

gu

ja

yu

di

hi

ki

du

di

di

su

uw

as

su

su

ma

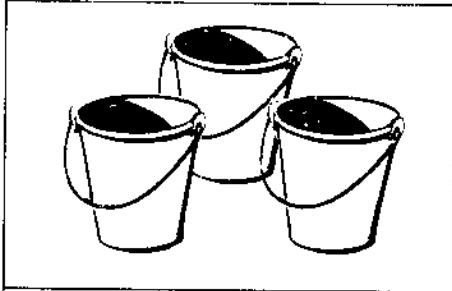
1

2

3

4

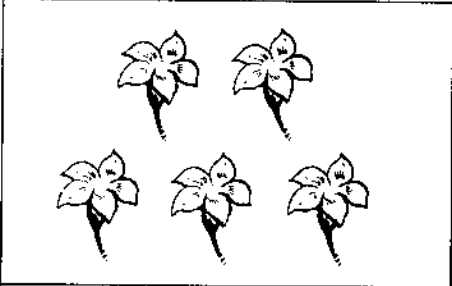
5



1

2

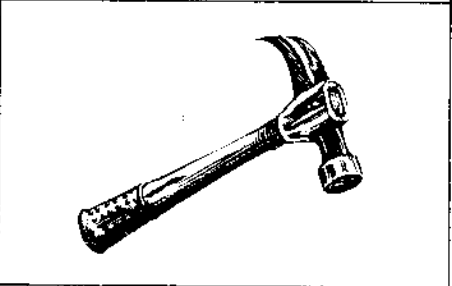
3



3

4

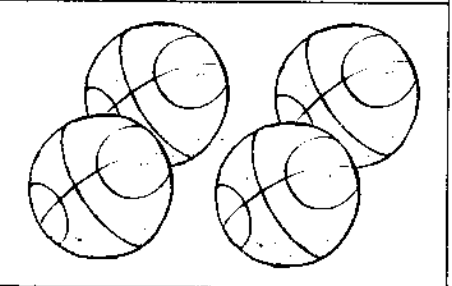
5



1

3

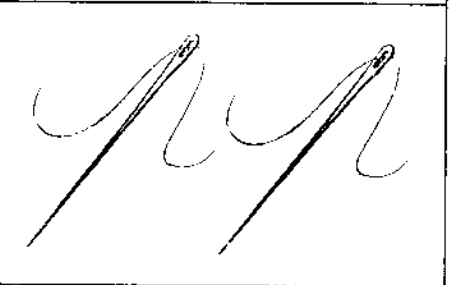
5



2

4

5



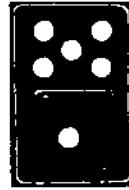
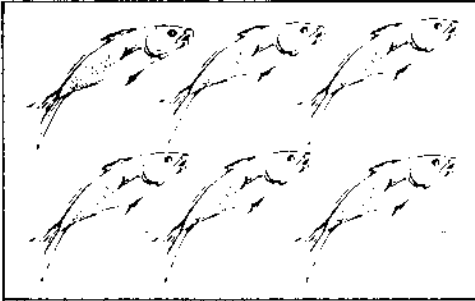
4

3

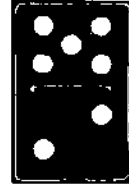
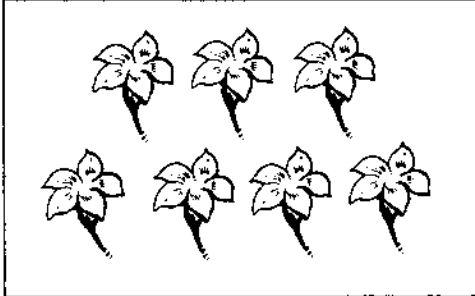
2

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

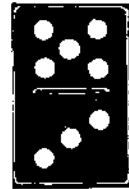
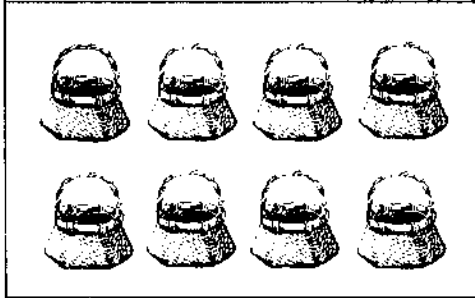
Count the number of things in each box; look at the domino clue and see the numeral that shows how many.



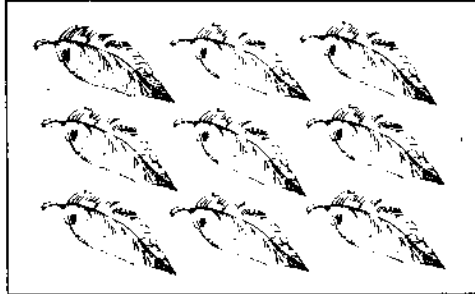
6



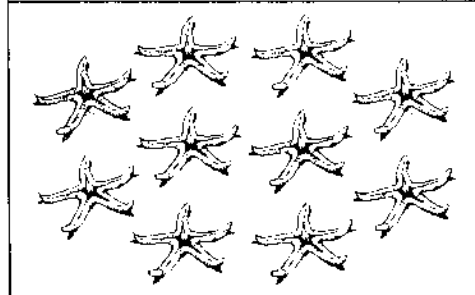
7



8



9



10

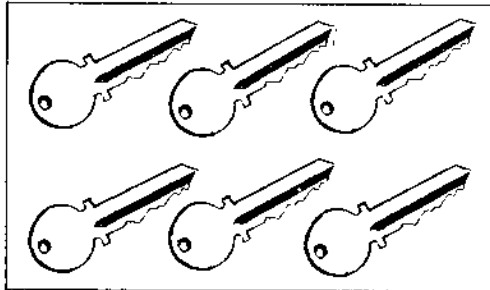
6

7

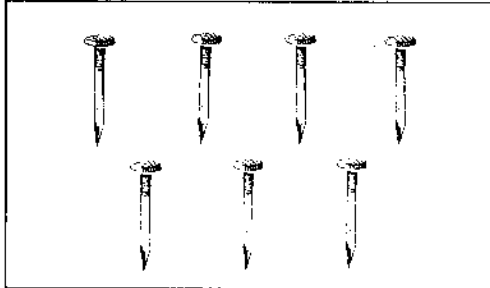
8

9

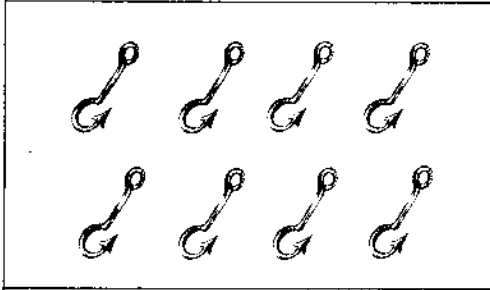
10



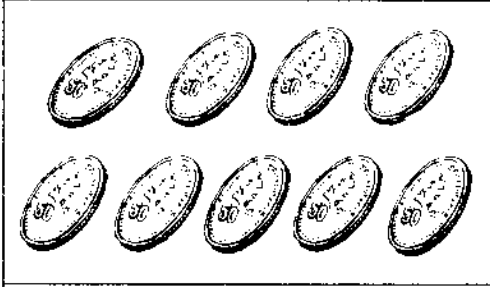
2 6 9



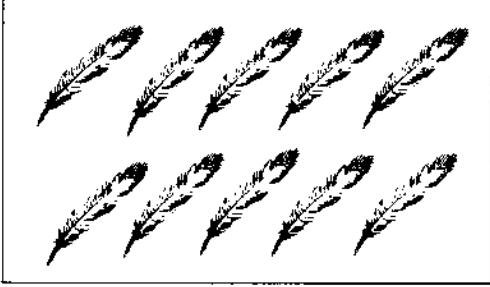
7 10 6



8 9 7



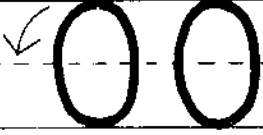
5 9 3




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.

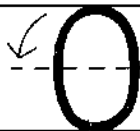
1  Two uppercase 'O's on a set of three horizontal lines. The first 'O' has a small arrow pointing downwards and to the right from its top-left position, indicating the starting point and direction of the stroke.

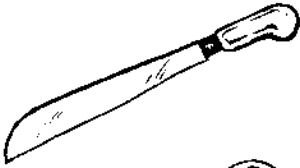
2  Two lowercase 'o's on a set of three horizontal lines. The first 'o' has a small arrow pointing downwards and to the right from its top-left position, indicating the starting point and direction of the stroke.

3  Two uppercase 'U's on a set of three horizontal lines. The first 'U' has a small arrow pointing downwards from its top-left position, indicating the starting point and direction of the stroke.

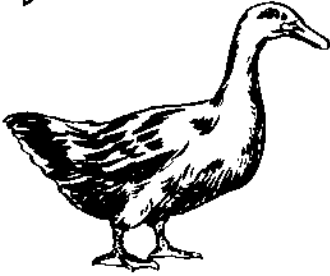
4  Two lowercase 'u's on a set of three horizontal lines. The first 'u' has a small arrow pointing downwards from its top-left position, indicating the starting point and direction of the stroke.

5  One lowercase 'n' on a set of three horizontal lines. It has a small arrow pointing upwards and to the right from its bottom-left position, indicating the starting point and direction of the stroke.

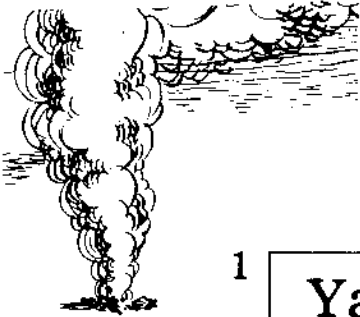
6  One uppercase 'O' on a set of three horizontal lines. It has a small arrow pointing downwards and to the right from its top-left position, indicating the starting point and direction of the stroke.



Yari in utak.  
utak



Yari in itik.  
itik



Yari in asu.  
asu

1

Yari in utak.  
Yari in itik.  
Yari in asu.

2

Yari in asu.  
Yari in utak.

3

Yari in itik.  
Yari in itik.

1. Read the sentences and words following the model of the teacher. 2. Box one: read the sentences and circle Yari  
3. Box two: read the sentences and underline asu in line one and utak in line two. 4. Box three: read the sentences and underline in itik in line one and itik in line two.

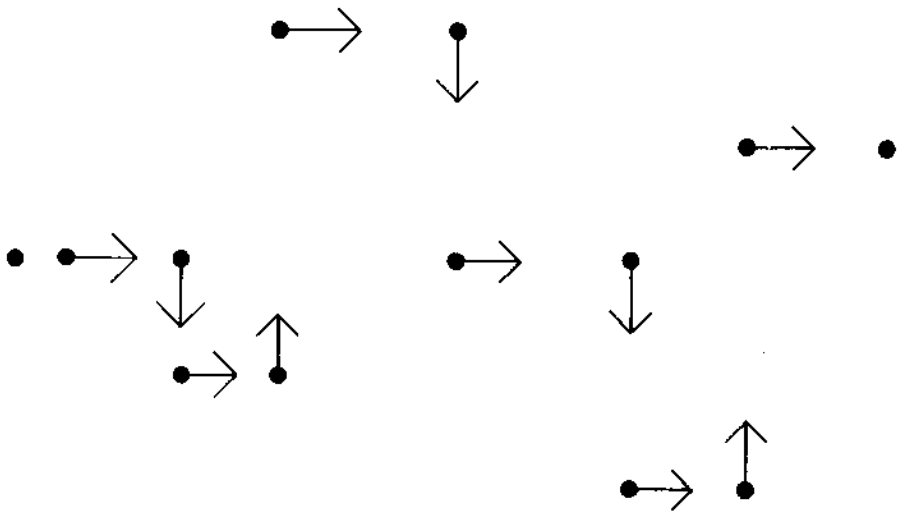
1. In each box, cross out the syllable or word that is different. 2. Draw a line between the dots following the arrows.  
 3. Circle the letters in each row that are found in the syllable in the box.

ka  
ka  
ak

asu  
usa  
usa

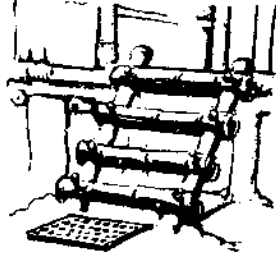
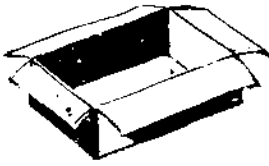
nga  
nag  
nag

kua  
kua  
aku

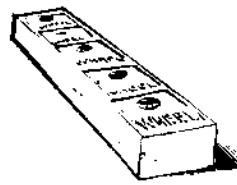


ban	b	u	i	a	n	l	
nì	n	h	s	i	b	'	
ngu	j	n	g	m	u	r	
mal	m	m	w	a	t	l	h
put	y	p	i	u	t	d	

1



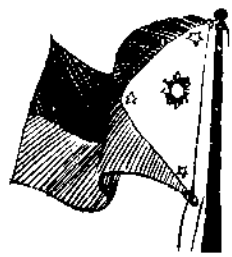
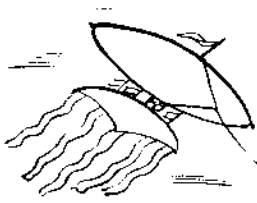
2



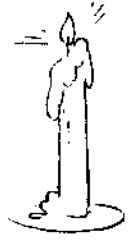
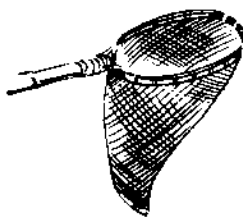
3



4



5



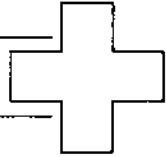
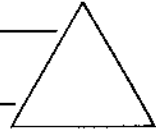
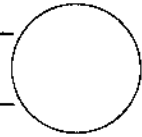
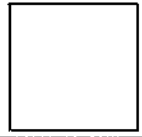
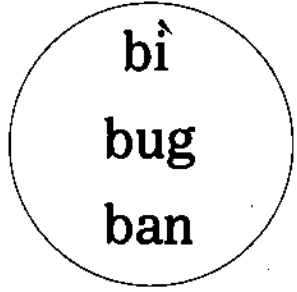
1. In each row, cross out the picture of the word that has a different beginning sound. 2. Repeat after the teacher :

ug
uk
um
ul
u
u
u
u

in
ik
ib
is
i
i
i
i

ag
ak
an
al
a
a
a
a

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

nuk

nuk

nik

ku

nul

kin

baw

baw

hag

bul

tal

baw

kug

kug

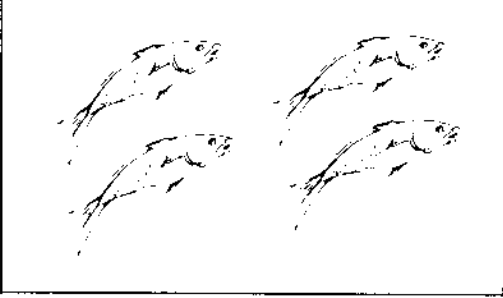
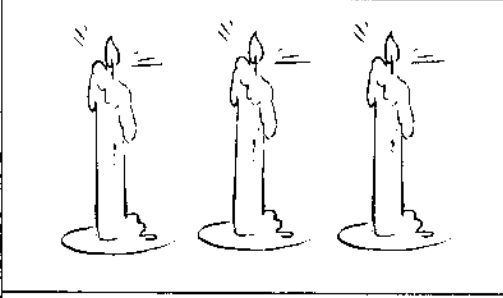
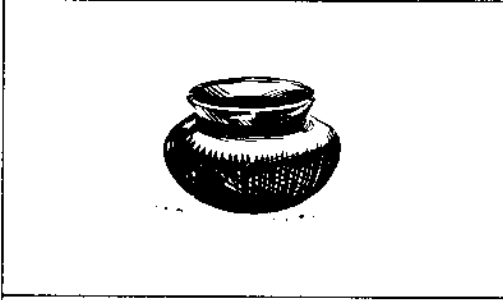
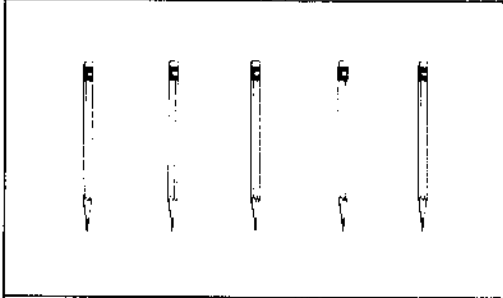
bug

gid

kug

kay

0



1

2

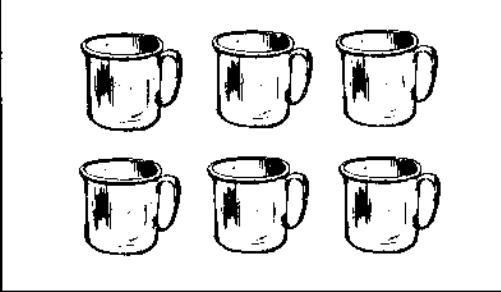
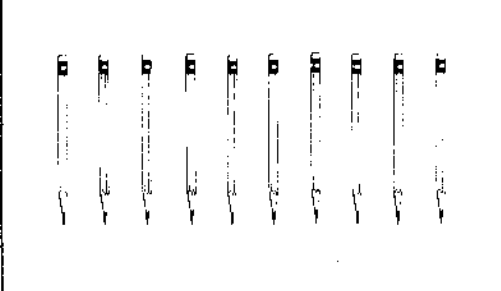
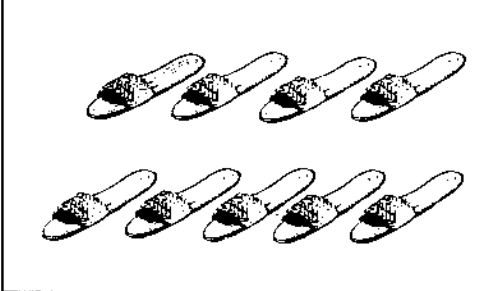
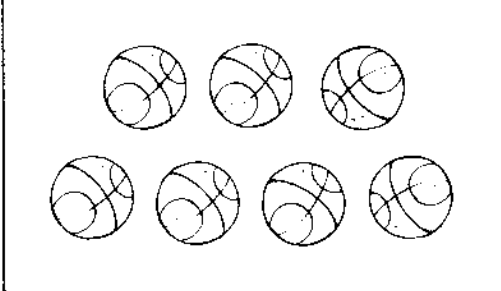
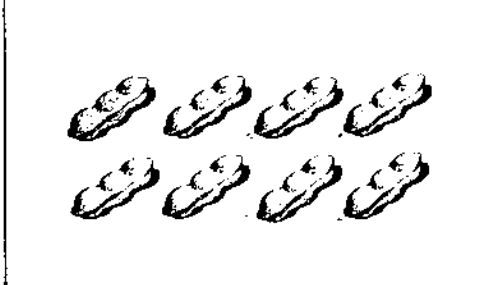
3

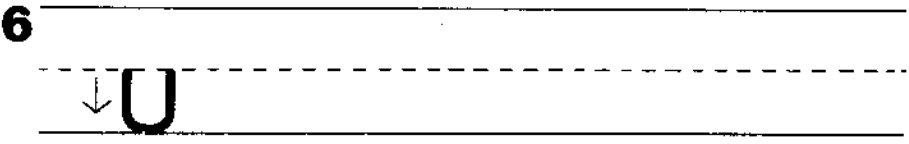
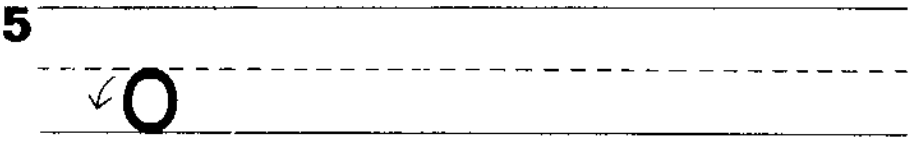
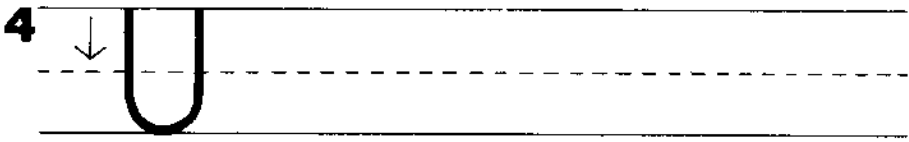
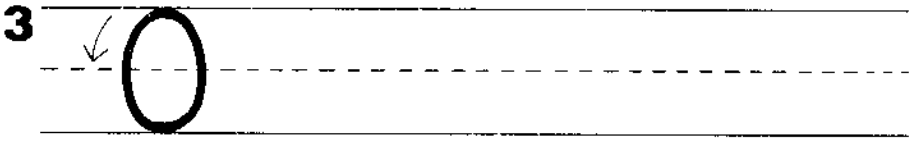
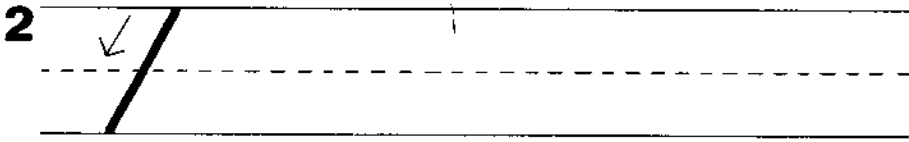
4

5

Draw a line from the pictures to the correct number.

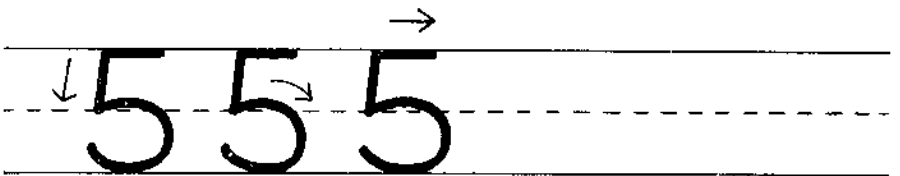
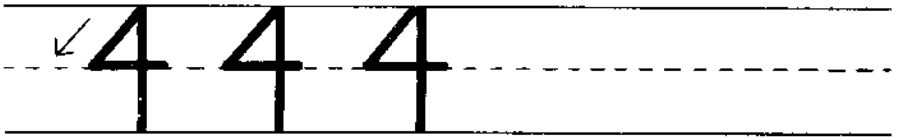
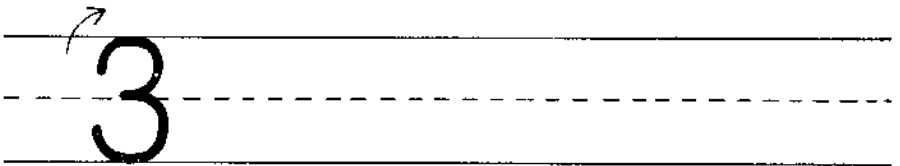
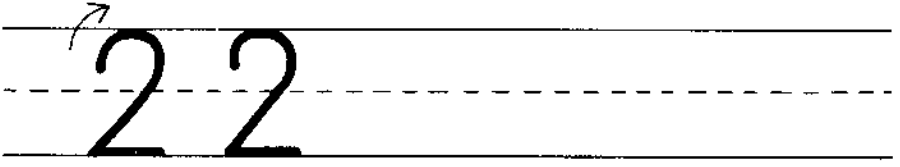
Draw a line from the pictures to the correct number.

	<b>6</b>
	<b>7</b>
	<b>8</b>
	<b>9</b>
	<b>10</b>

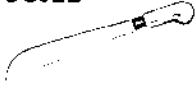


Fill in the lines of writing by following the pattern.

Fill in the lines of numerals by following the patterns.



utak



utak	sin	ini
iban	utak	utak

itik



itik	laung	itik
sini	itik	pay

asu



ha	asu	asu
asu	in	usa

Yari in asu.

itik



Yari in itik.

utak



Yari in utak.

asu



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 u.

Teacher says: ka | si | mi | yu | ta | ri | nu

Student says: a | i | i | u | a | i | u

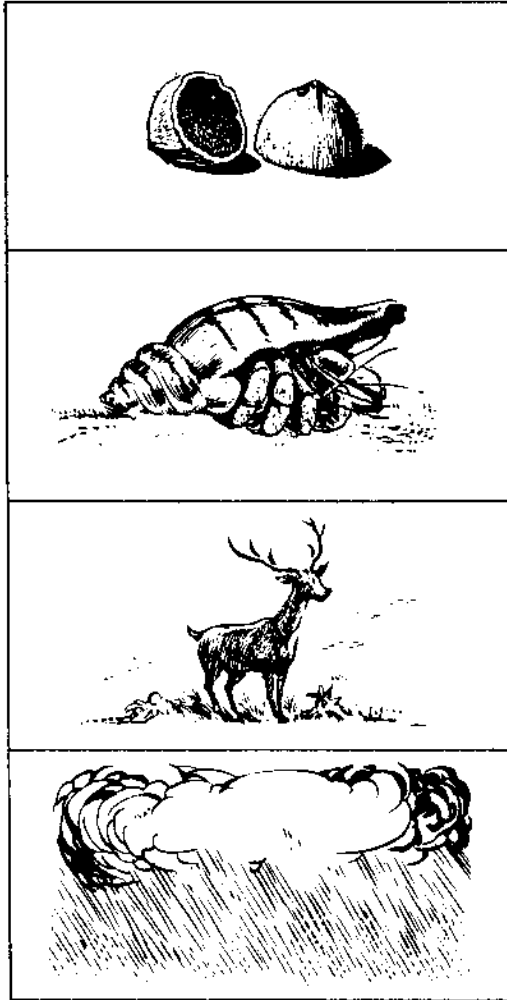
2. Read the keyword and sound following the model of the teacher.

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



utak

u

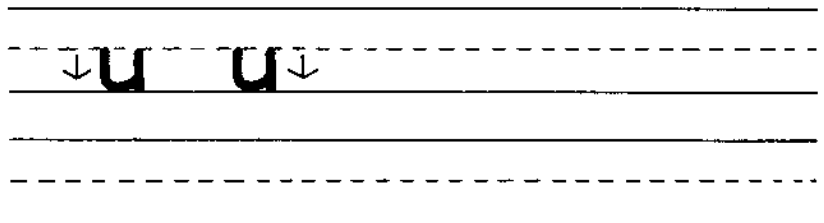


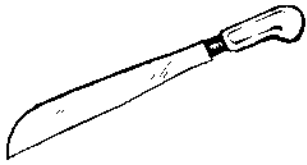
ugab

umang

usa

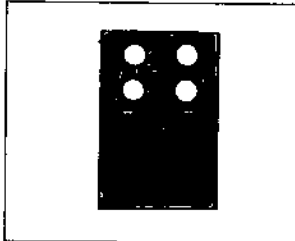
ulan





utak

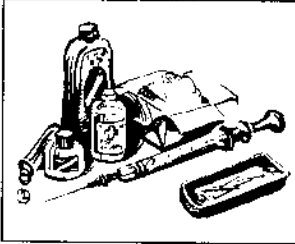
\_tak



\_pat



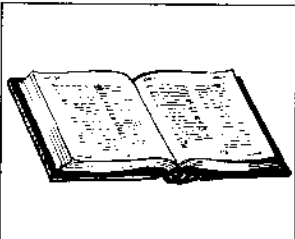
\_tuk



\_bat



bas\_



b\_k



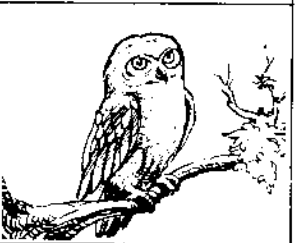
ta\_



b\_d



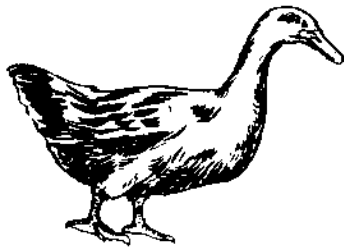
sasap\_



l\_k-l\_k

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



ikug



ipun

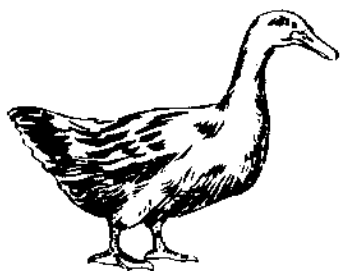


inà



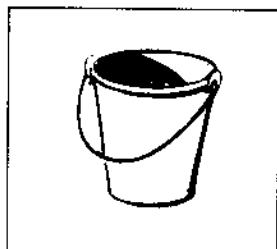
iskul





itik

\_tik



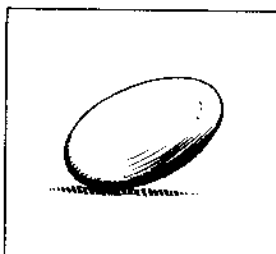
bald\_



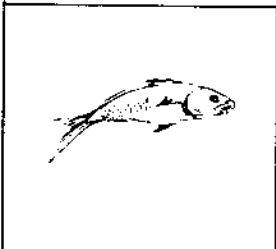
sat\_



san\_



\_klug



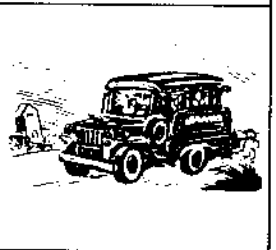
\_sta`



\_ru`



b\_d



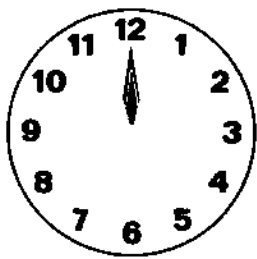
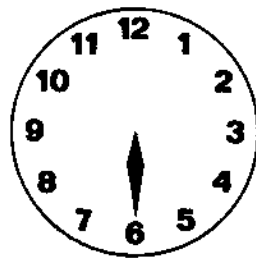
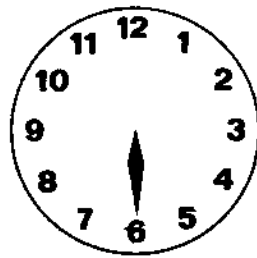
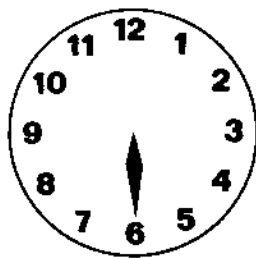
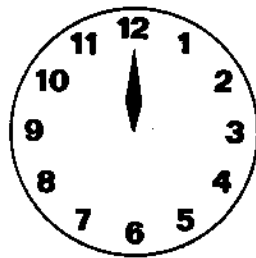
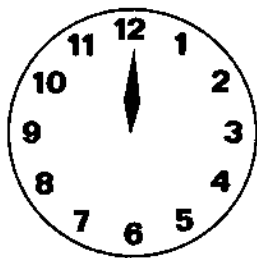
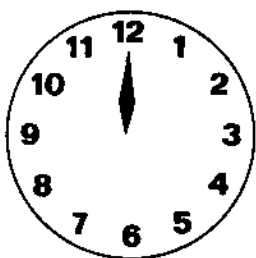
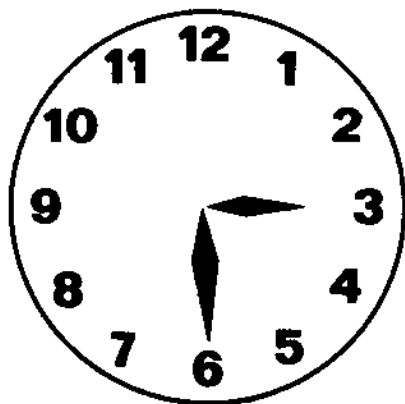
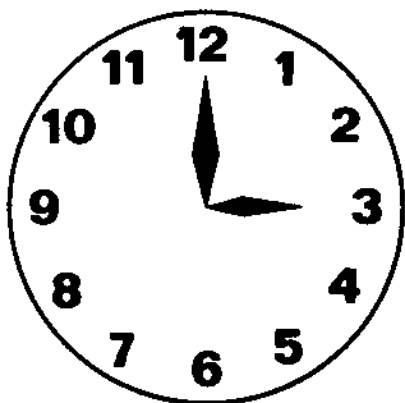
j\_p

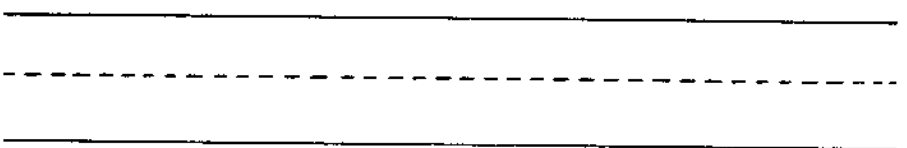
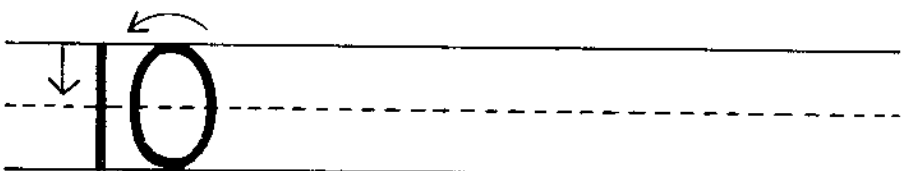
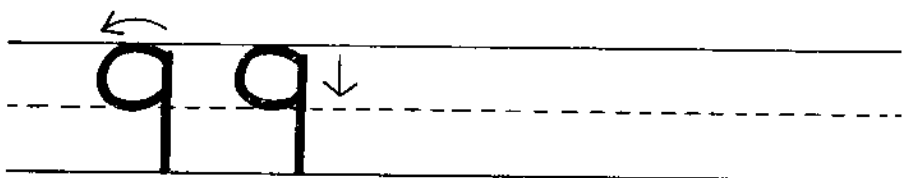
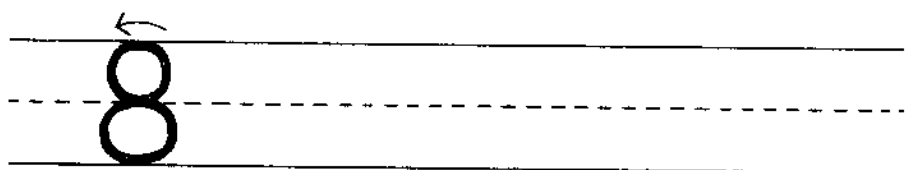
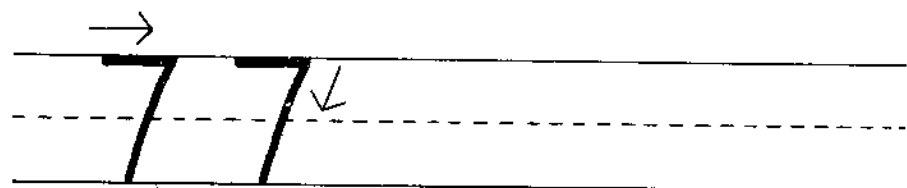
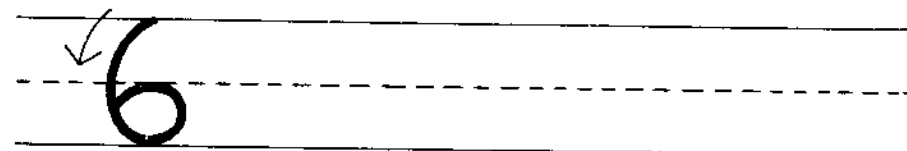


p\_k-p\_k

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

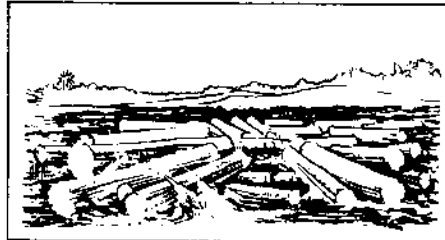
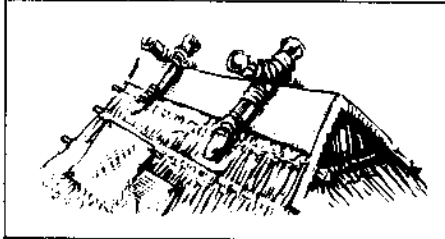
1. Point to and count the numbers on the face of the clocks. See the place of the minute hand and the hour hand.
2. Draw the hour hand to make: 5 o'clock, 7 o'clock, 2 o'clock, 10:30, 1:30. 4. See the place of the hour hand at 11:00 and 12:00.





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 u.  
Teacher says: ag | in | ud | us | ik | ap | am  
Student says: a | i | u | u | 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.



ambak

atup

agap

alul

a

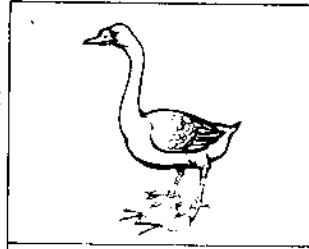
asu

Handwriting practice lines showing the letter 'a' written twice with arrows indicating stroke direction.



asu

\_su



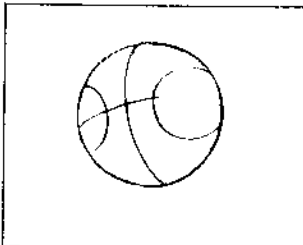
\_ngsà



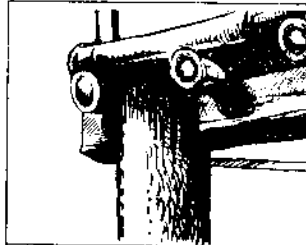
\_mbaw



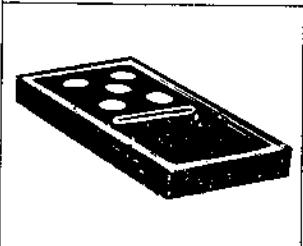
\_mù



bul \_



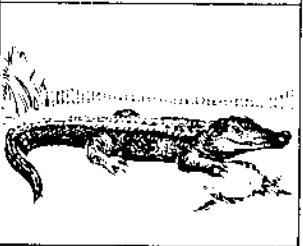
h\_g



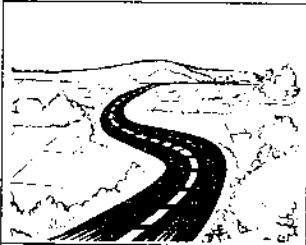
lim \_



b\_y



buay \_



d\_n

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

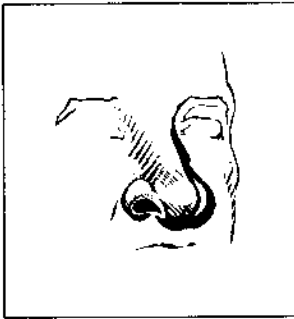
utak

itik

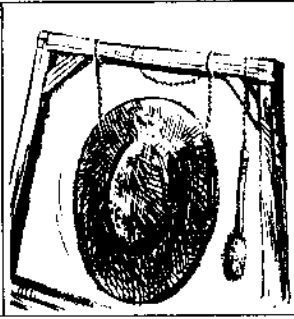
asu

a i u

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



\_lung



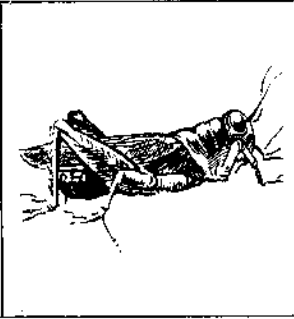
\_gung



\_tis



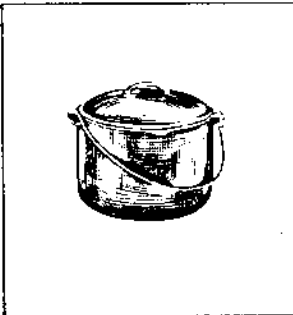
\_num



\_mpan



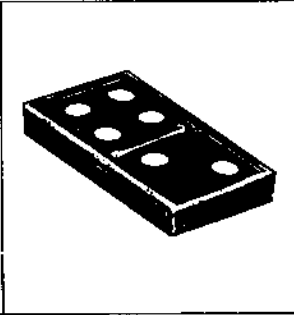
\_law



\_nglit



\_sug

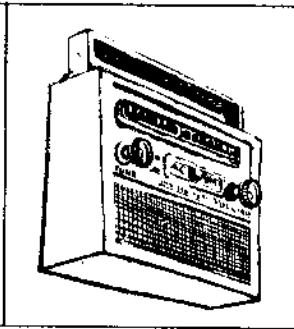


\_num

a u i



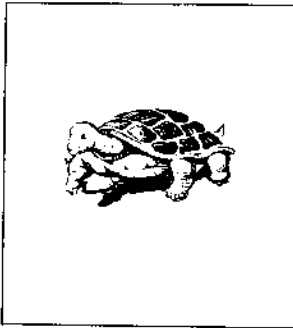
sik \_



radj \_



sik \_



bau \_



us \_



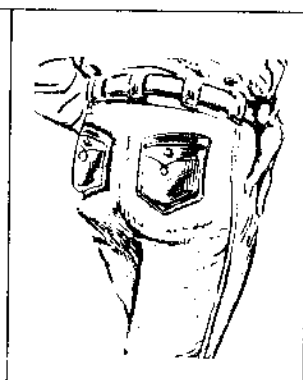
agas \_



mat \_



baba \_



buls \_

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

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. 4. Read the syllable box; write a and A on the first writing line, I and I on the second and u and U on the third.



utak

Utak



Ula

Ubbà



Ungus Matata



itik

Itik

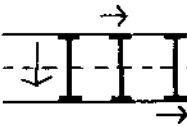


Isang

Isaak



Igasan



asu

Asu



Annang

Akbari



Alat



a	i	u
A	I	U

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8

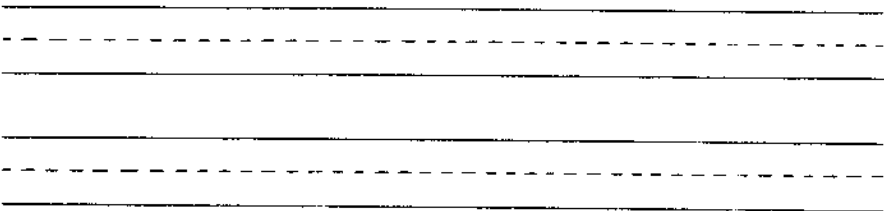
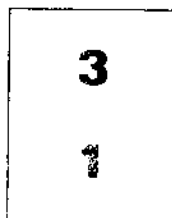
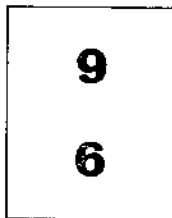
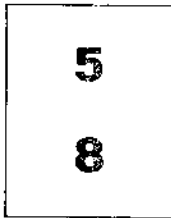
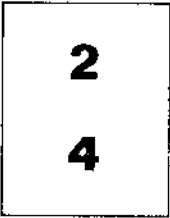


2

6

4

7



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.

**TEST**

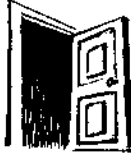
1. Circle the fish going the "wrong" reading direction. 2. Box 1: circle the last letter. Box 2: circle the first letter. Box 3: circle the second letter. 3. In each row, cross out the picture of the word that has a different beginning sound. 4. Draw a line from the words to the pictures. 5. Circle the numerals: 3, 8, 1, 4, 6. Write u, a, and l on the writing lines. 7. Draw the hour hand to make: 9:00 and 5:00.



1 **yag**

2 **yag**

3 **yag**



asu

itik

utak



**2**  
**3**

**8**  
**5**

**7**  
**1**

**10**  
**4**

\_\_\_\_\_

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\_\_\_\_\_

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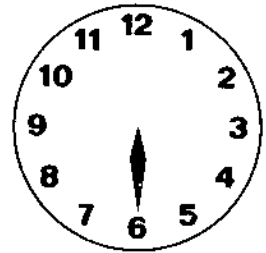
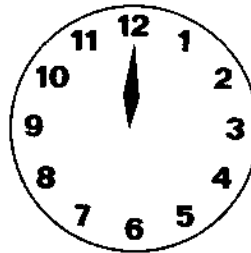
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