

# Menbasa Tako

Teachers Manual

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## PAUNANG SALITA

Ang isang katangiang masasabi tungkol sa Pilipinas ay ang pagkakaroon nito ng iba't ibang pangkat etniko na nag-aangkin ng kani-kanilang wikang katutubo. Gayon man, ito'y hindi naging balakid sa pag-unlad ng bansa, bagkus nagpatibay pa nga sa pagbubuklod at pagkakaisa ng mga mamamayan tungo sa pagkakaroon ng isang diwang panlahat.

Ang aklat na ito ay isa sa serye ng ganitong uri ng mga babasahing inihahanda para sa higit na ikalilintang ng mga kaalaman, kakayahan, kasanayan, pagpapahalaga at pagmamahal sa sariling wika ng mga mag-aaral.

Sinikap na malakipan ang aklat ng mga paksang inaaakalang magdudulot ng maiaki at makabuluhang kapakinabangan sa mga gagamit nito. Sa paghahanda ng mga ito'y isinaalang-alang ang mga pangkalahatang layunin ng bansa. Isinaalang-alang din ang mga pangkasalukuyang pangangailangan ng mga mag-aaral sa pagpapalawak at pagpapayaman ng kanilang talasalitaan, paglinang ng kakayahang gumamit ng wikang gamitin at wastong pagsulat nito. May inilakip ding mga pagsasanay na inaaakalang makatutulong sa mabisang pag-aaral ng wika. Matitiyak na ganap na nilang natutuhan at nauunawaan ang wika kung ito'y buong katalinuhan na nilang natatalakay sa klase at naiuugnay o nagagamit sa tunay na buhay.

Buong pagmamalaking inihahandog ng Ministri ng Edukasyon at Kultura ang aklat na ito taglay ang matapat na hangarin at mithiing lalo pang mapataas ang uri ng edukasyon para sa di marunong bumasa at sumulat sa pamamagitan ng pag-aaral ng kinagisnang wika. At inaasahan din sa gayon ang madaling pagkatuto ng wikang pambansa.

Onofre D. Corpuz  
Ministro ng Edukasyon at Kultura

## To The Teacher

The teaching of reading and writing in Northern Kankanay as taught by the use of this book is based on just three principles. If these principles are carefully taught and all the drills are completed, most of the students should be reading and writing with a fair amount of fluency after 90 hours of instruction. The three principles are:

1. The letters must be taught by their individual sounds, not the letter name. The sound is represented by the initial sound of the KEY WORD at the beginning of each new lesson.
2. As soon as consonants are introduced the students must learn to blend consonants and vowels in first a consonant-vowel pattern and then a consonant-vowel-consonant pattern.
3. The student must be taught to see the syllable patterns in words.

As soon as these three principles are mastered your students are on their way to being fluent readers.

Writing is taught by writing and auditory drills presented in the book plus consistent spelling tests.

You will find complete instructions for each lesson at the beginning of that lesson. The lessons consist of the presentation of each new letter with a variety of drills designed to reinforce the new letter plus review of previous letters. Do not rush the lessons. Spend as many days as you need to make sure the majority of your students control the material before going on to a new page.

Lesson 1 - The letter i

(page 1-4)

**Purpose:** Learn how to identify i, I by sight and sound and learn how to write it.

Page 1

**Procedure:** Point to the key word picture at the top of the page. Say, "Can anyone tell me what you see in this picture? Yes, it is an ikan. When we say the word ikan the first thing we say is i. Do you hear the sound i at the beginning of the word?"

Have the students say both the whole word and then just the initial sound several times. Say "When we write i, this is what it looks like. (Point to i, I at the right of the picture.) There are 2 ways of writing i. The first is the small i which is what we use most of the time. The second is the big I which may be used only at the beginning of words. It is used for names of people like Indi, or names of places like Ilagan. We also use it as the first letter when we start a new sentence. Let us learn to write the small i first." Demonstrate at the blackboard how to write the small i. Have 2 or 3 students come to the blackboard to try to write the small i.

Have students trace the 6 i's at the top of the page with their fingers. Be sure they start at the top and stroke down. Demonstrate for them what to do. Each time they trace an i they should say its name.

Have the students use their pencils to trace the dotted i's provided. Say i each time they write it.

On the next 2 lines the students practice writing i, copying the first i at the beginning of the line. Have them write it 5 times on each line.

A short listening drill is given at the bottom of the page. Say the name of each picture emphasizing the i at the beginning. Point to the underlined i at the beginning

of each word. Have the students say the word and then tell what the word begins with.

Page 2

Recognition drills of i (Work from top to bottom, left to right)

Drill 1: Write i 5 times on the line. Follow the first i.

Drill 2: Draw a line around every i you see like the i in the box.

Drill 3: Draw a line to the letter on the right that matches the letter on the left.

Drill 4: Draw a line around each i you can find in the words. Start at the top and work to the bottom.

Page 3

Writing and recognition drills of I.

Drill 1: Write I 5 times on the line. Follow the first I.

Drill 2: Draw a line around each I you can find in the row.

Drill 3: Draw a line from the I on the left to the I on the right.

Drill 4: Match the i's and I's by drawing a connecting line.

Drill 5: Look at the big I on the left. Find its companion i from the letters on the right. Draw a line to it.

Drill 6: Look at the small i on the left. Find its companion from the letters on the right. Draw a line to it.

Auditory drills.

Say the name of each picture. Students draw a circle around each picture that begins with an i sound. The pictures are:

Box 1 - itlog, sagaysay, ikan, palikwawa, inga, ina

Box 2 - ispolo, ispili, tobo, ipit, lata, iit

Oral auditory drills.

Drill 1: Say the following words in groups of three. Students are to identify which word of the three does not begin with i.

ikan	opo	isdi	ilit	tobo
ipit	ili	sapay	galot	iitaw
apat	ina	isda	into	Indi

Drill 2: Read the following words one by one. If the word begins with i the students say "i". If the word does not begin with i they say "baken".

ipogaw	tali	ikkan	kaltib
Igolot	ila	iliw	ipit
dagom	imbis	illeng	ikit
talong	isdin	moteg	iit
issa	manok	sidok	ib-a

Lesson 2 - The letter o

(page 5-8)

Purpose: Learn how to identify o, O by sight and sound and learn how to write it.

Page 5

Follow exactly the same procedure as for page 1.  
The key word is obe.

Page 6

Follow the same procedure as for page 2.

Page 7

Drill 1: Write the big O on the line 5 times.

Drill 2: Draw a line around each o you can find in the row.

Drill 3: Draw a line from the o on the left to the o on the right.

Drill 4: Match the letters on the left to those on the right; capitals to capitals and small letters to small letters.

Drill 5: Look at the big O on the left. Find its companion on the right. Draw a connecting line to it.

Drill 6: Look at the small o on the left. Find its companion on the right. Draw a connecting line to it.

Page 8

Auditory drills.

Say the name of each picture. Students draw a circle around each picture that begins with an o sound. The pictures are:

Box 1 - baey, otik, oweg, oken, oskilaan, sapatos

Box 2 - ominom, oway, kin-oy, karot, otot, ogsa

Oral auditory drills.

Drill 1: Say the following words in groups of three.

Students are to identify which word of the three does not begin with o.

ogsa	oken	tali	opot	moteg
oto	otik	ona	agas	clas
balo	aso	onno	obo	opek

Drill 2: Read the following words one by one. If the word begins with o, the students say "o". If the word does not begin with o they say "baken".

okis	lokod	galot	okos
oban	pat-o	olin	onat
bato	obot	sabog	ope
oyek	otot	omel	osnog
mata	oged	pilit	kaso

Lesson 3 - The letter a

(page 9-12)

Purpose: Learn how to identify a,A by sight and sound and learn how to write it.

Page 9

Follow exactly the same procedure as for page 1. The key word is atobang.

Page 10

Follow the same procedure as for page 2.

Page 11

Follow the same procedure as for page 7.

Page 12

Follow the same procedure as for page 8. The pictures are:

Box 1 - aso, kowako, agas, ngiyog, abakado

Box 2 - koyat, asok, baey, ampolano, agew

Oral auditory drills

Drill 1: Follow the same instructions as for page 8.

The list of words is:

aso	abak	abong	sokil	anos
ado	mola	angas	apid	ayos
ligao	awat	damo	amed	dodon

Drill 2: Follow the same instructions as for page 8.

The list of words is:

amis	wada	adal	abig
alis	gago	basa	ilit
anos	ango	awit	mokod
topek	anget	dalas	awis
taok	agod	abang	ap-ap

Lesson 4 - The letter e

(Page 13-16)

Purpose: Learn how to identify e,E by sight and sound and learn how to write it.

Page 13

Follow the same procedure as for page 1. The key word is eban.

Page 14

Follow the same procedure as for page 2.

Page 15

Follow the same procedure as for page 7.

Page 16

Follow the same procedure as for page 8. The pictures are:

Box 1 - banga, eeng, onas, emes, epat

Box 2 - ewes, kalding, enem, kaiw, esa

Oral auditory drills: Follow the same procedure as for page 8. The lists of words for the drills are:

Drill 1: etek          eban          etag          gosad          eset  
         edan          bilin          dayet          ebgan          egew  
         sogat          eppan          eteng          esek          liwes

Drill 2: etag          boya          eppan          enem  
         etad          eteng          sodok          eg-an  
         agas          sagaw          eset          tabas  
         esa          eneb          epat          epa

Test: Give the following test. Students are to write the first letter of each word. Test is to distinguish between the 4 vowels.

- |                |                  |                   |                  |
|----------------|------------------|-------------------|------------------|
| 1. <u>a</u> so | 4. <u>i</u> kan  | 7. <u>o</u> llong | 10. <u>o</u> to  |
| 2. <u>e</u> sa | 5. <u>i</u> li   | 8. <u>a</u> ni    | 11. <u>e</u> wes |
| 3. <u>o</u> bo | 6. <u>a</u> bong | 9. <u>e</u> pat   | 12. <u>i</u> so  |

Lesson 5 - Review

(page 17-20)

Page 17-18

**Purpose:** Drill on auditory discrimination of final vowel sounds.

Before proceeding to the written work on page 17 and 18 give the following oral drills.

**Drill 1:** Listening for final i.

Read the following list of words. Students are to say "i" if they hear i at the end of the word. They say "baken" if the final sound is not i.

ani	bili	kadi	eneb	likna
alti	bika	otti	lati	golpi
aba	balo	oto	asi	waksi

**Drill 2:** Listening for final o.

Same instructions as for drill 1 above.

ado	damo	sogat	ligao	lilo
ango	eset	balo	dede	epat
aba	iso	kido	kibo	banga

**Drill 3:** Listening for final a.

Same instructions as for drill 1 above.

ama	otti	boka	likna	mola
etad	kola	bowa	ani	siyan
basa	boya	abong	lomba	agas

**Drill 4:** Listening for final e.

ikawe	ope	boya	lele	ayke
eneb	gege	tee	dayet	okis
obe	eted	senge	dede	enem

Page 17

Say the names of the pictures left to right, top to bottom. In box 1, students are to circle only pictures of words ending in i.

The pictures are: mani, tali, talong, itlog, lalaki, gosi, lapis, siki.

In box 2, students are to circle only pictures of words ending in o.

The pictures are: sako, bado, dagom, tolbek, kabayo,  
ganso, koko, sabon, iko

Page 18

Follow same procedure as for page 17.

Pictures in box 1 are: kalton, timba, mata, aga, pala,  
lobid, kosa, balinis, bola

Pictures in box 2 are: gege, wewe, tokak, ange, pag-ong,  
ligao, bakes, kalagong, abe

Page 19

Test on initial vowel.

Help the students to say the name of each picture, they are to write in the missing initial vowel. Names of the pictures are: adpa, inga, igad, ingit, abek, ina, epat, onga, ikan, odan, apoy, esa

Page 20

Test on final vowel.

Help the students to say the name of each picture. They are to write in the missing final vowel. Names of the pictures are: kolti, lata, bango, tasa, papaya, siko, obi, gege, pinya, kapi, tobo  
obe

Lesson 6 - The letter l, the syllable with l  
(page 21-25)

Page 21

Follow exactly the same procedure as for page 1.  
The key word is losong.

Page 22

Follow the same procedure as for page 2.

Page 23

- Drill 1: Write the capital L 5 times.
- Drill 2: Circle all the L's like the one in the box.
- Drill 3: Draw a line from the capital L on the left to the capital L on the right.
- Drill 4: Draw a line from the capital letter on the left to its corresponding small letter on the right.
- Drill 5: Write the capital letter on the first line.  
Write its corresponding small letter on the second line.

Before going on to page 24 do the following oral auditory drills. Follow the same procedure as for oral drills on page 8. The lists are:

- |          |        |         |       |       |
|----------|--------|---------|-------|-------|
| Drill 1: | lamok  | bilang  | lagas | lipit |
|          | lako   | laba    | kasal | liwes |
|          | baked  | limos   | lagan | pilid |
| Drill 2: | podet  | lamot   | ladaw | tikid |
|          | lekeb  | yasyas  | palti | solok |
|          | lati   | liklato | kedet | lipit |
|          | teg-ab | linteg  | logam | likob |
|          | liwes  | wewe    | lebaw | lakat |

(Note: In teaching consonants, it helps to draw attention to tongue and lip position when forming the sound.)

Purpose: To learn how to blend consonants with the vowel to form a syllable.

(Note: This is a major step in learning to read and this, the second principle of reading, needs to be carefully and slowly taught.)

Procedure: Point to the l. Say "When we name this letter it doesn't say anything but its name. When we make words, it never can be alone but is always joined to either a, o, i, or e. Because it never can be by itself in a word we can call it a 'child' (Point to the stick drawing of a child.) The a, o, i, and e that we have already learned can be by themselves in a word so we call them 'mothers'. (Point to the stick drawing of a mother.)

Because l never is alone in a word we must join it to a mother. (Point to stick drawing of child holding mother's hand.) Let us see what happens when we join l to a mother. (Point to the l on left and follow the dotted line slowly with your finger to the a. Continue voicing l until the a is pronounced.) When we join l to a it says la. This is what la looks like." (Point to la on the right.) Read la and then have the class read it. Write la on the blackboard several times and have it read. Use a flashcard with la on it and have it read.

Then follow the same process to teach lo, li, and le.

Next have the students write la, lo, li and le 3 times each on the lines provided. Have them read each syllable they wrote.

Do the following drills:

1. Put this chart on the blackboard.

	a	o	i	e
l	la	lo	li	le

Have the students read the vowels.

Have students read the single consonant.

Have students read the consonant plus vowel syllables.

Read from left to right, then right to left,  
then skip around.

2. Write la, lo, li, le several times on the blackboard in varying order. Have individuals take turns reading.
3. Use flashcards of a, o, i, e, l, and the syllables la, lo, li, le. Drill.

### Page 25

#### Upper half:

Have the students read the syllable in the box on the left. Then they are to circle the same syllable when they find it in the row to the right.

#### Lower half:

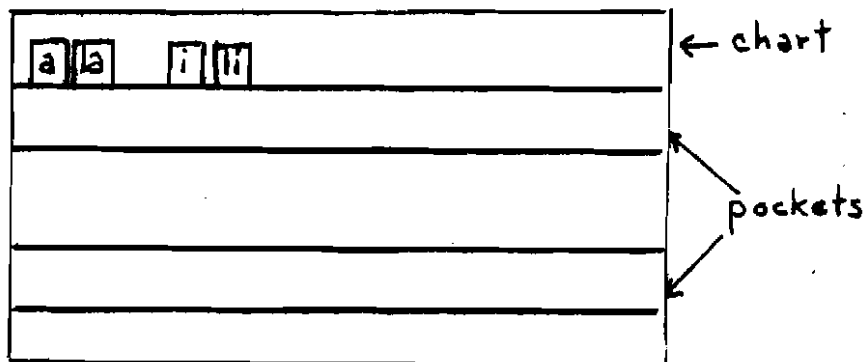
Read each syllable separately and then read the syllables together to form a word. Point out from stick drawings how mothers can be alone but the child cannot.

Write the words on the blackboard and drill on having class read them; both individually and as a group.

Use flashcards to drill on the words.

Do the following drill using a pocket chart.

A pocket chart is a chart with an added strip in which to put small cards. See illustration.



Put the syllables on 1 1/2 x 3 inch cards. Write the syllable on the upper 2/3 of the card. Hold up the first syllable of a word. Have class read it. Then hold up the 2nd syllable of a word, and have class read it. Then put the two syllables together and have the word read. Place the word in the pocket chart. After doing this with several words have all the words in the pocket chart read.

Give the following spelling test:

1. ala
2. ila
3. ali
4. ili
5. lilo

Lesson 7 - The letter p, the syllable with p  
(Page 26-31)

Page 26

Follow the same procedure as for page 1. The key word is pato.

Page 27

Follow the same procedure as for page 2.

Page 28

Follow the same procedure as for page 23.

Before going on to page 29 do the following oral auditory drills for p. Follow the same procedure as for the oral drills on page 8. The lists to be used are:

Drill 1: pato pili lomeng podet  
bala pao palso pagnad  
pala bilig pidit wewe

Drill 2: paa pateg payoket pagnad  
pikot niket lamot pilid  
paktil pokpok pangket waya  
kola lomba pait ponta  
eeng pitek ngabngab songbat

Page 29

Follow exactly the same procedure as for page 24. Do all the drills as presented for page 24.

Page 30

Follow the same procedure as for page 25. Be sure to include the extra drills.

Page 31

Help the students to read the words on this page. Write at least some of the words on the blackboard first. Drill from the blackboard. Reinforce the syllable principle using the 'mother, child' illustration.

Give the following spelling test:

- |         |        |           |
|---------|--------|-----------|
| 1. pala | 3. ope | 5. pao    |
| 2. pili | 4. poo | 6. Pilipa |

Lesson 8 - Consonant initial and Consonant final contrasts  
(Page 32-33)

Page 32

Have students look at the chart at the top left of the page. Say, "Sometimes the child comes before the mother. When this happens we say the child's name first and then the mother's." Have students read the chart.

Have students look at the stick drawing of child and mother joining hands. Say, "When the child is joined to its mother we read them as parts of a word." Have students read the syllables and then write them on the line provided.

At the bottom of the column have student draw a line to the matching syllable.

Have the students look at the chart at the top right of the page. Say, "Sometimes the child comes after the mother. When this happens we say the mother's name first and then the child's." Help the students to read the chart. Say, "a followed by l says al, o followed by l says ol, i followed by l says il, e followed by l says el."

Have students look at the stick drawing of mother and child joining hands. Point out that the mother is first. Help the students to read al, ol, il, and el. Have them write the syllables on the lines provided. Have them read what they wrote.

At the bottom of the column have the students draw a line to the matching syllable.

Page 33

Follow the same procedure as for teaching page 32.

Lesson 9 - The letter n, the syllable with n  
(page 34-39)

Page 34

Follow the same procedure as for page 1. The key word is nagey.

Page 35

Follow the same procedure as for page 2.

Page 36

Follow the same procedure as for page 23.

Before going on to page 37 do the following oral auditory drills for n. Follow the same procedure as for the oral drills on page 8. The lists to be used are:

Drill 1:    nagey        napno        nikel        nopod  
             sokil        pato        bolig        kaskas  
             niket        namok       nag-ed       nesnes

Drill 2:    namaid        naom        nomona        naem  
             sabat        nikel        naligat        lokso  
             nalaka        boti        eneb        pateng  
             abig        naila        gabot        neknek  
             nopod        kandila       nemnem        naay

Page 37

Follow the same procedure as for page 24.

Page 38

Follow the same procedure as for page 25.

In the lower right square point out that sometimes a mother has two children, one coming before and one after. The one coming after cannot be left alone so is joined in a child-mother-child pattern as for nan, a lan. Have class read the words and the sentence. Point out that big A is used at the beginning of a sentence.

Page 39

Follow the same procedure as for page 32.

## Lesson 10 - Syllable division

(Page 40-42)

The third principle, that of recognizing syllables in words, is taught here. It is expected that the teacher will help the students to apply this principle hereafter, whenever necessary. Once this principle is learned and applied the reading process is greatly simplified.

### Page 40-41

There are just 2 steps to be taught in syllable division.

1. Count the number of vowels (mothers). This tells you how many syllables (families) in the word.
2. Join the consonants (children) to its proper vowel (mother) to see the groupings. The rule is the child always goes to the mother immediately following unless there is none. In such a case it is joined to the immediately preceding.

Have the students divide the words into syllables according to above steps. The first is done as an example of what to do.

### Page 42

Apply the rule of syllable division and read the words.

Give the following spelling test:

- |         |         |           |
|---------|---------|-----------|
| 1. Ana  | 4. pana | 7. apon   |
| 2. ina  | 5. anop | 8. alan   |
| 3. lano | 6. olin | 9. penpen |

Lesson 11 - The letter s, the syllable with s  
(Page 43-49)

Page 43

Follow the same procedure as for page 1. The key word is sangi.

Page 44

Follow the same procedure as for page 2.

Page 45

Follow the same procedure as for page 23.

Before going on to page 46 do the following oral auditory drills for s. Follow the same procedure as for the oral drills on page 8.

The lists to be used are:

Drill 1:	saad	silew	seed	ganab
	sikap	bowis	domet	seg-ang
	apit	salop	sipyok	sapata

Drill 2:	senga	sala	sap-ey	bitil
	onas	poso	saliket	sikap
	sinang	sino	sapo	solì
	sapa	sapi	kosa	tapi
	osal	sina	tamtam	sapi

Page 46

At this point there is a slight change in procedure in introducing the syllable.

Put the chart that is on the top of page 46 on the blackboard. Have the students read the four vowels, a, o, i, e, and then the consonant s. Ask, "What happens when we join s to a?" By this time the class should be able to respond with the correct answer "sa". Then write sa in the proper space. Do the same for o, i, and e so that the chart is filled in. Then have the students fill in the chart in their books. Be sure they are reading the syllables that they write.

Proceed to the other drills following the same procedure as for the same drills on page 24 and 25.

Page 47

Students are to read the syllables and then write the word on the line provided. The first one is done as an example.

Read the sentence. Point out the use of the capital letters at the beginning of the sentence and for the name Ipi. Point out the period and explain that this shows we have come to the end of a sentence.

Page 48

Follow the same procedure as for page 32.

Page 49

Write 'sala', 'poso', 'apos', and 'oson' on the blackboard.

Have the words read. Review the rules of syllable division from page 40-41. Underline the syllables in each word (i.e. sala, poso, apos, oson). Have the words read again.

Proceed to the words on page 49. Have the students read the words.

Before the students read the story write the sightword ay on the blackboard. Tell them the word. Have them find the word in the story. Have them read the story.

Give the following spelling test:

- |         |         |
|---------|---------|
| 1. sala | 5. apos |
| 2. soli | 6. onas |
| 3. sapi | 7. anos |
| 4. sina | 8. oson |

Lesson 12 - The letter m, the syllable with m

(Page 50-56)

Page 50

Follow the same procedure as for page 1. The key word is mokon.

Page 51

Follow the same procedure as for page 2.

Page 52

From top to bottom, left to right, the drills are:

Drill 1: Write the capital M four times.

Drill 2: Circle each M in the row.

Drill 3: Draw a line from the capital on the left to its companion small letter.

Drill 4: Write the correct capital on the line.

Before going on to page 53 do the following oral auditory drills for m. Follow the same procedure as for the oral drills on page 8.

Drill 1: mola            mokon            mitmit            boyoy  
          mani            lames            motmot            moteg  
          ikan            mokod            basbas            mansa

Drill 2: mogtok        tapey            wedwed            masapol  
          sedsed        megaan        depap            menanap  
          mapnek        moleng        molmol            payak  
          kiskis        salda            mapa            makotong  
          mitmit        mani            misa            waya

Page 53

Follow the same procedure as for page 46.

Page 54

Follow the same procedure as for page 47.

Page 55

Consonant initial and consonant final contrasts.

Follow the same procedure as for page 32 except for last 2 drills. In the last two drills the words are to be read.

Page 56

On this page the dash symbol (-) is used for the first time. This represents glottal stop. Explain to the students that when they see it they stop and then start again. Say "This line is like a fence. It means we stop to climb over and then start again."

Have students read this page. Help them especially on the glottal stop words.

Give the following spelling test:

- |         |           |
|---------|-----------|
| 1. epa  | 5. alis   |
| 2. onno | 6. em-em  |
| 3. emes | 7. am-in  |
| 4. om-a | 8. lemlem |

Lesson 13  
Reading for Comprehension and Word Expansion  
(Page 57-60)

Page 57

Read the story. Read the questions. Circle the appropriate answer.

Page 58

Have the class read the words. Have them look for the likenesses in the word groupings.

Page 59

Same instructions as for page 57.

Page 60

Same instructions as for page 58.

Lesson 14 - The letter t, the syllable with t  
(Page 61-65)

Page 61

Follow the same procedure as for page 1. The key word is tawa.

Page 62

From top to bottom, left to right.

Drill 1: Write t 5 times.

Drill 2: Circle each t in the row.

Drill 3: Write T 5 times.

Drill 4: Circle each T in the row.

Drill 5: Draw a line from the capital to its correct companion.

Drill 6: Write the capital letter that matches the small letter.

Before going on to page 63 do the following oral auditory drills for t. Follow the same procedure as for the oral drills on page 8.

Drill 1:	soli	baga	tepe	tosa
	tapa	taba	tepak	pito
	tapi	tasa	lota	tolo

Drill 2:	om-a	tekaw	siyan	tiko
	taa	tawid	tikid	widan
	tasa	kimit	talna	talaw
	tep-a	tokob	kesen	bado
	pat-o	siki	tokang	topak

Page 63

Top half of the page:

Follow the same procedure as for page 46.

Bottom half of the page:

Point out the syllable at the top of each row so the student will recognize that syllable in the words listed. Have students read the words.

Page 64

Practice reading.

Give the following spelling test:

- |         |           |
|---------|-----------|
| 1. ota  | 6. tantam |
| 2. taa  | 7. epat   |
| 3. tosa | 8. ipit   |
| 4. pito | 9. anet   |
| 5. lota | 10. pat-o |

Page 65

Read the story.

Write the answers to the questions.

Lesson 15 - The letter b, the syllable with b  
(Page 66-72)

Page 66

Follow the same procedure as for page 1. The key word is ballogo.

Page 67

Follow the same procedure as for page 62.

Before going on to page 68 do the following oral auditory drills for b. Follow the same procedure as for the oral drills on page 8.

Drill 1:	bato	bolod	biyo	manok
	sibo	bedbed	tasa	basol
	bola	lomlom	boso	bitag

Drill 2:	baig	bilang	goyod	bogaw
	pati	begew	balin	igad
	baew	dodon	begnas	boya
	dowa	logam	kimit	gakot
	bowa	bobon	baog	bekas

Page 68

Follow the same procedure as for page 63.

Page 69

Read the story. Choose the correct word from the two words written under the line and write it on the line.

Page 70

Follow the same procedure as for page 69.

Page 71

Read the words at the top of the page. Read the story. Write the answer to the questions on the line.

Page 72

Drills 1 and 2: Choose the correct syllable from the two written under the line in order to make a word. Write the correct syllable on the line.

Drill 3: Think of a syllable that will make a word if you add it to the first syllable. Write it on the line. Read the word you made.

Lesson 16 - The letter k, the syllable with k  
(Page 73-77)

Page 73

Follow the same procedure as for page 1. The key word is kaltib.

Page 74

Follow the same procedure as for page 62.

Before going on to page 75 do the following oral auditory drills for k. Follow the same procedure as for the oral drills on page 8.

Drill 1:   moke           kali           kobo           kido  
          kilas          keteb          tako           sokil  
          kosa          bilig          kaab           kedet

Drill 2:   kibtot          kappos          bosog          kitong  
          boweg          kedas          koyog          kasimon  
          kiting          kido           kandilo        tangeb  
          dalam          patang         galot          koniso  
          kasal          dokog          kewag          golpi

Page 75

Follow the same procedure as for page 63.

Page 76

Read the words. Call attention to the parts of the words that are the same.

Page 77

Follow the same procedure as for page 72.

Give the following spelling test:

- |          |           |
|----------|-----------|
| 1. kali  | 6. kaab   |
| 2. kosa  | 7. book   |
| 3. moke  | 8. taok   |
| 4. kipet | 9. kaskas |
| 5. kaan  |           |

Lesson 17 - The letter d, the syllable with d

(Page 78-82)

Page 78

Follow the same procedure as for page 1. The key word is dagom.

Page 79

Follow the same procedure as for page 62.

Before going on to page 80 do the following oral auditory drills for d. Follow the same procedure as for the oral drills on page 8.

Drill 1:    bado            doli            dede            damo  
              dape            dono            data            basa  
              dilo            sapo            pato            dila

Drill 2:    dawes            dildil            dotok            daan  
              dayet            katog            sikmot            doom  
              payak            donot            nopod            saad  
              danet            saydo            daplos            maid  
              talna            deppas            delaw            dadael

Page 80

Follow the same procedure as for page 63.

Page 81

Read the words. Read the story. Write the correct answer to the questions.

Page 82

Read the story. Read the words.

Give the following spelling test:

- |          |           |
|----------|-----------|
| 1. data  | 6. saad'  |
| 2. bado  | 7. maid   |
| 3. nodi  | 8. dadael |
| 4. dedan | 9. sedsed |
| 5. daan  | 10. kadm  |

Lesson 18 - The letter g, the syllable with g  
(Page 83-86)

Page 83

Follow the same procedure as for page 1. The key word is gosi.

Page 84

Follow the same procedure as for page 62.

Before going on to page 85 do the following auditory drill for g. Follow the same procedure as for drill 1 page 8.

Drill:	gapo	gipan	kimit	gaeb
	gaki	sepak	gasot	goma
	bota	gepak	gobat	damo

Page 85

Follow the same procedure as for page 63.

Page 86

Read the story.

Write the answer to the questions.

Give the following spelling test:

- |          |            |
|----------|------------|
| 1. gapo  | 6. giken   |
| 2. gaki  | 7. gamig   |
| 3. goma  | 8. baig    |
| 4. gido  | 9. gaod    |
| 5. gepak | 10. gemgem |

Lesson 19 - The letter w, the syllable with w  
(Page 87-91)

Page 87

Follow the same procedure as for page 1. The key word is wasay.

Page 88

Follow the same procedure as for page 62.

Before going on to page 89 do the following auditory drill for w. Follow the same procedure as for drill 1 page 8

Drill:      wada      baka      wiik      widan  
         damo      waka      waaw      sokyat  
         wewe      wasit      taaw      wakat

Page 89

Follow the same procedure as for page 63.

Page 90

Read the story for reading practice.

Page 91

Read the story.

Circle the right answer.

Give the following spelling test:

- |         |          |          |
|---------|----------|----------|
| 1. waka | 5. widan | 9. illw  |
| 2. wada | 6. wakat | 10. dowa |
| 3. wiik | 7. polaw | 11. wao  |
| 4. owen | 8. waaw  | 12. kaiw |

Lesson 20 - The letter y, the syllable with y  
(Page 92-96)

Page 92

Follow the same procedure as for page 1. The key word is yayas.

Page 93

Follow the same procedure as for page 62.

Before going on to page 94 do the following auditory drill for y. Follow the same procedure as for drill 1 on page 8.

Drill:	yabyab	yapit	talaw	yegyeg
	yasyas	yam-es	yap-ew	yang-ed
	wagwag	wanes	yam-an	tegteg

Page 94

Follow the same procedure as for page 63.

Page 95

Read the story.

Page 96

Follow the same procedure as for page 77.

Lesson 21 - The letter ng, the syllable with ng  
(Page 97-101)

Page 97

Follow the same procedure as for page 1. The key word is ngaan.

Page 98

Follow the same procedure as for page 62.

Before going on to page 99 do the following auditory drill for ng. Follow the same procedure as for drill 1 on page 8.

Drill:	ngato	ngipil	kodil	ngan
	ngoso	ngenge	ngawi	owen
	poso	benget	ngiyog	ngen

Page 99

Follow the same procedure as for page 63.

Give the following spelling test:

- |           |             |
|-----------|-------------|
| 1. ngawi  | 7. benget   |
| 2. ngiyog | 8. tangeb   |
| 3. ngodel | 9. kayong   |
| 4. ngenge | 10. kedeng  |
| 5. ango   | 11. pangket |
| 6. onga   |             |

Page 100

Read the story and words.

Page 101

Follow the same procedure as for page 72.