

Hen Laplapon hen Man-iyapan

The Beginnings of Reading

by

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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 to the teachers

This book is a pre-reader designed to prepare Balangao speaking students of Mt. Province, The Republic of the Philippines, to learn to read. It is to be taught before teaching the two primers, *Ilugl way Man-iyap* and *Etoloy way Man-iyap*.

The pre-reading skills taught in this book are:

- 1) Auditory Discrimination, pages 2, 8, 14
- 2) Visual Discrimination, pages 1, 3, 7, 13
- 3) Left to right orientation, pages 1, 3, 7, 13
- 4) Number recognition, pages 4, 5, 9, 10, 11, 16, 17, 25, 32
- 5) Phonics:
 - a sound, pages 21, 22
 - e sound, pages 23, 24
 - o sound, pages 27, 28
 - a, e, o sounds, pages 29, 30
- 6) Whole word recognition, pages 15, 20
- 7) Capital letters, page 31
- 8) Writing, pages 6, 12, 18, 19, 26.

The letters in the Balangao alphabet are: a, b, k, d, e, é, g, h, i, l, m, n, ng, o, p, s, t, u, w, y, and glottal stop written as ' and - .

Kathleen Bosscher of the United States Peace Corps worked with the authors to prepare this pre-reader.

In the teaching of pre-reading skills, adult students will need a minimum of one day per lesson to assimilate the materials. Children will need a considerably longer time on each pre-reading lesson. The teacher should make similar lessons to supplement the materials in this book. The pages for each lesson are as follows:

- Lesson 1, pages 1 - 6
- Lesson 2, pages 7-12
- Lesson 3, pages 13-19
- Lesson 4, pages 20-26
- Lesson 5, pages 27-32

The teaching directions are written in the center margin of each page. The directions tell what the student is to do. Some things to remember in teaching are:

1. Do not go ahead in the book until you are satisfied that every student can do what is required. For some students or some classes, the teacher will have to make additional exercises and lessons before going ahead.

2. In the writing lessons, check to see that the student holds his paper and pencil correctly. Check to see that he makes the correct writing motions—the arrows show the direction in making the lines. Check to see that he uses the guide lines correctly.

3. The students do not learn to **read** any syllables in the pre-reading book. They will learn to read 3 sentences, 3 words, and 3 sounds. The sentences are:

Yato hen aho.

Yato hen etlog.

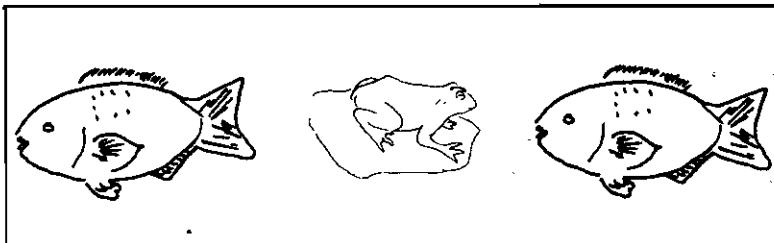
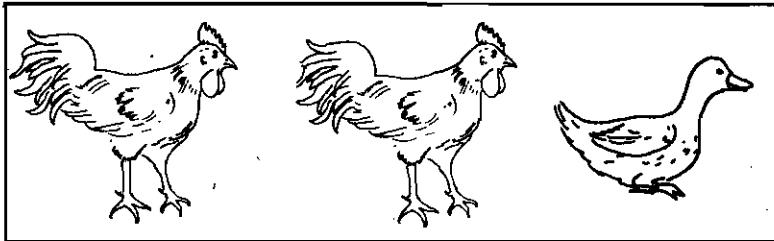
Yato hen onga.

The words are: **aho, etlog, and onga.**

The sounds are: **a, e, o.**

They will also learn to read the numbers 1-10.

1. Cross out the picture that is different. 2. Draw lines from the boxes to the circles. 3. Cross out the letter in each box that is different.



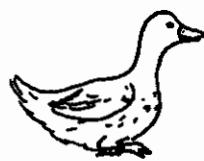
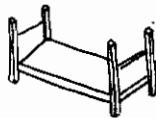


b	g	b
---	---	---

p	l	p
---	---	---

e	n	n
---	---	---

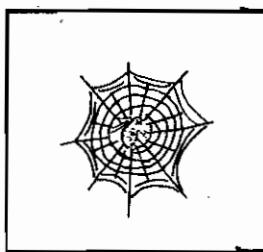
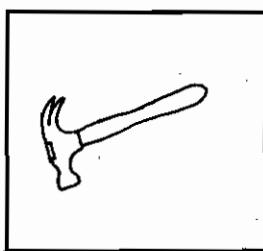
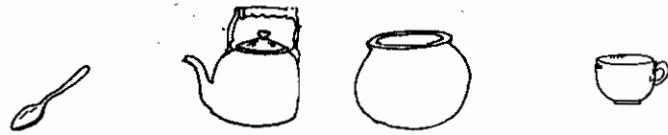
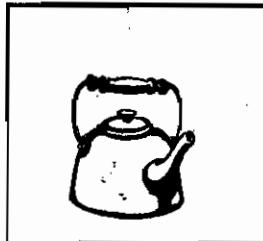
a	o	a
---	---	---



1. Name the pictures in each row. Cross out the one that begins with a different sound. 2. Say the syllables after the teacher, listening to the vowel, the "talking letter". Teacher says the following syllables one by one:

ka	ta	la	ma	da	ak	as	at	am	ad
lo	so	to	mo	ko	on	os	ot	om	ok
li	mi	ni	si	hi	il	im	in	ib	is

1. Circle the picture in each row that is the same as the one on the left. 2. Do the same for the letters.



s

s gg s t

y

g y y o

I

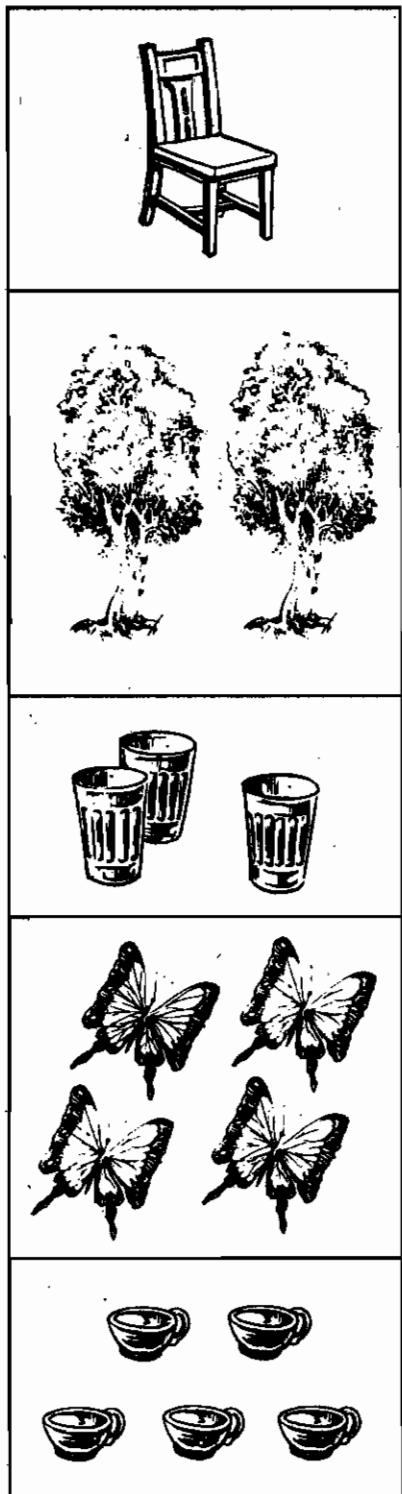
t l l h

ng

e ng o ng

é

o i é l



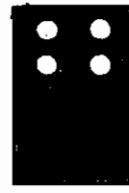
1



2



3



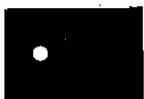
4



5

1. Count the things in each large box and the dots in the small boxes. Point to and say the number. 2. Read the numbers from top to bottom. 3. Point to the numbers the teacher says. Teacher says: **3 1 2 5 4**.

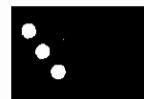
1. Point to and read the numbers across the page. 2. Count the things in each box. Circle the correct number beside the picture.



1



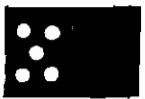
2



3

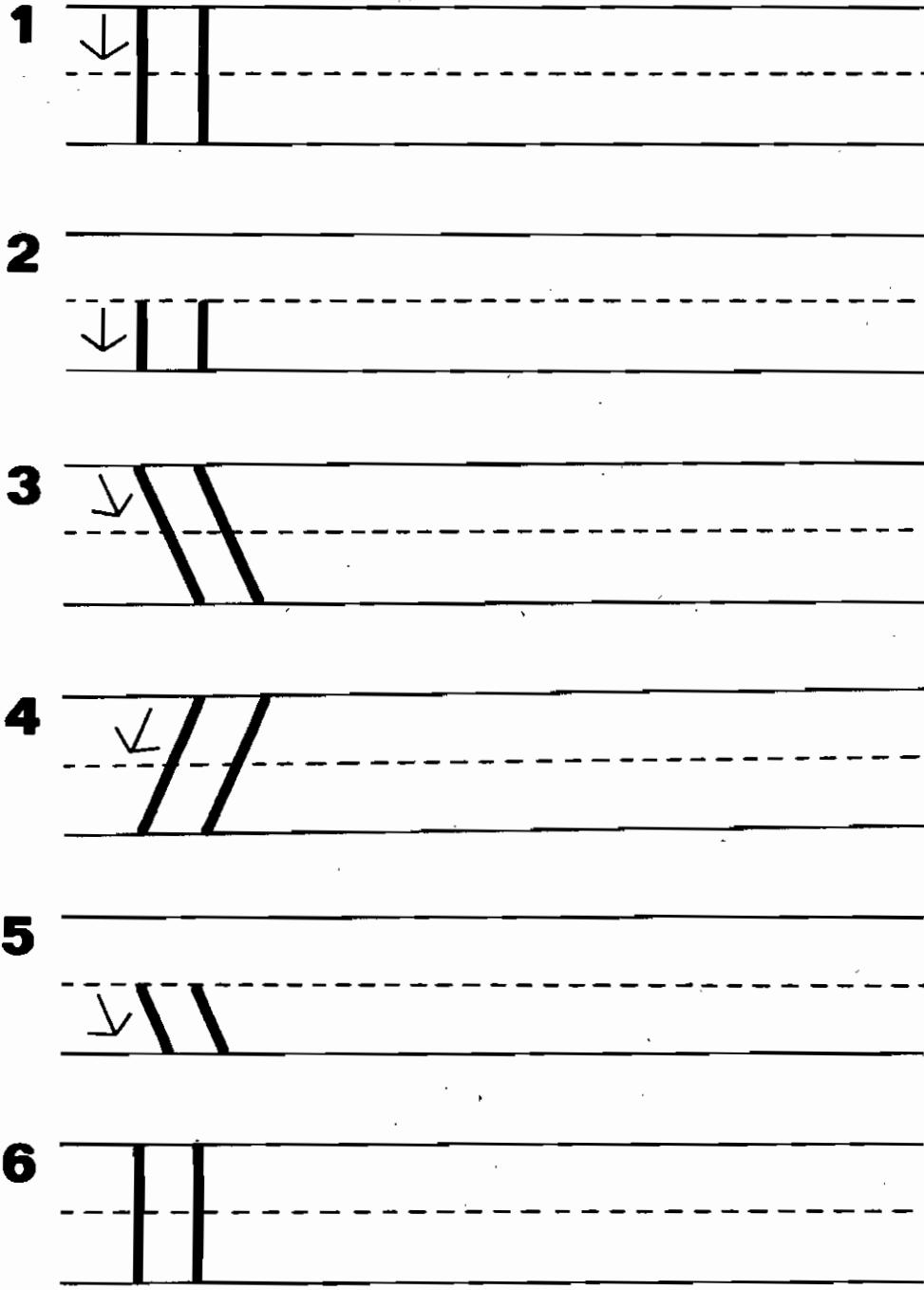


4



5

Two simple drawings of small houses with thatched roofs and wooden frames.	3 2 5
A drawing of a propeller-driven airplane flying towards the left.	1 4 3
Three detailed drawings of palm trees standing upright.	3 4 1
Five drawings of ripe bananas, slightly curved.	5 2 4
Four drawings of metal spoons with rounded bowls.	3 4 1



Trace the pattern in each row. Complete the row of writing. Homework: write the figures on grade one paper.

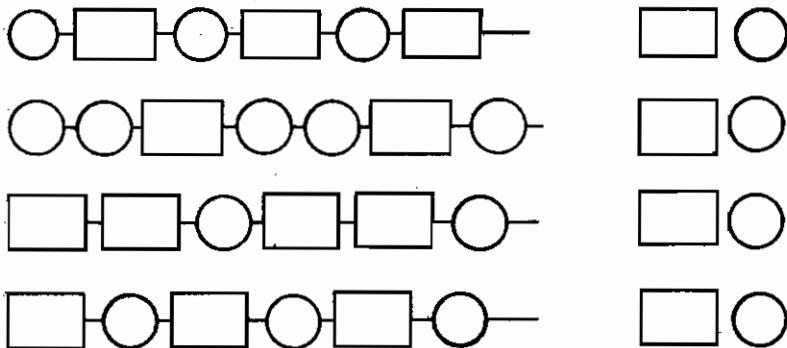
di pu di

ém ot ém

ya gu ya

bo he he

1. Cross out the syllable in each box that is different. 2. Look at the order of the rectangles and circles in each row, then circle the one on the right that should come next in the order. 3. Circle the syllables that are the same as the one on the left.



ga

ho ga hu ga

is

is on am ung

ot

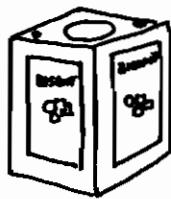
ot ub ah ot

ko

ko hu ko da

wu

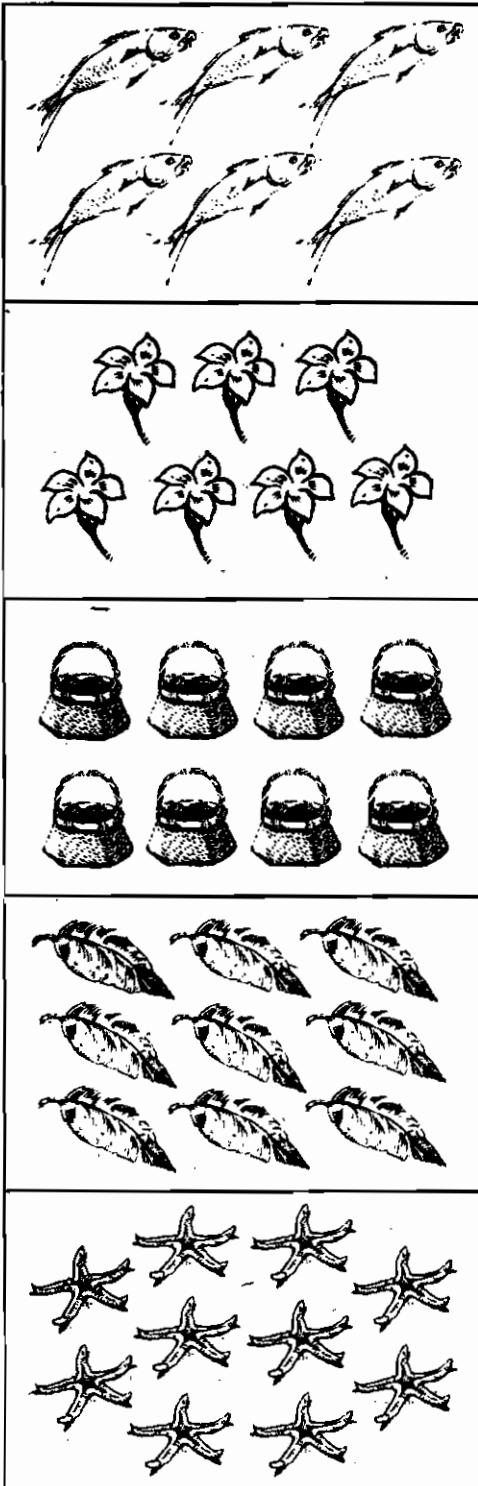
pa wu wo me



1. Name the pictures in each row. Cross out the one that begins with a different sound. 2. Say the syllables after the teacher, listening to the vowel, the "talking letter". Teacher says the following syllables one by one.

gé	té	pé	ngé	sé	ég	ét	ép	éng	és
bu	tu	lu	nu	gu	ub	ut	um	un	ug
te	me	ne	se	pe	et	ek	en	es	ep

1. Count the things in each large box and the dots in the small boxes. Point to and say the number.
2. Read the numbers from top to bottom. 3. Point to the numbers the teacher says. Teacher says: 6 9 11 8 7.



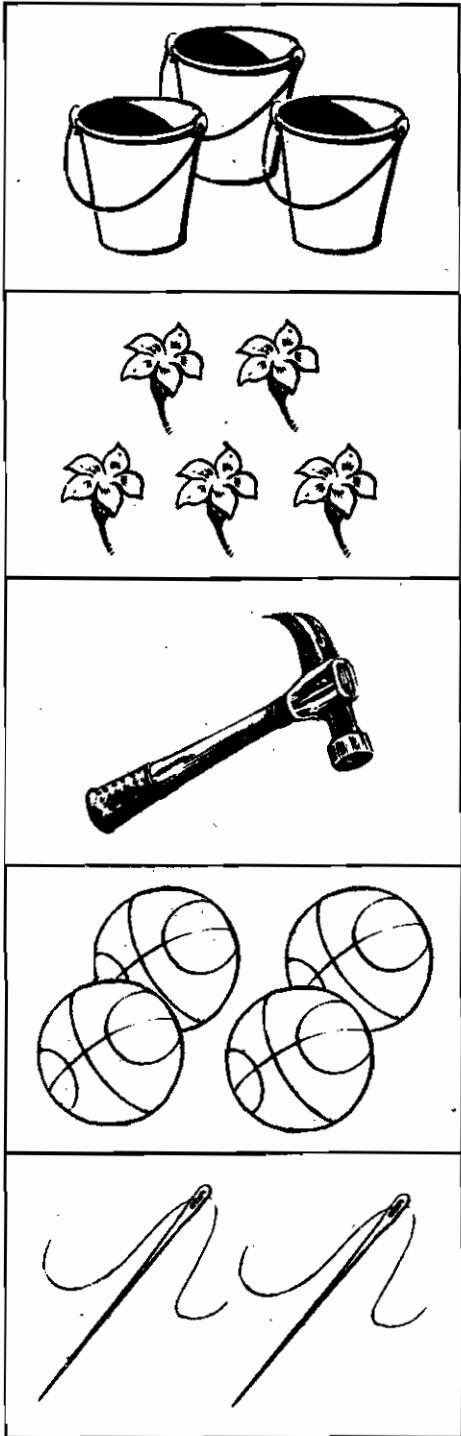
1

2

3

4

5

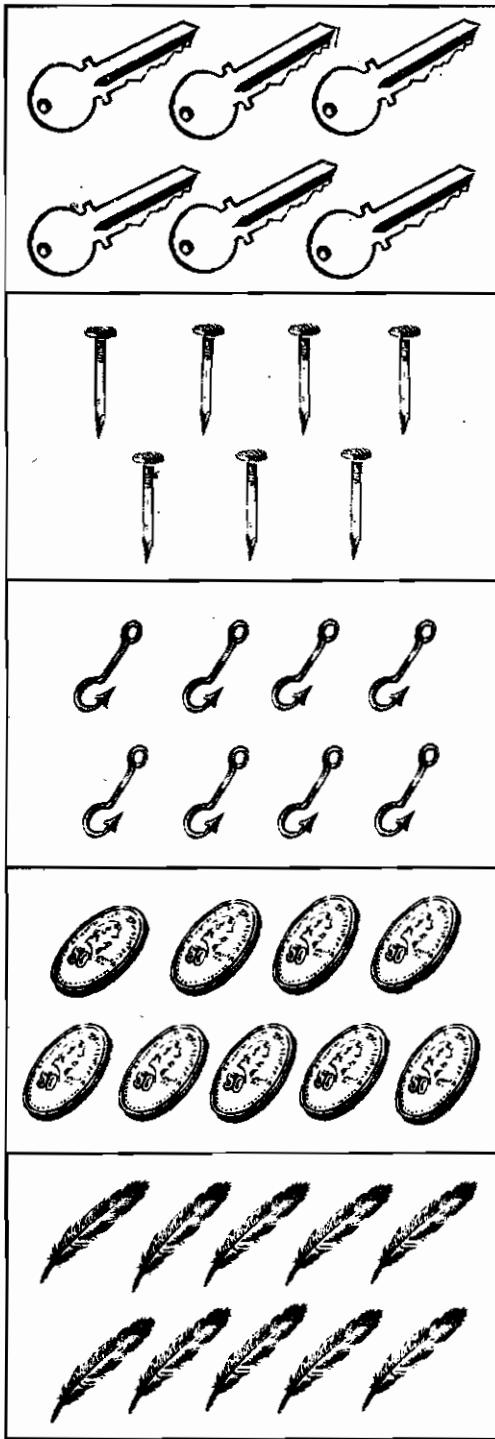


1	2	3
3	4	5
1	3	5
2	4	5
4	3	2

1. Point to and read the numbers across the page. 2. Count the things in each box. Circle the correct number beside the picture.

1. Point to and read the numbers across the page. 2. Count the things in each box. Circle the correct number beside the picture.

6 7 8



9 10

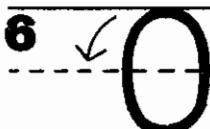
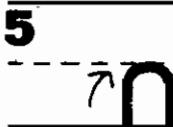
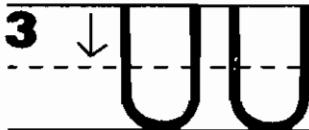
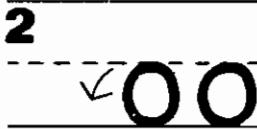
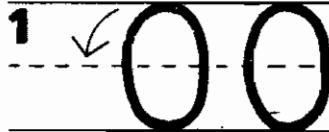
2 6 9

7 10 6

8 9 7

5 9 3

10 4 8



Trace the pattern in each row. Complete the row of writing. Homework: write the figures on grade one paper.

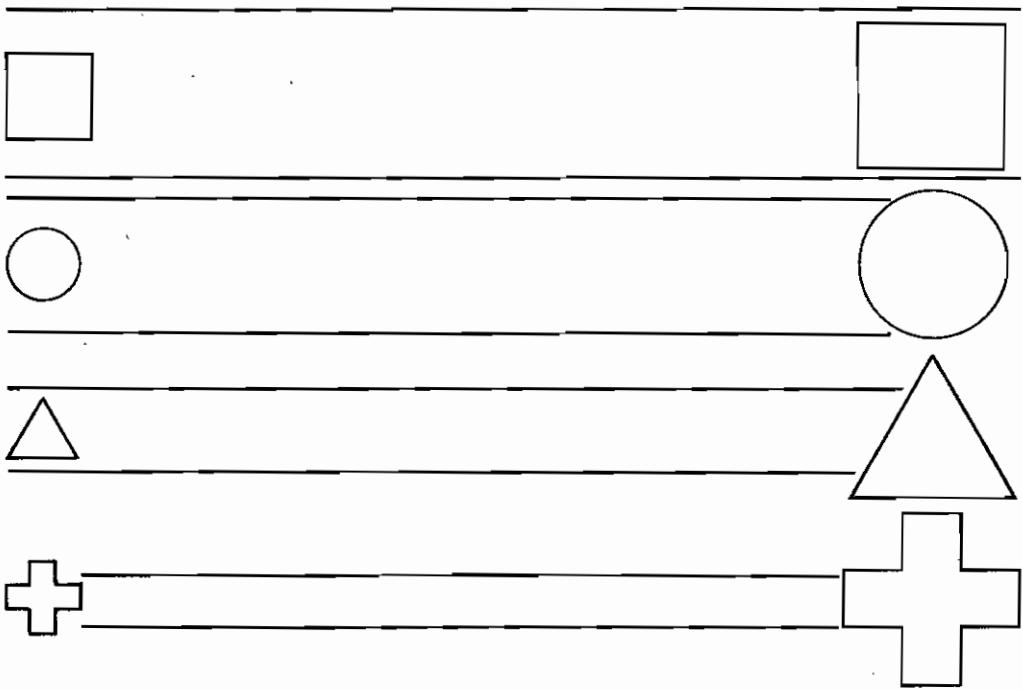
1. Cross out the syllable in each box that is different. 2. Draw a line from the small figures to the large.
Stay within the lines. 3. Circle the syllables that are the same as the one on the left.

poa **poe** **poa**

osa **ésa** **osa**

tip **tin** **tin**

ole **ute** **ute**



ole

olo **elo** **élo** **olo**

soy

nøy **soy** **poy** **soy**

wan

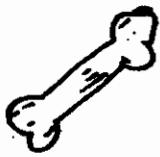
was **wan** **wan** **wam**

tak

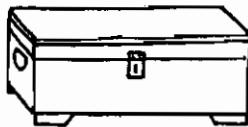
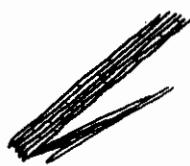
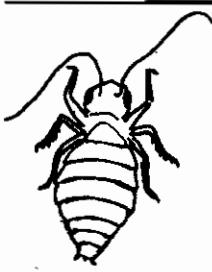
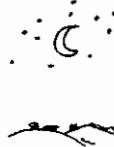
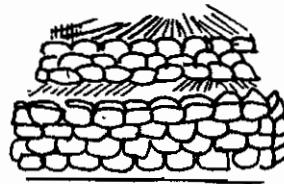
tal **tah** **tan** **tak**

étu

étu **élù** **étu** **éhu**



CO



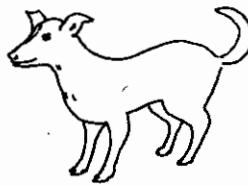
1. Name the pictures in each row. Cross out the one that begins with a different sound.
2. Say the vowel, the "talking letter". Teacher says the following syllables one by one.

Continue using these syllables:

mu du bu ngu gu ek eng eet eh es
on bs ot ok op um ud ub ung ug

T says: ke nge te he se
S says: e e e e e
T says: no so to ko po
S says: o o o o o

1. Look at the picture and "guess" what the sentence says. Then read the sentence after the teacher. 2.
Read the three sentences. Circle the words that are different.



Yato hen aho.



Yato hen etlog.

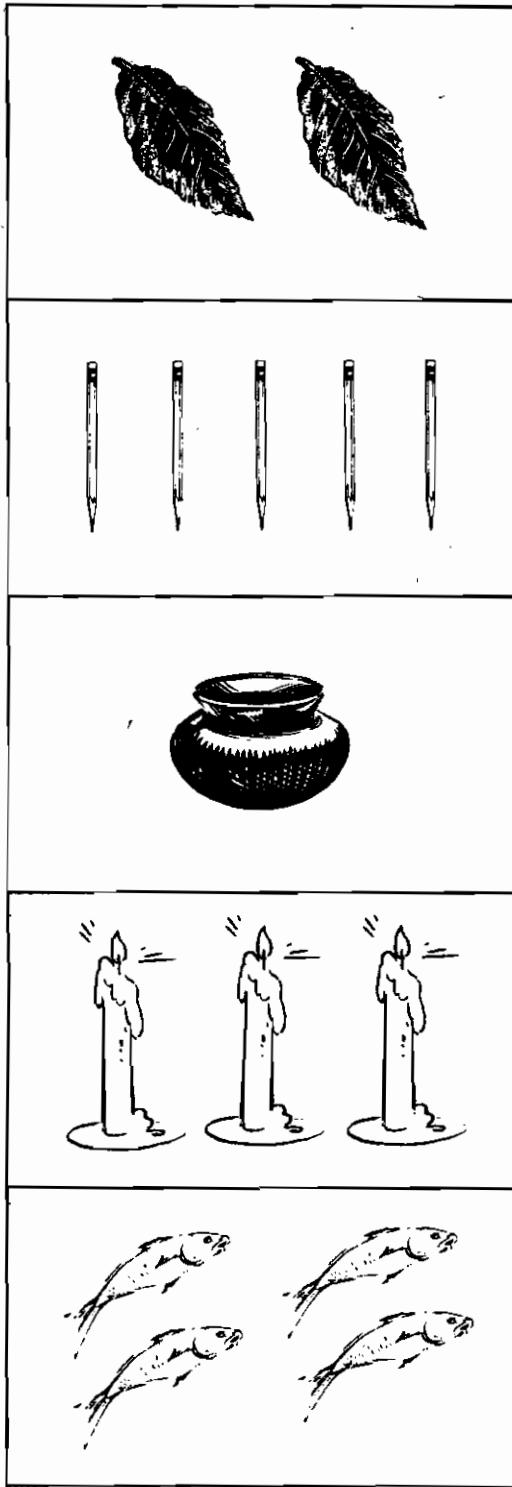


Yato hen onga.

Yato hen aho.

Yato hen etlog.

Yato hen onga.



1

2

3

4

5

1. Count the things in each box. Draw a line to the correct number. 2. Read the numbers from top to bottom.

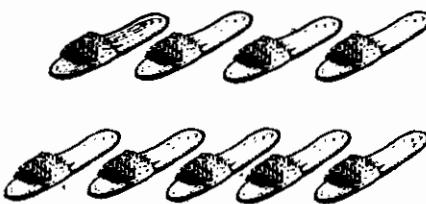
1. Count the things in each box. Draw a line to the correct number. 2. Read the numbers from top to bottom.



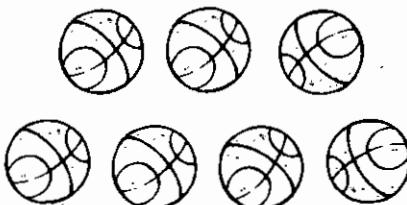
6



7



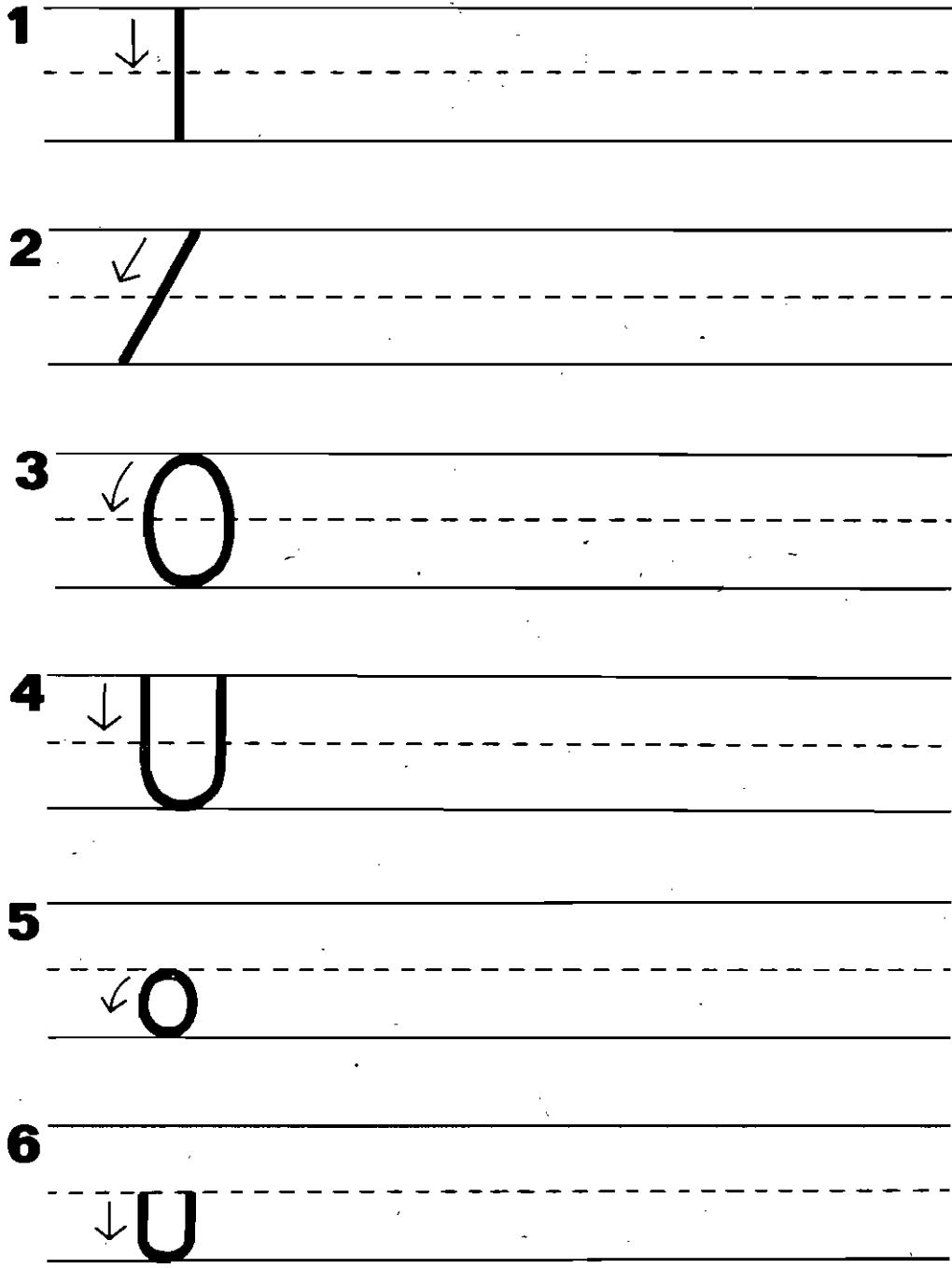
8



9



10



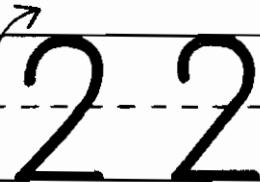
Trace the pattern in each row. Complete the row of writing. Homework: Write the figures on grade one paper.

1. Trace the pattern in each row. Write the numbers on the writing lines. 2. Write the numbers 1 - 5 on the bottom writing lines. Homework: Write the numbers 1 - 5 on grade one paper.

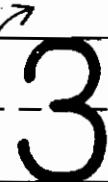
1



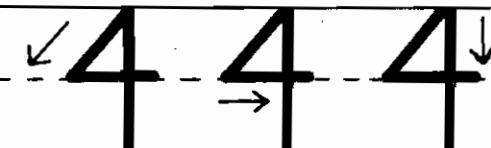
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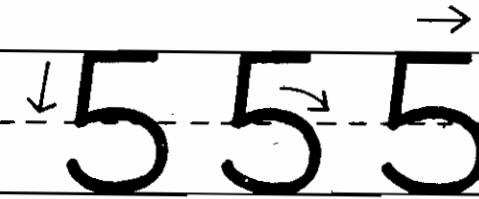
3

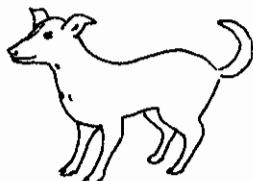


4



5





aho

aho	dan	aho
wada	aho	hen



etlog

yato	etlog	etlog
etlog	lata	lae



onga

poe	ale	onga
onga	onga	ah

Yato hen onga.

aho



Yato hen aho.

etlog



Yato hen etlog.

onga

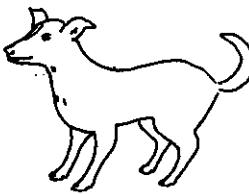


1. Read the word beside the picture. Circle the word in every box. 2. Draw a line from the sentence to the word. Draw a line from the word to the picture.

1. Say the vowel, the "talking letter. Teacher says the following syllables one by one:

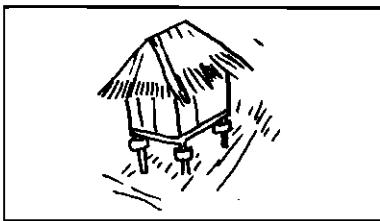
T says: bi ni gi di li
S says: i i i i i

Continue, using these syllables: té hé né mé bé sa na nga pa ba ib in ig id ib ét éh ém én éb as an ang ap ab.
Say the pictured words after the teacher, hearing the beginning sameness of the words. 3. Read **aho**, seeing the letter **a**. 4. Say the pictured words again, seeing the beginning sameness of the words. Circle the first letter. 5. Trace the pattern to make **a**; write **a** on the writing lines. Homework: write **a** on grade one paper.

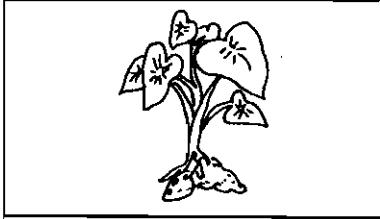


aho

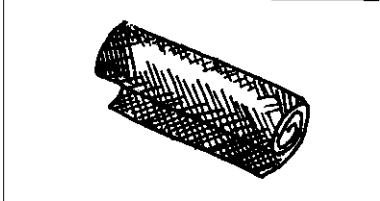
a



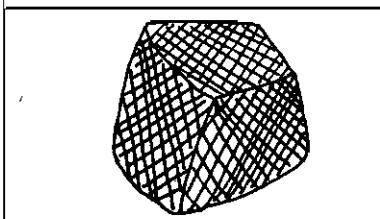
alang



aba

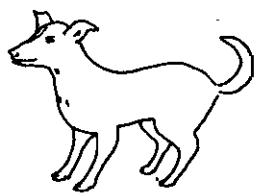


annap



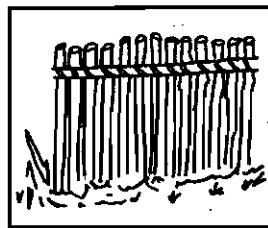
alat

a a a



aho

_ho



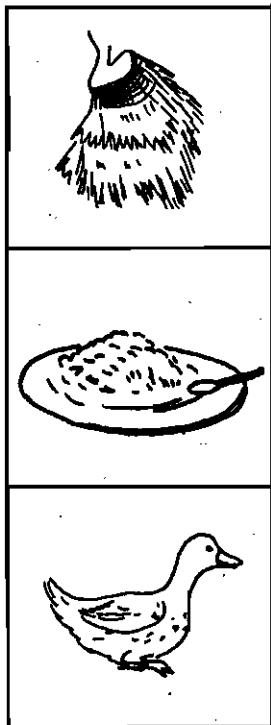
_lad



_bong



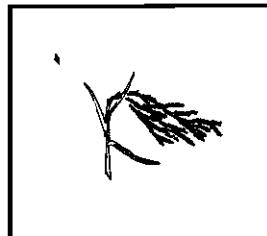
_way



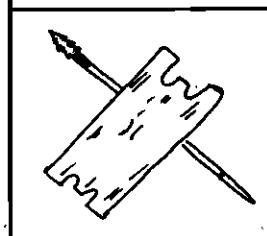
annang _

isn _

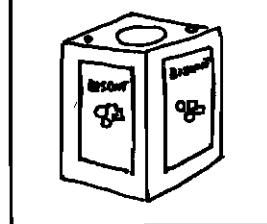
pap _



p_géy



al_hag



l_ta

1. Read aho. Write the beginning letter a.
2. Say the pictured words after the teacher. Write a in word beginnings, word endings, and word middles.

1. Say the pictured words after the teacher, **hearing** the beginning sameness of the words. 2. Read **etlog**,
seeing the letter **e**. 3. Say the pictured words again, **seeing** the beginning sameness of the words. Circle the first
letter. 4. Trace the pattern to make **e**. Write **e** on the writing lines. Homework: Write **e** on grade one paper.



etlog

e

egad



ehwal



ekan



etong



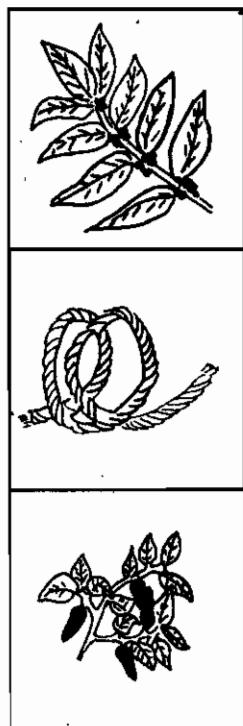
e e e



etlog

-tlog

-



kap _

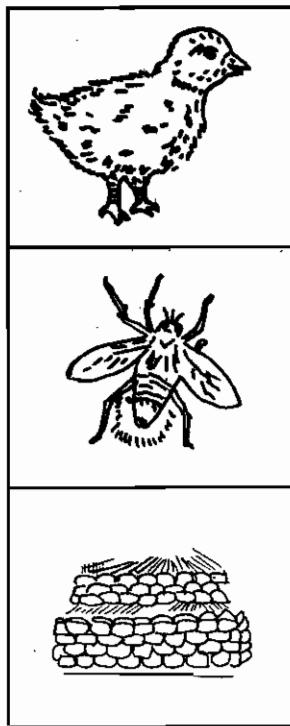
tal _

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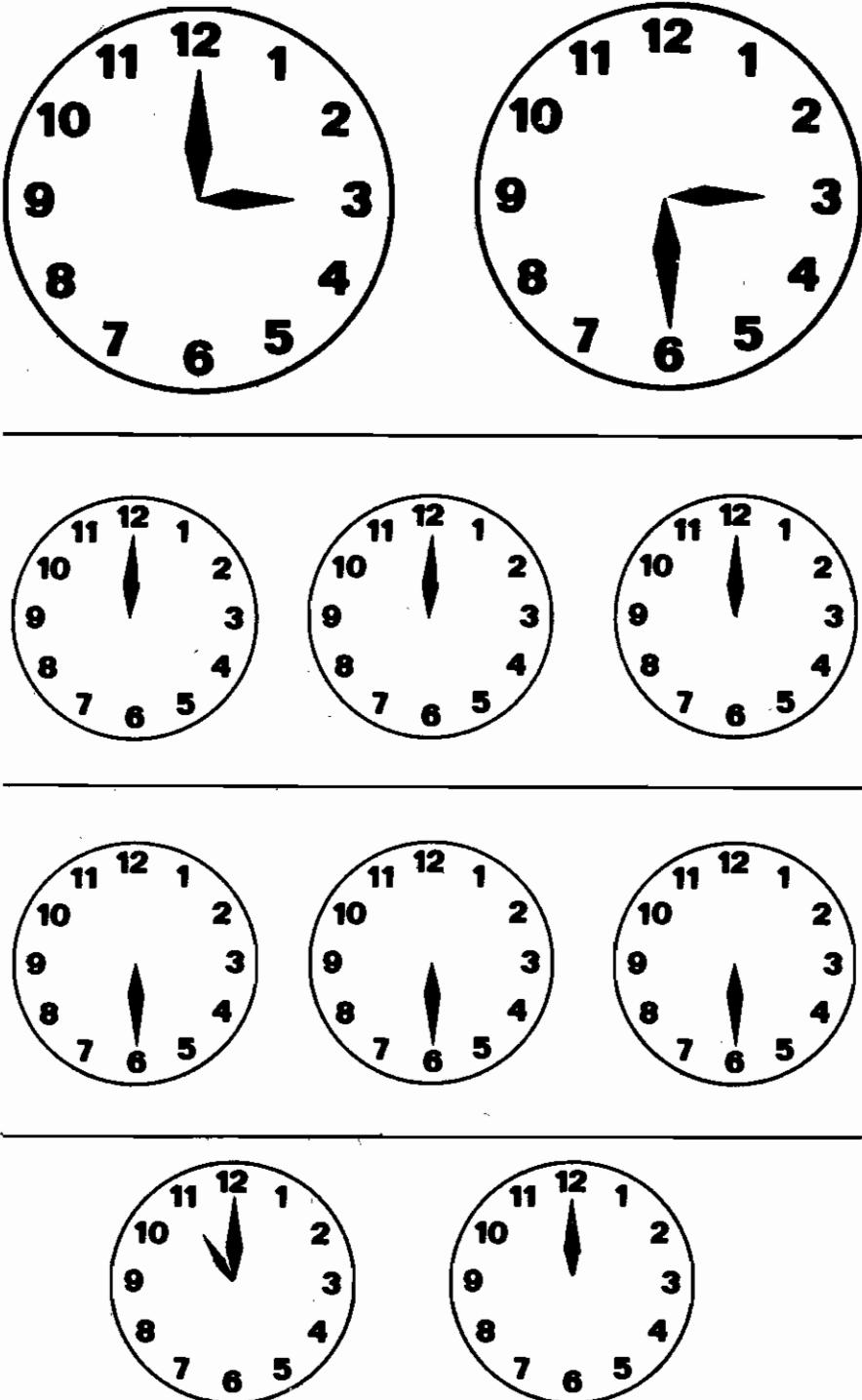
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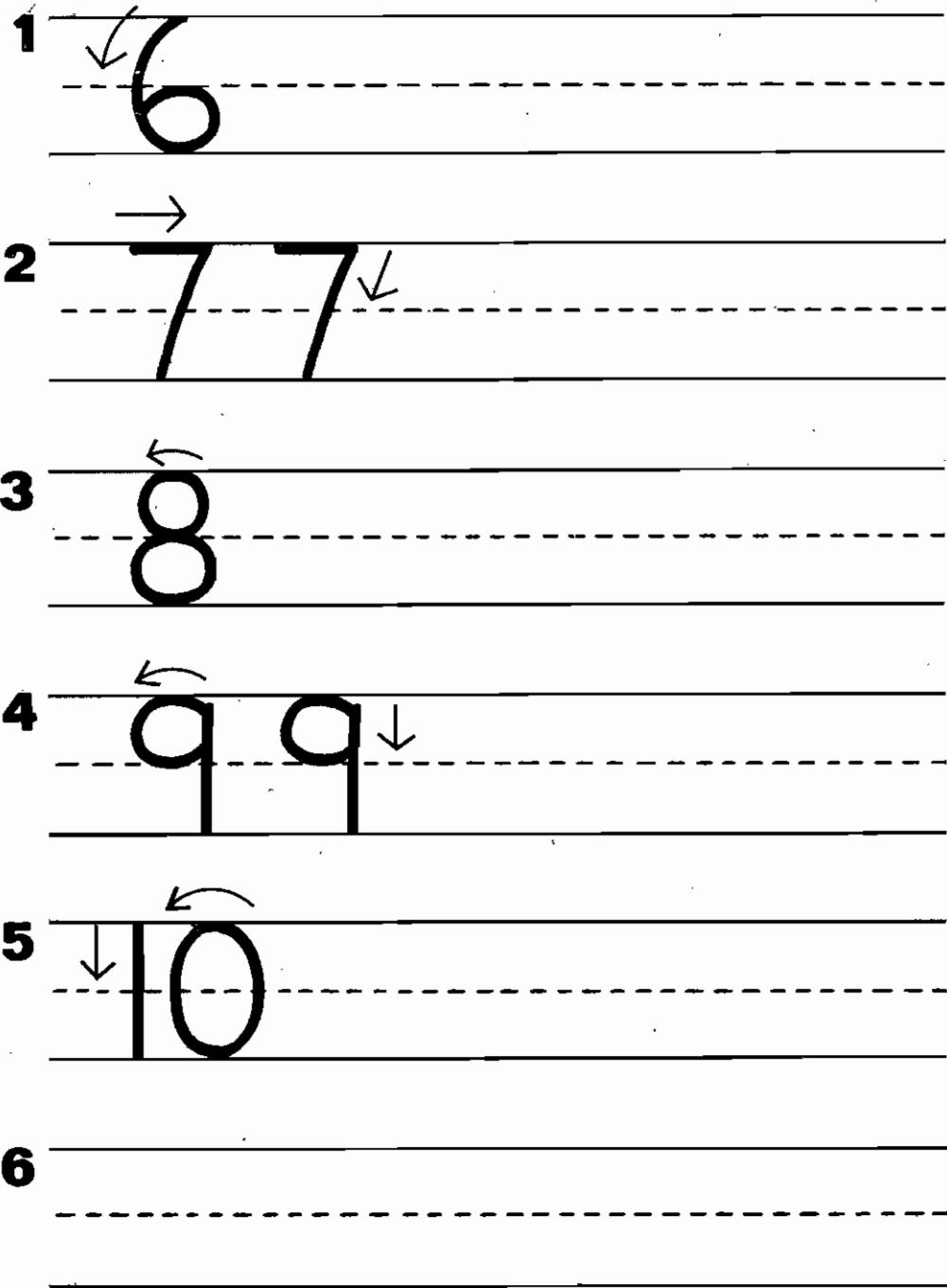
em - em _ t

top _ ng

1. Read etlog. Write the beginning letter e. 2. Say the pictured words after the teacher. Write e in word beginnings, word endings, and word middles.

1. Read the numbers on the clock. See the place of the hour and minute hands at 3 o'clock and 3:30. 2. Draw the hour hand to make the time: 5 o'clock, 9 o'clock, 2 o'clock. 3. Draw the hour hand to make the time: 1:30, 10:30, 7:30. 4. See the place of the hands at 11:00 o'clock. 5. See the place of the hands at 12 o'clock.





1. Trace the pattern in each row. Write the numbers on the writing lines. 2. Write the numbers 6 - 10 on the bottom writing lines. Homework: Write the numbers 6 - 10 on grade one paper.

1. Say the vowel, the "talking letter". Teacher says the following syllables one by one:

T says: te no ngá né gi tu

S says: e o a é i u

Continue, using these syllables: po le sa le bi hé ngu eh ot ab ut éng id ig es um ok ém ad. 2. Say the pictured words after the teacher, hearing the beginning sameness of the words. 3. Read **onga**, seeing the letter o. 4. Say the pictured words again, seeing the beginning sameness of the words. Circle the first letter. 5. Trace the pattern to make o. write o on the writing line. Homework: Write o on grade one paper.



onga

o

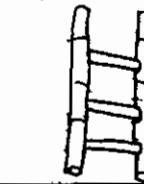
olpo



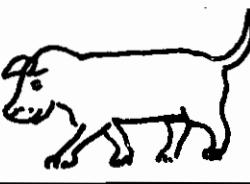
oong



oldan



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onga

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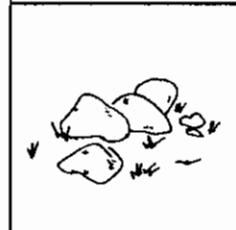
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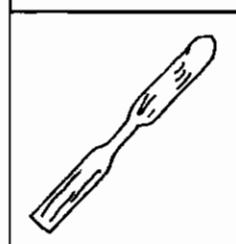
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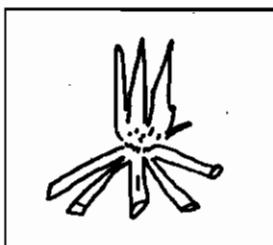
gong—



bat—



al—



ap—y



halepp—n



bitt—yong

1. Read onga. Write the beginning letter o. 2. Say the pictured words after the teacher. Write o in word beginnings, word endings, and word middles.

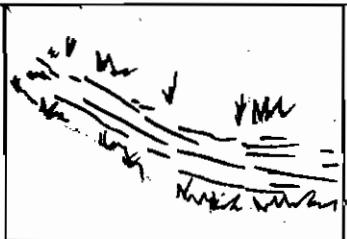
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etlog

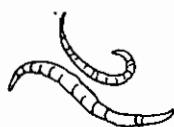
onga

a e o

Say the pictured words after the teacher. Choose and write the correct beginning letter.



_ là



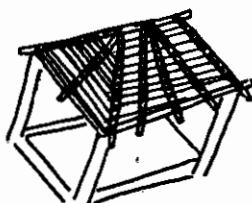
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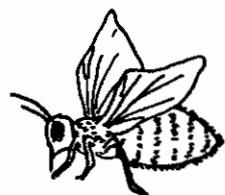
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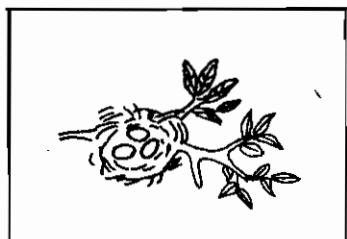
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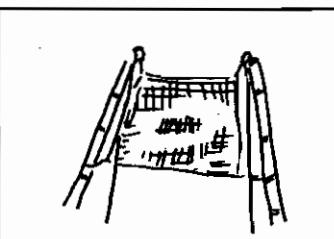
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ugh__



int__

paly__

los__



akl__

kott__

mat__

Say the pictured words after the teacher. Choose and write the correct ending letter.

1. Look at the picture and read the word. See the same word capitalized. 2. Say the names after the teacher. Circle the beginning letter. 3. Trace the pattern to make the capital. Complete the row of writing. 4. Write the capital letters on the bottom writing line. Homework: Write A, E, O on grade one paper.



aho Aho



Ana



Apeddaw

a A



Apapawan

A A A



etlog Etlog



e E

Enak

Etong

E E



onga Onga



Ollangay

o O



Ongadag



Ogtong

O O

8



2

6

4

7

2

4

5

8

9

6

3

1

1. Draw circles to show the number on each line. 2. Circle the number in each box that the teacher says.
Teacher says: 4, 8, 9, 1, 3. Write the numbers 1 - 10 on the writing lines. Homework: Write the numbers 1 - 10 on grade one paper.