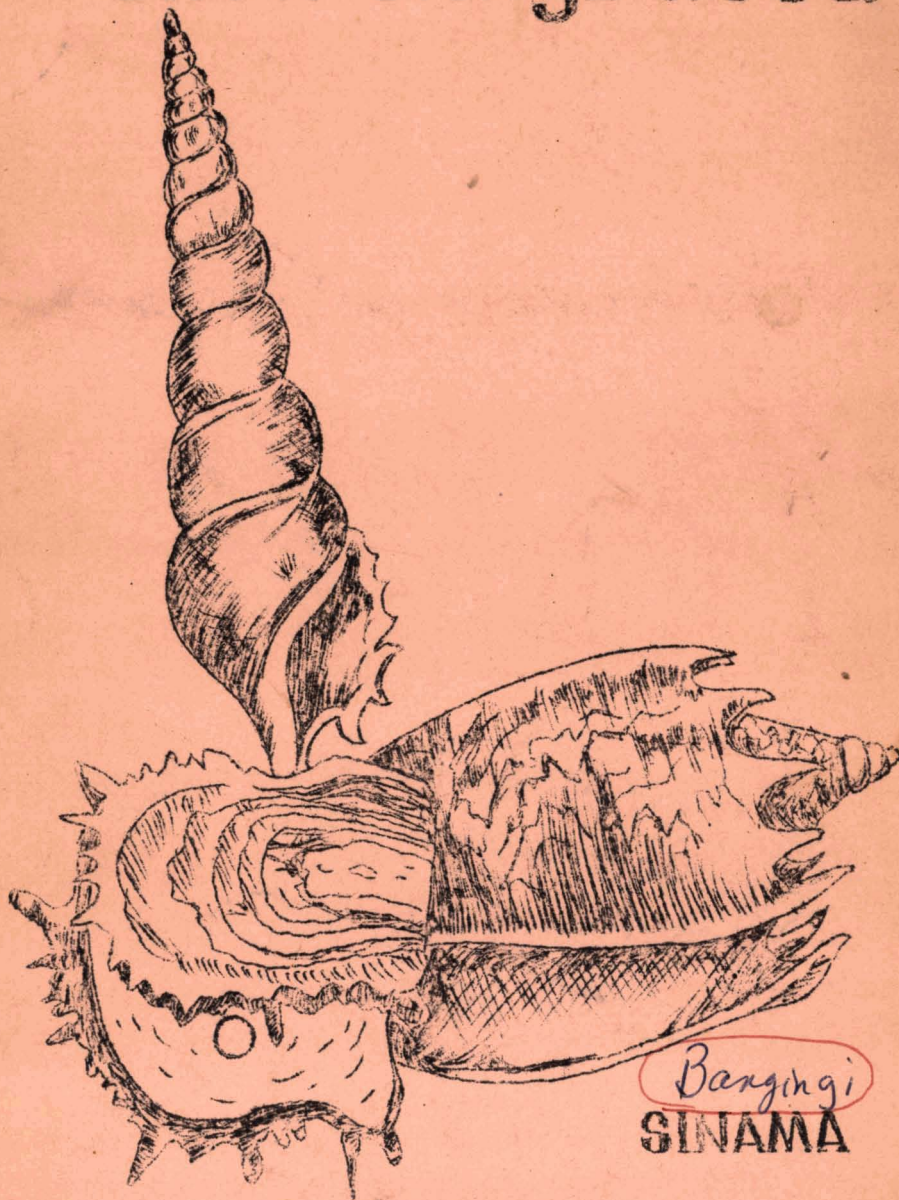


# Mag-anad

# Kita Magbassa



Banginigi  
**SINAMA**

Manila Publications

## F O R E W O R D

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

## F O R E W O R D

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, Mag-anad kita Magbassa, has been prepared to teach some basic pre-reading skills to the Bangingi Sama people of Sulu, the Republic of the Philippines. It has been specifically designed to help the student to be ready for the primer Pag-anaran Magbassa. 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.

Marilyn Sideno working in cooperation with Summer Institute of Linguistic members, Ron and Diane Morren, prepared and tested the pre-primer.

To the Teacher:

This book, Mag-anad kita Magbassa is designed to prepare students for learning to read. It consists of five pre-reading lessons which are taught before teaching the primer, Pag-anaran Magbassa.

Its contents are as follows:

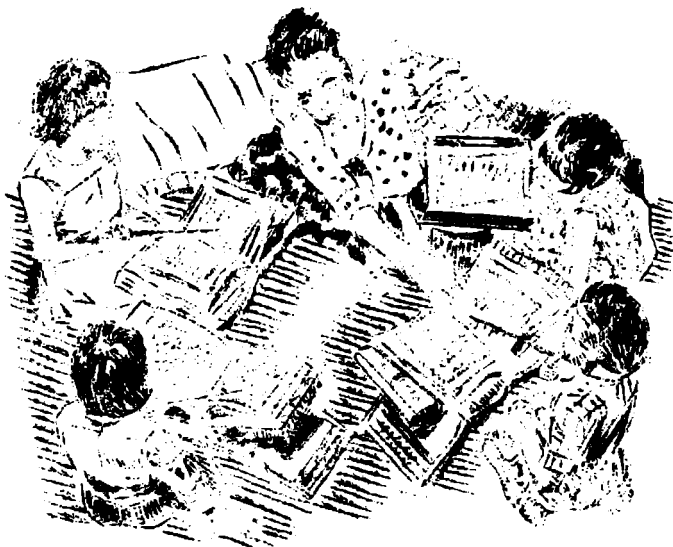
Lesson 1:	pages 1-8
Lesson 2:	pages 9-15
Lesson 3:	pages 16-23
Lesson 4:	pages 24-30
Lesson 5:	pages 31-36
Test:	page 37

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:
  - 'a' sound 25, 26
  - 'i' sound 27, 28
  - 'u' sound 31, 32
  - 'a', 'i', 'u' 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.

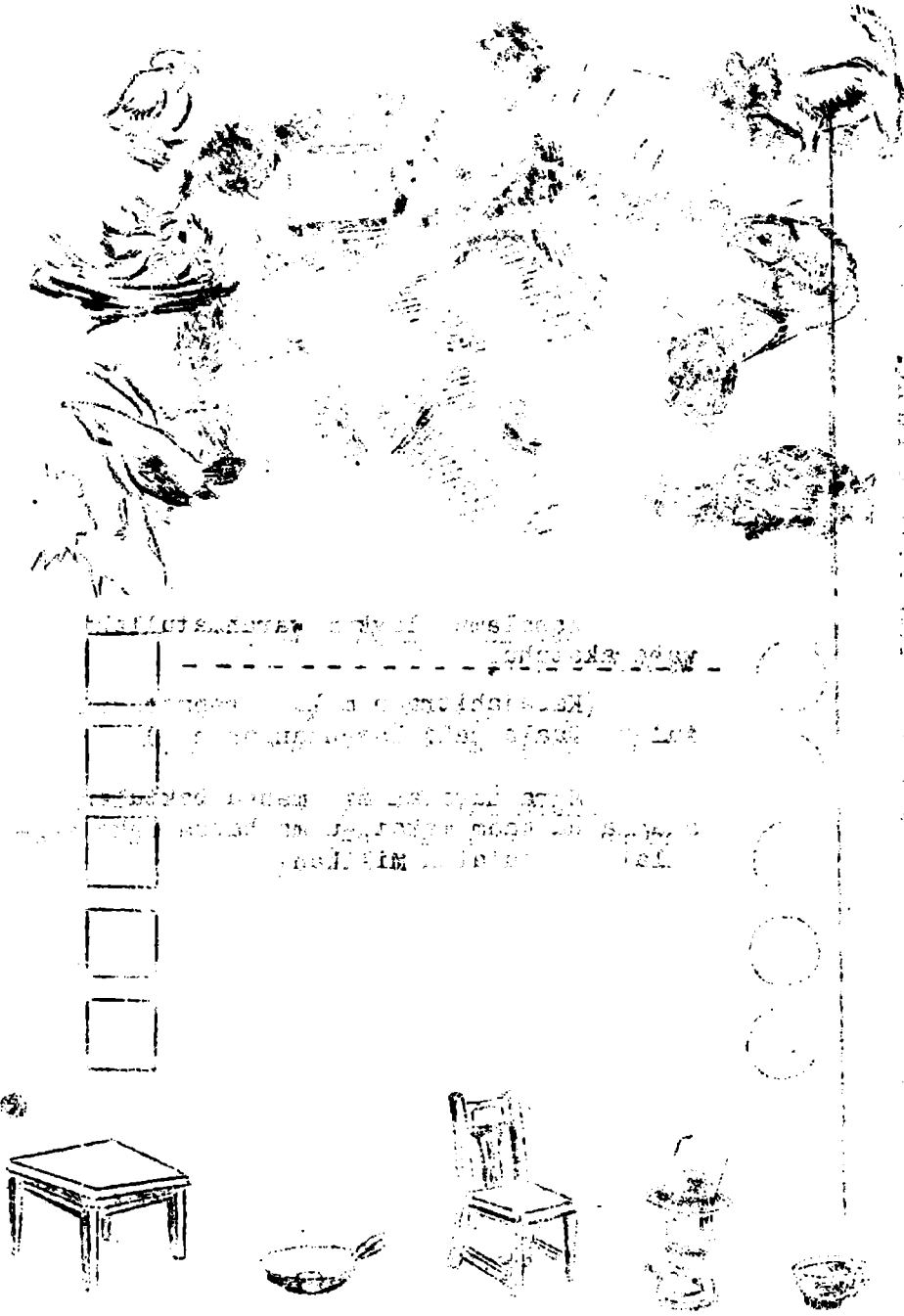
1. Point to pencil near page number. Hold book so point of pencil is towards one's body. 2. Point to Arabic script. It is read from right to left. 3. Point to other script. Note that it is read from left to right.



Assalamu alaykum warahmatullahi  
wabarakatuhu.

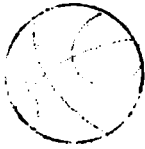
(Kasajahitran makaam rahmat sin  
Mulahu Taala maka kasannangan na.)

Mure murahan min manga baktulan itu  
anagna na kaam makata-u magbassa maka mag-  
sulat sin sulatan 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.

М у н N

U y n M

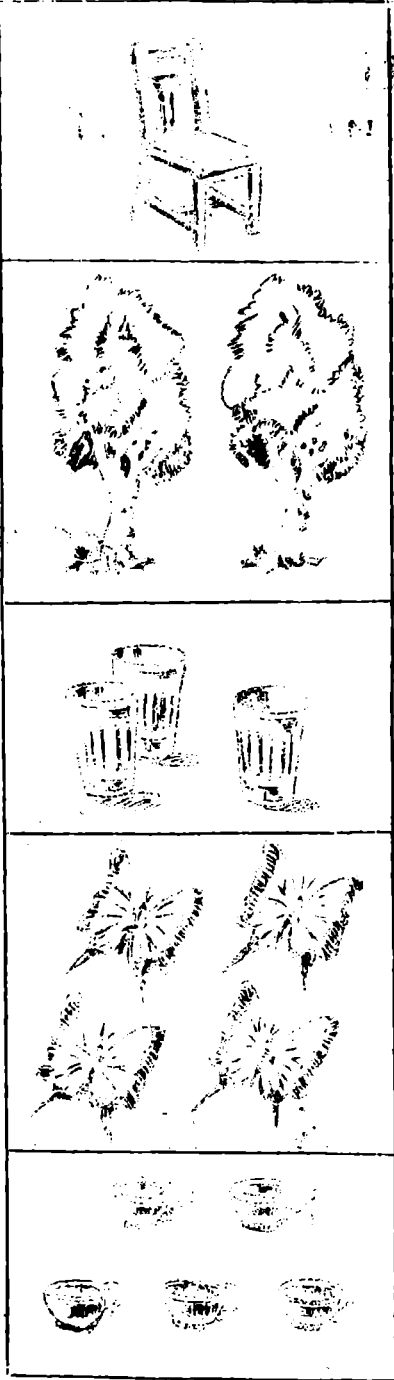
и j n U

к у в N

g u l K

б g n N





1

2







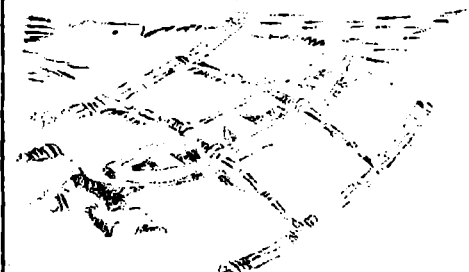



3

4

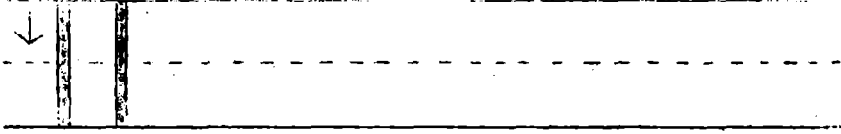
5

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

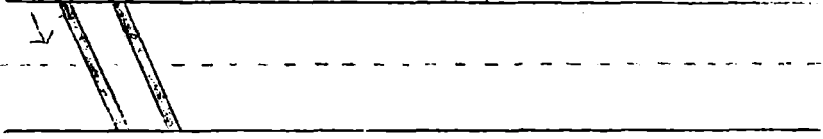
Circle the number that shows how many things are in each box.

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

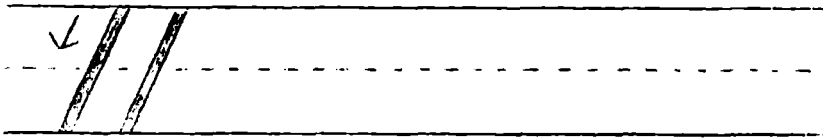
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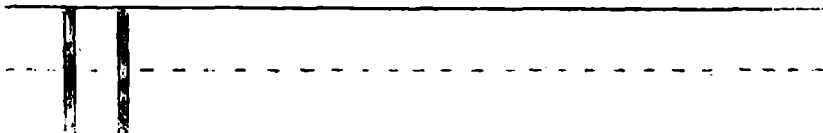
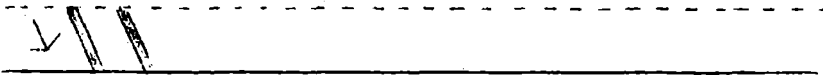
3



4



5



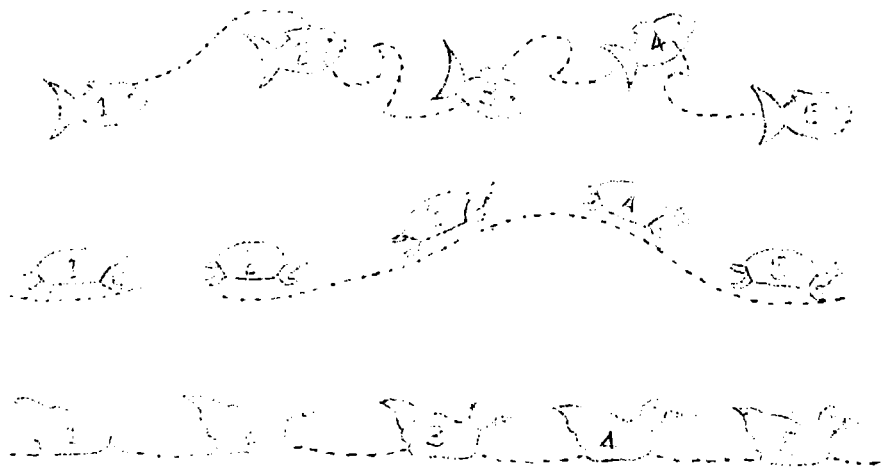
Fill in the lines of writing by following the pattern.

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

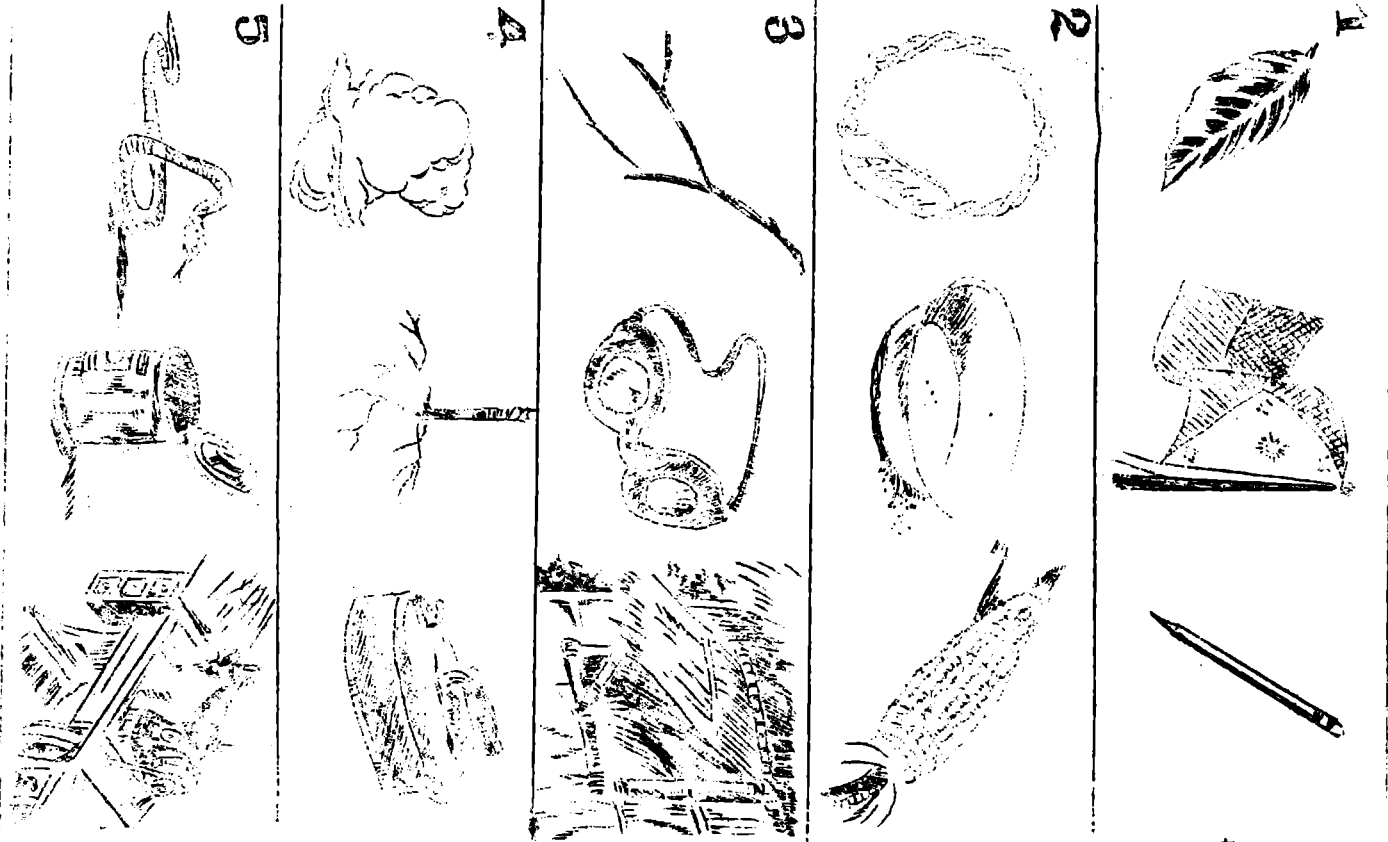
ba  
ba  
bu

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

u	ku
u	ku
u	ku
u	ku

u	ki
u	ki
u	ki
u	ki

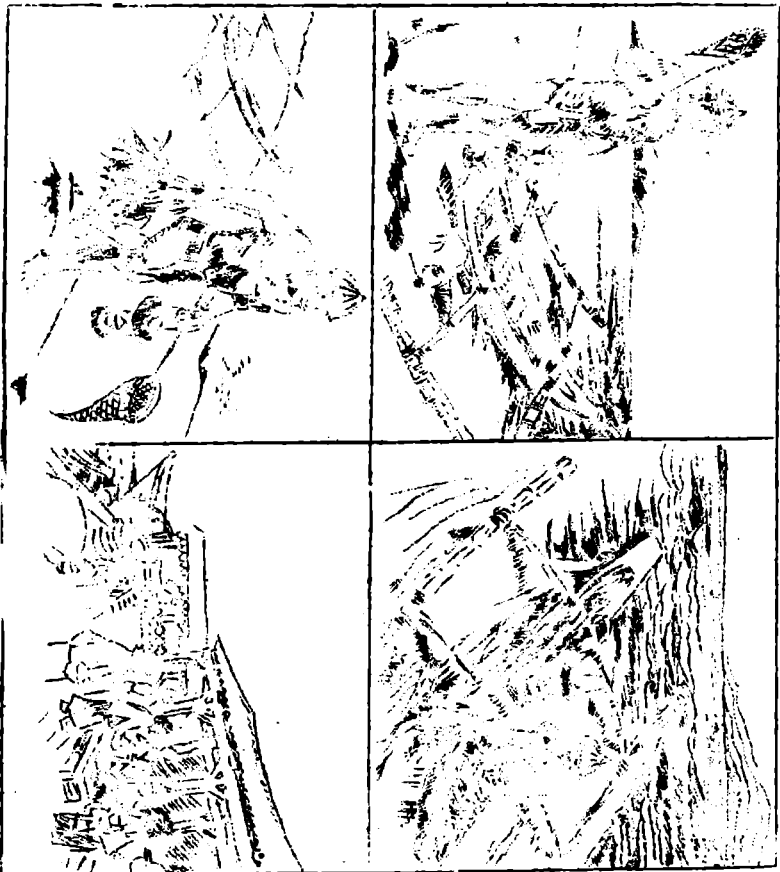
u	yu
u	su
u	mu
u	lu

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 tu ri

gu aw gu gu ja yu

di ni ki du di di

su uw as su su ma



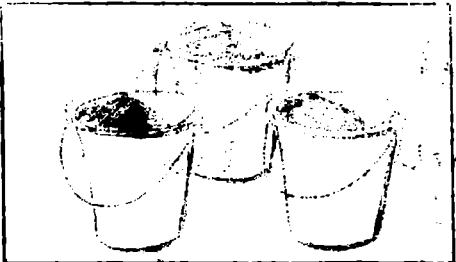
1

2

3

4

5



1

2

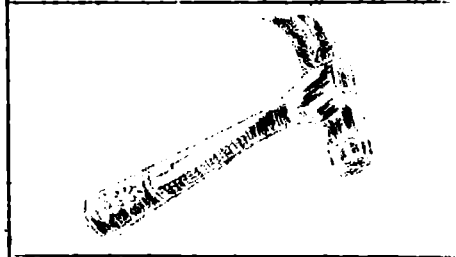
3



3

4

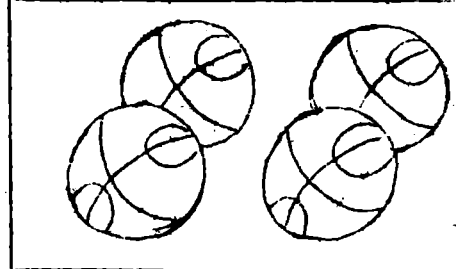
5



1

3

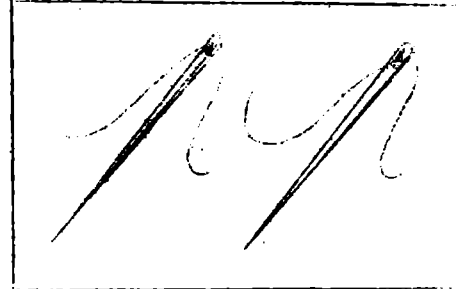
5



2

4

5



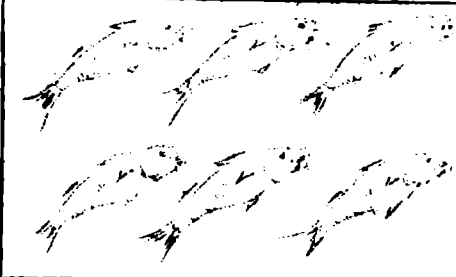
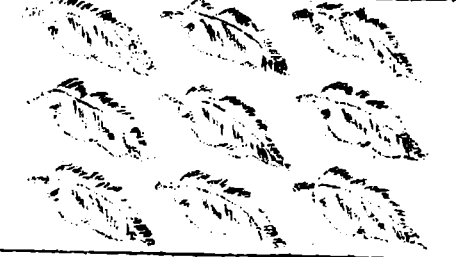
4

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.

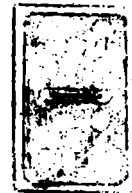
				
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6



7



8

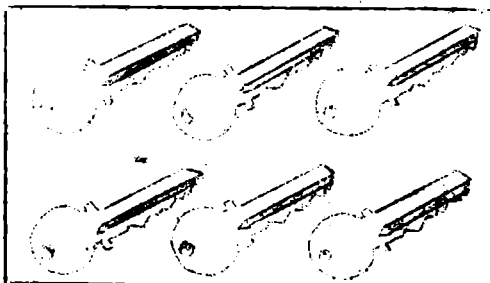


9

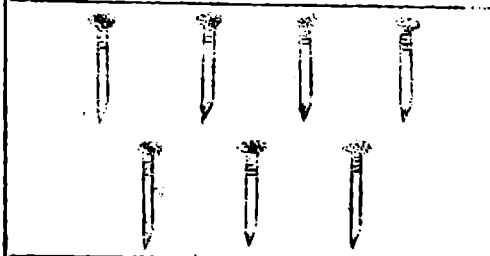


10

6 7 8 9 10



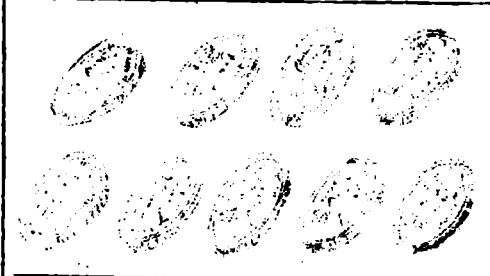
2 6 9



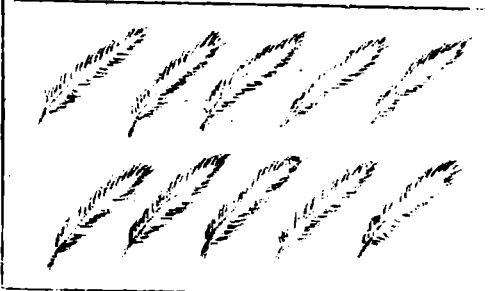
7 10 6



8 9 7



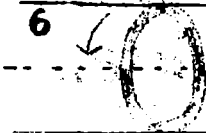
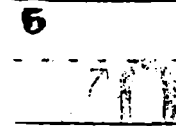
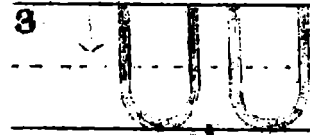
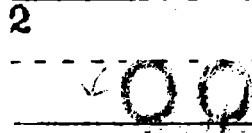
5 9 3

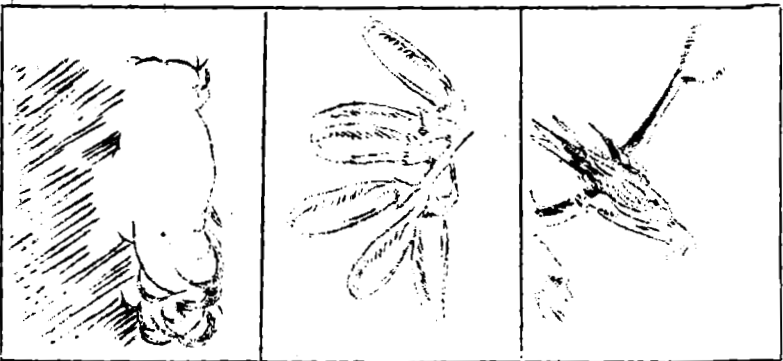


10 4 8

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

Fill in the lines of writing by following the pattern.





Itu aḡap.

Itu ibâ.

Itu ulan.

1  
Itu aḡap.  
Itu ibâ.  
Itu ulan.

2  
Itu ulan.  
Itu aḡap.

3  
Itu ibâ.  
Itu ibâ.

1. Read the sentences and words following the model of the teacher. 2. Box one: read the sentences and circle ~~Itu~~ <sup>Itu</sup> 3. Box two: read the sentences and underline ~~Itu~~ <sup>Itu</sup> in line one and ~~Itu~~ <sup>Itu</sup> in line two. 4. Box three: read the sentences and underline ~~Itu~~ <sup>Itu</sup> in line one and ~~Itu~~ <sup>Itu</sup> in line two.

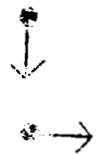
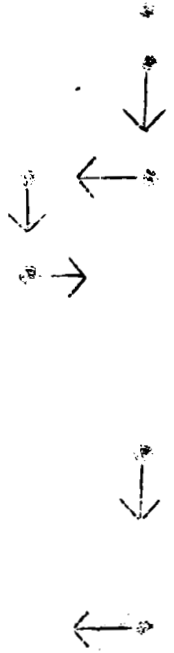
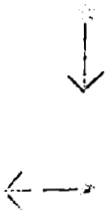
1. In each box, cross out the syllable or word that is different. 2. Draw a line between the dots following the arrows. 3. Circle the letters in each row that found in the syllable in the box.

ka
ka
ak

mak
mak
kan

uan
anu
anu

tau
atu
tau



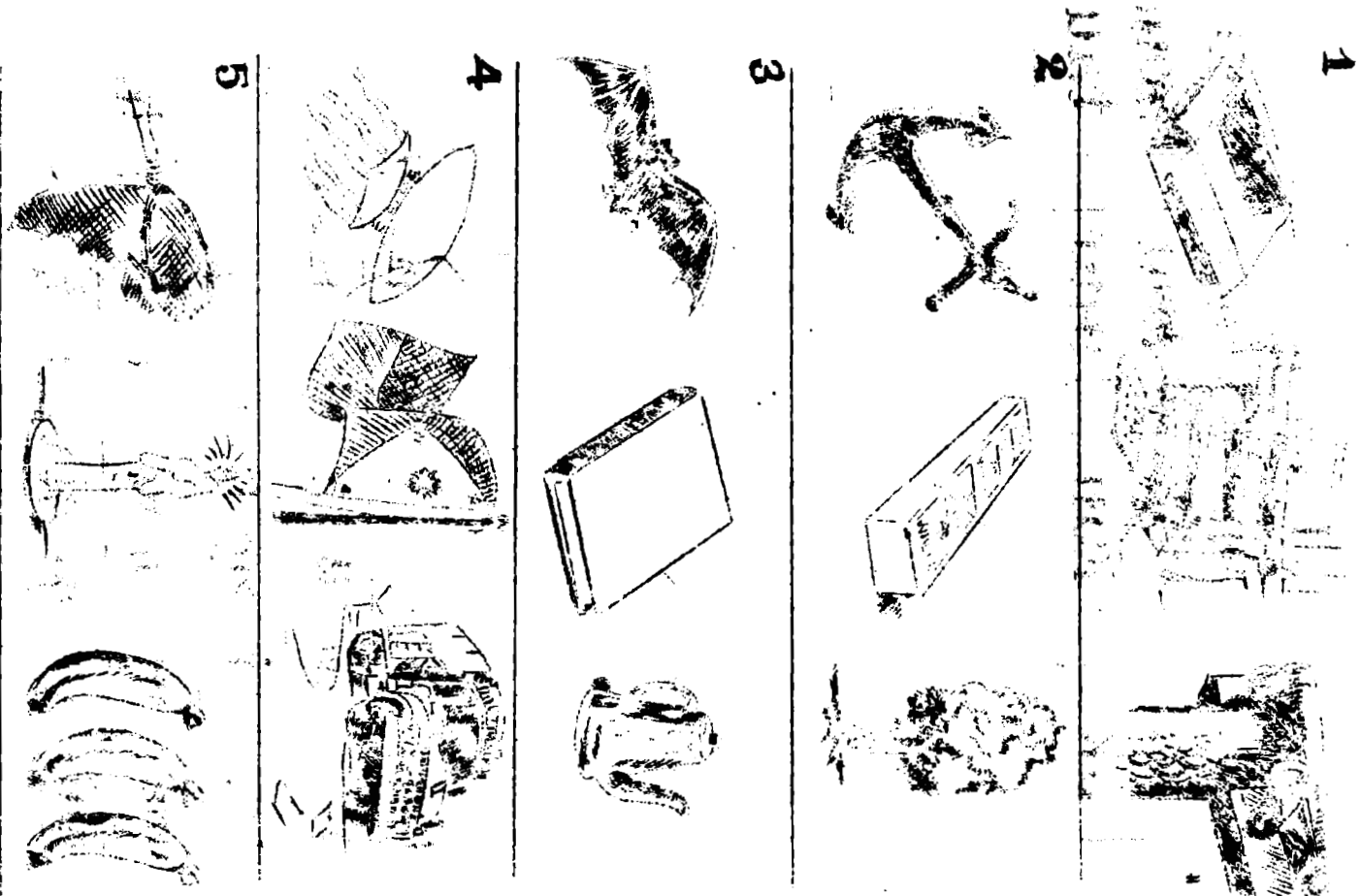
bar      b   u   i   a   n   l

ni      m   h   s   i   b   e

mga      j   ng   k   m   a   r

mai      m   m   w   a   t   l   h

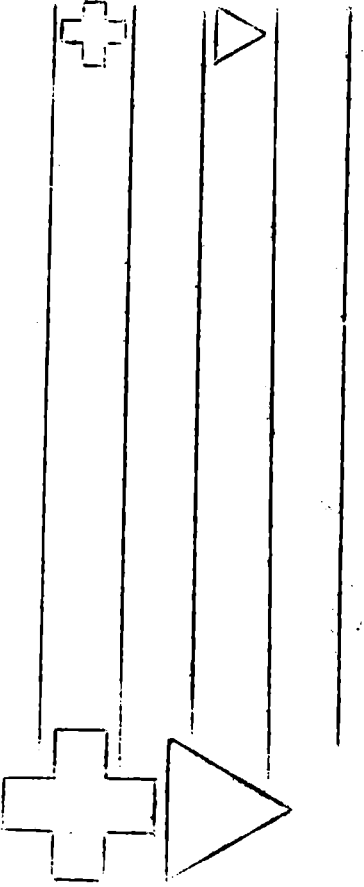
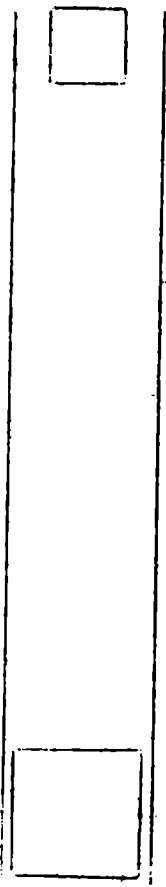
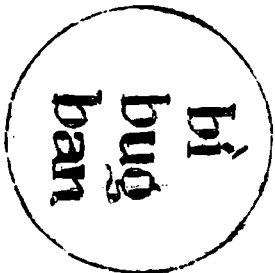
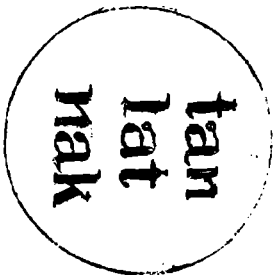
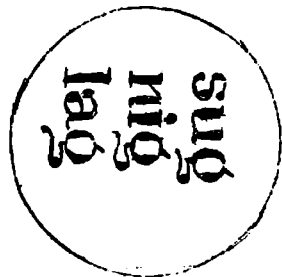
pū      y   p   i   u   t



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

Three empty rectangular boxes are provided for marking the correct answer in each row.

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.



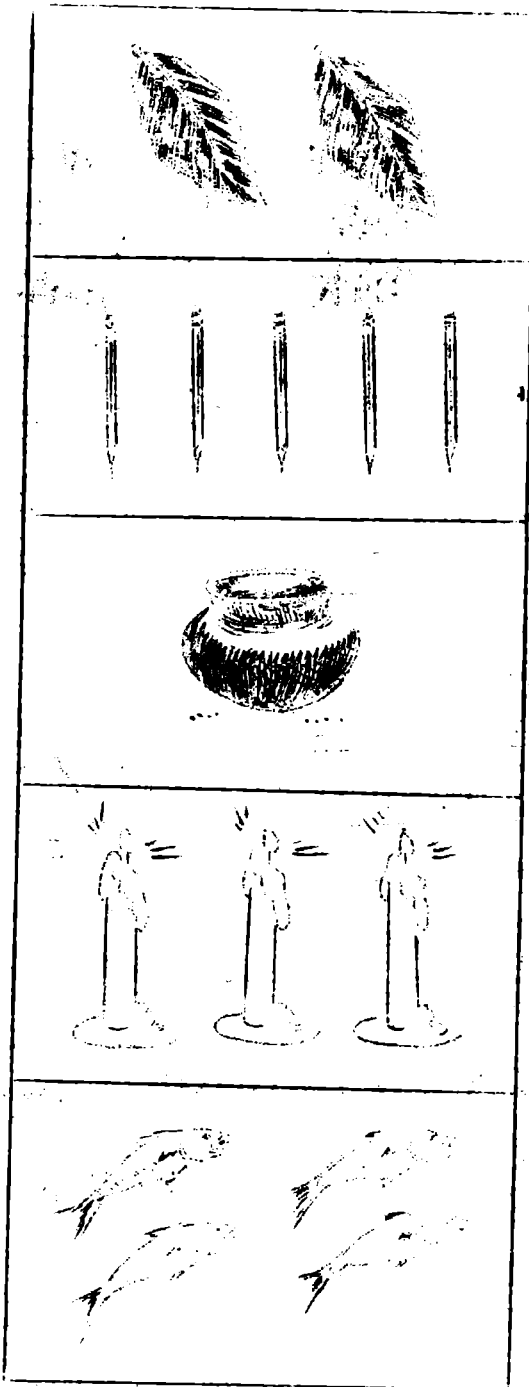
ang an ang naq qa gan

muk muk nik ku nul kin

baw baw naq bul tal baw

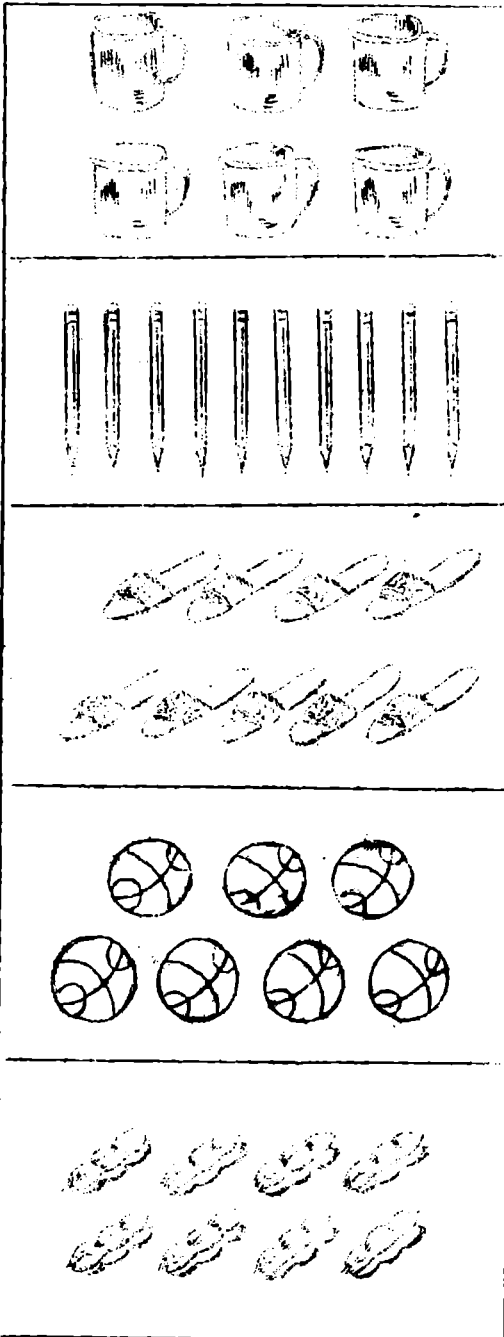
kog kog buq did kog kay





Draw a line from the pictures to the correct number.

Draw a line from the pictures to the correct number.



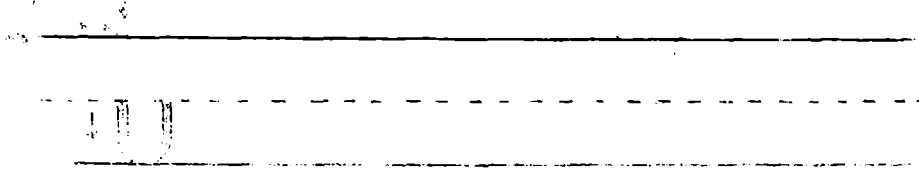
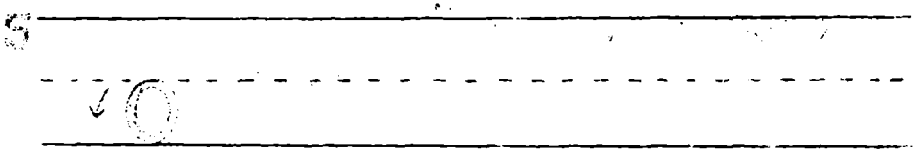
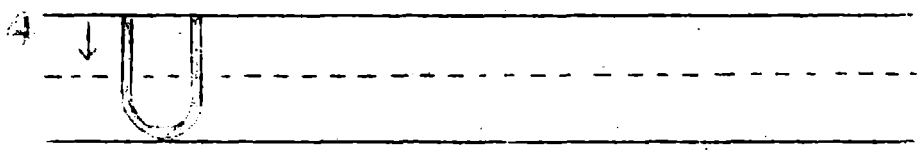
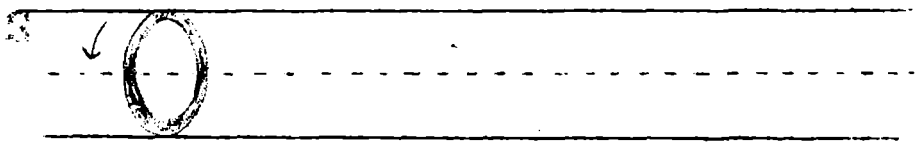
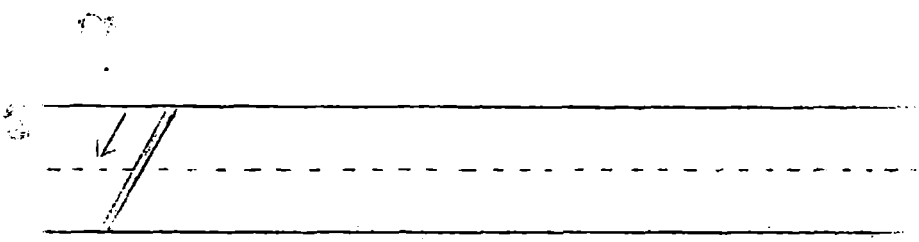
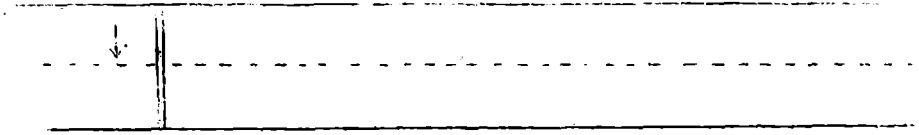
6

7

8

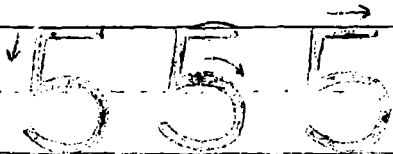
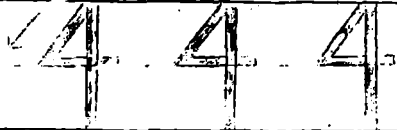
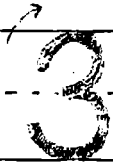
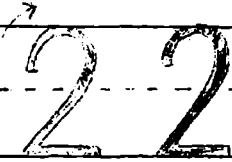
9

10



Fill in the lines of writing by following the pattern.

Fill in the lines of numerals by following the patterns.





agap	sin	ka
si	agap	agap



ibà	aniyà	ibà
ma	ibà	bay



na	ulan	ulan
ulan	in	aku

Itu ulan.

iba

Itu ibà.

agap

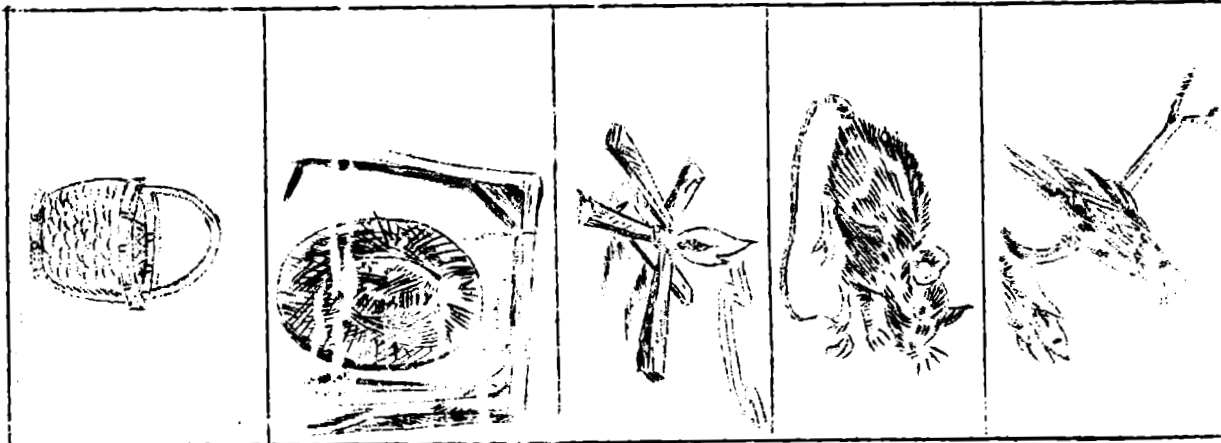
Itu agap.

ulan

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 ni 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 a.

I D T  
 P D T  
 -----  
 -----  
 -----  
 -----



amburq

aqonq

api

ambaw

a  
aqap

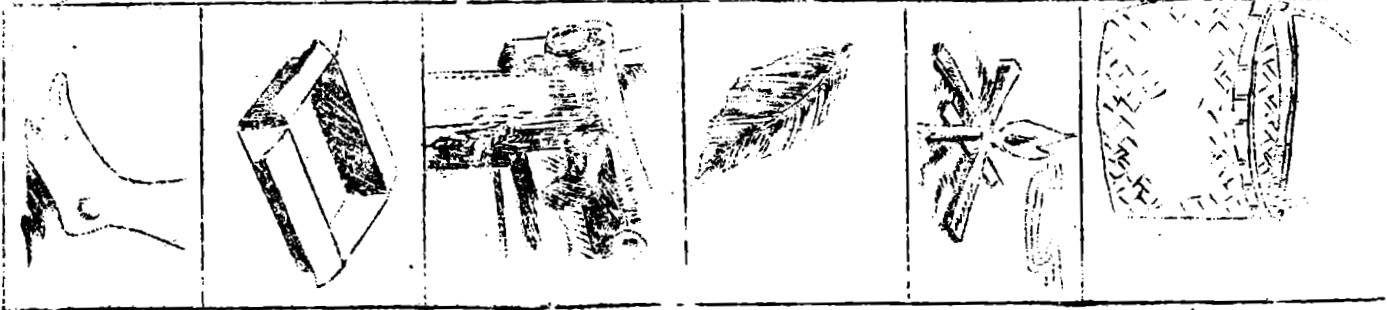


SOW \_

u\_m

m\_t\_

\_gap  
agap



t\_pé

K\_mum

m\_g

d\_hum

\_pi

\_mbung

1. Read the keyword and write the beginning letter.
2. Say the pictured words and write the letter u 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: 1 3. Fill in the lines of writing making the letter i.



iskul



ina



inum



isa



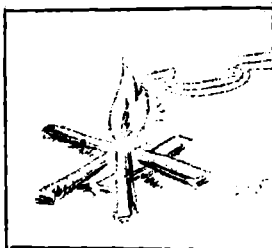
iba  
i

Handwriting practice lines. The top line shows the letter 'i' written twice, with a downward arrow indicating the stroke direction. Below are several sets of blank lines for writing practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

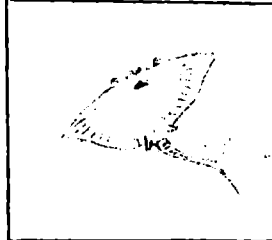




iba  
\_ba  
—



ap\_



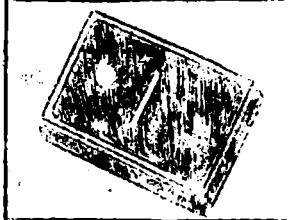
pah\_



kung\_



\_num



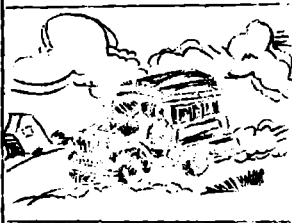
\_sa



\_na



s\_n



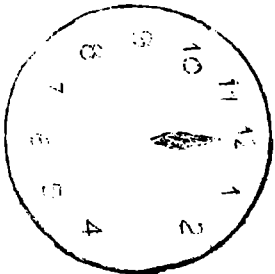
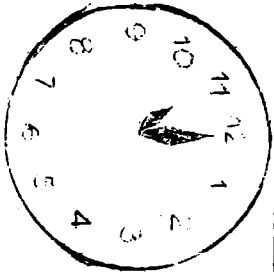
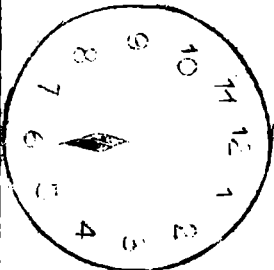
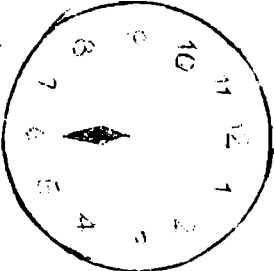
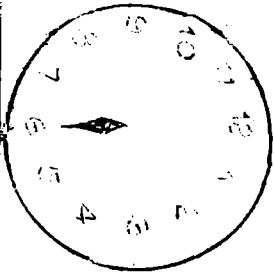
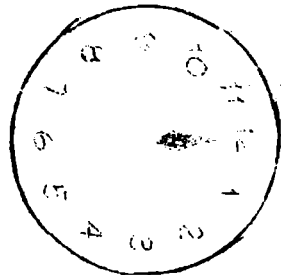
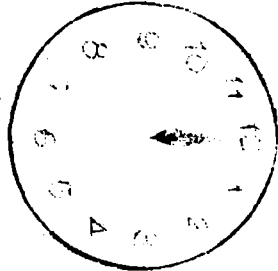
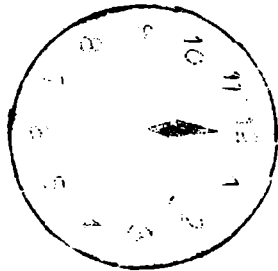
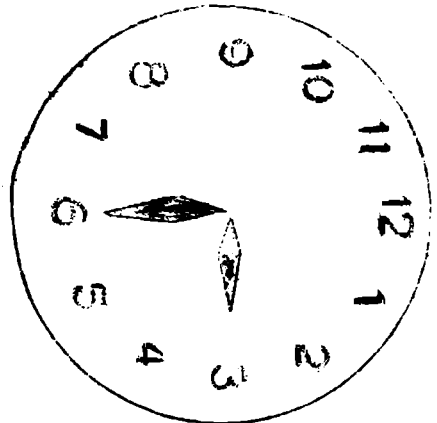
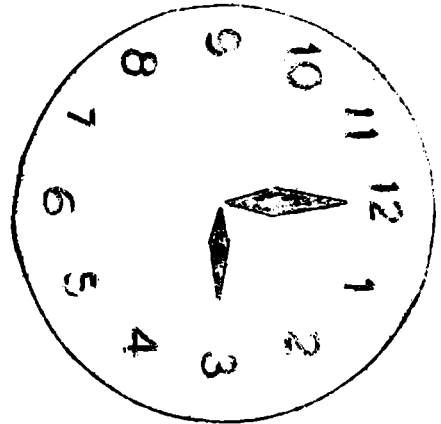
j\_p



s\_nos\_nq

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

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



6

7 7

8

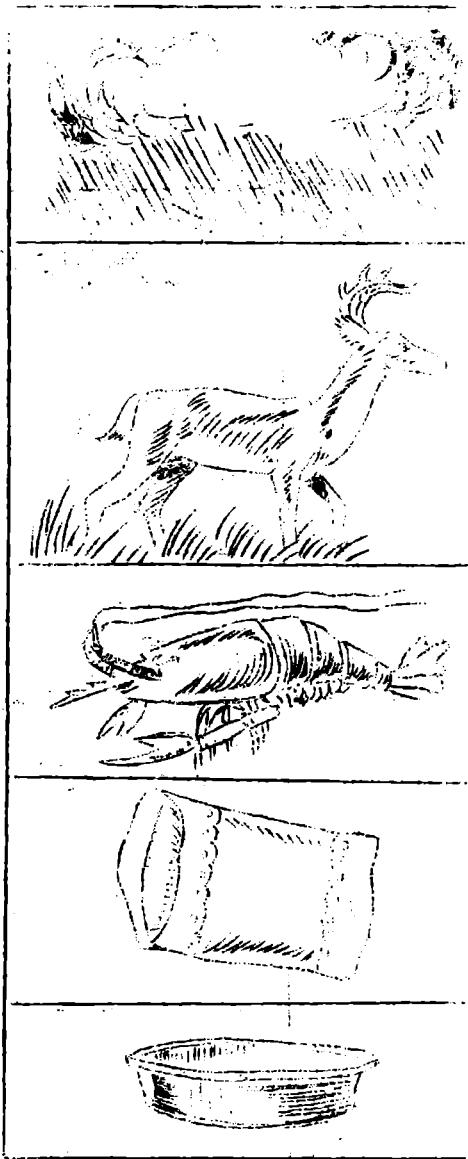
9 9

10

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 ay

2. Read the keyword and sound following the model of the teacher. Say the picture words and circle the beginning letter: a. #. Fill in the lines of writing making letter: a.



ulan  
u

usa

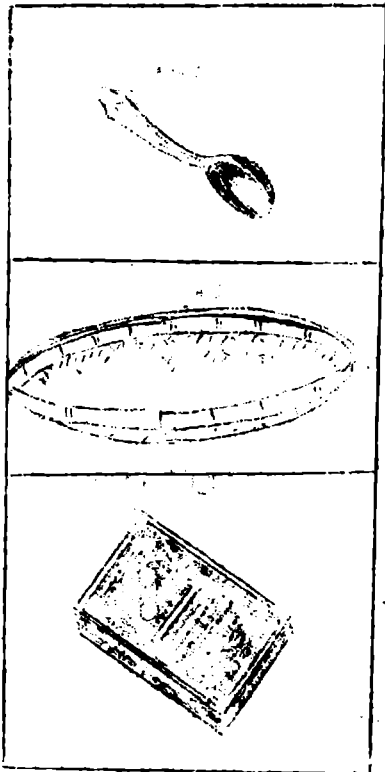
ullano

u-an

undam

← u u →

ulan  
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s\_r\_

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\_sa

\_llang

\_an

b\_d


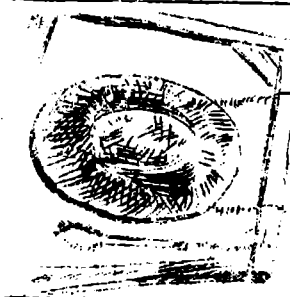

s\_b\_l

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

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


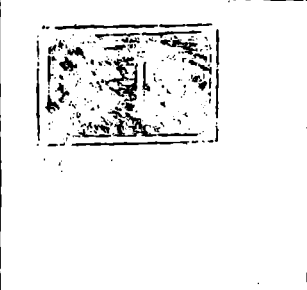

aqap iba ulan

a i u

		
--	--	---

...tis

		
---	---	--

		
---	---	--

...mbak

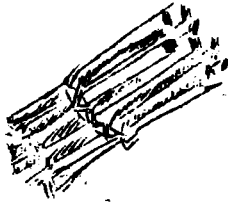
...sa

...nta

a u i



piss\_



kay\_



sik\_



bau\_



us\_



agas\_



mat\_



pah\_



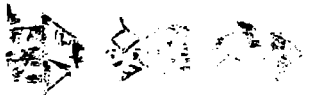
buls\_

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.



agap  
Aḡap



Si Armina.

Si Ammad.

Ayala

A A A



iba  
Iba



Si Inḡka.

Si Isahak.

Isabela



ulan  
Ulan



Si Ula.

Si Usman.

Unḡus  
Mātata

U

a i u  
A I U

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.





2

6

4

7

2
4

5
8

9
6

3
1

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. 6. Write u, e, and i on the writing lines. 7. Draw the hour hand to make 9:00 and 5:30.



aku

aku

aku



aqap

ihá

ulan



2

8

7

10

