

THE PROGRAMMED METHOD OF READING
AS ADOPTED FOR THE AKLANON DIALECT - -

OUTLINE, TEACHER'S GUIDE
AND SYLLABUS

by:

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i

INTRODUCTION: THE STATUS AND HISTORY OF THE METHOD.

The principles of "The Programmed Method of Reading" were developed by educational psychologists during the later part of the 1950's at some of America's top universities, notably Harvard and Princeton. It had been researched and applied in a number of states in the U. S. educational system.

The principles were applied to the Tagalog language by a certain Aurora Sore at the Philippine Normal College during the 1967-68 academic year, under the advice and direction of Dr. Tommy Anderson. The program was generally deemed a success, though further developments and refinements were applied during the 1968-69 academic year.

For the Aklanon dialect, Mr. R. David Zorc (Peace Corps Volunteer) and Mrs. Avelina R. Aranas devised a specific method to be experimented and demonstrated during the 1968-69 school year. Permission was obtained from the acting superintendent, Mr. Jose Panaguiton to conduct the experiment; along with the vigorous support of Mr. Nicolas L. Prado, Academic Supervisor; Mr. Teodulfo Yerro, District Supervisor for Kalibo; and Mr. Emeterio L. Prado Principal of the Kalibo Pilot Elementary School.

The Aklanon method involves certain changes from the Tagalog one: (a) the order of the letters taught has been changed to suit the Aklanon dialect and its specific vocabulary demands and (b) the method is generally taught without the use of expensive text and drill books, using only as many visual aids as the individual teacher can prepare. Hence, much is left to the ingenuity of each teacher using the method, and personalizing it for herself.

The experiment was conducted by Mrs. Avelina Aranas. However, three other teachers on their own initiative, approached Mr. Zorc and requested to try out the method: Miss Maria Crisostomo, Mrs. Anastacia Perez, and Mrs. Ramona Claravall. These four teachers comprised the basic force of the experiment. The experiment was deemed a success on the following grounds:

- (1) Each teacher preferred the method and stated that they would not like to return to the older Cartilla method.
- (2) Each teacher found the method more interesting and more creative for the class; it was not as repetitious as the Cartilla, and demanded more active thought than memory work.
- (3) Upon rating the teacher's performance during the 1968-69 academic year [by comparing her lesson plans of that year to the previous, 1967-68, academic year--at which time the older Cartilla method was used] it was discovered that each teacher taught the Aklanon abakada in less time and with more response than in previous years. Hence, if for no other reason, the Programmed Method of Reading proved a faster way to teach basic reading and writing.
- (4) The teachers claimed they personally found the Programmed Method more interesting and less tedious than the Cartilla.

THEORIES AND PRINCIPLES BEHIND THIS METHOD.

1. Reading, writing and pronunciation are taught simultaneously. The three are taken into consideration from the very first day of class. The pupils begin working with actual words (rather than syllables) from the very first lesson. On the first day they are taught to read and write the word "lolo" (grandfather); on the second day they are led to discriminate in reading by identifying and writing: "lolo - lola". By the end of the third day they have a vocabulary of over a dozen words. By the end of the second week, they should be able to read, write and properly punctuate simple sentences--consisting of both questions and answers. By the end of

the third month all native and foreign letters should have been taught and mastered; and by the end of the first grade the pupils can be expected to write compositions or paragraphs about themselves or the world around them (through experience charts).

2. The method operates on the principle that alphabetical order is not necessarily the easiest or best order to teach reading and/or writing. Just like programming an electronic computer, the first things put in are: the easiest and most basic facts and then those facts which are most crucial to the problem at hand. With regard to reading and writing, we will therefore teach: (a) those letters which are the easiest to write, read and reproduce; and (b) those letters which are most crucial and important to the dialect or language at hand. In Aklanon, for example, if one follows alphabetical order, "R" comes very, very late. Yet its importance to the dialect is obvious because of the basic markers and function words, such as: "ro, ra, ron" which are needed in some of the most simple sentences. In this method, because of its importance to Aklanon, "r" is taught very early [the sixth letter] so that the children can read and/or write sentences using "ro", "ra" or "ron".

3. The method does not require the pupil to read or reproduce anything he has not yet learned. In this way the pupil can read and write simple sentences composed of words made up of as few as seven letters. Vocabulary and sentence structure is built up as more and more letters are taught.

4. THE METHOD REQUIRES THE PUPIL:

- to think creatively from the first day of class, to play an active role in the learning process;
- to discriminate between the reading, writing and pronunciation of words by the end of the second lesson;
- to command seven crucial letters by the end of the second week; and to be able to read, write, construct, pronounce or take dictation of simple sentences composed from those seven letters;
- to learn the difference and use of small and capital letters simultaneously;
- to learn the grammar and structure of his/her dialect from the very beginning rather than wait for a command of the full alphabet.

5. THE METHOD REQUIRES THE TEACHER:

- to act as a model and guide, a source of reinforcement; but with more active participation on the part of each pupil;
- to do less correcting and grading since the pupils have their exercises to do and to correct by themselves [the teacher only need go around the room during the testing time to advise or to encourage];
- to drill far less than in the previous methods, with much drill left in the hands of the individual aptitude and abilities of the pupils which the teacher can govern or estimate. In the older methods, as many as 3,600 syllables were drilled and mastered over an extensive period of time. With the programmed method, approximately 230 steps must be covered to teach reading, pronunciation and writing as well;
- to cover the basics of reading all three languages (Aklanon, Pilipino, and English) with this one method [with necessary adjustments for transfer to English reading and pronunciation-- the PHONOVISUAL METHOD is highly recommended in this case];
- to produce interesting and enlightening visual aids and/or pictures to gain the class's attention and interest, and to enhance the learning process.

6. IN GENERAL, we are working with actual reading--carefully--from the very beginning. We do not want the children to have to read or reproduce any letters or words which they have not been thoroughly acquainted with, except for a few simple sight words which they can be trained to react to (not necessarily read or write).

However, the teacher should be aware that as the method progresses, after the first few lessons have been introduced, the pupils have already built up a large repertoire of skills [such as drawing circles or lines, discrimination of left to right, discrimination of sizes and shapes, pronunciation correspondence to written symbols, the use of small and capital letters, vocabulary development at a rapid pace, and so on]. Hence, as each new letter is taught, the previous skills should be reviewed, incorporated as much as possible into the teaching of the new letter. For example, drawing circles occurs with "o, b, d, p"; drawing lines occurs with "l, b, i, r, k, h, d, t"; drawing diagonal lines occurs with "A, N, K, y, Y" and so on. The teacher should have a clear idea of the skills that have been taught and are being taught, and use the pupils' knowledge to build up upon.

We start with letters, but from the first day we also deal with full words. We do not in any way stress syllables, except to reinforce or review. In a very short time we arrive at simple sentences. The emphasis of this method is towards the more realistic and more complex structures of actual speech. It has been found that pupils can cope with this approach, and that it is not difficult for them to keep up. However, the teacher must judge from the reaction of the majority of the pupils if she is proceeding too fast or too slow. By all means, she should present a challenge to the pupils; but the challenge should not be so great as to lead to (her or the pupils') frustration. Generally, it is found that in the first grade pupils are capable of accepting greater challenge than is expected of them by their teachers. Teachers can check results and the general awareness of the class by: (a) daily review, (b) visual aids and games to make the lessons interesting, (c) dictation exercises given frequently, and (d) individual attention distributed to each pupil at some time or other.

Contrary to popular belief, a student learns in spite of his mistakes, not from them. It is not the aim of this method to corner a pupil into more and more difficult situations until he finally makes a mistake. The program cannot be written too easy--though it can be written without challenge. The ideal situation is that the class will score high, not because tests were obvious or easy, but because they presented both interest and challenge to the class as a whole. Above all, the pupil must grasp all the stages intuitively. Rules are not to be given by the teacher as crutches for the learning process. Instead, the pupils should be made to develop and see the rules and to explain them as a test of their learning and as an additional challenge to stimulate their interest.

FIVE THINGS TO CONSIDER ABOUT THIS METHOD:

1. EACH SOUND IS TO BE TAUGHT ON ITS OWN--WITHOUT A NAME. Syllables are not stressed, but rather the particular sound of each vowel or consonant. Thus, the teacher must introduce both THE NAME and THE SOUND of each letter--but the sound of the letter is to be stressed before the name. For example, "l" can be given the name "ele" [Spanish], "el" [English] or "la" [Tagalog, Aklanon]. But it should be practiced silently and orally in its pure pronunciation, without any accompanying vowel sounds. In this way, the pupils will be able to read it in any position of a word or a syllable quite easily. This will avoid the mistake of reading or pronouncing "ol" as /o-la/. This will also avoid the problem of the Cartilla wherein syllables having initial consonants were first taught in their entirety /ba, be, bi, bo, bu--ka, ke, ki, ko, ku, etc. / and only much, much later syllables having final consonants /ab, eb, ib, ob, ub, etc. /.

The pronunciation, reading and writing of syllables are only given as follow-up drills once the pronunciation, reading and writing of each particular sound is mastered. Also, it is important to start from the very beginning with all sorts of syllables: consonant first or last, and three letter syllables too, such as: /lo, ol, lol/.

SUGGESTION. Just as all of us have a face (hitsora) and a name (ngaeon), so the letters also have a face or particular sound (mitlang, tunog) and a name (ar, ere, ra). What is important is not the name, but the face or the particular sound. The teacher may use the Spanish, English or Tagalog names for the letters at her own discretion.

THE ALPHABETICAL ORDER TO BE FOLLOWED -- FOR AKLANON.

Alphabetical order is a conventional arrangement of most of the letters we write with. It was never really intended as a practical or systematic presentation of sounds for the process of reading, writing and/or pronunciation. We now teach the letters of a written language with stress or emphasis on (a) the ease with which they can be taught or learned, and (b) their importance to the dialect or language being taught. Hence, this method will differ from dialect to dialect, depending on these two principles. FOR AKLANON, the order will be:

LETTER	REASON FOR BEING TAUGHT AT THIS POINT
1 O o	Easiest of all letters to read and write; a vowel; sounds like and looks like bOla.
2 L l	Easiest of all consonants to write; looks/sounds like <u>L</u> apis. First word: "lolo".
3 A a	Easy to read and write; essential as a vowel. Discrimination: "lola - lolo".
4 B b	Easy to read and write; allows for an initial large vocabulary in Aklanon: "bao, bala, bola, balo, lobo, bolo, baba, bbb, abb, abo, oba, obo".
5 I i	Essential as another vowel; enlarges beginning vocabulary: "iba, iba, ila, ilo, bibi, bibi, libo, bilo, alila, abi, bili, bail".
6 R r	Crucial to content words in Aklanon: "ro, ra". Simple sentences can be made with the introduction of punctuation marks.
7 . ?	Basic punctuation for statements and questions: "Abò ra." "Abò ro lolo?"
8 N n	Crucial for content words: "ron, ano, nano"; expanded vocabulary.
- - - - -	END UNIT ONE: stressing first seven letters and basic punctuation/sentences.
9 K k	Easy to read and write; important for content words: "kara, karon" and expanding vocabulary: "karo, kaka, kabo, kabkab, akon, baka, etc."
10 U u	Easy to read and write; important as a vowel to distinguish from "o".
11 Y y	Crucial for larger vocabulary and content words: "ay, raya, ruyon, kinyo, ninyo"
12 H h	Important for content word "hay" and developing vocabulary.
13 E e	Crucial to Aklanon as a CONSONANT: "eaki, eaha, ueo, uea, bakae, baeoe, eon".
- - - - -	END UNIT TWO: stressing continued vocabulary development and basic sentences.
14 E e	A borrowed VOWEL, occurring in such words as: "relo, yelo, kalye, Enero".
15 M m	Crucial for adjectives beginning with "ma---" and content word "may".
16 D d	Vocabulary development: "mayad, damoe, bida, daba, dada, dila, labada, etc."
17 G g	Crucial for verb prefixes: "naga-, nag-, gina-, gin-".
18 S s	Vocabulary development: "siin, sa, si, asin, saka, baeas, hueas, ibis, etc."
- - - - -	END UNIT THREE: stressing more complex words and three letter syllables.
19 T t	Easy to write; important for content word: "it". Vocabulary development.
20 P p	Important for very large vocabulary development.
21 W w	Difficult to write, but important for pronouns: "ikaw, imaw" Also: "owa, ayaw".
22 NG ng	Important to stress this as a single sound but spelled with two letters.
23 -	The glottal sound found in the middle of words; an actual consonant: "sin-o, kan-an-om, ap-at, tam-is, ham-an, gae-om, hin-uno, mayad-ayad, etc."
- - - - -	END OF UNIT FOUR: stressing continuous reading and free expression.

At this point, all native sounds could be reviewed alphabetically with the sentence (or song):
 "ABA KA, DAEAGA, HA? ILA, MANA, NGA OPA RA SA TAUWAYA?"

THE FOREIGN LETTERS CAN BE TAUGHT IN THE FOLLOWING SUGGESTED ORDER:
 c C, x X, v V, z Z, f F, j J, ñ Ñ, ll Ll, qu Qu, sh Sh, ch Ch". After this, transfer to English reading and writing could be made, along with the teaching of the English alphabet.

THE ALPHABETICAL ORDER FOLLOWED BY OTHER KNOWN DIALECTS USING THIS METHOD.

<u>ORDER</u>	<u>TAGALOG-PILIPINO</u>	<u>HILIGAYNON-ILONGGO</u>
1.	O o	O o
2.	L l	L l
3.	A a	A a
4.	B b	B b
5.	I i	I i
6.	T t	N n
7.	. ?	. ?
8.	D d	T t
---	---	---
9.	K k	K k
10.	U u	U u
11.	N n	G g
12.	G g	NG ng
13.	NG ng	S s
---	---	---
14.	E e	M m
15.	Y y	Y y
16.	M m	H h
17.	R r	D d
---	---	---
18.	S s	R r
19.	P p	P p
20.	W w	W w
21.	H h	E e
22.		- [internal glottal stop]

AFTER PROGRAMMED READING -- CREATIVE WRITING: A Challenge to both Teacher and Pupil. "The first reading material a child should be required to read is what he himself has written." (Dr. T. R. Anderson)

When enough of or all of the letters have been taught, then the class can be made to do a lot of its own writing. The big mistake of the past was to give children simple, baby-talk readers and ask them to reproduce the sounds written down inside. Generally, these were neither interesting nor instructive to the pupils. They did not learn much in knowing things like: "Ako si Pedro. Ungá nga eaeaki ako. Eskuyila ako..." The real business at hand for the pupils is to learn, particularly to learn to think, and to be aware of the fact that he is actually learning and how he goes about learning.

The first step towards creative writing, then, is not to make the student learn words, but to understand how he learns them. Syllable and word games in this instance are not only fun for the pupils, they are instructive. Remember that the vocabulary of the pupils is still quite low and they do not really know which sounds they might write out are really words in the dialect. For example, an American child once ruminated: "There is the word 'damp'. I also know the words 'lamp' and 'ramp'. Are there also words 'bamp' and 'vamp'?" Upon asking, the pupil found out there was no word such as "bamp", but there was the word "vamp". He was not only able by this process to learn a new word for his vocabulary; he was able to get a glimpse into the idea of how he actually learned words and how words are created for oneself.

In Aklanon, this same exercise can be done in any of several ways. Some of the syllable games presented in the lesson plans make excellent exercises for this. For example, ask the pupils to think of all the words they can write with the syllable "boe" in it. Let them use their imagination, not only writing actual words, but nonsense words as well. Then let them read their word list before the class, and let the class discuss whether such words actually exist or not. /haboe, daboe, kaboe, taboe, samboe/ Such a list, if created by the pupil himself, can be a world of experience.

The second step towards creative writing is to let the pupils make their own experience charts. It is important that their own experience charts come first; only later on will the teacher's experience chart be understandable and instructive. The teacher, in this instance, suggests a topic, such as "RO AMONG NAILA-AN" or "RO MGA KASANGKAPAN IT BAEAY" and lets the pupils write down what they will or can. She should insist that each pupil participate and go around the room, stressing not so much the spelling of the words or phrases they write, as the simple fact that each pupil be as creative and as long-winded as possible. The length of the list in this case should count far more than the correctness of the spelling entries. No matter how crude the first experience charts of the pupils may be, the point in their favor is that IT IS THEIR OWN EXPERIENCE CHART; it came from their own head, and is hence the most understandable and most interesting reading matter they could possibly find! As they get more and more experience in writing their own experience charts the type of writing they produce should become better, if not, then the teacher can begin stressing correct spelling and higher quality--but the quantity of ideas should always be foremost. A student with twenty items located around the house all spelled wrong is better off in this case than the little child with six items listed in beautiful penmanship and impeccable spelling.

The third step brings the first graders into composition writing; first as a class--later on, as individuals. The teacher's role in this case is that of dentist--tooth puller; she must not take the role of waitress--feeder! First a topic is chosen; it is best if someone in the class can suggest an interesting item to discuss. Then the pupils are asked to think for a while--just sit there and think about what could happen with the given topic. Later the teacher asks them for ideas, and lets those with good possibilities write them on the board (it is best if the pupils write rather than the teacher). After enough ideas have been gathered, the class can

select or vote on the best ones. The board is erased, and we start out on the composition, letting the pupils suggest the sentences as they go along. If the teacher can just sit at her desk and guide the pupils into doing all the work: the thinking, the saying and the writing--then the lesson will be most successful. The pupils think, say and write out the story for themselves; and once written can read it. It is their story, and no matter how poorly written it may be, it is the result of their creativity, and for the purposes of their expressing themselves and their learning it is infinitely better than reading about the lives of "Berto and Toling".

The fourth step is to have the pupils write their own composition. It is probably too early to let each choose his or her own topic and then sit down and write it out. The role of the teacher, then, is to guide each pupil into finding a good topic (perhaps one could be assigned if ideas do seem to be lacking), making up a rough sheet of vocabulary words (equivalent to an experience chart), and finally converting those word-ideas into sentences. The teacher can help each to organize his or her ideas better and try to develop a consistent flow of ideas from one sentence to another. This perhaps is the most difficult step, because children do not yet have the grasp of smooth flow from one idea to another. This is where the fifth and last step of creative writing is most helpful and instructive.

The fifth and final step in creative writing is to teach the children expansion and contraction. Expansion is the process of adding details to a simple idea or sentence; contraction is taking out the most basic details or ideas and simplifying a piece of writing. Hence, one MUST TEACH READING FOR DETAILS, BUT ALSO TEACH FILLING IN DETAILS. By way of example, look at the following:

CONTRACTED IDEA: "Do unga nanakaw it dulsi."

EXPANDED IDEA: "Do unga nagsueod sa kwarto it hipos; umadto sa lamesa ni Mrs. Cruz. Binuoce na ro dulsi ag binutang na sa ana nga buesa it kamisadentro. Ag gumuwâ imaw nga nagati-id, agod indî imaw matun-an."

Neither of these compositional fragments are beyond the reading grasp of the pupils; nor are they beyond their ability to write, given the proper time and practice. The teacher should spend time each day, once the abakada has been mastered, in some sort of exercise, be it expanding or contracting. Expansion exercises are excellent for teaching the child how to develop a logical sequence and get smooth flow into his/her writing. They are highly recommended, and unfortunately to date seem to be the most neglected throughout the elementary school system; not only in the first, but even in the sixth grade.

The teacher who can follow these five steps towards creative writing will discover that her pupils are not only good writers by the end of the year, but also excellent readers. This idea is certainly revolutionary for the first grade, since most teachers believe that the burden of first grade teaching is teaching to read. Writing, particularly creative writing, is left to the second and higher grades. The idea now is that one can best teach the child to read if he is taught to write. The best material to teach a child how to read is that material which he himself has written.

CREATIVE VOCABULARY -- EXPERIENCE CHARTS -- CLASS COMPOSITION -- INDIVIDUAL COMPOSITION -- EXPANSION AND CONTRACTION OF IDEAS.

UNIT ONE: THE FIRST SEVEN LETTERS AND BASIC PUNCTUATION.

LESSON 1

(1 - 1-1/2 days)

- "o" "O"
1. Acquaint the pupils thoroughly with the concept of a circle through "bola". Have them draw, color, picture or play with "bola".
 2. Drill on the pronunciation of the "o" sound, as found in "bola".
"o" "o" "bola"
 3. Link the drawing of a ball with the pronunciation and writing of an "o".
 4. Write small and capital "o" "O".
 5. Have the children find "o" and/or "bola" in the room: from the letters on the wall, from visual aids, or in books.
 6. Write "s, k, i, o" on the blackboard in several positions, and have the pupils locate the "o".
- "l" "L"
1. Acquaint the pupils thoroughly with the concept of "lapis" (pencil) standing on one end. Have them draw such a "lapis"; have them play with it or locate it in the room.
 2. Drill on the "l" sound (pronunciation only of the formation of an "l" in the mouth, do not give it a name like "el, ele, or la").
 3. Link the idea of drawing a standing pencil (a single line) with the actual reading and writing of the letter "l". (small "l")
 4. Show the writing of capital "L" (a standing pencil and a short pencil on its side). Practice pronunciation of either symbol "l" or "L".
 5. Practice reading syllable "ol" and then "lo". Show how the particular sound of each letter "o" and "l" runs into the next, making up the syllable.
 6. First word: "lolo". Practice and drill pronunciation, reading and then writing. Cue it with a picture of "grandfather". Use small and capital letters.

LESSON 2

(1 - 1-1/2 days)

- "a" "A"
1. Practice drawing circles and lines. Review the "o" and the "l"--reading, pronunciation and writing.
 2. Write "a" (a circle with a line) on the board. Drill on its sound:
"a" "a" "a".
 3. Link the "a" sound to the drawing of a circle and line put together.
 4. Practice reading the syllables "al" and "la". Review: "ol" and "lo".
 5. Second word: "lola". Cue it with a picture: "Sin-o ra?" "LOLA".
 6. Discrimination: have the pupils differentiate between "lolo" and "lola". Cue with pictures. Have them frame the word on the blackboard according to the picture shown or the word said. [Be sure to drill on this thoroughly.]
 7. Writing exercise. Have the pupils write "lolo" and "lola" upon dictation.
 8. Teach the capital "A" (slanting lines and adjoining line).
 9. Discrimination of and writing of: "LOLO" and "LOLA".

"b" "B"

1. Review reading and writing of "o, l, a"; syllables "al, ol, la, lo".
2. Drill on the "b" sound (pronunciation)--the sound the sheep makes. [Remember to stress the /b/ alone, not "ba, be, or bee".]
3. Introduce the reading of "b"--the long line and the half-circle.
4. Practice reading the syllables: "ba, bo, ab, ob".
5. VOCABULARY (give only as many as the ability of the students will allow):

bao (turtle)	bolo (knife)**
bala (bullet)	bata (mouth)
bola (ball)	bobo (pour out)
lobo (balloon)	abob (many)
balo (widow)**	oba (naked)

** Words borrowed from Tagalog or Hiligaynon (Ilonggo).

6. Discrimination: "bolo - lobo - lolo". (Use pictures and oral drill also.) Try "same-different" exercises with these same words, such as:

bolo bolo bolo	[same]
bolo lobo lobo	[different]
lolo lobo lolo	[different]

7. Practice writing the words given in the list above (#5).
8. DICTATION EXERCISE: dictate letters, syllables and words within the grasp of the pupils.
9. Teach the capital "B"--a small half circle and a larger half circle below, attached to a long line.
10. Find "B" in the room or in books.
11. Discrimination of "BOLO" - "BOLA" and "BOLO" - "LOBO".
12. Have the pupils write some of the vocabulary words in capital letters.
13. Additional practice vocabulary. [See if you might elicit these words from the pupils and have them attempt to spell them out, rather than write them directly on the board for them. This introduces a good deal of creativity into the lesson.]

abo (ashes)	laba (wash clothes)**
obo (cough)	aba (gosh!, my goodness!)

14. REVIEW GAME: Have pictures of most of the vocabulary words along with flash cards (with the name written down). Jumble the words and the pictures (or distribute them throughout the class) and have the pupils then match the word with the picture.

SUGGESTED ROOM ACTIVITY. Keep a comprehensive list of all the vocabulary words introduced on a bulletin board so that they are there continually for the pupils' vision. Remind them to keep the list in mind, and review them from time to time (even outside of the time allotted for reading and writing). If any other lessons during the day a word may come up, such as "lolo" or "lola" in social studies, "abob" in mathematics, etc., then refer to the word on the bulletin board. In this way you can fuse your days activities and have coherence from one unit of study to another.

"i" "I"

1. Review reading and writing of "o, l, a, b"; syllables "al, la, ab, ba, ol, lo, ob, bo"; words "bola, balo".
2. Drill on the "i" sound (pronunciation)--the sound the mice make.
3. Introduce the reading of "i"--the short line and the dot. Introduce also the reading of "I"--the long line with two little lines at each end.
4. Find "i" and "I" in the room on charts or in books.
5. Practice reading the syllables "bi, ib, li, il".
6. VOCABULARY (to be given depending on the pupils' abilities)

bibi	(duck)	bilo	(veil)
biba	(hocray!)	libo	(thousand)
bibo	(bouncing)	bail	(clump of earth)
ila	(like; love)	ilo	(orphan)
iba	(accompany)	iba	(bitter fruit)

7. Writing practice: write "i" and "I". Then: "ilo, ILO, Ilo, Iloilo".
8. Review and read vocabulary.
9. GAME: word-picture matching/reading. Have the children match pictures of the above vocabulary with flash cards.
10. Reading of vocabulary with small and capital letters. [Teach the vocabulary presented earlier (#6) with full capital letters.
11. Writing practice: review all the capital letters: "L, A, O, B, I".
12. DICTATION. Practice and review:
"bail, bibi, lolo, lola, bao, ilo"
13. CHECK-UP. Have the pupils match and read words on flashcards (or on the bulletin board) with a list of the same words on the blackboard.
14. Additional practice vocabulary:

alila	(foster)	bili	(worth, value)
bibi	(edge)	abi	[exclamation]
lila	(purple)	obi	[fruit]
ball	(broken)	bali	(matter)

SUGGESTED REVIEW ACTIVITY. If the pupils seem to be confused by their ever growing vocabulary list, make flash cards of the various syllables, and then have the pupils make words from the different flash cards. In this way, they will begin to realize that word are simply the fusion of syllables. It will help simplify reading a great deal. Examples:

o-bi, lo-lo, lo-la, li-lo, a-li-la, bi-bi, ba-o, o-ba, a-bi, a-bo, a-ba, etc.

"r" "R"

1. Review reading and writing of:

"o, l, a, b, i" "C, L, A, B, I"

Syllables:

"il, ib, al, ab, ol, ob; li, bi, la, ba, lo, bo"

Words:

"lola, bao, bail, bibi, alila, obi"

2. Drill on the "r" sound (pronunciation)--the sound the hen makes.

[Remember to stress first of all the sound (tunog) of "r", and only much, much later its name (ngaeen): "ar, ere, ra".]

3. Introduce the reading of "r"--the short line and the cut circle; and "R"--the long line, the half circle and the strange-looking leg. Pronounce these letters, and have the children locate them throughout the room on the charts, or in books.

4. Practice reading the syllables: "ar, ir, or; ra, ro, ri".

5. VOCABULARY:

ro	[article: the]	baril	(gun)
ra	(this)	libro	(book)
bara	(yard)	obra	(work)
bira	(pull)	lira	(line up)
abri	(open)	Abril	(April)

6. Review the writing of "r" and "R": r, r, r, r, r, R, R, R, R, R.

7. GAME: "Husto--Saeá". Put wrong words under a picture, and have the pupils locate the correct picture, putting the correct name under it; then have them read the word. Alternate by putting the right or the wrong words under the appropriate pictures.

8. Review of vocabulary. Have the pupils write the vocabulary words selected from this and the preceding lessons.

". "

9. SENTENCE READING AND WRITING. Write down simple two-word sentences on the board. Have the pupils read them:

Lolo ra.

Abò ra.

Bibi ra.

Obra ra.

10. Locate the period (".") and describe its use in the sentence--to end a description (kon may ginasugid). Have the pupils frame the periods used in the above sentences.

11. Simple sentence writing: "Baril ra." Practice this thoroughly.

12. Expanded sentence reading:

Abò ro obra.

Lila ro obi.

Abò ro bibi.

Alila ro ilo.

Abò ro obi.

Abò ro lola.

Point out to the children where the capital letters are, and why they are there; and also illustrate how a period is found at the end of each sentence.

13. Reverse the order of the above sentences: "Ro obra abò." "Ro obi lila." etc.

14. REVIEW letters, syllables and vocabulary.

15. Re-introduce or review simple sentences. They must be mastered before you proceed to the next lesson.

"n" "N"

1. Review reading and writing of:

"o, l, a, b, i, r" and "O, L, A, B, I, R"

Syllables:

"ra, ri, ro, ba, bi, bo, la, li, lo, ril, lib"

"ar, ir, or, ab, ib, ob, al, il, ol"

Words:

"bala, babil, libro, Iloilo, Abril, alila, bibo"

2. Drill on the "n" sound (pronunciation)--the sound the frightened child makes.
 3. Introduce the reading of "n" and "N". Pronounce the letters in their pure sound /n/ and not with any vowel sounds accompanying. Locate both small and capital letters throughout the room on charts, or in books. [Later you may teach the "name" of the letter, if you wish, "en, na, ene".]
 4. Practice reading the syllables: "an, in, on, na, ni, no".
 5. VOCABULARY:

ana	(his/her)	nano	(what?)
ina	(mother)	nina	(wound)
ani	(harvest)	ron	(that)
Ana	(Anne)	ano	(what?)
Ani	(Annie)	anino	(shadow)

6. Practice writing "n"--the continued "r"; and "N"--the line, leg and line.
 "n, n, n, n, n, N, N, N, N, N"
 7. Writing vocabulary (for slate and then paper writing later on):
 "na, no, anino, Ana, Lina"
 8. SIMPLE SENTENCE READING: phrases and sentences--

Anino ra.	Anino ni Lina...
Ina ron.	Ina ni Ana...
Nina ron.	Ro abano ni Lola...
Ani ra.	Bana-bana ni Lolo...

9. EXPANDED VOCABULARY GAME. Place the boys and the girls against each other in a game to read the following words. Whoever is the first to read the word (which should be on a flash card) will gain a point for his or her team:

nana	(his/her)	alin	(do what?)
naba	(low)	bilin	(leave)
nara	(narra wood)	libon	(woven bag)
lana	(wool)	ribon	(ribbon)
nobina	(novena)	banana	(banana)
bana-bana	[fruit]	anano	(dwarf)
abano	(cigar)	nibil	(plumb and level)

[This above game is creative in that it forces the children to read and identify words which they have not yet encountered in reading. If it proves to be too difficult, the vocabulary should be drilled at a much slower pace; most probably syllable by syllable, as in "no--bi--na" "ri--bon" etc.]

CHECK UP 1. Comprehensive review of sentences and vocabulary:

Abò ro lolo.	Ro lolo abò.
Abò ro lola.	Ro lola abò.
Abò ro bola.	Ro bola abò.
Abò ro baril.	Ro baril abò.
Abò ro bàbà.	Ro bàbà abò.
Abò ro anino.	Ro anino abò.

" ? "

2. INTRODUCTION OF THE QUESTION MARK AND QUESTIONS.

[The teacher should cue the following questions with pictures, visual aids, or anything of the sort.]

Abò ro bola?	[Huo.]
Abò ro baril?	[Bukon.]
Abò ro lolo?	[Bukon.]
Abò ro lola?	[Bukon.]
Abò ro libon?	[Huo.]
Abò ro bàbà?	[Huo.]

3. Write the sentence on the board: "Abò ro lolo". First put a period, and ask the pupils to read the sentence.]Kon may ginasugid...tidli. [Then show them the symbol that is used when there is a question.]Kon may pangotana... pangotana. [

SIGHT WORDS

4. Teach the two sight words: "huo" and "bukon". The children do not need to write or read these words, only to identify them, so they can frame them for the next exercise.

5. Repeat the questions from #2. Have the children point to or frame the correct answers from the words "huo" or "bukon" on the board. First repeat the questions orally... Later, point to a question and have the pupils read silently, then going to the board to frame the correct answer to the question.

6. INTONATION PRACTICE linked with reading and comparing sentences (statements) and questions:

Abò ro lolo?	Abò ro lolo.
Abò ro bola?	Abò ro bola.
Bibi ra?	Bibi ron.
Lola ron?	Lola ra.
Baril ron?	Baril ron.
Bilo ron?	Bilo ron.

7. Practice each pupil individually at asking the above questions, with the class responding as a group to his/her question.

8. REPETITION AND REVIEW of reading both statements and questions. Make sure that the children are really reading and not just memorizing shapes. It would be good to switch the sentences and the vocabulary around as a test of their true reading ability. Remember that some pupils are excellent memorizers, and that we are after reading skills and not memory work.

LESSON 8

(1 to 2 days)

REVIEW

1. Reading of summary chart:

o	C			
i	L	Lolo		
a	A	LOLA		
b	B	bola	BAO	baba
i	I	bibi	Iloilo	bail
r	R	Cbra ra.	Abò ro	baril.
n	N	Ano ra?	Nano	ron?

2. Writing out of the summary chart (as given above in #1).

3. SYLLABLE GAME. Put up a chart of all the syllables taken. Have the children read each syllable carefully. Then say a word and have a pupil go to the chart and point to the syllables involved in that word; have another pupil then write the word on the blackboard.

a	i	o
la	li	lo
ba	bi	bo
ra	ri	ro
na	ni	no
ab	ob	il
bon	ril	lib

This game can be played by pitting the boys against the girls, or one row against another.

4. ASSIGNMENT. Give the pupils a sheet containing the following vocabulary. They should copy the sheet on to their own paper, and hand in both copies for comparison.

Oo Ll Aa Bb Ii Rr Nn Kk
lolo lola bolo bola ol al la
ab ob ib il ar or ro ri
Abril libro Nabor Iloilo
anino baril nara bail bira

LESSON 1

(1-1/2 to 2 days)

Do not begin this unit until the children have mastered the review lesson of the previous unit.

"k" "K"

1. Drill on the "k" sound (pronunciation)--the sound the chicken makes. Introduce the "name" ("kay" or "ka") only after the true "sound" has been practiced.

2. Introduce the reading of "k" and "K". Pronounce the letters in their pure sound /k/ and not with any vowel sounds. Locate both the small and capital letters in the room on charts or pictures.

3. Practice reading the syllables:

"ka, ki, ko, ak, ik, ok".

4. VOCABULARY:

kabo	(corporal)	kalbo	(bald)
karo	(cart)	kabkab	(fan)
kaon	(eat)	korona	(crown)
baka	(cow)	ako	(I)
balik	(return)	Kalibo	(Kalibo)

5. Practice writing "k"--the "l" with the two funny feet, and "K".

"k, k, k, k, k, K, K, K, K, K"

6. Writing vocabulary (for slate or paper):

"ka, ako, ki, baka, Kalibo"

7. Simple sentence and phrase reading--

"Kabkab ron?"

"Naila ako kana."

"Ako ro ina."

"Naila ka karon?"

"Rikara ro baka."

"Nakaon ro biko."

8. EXPANDED VOCABULARY GAME. Make a syllable chart and have the pupils point to the individual syllables of the following words:

kaka	kilo
kala	klok
kaba	kaina
kaná	koka-kola
kanó	kakon
kara	balik
loko	libak
abaka	biko

9. DICTATION: "Rikara ako." "Nakaon ro biko." "Naila ka karon?"

10. CREATIVE FREE EXPRESSION. Ask the pupils to give any words they know with the "k" sound. If the word they give has letters unknown as of yet, then write down the missing letters with blanks for the letters they know and then have the pupils write in the missing letters. For example, if the word "kaya" were to be given, write "___ y ___" on the board. The pupil could then spell the word correctly, filling in the missing blanks. If the pupils suggest words they can spell, either the teacher may write the word on the board, or may request the pupils to do so. In this way, all their examples containing a "k" sound may be incorporated in the lesson.

"u" "U"

1. Review reading and writing of:

"ka, ki, ko, ak, ik, ok"

"kaka, kala, kabo, Kalibo, kabkab, balik"

2. Drill on the "u" sound (pronunciation)--the sound of the shell-horn. Watch that the children lose the singsong element of the sound once they get the idea of the /u/; otherwise they may think that "u" is nothing but a singsong type of "o".

3. Introduce the reading of "u" and "U". Locate these letters around the room in charts, in books, under pictures and so on. Compare the writing of "u" with the letters "o" (open at the top) and "n" (upside down).

4. SYLLABLE PRACTICE: "lu, ku, bu, nu, uk, un".

5. VOCABULARY READING:

una	(go ahead)	uli	(return)
unà	(there)	urok	(piglet)
uno	(one)	buò	(savings bank)
ku	[marker: "of"]	kuku	(fingernail)

6. Practice writing "u"--the upside down "n"; and "U"--the open "O".

"u, u, u, u, u, U, U, U, U, U"

7. WRITING VOCABULARY. Spell out first on feltboard or blackboard; later on slate or paper--

"una, uno, uli, kuku, urok"

8. SENTENCE READING:

Una ka.

Unà ka?

Iuli ro urok.

Buò ra?

Rikara ro bukbuk.

Buò ni Lulu ron.

9. Sentence writing practice: "Una ka." "Unà ka?"

10. Pronunciation review: "Lolo" and "Lulu". [Make sure the pupils can clearly pronounce the difference between the above two words.]

11. GAME. [at teacher's discretion]

12. Syllable pronunciation and reading practice; differentiation of "o" and "u" sounds--

"lo, bo, ro, ko, no
lu, bu, ru, ku, nu".

13. SYLLABLE REINFORCEMENT GAME. Have the pupils read and then copy the following chart:

kon
ukon
bukon
akon
kakon

"y" "Y"

1. Review the reading and writing of:

"ka, ki, ko, ku; ak, ik, ok, uk"

"uno, korona, bukon, urok, ubi"

2. Drill on the "y" sound (pronunciation)--"ya", the shout of the cowboys on their horses.

3. Introduce the reading of "y" and "Y". Take time out to show the difference in size, and how they are written on lined paper. Have the pupils locate the small and capital "y" throughout the room, and also in any available books.

4. Syllable (diphthong) practice:

"ya, yi, yo, yu, ay, iy, oy, uy".

5. VOCABULARY READING:

yaya (nursemaid)

yabi (key)

Nanay (Mother)

kay [to, for]

yoyo (yoyo toy)

bayi (girl)

anay (first)

kabayo (horse)

6. Practice writing the "y" and "Y". Note that the children have great difficulty in getting the position of the fork of the "y". Drill at great length, noting that the "y" begins to the left on the red line going to the blue; then add the right line, going from red straight down to the red. Note that the fork of the "Y" begins from the blue going to the red, then back to blue; the leg is added later.

7. WRITING VOCABULARY: "yoyo, yaya, yabi, bayi, KAY"

8. Additional vocabulary for reading:

iya (here)

riya (here)

raya (this)

ruyon (that)

inyo (your)

uyon (like; desire, adjust)

baybay (beach)

bokayo (coconut candy)

ay (because)

baboy (pig)

9. SENTENCE READING:

Iya ako.

Iya ka?

Iya ro yabi?

Ro bayi abb.

Raya ro yaya?

Ruyon ro bayi.

Ro Nanay ni Ana iya.

Anino raya ku bayi.

10. Reinforcement of writing. Have the children write the following sentences, taking great care to give individual attention to each pupil to insure their proper progress with this difficult letter.

Yoyo raya?

Iya ro yabi.

Nanay ninyo ruyon?

Ruyon ro baboy.

11. GAMES TO PLAY. "Husto-saea"--Make flash cards which have simple words with the letters "y" or "Y"; however, on some of the cards the shape or writing of either "y" or "Y" should be wrong. If the letters are perfectly drawn, then the pupils should say "husto", if there is a mistake in the drawing of "y" or "Y", then the pupils should say "saea." [A simpler version of this game would be to have the flashcards in sets of two, one with the correct spelling of the word, one with a mistaken drawing of "y" or "Y"--the children would then have to identify which one was "husto" and which was "saea."]

"h" "H"

1. Review reading and writing of:

"ya, yi, yo, ay, oy, uy"

"yaya, yoyo, yabi, Nanay, kabayo"

2. Drill on the "h" sound (pronunciation) -- the sound of a panting or breathless man; or "ha"--the sound of the laughing clown.

3. Introduce the writing and reading of "h" and "H"--the "h" with the longer line; the two "l's" connected in the middle.

4. Write out: "h, h, h, h, h, H, H, H, H, H".

5. SYLLABLE PRACTICE:

"ha, hi, ho, hu"

6. VOCABULARY READING:

habà	(long)	hubò	(move)
hala	(hey!)	buhò	(hole)
hari	(king)	buhok	(hair)
bahà	(flood)	labaha	(razor)
hibò	(smear)	kahoy	(tree)
halin	(move)	haboy	(throw)

": "

7. INTRODUCTION OF THE EXCLAMATION MARK. Show the children how to write and how to read the exclamation mark:

ha! ha! ha!

ho! ho! ho!

Hay! Nano!

8. WRITING PRACTICE:

"buhl, labaha, buhok, baraha"

9. GAME--VOCABULARY DEVELOPMENT. Have the children give words which contain the "h" sound. The teacher may elicit some of the words by giving cues. Hopefully, some of the vocabulary will be:

halò	hayò	abuhon
hinyò	hibi	kahon
haron	ihl	nahuyà
hara	hoy	halo-halo
hay	hilo	ulihl
harò	hilò	kahkah
habok	hilab	bohboh
huo	bihon	harana

[If the pupils give words containing letters that they cannot spell yet, the teacher may give them a chance by drawing those letters in the word they can't spell on the board, and let the pupil fill in the blanks with those letters already known. For example, if "muhon" were given, the teacher would write "m _ _ _ _" and let the pupil attempt to fill in the blanks. Again, this allows for more creativity in the lesson.]

10. SENTENCE READING:

Ihaboy ro bola.
Bahà kaina abò.

Nahuyà ako kay Ana.
Kahabà ku hilo.

"e" "E"

NOTE TO THE TEACHER. The sound we are teaching at this time is not the vowel sound /e/, but the consonant sound peculiar to Aklanon called a fricative by linguists, and written by them as /ɣ/ or /ɛ/. Up until the present, most Aklanons have not realized the distinction between the two sounds because they are both spelled the same, with an "e". Also, in spelling a word like "eaki", they spell it out as "e--a--ka--i", using the name of the vowel, which does not have anything of the fricative sound in it. It is therefore important to stress "e" at this time as a fricative consonant and to pronounce it /ɣ/ and not as /e/. It is, after all, the sound of "ea, eo, eu, ae, oe" etc.

1. Review the reading and writing of:

Syllables: "ka, ki, ko, ku, ak, ik, ok, uk"
 "ha, hi, ho, ya, yi, yo, ay, oy"
 "kahon, kahoy, uyon, baraha, buhok"

2. Drill on the /ɣ/ sound (pronunciation)--something like the sound an angry dog makes.

3. Introduce the reading of "e" and "E". Locate around the room.

4. SYLLABLE PRACTICE: "ea, eo, eu, ae, oe"

5. VOCABULARY READING:

eaki	(man)	haeo	(lizard)
ueo	(head)	bakae	(buy)
eaha	(cook)	kurae	(fence)
uean	(rain)	baeoe	(dried fish)

6. WRITING PRACTICE. "e"--the little line with the half-circle;
 "E"--the "l" with three little lines: "e, e, e, e, e, E, E, E, E, E".

7. WRITING VOCABULARY:

"eaki, haeo, eaha, euhā, bahoe, buroe".

8. WORD-PICTURE MATCHING GAME. Have pictures and appropriate flash-cards mixed up. Request the pupils to put the appropriate flash card with its matching picture. [A variation of this game could be PICTURE-CUE/WRITING GAME--Show a picture and have a member of each team race to the board and write out the word or name of the picture they saw.]

9. THREE-LETTER SYLLABLE GAME. Have various three-letter syllables written on the board, and let the children write at least two words using the syllable written. For example:

<u>BOY</u>	<u>EAN</u>	<u>KAE</u>	<u>EON</u>	<u>EAY</u>
ba-	u-	ba-	ba-	ba-
ha-	bu-	bu-	ku-	hu-

10. SENTENCE READING:

Iya eon ako.
 Bakeon ko ro baeoe.
 Eaha-on ko ron.
 Eaha eon baea ro baeoe?
 Ay, kan-on ko eon!

LESSON 1

(1 - 2 days)

"e" "E"

NOTE TO THE TEACHER. We have taken the symbol "e" as the special Aklanon fricative sound, particularly in the syllables: "ea, eo, eu, ae, oe, ue". Now we take up the borrowed vowel sound "e", as generally occurs in many Spanish names and words borrowed from other languages. Since the writing of "e" has already been established, this should be a rather quick lesson, with major emphasis on the differences between the pronunciation of /e/ and /i/.

1. Review reading and writing of:

"ea, eo, eu, ae, oe, ue"

"eaki, bakae, haeo, kueon, uebo, baeoe, kueba"

2. Drill on the /e/ sound (pronunciation). Use names of pupils in the room with the "e" sound in them, such as:

Edna	Belen	Elmer
Roberto	Ellen	Eliseo
Eddie	Anne	Aleli
Henry	Edgar	Nene

[Do not necessarily write the name down, only point out the "e" sound in them.]

3. Point out that the "e" symbol is also used for this sound. Stress differences of pronunciation of /e/ and /i/ with syllables:

ne - ni, re - ri, he - hi, ye - yi,
en - in, ek - ik, eb - ib, el - il.

4. Locate the different "e's" in the room, in books, on charts, in the pupils' names, etc.

5. VOCABULARY (introduced with visual aids or pictures):

relo (watch)	karne (meat)
yelo (ice)	libre (free)
kalye (street)	Enero (January)

6. Spelling and practice, including the differences between the /i/ and /e/:

ribon - relo bayi - kalye Aleli

7. Sentence reading and drill:

Naila ako ku karne.
Naka-libre ro eaki.
Eaha eon do karne?
Kalye raya ni Ellen?

"m" "M"

1. Review reading of syllables and words containing "e":

"ba, be, bi, bo, bu; ab, eb, ib, ob, ub"

"ya, ye, yi, yo, yu; ay, ey, iy, oy, uy"

"eaki, baeoe, eon, kalye, libre, yelo"

2. Drill on the "m" sound (pronunciation)--"ma", the sound the child makes when calling its mother.

3. Introduce the writing and reading of "m" and "M"--the double "n" and the two "l's" with a swing in between. Locate the "m" and "M" in the room.

4. Unlock vocabulary with pictures:

mani	(peanuts)	kama	(bed, cot)
ama	(father)	ayam	(dog)
amo	(monkey)	alima	(hand)

5. SYLLABLE PRACTICE:

"mo, ma, im, mi, mu, um, om, me, em, am"

6. WRITING PRACTICE: "m, m, m, m, m, M, M, M, M, mama, Mila".

7. VOCABULARY DEVELOPMENT GAME. Have the children give words which contain the "m" sound. Hopefully, some of the possible vocabulary should contain:

mahae	kami	aeam
mahabà	kamo	eaom
may	hambae	aeom
mahaet	rima	inom
mamaea	lima	haom
makaron	uman	kaeam
mana	humay	hueam
mauno	ami	eumeum

8. SENTENCE READING:

Raya ro ama ni Ana.

Ro ayam namon abò.

Makaron kami makaon.

Haom mana ro baeoe.

May ayam kamo?

May aeom ka?

Mahae ro mahaet.

"d" "D"

1. Review reading of syllables and words containing "m":

"ma, mi, mo, mu, me; am, im, om, um, em"
 "mahae, hueam, mueay, mueb, maeabaab, himb"

2. Drill on the "d" sound (pronunciation) -- "da", the sound the baby makes.
 3. Introduce the reading and writing of "d" and "D"--the line with the funny back end; the line with the big stomach. Locate "d" and "D" in the room.
 4. Unlock vocabulary with pictures:

dila	(tongue)	labada	(laundry)
daba	(pot)	ubod	(inner part of banana)
likod	(back)	bukid	(mountain)
arado	(plow)	bihod	(fish eggs)

5. SYLLABLE PRACTICE:

"do, di, da, du, de; ad, od, id, ud, ed"

6. WRITING PRACTICE: "daba, dila, arado, likod".

7. GAME--VOCABULARY DEVELOPMENT. Elicit words from the class with the letter "d". Some examples:

dada	didi	damoe
dubli	dayon	dabdab
daea	duot	handom
duda	dbdb	dueom
bida	indi	kadina
kidkid	kudkud	radyo
hinduna	mayad	akid
haead	alihid	anad
kukod	bayad	eubid
edad	adobo	abokado

8. SENTENCE READING AND WRITING:

Daea raya ni Dodo.
 Mahaba ro dila ni Lola.
 Manami ro abokado.
 Mabahoe ro daba.
 Mabayad ka hinduna?
 Mayad eon do radyo?

"g" "G"

1. Review reading and writing of syllables and words containing "d":

"ad, id, ud, od, ed; di, da, do, du, de"

"dueom, eamukod, damoe, mayad, dama, madaya"

2. Drill on the "g" sound -- "ga" the sound the frog makes.
 3. Introduce the reading and writing of "g" and "G". Point out the difficulties; show similarities to previously learned letters.
 4. Introduce VOCABULARY with visual aids:

gabi	[plant]	abaga	(shoulders)
goma	(rubber; tire)	bagbag	(crash)
baga	(embers)	niyog	(coconut)
bagà	(lungs)	gacab	(trim)

5. SYLLABLE PRACTICE (with writing follow up):

"ga, gi, go, gu, ge; ag, ig, og, ug, eg"

"gab, bag, yog, goy, eag, gae"

"du yog, ni yog, bu eag, ka eag, bu gae"

6. SENTENCE READING:

Bilog ro buean.
 Gindaea nana ro gabi.
 Nag-agi ro daeaga.
 Nagdaeagan si Gerry.
 Ga-abogado ako.
 Ginabaligya ro niyog.

7. GAME--TICKET TO THE MOVIE. Pass out flash cards with the following words to each pupil (one card to each). As their names are called, each must come forward and read (or write) the word that appears on the card. If the pupil succeeds correctly, then he gets "a ticket to the movie"--either some prize or another, or a point for his/her team.

gana	agahon	banag
gabà	agi	bueag
ginikanan	sugid	hueag
gago	damgo	hibayag
gaga	magana	duyog
gogò	bago	ag
gid	abogado	hueog
gin	naga	nag

"s" "S"

1. Review reading and writing of syllables and words with "g":

"bag, gab, lig, gil, gom, mog, gud, dug"

"damgo, dagom, Madalag, daeaga, gahod, daog"

2. Introduce and drill on the "s" sound---"sss" the sound of the snake.
3. Introduce the reading and writing of the "s" and "S"--the lines curved like the snake. [Note that "s" sounds like and looks like a snake.]
4. Introduce the VOCABULARY with visual aids:

sala (living room)

sabon (soap)

siki (foot)

asae (barbeque)

baso (glass)

oras (hour)

isdà (fish)

eskuyla (pupil)

sim (tin)

dos (two)

5. SYLLABLE PRACTICE (with writing follow-up):

"si, sa, su, so, se; os, is, us, as, es"

"bis, sib, eas, sae, kas, sak, kos, suk"

"i:bis, si:in, hu:eas, a:sae, bu:kas, bae:sak

eukos, eukas, us:us, a:sik, ka:sae, suk:suk"

6. SENTENCE READING:

Ro sueà sa lamesa eukos.

Basaha ro sueat.

Siin do sala? Sa baeay.

Siin si Sisa makaron? Sa kusina.

Gabasa si Susan sa sala.

Siin sanda kabii?

7. GAME. Free expression. Ask the children for words or for sentences which they then will be asked to write out, containing the "s" sound. If any of the words given contain letters not yet taken, help the pupils by filling in those letters; but give each child a chance to be creative and write out as much as possible. Reading, by this time, must be made to be a creative experience, as they will feel far more excitement in reading sentences and even stories which they themselves have written.

REVIEW

1. Reading of the SUMMARY CHART:

e	E	Kalye raya ni Ele?
m	M	May ayam kamo?
d	D	Mayad do radyo.
g	G	Ginbaligyà ro gabi.
s	S	Gabasa si Alis sa sala.

2. Writing out of the Summary Chart (as given above in #1).

3. SYLLABLE PRACTICE AND GAME. The follow three-letter syllables should be read and then made into words by the class:

<u>GAS</u>	<u>KAS</u>	<u>EOS</u>
hugas	bakas	bueos
bugas	bukas	baeos
<u>EAS</u>	<u>SIN</u>	<u>YOG</u>
baeas	asin	niyog
hueas	basin	duyog
<u>EAG</u>	<u>HAE</u>	<u>HOE</u>
bueag	mahae	bahoe
kaeag	bahae	suhoe
<u>EAM</u>	<u>YAD</u>	<u>KOD</u>
hueam	bayad	kukod
kaeam	mayad	likod

4. DICTATION (or for COPYING if proven too difficult):

Daya si Lisa.
 Eskuyla si Lisa.
 Mayad si Lisa gabasa.
 Nailà man kamo magbasa?
 Sige, bumasa eon kita.

5. READING. Have the pupils read the dictated piece above (or, if they had to copy it out, then have them read their copy). Try small groups and then individuals.

6. ASSIGNMENT. Have the pupils write out from memory for homework all the letters they have learned, and to use each letter they can remember in a word they have learned. [N. B. 17 letters, 17 words]. They should be permitted to use the alphabet chart in the room to help reinforce their memory of those letters taken; and hence may be permitted to begin the assignment before they go home. They can then finish writing the words out and hand it in on the following day.

LESSON 1

(1-1/2 to 2 days)

"t" "T"

1. Review reading of some syllables and words from the last unit.
2. Drill on the "t" sound (pronunciation) -- "ta", the sound the trumpet makes.
3. Introduce the reading and writing of "t" and "T"--the little cross; and the "l" with a line on top. Locate all the "t's" and "T's" in the room.
4. Unlock VOCABULARY with visual aids:

tatay	(father)	takò	(plate)
tuyò	(soy sauce)	utak	(knife)
uto	(basement)	otso	(eight)
mata	(eye)	siit	(thorn)

5. SYLLABLE PRACTICE:

"it, ti, at, ta, ot, to, ut, tu, et, te"
 "it:log, ti:is, ta:as, ot:so, ba:to, bit:bit"

6. WRITING PRACTICE:

"Tambok si Tito."

7. A LITTLE STORY FOR READING:

Si Tito may tasa.
 Ro tasa gatueb.
 Ro tueò nga tubi abb.
 Kita mo ro tubi?

8. OTHER READING EXERCISES:

Si Tatay may lata.
 Ro lata may tobakò sa sueod.
 Ro tabakò sa lata mahumot.

Idto ro titiris.
 Ay Teresita rato.
 Gintao kana ni Tita Maria.
 Mataas ro titiris.

9. CREATIVE SELF-EXPRESSION. Depending on the level of the class, either let the pupils tell and then write simple stories like the above (with the teacher helping them write those few letters they may not yet know), or else let the pupils compile vocabulary lists of things they know or see around them (such as: things at home, things in our garden, things in our classroom, etc.). In either case, such exercises are the beginning attempts at experience charts and theme writing which are not very far in the future for the pupils. The teacher should pause at this time to try to give individual attention to each pupil, encouraging the brighter ones to a more challenging story or word list; helping the poorer students get an accurate rendition of a simple story or word list.

"p" "P"

1. Review reading of syllables and words from the last lesson:

"ta, it, to, ut, tis, sit, tim, mit, sat, tas"

"gatas, gatos, sugot, sueat, taas, eusot, tiis"

2. Drill on the "p" sound (pronunciation) -- "pa", the sound the baby makes when calling for its father. [Remember to stress first the basic sound of /p/, and only later give it a name.]

3. Introduce the reading and the writing of "p" and "P". Differentiate carefully from "b" and "d"--an upside down "b"; compare to "R"--an "R" without its foot.

4. Unlock VOCABULARY with pictures or other visual aids:

paká	(frog, toad)	atop	(roof)
pabo	(turkey)	takop	(cover)
pala	(shovel)	dapog	(stove)
upak	(peeling)	mapa	(map)

5. SYLLABLE PRACTICE:

"pi, pa, pu, po, pe; ep, op, up, ap, ip"

"pu:tos, pa:tis, pi:to, pu:eot, pa:ti, partas,

"ha:pon, sum:pit, sa:kop, ta:tap, na:pu:eò"

6. WRITING PRACTICE:

"paká, mapa, tueop, huyap, atop".

7. READING -- A LITTLE STORY SEQUENCE:

Siin ro paká?

Ro paká sa sapat.

Ga-alin ro paká?

Ro paká gakalá-kalá.

Siin ro pabo?

Ro pabo sa binit it kurae.

Gin-alin nana ro paká?

Gintuká na ro paká.

8. VOCABULARY DEVELOPMENT [can be played as one of several games]:

papa	sapat	sikap
pila	sapad	ayap
pag	eapad	hayop
pikit	eupad	huyap
pata	bapor	sakop
pito	hapon	tuhop
pakpak	tapak	tueop
pugad	supot	dakop
puto	sipit	eagapok
pato	salapi	tatap

9. EXERCISE IN CREATIVE SELF-EXPRESSION. Let the pupils express themselves about things that happen to them: at home, on the way to school, at school itself; or let them talk about things they like to do. Those who seem to utter worthwhile sentences should be made to write them on the board under a title, like "RO AMONG NAILA-AN" or "RO AMONG GINA-OBRA". When a good number of sentences have accumulated, the whole class can be made to read and then copy the class's first "composition".

"w" "W"

1. Review of reading and writing from the previous lessons:

"ta:pak, pi:to, a:top, su:pot, sa:pat,
pu:tos, ot:so, u:tak, pu:eot, pa:tas".

2. Drill on the "w" sound (pronunciation)--the sound of the crow, "wa". Remember to stress the pure articulation of the sound, so that the children can identify it with the letter, and not with any particular syllable. Only much later should the name of the letter be taken.

3. Introduce the reading and writing of "w" and "W". Locate throughout the classroom.

4. Unlock VOCABULARY with visual aids or pictures:

waeo	(eight)	isiw	(chick)
iwi	(tail)	away	(fight)
sawa	(snake)	adlaw	(sun; day)

5. DIPHTHONG PRACTICE:

"aw, iw, ow, uw; wa, wi, wo, wu".

6. ADDITIONAL VOCABULARY:

waea	owâ	ayaw
wiwi	bawae	ikaw
wawa	hawan	imaw
wisik	bawi	bayaw
walis	saewae	baliw
wakwak	pawod	tiksiw
watawat	llawod	bugtaw
wigit	daywa	alisiwsiw
wawaw	lawanit	paksiw
wagwag	kwarta	abaw
wipon	kwarto	ibabaw

7. WRITING PRACTICE:

"waea, ikaw, imaw, owâ, ayaw, saewae".

8. SENTENCE READING:

Gwapa imaw.
Nagbugtaw ako kaina.
Abô ro tawo sa llawod.
May sawa sa kwarto.
Waeo ro saewae mo?
Nagatiksiw ro isiw.

9. As a challenge to the class present them with the following grammatical problems. Of course, no grammatical explanation is necessary, since they should be able to control the forms automatically, yet the fact that the teacher presents the forms to them in a particular order is in the general direction of a grammatical exercise: use the pronouns and the negatives in sentences--say them, then write them down. PRONOUNS--ako, ikaw, kita, kami, kamo, imaw, sanda. NEGATIVES--indi, owâ, bukon, ayaw.

"ng" "NG"

1. Review reading and writing of "w":
"pa:taw, ta:paw, tampapaw, wi:pon, am:paw, da:paw,
pa:wod, i:siw, pa:wi:kan, ay:aw, i:maw, wa:ea"
2. Drill on the "ng" sound (pronunciation). First stress its basic sound, later on the cue "nga" may be used--the sound the carabao makes when calling its mate.
3. Introduce the reading and writing of "ng" and "NG". Show how the two familiar letters "n" and "g" are given a special sound when combined in the single sound /ng/.
4. Unlock VOCABULARY with pictures:

ilong	(nose)	ngaeon	(name)
uling	(charcoal)	ngipon	(tooth)
saging	(banana)	bangà	(jar)
mangga	(mango)	ngueob	(growl)

5. Basic syllable practice and vocabulary development of initial /ng/:

<u>NGA</u>	<u>NGI</u>	<u>NGO</u>
nga	ngilò	ngoyngoy
nganga	ngitngit	hungod
ungà	ngilit	bangod
eangaw	bungi	eangoy
hangae	pisngi	angot

6. Basic syllable practice and vocabulary development of final /ng/:

<u>ANG</u>	<u>ING</u>	<u>ONG</u>
angkit	ingkoy	ong-ong
angkla	inglis	butong
anwang	kuring	bugtong
hangeab	bagting	silong
eanggam	dingding	eaong

7. WRITING PRACTICE: "Ako hay ungà nga eaki." "Ako hay ungà nga bayi."
8. READING PRACTICE -- A LITTLE POEM:

BAEAY NGA NIPA

Maeapit sa pangpang it sapa,
Sa euyo ku kahoy nga magapa,
Nalibotan it tinuean-on nga dagayà,
Makità ro baeay nga nipa.

9. DICTATION EXERCISE. The teacher dictates the following words as a challenge to the pupils to write down quickly and accurately on their papers or slates:

"wangot, warang, uwang, sungaw, ngawa, bingaw, dangaw".

[This same list of words makes an excellent review for the "w" and "ng" lessons.]

2. **TEACH THOROUGHLY** before going on the next step or the next lesson. The program is not difficult, since the pupil is expected to learn and to master each step before going on. Thus, every phase of pronunciation, reading and writing, drill and review must be covered.

However, there are times when it seems the class gets bogged down, due to a difficult letter or due to difficulty with some sentences. This is to be expected. And the teacher may, in such cases, proceed, because in going on one always drills and reviews the previous letters anyway. For example, if the class has difficulty in drawing the "y" beyond the prescribed 4 day period, it would not matter. Go on to the next letter, but be sure to always give them review words, syllables and sentences with "y". Sometimes the novelty of a new letter is a spur to their learning the past letters better.

3. **USE WORDS COMPOSED OF THE LETTERS AT HAND.** As the program progresses more and more letters and words become possible. However, if in a creative part of the lesson a pupil suggests a word they cannot spell because a letter or two have not yet been taken; it is suggested the teacher write the unknown letters on the board and then fill in the blanks--or have the pupils fill in the blanks--with the already known letters. This adds challenge and interest to the lesson. For example, if someone suggests the word "ramos" and "m" and "s" have not been taught, the teacher could write " ___ m ___ s" on the board and let some pupil fill in the blank.

4. **REINFORCE BOTH CAPITAL AND SMALL LETTERS SIMULTANEOUSLY.** In this way, transfer to sentence writing can be made by the end of the first unit [second week]. In the beginning lessons, always drill on three possible spellings, such as: "lolo, LOLO, Lolo".

5. **INDIVIDUALIZE THE METHOD FOR YOURSELF AND YOUR CLASS.** Every teacher has her own method of teaching and her own personality. Some tend to be formal and strict, others are easy-going. Some use many and colorful visual aids; others use the blackboard and things immediately at hand. The lesson plans here presented are suggestions so that you may introduce this method the way you best see fit. You may be as creative or as different as you wish in applying the lesson plans to your class. Note that the biggest changes involved are:

- (a) a different alphabetical order; intermixing of vowels and consonants;
- (b) stress on the pronunciation of a letter rather than on its name or the drilling of syllables;
- (c) building up of vocabulary words from the very beginning;
- (d) using sentences and proper punctuation as soon as possible;
- (e) teaching grammar along with the letters, even before all the letters have been taught.
- (f) syllables, if and when drilled, are taken in all positions ["is, si, silk, kis"];
- (g) capital and small letters are taught simultaneously.

A TYPICAL LESSON PLAN FOR EACH LETTER RUNS AS FOLLOWS:

1. Review of previous material [past letters, words, sentences] of unit taken.
2. **PHONICS**--drill on the new sound [new letter]: sound only, not a syllable.
3. Introduction of the **READING OF THE LETTER**: small-capital, and recognition exercise, finding the letter anywhere in the room--on charts, in books, etc.
4. **SYLLABLE PRACTICE**: in all positions (see letter "f" just above).
5. **VOCABULARY DEVELOPMENT** (8 to 12 words--introduced with visual aids if possible).
6. **WRITING PRACTICE**: small and capital letters, syllables, words.
7. *****GAME*****
8. **DICTATION** [oral-aural-graphic]
9. **CHECK UP**: syllable, word and sentence reading/writing.
10. **CREATIVE FREE EXPRESSION.** The children are asked to give words or phrases that contain the new letter but which they have never yet read or written for themselves. Then they are asked to try to write that word or phrase, letting the class itself correct any mistakes

" - "

1. Review reading and writing of "ng". [See note under #9 in the preceding lesson.]
2. Drill on the glottal sound (pronunciation). It is the sound much like the "tiki" makes when he says "tuk-o, tuk-o". It is a pause in the middle of a word. The lizard also rests or pauses in the middle of his cry. When we write words that have such a pause, we must use the hyphen.
3. Introduce the reading and writing of the "hyphen" or "guhit nga matag-od". Show how it denotes a consonant--an actual pause in the middle of a word.
4. Unlock vocabulary with pictures:

an-om	(six)	bang-aw	(rabid dog)
gae-om	(clouds)	hae-o	(lizard)

5. VOCABULARY DEVELOPMENT:

sin-o	ham-an	hin-uno
kan-o	tam-is	man-ay
ap-at	dag-on	kan-on
man-o	bae-ag	bue-on
bue-b	eaw-ay	taw-an
tue-an	sig-ang	bag-o
tan-aw	eang-og	mayad-ayad
tag-od	ban-os	kangil-ad

6. READING EXERCISE:

Sin-o ron?
 Duyen si Roberto.
 Kan-o imaw mag-abot?
 Kainang agahon.
 Ham-at iya imaw?
 Gatan-aw imaw sa atong eskuylahan.

7. WRITING PRACTICE:

Tag-od ro bae-ag.
 Tam-is ro bue-b.
 Ap-at nga dag-on.
 Bag-o ro amon nga sig-ang.

 NOTE TO THE TEACHER. The hyphen is necessary in Aklanon in four instances. It is up to you and to the ability of your pupils if you will take them now or at some future date. But it would be good if you could point them out as they occur in the days or weeks ahead.

- (1) The hyphen is used, as shown in the above lesson, to show an internal glottal stop or pause in the middle of a word: "sin-o, hag-om, an-om, etc."
- (2) The hyphen is also used to separate a prefix from a root word that begins in a vowel (particularly if the prefix ends in a consonant), as in: "pag-abot, ga-incm, nag-uean, gin-ued, etc."
- (3) The hyphen is used to separate any word which is said twice (if the repeated word when standing alone is two or more syllables), as in: "tawo-tawo, bueak-bueak, eangot-eangot, rumbo-rumbo, paino-inc, paisti-isti, etc." One syllable repetitions are not hyphenated: suksuk, bukbuk, tonton, etc. unless the glottal stop occurs between the two syllables (which then falls under rule #1), as in: "us-us, ba-ba, bi-bi, bo-bo, etc."
- (4) The hyphen is used to separate "n" and "g" when they might be read as the consonant "ng", as in: "gin-gisi, gin-gikanan, gin-guyod, gin-gabot, etc."

REVIEW

1. Reading of Summary Chart:

k	K	Rikara ro baka.
u	U	Unā ro bukbuk?
y	Y	Yoyo ruyon. Yaya raya.
h	H	Kahabā ku hilo!
e	E	Eahā eon ro baeoe?

2. Writing our of Summary Chart (as given above in #1).

3. SYLLABLE PRACTICE AND GAME (three letter syllables). Have the children read the following three letter syllables. Afterwards, hav. them suggest, and then write, words made up of these syllables.

lin	ril	lab
bay	hay	buk
kab	bak	bon
hok	hoe	kae
eay	eak	ean

<u>KON</u>	<u>BOY</u>	<u>BON</u>	<u>LIN</u>
a-	ba-	li-	a-
u-	ha-	ri-	u-
bu-	boy-	bu-	ha-

4. ASSIGNMENT. Give the pupils a sheet of paper containing the following vocabulary, which they should copy out as homework.

K	k	U	u	H	h	Y	y	E	e
yabi	bayi	eaki	bubon	habā	bahā	huyā	baeoe	Kabakae	ako ku baeay.