

# MASTERLAB PHONICS

## Trainers Guide

### INTRODUCTION

The foundation of literacy are laid in the years before children go for formal schooling. Parents and teachers plan programmes that build on the child's existing knowledge and extend the natural learning process. It is the parents/teachers to provide contexts for learning that will enable children to develop control over written language and enjoy using it, so that they can interact effectively in a literate society. It is crucial that children are encouraged and allowed to be critical thinkers who can 'read between the lines' and make independent judgments which they can defend. A successful language programme is one in which reading, writing, speaking and listening are integrated in a supportive and stimulating environment in which independent and reflective critical thinking is fostered.

Throughout this programme there is a strong emphasis on the integration of the spoken and written language, the need to encourage students to take control of their reading, the need for student to reflect on their reading and to use and be aware of strategies for reading.

Before you begin, it is important that you and your child work with The Masterlab in a non-stressful, quiet setting. Outside distractions and interruptions should be kept to a minimum. A calm and peaceful environment will help your child learn best.

Enjoy the company of your child, the child will enjoy you company too!

### WHAT IS PHONICS?

***“Phonics is a tool to get at the mechanics of reading-“When you go under your car to fix it, you don’t bring just one tool, you bring many.” Phonics is like that-every good toolbox should have it.***

PHONICS is a method of teaching children to read and pronounce words by learning the sounds of letters and letter groups.

In Masterlab Phonics the 82 phonetic combinations are taught systematically. These include vowel sounds, consonant sounds, consonant combinations, diagraphs, double vowels and vowel blends forming 450 KEYWORDS.

These sounds are illustrated below:

**Masterlab *Phonics Book 1***

ai	ei	ou	sc	st
ay	er	ow	sk	sw
ar	oa	oi	sn	ing
au	oo	oy	sp	ill
aw	or	ph	sq	all

**Masterlab *Phonics Book 3***

ab	ed	ip	ub	sk	ck
ad	eg	it	ud	sp	ch
ag	el	ix	ug	st	nd
am	en	ob	um	cr	ng
an	et	od	un	dr	st
ap	ib	og	cl	gr	sh
at	id	op	gl	tr	a
	ig	ot	fl	sh	e
	il	ox	pl	th	i
	im		sl		o
	in				u

Here's What You Find Inside

**MASTERLAB PHONICS READERS BOOK 1 – 4**  
**PHONICS ACTIVITY BOOK 1 - 4**  
**8 VCDs**

**Masterlab PHONICS READERS BOOK 1 AND VCD (Bk1 Part A)**  
**& ACTIVITY BOOK 1**

**Researchers found that children between Birth to 12 years is**  
**93% under home influence and 7% under school influence**

View VCD (label Bk 1 Part A) as we introduce the vowel blends ai, ay, ar, au & aw on the 1<sup>st</sup> column of Readers Book 1 Pg 2.

Now listen with your child as the narrator demonstrates the vowel blends. Be available to help your child keep her place with the Phonics Readers Book. Then proceed further, this time pay particular attention to the word formation, for example,

Say the ‘ai’ sound.

ai	as in	nail, tail, rain	(Readers Bk 1 Pg 3)
Followed by –			
ay	as in	playground, tray, x-ray	(Readers Bk 1 Pg 4)
ar	as in	card, farm, park	(Readers Bk 1 Pg 5)
au	as in	aunty, saucer, audience	(Readers Bk 1 Pg 6)
aw	as in	saw, claw, see-saw	(Readers Bk 1 Pg 7)

***“Encourage your child to repeat the words out loud. This will help her remember what he/she is learning”,***  
***“Don’t feel that your child must learn a new sound each day. Not all children learn at the same rate”***

After you are confident that your child knows how to read most of the words found on Pages 2 – 7 have her complete Exercise 1 on Pg 8 (Read & Match the correct sounds) and then complete the Phonics Activity Book 1 Pages 2, 3 & 4.

## **MASTERLAB PHONICS**

### **READERS BOOK 1, VCD (Bk1 Part B) & ACTIVITY BOOK 1**

Begins with ei, er, oa, oo, or sounds as shown on the 2<sup>nd</sup> column of Readers Book 1 Pg 2. Parents / Teachers to repeat the procedure above and allow the child to listen ,say and read aloud the sounds and words given on Pages 9 – 13.

Then ask your child to complete Exercise 2 on Pg 14 (circle the words with correct sounds) and the written language activities presented in PHONICS ACTIVITY BOOK 1 Pages 5 & 6.

You will notice that the sounds and words in the Readers Bk 1 and Activity Bk 1 have similar formatting procedure. Complete the viewing of this VCD and its activities at your child’s own pace before moving to the next step.

We now come to the vowel blends ou, ow, iu, oy, ph found on Pages 15-20 of the Phonics Readers Bk 1 followed by the exercises on Pages 7 – 11 of Activity Bk 1.

**Diagraphs** - sc, sk, sn, sp & sq are introduced on Pages 21- 26 Phonics Readers Bk 1 and a follow up activity on Pages 12 – 15 of the Activity Bk 1.

Suffix ‘ing’ together with other consonant blends ‘st, sw’ and vowel blends ‘ill, all’ can be found in Phonics Readers 1 Pg 27-34 and Activity Bk 1 Pgs 16 – 17.

Revision exercises are made available in the Activity Bk 1 Pages 18 to 32.

1. The Brain of a child 18 months old is ½ the adult size, 12 years old is full adult Size.
2. A suffix is a letter or syllable that goes at the end of a word to change its meaning to make a new word.

**MASTERLAB PHONICS  
READERS BOOK 2, VCD (Bk 2 Part A & Part B)  
& PHONICS ACTIVITY BOOK 2**

Guided reading is a procedure that enables parents to observe your child as she develops understanding of reading processes and practice her literacy skills.

This section uses the vocabulary words encountered in the Phonics Readers Book 1 and extends it, giving meaning to word formation and sentences.

Play VCD (Bk 2 Part A), you will notice this example: ‘ai’ as in nail, rain, tail and Sentence Formation in Readers Book 2 Pg 2

That is a big **nail**.

It is **rain**ing.

This cat has a long **tail**

After which, your child will complete the Exercises on Pg 7 (fill in the blanks) of Readers Bk 2 and the Activity Book 2 Pages 2 & 3.

**PHONICS**

**Be sure to help your child blend sounds together smoothly and quickly.**

More double vowels and vowel blends ‘ei, er, oa, oo, or; ou, ow, oi, oy, ph, sc, sk, sn, sp, sq’ found in Part 2B of the Phonics VCDs

Spelling practice at this juncture, however, don't rush it as spelling is more difficult than reading it. Your child will enjoy reading Book 2 often. That's great!! She will continue to review the phonics sounds and she'll have fun practicing her new skill in reading.

## **PHONICS ACTIVITY BOOK 2**

This 24 page booklet will help your child practise the skills she's learning in this lesson. Be sure that your child has mastered VCDs (Bk 2 Part A & B) before this Activity Book is introduced. The skills stresses in this exercise require that your child be able to sound out many of the blends taught in this section.

Remember: Review the Readers Book 2 and VCDs (Bk 2 Part A & B) often. Your child should be very comfortable with this step before moving on.

### **Masterlab PHONICS**

### **READERS BOOK 3; VCD (Bk 3 Part A & B) & PHONICS ACTIVITY BOOK 3**

**When reading new words, be sure to look for familiar blends and phonograms**

The procedure to this lesson is very similar to Phonics Bk 1, VCDs 1 and Activity Bk1. Play VCDs (Bk3A & B) while you and your child go through the book.

Placing the vowels first, to form phonograms are listed in Readers Book 3 pages 3 to 14 for example: ab, at, ed, et, il, ix, ob, ox, ub, un and so forth.

These phonograms are distinctly presented by the narrator in VCD 3 a and b. For your child's benefit and to be repeated once or twice. She should get the idea and delight herself in sounding out 'cab, bag, dad' and immediately read.

With perhaps a little help in one or two repetitions your child should get the idea of saying the sounds, for example:

ab	as in	cab
ad	as in	dad
ag	as in	bag

and read ‘Ani’s dad carries a bag’ printed at the end of the page. Interesting activities are available in pages 2 to 17 of Activity Book 3.

Moving on the chart we encounter consonants combinations (when two consonants are combined to produce one sound), they are known as diagraphs.

**Sometimes two letters together make a special sound of their own. Here is the sound of sk as in ‘skunk.**

Examples of diagraphs:

cl	as in	cloud
dr	as in	drink
sk	as in	skunk

You will find more such combinations on pages 15 to 23 Phonics Readers Bk 3 for your child’s reading pleasure. Followed by the Phonics Activity Book 3 pages 18 to 26.

Finally, the vowels essential to the reading of words a, e, i, o, u. Each word in the English Language has one or more vowels available on page 24 Phonics Readers Bk 3. More reading experience are available from pages 25 to 32, as well.

The skill stressed in this exercise require that your child be able to sound out, read and spell many of the words, consonants blends that she is learning.

## **MASTERLAB PHONICS**

### **READERS BOOK 4; VCDs (Bk 3 Part A & B) & PHONICS ACTIVITY BOOK 4**

When your child has completed Book 3 confidently, she will be ready to review the letter sounds, words and sentences made available in Book 4. It is a revision module with familiar words formation and sentences (Phonics Readers Bk 4 Pgs 2 – 25) and emphasis on Reading exercises from Pgs 26 to 32.

The Phonics Activity Book 4 gives your child a fund and independent way to practise the skills she’s learning in the Masterlab Phonics Programme. It’s easy to use and allow your child to check his own work. Very little adult supervision is necessary once your child has learned to use the VCDs (Bk 4 Part A & B)

## **Summary**

We have learned short and long vowel sounds, consonant sounds, consonant combinations and diagraphs as well as vowel blends.

Remember, however, that phonics alone does not help a child to read with understanding. A successful reading programme uses a combination of methods, that is, key word and whole word approaches, language experience approach and phonics.

Phonics and letter sounds should be taught in a fun way, through rhymes and jingles, word games and stories. These interesting language arts activities make learning to read, a meaningful, enjoyable and rewarding experience for young children.

**“The seed of Success is planted by you-Educators”**

### **Notes to Parents**

Parents should be encouraged to value time for children to read independently.

They can:

- Talk about and let children see, the enjoyment they get from reading
- Allow children to read independently without interference
- Praise and encourage children's reading efforts and spend time discussing material being read (not quizzing children to see if they can answer questions about the contents)
- Give books as presents
- Encourage children to :
  - Follow favourite authors or topics
  - Visit the library regularly
  - To read quietly in bed before going to sleep
  - Ask questions about books they are reading

## **Masterlab Photographic Learning**

**Today's child is a scanner. His experience with electronic media has taught him to scan life the way his eyes scan a TV or his ears scan auditory signals from a stereo speaker-Tony Schwartz**

This programme consists of 4 Masterlab Memory Learning VCDs and introduces imaging and enhances memory play. It exposes your child to 450 key words, sounds and words presented in an orderly fashion. It is set at a non-threatening speed so that your child gets maximum benefit from the programme. Research has shown that 400 words makes up 65% of the English written language.

### **Masterlab Memory Learning VCD 01-“450 words”-Normal Speed**

It provide opportunities for your child to focus intently on 150 words – and so forth (Total of 450 Words) beginning with the letters of the alphabets Aa to Zz, for example,



a – an, add, about, after, all, am, an, and

b – baby, bee, bed, before, best, big

Your child has the opportunity to view difficult words and pronounce them correctly and develop her personal word banks of sight words, class focus words and interesting words.

### **Masterlab Memory Learning VCD 02 (3x Speed)**

This video contains the repetitive flashing of the 150 words presented in the VCD 01 at normal, whereas now the VCD 02 speed will be 3 times faster . It allows your child to review and reinforce word recognition, word pronunciation and boost memory recall.

Key word, usually **nouns and verbs**, are the important words that provide the key to understanding the ideas in a text.

Whatever strategies you may use, success depends on the ability of the child to select appropriate key words.

### **Masterlab Memory Learning VCD 03 (3x Speed)**

Action words or Verbs are organized in VCD 03, where 150 action words are taught with speed and tempo to help your child identify particular action of this form and its purpose, for example: answer, arrive, ask; bake, begin, bring

### **Masterlab Memory Learning VCD 04-(3x Speed)**

VCD 04 are taught with speed focuses on 150 nouns, i.e general names of things, places or people. It allows your child to further develop sight vocabulary and the awareness of inter-relationship of words.

Summary

Having achieved her goals, you will see and learn valuable lessons from your child, who, by learning independently, have developed her ability to an extent and level that many adults thought impossible.

## **Masterlab Picture Poster**

**Children are visual learners with amazing powers of  
memory-Dr.Armstrong Brain Research**

This will be a colourful and helpful addition to your child's room. It features 400 interesting and amusing pictures from the world around us. Designed especially for young children ages 3-6.

Provide opportunities for young children to name the objects and memorize a sequence of objects. Thus, leading to an opportunity for creative story telling with the sequencing pictures as their guide.

Picture 1 – 10 Refer Poster Pg 1

1. An apeman
2. ..found an axe
3. ..in the haversack
4. ..and coloured T-shirts
5. ..belonging to a group of men.
6. The man with the hat hunts for
7. ..featured animals like eagle
8. or hen who feeds on
9. ice-cubes and
10. corn grains

**Can you think of your favourite foods, friends, names, animals and toys? She'll be surprised just how quickly she will learn to show the inter relationship of pictorial, oral and written language.**

## **SEQUENCING PICTURES**

**An idea is new combination of old elements. There are no new elements. There are only new combinations.**

Suggested Storyline from Poster 1

Pictures 11 – 20

11. A pair of rubber shoes was found
12. .. under the big tree together with
13. a golden trumpet.
14. It belong to a man with a broken rib
15. ..whose wife was waiting for him at home.
16. She packed the blue suitcase with
17. .. lots of cabbages
18. .. a spare tyre
19. a stalk of cauliflower
20. and cow's milk for her camping trip.

#### Pictures 21 – 30

21. An upright box contains ..
22. .. multi usage brushes for cleaning
23. cars and
24. .. scrubbing hands and
25. .. combing your pet cat.
26. It helps clean off jam stains
27. .. animal furs
28. .. ladybugs and
29. .. lipstick stains
30. .. from the log.

#### Pictures 31 – 40

31. One evening, an ant met with
32. .. a mousedeer.
33. The an hid in the apple and
34. .. the mousedeer hid behind the bamboo shoots
35. for fear of the driver who was in bed.
36. He owns a camel and drives a bus.
37. He uses his ink pen to draw
38. .. a carrot and his
39. .. Persian cat.

#### Pictures 41 – 50

40. A very slim waisted
41. Policeman caught a
42. Crocodile who swallow

43. .. the crown of the beauty queen
44. who was attacked by a tiger
45. while on tour to see elephants own logs in the jungle.
46. Along the way, they came across
47. ..a nest
48. with one
49. fruit stall selling oranges and
50. lots of people jogging past it.

## **Suggested Storyline from Poster 2**

### **A mind stretched by a new idea never returns to its original dimensions-Oliver Wendell Holmes**

Pictures 1 – 10

1. His favourite slippers was hidden
2. .. under the sink.
3. It was a family treasure handed to him when he was  
Still a baby
4. .. sitting on a high chair.
5. He used a towel and
6. Flavoured detergent to wash out
7. .. the cheese and
8. .. jackfruit smears off
9. .. the stairs and poured
10. the dirty solution down the drain.

Pictures 11 – 20

1. Creepy crawlies like bugs,
2. .. fly's and
3. caterpillar often gather
4. .. near my blender in the kitchen.
5. I found them in my bowl of food and
6. Very quickly reached for my keys and
7. Scoop them up into a sheet of newspaper
8. In my hand to throw it away.
9. Only to find more in my skirt pocket
10. And trouser pocket, too.

**Masterlab**  
**TEN WEEKS TO ENGLISH**

Masterlab Ten Weeks To English is a collection of 700 carefully selected, words, pictures and sentences designed to encourage children to practice and develop their skills in listening and speaking, reading and writing.

The 13 THEMES (available in 8 VCDs) relate closely to the children's own environment, and each is introduced by a set of vocabulary words to enrich and deepen the child's experience and understanding of the topic.

## **Why Thematic Planning?**

One very useful tool for implementing an integrated whole language program is thematic planning. By choosing a theme with correlative literature selections for a unit of study, an educator can plan activities throughout the day that lead to a cohesive, in-depth study of the topic. Children will be practicing and applying their skills in meaningful contexts. Consequently, they will tend to learn and retain more. Both parent and child will be freed from a day that is broken into unrelated segments of isolated drill and practice.

When preparing a lesson, it is essential that you have a clear aim in mind that each VCD has four segments:-

- |            |                                 |
|------------|---------------------------------|
| Segments 1 | - Focus on Words                |
| 2          | -Visual and words are presented |
| 3          | -Sentence Composition           |
| 4          | -Photographic Memory            |

Always keep in mind the basic principles of starting with "easy" task to give the children the gist of the video then moving to more demanding tasks that provide new language opportunities for language practice.

Give your child a headstart to early reading with ***10 Weeks To English***. With our simple and easy to follow programme, no child will be left behind!

### **Course Contents**

- Parts Of The Body
- Men's Clothes
- Women's Clothes
- House
- Bathroom
- Living Room
- Bedroom
- Dining Room
- Kitchen
- Food
- Fruits

- Vegetables
- Insects

## **Lesson 1-Parts of the Body**

### **a) First Viewing**

First viewing tasks should be very simple. The aim is to give the children a reason for watching the VCD and familiarize them with it.

Segment 1: As you play the VCD, the words-ankle, arm, back etc. will be flashed in red on the screen. Ask the child to watch the VCD and listen to the sound track as each word is presented.

Segment 2: Continue with the 2nd segment where, the visual of the parts of the body will appear on screen together with the name of that body parts. After which, get the children to recall as many words as possible.

Ensure that the length of time for each short segment is below (5-10 mins) and exploit it to the full, then spend a whole lesson passively watching the whole programme.

### **b) Further comprehension**

Segments 3: Sentence Composition - This task should help the children understand the topic in more detail, and should focus on both the language and the pictures. It is important that the language of the task helps the children make sense of what they are hearing and reinforces the visual aspect of the video.

For example

- 1) Ankle joints the foot to the leg.
- 2) She has a dimple on her cheek.

Pause after each sentence and ask the children to discuss what is happening, eg. You can extend the discussion into the purpose of

- 1) Ball and Socket Joint which allows free movement of your **ankle** to rotate;
- 2) Hinge Joint for your jaw near the cheek to move in one direction.

Alternatively, you can give them a number of possibilities to choose from, for example, “Getting To Know Me”-My Height, I am a boy/girl, Colour of my hair/eyes etc.

Segments 4: Photographic Memory-This should focus the child’s attention on repetitive flashing of words and pictures to reinforce word recognition and boost memory recall in the child.



## ***Keywords: Recognize, Absorb, Retain & Recall***

### **c) Follow-up Task**

Follow-up Task should build on the language and/or topic of what that children have been watching. You can do them immediately after viewing, or in the next lesson.

-Give the children a situation in which they could use the language from the VCD. For example, if the topic is about Insects Nest.

-The children could make a Poster on “Safety Sense” for the theme: Parts of the Body on keeping their bodies safe from accidental injury.

-The children to make puppets from the theme to dramatize a scene.

Remember to start with 15 minutes per lesson, thrice a week.

**THE MORE A CHILD HAS SEEN AND HEARD,**

**THE MORE HE WANTS TO SEE AND HEAR- Jean Piaget**

# **PROGRAM CEPAT MEMBACA MASTERLAB**

Program Cepat Membaca Masterlab ini dihasilkan sebagai usaha untuk menanam minat dan meningkatkan kemahiran membaca dikalangan murid-murid peringkat pra sekolah dan tahap sekolah rendah khususnya.

Antara ciri-ciri dan kriteria-kriteria mapan yang dipaparkan adalah seperti berikut:

- Menepati saranan sukatan KBSR
- Dirancang dengan teliti dan digredkan agar penggunaan bahasanya sesuai dengan tahap pencapaian murid-murid
- Paparan kisah-kisah menarik dengan pelbagai tema yang di adaptasikan daripada lingkungan pembelajaran murid.
- Aktiviti tambahan dimuatkan bagi memantapkan penguasaan bahasa dan penbendaharan kata

4. Cakera Padat dimuatkan untuk Program Cepat Membaca Masterlab

**Semasa kelahiran setiap kanak-kanak mempunyai potensi  
yang tidak terbatas-Glenn Doman, Author of Teach Your Baby To Read**

**VCD 01 CEPAT MEMBACA** mengandungi:

1. Pengenalan dan bunyi vokal a, e, i, o, u

Misalannya:

a	-	a yam
e	-	e kor
i	-	i bu
o	-	o bor
u	-	u dang

2. Kemudian, Konsonan Bb bergabung vokal a, e, i, o, u dibunyikan

Misalan: ba, be, bi, bo, bu

3. Membaca perkataan hasil cantuman konsonan dan vokal

Misalan: ba ba tu,

be	be la,
bi	bi ji,
bo	bo la,
bu	bu ta

dan perkataan lain dari kombinasi di atas -

Ha ba, la bi, la bu, te bu

Setiap kanak-kanak semasa dilahirkan mempunyai kemahiran minda yang jauh lebih tinggi dan berpotensi- Glenn Doman, Author of **Teach Your Baby To Read**

Berterusnya, konsonan Cc hingga Ll digabungkan dengan vokal a, e, I, o, u, dan perkataan dibaca dan hasilnya dicantumkan dan bacaan pelbagai perkataan baru dihasilkan.

**VCD 02 (CEPAT MEMBACA Masterlab)** mengandung

Konsonan Mm hingga Zz bergabung vokal ‘a e i o u’ dan membaca perkataan hasil cantuman konsonan dan vokal yang tersebut di atas. Cara menemui pelajaran ini sama dengan VCD pertama.

### VCD 03 (CEPAT MEMBACA Masterlab)

1. Pengenalan dan bunyi Awalan Konsonan seperti ‘an, in, un’

Misalan:

	an	in	un
--	----	----	----

Konsonan Awalan ‘s’                      san              sin              sun

Selanjutnya perkataan yang dibina: santap, sinki, sungai

Konsonan Awalan 't, b, j, h, p, l, k, n, b dan sebagainya akan diperkenalkan dengan format yang sama.

2. Awalan dan Akhiran Konsonan                  ur,                  ak,                  it

Konsonan dibunyikan                  jur                  jak                  jit

Perkataan dicantumkan                      jurnal                      jakar                      jitong

## **Galakan anak anda untuk berkongsi kegembiraan dengan penemuan dan dunia baru yang memberi makna kepadanya.**

Pengenalan awalan dan akhir konsonan 'e' -            se            ge            he            ke

Pengenalan awalan dan akhir konsonan 'er' - ser            ger            her            ker

Perkataan-perkataan yg dibina                            serpih            gerbal            herdap  
kempis

Contoh-contoh seterusnya agar mudah untuk murid-murid mengenal pasti dan mengingati perkataan dan rup bentuk sesuatu objek

**VCD 04 (CEPAT MEMBACA Masterlab)** mengandungi beberapa Petikan Bacaan yang jelas dan menarik perhatian kanak-kanak ini. Ia menggalakkan pembacaan dengan sendiri.

Petikan Pantun-pantun selanjutnya berbagai irama dan nasihat yang meningkatkan lagi tahap pembelajaran Bahasa Malaysia.

# PROGRAM SUKU KATA MASTERLAB

**Kadar kebolehan membaca berbeza dikalangan murid.Ini harus diterima.**

**BUKU BACAAN 1, VCD (Buku 1 Bahagian 1 & 2) dan BUKU AKTIVITI 1**

- Mengenal dan menyebut bunyi huruf vokal a,e,i,o,u dan 21 Huruf Konsonan yang berterusan Bb hingga Zz.
- Menyebut perkataan yang bermula dengan huruf vokal dan huruf konsonan. Bermula dari huruf Aa hingga ke Zz

Misalnya                a                untuk                ayam, abang  
                                        z                untuk                zirafah, zip

Buku Aktiviti 1 mempamerkan beberapa aktiviti seperti:

- Memadankan perkataan-perkataan dengan gambar
- Menuliskan huruf vokal atau huruf konsonan dan perkataan-perkataan
- Cantumkan suku kata supaya menjadi perkataan
- Pewarnaan
- Mengulangkaji perkataan-perkataan yang berkenaan

**Kanak kanak mempelajari apa yang mereka lakukan  
sepanjang hidup mereka**

**BUKU BACAAN 2, VCD (Buku 2 Bhg 1 & 2) dan BUKU AKTIVITI 2**

- Mengenal dan menyebut bunyi suku kata-suku kata dari jadual suku kata, ia itu ‘ba, bi, bu’ hingga ‘ka, ki, ku’
- Menyebut perkataan-perkataan yang bermula dengan:

Misalannya:

ba	untuk	baring
bi	untuk	bibir
bu	untuk	bunga

- Membacakan perkataan-perkataan berdasarkan cantuman suku kata dan mengulangkaji suku kata yang di perkenalkan.
- Mengejakan perkataan-perkataan yang berkenaan.

#### Buku Aktiviti 2

- Menyuaikan suku kata yang betul berdasarkan huruf vokal atau gambar.
- Mengeja dan menulis perkataan-perkataan
- Pewarnaan
- Mengisikan tempat kosong dengan perkataan
- Jawapan terletak pada muka surat 33

#### **BUKU BACAAN 3, VCD (Buku 3 Bhg 1 & 2) dan BUKU AKTIVITI 3**

- Format didikan Buku 3 ini adalah sama seperti Buku 2 dengan mengenal pasti bacaan suku kata 'la, li, lu' sehingga 'za, zi, zu'
- Mengenal perkataan-perkataan serta komponen suku kata yang berkenaan
- Mendengar perkataan serta mengejakannya berdasarkan cantuman suku kata-suku kata, - (nusa, lalat, madu)

#### Buku Aktiviti 3

- Menyatakan komponen suku kata-suku kata dalam perkataan
- Mengeja dan menulis perkataan-perkataan yang disebutkan
- Pelbagai aktiviti ulangkaji disertakan

#### **BUKU BACAAN 4, VCD (Buku 4 Bhg 1 & 2) dan BUKU AKTIVITI 4**

- Mengenal dan menyebut suku kata-suku kata dari pelajaran Buku Bacaan 1 – 3 dan menyebut nama benda-benda yang di cetak
- Membaca ayat-ayat mudah

- Membaca konsonan dalam perkataan, misalnya konsonan B untuk bunga, besar dan sebagainya.

#### Buku Aktiviti 4

- Mengenal suku kata dan membaca perkataan-perkataan
- Membaca dan menulis ayat-ayat yang mudah
- Menulis perkataan yang berkenaan
- Mengisikan suku kata yang sesuai
- Mengeja perkataan-perkataan
- Perwarnaan
- Ulangkaji Umum

#### Carta Gambar

- Mengenal dan menamakan benda-benda yang dicetak
- Menyoal dan menjawab dengan menggunakan ayat-ayat yang mudah
- Membuat ayat-ayat / cerita yang mudah berdasarkan gambar

