

Multi-Senses Explication Activities Module for Dyslexic Children in Malaysia

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Abstract

Dyslexic children are having abnormal difficulties in reading, spelling and writing. The awareness on these problems leads researcher to conduct a case study in the psycholinguistic field about the multi-senses explication activities in the words mastery among the dyslexic children in Sekolah Kebangsaan Padang Temu Melaka. Starting from the Information Processing Theory by Robert M. Gagne (1975) as the theoretical framework, this research aims to produce a module on the multi-senses explication activities for the dyslexic children in Malaysia. The subjects are five dyslexic children from Sekolah Kebangsaan Padang Temu Melaka. They are in the middle of following through the Dyslexia Specific Learning Problem Integration Programme in that particular school. Data were gathered from Test 1 and Test 2, questionnaire, interview sessions and observations conducted. The findings showed that the multi-senses explication activities could provide the language learning mode, especially on the mastery of the suitable words based on the dyslexic children's mind. Besides that, researcher also emphasized on the language game element in the students' learning of the Malay language. The interview sessions and the observations showed the improvised language learning game managed to pull the attention of the students and trigger the fun feelings of the dyslexic children in learning the Malay language which they felt difficult to master previously.

Keywords: multisenses, dyslexia, visual, auditory, kinesthetic and tactil

1. Background of the Study

1.1 Characteristics of Dyslexia Children in Malaysia

Dyslexia children have talent and specialty in arts because they are identified as having the inclination towards using their right side of the brain compared to the left. The usage of the right brain has the association with emotion, face recognition and determining the object structure. Therefore, the way these children think is always different from the normal ones. As a result, the dyslexia children will have difficulties in reading, spelling and writing (Ministry of Education Malaysia, 2003).

Basically, the education system would want to produce a balanced generation from the aspects of physical, spiritual, intellect and emotion. The quality of generation direct or indirectly will contribute to the formation of excellent generation (Muhammad et al., 2010). Sheila Devaraj & Samsilah Roslan (2006), once stated that many dyslexia sufferers are talented in singing and music. Not forgetting, some of them even have talent in building and technical. According to the writers, they are many international companies out there looking for dyslexia candidates to fulfill the respective positions in the field of creation and building because to them these dyslexics have pure and unique way of thinking. Their talents are creative and they can even think literally and imaginatively. This can be proven by taking the historic personalities like Leonardo Da Vinci, Thomas Alva Edison, Albert Einstein, John F. Kennedy and Auguste Rodin as examples (Ryden, 1998; Sheila, 2006).

Ronaldi Salleh et. Al. (2011) reported that the Malaysian Government is hoping that the people to master the competency of literacy 100 percent by 2020. Nevertheless, the basic skills like reading, writing and calculating are difficult to obtain. This opinion is being supported by Julina Johan (2005) by saying that one of the contributing

factors for these students to have problems in mastering basic skills like reading, writing and calculating at the primary school level is possessing a heavy cognitive memory development.

According to the *International Dyslexia Association* (2010), 10% - 15% of the world population is suffering from dyslexia. In Malaysia, the Department of Special Education Statistics, Ministry of Education Malaysia (Nor Afzan Mohammad Nor, 2006) estimated that 314,000 children in Malaysia are suffering from dyslexia. Komala Devi (2004), as the parliamentary secretary, Ministry of Education Malaysia reported that there were 5% of dyslexia cases detected in any community or one in every 20 students. This high population was also reported by the President of the Malaysia Harmonic Social Association (PSHM), Nordin Ahmad (2005) through the association research found that 10%-15% of the primary school children all over the country (majority are Malays) suffer from dyslexia. From the research done by the Federal Territory Association of Dyslexia (Sin Chew Daily, 2003), it was estimated that more or less there were 10% of the school children in Malaysia are dyslexia.

The blast of the 21st century globalisation era has brought a new challenge in the language and communication literacy to a developing country like Malaysia (Koo, He & Azman, 2010). It clearly shows that the syndrome is capable to stop the individual's ability to read and write and it can even go far from their real ability. Realizing this fact, Ministry of Education Malaysia has outlined a new programme known as the Dyslexia Specific Learning Problem Pioneer Programme to overcome the difficulties faced by these students. This programme exists because dyslexia occurs so oftenly here in Malaysia.

1.2 Statement of the Problem

There are many teaching and learning module in the market, but the materials are not suitable in terms of the ability, strength and interest of the dyslexic children in overcoming the problems of mastering the skills; reading, spelling and writing. Without the existence of the suitable learning module with the dyslexic children has open up a gap to the researcher to produce a learning module based on the use of multi-senses explication activities which incorporates the elements of visual, auditory, kinetic and tactic. This is in tandem with the researcher's objective to produce the use of multi-senses explication activities focusing on the dyslexic children.

1.3 Objective of the Study

To produce the multi-senses explication activities focusing on the dyslexia children.

1.4 Significance of the Study

- 1) Act as a learning source to enhance the language mastery of the dyslexia children especially in words that have the combination of diphthongs, vowels and consonants. It is hoped that all parties could accept and make use of the multi-senses explication activities to help teachers to attract attention of the dyslexia children towards Malay language subject which has been difficult to them. Therefore, teacher has to be proactive in taking up opportunity in making their teaching methods variable to create a meaningful learning environment (Mahamod & Noor, 2011).
- 2) Is hoped to be able to help teachers to understand the relationship between language when they use the multi-senses explication activities. The understanding is hoped to help them to improve their teaching methods especially in overcoming the language problem among the dyslexia children.
- 3) The activities are also for the parents to enhance and improve the usage of Malay language effectively. The rationale of this study can also be shared and practised by all organization for the betterment of the learning process of these dyslexia children.
- 4) The rationale in sharing this research can also be practised by other organization involved in the process of teaching the dyslexia children. For example the effectiveness and initiative of the researcher to produce the module of multi-senses explication activities can be implemented in the Intelligent Program had by the Universiti Kebangsaan Malaysia (UKM).

2. Literature Review

2.1 Research on Characteristics of Dyslexia Children in Malaysia

Nor hasbiah Abdullah (2010) has done a research on the multimedia course software in the mathematics literacy (D-Mathematics) for the dyslexia children. This research aims to develop the D-Mathematics software to motivate the mathematics literacy among the dyslexia children. The findings showed that the use of the D-Mathematics contains modules of learning numbers, addition, subtraction, multiplication, division, modules on times and some additional modules can motivate the dyslexia children in obtaining the mathematics literacy compared to the conventional method. This is also a software multimedia that uses Malay language to absorb the *Scaffolding* and *Mnemonics V-A* models.

Ronald Saleh et al (2011) in his research on 'Usage of Animation in the Special Instruction for Dyslexia Children' has given the approach to create animation in the development of a learning object instruction which is based on interactive multimedia. The importance of the research involved the assessment on the learning objectives (LO) for the dyslexia children that have problems with numbers. The findings of the research showed that 90% of the students agreed to say that the LO has made them easier in understanding the multiplication concept through the story-telling activities. Whereas the other 90% of the respondents agreed to say that the content of the LO is suitable to their needs. He also suggested that before a module can be developed, researcher must refer to the characteristics of the dyslexia children, understand the statement of the problem carefully and identify the teaching methods.

2.2 Research on Language Learning Problems among Dyslexia Children

Nor Hasnizam Parman (1997) found that dyslexia children cannot pronounce the whole words and always face confusion among letters that are of the same shape. The findings of the study showed that the dyslexia children studied were retarded in their skills of making sounds of the letter, making errors in the arrangement of the letters and having confusion in identifying letters that look alike. Other than that, the children also were having visual problems when they failed to copy the words showed to them properly and auditory problems when they were making errors by writing wrong letters. These difficulties give high impact on the students' ability to read.

Mercer (1997) in his research explained that the dyslexia children are having difficulties in learning components of letters, words and sentences. In his study he has proven that the dyslexia children had problems in discriminating the letters 'b' from 'd' and 'm' from 'w', numbers '39 to 93' and '15 to 51' and words 'was' became 'saw' that look alike to sound alike. These children did not only have problems in differentiating letters that look alike but also in reading up words from sentences and sentences from paragraphs. This scenario can cause a low level of reading skills.

Shaywitz et al (1998), has conducted a study on the literacy inability of dyslexia children clinically by using the 105 image of Telsa Sigma MR onto 61 participants. They found that the dyslexia problem was closely related to the neurology since they were born. This also gave effect to the phonology arbitrarily. A set of 5-level task was developed in the aspect of phonology like focus orientation test, letter focus, similarities of sound and letter, complex structure and semantics. This study used two experimental groups; dyslexia reader and non-dyslexia reader. Dyslexia reader failed to show systematic modulation while performing the task. The findings also found that the dyslexia reader faced mental and behaviour disorder that contribute to the reading problem. They were seriously having the neuro system problem that is related to the sense of sight and the effect was dyslexia did not able to connect letters and sounds. The dyslexia readers were not only failed to give meaning to symbol that they saw, but also to link the symbol with the utterances. These restraints caused them a failure to give meanings to any letters and words.

Noor Hayati Che Mat (2007) in her study found that the reading problems affect the dyslexia kids fluency in mastering the reading of the Malay language. From the 100 subjects taken from the Hulu Langat district, reading problem was the most serious and highest problem with the average percentage of 78.6. Only 21.4% students could read. The findings also showed 99% of the subjects had some kind of intonation problems in their reading. This percentage is high and it was followed by 96% of children who could not read. There were 93% of the children who could not spell while reading and 62% of them skipped sentences when they read and 83% did not comprehend when they had been reading.

3. Methodology

The theory used by the researcher in this research was the Information Processing Theory by Robert M. Gagne (1975). The scope of the research was limited to the words that have diphthongs, vowels and consonants that are in combination. The subjects were 5 dyslexia children selected among the 8 to 9 years of age. The location was in Malacca, the state that runs the Dyslexia Specific Learning Problem Integration Programme. The research design was survey by using data collections like interview sessions and observations. The instruments used were questionnaire, Test 1 and 2, camera, video camera, multi-senses teaching aids and language games that use informal language/ creative. The data analysis was through frequency and percentages.

4. Findings of the Study

The learning based on the multi-senses explication activities is produced to help the researcher to come up with suitable activities for the dyslexia children. The learning process activities provided cover all senses; visual, auditory, kinetic and tactic that follow the level of thinking and ability of the respective dyslexia children.

This module is also to give information to improve the understanding of teachers towards the needs of the dyslexia

children. Thus, researcher thinks that teachers and parents hold the responsibilities to instill their dyslexic children with reading and writing skills. The cooperation and commitment from both parties are important to ensure the dyslexia children could master the skills that are needed by them in possessing the knowledge. To gain the knowledge and the 3M skills, they have to undergo the suitable learning process in order to fulfill different proficiency levels in moving towards a more complete life.

Besides that, this module also aims to make the Dyslexia Specific Learning Problem Pioneer Programme happen by planning activities, methods, techniques and learning process that are more systematic in focusing more to children who have problems in Specific Dyslexia. Researcher has manipulated materials based on the multi-senses explication activities like VAKT, Gillingham and Fernald methods, methods that are suitable to be adopted onto the abilities of the dyslexia children in Malaysia.

Based on the interviews done, researcher found that teachers who teach the dyslexia children are facing challenges in teaching the Malay language. This module is hoped to help the teachers in making the language teaching effective.

From the pre-test, 100% of the dyslexia children tested were confused in differentiating the letter 'b' with 'd', 'n' with 'u', 'm' with 'w', and 'p' with 'q'. This matter matters to the dyslexia children because they cannot differentiate the letters that look similar to them. This module could help the children in overcoming this problem. For example, to reduce the confusing problem and difficulties in differentiating the letters 'b' and 'd', teacher was asked to write 'b' in a big font by using the visual card. After that the teacher will ask the children to say the letter 'b' over and over again (drilling process). Next the teacher will ask the children to taste the letter 'b' with the rough-letter sponge card by using their index finger to shape the letter 'b'. The children will then ask to shape the letter 'b' by using the clay provided until they can memorise them. The children then will be asked to connect the letters by using the connecting card provided. Last but not least the children are asked to sketch the letter by using the index finger on a paper. To get the touch effect while doing the sketch, the letters can be made from a sand paper, sponge, beads, 10 cent coin, rope, straw, or stretchable wire and write the letters by using sandy mould, flour, rice and others.

To learn the letter by using this method multi senses VAKT, a method that holds to the sensory principle in learning and standing on the premises of sensory towards sensitive multisensory to strengthen the learning. For example, dyslexia children see (V) and then they are asked to listen to the teacher saying the letter (A). They children are then asked to say the letter (A). The children will also get to feel the muscles movement when they sketch (K). They then are asked to touch the surface of the letter (T) with their index finger. They need to see their hands movement when they sketch (V) and lastly they are asked to listen by themselves the sound of the sketched letter (A). After the lesson of the letter 'b' is over, the teacher could proceed with the letter 'd' and others. For a better understanding, researcher has provided varieties of the multi-senses explication activities module for the letter 'b', 'd', 'm', 'w', 'n', 'u', 'p', and 'q' as follows:

Multi-Senses Explication Activity 1

Subject	:	Malay Language
Date	:	
Time	:	60 Minutes (1 hour)
No. of Students	:	
Title	:	Letter 'b'
Skill	:	5.1 Moving hands without having pen or pencils.
Combination of Skills	:	3.3.1 Consonants Form and Sound 6.2.1 Letter, syllable and word
Learning Outcome	:	At the end of the lesson, students will be able to:- 1. Know and name letter 'b' based on 'b' visual card. 2. Pronounce letter 'b' with correct pitch and intonation. 3. Shape letter 'b' with the clay. 4. Choose and identify letter 'b' only.

Method	: Multi-senses
Across Curriculum	: Science, Arts, Mathematics
Value Absorbed	: Cooperation, Self confidence, Listen to instructions, Patience.
Therapy Elements	: Speaking, Touching, Work Ethics, Focus.
Teaching Aids	: Work template, letter ‘b’ puzzle, ball, small ball, <i>congkak</i> , balloon, letter visual card, clay and mystery box.

Step	Content	Teaching and Learning Activities	Remarks
Set	Mystery box.		Method:
Induction (5 minutes)	 <p>Clue:- It is an object. It is round. Normally, we kick it by using our leg. Guess what am I?</p>  <p>Answer:-</p>	<ol style="list-style-type: none"> 1. Student is given the mystery box. (V) 2. Teacher gives students the clues. (A) 3. Students must touch the object by using their hands inside the mystery box. (T) 4. Teacher relates ‘ball’ with the title to the lesson- learning of the letter ‘b’. 	<p>Guessing game. Multi-senses (V,A,T) Therapy: Speech, rough motor. Value: Listening for instructions, patience Teaching Aids: Mystery box and ball</p>
Step 1 (6 minutes)	<p>Introduce the letter ‘b’ with a balloon.</p>  <p>Burst the balloon.</p>  <p>Show letter ‘b’ card</p>	<ol style="list-style-type: none"> 1. Students are given a balloon that has a letter ‘b’ inside it. (V) 2. Students are asked to burst the balloon to get the letter. (K -A) 3. Students must collect the letter ‘b’(K) 4. Then, students are asked to write the letter ‘b’ in the air by using their index finger. (K) 	<p>Method: Multi-senses (V,K,A,K) Therapy: Speech Value: Cooperation Teaching Aids: Balloon and letter ‘b’ card</p>
Step 2 (6 minutes)	<p>Feel the letter ‘b’ by using the visual card made of 10 cent coins.</p> 	<ol style="list-style-type: none"> 1. Teacher distributes the letter ‘b’ card made of 10 cent coins. (V) 2. After that, students must feel the letter ‘b’ by using their index fingers onto the surface of the coins while tracing the letter. (T-K) 3. Students are asked to repeat the activity while mentioning the letter ‘b’. (A) 	<p>Method: Multi-senses (V,T,K,A) Therapy: Soft motor Value: Following instructions and careful Teaching Aids: 10 cent coins letter card</p>

Step 3 Form the letter 'b' by using
(8 minutes) clay.



1. Teacher gives clay to the students. (V)
2. Teacher demonstrates how to form the letter 'b' with the clay. (V)
3. Students must form the letter 'b' individually by using the clay. (K-T)
4. Students must pronounce the letter 'b' one by one. (A).

Method:

Multi-senses (V,K,A)

Therapy:

speech

Value:

Cooperation, Listen to instructions

Teaching Aids:

Clay

Step 4 Language game- words puzzle
(10 minutes)



1. Each student is given a puzzle with a shape of 'b'.
2. Students are asked to see and connect the puzzle to form the letter 'b'. (V-K)
3. After it's done, students must repeat the letter 'b' over and over again. (A)
4. Weak students will be facilitated by the teacher.
5. Teacher shows the outcome of the puzzle and gives star due to students achievement.

Method:

Multi-senses

gameV,K,A)

Therapy:

Soft motor, focus

Value:

Listen to instructions, patience

Teaching Aids:Letter

'b' puzzle set

Step5 Identify letter 'b'
(10 minutes)



1. Students are given a *congkak* and a small ball marked 'b' and 'd' and 'p' mixed in the big hole of the *congkak*.
2. students are asked to identify and put aside only the letter 'b' from the Murid dikehendaki mengancam dan mengasingkan huruf 'b' big hole of the *congkak*. (V-K)
3. After that, students must put the small ball marked with the letter 'b' into the Selepas itu, murid dikehendaki memasukkan bola bersaiz kecil yang bertanda huruf 'big hole of the *congkak* (K)
4. Teacher will guide the weak students and compliment those who are successful in separating the letter correctly.

Method:

Multi-senses V,K)

Identifying

Therapy:

Observing working technique

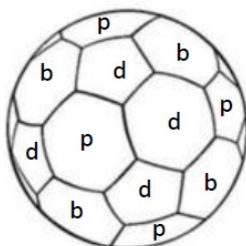
Value:

Listen to instructions

Teaching Aids

Marked congkak and small ball.

Step 6 Enhancement activity and work
(10 minutes) template
Instruction: Colour only the letter 'b'.



1. Students are given work template each.
2. Students are asked to find and select letter 'b' inside the picture. (V)
3. Students are asked to colour only the letter 'b'. (K)
4. After it's done, students must say the letter 'b' over and over again..(A)
5. Students who are successful in settling the task, will be given a smile sticker.

Method:

Multi-senses.(V,K,A)

Therapy:

Soft motor and working technique.

Value:

Listen to instructions, hardworking

Teaching Aids work template.

Conclusion Conclusion and throwing and
(5 minutes) catching a ball activity



1. Students are divided into pairs.
2. Students are asked to throw and catch the ball while saying the letter 'b' repeatedly. (A,K)
3. Teacher asks questions to students. (A).

Method:

Multi-senses.(A,K)

Therapy:

Soft motor and working technique.

Value:

Listen to instructions, hardworking

Teaching Aids

Ball.

Multi-Senses Explication Activity 2

Subject	: Malay Language
Date	:
Time	: 60 Minutes (1 hour)
No. of Students	:
Title	: Letter 'd'
Skill	: 5.3 Doing eyes and hands coordination
Combination of Skills	: 3.3.2 Label, symbol and easy printed materials 6.1.1 Vowel and consonants forms and sounds
Learning Outcome	: At the end of the lesson, students will be able to:- 1. Know and name letter 'd' based on 'b' visual card. 2. Pronounce letter 'd' with correct pitch and intonation. 3. Write letter 'd' on the surface of the yellow rice.. 4. Differentiate letter 'd' with 'b' by using hand symbol.
Method	: Multi-senses
Across Curriculum	: Science, Arts
Value Absorbed	: Cooperation, Self confidence, Listen to instructions, Patience.
Therapy Elements	: Speaking, Touching, Work Ethics, Focus.
Teaching Aids	: Dice, rice, bowling pin, ball, letter card, mirror, sticker, work template and fingers.

Step	Content	Teaching and Learning Activities	Remarks
Set	Dice model	1. Students are showed the dice model by the	Method:
Induction	 Word card  Answer: There are 2 'd' letters.	teacher. (V)	Multi-senses. (V,K,A)
(5 minutes)		2. Teacher showed word 'dice' to the students and students are asked to count how many letters 'd' are there in the word? (A, K)	Therapy: Speech
		3. Teacher is asking and answering questions with students. (A)	Value: Listen to instructions, hardworking
		4. Teacher connects the letter 'd' with the dice. (A)	Teaching Aids Dice
		5. Students say the word 'd' = dice repeatedly. (A)	
		6. Teacher connects the title learnt with the letter 'd'.	

Step 1 Introduce letter 'd' by
(6 minutes) using the visual 'd' card.



1. Students are showed the visual card with a letter 'd'.(V)
2. Teacher says the letter 'd'. (A)
3. Students must say the letter 'd' with the pitch and intonation repeatedly in front of the mirror. (A)
4. Students must be given the visual card letter 'd' and are asked to trace the letter follow the shape of the letter 'd'. (K)

Method:
Multi-senses.(V,K,A)

Therapy:
Soft motor and working technique.

Value:
Cooperation

Teaching Aids Letter card and mirror.

Step 2 Feel the letter 'd' with
(6 minutes) letter card sponge



1. Students are asked to say the letter 'd' repeatedly. (A)
2. Teacher gives the letter 'd' to the students.
3. Students are to see the feel the letter 'd' with their index fingers while surfing the letter. (V-T)
4. Students are to pronounce the letter 'd' while clapping their hands. (A-K)

Method:
Multi-senses.(A,V,T,K)and drilling

Therapy:
Speech and focus

Value:
Cooperation, listen to instruction

Teaching Aids sponge letter card

Step 3 Write the letter 'd' on the
(8 minutes) yellow rice surface.



Before



After

1. Teacher provides yellow rice on a plate.
2. Students are to come forward to see what teacher writes – letter 'd'. (V).
3. Each student is given a plate of yellow rice.
4. Students are asked to write the letter 'd' by using the index fingers onto the surface of the yellow rice. (K)

Method:
Multi-senses.(V,K)

Therapy:
Soft motor

Value:
Cooperation, listen to instruction

Teaching Aids Rice

Step 4 Differentiate letter 'd' and
(10 minutes) 'b by using hand symbol. Right hand symbolizes 'd'



Left hand symbolizes 'b'



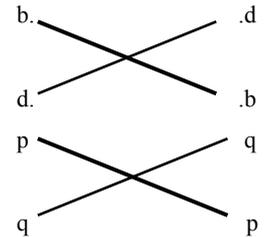
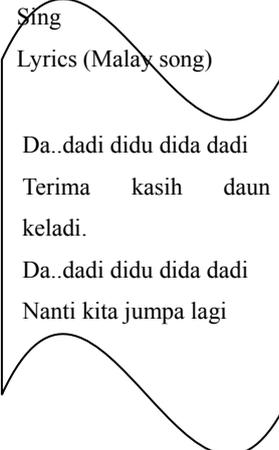
1. Teacher demonstrates the symbol by using the hands. (V)
2. Students is required to follow the hand symbols of the letter 'b' and 'd'. (K)
3. Students must say the letter while making the symbol 'd' with their right hand and 'b' with their left hand repeatedly. (A)

Method:
Multi-senses.(A,V,K)

Therapy:
Soft motor

Value:
Hardworking, listen to instruction and patience

Teaching Aids fingers

<p>Step5 (10 minutes)</p>	<p>Language game Bowling letter 'd'</p> 	<ol style="list-style-type: none"> Students are introduced to the bowling letter game. (V,A) Students are to come forward and throw the bowling pin that has the letter 'd' and 'b'. (K) Teacher asks students to say the letter based on the falling pins. (A) Next, students must differentiate the letter 'd' and 'b' by putting aside letter 'd' in basket 1 and letter 'b' in basket 2. (K) Count the 'd'. winners are determined if they have many letters 'd' in the basket. 	<p>Method: Multi-senses.(V,A,K)</p> <p>Therapy: Working tecnique</p> <p>Value: Cooperation, listen to instruction, brave</p> <p>Teaching Aids Ball and bowling pin</p>
<p>Step 6 (10 minutes)</p>	<p>Work template (Enhancement)</p> <p>Instruction: Match the same letter.</p> <p>Example:</p> 	<ol style="list-style-type: none"> Students are given work template. Students must match the same letter. (K) Students who can answer correctly will be getting 'excellent' sticker. 	<p>Method: Multi-senses.(K)</p> <p>Therapy: Soft motor, colour</p> <p>Value: Cooperation, listen to instruction,</p> <p>Teaching Aids work template, excellent word sticker.</p>
<p>Conclusion (5 minutes)</p>	<p>Sing Lyrics (Malay song)</p> <p>Da..dadi didu dida dadi Terima kasih daun keladi. Da..dadi didu dida dadi Nanti kita jumpa lagi</p> 	<ol style="list-style-type: none"> Students sing together with the teacher. (A) Students sing while playing the musical instrument tambourine and castanets. (A-K) Teacher summarises the day's lesson. 	<p>Method: Multi-senses.(A,K)</p> <p>Therapy: Speech</p> <p>Value: Cooperation, self confidence</p>

Multi-Senses Explication Activity 3

Subject	: Malay Language
Date	:
Time	: 60 Minutes (1 hour)
No. of Students	:
Title	: Letter 'm'
Skill	: 5.1.1 Moving of hands, wrists and fingers
Combination of	: 3.3.2 Label, symbol and easy printed materials
Skills	: 6.1.1 Vowel and consonants forms and sounds

Learning Outcome : At the end of the lesson, students will be able to:-

1. Know and name letter ‘m’ correctly.
2. Identify and classify letter by using a table tennis ball labeled with the letter ‘m’.
3. Form letter ‘m’ with the red stretchable wire.
4. Differentiate letter ‘m’ with the McDonald’s symbol.

Method : Multi-senses

Across Curriculum : Science, Arts

Value Absorbed : Cooperation, Self confidence, Listen to instructions, Patience, Hardworking, Clean and Healthy lifestyle

Therapy Elements : Soft and hard motor and colours.

Teaching Aids : Photo card, letter card, fake moustache, window card, colour paper, work template.

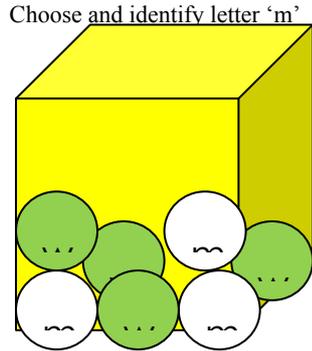
Step	Content	Teaching and Learning Activities	Remarks
<p>Set</p> <p>Induction (5 minutes)</p>	<p>Fake moustache</p> 	<ol style="list-style-type: none"> 1. Teacher is wearing the fake moustache and while facing her back to the children. 2. Students must watch the teacher as she turns herself facing the students. 3. Students say the weird thing that they see. 4. Teacher connects to the title to be learnt today- letter ‘m’. 	<p>Method: Multi-senses.(A,K)</p> <p>Therapy: Psychomotor</p> <p>Value:</p> <p>Teaching Aids: Fake moustache</p>
<p>Step 1 (6 minutes)</p>	<p>Introduce the consonant ‘m’ Use the Mc Donald symbol</p> 	<ol style="list-style-type: none"> 1. Students are introduced the letter ‘m’ by the teacher by using the symbol Mc Donald.(V) 2. Students are asked to watch carefully the symbol pasted in front of them. (V). 3. Students sketch the letter ‘m’ in the air while watching the Mc Donald symbol that represents the letter ‘m’. (K-V). 4. Students sketch the letter ‘m’ in the air without looking at the letter.(K) 	<p>Method: Multi-senses.(V,K)</p> <p>Therapy:</p> <p>Value: Listen to instructions and cooperation</p> <p>Teaching Aids: Picture card</p>
<p>Step 2 (6 minutes)</p>	<p>Name the parts of body that starts with the letter ‘m’.</p> 	<ol style="list-style-type: none"> 1. Students are asked to watch the window card pasted by the teacher. (V) 2. Students one by one will open the card and guess the picture inside it. (K) 3. Students are to say the name of the body parts contain the card. (A) 4. Teacher connects the body parts with eye, mouth, face and moustache with the letter ‘m’. 	<p>Method: Multi-senses.(V,K, A)</p> <p>Therapy: Colour</p> <p>Value: Self confidence, healthy lifestyle</p> <p>Teaching Aids: Window card</p>

Step 3 Shape the letter 'm' by using the stretchable wire red in colour
(8 minutes)

1. Each person is given a piece of a red stretchable wire.
2. Students are to shape the letter 'm' with the red wire.
3. Students paste the letter 'm' onto the hard paper black in colour. (K)
4. Students touch the surface and say the letter 'm' correctly. (T-A)

Method: Multi-senses. (K, T, V)
Therapy: Soft and hard motor.
Value: Hardworking
Teaching Aids: Stretchable wire, hard paper and glue

Step 4
(10 minutes)



Box that has the table tennis balls



Bowl 'm'

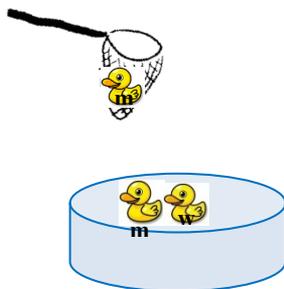


Bowl 'w'

1. Students are given a box that has tennis table balls.
2. The balls are marked 'm' and 'w'.
3. Students send the box to their friends and the music begins. (K)
4. When the music stops, the person who has the box picks up one table tennis ball. (K)
5. The student is asked to say the letter. (A)
6. The student is asked to put the ball in the box marked 'm' or 'w'. (K).

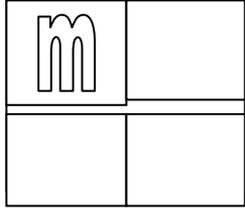
Method: Multi-senses. (K, A)
Therapy: Focus
Value: Patience
Teaching Aids: Table tennis ball, paper bowl

Step 5 Language game
(10 minutes) Catch the little duck marked 'm' from the pool.



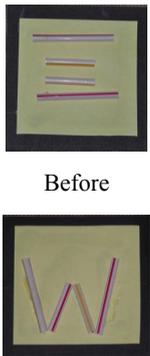
1. Students are introduced the rules on how to catch the little ducks.
2. Students are given a net as the catching tool.
3. Students are asked to recognise and choose duck that has 'm' mark only.
4. After that, student must say the letter.
5. Winners are determined by collecting the little plastic ducks that are marked 'm' in two minutes time.

Method: Fun and creative language game
Therapy: Speech and rough motor
Value: Effort
Teaching Aids: Net, plastic duck, pool of water

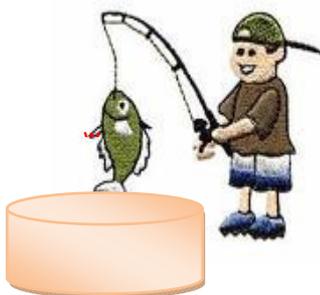
Step 6 (10 minutes)	Enhancement activity Work template Instruction: Trace the letter 'm' on the column provided by using the hard paper 'm'	1. Students are given work template by the teacher. 2. Students complete the work template given. (K) 3. Weak students will be guided by the teacher.	Method: Multi-senses (K) Therapy: Psycho motor Value: Hardworking Teaching Aids: Work template
			
Conclusion (5 minutes)	Singing of the song 'Kalau Rasa Gembira' 'if you feel happy' Kalau anda gembira Tepuk tangan, Kalau anda gembira Beginilah caranya, Kalau anda gembira sebut ' M'	1. Students together with the teacher sing the song 'If you feel happy' 'Kalau Rasa Gembira'.(A) 2. Students are asked to clap the hands while singing as a reward to themselves. (K)	Technique: Singing Value: Attention and interest

Multi-Senses Explication Activity 4

Subject	: Malay Language
Date	:
Time	: 60 Minutes (1 hour)
No. of Students	:
Title	: Body parts 'w'
Skill	: 6.2 Identify, trace, copy forms of letter, syllable and words.
Combination of Skills	: 5.3.1 Exercising on eyes and hands coordination while writing. 1.11 Moving of hands, wrists and fingers.
Learning Outcome	: At the end of the lesson, students will be able to:- 1. Pronounce the letter 'w' with correct pitch and intonation in front of the mirror. 2. Name the letter 'w' by using visual card. 3. Shape the letter 'w' with a straw. 4. Write and sketch 'w' by using sand. 5. Copy the letter 'w' and form a 'w' formation.
Method	: Multi-senses
Across Curriculum	: Science, Arts, Community research
Value Absorbed	: Cooperation, Self confidence, Listen to instructions, Patience
Therapy Elements	: Speaking, Touching, Work Ethics, Focus.
Teaching Aids	: Video, letter card, straw, fishing set, colour paper, glue and drawing block.

Step	Content	Teaching and Learning Activities	Remarks
Set Induction (5 minutes)	Video recording Kite flying competition 	<ol style="list-style-type: none"> Students are showed video on kite flying on the field. (V-A). Teacher is asking and answering questions with the students. (A) Teaher explained on the title for today's lesson has got to do with the letter 'w'(A). 	<p>Method: Multi-senses (V,A)</p> <p>Therapy: Speech</p> <p>Value: Cooperation, self confidence</p> <p>Teaching Aids: Kite, video</p>
<p>Answer: Kite</p>			
Step 1 (6 minutes)	Introduce the letter 'w' 	<ol style="list-style-type: none"> Students are asked to find green envelope. (V-K) Students must take the envelope. (K) Students are asked to open up and take out the letter inside the envelope. (K). Students are asked to say the letter in front of the mirror. (A-V) 	<p>Method: Multi-senses (K,A)</p> <p>Therapy: Speech</p> <p>Value: Cooperation</p> <p>Teaching Aids: Mirror, visual card 'w', green envelope</p>
Step 2 (6 minutes)	Form letter 'w' by using the straw (Straw) 	<ol style="list-style-type: none"> Teacher gives explanation and guidance to students to form the letter 'w' by using the straw. (V-A) Each student is given four pieces of straws. Then students must form the letter 'w' by using the straws. (K) After that, students are asked to surf the letter 'w' by using the index finger. (K-T) 	<p>Method: Multi-senses (V, K,A, T)</p> <p>Therapy: Soft motor</p> <p>Value: Cooperation</p> <p>Teaching Aids: Straw</p>
Step 3 (8 minutes)	Sketching the 'w' letter by using sand in the plater 	<ol style="list-style-type: none"> Students are asked to watch the teacher sketching the letter 'w' on the surface of the sand. (V) Students are then asked to sketch the letter 'w' on the surface of the sand repeatedly. (K) Students are asked to say the letter 'w' individually and together as a whole class. (A) 	<p>Method: Multi-senses (V, K,A)</p> <p>Therapy: Soft motor, observation</p> <p>Value: Hardworking, listen to instructions, patience</p> <p>Teaching Aids: Sand</p>

Step 4 Language game
(10 minutes) Fishing only the letter 'w'



1. Teacher shows a set of letter fishing to the students. (V)
2. Students chosen by the teacher will have to fish the letter 'w' only. (K)
3. Other students are asked to say the letter caught by the friends. (A)
4. The activity has to be repeated until all students manage to fish all the 'w' letter. (K)
5. Weak students will be guided by the teacher.

Method: Multi-senses (V, K,A) drilling
Therapy: Soft motor, observation
Value: Cooperation
Teaching Aids: Fishing set

Step5 Collage of the letter 'w'
(10 minutes)



Before



After

1. Students are given a few pieces of color papers by the teacher.
2. Students are asked to tear the color papers until they get small pieces of papers. (K)
3. Students are asked to paste the pieces of papers onto the surface of the big letter 'w'. (K-T)
4. Students are asked to say the letter together. (A)
5. Students are given assessment on their work after everything finishes.
6. Students who are successful are given a big round of applause.

Method: Multi-senses (K,T) drilling
Therapy: Soft motor
Value: Hardworking, patience
Teaching Aids: Work template, pieces of papers

Step 6 Exercise on body movement for the shape of 'w'
(10 minutes)



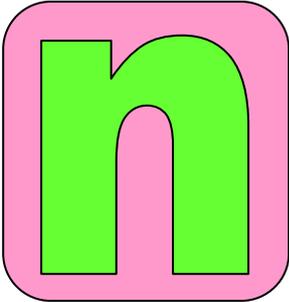
1. Students must say the letter 'w' repeatedly while doing the body formation for the shape of 'w'. (A-K)
2. Teacher is summarizing the content by having the Q&A session with the students. (A)

Therapy: Speech
Value: Listen to instructions

Multi-Senses Explication Activity 5

Subject	:	Malay Language
Date	:	
Time	:	60 Minutes (1 hour)
No. of Students	:	
Title	:	Fruits 'n'
Skill	:	3.3 Vowel and consonant forms and sounds.
Combination of Skills	:	5.3.1 Exercising on eyes and hands coordination while writing. 5.1.1 Moving of hands, wrists and fingers.

- Learning Outcome** : At the end of the lesson, students will be able to:-
1. Pronounce the letter ‘n’ with correct pitch and intonation in front of the mirror.
 2. Connect letter ‘n’ with a rope and ‘n’ shape card.
 3. Identify the letter ‘n’ only.
 4. Shape the ‘n’ letter in the language game activity.
 5. Match picture with letter ‘n’.
- Method** : Multi-senses
- Across Curriculum** : Science, Arts, Physical education
- Value Absorbed** : Cooperation, Self confidence, Listen to instructions, Patience, Hardworking, Clean and Healthy lifestyle
- Therapy Elements** : Soft and hard motor and colours.
- Teaching Aids** : Picture card, letter card, cone, jigsaw puzzle, wire, laptop, work template.

Step	Content	Teaching and Learning Activities	Remarks
Set Induction (5 minutes)	Mystery box Real object jack fruit 	<ol style="list-style-type: none"> 1. Teacher shows the mystery box that has the jack fruit. 2. Students are asked to listen to clues given by the teacher. (A) 3. Then, the students are given opportunity to touch the fruits and guess what it is. (T). 4. Teacher connects the fruit with the title of the lessob- letter ‘n’. 	<p>Method: Multi-senses (A,T) drilling</p> <p>Therapy: Music</p> <p>Value: Healthy lifestyle</p> <p>Teaching Aids: Laptop</p>
Step 1 (6 minutes)	Name the letter ‘n’ Use the visual card 	<ol style="list-style-type: none"> 1. Students are asked to see the letter ‘n’ pasted on the whiteboard. (V) 2. Students are asked to listen carefully to the letter ‘n’ said by the teacher. (A) 3. Students are asked to say the letter ‘n’ individually. (A) 4. Students are to touch and feel the letter. (T) 5. Students are to move the muscles by sketching the letter ‘n’ in the air. (K) 	<p>Method: Multi-senses (V, A, K,T)</p> <p>Therapy: Soft motor</p> <p>Value: Listen to instructions, cooperation</p> <p>Teaching Aids: Visual card of ‘n’</p>
Step 2 (6 minutes)	Introduce fruits that begins with letter ‘n’ 	<ol style="list-style-type: none"> 1. Students are given an envelope that has pictures of pineapple, jack fruit and custard apple. 2. Students pasted the pictures on the whiteboard. (K) 3. Students guess the names of the fruit in the picture. (A) 4. Teacher connects the picture with the letter ‘n’ 5. Students must listen to the pronunciation of the 	<p>Method: Multi-senses (K,A)</p> <p>Therapy: Colour</p> <p>Value: Healthy</p>

Nanas/pineapple



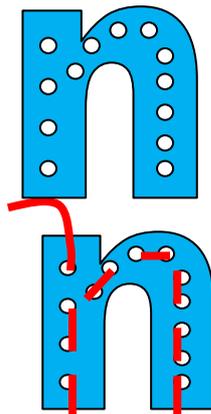
Nangka/jack fruit



Nona/custard apple

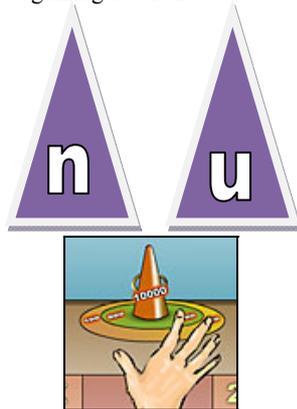
Step 3
(8 minutes)

Connect the letter 'n'



Step 4
(10 minutes)

Recognizing letter 'n'



Step 5
(10 minutes)

Language game

“ Let’s ride on the train”



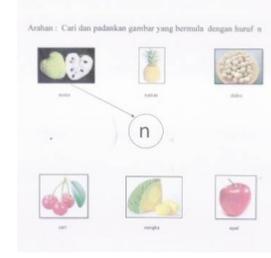
- letter 'n' by the teacher. (A) lifestyle, self confidence
- Students must sketch the letter 'n' on the surface of the sand while saying the letter 'n'. (K- A) **Teaching Aids:** Picture, letter card

- Students are given the letter card 'n' that has a hole on the card. **Method:** Multi-senses (K,, T, A)
- Students are given a piece of rope each. **Therapy:** Soft motor
- Students connect the letter 'n' and put in the rope into the holes of the card. (K). **Value:** Self confidence
- Students touch the surface and say the letter 'n' correctly. (T-A). **Teaching Aids:** Letter card, rope

Activity 1:

- Teacher puts two cones marked 'n' and 'u'
- Students queue in front of the cones with a two-step distance from each other. (K) **Method:** Multi-senses (K,V) **Therapy:** Hard motor
- Students are given three coils to be thrown at the 'n' mark. (K) **Value:** Patience
- Teacher moves the two cones so that the student could recognise the letter 'n'. (V) **Teaching Aids:** Cone, glue, letter card 'n' and 'u'

- Students are introduced to the rules of the game. **Method:** Multi-senses (V, K,A) **Therapy:** Speech
- Teacher begins the simulation activity with the 'Let's ride on the train'
- Teacher asks students to queue separately male and female facing the whiteboard like trains. **Value:** Careful and cooperation
- Each student is asked to write the letter 'n' at the back of their friends by using the index fingers and saying the letter 'n'. **Teaching Aids:**
- Teacher asks students to turn around and face the teacher and repeat the activity.

Step 6 (10 minutes)	Enhancement activity Work template Instruction:	<ol style="list-style-type: none"> 1. Students are given work template by the teacher. 2. Students are required to fill up the work template given. (K) 3. Weak students will be guided by the teacher. 	Method: Multi-senses (K) drilling Therapy: Psychomotor Value: Hardworking Teaching Aids: Work template
			
Underline the picture with words that have correct spelling.			
Conclusion (5 minutes)	Summary Course content	<ol style="list-style-type: none"> 1. Students are asked to say the letter 'n' repeatedly (drilling) (A) 2. Teacher has the summary in a Q&A way with the students. (A) 	Value: Appreciation

Multi-Senses Explication Activity 6

Subject	: Malay Language
Date	:
Time	: 60 Minutes (1 hour)
No. of Students	:
Title	: Letter 'u'
Skill	: 5.3 Forming eyes and hands coordination.
Combination of	6.1 Identify, trace, copy letter forms, syllable and word
Skills	: 5.3.1 Exercising on eyes and hands coordination while writing. 3.3.1 Forming the forms and sounds of consonants and vowels.
Learning Outcome	: At the end of the lesson, students will be able to:- <ol style="list-style-type: none"> 1. Identify the letter 'u' based on the visual card. 2. Pronounce the letter 'u' with correct pitch and intonation. 3. Sketching the letter 'u' on the surface of the carpet while playing with the letter. 4. Write by connecting the dots to form the 'u' letter. 5. Form the jumping 'u' shape exercise. 6. Form the letter 'u' by using the wire.
Method	: Multi-senses
Across Curriculum	: Science, Arts, Mathematics
Value Absorbed	: Cooperation, Self confidence, Listen to instructions, Patience
Therapy Elements	: Speaking, Touching, Work Ethics, Focus.
Teaching Aids	: Animation video, picture card, visual card, carpet, wire, hard paper, wheel of fortune set, work template and skipping rope.

Step	Content	Teaching and Learning Activities	Remarks
<p>Set</p> <p>Induction (5 minutes)</p>	<p>Guess the animal through the moving animation.</p>  <p><u>Answer:</u> snake</p>	<ol style="list-style-type: none"> Students are showed with animation picture of moving animal. (V) Students guess what animal is showed to them. (A) Teacher connect the animal showed with the title of today's lesson- letter 'u'. 	<p>Method: Multi-senses (V, A)</p> <p>Therapy: Speech and focus</p> <p>Value: Listen to instructions</p> <p>Teaching Aids: Powerpoint slides</p>
<p>Step 1 (6 minutes)</p>	<p>Introduce letter 'u' by using visual card</p> 	<ol style="list-style-type: none"> Students are showed visual card with the letter 'u'. (V) Students must see the letter 'u' carefully especially its form. (V) Students say the letter 'u' repeatedly in front of the mirror. (A) 	<p>Method: Multi-senses (V, A)</p> <p>Therapy: Speech</p> <p>Value: Cooperation</p> <p>Teaching Aids: Object picture, visual card letter 'u'</p>
<p>Step 2 (6 minutes)</p>	<p>Sketch the letter 'u' by using rough surface like carpet</p> 	<ol style="list-style-type: none"> Teacher asks students to raise their hands and index finger. (K) Students must pur the fingers on the surface of the carpet to sketch the letter 'u'. (T-K) Perform activity like step 2 over and over again. 	<p>Method: Multi-senses (K,T)</p> <p>Therapy: Value: Listen to instructions</p> <p>Teaching Aids: carpet</p>
<p>Step 3 (8 minutes)</p>	<p>Shape the letter 'u' with he stretchable wire</p>  <p>Before</p>  <p>After</p>	<ol style="list-style-type: none"> Students are given a piece of wire. Teacher shows students on the process to shape the wire to the letter 'u'. (V) Students must shape the wire to the letter 'u'. (K) Students must say the letter 'u'. (A) 	<p>Method: Multi-senses (V, K,A)</p> <p>Therapy: Soft motor</p> <p>Value: Listen to instructions</p> <p>Teaching Aids: Wire, hard paper</p>
<p>Step 4 (10 minutes)</p>	<p>Name the animal in the photo that begins with letter 'u'</p> <p>Udang/prawn,</p> 	<ol style="list-style-type: none"> Students must recognise the photo given by the teacher. (V) Students must name the animals (prawn, snake, camel, and worm). (A) Teacher connects the picture with the animals that begin with the letter 'u'. 	<p>Method: Multi-senses (V, K,A) drilling</p> <p>Therapy: Observation, way of working</p>

Ular/snake



Step5
(10
minutes)

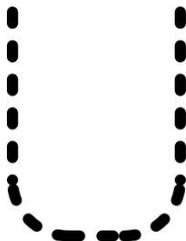
Language game
Letter snake and ladder



Snake and ladder set

Step 6
(10
minutes)

Enhancement activity
Work template
Instruction: Template 1
Connect the dots to form the 'u' shape



Conclusion
(5 minutes)

Jumping in 'u' shape



4. Students are asked to choose a picture to sketch on the drawing block. (K)
5. Then students are asked to colour the picture and the letter. (K)

Value:
Cooperation
Teaching Aids:
Visual paper letter 'u'
and picture card

1. Students are introduced to the set of snake and ladder game and are given instructions on how to play it. (A)
2. Students are required to throw the dice. The dice has two surfaces that show 2 letters of 'u' and 2 letters of 'n'. (K)
3. Students are given opportunity to throw thrice the dice in every turn. (K)
4. To the successful students who manage to get the 'u' letter, they can move forward. But if they fail they can only move a step forward. (K)

Method:
Multi-senses (K,A)
Therapy:
Observation, way of working
Value:
Listen to instructions
Teaching Aids:
Snake and ladder set and dice

1. Students are given a work template. Students need to connect the dots to form the 'u' shape. (k)
2. Students are asked to say the letter 'u' with correct intonation. (A)
3. Teacher pastes students' work and gives them compliment if they manage to finish the task.

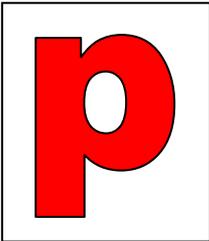
Method:
Multi-senses (V,A)
Therapy:
Soft motor
Value:
Hardworking, Listen to instructions
Teaching Aids:
Work template

1. Two students hold a rope in a 'u' shape.
2. Other students jump while saying the letter 'u' repeatedly.
3. Students take turn in holding the rope and jumping.

Method:
Exercise jumping in 'u' shape
Therapy:
Hard motor, speech
Value:
Hardworking, Listen to instructions, cooperation
Teaching Aids:
Skipping rope

Multi-Senses Explication Activity 7

Subject	:	Malay Language
Date	:	
Time	:	60 Minutes (1 hour)
No. of Students	:	
Title	:	Letter 'p'
Skill	:	5.4 Forming eyes and hands coordination. 6.1 Identify, trace, copy letter forms, syllable and word
Combination of Skills	:	5.3.1 Exercising on eyes and hands coordination while writing. 3.3.1 Forming letter, syllable and word.
Learning Outcome	:	At the end of the lesson, students will be able to:- 1. Identify the letter 'p' based on the visual card. 2. Look and pronounce objects beginning with the letter 'p' by using the molding technique. 3. Touch and trace the letter 'p' by using the sand paper while surfing on the letter 'p' 4. Pronounce the letter 'p' many times.
Method	:	Multi-senses
Across Curriculum	:	Science, Arts, Physical education
Value Absorbed	:	Cooperation, Self confidence, Listen to instructions, Patience
Therapy Elements	:	Speaking, Touching, Work Ethics, Focus.
Teaching Aids	:	Radio, CD, letter 'p' card from the sand paper, block letter 'p', visual card, letters 'p', 'b', 'q', checkers mat and letter card.

Step	Content	Teaching and Learning Activities	Remarks
Set	Singing	1. Students are to listen to the song "My Father came back from Town" (A)	Method: Multi-senses (K,A)
Induction (5 minutes)	Lyrics (in Malay): Papaku pulang dari kota. Papaku belikan kereta. Kereta kecil warna biru. Bolehku bawa ke sekolah	2. Students must sing the song properly. 3. Students and teacher sing the song with background music while moving their body. (K-A) 4. Teacher relates the song with the lesson for today.	Therapy: Speech Value: Listen to instructions Teaching Aids: Radio and CD
Step 1 (6 minutes)	Introduce letter 'p' by using visual card 	1. Students are showed the visual card that has letter 'p' on the white board. (V) 2. Students say the letter 'p' over and over again. (A) 3. Students are showed picture of stationery that begins with the letter 'p'. (V). 4. Students say the object (pen, pencil, ruler and eraser) (A)	Method: Multi-senses Therapy: Speech Value: Cooperation Teaching Aids: Picture card, visual letter 'p' card
	Picture of objects that begin with 'p' like pen, pencil, ruler and eraser		

Step 2 Feel the letter ‘p’ with letter card ‘p’ made of sand paper
(6 minutes)

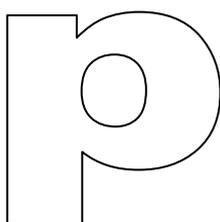


Sand paper

1. Teacher distributes the letter ‘p’ card made of sand paper.
2. Students are to feel the letter ‘p’ with their index finger repeatedly. (T-K)
3. Students are to pronounce the letter ‘p’ as a drilling exercise..(A)

Method: Multi-senses (T,K,A)
Therapy: Soft motor
Value: Listen to instructions
Teaching Aids: Letter ‘p’ card, sand paper

Step 3 Form letter ‘p’ with molding technique
(8 minutes)



Letter ‘p’ mold plate

1. Students are given a mold paper each.
2. Teacher shows the process of how to form the letter ‘p’ with the mold paper.Guru membuat tunjuk cara kep (V)
3. Students must sketch the letter ‘p’ repeatedly by using the mold plate. (T)
4. Students are required to say the letter together. (A)

Method: Multi-senses
Therapy: Soft motor
Value: Listen to instructions
Teaching Aids: Molding letter ‘p’ card

Step 4 Recognise the letter ‘p’ and choose the letter ‘p’ card
(10 minutes)



Paste the letter ‘p’ on the whiteboard

1. Students are showed visual cards of letters ‘ b’, ‘p’ and ‘q’ that are put randomly on the table. (V)
2. Students are asked to choose which is letter ‘p’ and paste it on the whiteboard, one by one. (K)

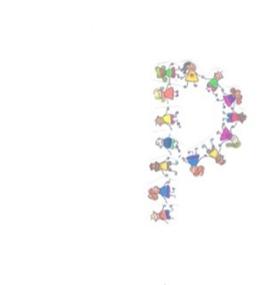
Method: Multi-senses
Therapy: Observation
Value: Cooperation
Teaching Aids: Visual letter ‘b’, ‘p’, ‘q’ card

Step5 Language game
(10 minutes) Letter checkers



1. Teacher puts letter ‘p’ and other other letter ‘b’, ‘d’ and ‘q’ on the checkers mat.
2. Students are to recognise the letter ‘p’. (V)
3. Students are to aim the throwing of the (checkers) bullet to the place has letter ‘p’ only until they succeed. (K)
4. Students hold the letter ‘p’ that they get and say the letter ‘p’ for three times. (A)

Method: Language game, letter checkers
Therapy: Observation techniques of working
Value: Listen to instructions
Teaching Aids: Letter card, checkers mat

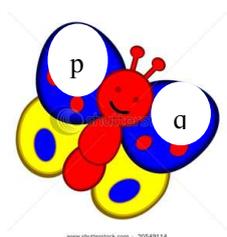
Step 6 (10 minutes)	Enhancement exercise Work template Instruction: Colour pictures that start with the letter 'p'	<ol style="list-style-type: none"> 1. Students are given work template. 2. Students are given pictures that start with the letter 'p' to colour. 3. Teacher pastes the outcome on the whiteboard and compliment those who are successful. 	Method: Drilling Therapy: Soft motor Value: Hardworking Teaching Aids: Work template
			
Work template			
Conclusion (5 minutes)	Exercise on the letter 'p'	<ol style="list-style-type: none"> 1. Students are divided into 2 groups. 2. Group A must form small letter of 'l' and Group B must form the other way of the letter 'c'.(K) 3. Group B moves forward and joins the group A small letter 'l' to form the letter 'p'.(K) 4. Students must say the letter 'p'(A). 	Therapy: Speech, hard motor value: listen to instructions and cooperation
			

Multi-Senses Explication Activity 8

Subject	: Malay Language
Date	:
Time	: 60 Minutes (1 hour)
No. of Students	:
Title	: Letter 'q'
Skill	: 5.4 Forming eyes and hands coordination. 6.1 Identify, trace, copy letter forms, syllable and word
Combination of	: 5.3.1 Exercising on eyes and hands coordination while writing.
Skills	: 3.3.1 Forming letter, syllable and word.
Learning Outcome	: At the end of the lesson, students will be able to:- <ol style="list-style-type: none"> 1. Pronounce the letter 'q' with the correct pitch and intonation together with the whole class. 2. Trace and write the letter 'q' by using flour. 3. Trace and draw the letter 'q' correctly. 4. Categorise the letter 'q' correctly.
Method	: Multi-senses
Across Curriculum	: Science, Arts, Mathematics
Value Absorbed	: Cooperation, Self confidence, Listen to instructions, Patience, Hardworking
Therapy Elements	: Speech, listening, seeing and psychomotor therapy.
Teaching Aids	: Letter card, mystery box, letter 'q' card, rope, hard paper, coloured rice, pieces of papers, drawing block and glue.

Step	Content	Teaching and Learning Activities	Remarks
Set Induction (5 minutes)	Mystery box  Letter 'q'	<ol style="list-style-type: none"> 1. Teacher shows the mystery box to the students. In the mystery box, there letters and Al-Quran. (V) 2. Students are given clues. (A) 3. Students are asked to guess what is inside the mystery box. 4. Students guess and give answers. (A) 5. Teacher relates the answers with today's lesson. 	Method: Multi-senses (V, A,) Therapy: Listening and observation Value: Cooperation, caring and interest Teaching Aids: Mystery box, Al Quran
Step 1 (6 minutes)	Introduce visual card 'q' 	<ol style="list-style-type: none"> 1. Teacher shows the visual card 'q' to the students. (V) 2. Students are to listen to the teacher saying the letter carefully. (A) 3. Students are required to say the letter 'q' showed by the teacher. (A) 4. Individually, students must say the letter 'q' repeatedly. (A) 	Method: Multi-senses (V, A,) Therapy: Speech and psychomotor Value: Hardworking, caring and interest Teaching Aids: Visual letter card
Step 2 (6 minutes)	Feel the letter 'q' with rope letter card 	<ol style="list-style-type: none"> 1. Teacher distributes the rope letter card to the students. 2. Students are required to feel the surface of the card that has letter 'q'. (V) 3. Students are to feel the card that is made of rope. (T) 4. Students are to surf their index finger to form a letter 'q'. (K-T) 5. Students are to say the letter 'q' together. (A) 	Method: Multi-senses (V, K, T, A,) Therapy: Speech, listen and soft motor Value: Hardworking, caring, listening and interest Teaching Aids: Letter 'q' made of rope

Step 3
(8 minutes)
 Language game to categorise the letter 'q'
 Butterfly picture



1. Teacher explains the game. (A)
2. Students are required to paste the letter 'q' onto the right and left wings of the butterfly. (K)
3. Teacher starts the music and box that has the letter is distributed to the students. (A-K).
4. Students hold the box and as the music stops, the student who has the box will pick up a letter and paste the letter onto the wings. (K)

Method:
 Multi-senses (K, A)
Therapy:
 Psychomotor, focus
Value:
 Hardworking, caring, listening and interest
Teaching Aids :
 Box, letter 'q' and 'p', game

Step 4
(10 minutes)
 Sketch letter 'q'



Before

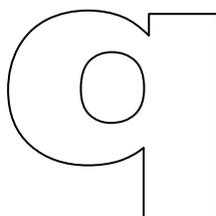


After

1. Teacher shows the letter 'q' to the students. (V)
2. Teacher distributes the plate that has flour to the students.
3. Students are asked to sketch the letter 'q' on the surface of the flour by using the index finger. (K-T)
4. Students say the letter 'q' while sketching. (A-T)

Method:
 Multi-senses (V, T, K, A)
Therapy:
 Psychomotor, soft motor
Value:
 Hardworking, caring, listening and self confidence
Teaching Aids :
 Flour, plate and sponge letter

Step5
(10 minutes)
 Trace and draw the letter 'q'



1. Teacher distributes the letter 'q' to the students.
2. Students must trace the letter 'q' onto the box provided. (K)
3. Students must draw and form the letter 'q' repeatedly. (K-T)
4. Students must write the letter 'q' onto the surface of the drawing block. (K)
5. Teacher pastes the outcome of the students' work on the whiteboard and gives star to the deserving ones.

Method:
 Multi-senses (T, K, A)
Therapy:
 Observation
Value:
 caring, cooperation, interest
Teaching Aids :
 Work template 'q'

Step 6 (10 minutes)	Work template (enrichment) Instruction: Collage of letter q	<ol style="list-style-type: none"> 1. Students are given work template of a 'q' shape letter and pieces of papers. 2. Students are asked to settle the task by pasting the pieces of papers onto the surface of the letter 'q'. (K) 3. After the pasting process, students are asked to feel the pasted pieces of papers by using their index finger. (K-T) 	<p>Method: Multi-senses (T, K) collage</p> <p>Therapy: Work, colour, soft motor</p> <p>Value: Patience, saving</p> <p>Teaching Aids : Pieces of paper, glue</p>
	Conclusion (5 minutes)	<ol style="list-style-type: none"> 1. Teacher plays the a song with a title 'Allah's Words'.(A) 2. Students are to listen to the song carefully. (A) 3. Teacher sings the song with the students while utilising the soft motor skills of the students. (A-K) 	<p>Method: Multi-senses (A, K) singing</p> <p>Therapy: Speech</p> <p>Value: Cooperation, caring</p> <p>Teaching Aids : Lyrics of song</p>

6. Conclusion

The children can learn effectively if they experience the learning process directly by themselves. A Chinese idiom (in Feldman 1991) used to say "I listen and I forget, I see and I do and I understand". The learning process can be more meaningful and effective when the dyslexia children can apply all their senses. Each and every sense is a path or bridge in their brain. The more paths or bridges in the brain, the better the learning that happens. Learning through senses emphasizes on the needs of the multi-senses and materials that can trigger the dyslexia children senses. Based on the interview between researcher and the coordinator of the programme and dyslexia children, we could see that the learning module produced was based on the multi-senses explication activities. They are auditory, visual, tactive and kinetic that give guidance to the teachers in providing the learning mode in the Malay language that is suitable with the dyslexia children needs. In addition, the playing element absorbed in the fun and creative language game could attract the children's attention and highlighting active learning environment for the children to have fun in learning. Therefore, researcher thinks that in improving the performance and behavior of the dyslexia children in mastering the words reading, determining the similar letter concept to avoid confusing should be strengthened. After this stage, then only teachers could teach words syllable and followed by sentence once the children have mastered the previous stage.

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