

Project **LEAP!**

*Literacy Engagement and Access
for Progressive Readers*



Reading Material for
Beginning Readers

written by
Ciza Razo and Diana Babe R. Forones



ORACY

Week 1 Read Aloud

INTRODUCTION

Hi there! This module is designed to support instructional-level readers, as you develop the foundational and analytical reading skills. Instructional-level readers are students who require scaffolded support to access grade-level texts, particularly in areas of comprehension, vocabulary, and fluency. This collection of instructional materials is specifically designed to meet the needs of instructional-level readers, who are capable of engaging with grade-level content but require targeted scaffolding to access meaning, develop fluency, and build confidence, so, what are you waiting for? Let's begin!

Objective: Students will practice fluency, articulation, and pronunciation by reading tongue twisters aloud, demonstrating improved clarity and control of speech through repetition and peer feedback.

Overview:

What Is Read Aloud?

Read aloud is the practice of reading a text **out loud to an audience**, usually done by a teacher, parent, or caregiver. It is commonly used in educational settings, especially in early childhood and elementary classrooms, but it can be valuable at all age levels.

1. Builds Language and Literacy Skills

- **Improves vocabulary:** Children hear new words in context.
- **Enhances listening comprehension:** Helps children understand complex sentence structures and ideas.
- **Models fluent reading:** Teaches pacing, tone, pronunciation, and expression

2. Supports Cognitive Development

- Encourages **critical thinking** and **prediction** (e.g., "What do you think will happen next?").
- Helps make connections between the text and the real world.
- Strengthens **memory and focus** as children follow along with the story.

3. Fosters Emotional and Social Growth

- Encourages **empathy** by exposing listeners to different characters, cultures, and experiences.
- Builds **emotional vocabulary** and understanding through story-based situations.
- Promotes **bonding** between reader and listener, especially in home settings.

4. Promotes a Love for Reading

- Makes reading **enjoyable and interactive**.
- Motivates children to want to read independently.
- Encourages lifelong reading habits.

5. Supports Academic Success

- Strong literacy skills built through read aloud can lead to better performance in **all subjects**, not just language arts.
- Prepares students for **independent reading** and more complex texts.



Activity 1: READ ALOUD

“Say it Like Me” – Tongue Twister Showdown

Note: The aim of this activity is to improve fluency, articulation, and expressive speaking by echoing a modeled performance of a tongue twister.

Activity Steps:

1. Warm-Up

- Begin with basic tongue warm-ups: humming, exaggerated vowel sounds, or saying the alphabet slowly.
- Ask: “Why do you think announcers and actors practice with tongue twisters?”

2. Model It

- Teacher reads a tongue twister slowly and clearly.
- Then reads it faster to show the difference in articulation.

3. Student Practice

- Students choose or are assigned a tongue twister.
- Give them 3–5 minutes to rehearse silently or in pairs.

4. Perform!

- Students read aloud to the class (or in small groups).
- Optionally: Add a “speed round” or “most expressive reading” challenge.

5. Reflect

Ask:

- What made it hard to say clearly?
- What did you do to improve your delivery?
- How does this help with reading aloud or public speaking?

Below is the list of tongue twisters they can choose from;

- ❖ "The bear saw a pear but all he can do is stare".
- ❖ "She tried to hide the bride on the side of the bridge".
- ❖ "Missy might make many mini cakes on Monday morning.
- ❖ "Helen held the hook while Hank hurried to hang his hat."
- ❖ Bobby bounced balls behind the big blue bushes."
- ❖ "Bakers bake better bread before the break of day."
- ❖ "Take two tall tulips to the tall tower tomorrow."
- ❖ "The clock clicks and clacks as it ticks and tocks."



ORACY

Week 2

Overview:

In the previous lesson, you have developed the language and literacy skill through the activity Read Aloud.

Objectives:

Students will develop listening comprehension and pronunciation skills by accurately repeating words and phrases after hearing them, demonstrating correct intonation, stress, and articulation.

Why is Listen and Say Activity important in reading?

1. Improves Listening Skills

- Develops the ability to focus and **discriminate sounds**.
- Helps learners recognize **pronunciation, intonation, and rhythm** of language.
- Enhances understanding of spoken language in real time.

2. Enhances Speaking and Pronunciation

- Provides **practice in accurate pronunciation** and oral fluency.
- Builds confidence in **speaking aloud** and using language naturally.
- Helps learners mimic correct **stress and intonation patterns**.

3. Strengthens Memory and Retention

- Encourages active listening, which supports **better recall**.
- Repetition aids in embedding new vocabulary and sentence structures in memory.

4. Boosts Language Acquisition

- Integrates listening and speaking skills simultaneously, which is crucial for **effective communication**.
- Helps learners **internalize grammar and vocabulary** through repeated exposure.

5. Encourages Participation and Engagement

- Makes learning interactive and dynamic.
- Increases learner involvement, especially for shy or reluctant speakers.

6. Supports Early Literacy Development

- For young learners, it develops **phonological awareness**, a foundation for reading and writing.
- Prepares learners for more complex language tasks by reinforcing sound-symbol connections.

**Activity: LISTEN AND SAY!***"Voices in Motion"– Teacher Echo Speaking*

Direction: Listen carefully as the teacher reads the passage, imitate how the teacher reads it by repeating and bringing text to life through expressive oral reading.

*Passage 1:***A Dinner to Remember**

Ciza A. Razo

It is 9:00 in the afternoon, and Mr. and Mrs. Larcia are going out to celebrate their anniversary. They are now at an expensive restaurant somewhere in Davao City. The place has good ambiance and the staffs are very nice and kind. A musician is playing a wonderful song using a violin. Mr. Larcia is asking his wife if she would like to order a shrimp appetizer before having dinner. Mrs. Larcia is going to have lobster for dinner, so she does not want to have shrimp as an appetizer. She suggests that they will order the stir-fried vegetable instead. Mr. Larcia agrees, so he calls over the waiter and places order. When they finish dinner, they are planning to have coffee as well.

*Passage 2:***My Healthy Meal**

Ciza A. Razo

It's Saturday and the weather is fine, the sun shines brightly and the surrounding seems fresh and nice. Jhian Carlo together with Kim decided to go for a walk for they are determined to lose weight in order to look fit and healthy. They have been doing routines and exercises to maintain the latter. They used to wake up early in the morning and follow their schedules strictly, for they are eager to meet the standards of being fit and healthy.

Both of them have high cholesterol and have gained weight. Their doctor told them to start exercising and start eating healthy. Eating unhealthy foods and beverages are discouraged since it can worsen their status. They were advised to observe healthy diet and that includes cereal or oatmeal during morning instead of having processed foods like bacon and ham, raw vegetables and juices are highly recommended too. The two of them have been following doctors advises and are continually observing healthy lifestyle.



FLUENCY

Week 3

Overview:

In the previous lesson you have developed your oracy skills by doing sets of activities such as Read Aloud and Listen and Say!.

In this lesson you will enhance one of the language skills which is *Fluency*, by doing the activity *Repeated Reading and Echo Reading* where a student reads the same words, sentences and texts **multiple times** until they can read it **smoothly, accurately, and with expression**.

Objective:

Students will improve reading fluency, including speed, accuracy, and expression, by engaging in repeated reading of a familiar text and demonstrating progress through timed readings and self-assessment.



Activity: Repeated Reading

Direction: Let the student read the words. Remind them to observe correct pronunciation in reading.

Day 1 (Words)

analyze	infer	justify	emphasize
evaluate	interpret	conclude	clarify
determine	describe	argue	support
compare	indicate	identify	develop
compact	contrast	summarize	explain
organize	demonstrate	establish	maintain
challenge	persuade	reflect	reveal
impact	recommend	modify	contribute

Day 2 (Sentences)

1. The dog barked loudly when the stranger approached the gate.
2. She forgot her notebook on the bus and had to borrow one from a friend.
3. After dinner, we watched a movie and ate popcorn.
4. He studied hard for the test because he wanted to improve his grades.
5. The rain stopped just in time for the soccer game to begin.

6. I was nervous about the presentation, but it went better than I expected.
7. We visited the museum and learned many interesting facts about history.
8. The teacher explained the instructions clearly, so everyone understood what to do.
9. The teacher explained the instructions clearly, so everyone understood what to do.
10. Although it was cold outside, they continued their hike up the mountain.
11. She stayed after school to finish her science project with her partner.
12. My brother cleaned the kitchen while I vacuumed the living room.
13. They didn't win the competition, but they had a great time participating.
14. If you water the plant every day, it will grow strong and healthy.
15. book was so exciting that I finished it in one afternoon.

Day 3 (Paragraph)

My Vacation

Ciza A. Razo

Last summer was the most memorable experience I ever had in my entire life. I was able to do the things that I have been dreaming of, such as surfing at Dahican, Mati City, experience the things for the first time and enjoying moments together with my family, spending time with them is such a wonderful feeling especially during holiday season.

I have tried mountain climbing and camping during my vacation at the famous "sleeping dinosaur" at Mati City, we also did island hopping for the first time and I was able to see beautiful islands during our stay. My heart is full of joy for I can see the smiles and hear the laughter of one another, enjoying the scenery as well as each other's company. Truly, a well spent vacation with the family.



Week 4

Activity: Echo Reading

Direction: Listen carefully as the teacher reads the poem and repeat after following the right pronunciation and intonation.

What is Echo-Reading?

Echo-Reading is a literacy strategy used to help beginning readers to improve fluency. It is when the teacher reads a sentence or phrase aloud, then the student repeats or "echoes" the same sentence or phrase, mimicking the pace, tone and expression.

Objective: Students will develop reading fluency and expression by listening to a model reading and then echoing the same text, focusing on accurate pronunciation, pacing, and intonation.



Day 1

Mighty Mom

Ciza A. Razo

Mommy, you're such a wonderful person,
So tender, yet so tough.
For the times you showed care,
Makes me feel secure.

You're serene when I'm silly
You give courage when I am discouraged;
It seems you can do all things
You're the queen of every task.

You're my pillow when I collapse.
You are there in times of trouble;
You carry me when I'm down.

You're my blanket when I'm sick;
A shoulder to lean on when in sorrow;
Troubles seem easy, nor doubts seem clear;
For you are the lights in every weary track.

I love you more than ever;
My life is empty without your existence
Always remember you are loved dearly.

Day 2

1. Introduction & Context (5 minutes)

- Begin by asking:
"What do you know about rice farming in your community?"
"Have you seen a rice field during harvest time?"

- Briefly introduce Banaybanay as a real farming municipality in Davao Oriental.

2. Teacher Model Reading (5 minutes)

- Read the full passage aloud clearly and with expression.
- Encourage students to follow along silently and observe tone, pauses, and phrasing.

3. Echo Reading (10–15 minutes)

- Break the passage into **1–2 sentence chunks**.
- Read each chunk aloud, and have students **echo (repeat) it exactly**.
- Emphasize natural pauses, punctuation, and tone.

Continue this process until the full passage is completed.

4. Pair Practice (Optional – 5–10 minutes)

- In pairs, one student reads a line, the other echoes.
- Then they switch roles.
- Encourage expression and clear pronunciation.

5. Reflection Questions (5 minutes)

Ask students:

- *How did echoing the passage help your pronunciation and fluency?*
- *Which line did you find most meaningful or powerful? Why?*
- *What can we learn about the culture and values of farmers from this text?*

Passage 1

“ The Golden Grains”

Ciza A. Razo

Banaybanay, a quiet town in the southern area of Davao Oriental, is widely recognized as the province's "Rice Granary." It plays a key role in supplying rice to the region. Thanks to its level terrain, fertile soil, and steady water supply from rivers and irrigation, the town is well-suited for agriculture. Many residents rely on farming—especially rice growing—as their main source of income. During harvest time, the community becomes busy and vibrant as the golden rice fields are collected and stored. Banaybanay plays an important part in ensuring food availability and supporting the well-being of local people in Davao Oriental.



WRITING AND COMPOSITION

Week 5

Overview:

In the previous lesson, you were able to enhance your language skills such as Oracy and Fluency by doing sets of activities.

Now, it's time to develop your writing and composition skills by doing sets of activities below.

Objective: Students will plan, draft, revise, and publish a well-organized composition with a clear main idea, supporting details, and appropriate language conventions to convey their thoughts effectively for a specific purpose and audience.

Significance of Writing and Composition in Reading

Writing and composition play a **vital role in supporting reading development**. Though reading and writing are distinct skills, they are **deeply interconnected**, especially in literacy education. Strengthening one often enhances the other.

1. Reinforces Reading Comprehension

- Writing about what is read (summaries, reflections, or analyses) helps **process and internalize** the material.
- Encourages **close reading**, as students must pay attention to details to write effectively.

2. Deepens Understanding of Text Structure

- Through writing, students learn how texts are organized—**narrative structure, paragraphing, introductions, conclusions**—which improves their ability to recognize these elements when reading.

3. Supports Critical Thinking

- Writing requires readers to **analyze, evaluate, and synthesize** what they've read.
- Helps students **form opinions**, draw inferences, and make connections between texts and ideas

4. Enhances Vocabulary and Language Use

- Writing gives students a chance to **use new vocabulary** they've encountered in reading.
- Reinforces **grammar and syntax**, making them more aware of language patterns they also see in texts.

5. Strengthens Fluency and Retention

- Writing about reading material helps **reinforce memory** of content and **boost fluency** in both written and oral language.

6. Encourages Active Engagement with Texts

- Writing tasks (e.g., response journals, creative rewriting, character diaries) make reading more **interactive and personal**.



Activity 1: Writing responses to questions/ situations read

Direction: Read the passage carefully and answer the questions below. Answer it in a complete sentence.

Social Media Addict

Ciza A. Razo

Most people nowadays are very equipped with the different social media outlets especially the young generations. Social media includes facebook, twitter, Instagram, WeChat and etc. There are advantages and disadvantages of being hooked to these platforms, thus resulting to both positive and negative effects. Teenagers nowadays tend to be passive, absent minded and unfocused. In addition, they become irresponsible and aggressive when it comes to sharing and posting of their personal feelings and emotions publicly. However social media also has positive results, most of the young people tend to do it for recreation, and for past time wherein you can relax and enjoy while learning new things at the same time. As long as you use every outlet in responsible way, surely it will be advantageous.

QUESTIONS:

1. Who are mostly hooked in social media?
2. What are the examples of social media platforms?
3. What social media do you use? Why do you like it?
4. How many hours do you usually spend on social media?
5. What is your favorite social media platform?



Activity 2: Picture Talk

Direction: Look closely at the illustrations shown. Take a moment to observe the details — the people, expressions, setting, and actions. Then, based on what you see, respond to the questions provided. Try to describe, interpret, and share your thoughts clearly and confidently. This activity is not just about what you see but also about what you think and feel."



Observation & Description

1. What is happening in this picture?
2. What do you notice about the person's posture or facial expression?
3. What objects in the picture show that social media is involved?
4. Where do you think this scene is taking place (e.g., home, school, outside)?
5. Who else is affected by the person's use of social media in this picture?

Interpretation & Inference

1. Why do you think the bullying is happening?
2. How do you think the victim feels in this situation?
3. What might the people standing by (bystanders) be thinking or feeling?
4. What could be the effects of this bullying on the person being targeted?
5. What do you think happened just before this moment? What might happen next?





SENTENCE COMPLETION

Week 6

Overview:

In the previous lesson, you were able to enhance your writing and composition skills by answering the given questions after reading passages as well as viewing some pictures.

Now, let us develop your vocabulary and grammar skills by doing the *Sentence Completion* activity.

Significance of Sentence Completion Activity

Sentence completion is a versatile language learning activity with many educational benefits. Here's why it's significant:

1. Enhances Vocabulary Usage

- Encourages learners to actively use new words in meaningful contexts.
- Helps expand and reinforce vocabulary knowledge.

2. Improves Grammar and Syntax Awareness

- Students practice correct sentence structure, verb tense, and agreement.
- Reinforces understanding of parts of speech and how they function within sentences.

3. Develops Reading Comprehension

- Requires learners to understand the context before completing the sentence.
- Builds the ability to infer meaning from partial information.

4. Boosts Critical Thinking and Prediction

- Learners must think logically about what word or phrase fits best.
- Enhances problem-solving skills and contextual reasoning.

5. Promotes Writing Confidence and Fluency

- Encourages learners to form complete, coherent ideas.
- Provides low-pressure practice in producing language.

6. Engages Learners Actively

- Interactive and often fun, sentence completion keeps learners motivated.
- Can be adapted for different levels and topics.

Objective: Students will enhance vocabulary and grammar skills by accurately completing sentences with appropriate words or phrases, demonstrating understanding of sentence structure and context.



Activity 1: Sentence Completion

Direction: Complete the sentences by choosing the letter of the correct answer.

1. When someone spends most of his time on social media he is considered a social media _____.

- a. addict b. hook c. player d. gamer

2. When you say you are absent-minded it means you are _____

- a. unfocused b. clever c. energetic d. uneasy

3. Being hooked in social media platforms is also _____ since you can relax and enjoy some of its features.

- a. positive b. advantageous c. stressful d. mind blowing

4. Some of those who are social media addict tend to become very _____ for they are vulgar in sharing and posting about their feelings and emotions particularly on face book and other platforms.

- a. expressive b. aloof c. responsible d. liable

5. Teenagers are more likely to getting addicted and easily get _____ with the trends in most social media platforms to the point that their attitude and even style have been changed due to the latter.

- A. influenced b. affected c. applied d. ruined

6. Jimmy presents himself as a bold journalist by asking politicians the kind of _____ questions that other reporters shy away from.

(relevant, normal, controversial)

7. A change in eating habits to a very thin look is not just an innocent _____ or trend; it is a serious _____ for many women who may suffer from dietary disorders.

(fad-hazards, prank-challenge, whim- undertaking)

8. If only an expert can work on this software program, even the most talented beginners will be _____ be by the complex layout of the system.

(translated, baffled, addressed)

9. In a country so calm and beautiful, it was hard to believe that something _____ could occur. (temperate, untoward, seemly)

10. Even though he was supposed to be _____, Marie did not see him fit for duty. (reproached, intrepid, rehabilitated)



Activity 2: Writing Basic Sentences

Direction: In one sentence, describe the given pictures below.

A.









A simple sentence consists of only one clause, with a single subject and predicate.

B. Direction: Complete each simple sentence below by adding either a subject or predicate.

Example: David _____.

Answer: David walked to the park.

1. My friend John _____.

2. Sam and Paula _____.

3. _____ walked to the park.

4. The animals _____.

5. We are _____.

6. She _____.

7. The monkey _____.

8. _____ dances gracefully.

9. He is _____.

10. _____ playing basketball.



GRAMMAR AWARENESS AND STRUCTURE

Week 7

Importance of Grammar Awareness and Structure in Reading

Grammar awareness and understanding sentence structure are **crucial for effective reading comprehension**. They help readers make sense of what they read, interpret meaning accurately, and engage more deeply with texts.

1. Enhances Reading Comprehension

- Knowing grammar rules (like verb tenses, subject-verb agreement, and modifiers) helps readers **understand the intended meaning** of sentences.
- It allows readers to distinguish between **who is doing what to whom**, when an action occurred, and how ideas are connected.

2. Aids in Processing Complex Sentences

- Grammar awareness enables readers to break down **long or complex sentences** into understandable parts (clauses, phrases).
- Helps navigate advanced texts with **embedded clauses**, passive voice, or abstract ideas.

3. Improves Interpretation and Inference

- Readers can infer more **accurate meanings** and author intentions by recognizing grammatical cues (like conditional sentences, negations, or comparative structures).

4. Supports Vocabulary Learning in Context

- Understanding how words function in sentences (as nouns, verbs, adjectives, etc.) helps readers **learn new vocabulary** through context.
- Recognizing grammatical patterns improves the ability to **guess the meaning of unfamiliar words**.

5. Builds Overall Literacy Skills

- Grammar is a foundation for all language skills—**reading, writing, speaking, and listening**.
- Strong grammar awareness helps learners read more fluently and write more effectively.

Objective: Students will demonstrate understanding of grammatical rules and sentence structure by identifying and correctly using parts of speech, verb tenses, and sentence types in both oral and written exercises.



(Day 1) Activity 1: Verb Tense

Direction: Write the following words and phrases below according to its correct tenses and place it in the columns below.

VERB TENSES

PAST	PRESENT	FUTURE

controlling	Visits	Injures	Will offer	Injured
Offered	Listened	Offers	Controls	Listens
Will listen	Will injure	Will control	visited	Will visit

Direction: Choose the correct tense of the verb to best complete each sentence below.

1. Ana and Sheila (*went/ will go*) to school tomorrow.
2. Mark sits down and (*writes/wrote*) in his notebook.
3. They (*talk/ talked*) on the phone for three hours last night.
4. Mrs. Garcia (*sang/will sing*) a song in the talent show next week.
5. The teacher (*read/ is reading*) to her students right now.

Verbs are words in a sentence that show action. Present tense verbs show action that happens now.

Direction: Circle the present tense verb or verbs in each sentence below.

Example: John drives to the store often. Answer: drives

1. John hits the ball over the fence.
2. Ana runs to first base.
3. I open the lid to the container
4. We laugh at the comedian.
5. They run three laps a day.
6. I shake my father's hand.
7. She sits up in the chair.
8. My mom cooks dinner often.
9. He eats breakfast in the morning.
10. My dad waters the plants in the afternoon.



Day 2



Activity 1: Sentence Revision

Direction: Edit each sentence for capitalization, punctuation and spelling.
Write your answer inside the box.

1. where is Erica going.

2. i cant wait four my birthday?

3. I live in Miami, florida

4. my bestfriend is sarah?

5. we are going to the Mall

6. the witch has a black hat.

7. She likes candy

8. Bats can see at night

9. he plays chess?

10. sam swims well.



(Day 3) Activity 2: Adding Cohesive Devices

Direction: Choose the correct conjunction from the list to complete the sentences below.

while	Because	But	so
and	When	then	yet

1. The weather was very cold.....John wore gloves.
2. Paul was sad his cricket team had lost the match.
3. I gave the shop assistant five dollars.....I had two dollars change.
4. We waited for Sueshe didn't turn up.
5. Mary had her dinner..... went to bed.
6. The children washed their hands.....they had finished gardening.
7. We wanted to go to the beach.....it rained.
8. Charlie read a book.....he waited for the train.
9. Paul dropped the cup.....it broke.
10. Julie was a good girl.....she got a sticker.



VOCABULARY DEVELOPMENT

Week 9

Importance of Vocabulary Development in Reading

Vocabulary development is fundamental to successful reading. It directly affects how well readers understand and engage with texts. Here's why building vocabulary is so important in reading:

1. Improves Reading Comprehension

- Knowing the meanings of words allows readers to grasp the overall meaning of sentences and passages.
- A strong vocabulary helps reduce misunderstandings and confusion while reading.

2. Facilitates Fluency

- Familiarity with words enables readers to read smoothly and quickly without frequent stops to decode or guess meanings.
- Fluency enhances focus on understanding rather than decoding.

3. Enables Deeper Understanding

- A broad vocabulary allows readers to understand nuances, connotations, and figurative language (like metaphors and idioms).
- This leads to richer interpretation and appreciation of texts.

4. Supports Critical Thinking

- Knowing varied words helps readers analyze, compare, and evaluate what they read.
- Readers can make connections between ideas and draw inferences.

5. Builds Confidence and Motivation

- Readers who understand more words feel more confident tackling new or challenging texts.
- This positive experience motivates further reading and learning.

6. Expands Cultural and Content Knowledge

- Vocabulary development often includes exposure to new concepts, cultures, and perspectives embedded in texts.
- It broadens readers' worldviews and background knowledge.

Objective: Students will expand their vocabulary by learning and using new words in context through speaking, reading, and writing activities, demonstrating understanding through definition, usage, and word associations.



Activity: Unlocking of Difficulties

Direction: Choose the correct meaning of the underlined words using context clues.

Context clues are *hints or information found in a sentence or paragraph* that help you understand the meaning of an *unfamiliar word or phrase*.

They are like clues in a mystery — they help you *figure out the meaning* without needing a dictionary.

_____ 1. Of course, I'm not saying that your plan is no good. I tend to be optimistic, so I won't be surprised when you succeed.

- a. expecting the best to happen
- b. needing glasses to see
- c. full of gas
- d. unselfish

_____ 2. When your plan brings us great wealth, you will be rewarded for your sagacity.

- a. good looks
- b. mistakes
- c. intelligence
- d. huge appetite for herbs.

_____ 3. No matter what happens, I assure you that I will not forget how hard you have worked on this project.

- a. dare
- b. promise
- c. act like a donkey
- d. forget

_____ 4. Your plan looks good. I hope it will really work. It's time to implement it and see if it's as brilliant as you claim.

- a. instrument
- b. take apart
- c. change
- d. carry out

_____ 5. Poor farmers Chevez labors sixteen hours a day and never has time for a vacation. He deserves better! Everyone should have at least one day a week for rest and relaxation.

- a. plays
- b. eats
- c. works
- d. unions

_____ 6. It's not that I'm unfriendly, but sometimes I want to leave society behind and be alone for awhile.

- a. people living as members of a group
- b. homes with messy floors
- c. the fastest runners
- d. people who are afraid of girl scouts.

_____ 7. If you don't curtail your spending, you'll be broke in no time at all!
Which word is a synonym of curtail?

- a. reduce b. follow c. behind d. buy

_____ 8. No word must ever leak out about this military action! It has to be a clandestine operation in order to succeed.

- a. family b. useful c. dangerous d. secret

_____ 9. The news story was based on a letter that was a fabrication. Now the reporter who wrote the story is in big trouble.

- a. made of cloth b. full of long words c. funny d. fake

_____ 10. Friendship is a priceless thing. If Chris put a price, or conditions, on her friendship, it's no longer priceless.

- a. it has missing tag b. it has no value
c. it has great value d. it is made out of rice



VOCABULARY DEVELOPMENT

Week 10

(Day 1) Activity: Vocabulary Enrichment

Direction: Read the passage carefully and list down the unfamiliar words and look for the meaning using a dictionary.

Reading Text 1:

Price Hike

Ciza A. Razo

Most of the people living in the country are farmers, workers and laborers who live below poverty line. As of today, the problem when it comes to the price increase of every basic commodity is getting worse, which is why it is impossible for them to cope. It is now very difficult for them to feed their families, as well as the educational needs of their children. Prices of basic commodities such as gas, oil, grains, sugar, vegetables, medicine, down to clothes and other essentials are constantly increasing. These soaring increases give frustration and headache to most of the people especially those who are just earning the minimum wage.

On the other hand, another problem is the unavailability of essentials in the market, shortage of goods and products are also eminent. It seems these problems really contribute to people's misery, thus leads to hunger, malnutrition and worst is the increase of crime rate in the country. It is believed that some businessmen contribute to these problems since the latter found to hoard products and sell them to black market, resulting to an increase of demand and eventually leads to price hike. However, natural disaster and calamities also contribute the latter, but corruption seems to have contributed as well. The given factors should be addressed in order to solve the problem when it comes to price rise.

Day 2

Reading Text 2:

Solo Flight

Ciza A. Razo

“Have a safe trip my son, Sam’s Mom said, as she said goodbye to him at the airport. “Bye Mum, he said, I’ll phone you right way once I arrive at Dad’s place”.

Sam lived with his mother but during holidays, he usually went to stay with his dad who lived in another city. He had to fly all the way there all by himself in a big airplane. He always wears a badge that said, “SOLO FLYER, Sam Cruz”. He had been travelling many times that he now loves being on a plane.

After a very long flight, Sam was so pleased to see his dad. He hugged and kissed him as if he missed him so much. “Look! Mom bought me this bag and shoes!”. You look so big now! Dad said. I’m so happy to see you son, he said. “Let’s go now so we can eat, I know you’re hungry now.

Sam’s dad is a security guard in the airport, and it’s his day off today.

They went to the baggage area to get Sam’s bag and as expected, there are so many passengers waiting for their bags. While waiting, Sam’s dad received a call from the department he’s working at. “Let me go to the office for a while, I need to fix something Sam, please wait for me”, he said.

But it seems that Sam was so busy looking at all the bags and baggage that he did not hear her dad.

When he grabbed his bag, Sam was shocked that his dad is not there, he kept looking everywhere but seems no trace of him. He started roaming around looking for his dad until he saw someone who is wearing the same with his’s.

He is starting to worry and is about to cry but suddenly he remembered, he had been in the airport for many times now, so he decided to stay calm so he can think. And suddenly, he thought of the place he should go, and eventually go directly to the information desk, he gave his information and the in-charge page his dad immediately.

“Paging Mr. Cruz, your son is looking for you! please report to the information desk right now”. Sam was looking around and in just a while, he saw daddy waiving at him in the distance.

“I’m so sorry for letting you wait for so long, I need to fix something important in the office”, let’s go home now. Sam hugged him so tight and smiled.

Learner's Module

READING COMPREHENSION

Week 13

Answering WH questions

Noting Details



OVERVIEW:

*In our previous lesson, we explored how we understand what we have read through discovering word meanings through **unlocking unfamiliar** words using context clues, **word analogy**, **affix activity**, **listing words** from a story listened/ viewed, **creating word map**.*

*This week, we will learn reading comprehension strategies. These strategies are **answering WH questions** and **noting details**.*

This week's objectives:

- 1. To apply the "Answering WH Question" strategy to identify key information (Who, What, Where, When, Why, How) from a given story.*
- 2. To apply the "Noting Details" strategy to extract important specific information from a given story.*
- 3. To reflect on how these combined strategies contribute to improved reading comprehension.*



What is “Answering WH Question” strategy?

Imagine you're investigating a mystery story and need to gather pieces of evidence. You ask yourself: "Who was the main suspect?", "What happened at the scene?", "Where did the crime take place?", "When did it occur?", "Why did the suspect do it?", and "How did they get away?" By answering these WH questions, you'll gather the essential details to solve the mystery and understand the story!

 **Answering WH questions** is a reading comprehension strategy that helps you understand and engage with the texts you are reading.

How to use the strategy:

1. **Read a text/story:** You may choose to read texts such as a story, article, or passage.
2. **Identify WH questions:** You will identify the WH questions (Who, What, Where, When, Why, and How) related to the text.
 - a. *Identify the main idea:* Who is the story about? What happens?
 - b. *Understand context:* Where and when does the story take place?
 - c. *Analyze the character's action of motif:* Why do characters make certain choices?
 - d. *Explain the processes:* How do events unfold?
3. **Find answers:** You will find the answers to the WH questions in the text.
4. **Record answers:** You will write/record your answers.



What is “Noting Details” strategy?

It is like paying attention to the little things, the specifics, the essential, most basic, and practical details of a matter of whatever you're looking at or thinking about.

 **Noting details** is focusing on the specific, often small, pieces of information that build a complete picture. When noting details, we need to look facts or elements that is something unique and important just like paying attention to the **characters, setting, plot of the story, theme** and **symbolism**, as well as the **literary devices**.



Reading Activity

Grade 7

Directions: Read the story below and apply the strategy:
Answering WH questions and noting details.

The Perfect Trio

Diana Babe F. Juanir

In the wide rice fields of Banaybanay, a wise and helpful eagle named Banog soared the skies. One day, while soaring and spying the land below, Banog spotted a struggling farmer named Nolito, trying to protect his crops from rats.

Nolito's trusty sidekick, a hardworking carabao named Nga-nga, worked tirelessly to plow the fields. However, the rats were relentless, stealing those precious grains and leaving Nolito's family with few to harvest.

Banog, feeling sorry for Juan and his old friend Nga-nga, decided to help. He swooped down, his sharp eyes scanning the fields, and began to hunt the rats. With his swift talons, he caught the rodents one by one, teaching them a lesson they'd never forget.

As the rats disappeared, Nolito's crops began to flourish. Nga-nga, grateful for Banog's help, worked even harder to ensure a bountiful harvest. Nolito's family rejoiced knowing they had plenty rice to sell and consume.

From that day on, Banog, Nga-nga, and Nolito formed an unlikely trio. Banog continued to patrol the skies, Nga-nga tilled the land, and Nolito tended to the crops. Together, they reaped a rich harvest and lived in harmony with nature.

Activity 1: Be ready, use the WH strategy!

Directions: Answer the following questions below. Write your answers in a complete sentence.

1. Who are the main characters in the story?

2. What problem do the characters face?

3. Where does the story take place?

4. Why does Banog help Juan and Luna?

5. How does Banog help?

Activity 2: Take the note!

Directions: Using the story diagram, take note the important details of the story.

Setting

Character/
Characterization

Problem/Conflict

Theme



Reading Activity

Grade 8

Directions: Read the story below and apply the strategy:
Answering WH questions and noting details.

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today, Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to--on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic." "What's it about?" "School."

Margie was scornful. "School? What's there to write about school? I hate school."

[...]

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

(Excerpt from *The Fun They Had* by Isaac Asimov)
(Adapted from Phil-IRI for JHS Group Screening Test)

Activity 1: Be ready, use the WH strategy!

Directions: Answer the following questions below. Write your answers in complete sentences.

1. Who found a real book?

2. What did Margie write in her diary?

3. When did Margie write in her diary about finding the book?

4. What did Margie's grandfather tell her about books?

5. How did the pages of the book look and feel?

6. Why did Margie and Tommy find it funny to read the book?

Activity 2: Take the note!

Directions: Using the story diagram, take note the important details of the story.

Setting	
Character/ Characterization	
Problem/Conflict	
Theme	



Reading Activity

Grade 9

Directions: Read the story below and apply the strategy: Answering WH questions and noting details

I'm a storyteller.

And I would like to tell you a few personal stories about what I like to call "the danger of the single story." I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably close to the truth. So I was an early reader. And what I read were British and American children's books.

I was also an early writer. And when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading. All my characters were white and blue-eyed. They played in the snow. They ate apples. (Laughter) And they talked a lot about the weather, how lovely it was that the sun had come out. (Laughter) Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow. We ate mangoes. And we never talked about the weather, because there was no need to.

My characters also drank a lot of ginger beer because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. (Laughter) And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story.

What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books, by their very nature, had to have foreigners in them, and had to be about things with which I could not personally identify. Now, things changed when I discovered African books. There weren't many of them available. And they weren't quite as easy to find as the foreign books.

(Adapted from Phil-IRI for JHS Group Screening Test)

Activity 1: Be ready, use the WH strategy!

Instructions: Answer the following questions below. Write your answers in complete sentences.

1. Who is telling these stories?

2. Where did the storyteller grow up?

3. When did the storyteller's mother say they started reading?

4. When did the storyteller start writing?

5. How did the storyteller's early stories reflect the books they were reading?

Activity 2: Take the note!

Instructions: Using the story diagram, take note the important details of the story.

Setting

Character/
Characterization

Problem/Conflict

Theme



Reading Activity

Grade 10

Instructions: Read the story below and apply the strategy: Answering WH questions and noting details

The passengers who had left Rome by the night express had had to stop until dawn at the small station of Fabriano in order to continue their journey by the small old-fashioned local joining the main line with Sulmona.

At dawn, in a stuffy and smoky second-class carriage in which five people had already spent the night, a bulky woman in deep mourning was hosted in—almost like a shapeless bundle. Behind her—puffing and moaning, followed her husband—a tiny man; thin and weakly, his face death-white, his eyes small and bright and looking shy and uneasy.

Having at last taken a seat he politely thanked the passengers who had helped his wife and who had made room for her; then he turned round to the woman trying to pull down the collar of her coat and politely inquired:

"Are you all right, dear?"

The wife, instead of answering, pulled up her collar again to her eyes, so as to hide her face.

"Nasty world," muttered the husband with a sad smile

And he felt it his duty to explain to his traveling companions that the poor woman was to be pitied for the war was taking away from her her only son, a boy of twenty to whom both had devoted their entire life, even breaking up their home at Sulmona to follow him to Rome, where he had to go as a student, then allowing him to volunteer for war with an assurance, however, that at least six months he would not be sent to the front and now, all of a sudden, receiving a wire saying that he was due to leave in three days' time and asking them to go and see him off

The woman under the big coat was twisting and wriggling, at times growling like a wild animal, feeling certain that all those explanations would not have aroused even a shadow of sympathy from those people who—most likely—were in the same plight as herself. One of them, who had been listening with particular attention, said:

"You should thank God that your son is only leaving now for the front. Mine has been sent there the first day of the war. He has already come back twice wounded and been sent back again to the front."

"What about me? I have two sons and three nephews at the front," said another passenger.

"What about me? I have two sons and three nephews at the front," said another passenger.

"Maybe, but in our case it is our only son," ventured the husband.

"What difference can it make? You may spoil your only son by excessive attentions, but you cannot love him more than you would all your other children if you had any. Parental love is not like bread that can be broken to pieces and split amongst the children in equal shares. A father gives all his love to each one of his children without discrimination, whether it be one or ten, and if I am suffering now for my two sons, I am not suffering half for each of them but double..."

(Adapted from Phil-IRI for JHS Group Screening Test)

Activity 1: Be ready, use the WH strategy!

Instructions: Answer the following questions below. Write your answers in complete sentences.

1. Who are the main characters introduced at dawn in the carriage?

2. What kind of train did the passengers have to switch to at Fabriano?

3. When did the passengers arrive at Fabriano and when did they continue their journey?

4. Where were the passengers traveling from and to, initially?

5. Why was the bulky woman in mourning?

6. How did the husband describe his son's situation to the other passengers?

Activity 2: Take the note!

Instructions: Using the story diagram, take note the important details of the story.

Setting

Character/
Characterization

Problem/Conflict

Theme



Reflection Question (Individual Task):

1. How do answering WH questions, noting details, enhance your reading comprehension? Write your answer in **3–5 sentences**.

Learner's Module

READING COMPREHENSION

Week 14



Getting main idea/ topic sentence and Run-on recording of reading performance

OVERVIEW:

*In our previous lesson, we explored how we understand what we have read through applying reading comprehension strategies like **answering WH questions** and **noting details**.*

*Now, you will learn how to **get the main idea/topic sentence** and you will also undergo a **run-on recording of your reading performance** as one of your oral reading assessments this week.*



This week's objectives:

- 1. Differentiate between and identify the main idea of a text and the topic sentence of individual paragraphs.*
- 2. Identify and articulate the overarching theme(s) of a given narrative or literary work.*
- 3. Demonstrate effective oral reading skills through a continuous recording, adhering to standards of fluency, accuracy, clarity, and volume.*
- 4. Reflect on the effectiveness of diverse reading strategies in improving personal reading comprehension.*



Getting the main idea or topic sentence

Imagine you are a linguistic detective, and you are tasked with uncovering the **main idea** or **topic sentence** of a written piece. This time, you are not looking for clues about a crime, but for the **author's most important message**.

Main Idea vs. Topic sentence

The difference between main idea and a topic sentence is that **main idea** refers to the most important point of the author, he or she wants to convey about the topic while a **topic sentence** refers to the main idea of a certain paragraph.

To easily identify the **main idea**, we should look for the central message or arguments of the text. It sometimes answers to question, "*What is this really about?*" or "*What is the author trying to tell me?*"

On the other hand, a **topic sentence** can be found at the beginning of a paragraph, but sometimes it appears in the middle or at the end. It also acts as a *mini-thesis statement* of a certain paragraph.



Reading Activity

Instructions: Read the story below and identify the main idea and the topic sentence of the paragraph.

Grade 7

Travel has become the great Filipino dream. In the same way that an American dream of becoming a millionaire or an English boy dreams of going to one of the great universities, the Filipino dreams of going abroad. His most constant vision is that of himself as tourist.

To visit Hongkong, Tokyo and other cities of Asia, perchance, to catch a glimpse of Rome, Paris or London and to go to America (even if only for a week in a fly-specked motel in California) is the sum of all delights.

Consider the Pinoy abroad. He has discarded barong tagalong or "polo" for a sleek, dark Western suit. He takes to the habiliments from Hongkong, Brooks Brothers or Savile Row with the greatest of ease. He has also shed the casual informality of manner that is characteristically Filipino. He gives himself the airs of a cosmopolite to the credit-card born. He is extravagantly courteous (specially in a borrowed language) and has taken to hand-kissing and to plenty of American "D'you minds?"

[...] After a few days of these debacles, the Pinoy, sick with longing, decides to comb the strange city for a Chinese restaurant, the closest thing to the beloved gastronomic county. There, in the company of other Asian exiles, he will put his nose finally in a bowl of rice and find it more fragrant than an English rose garden, more exciting than a castle on the Rhine and more delicious than pink champagne.

*Where's the Patis by Carmen Guerrero Nakpil
(Adapted from Phillri GST)*



Activity 1: Finding Maito! (MAIn idea and TOpic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Main Idea of the text

Topic sentence (paragraph 1)

Topic sentence (paragraph 2)

Topic sentence (paragraph 3)

Topic sentence (paragraph 4)



Reading Activity

Instructions: Read the story below and identify the main idea and the topic sentence of the paragraph.

Grade 8

For those grads who do get jobs, the work will often be low-paying, with little in the way of long-term prospects. Some will soon go on to better jobs, but many will stay in these “day jobs” for years, waiting for their big break, waiting to be discovered – or simply waiting to find out what exactly it is that they truly love.

“Do what you love” is an important message, but it’s unwise to build a career on the notion that we should all be paid for our passions. The advice captures only part of the story. It tells us how excellent work might be accomplished – by loving it – but it doesn’t tell us why the work should be done. What is the point of all the effort? What is being worked toward? The answer lies in working with a deeper sense of purpose or vocation. ...Without a higher purpose where all this love and ambition can be directed, we don’t have a very useful guidepost for meaningful success. We simply have a call to discover what it is that we love, and then to do it.

Sure, there are many people doing what they genuinely love. But how many of us love just one thing? It’s romantic to imagine that each person is destined for a particular career path, one capable of being discovered with sufficient soul-searching. But most people have multifaceted interests and abilities and could probably be successful and happy in several fields.

Then there are those who love things that will never pay very well. As someone who has tried living as a starving artist, I can attest that there’s nothing romantic or noble about being impoverished in pursuit of doing what you love. When you’re working two or three jobs, and you can’t pay your bills, it doesn’t matter how much you love any of them. You just get worn out.

Maybe there’s another way to encourage new college graduates to think about their careers. Maybe all those commencement speakers would send more young people into the world likelier to be happy in their jobs if the speakers talked about love as a consequence of meaningful work instead of as the motivation for it. Does the doctor love going into the hospital to see a patient in the middle of the night? Does the firefighter love entering a burning building?

Does the teacher love trying to control a classroom full of disrespectful children? Not likely. But the work is performed with a sense of purpose that “love” doesn’t capture.

We don't all have to become first responders or social workers. And we can't all find jobs with such obvious benefits to society. When diplomas are being handed out, though, it might be worthwhile for graduates – and the rest of us – if the popular “do what you love” message were balanced with a more timeless message to find work that, even in some small way, truly matters.

*Excerpt from Dear Grads, Don't Do What You Love by McCoy
(Adapted from Phil-IRI for JHS Group Screening Test)*



Activity 1: Finding Maito! (MAIn idea and TOpic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Main Idea of the text

Topic sentence (paragraph 2)

Topic sentence (paragraph 4)

Topic sentence (paragraph 5)

Topic sentence (paragraph 6)



Activity 1: Finding Maito! (MAIn idea and TOPic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Grade 9

Addressing Reading Challenges at Leandro G. Japos National High School

Reading difficulties pose a significant and persistent challenge for students at Leandro G. Japos National High School. Despite years of implementing various reading programs, the school continues to grapple with a substantial number of students remaining at a frustration level in reading comprehension, as consistently revealed by reading assessments. This ongoing issue underscores a crucial gap in current interventions.

An effective reading program, as proposed by Bloom (2008), is believed to foster reading competence in all learners, a claim substantiated by its practical application and outcomes. Recognizing this, Leandro G. Japos National High School launched Project Hero: Helping Every Reader be Optimized in reading. This reading intervention aims to significantly reduce, and ideally eliminate, the frustrating reading comprehension levels among its students.

The school's commitment aligns with the broader national objective set by DepEd Memorandum No. 173, s. 2019, famously known as the 3B Initiatives or "Bawat Bata Bumabasa" (Every Child Reads). This initiative seeks to bolster learners' reading proficiency and cultivate a pervasive culture of reading, compelling every reading program to yield tangible improvements in students' reading skills.

In the academic year 2019-2020, Leandro G. Japos National High School initiated its reading program using the Group Screening Test. Initial assessments revealed that a concerning 36.92% of the total student population was struggling at a high frustration reading comprehension level. Amidst the early challenges of the pandemic, DepEd (Davao Oriental Division) promptly implemented an 8-week Reading Remediation intervention. For this program, the school utilized reading tools from the Group Screening Test provided by the Davao Oriental division and conducted crucial home visitation reading remediation for identified learners. However, despite these efforts, only 22.22% of the identified learners at the frustration level improved to instructional level.

The subsequent academic year, 2020-2021, showed more encouraging signs. The number of learners identified with frustration levels in the pre-test reading assessment decreased from 162 to 102 in the post-test, signifying that 60 learners successfully advanced to the instructional level. Furthermore, the previous year academic year had only 23 learners identified at a frustration level, indicating a

Overall, the observations from the results suggest a gradual, positive trend in the number of learners progressing to higher reading comprehension levels. This incremental improvement provides hope that Project Hero, alongside continued dedicated efforts, is making steps toward its goal of optimizing every student's reading potential.



Activity 1: Finding Maito! (MAIn idea and TOpic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Main Idea of the text

Topic sentence (paragraph 1)

Topic sentence (paragraph 2)

Topic sentence (paragraph 3)

Topic sentence (paragraph 4)

Topic sentence (paragraph 5)

Topic sentence (paragraph 6)



Activity 1: Finding Maito! (MAIn idea and TOpic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Grade 10

So, I'll be speaking to you using language ... because I can. This is one these magical abilities that we humans have. We can transmit really complicated thoughts to one another. So what I'm doing right now is, I'm making sounds with my mouth as I'm exhaling. I'm making tones and hisses and puffs, and those are creating air vibrations in the air. Those air vibrations are traveling to you, they're hitting your eardrums, and then your brain takes those vibrations from your eardrums and transforms them into thoughts. I hope.

I hope that's happening. So because of this ability, we humans are able to transmit our ideas across vast reaches of space and time. We're able to transmit knowledge across minds. I can put a bizarre new idea in your mind right now. I could say, "Imagine a jellyfish waltzing in a library while thinking about quantum mechanics."

Now of course, there isn't just one language in the world, there are about 7,000 languages spoken around the world. And all the languages differ from one another in all kinds of ways. Some languages have different sounds, they have different vocabularies, and they also have different structures -- very importantly, different structures. That begs the question: Does the language we speak shape the way we think? Now, this is an ancient question. People have been speculating about this question forever. Charlemagne, Holy Roman emperor, said, "To have a second language is to have a second soul" -- strong statement that language crafts reality. But on the other hand, Shakespeare has Juliet say, "What's in a name? A rose by any other name would smell as sweet." Well, that suggests that maybe language doesn't craft reality.

These arguments have gone back and forth for thousands of years. But until recently, there hasn't been any data to help us decide either way. Recently, in my lab and other labs around the world, we've started doing research, and now we have actual scientific data to weigh in on this question.

So let me tell you about some of my favorite examples. I'll start with an example from an Aboriginal community in Australia that I had the chance to work with. These are the Kuuk Thaayorre people. They live in Pormpuraaw at the very west edge of Cape York. What's cool about Kuuk Thaayorre is, in Kuuk Thaayorre, they don't use words like "left" and "right," and instead, everything is in cardinal directions: north, south, east and west. And when I say everything, I really mean everything. You would say something like, "Oh, there's an ant on your southwest leg." Or, "Move your cup to the north-northeast a little bit." In fact, the way that you say "hello" in Kuuk Thaayorre is you say, "Which way are you going?" And the answer should be, "North-northeast in the far distance. How about you?"

[...]

There are also really big differences in how people think about time. So here I have pictures of my grandfather at different ages. And if I ask an English speaker to organize time, they might lay it out this way, from left to right. This has to do with writing direction. If you were a speaker of Hebrew or Arabic, you might do it going in the opposite direction, from right to left.

But how would the Kuuk Thaayorre, this Aboriginal group I just told you about, do it? They don't use words like "left" and "right." Let me give you hint. When we sat people facing south, they organized time from left to right. When we sat them facing north, they organized time from right to left. When we sat them facing east, time came towards the body. What's the pattern? East to west, right? So for them, time doesn't actually get locked on the body at all, it gets locked on the landscape. So for me, if I'm facing this way, then time goes this way, and if I'm facing this way, then time goes this way. I'm facing this way, time goes this way -- very egocentric of me to have the direction of time chase me around every time I turn my body. For the Kuuk Thaayorre, time is locked on the landscape. It's a dramatically different way of thinking about time.

[...]

I want to leave you with this final thought. I've told you about how speakers of different languages think differently, but of course, that's not about how people elsewhere think. It's about how you think. It's how the language that you speak shapes the way that you think. And that gives you the opportunity to ask, "Why do I think the way that I do?" "How could I think differently?" And also, "What thoughts do I wish to create?"

*Excerpt from the TED Talk, How Language Shapes the Way We Think by Lera Boroditsky
(Adapted from Phil-IRI for JHS Group Screening Test)*

Activity 1: Finding Maito! (MAIn idea and TOPic sentence)

Instructions: As you find the main idea and topic sentence of each paragraph, write them on the boxes provided below.

Main Idea of the text

Topic sentence (paragraph 1)

Topic sentence (paragraph 3)

Topic sentence (paragraph 5)

Topic sentence (paragraph 7)



You know how sometimes you finish a movie or a book, and you're like, 'Wow, that was good!' But then someone asks you, 'So, what was it really about?' And you just kind of stammer, 'Uh, well, a guy did this, and then a girl did that...'

Well, 'getting the theme' is basically figuring out the bigger message the creator (the writer, the director) was trying to send, beyond just the plot.

Run-on recording of reading performance

Think of it like hitting "record" and just letting it roll while a person reads, without stopping or cutting anything out.

What is a run-on recording of reading performance?

A "run-on recording of reading performance" typically refers to a continuous audio or video recording of someone reading aloud, without significant breaks, edits, or interruptions.

Activity 1

Let's simulate a recording of a reading performance!

Instructions: *Record an audio and submit it to your reading teacher. The text is provided below.*

Grade 7

Text:

"The sun was shining brightly in the clear blue sky. Birds were singing their sweet melodies."

Grade 8

Text:

Does the teacher love trying to control a classroom full of disrespectful children? Not likely. But the work is performed with a sense of purpose that “love” doesn’t capture.

from Dear Grads, Don’t Do What You Love by McCoy

Grade 9

Text:

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

*from the Speech, Pearl Harbor Address to the Nation,
by Franklin Delano Roosevelt*

Grade 10

Text:

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people. Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument.

Excerpt from the speech, We Shall Overcome, by Lyndon Baines Johnson

Audio Reading Rubric

Student Name: _____ **Date:** _____

Text: "The sun was shining brightly in the clear blue sky. Birds were singing their sweet melodies."

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Developing	1 - Needs Support
Fluency & Prosody	The audio recording demonstrates reading with excellent pace, accuracy, and expressive voice. The student's reading sounds natural and conversational, clearly observing punctuation (pauses, intonation).	The audio recording demonstrates reading with good pace and accuracy. There is some expression, and punctuation is generally observed. May have minor hesitations, but self-correction is smooth.	The audio recording demonstrates reading that is slow and/or contains several hesitations. The voice may be flat or choppy, with limited attention to punctuation. Reading may sound word-by-word.	The audio recording demonstrates reading with significant difficulty, very slowly, or in a halting manner. There is no expression, and punctuation is ignored. Reading is a struggle to follow.
Accuracy (Word Recognition)	All words in the audio recording are pronounced correctly, with no errors or immediate, independent self-corrections. "T	Almost all words in the audio recording are pronounced correctly (1-2 minor mispronunciations) and/or self-corrections are made with minimal prompting (or sounds like self-correction without prompting).	Several words in the audio recording are mispronounced (3-5 errors) which may disrupt the flow or meaning. Student may struggle with specific words (e.g., "brightly," "melodies," "singing").	Many words in the audio recording are mispronounced (6+ errors) or skipped entirely, making the text difficult to understand. Student shows significant difficulty with a majority of words.
Clarity & Volume	The student's voice in the audio recording	The student's voice in the audio recording is	The student's voice in the audio recording	The student's voice in the audio recording

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Developing	1 - Needs Support
	<i>is clear, audible, and consistent throughout the reading. It is easy to understand every word spoken.</i>	<i>generally clear and audible. There might be minor fluctuations in volume but it is still easy to understand.</i>	<i>is sometimes unclear or too quiet, making some words difficult to hear. Volume may fluctuate significantly.</i>	<i>is consistently unclear, too quiet, or muffled, making it very difficult to understand the reading.</i>
Overall Performance	<i>The audio recording demonstrates a confident and skilled reader who understands and conveys the meaning of the text effectively.</i>	<i>The audio recording demonstrates a competent reader who can independently read the text with good understanding.</i>	<i>The audio recording indicates a developing reader who needs continued support with fluency, accuracy, and/or prosody.</i>	<i>The audio recording indicates a student who requires significant foundational support in reading skills.</i>

Teacher's feedback:

Reflection Question (Individual Task):



1. For you, what is the best strategy or skills to enhance reading comprehension? Write your answer in **3–5 sentences**.

LISTENING COMPREHENSION

Week 15

Answering WH questions

Following directions



OVERVIEW:

*In the previous lesson, students explored and learned reading comprehension strategies. These strategies are **getting the main ideas and topic sentence**. They have undergone a **run-on recording of your reading performance** as one of the oral reading assessments.*

*Now, we will assess our learner's listening comprehension through applying certain listening strategies like **answering WH question** and **following directions**.*



This week's objectives:

- 1. To develop students' ability to extract explicit information from a short narrative text by answering "WH" questions (Who, What, Where, When, Why, How).*
- 2. To assess students' listening comprehension and ability to accurately follow multi-step verbal instructions.*
- 3. To encourage students to reflect on and articulate their preferred strategies for improving reading comprehension.*



Activity 1: Answering WH questions

will you read a short passage and then you will answer WH questions through a multiple-choice test.

Grade 7

Plant Intelligence

Plants are considered as life-support on Earth because of the countless things they provide to the entire biosphere. With their great significance and surprising qualities, many scientists were drawn to consider whether plants have feelings or possess some degree of intelligence. While many people believe that plants don't have any emotions as people do, plants do show signs of responding to their environment. At present, many studies have been conducted to discover the possibility that plants exhibit intelligence or at the least if they can feel.

Many plant biologists and botanists use the term "neural activity" to describe plant behavior despite the fact that plants don't have brains or neurons. One remarkable study that demonstrates such activity of plants was done by Bohm J., et. al. (2016) (as cited by Trewavas, 2016) on a Venus fly-trap, a plant that captures and consumes a variety of small flying insects. After carefully examining the behavior of the said carnivorous plant, the researchers concluded that the Venus fly-trap can actually "count" up to five. Their assumption was based on the following observations: 1) As a fly-trap hair is touched the first time, the plant makes no response; 2) When a second hair is touched within 20 seconds, the open petals of the plant snap shut, trapping its potential meal; 3) As the insect begins to struggle, at the third touch of a plant hair, the plant again makes no response; 4) The same lack of response occurs the fourth time a plant hair is stimulated; and 5) Only with the fifth hair touch do the plant's digestive enzymes start the process of digesting its prey.

The abovementioned observations can be interpreted as the fly-trap's knowledge on when best to attack prey and avoid false starts. These may not be an indication of a plant's intelligence that is comparable to humans but these show that plants somehow feel because of their response to their environment.

References:

Martin, K. (2019). *Are Plants Intelligent? Surprising Evidence That Plants Can Feel*.

<https://www.magellantv.com/articles/are-plants>

Tony Trewavas, *Plant Intelligence: An Overview*, *BioScience*, Volume 66, Issue 7, 01 July 2016, Pages 542–551,

<https://doi.org/10.1093/biosci/biw048>

(Adapted from Phil-IRI for JHS Group Screening Test)

1. What main idea is expressed in the selection?
 - A. Plants are living things that are locomotive and responsive to the environment.
 - B. Plants are living things that have feelings and possess some degree of intelligence.
 - C. Plants are living things that possess emotion and the ability to reason and feel.
 - D. Plants are living things that use different strategies to lure prey into their traps.

2. What is the author's purpose in writing the text?
 - A. To amuse the readers about what Venus fly-traps can do
 - B. To compare and contrast plants and human beings
 - C. To inform the readers about a specific trait of plants.
 - D. To persuade the readers to take care of plants

3. Which of the following is NOT stated in the selection?
 - A. Plants like humans are capable of feeling.
 - B. Plants like animals can engage in activities.
 - C. Plants like humans possess intelligence.
 - D. Plants like humans respond to the environment

4. Why are plants considered as life-support on Earth?
 - A. They create habitats and shelter for selected organisms.
 - B. They maintain the atmosphere by absorbing oxygen.
 - C. They provide countless things to the entire biosphere.
 - D. They supply food to all human beings except animals.

5. How did the author accomplish his/her purpose?
 - A. By comparing plants and humans
 - B. By describing plants and humans
 - C. By enumerating traits of plants
 - D. By reporting results of studies



Activity 1: Answering WH questions

I will you read a short passage and then you will answer WH questions through a multiple-choice test.

Grade 8

The Negro Speaks of Rivers

by Langston Hughes

I've known rivers:

I've known rivers ancient as the world and older than the

Flow of human blood in human veins

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln

Went down to New Orleans, and I've seen its muddy

Bosom turn all golden in the sunset

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

Number of Words: 108 Prepared by Rechelyn Constantino

Source: Hughes, L. (2020, April 29). The Negro speaks of Rivers. Poets.org.
<https://poets.org/poem/negro-speaks-rivers>

(Adapted from Phil-IRI for JHS Group Screening Test)

1. Who could be speaking in the poem?
 - A. A historian who knows about rivers
 - B. A spirit guarding the rivers
 - C. A young child admiring the rivers
 - D. An old man remembering the rivers

2. Which river is located in New Orleans?
 - A. Congo River
 - B. Euphrates River
 - C. Mississippi River
 - D. Nile River

3. What does the phrase, **ancient as the world** suggest?
 - A. as big as
 - B. as far as
 - C. as old as
 - D. as wide as

4. Which of the following best describes how a dusky river look like?
 - A. Clear and flowing
 - B. Clear and sparkling
 - C. Muddy and dark
 - D. Muddy and flowing

5. The speaker said "I looked upon the Nile and raised the pyramids above it."
Which of the following can best explain how s/he had raised the pyramids?
 - A. The speaker was a government official who built the pyramids.
 - B. The speaker was an architect who helped build the pyramids.
 - C. The speaker was once a powerful leader who built the pyramids.
 - D. The speaker was one of the slaves who helped build the pyramids.



Activity 1: Answering WH questions

I will you read a short passage and then you will answer WH questions through a multiple-choice test.

Grade 9

Depression: How Serious Can It Get?

Depression is a common mental disorder, and anyone can suffer from it. As the leading cause of poor health globally, the World Health Organization (WHO) explains in an article titled “Depression” about many unknown characteristics of depression that most people are unaware of.

First, it is characterized by sadness or displeasure. Many people find themselves losing interest in something they previously enjoyed doing and sometimes wonder why. In fact, these instances show why a lot of people get burned out from their jobs or hobbies easily and tend to fail afterwards. It is also discussed that someone who manifests depression can have sleep disturbances and loss of appetite that can lead to serious health conditions. Lastly, the article describes how common tiredness, and poor concentration can be observed from someone who is depressed. Among all its characteristics, these are the usual symptoms that we see from people who suffer depression.

The WHO encourages everyone to be aware of these characteristics and aid those who show these effects as depression can be long-lasting or recurrent and can dramatically affect a person’s ability to function and live a rewarding life.

Number of Words: 187

Written by Isidro Arada Jr.

Source: World Health Organization (2022). Depression. Retrieved from <https://www.who.int/healthtopics/depression>

(Adapted from Phil-IRI for JHS Group Screening Test)

1. What usual symptoms of depression were mentioned in the article?

- A. depression, lack of sleep and stress eating
- B. displeasure, good appetite, and lack of sleep
- C. sadness, loss of appetite, and poor concentration
- D. self-interest, sleep disturbance, and poor eyesight

2. Which of the following describes the function of the World Health Organization?

- A. collects sensitive information about individual's health record
- B. disseminates information on the latest about science and technology
- C. monitors all the operations of hospitals in the world
- D. provides leadership and guidance on global health issues

3. Why does depression lead to serious health conditions?

- A. because it breaks someone's good habits and healthy lifestyle
- B. because it deprives someone of rest and nourishment
- C. because it makes someone overthink and overanalyze
- D. because it leaves someone with no other choice

4. How is depression described in the text?

- A. a behavioral problem
- B. a physical problem
- C. a mental problem
- D. an emotional problem

5. How did the author organize the ideas in the selection?

- A. By describing the solution to depression
- B. By enumerating the steps in fighting depression
- C. By identifying the cause and effect of depression
- D. By listing the characteristics of depression



Activity 1: Answering WH questions

I will you read a short passage and then you will answer WH questions through a multiple-choice test.

Grade 10

Arachne

From Greek Mythology

In the kingdom of Lydia (an ancient area of Anatolia, which is in modern-day Turkey) there lived a girl, named Arachne. She was very good at weaving, and her reputation for embroidery soon spread. Athena, the goddess of (among many other things) spinners and embroiderers, was considered by many to have been Arachne's tutor, but Arachne refused to give the goddess any credit for having taught her how to weave so beautifully.

Indeed, so sure of her own weaving abilities was she, that Arachne even boldly challenged Athena to a weaving contest. Athena turned up in disguise as an old woman, advising the young weaver to be more modest about her achievements. Arachne was scornful, so Athena – angered by the girl's arrogance – revealed her true identity and accepted the challenge Arachne had proposed.

The two competitors chose the subject of their tapestries with care: while Athena showed the twelve Olympian gods in hers, she wove in a little detail in each of the four corners, showing what happens to uppity mortals who think they can defy the gods. Conversely, Arachne depicted the most outrageous things the gods had got up to – in particular, Zeus' track record in 'seducing' or abducting young maidens to satisfy his own lust.

Arachne's work was perfect, and Athena had to admit it. But, being a goddess, she didn't have to like it. What's the use of being a deity if you can't throw your weight about from time to time? So, Athena tore up Arachne's beautiful work and struck her down. Arachne was so downcast by this, that she hanged herself.

Athena was vindictive and refused to give Arachne peace in death. So, she turned the dead girl into a spider, so that she would be doomed to weave and spin for all time.

(Adapted from Phil-IRI for JHS Group Screening Test)

1. What does Arachne's weaving show?
 - A. abuses made by the gods
 - B. naughtiness of the gods
 - C. rudeness of the gods
 - D. weaknesses of the gods

2. What does the selection intend to accomplish?
 - A. To explain a natural phenomenon
 - B. To narrate the origin of something
 - C. To teach an important lesson
 - D. To tell an exaggerated story

3. What does the selection intend to accomplish?
 - A. To explain a natural phenomenon
 - B. To narrate the origin of something
 - C. To teach an important lesson
 - D. To tell an exaggerated story

4. Which of the following best describes the theme?
 - A. acceptance, anger, pride
 - B. humility, obedience, power
 - C. pride, humility, power
 - D. vengeance, anger, pride

5. Why did Athena become angry with Arachne?
 - A. Arachne was a great weaver of a tapestry.
 - B. Arachne's beauty is beyond compare.
 - C. Arachne's creations are better than hers.
 - D. Arachne's works are expensive and rare.



Activity 2: "Follow All Instructions" (The Twist!)

Materials: A printed sheet of instructions for each participant. Crucially, they are told to not turn it over until instructed.

Instructions:

1. Get a whole sheet of paper.
2. Write your first name on the middle of the paper.
3. Draw a circle around your first name.
4. Stand up and touch your toes.
5. Clap your hands three times.
6. Pass your paper to the teacher.



Activity 3: Listen and Do

I will give you a set of directions, and you follow them. Let's see how well you can listen and follow instructions!

Directions:

1. Draw a circle on a piece of paper.
2. Inside the circle, write the word "Banaybanay".
3. Draw a small triangle below the circle.
4. Write the number "5" inside the triangle.
5. Draw a line connecting the circle to the triangle.



Reflection Question (Individual Task):

1. *For you, what is the best strategy or skills to enhance reading comprehension? Write your answer in **3–5 sentences**.*

Teacher's Module

LISTENING COMPREHENSION

Week 16

Dictated compositions, Spelling Bee and Think-Pair-Share



OVERVIEW:

*In the previous lesson, students explored and learned reading comprehension strategies. These strategies **answering WH questions and following directions***

*Now, we will assess our learner's listening comprehension through applying certain listening strategies like **Dictated compositions, Spelling Bee and Think-Pair-Share**.*



This week's objectives:

- 1. To develop students' listening and writing accuracy through the practice of dictated composition.*
- 2. To improve students' spelling proficiency and vocabulary retention through a spelling bee activity.*
- 3. To foster collaborative learning and critical thinking through the implementation of the Think-Pair-Share strategy.*
- 4. To encourage self-reflection on effective strategies for enhancing listening comprehension.*



Think of like being an author who has a personal scribe. You're in charge of the ideas, the flow, and the words but you don't have to worry about the physical act of writing or typing.

What is Dictated Composition?

Dictated composition is a study strategy where a teacher or instructor dictates a passage, and students write down what they hear.

It is one of the great activities for improving our writing skills, particularly in areas like listening, grammar, and punctuation.

It enhances listening skills and writing skills as you are paying attention to details.

Activity 1: Dictated composition

I will dictate a short paragraph and you write it down. This will help you practice your listening and writing skills. Let's begin!

"Banaybanay is one of the beautiful towns in Davao Oriental. It has many stunning beaches. One of these is called Burias Beach. The town is surrounded by lush green mountains and is known in the province for its agricultural produce like rice."



Imagine the spotlight is on you. You're standing on stage, the microphone looming. The pronouncer just gave you the word. Your heart's doing a little drum solo in your chest. All eyes are on you. That's the spelling bee moment!

What is Spelling Bee?

A **Spelling Bee** can be a surprisingly versatile and effective study strategy, not just for English vocabulary but for learning across various subjects. Its core benefits extend beyond just memorization to include deeper understanding, pattern recognition, and active recall.

Activity 2: Spelling Bee

I will pronounce the words twice and write it down on your answer sheet.

1. beautiful
2. productive
3. composition

4. dictate
5. conversation
6. province
7. punctuation
8. grammar
9. paragraph
10. information



*You have probably heard the phrase "two heads are better than one," right? Well, **Think-Pair-Share** is basically that idea turned into an awesome learning strategy, especially when you're tackling something!*

What is Think-Pair-Share?

Think-Pair-Share is a highly effective cooperative learning strategy that can be adapted for individual study, partner study, or small group work. It's particularly powerful because it combines individual reflection with peer interaction and, optionally, broader group sharing, addressing various learning styles and needs.

Here's how Think-Pair-Share works as a study strategy and its benefits:

The Think-Pair-Share Process:

1. Think (Individual Reflection): *The learner is presented with a question, problem, concept, or prompt related to the material they are studying.*

2. Pair (Collaborative Discussion):

The learner then pairs up with a partner. They discuss their individual thoughts, compare their ideas, clarify understandings, and challenge each other's perspectives.

3. Share:

Whole Group Synthesis:

The pairs (or designated individuals from each pair) share their refined ideas, conclusions, or insights with the larger group (e.g., the whole class, a study group, or the instructor).

Activity 3: Let's play "Think, Pair, Share"!

I'll give you a question or prompt, and you think about it for a moment. Find a classmate to be your partner in making this activity. Write your ideas about the question or prompt given. Discuss it together and share your thoughts and ideas together and to the class.

Here's a prompt:

Imagine you're planning a trip to the Province of Davao Oriental. What are some things you would like to do and see during your visit?

Step 1: Think... Take a moment to think about your ideas.
Write your ideas here:

Step 2: Pair... Share your thoughts with me!
Write your common ideas here:

Step 3: Share... We can discuss your ideas and build on them together and share it to the class.

Think-Pair-Share Rubric

Activity/Topic: _____

Student Name(s): _____ Date: _____

Instructions: Use this rubric to assess individual and/or group performance during the Think-Pair-Share activity.

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement	Score
THINK	Thoroughly developed and insightful ideas; clearly demonstrates deep understanding of the topic/question. Ideas are well-supported and show critical thinking.	Developed clear and relevant ideas; demonstrates good understanding of the topic/question. Ideas are generally supported.	Formulated some ideas, but they may lack depth or clarity; shows basic understanding of the topic/question. Ideas may be weakly supported.	Struggled to generate relevant ideas or demonstrate understanding of the topic/question. Ideas are unclear or off-topic.	
PAIR	Actively listens and responds thoughtfully to partner's ideas; builds upon and synthesizes ideas effectively. Both partners fully participate and engage in a rich discussion.	Listens to partner's ideas and shares own thoughts; generally, contributes to the discussion. Both partners participate adequately.	Listens somewhat to partner but may struggle to contribute or build on ideas; participation may be uneven.	Does not actively listen or contribute to the discussion; one partner dominates or there is little interaction.	
SHARE	Clearly and confidently articulates the group's synthesized ideas to the class; provides insightful contributions and effectively responds to questions.	Presents the group's ideas clearly to the class; contributes appropriately to the whole-class discussion. Generally,	Presents some ideas to the class but may lack clarity or confidence; contributions to class discussion are limited. May not	Does not present ideas or contributes minimally to the whole-class discussion; struggles to articulate thoughts or	

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement	Score
	<i>Represents the shared thinking accurately.</i>	<i>represents the shared thinking.</i>	<i>fully capture shared thinking.</i>	<i>represent shared thinking.</i>	
Content Accuracy/ Relevance	<i>All shared information is accurate, highly relevant to the prompt, and demonstrates a sophisticated grasp of the subject matter.</i>	<i>Most shared information is accurate and relevant to the prompt, demonstrating a good grasp of the subject matter.</i>	<i>Some shared information is accurate and relevant but may contain minor inaccuracies or lack depth/relevance.</i>	<i>Shared information is largely inaccurate, irrelevant, or demonstrates significant misunderstanding of the subject matter.</i>	
Communication & Respect	<i>Consistently uses respectful language and active listening skills; encourages and values diverse perspectives. Maintains appropriate volume and stays on task.</i>	<i>Generally, uses respectful language and listens to others; participates constructively. Mostly maintains appropriate volume and stays on task.</i>	<i>Occasionally uses respectful language or listens; may interrupt or show limited interest in others' ideas. May struggle with appropriate volume or staying on task.</i>	<i>Disruptive or disrespectful communication; does not listen to others' ideas. Frequently off-task or too loud/quiet.</i>	
Time Management	<i>Efficiently uses allocated time for each phase (Think, Pair, Share); is ready to transition promptly.</i>	<i>Manages time well in each phase; transitions mostly on time.</i>	<i>Struggles slightly with time management, leading to rushed or incomplete phases.</i>	<i>Poor time management, significantly affecting the completion or quality of the phases.</i>	
Overall	<i>Fully engaged throughout all phases of the</i>	<i>Generally engaged in the activity; shows a</i>	<i>Engagement is inconsistent; may appear</i>	<i>Lacks engagement; shows little</i>	

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement	Score
Engage-ment	activity; demonstrates enthusiasm for learning and collaboration.	willingness to participate.	distracted or disengaged at times.	interest in participating in the activity.	



Reflection Question (Individual Task):

1. For you, what is the best strategy or skills to enhance listening comprehension? Write your answer in **3–5 sentences**.

DEVELOPING POSITIVE ATTITUDE TOWARDS LANGUAGE

Week 17

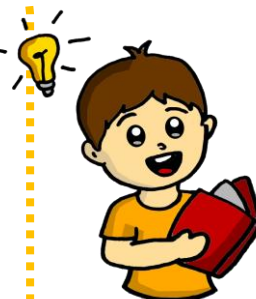


Simulation/Role-playing activities and Making connections

OVERVIEW:

In the previous lesson, students have undergone assessment through **Dictated composition**, **Spelling Bee** and **Think-Pair-Share** which in the process have assessed their Listening Comphension.

Now, we will engage our learners into more active activities for developing positive attitude towards language. Learners will undergo **simulation/role playing activities and making connections** to the text listened/read.



This week's objectives:

1. To define and differentiate between simulation and role-playing activities, recognizing their value as learning tools.
2. To apply simulation and role-playing techniques to a given real-world scenario (community flood response).
3. To develop collaborative problem-solving skills by working in groups to assess risks, prioritize actions, allocate resources, and create a communication plan under pressure.
4. To enhance communication and negotiation skills through advocating for a specific role's perspective within a group setting.



Sometimes we play out scenarios or pretend to be in certain situations to practice or understand things better? Like, imagine you're in a crisis and you have to make decisions like a mayor or a health officer.

Simulation and role-playing activities are powerful tools for learning and development across various contexts, including education, corporate training, and personal growth. It allows participants to connect theoretical knowledge to real-world situations, practice skills in a safe environment, and develop critical thinking, communication, and empathy.

What are Simulation and Role-Playing Activities?

Role-Playing involves participants spontaneously acting out scenarios without scripts or costumes. The focus is on practicing immediate reactions, communication, and understanding different perspectives. Participants might play themselves in a hypothetical situation or take on another identity (e.g., a manager, a customer, a historical figure).

Simulations are generally more structured and complex than role-plays. They aim to recreate or mimic real-life situations with more detailed scenarios, often involving specific rules, norms, and potentially technology. Participants might play themselves or other characters, and the emphasis is on testing decision-making skills and understanding complex processes.



Okay, let's dive into an example of a role-playing and simulation activity. I'll provide a scenario that combines elements of both and then break down the key components.

Activity 1: Lights, Camera, Action! (Simulation & Role Playing)

Directions: Welcome to our "Lights, Camera, Action!" activity, where you'll step into the shoes of community leaders facing a critical challenge in Banaybanay, Davao Region, Philippines. You'll participate in an emergency meeting as part of the Banaybanay Community Flood Response Task Force, aiming to prepare for an imminent storm after recent severe flooding.

In your group, assign a role for each member. You may create a script for a well-organized simulation and role playing.

Scenario: "The Community Flood Response Meeting"

This activity is designed for a group of 6-10 participants (can be scaled) and aims to develop skills in:

1. Collaborative problem-solving
2. Communication and negotiation

3. Understanding diverse perspectives
4. Decision-making under pressure
5. Community engagement

Setting: Banaybanay, Davao Region, Philippines. The community has recently experienced severe flooding due to heavy rains. Another storm is predicted to hit within 48 hours, posing an immediate threat.

The Premise (Simulation Aspect): Participants are members of a newly formed **Banaybanay Community Flood Response Task Force**. They have been called to an emergency meeting to:

1. Assess the immediate damage and ongoing risks from the previous flood.
2. Prioritize actions as preparation for the predicted storm.
3. Allocate limited resources (budget, volunteers, equipment).
4. Develop a communication plan for the community.

The Roles (Role-Playing Aspect):

Each participant will be assigned a specific role with a unique perspective, priorities, and some "secret" information or limitations.

1. Mayor's Representative (Local Government Unit - LGU):

Goal: Ensure overall community safety, manage public perception, balance budget, and coordinate with national agencies.

2. Head of the Barangay Disaster Risk Reduction and Management Committee (BDRRMC):

Goal: Protect lives and property at the barangay level, organize evacuations, manage shelters.

3. Local Health Officer:

Goal: Prevent disease outbreaks (leptospirosis, dengue), ensure access to medical supplies and clean water.

4. Community Leader / Evacuee Representative:

Goal: Advocate for the needs of displaced residents, ensure fair distribution of aid, address immediate concerns like food, water, and temporary shelter.

5. Head of the Local Agricultural Office:

Goal: Assess damage to crops and livestock, protect agricultural livelihoods, ensure food supply for the community.

6. Local Engineer / Infrastructure Specialist:

Goal: Assess structural damage to roads, bridges, and buildings; recommend immediate repairs or safety measures.

7. Representative from a Local NGO/Relief Organization:

Goal: Provide humanitarian aid, coordinate volunteer efforts, identify vulnerable populations.

8. Head of Communications / Public Information Officer:

Goal: Ensure timely and accurate information dissemination to the public, manage social media, counter misinformation.

(If more participants: Add a School Principal, Business Owner, or more Community Representatives.)

Rubric 1: Individual Role Performance & Participation

This rubric assesses each participant's effectiveness in their assigned role and their contribution to the overall group process.

Name: _____ Role _____

Assessor: _____

Criteria	1 - Beginning Learner	2 - Developing Learner	3 - Proficient Learner	4 - Exemplary Learner	Score
1. Role Immersion & Authenticity	Minimal understanding of role's perspective; acts largely as self or struggles to adopt role's priorities.	Shows some understanding of role's perspective but occasionally breaks character or prioritizes personal views.	Consistently acts in character, accurately representing the role's priorities, concerns, and limitations.	Fully embodies the role, authentically expressing its unique perspective, even when challenging.	
2. Communication & Advocacy	Seldom speaks, is unclear, or does not effectively advocate for their role's needs/concerns.	Communicates basic needs/concerns but struggles to elaborate or influence the group.	Clearly articulates their role's needs, concerns, and proposed solutions; participates actively.	Articulates their role's position persuasively and concisely, actively listening and responding to others.	
3. Problem-Solving & Contribution	Offers few ideas or proposals; ideas are vague or not aligned with the role's objectives.	Offers some relevant ideas but may not elaborate or connect them effectively to the overall problem.	Contributes relevant and constructive ideas, proposing solutions aligned with their role while considering the broader context.	Consistently generates insightful and actionable solutions that address their role's needs while contributing to the collective good.	
4. Collaboration & Negotiation	Tends to work independently, ignores others'	Participates in discussions but may struggle	Actively listens, engages	Expertly navigates differing	

Criteria	1 - Beginning Learner	2 - Developing Learner	3 - Proficient Learner	4 - Exemplary Learner	Score
	input, or is unyielding in their position.	with active listening or compromising effectively.	respectfully with diverse viewpoints, and seeks constructive compromises when appropriate.	opinions, facilitates consensus-building, and demonstrates skilled negotiation to achieve shared goals.	
5. Resourcefulness & Adaptability	Does not leverage "secret" information effectively or struggles to adapt to new developments.	Attempts to use "secret" information but may not integrate it smoothly; shows some adaptability to new information.	Effectively uses their "secret" information to inform their contributions and adapts well to unforeseen challenges or changes in the scenario.	Creatively and strategically leverages their "secret" information; demonstrates exceptional agility in adapting to complex and dynamic shifts during the activity.	

Rubric 2: Group Action Plan & Process

This rubric assesses the collective outcome of the "meeting" and the effectiveness of the group's collaborative process.

Group Name: _____

Assessor: _____

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary	Score
1. Completeness of Action Plan	Missing critical components (priorities, actions, responsibilities) or is very vague.	Includes most components but lacks detail or clear assignment of responsibilities.	All required components are present; plan is reasonably detailed and clear.	Plan is comprehensive, highly detailed, and clearly outlines priorities, actions, responsibilities, and communication.	
2. Realism & Feasibility of Plan	Plan is unrealistic, impractical, or ignores significant constraints (time, resources).	Plan has some realistic elements but overlooks key constraints or potential obstacles.	Plan is largely realistic and feasible given the constraints; addresses most immediate concerns.	Plan is highly realistic, creative, and fully accounts for available resources, time, and potential challenges.	
3. Prioritization & Strategic Thinking	Fails to prioritize actions, or priorities are illogical given the scenario.	Attempts to prioritize but may miss critical or immediate needs; some actions are not strategic.	Clearly identifies and prioritizes key actions for the 48-hour window; demonstrates reasonable strategic thinking.	Exceptionally strong prioritization, focusing on the most critical and impactful actions to mitigate immediate and future risks.	

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary	Score
4. Inclusivity & Representation in Plan	Plan largely reflects one or two roles' perspectives, ignoring others' needs.	Considers some diverse needs but may overlook key concerns of certain roles or community segments.	Plan attempts to balance the needs and concerns of most represented roles and community segments.	Plan demonstrates a deep understanding of diverse community needs, effectively integrating solutions that benefit all stakeholders.	
5. Group Dynamics & Collaboration	Dominated by a few; little active listening; frequent disagreements without resolution.	Some participation, but discussions may be unfocused or lead to partial consensus.	Most members participate; discussions are generally constructive, leading to clear decisions.	All members actively engage; discussions are highly productive, fostering consensus and innovative solutions through mutual respect.	
6. Time Management	Unable to complete the task within the time limit; disorganized use of meeting time.	Finishes but rushes the end; time allocation for discussion was uneven.	Completes the task within the time limit; generally efficient use of meeting time.	Manages time effectively and efficiently, allowing for thorough discussion, deliberation, and decision-making.	
Overall Group Score					



You know how sometimes you just click with someone, or does an idea really resonate with you? That's like making a connection. It's like finding a thread between things that might seem different at first but end up relating in cool ways."

What is Making connections?

Making connections refers to the cognitive process of linking new information, experiences, or ideas to existing knowledge, past experiences, or other relevant concepts.

In the context of learning, particularly with interactive methods like simulations and role-playing, "making connections" is the critical bridge between the activity itself and real-world application or deeper understanding. It's about moving beyond just *doing* the activity to *understanding what was learned* from it and *how that learning can be applied*.

Activity 2: Connect and Reflect

1. **Emotional and Experiential Connections:** What emotions did you experience in your role?

2. **Real-world parallels:** How does this simulation reflect real challenges faced by communities during and after a crisis?

3. **Perspective shift:** Did playing a different role give you a new appreciation for certain stakeholders in a real crisis?

4. **Key skill:** What communication skill did you find most important in this activity?

5. **Future application:** What's one thing you would do differently in a real-life situation after this experience?



Reflection Question (Individual Task):

Let the learners share their ideas.

"Reflect on your role and the group process: What was your main goal in your role, how effective was the communication among group members, and what did you learn about other roles' perspectives?"

A large, empty rounded rectangle with a thin blue border, intended for students to write their reflections.

Learner's Module

STUDY STRATEGY

Week 18

Dictated compositions, Spelling Bee and Think-Pair-Share



OVERVIEW:

*In the previous lesson, we engaged our learners into more active activities for developing positive attitude towards language. Learners will undergo **simulation/role playing activities and making connections** to the text listened/read.*

*Now, we will explore and learn to apply **Dictated Compositions, Spelling Bee, and Think-Pair-Share** for improved learning outcomes.*



This week's objectives:

- 1. To enhance listening comprehension and writing accuracy by actively listening to and transcribing a dictated passage.*
- 2. To understand the concept and benefits of a spelling bee as a study strategy.*
- 3. To improve spelling proficiency by accurately writing dictated words.*
- 4. To understand the concept and process of the Think-Pair-Share cooperative learning strategy.*
- 5. To apply the Think-Pair-Share strategy by individually reflecting on a prompt, discussing ideas with a partner, and sharing refined thoughts with a group.*
- 6. To reflect on the personal benefits and effectiveness of dictated composition, spelling bee, and Think-Pair-Share in enhancing listening and writing skills.*



Think of like being an author who has a personal scribe. You're in charge of the ideas, the flow, the words—everything—but you don't have to worry about the physical act of writing or typing. Your partner is there to capture every word you say.

What is Dictated Composition?

Dictated composition is a study strategy where a teacher or instructor dictates a passage, and students write down what they hear.

It enhances listening skills and writing skills as you are paying attention to details.

Activity 1: Active listening, Accurate writing!

Let the learner listen actively to the audio and let them write down the short paragraph dictated.

Play the audio: <https://youtu.be/LfUE4rMYu9o>



Imagine the spotlight is on you. You're standing on stage, the microphone looming. The pronouncer just gave you the word. Your heart's doing a little drum solo in your chest. All eyes are on you. That's the spelling bee moment!

What is Spelling Bee?

A **Spelling Bee** can be a surprisingly versatile and effective study strategy, not just for English vocabulary but for learning across various subjects. Its core benefits extend beyond just memorization to include deeper understanding, pattern recognition, and active recall.

Play the audio: <https://youtu.be/XPANdphyW88>



*You have probably heard the phrase "two heads are better than one," right? Well, **Think-Pair-Share** is basically that idea turned into an awesome learning strategy, especially when you're tackling something!*

What is Think-Pair-Share?

Think-Pair-Share is a highly effective cooperative learning strategy that can be adapted for individual study, partner study, or small group work. It's particularly powerful because it combines individual reflection with peer interaction and, optionally, broader group sharing, addressing various learning styles and needs.

Here's how Think-Pair-Share works as a study strategy and its benefits:

The Think-Pair-Share Process:

1. Think (Individual Reflection):

The learner is presented with a question, problem, concept, or prompt related to the material they are studying.

2. Pair (Collaborative Discussion):

The learner then pairs up with a partner. They discuss their individual thoughts, compare their ideas, clarify understandings, and challenge each other's perspectives.

3. Share:

Whole Group Synthesis:

The pairs (or designated individuals from each pair) share their refined ideas, conclusions, or insights with the larger group (e.g., the whole class, a study group, or the instructor)

Activity 1: Be the perfect duo!

Direction: Find a partner. Examine and analyze the given graphic organizer. Together, write on your paper your thoughts and ideas about it. Then, share your ideas in the class.





Reflection Question (Individual Task):

1. *For you, how helpful dictated composition, spelling bee, and think-pair-share in enhancing your listening and writing. (3–5 sentences)*

Teacher's Module

VIEWING

Week 19

Answering WH questions

Noting details

Predicting outcomes



OVERVIEW:

*In the previous lesson, learners explored and learned to apply **Dictated Compositions, Spelling Bee, and Think-Pair-Share** for improved learning outcomes.*

*Now, learners will undergo activities like **Answering WH questions, Noting details, and Predicting outcomes**.*



This week's objectives:

1. To apply the "Answering WH Questions" strategy to extract key information from a video fable.
2. To understand the significance of "Noting Details" as a viewing skill.
3. To apply the "Noting Details" strategy by identifying critical elements (Setting, Main Character, Conflict, Theme, Moral Lesson) from a video.
4. To understand the concept and benefits of "Predicting Outcomes" as a viewing strategy for engagement and comprehension.
5. To apply the "Predicting Outcomes" strategy by making informed predictions about a story's progression based on video content.
6. To reflect on the personal helpfulness of answering "WH" questions, noting details, and predicting outcomes in enhancing comprehension while viewing stories.



Answering "WH" questions is an incredibly powerful strategy for enhancing viewing skills, because it pushes learners beyond just passively watching. It transforms viewing into an active, analytical process. Here's how it helps:

Promotes Active Listening and Observation

When a learner knows they'll be asked "Who," "What," "Where," "When," "Why," and "How," their brain shifts from casual viewing to focused information gathering. They're actively listening to dialogue, observing visual cues, and paying attention to details they might otherwise miss.

Improves Comprehension and Retention

"WH" questions require learners to extract key information from the video. This act of identifying and processing essential details helps them build a clearer mental model of the content.

Develops Critical Thinking and Inference

While some "WH" questions are direct recall, others (especially "Why" and "How") often require learners to infer meaning, understand cause-and-effect relationships, or analyze character motivations.

Strengthens Summarization and Retelling Abilities

The answers to "WH" questions essentially form the core components of a summary. If a learner can answer who, what, where, when, why, and how, they *have all the essential elements needed to retell the story or explain the concept in their own words.*



Viewing Activity No. 1

Watch the video attentively to answer the WH questions.

1. **Who** are the two main characters in the fable?
2. **What** does the crow have in her beak?
3. **Where** does the crow land with her cheese?
4. **Why** does the fox want the crow to sing?
5. **How** does the fox trick the crow?
6. **What** happens when the crow opens her mouth?
7. **Who** ends up eating the cheese?
8. **What** is the moral of the story?
9. **When** does the fox begin to flatter the crow?
10. **How** does the crow feel after being flattered?

Play this video.



<https://www.youtube.com/watch?v=BF3bXji-J7I>



Noting Details – it's a super important skill, especially when you're watching a video, reading a book, or listening to someone speak. It's like being a detective for information!

Viewing Activity No. 1

Watch the video and answer the following questions for noting details activity.

While watching the video, look for the following:

1. Setting:
2. Main Character:
3. Conflict:
4. Theme:
5. Moral Lesson:

Play this video.



<https://www.youtube.com/watch?v=BF3bXji-J7I>



Predicting outcomes from a story you're viewing is a fantastic skill that boosts your comprehension and keeps you super engaged! It's like being a detective trying to figure out "what happens next?" before the story actually tells you.

Play this video.



<https://www.youtube.com/watch?v=I0Z8A4u3CtI>

Question 1: What do you predict the Wind will do to try and make the man take off his jacket?

Question 2: How do you think the man will react when the Wind tries its best?

Question 3: Do you predict the Wind will succeed in making the man remove his jacket? Why or why not?

Question 4: The Wind tried to force the jacket off. What do you predict the Sun will do to make the man remove his jacket?

Question 5: How do you think the man will react to the Sun's approach?

Question 6: Do you predict the Sun will succeed where the Wind failed? Why or why not

Reflection Question (Individual Task):



1. For you, how helpful **answering WH questions, noting details, and predicting outcomes** through viewing/watching video of stories enhances your comprehension.? (3–5 sentences)

Teacher's Module

VIEWING

Week 20

Interpreting and Identifying elements of the story



OVERVIEW:

In the previous lesson, learners have undergone activities like **Answering WH questions** **Noting details** and **Predicting outcomes** to improve their viewing skill.

Now, let them try another activity improving this skill through **Interpreting and Identifying elements of the story**.



This week's objectives:

1. To define "interpreting" as a viewing skill, emphasizing its role in understanding deeper meanings beyond literal events.
2. To understand the six fundamental elements of a story (Characters, Setting, Plot, Conflict, Theme, Point of View) and how each contributes to the overall interpretation.
3. To apply the skill of identifying key story elements (Characters, Setting, Plot/Conflict) while watching a video.
4. To practice interpreting the deeper meaning, symbolism, and underlying messages within a video narrative.
5. To reflect on the personal helpfulness of interpreting and identifying story elements as a strategy for improving comprehension.



Now, let's break down **Interpreting** as a viewing skill, specifically focusing on **Identifying Elements of the Story**. This is a crucial step in truly understanding and appreciating any narrative you watch.

Interpreting: Going Beyond What You See

"Interpreting" means more than just understanding the literal events. It's about figuring out the deeper meaning, the messages, the hidden clues, and the underlying intentions within a story. When you interpret, you're not just observing; you're analyzing, connecting ideas, and forming your own understanding of why things are happening and what they mean.

When watching a video with the goal of interpreting:

Actively ask yourself: "Who, What, Where, When, Why, and How" about all these elements.

Look for patterns and connections between the elements.

Consider the implied, not just the stated. What isn't being said directly?

Think about the creator's purpose. Why did the filmmaker choose this setting or character?

Identifying Elements of the Story: Your Interpretation Toolkit

To interpret effectively, you need to be able to identify the fundamental building blocks of the story. These elements act as your guideposts, helping you piece together the larger picture.

Here are the key elements to identify and how they contribute to interpretation:

1. Characters

Who are they? (Main characters, supporting characters, antagonists)

What are their personalities like? (Brave, timid, sneaky, kind, selfish)

What are their motivations? (What do they want? Why do they act the way they do?)

How this helps interpret?

Understanding a character's traits and motivations helps you interpret their actions, predict outcomes, and understand the character's role in the story's message. For example, if a character is consistently kind, you might interpret their final act of generosity as a natural extension of their nature.

2. Setting

Where and when does the story take place? (Specific locations, time periods, general atmosphere like a dark forest or a sunny meadow)

How this helps interpret?

The setting often influences the mood, tone, and even the events of the story. A story set in a spooky old house will likely be interpreted differently from one set on a bustling city street. A historical setting might add context to characters' decisions.

3. Plot (Sequence of Events)

What happens in the beginning, middle, and end? (Exposition, rising action, climax, falling action, resolution)

What are the key events or turning points?

How this helps interpret?

Understanding the sequence allows you to see cause and effect. You interpret how one event leads to another and how conflicts are built and resolved. Without a clear plot understanding, interpretation becomes difficult.

4. Conflict

What is the main problem or struggle in the story? (Character vs. character, character vs. self, character vs. nature, character vs. society)

How this helps interpret?

The conflict is the engine of the story. By identifying it, you can interpret why the characters are doing what they're doing and what larger themes the story might be exploring (e.g., perseverance in the face of nature, the struggle for justice).

5. Theme (The Big Idea/Message):

What is the underlying message, lesson, or truth about life that the story conveys? (e.g., the importance of honesty, the power of friendship, the dangers of greed)

How this helps interpret?

This is often the goal of interpretation. By identifying characters, setting, plot, and conflict, you can piece together what the story is really trying to tell you beyond just the surface events. The theme isn't usually stated directly; you interpret it from all the other elements.

6. Point of View:

Who is telling the story? (First-person "I," third-person "he/she/they," omniscient, limited)

How this helps interpret?

The narrator's perspective can greatly influence how you interpret events and characters. Is the narrator biased? Do they know everything? This affects what information you receive and how reliable it is.



Viewing Activity 1: "The Moon and the Stars"

Direction: Before viewing the video, present first the question below.

Part 1: Identifying Key Story Elements

(Foundation for Interpretation)

Let the learners watch the video once or twice. Then, answer these questions to identify the core elements of the story:

1. Characters:

Who are the two children in the story?

Who is Lumi? What kind of character is Lumi?

What is Lumi's main feeling when the children first meet it?

2. Setting:

Where do Lian and Sami love to gaze?

Where does Lumi fall?

Where does Lumi eventually rest at the end of the story?

3. Plot / Conflict:

What is Lumi's problem or insecurity?

What do the children decide to do to help Lumi?

How do the children comfort Lumi?

Part 2: Interpreting the Deeper Meaning

Now, let's go beyond the surface and interpret the story's messages and symbols.

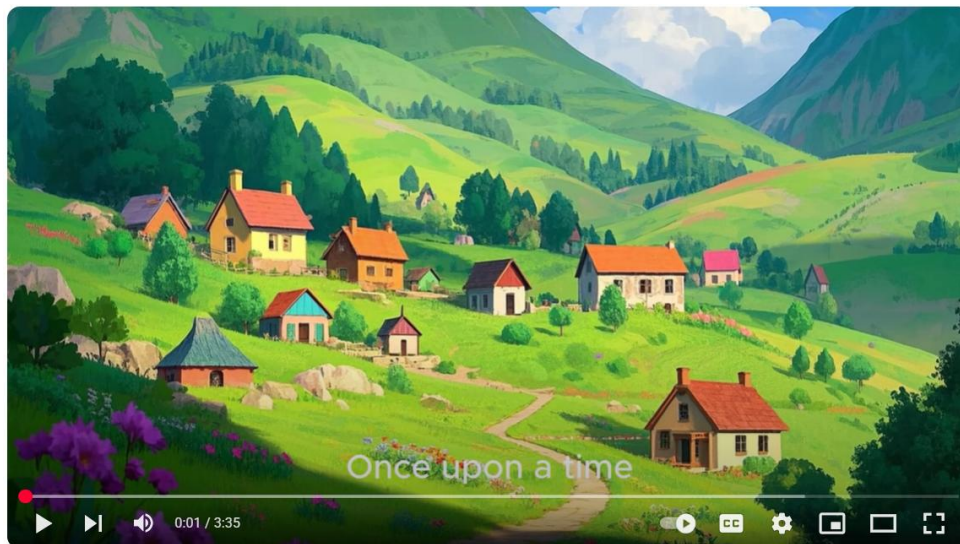
Here are the questions to be answered after watching the video?

1. Interpreting Lumi's Sadness:

a. Lumi feels sad because it isn't "bright enough." What might Lumi's feeling of not being bright enough symbolize in real life? (Think about people's feelings about themselves.)

b. Why do you think Lumi felt it didn't belong among the other stars?

Play and watch this video.



"The Moon and the Stars – A Magical Bedtime Story for Children"

<https://www.youtube.com/watch?v=US4m6M2euCs>



Reflection Question (Individual Task):

1. For you, how helpful is **interpreting and identifying the elements of the story** as a strategy to improve comprehension?
(3–5 sentences)