Key Stage 3

DepED DEPARTMENT OF EDUCATION

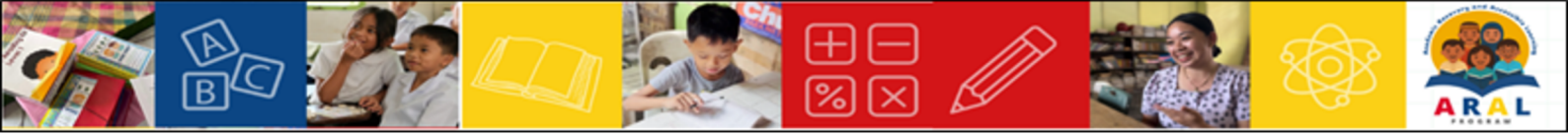
BAGONG PILIPINAS

Academic Recovery and Accessible Learning

# ARAL PROGRAM

## ARAL - READING BASIC

# Home Learning Material



# Home Learning Guide

This is a special time where you and your child can work together to practice important skills in reading and reinforce what they learned during the week from the ARAL Summer sessions.

SCHEDULE

| Monday - Thursday | Friday |
|---|---|
| | |

Designate an area or spot where to do the home learning activities together. It would also be great if you do the activities at a consistent time of the day every Friday to build an “ARAL-Time” at home.

**Our Goal: 20 minutes of connection, not 20 minutes of perfection**

These activities are meant to be fun and flexible, so take your time and do what works best for you and your child. There are different activities, so you can choose what feels right for today. **Start at 20 minutes** and take breaks as necessary. Remember, it’s not about rushing, it's about enjoying the learning journey together! You’re doing an amazing job as a partner in your child's learning. Let’s have fun and learn along the way!

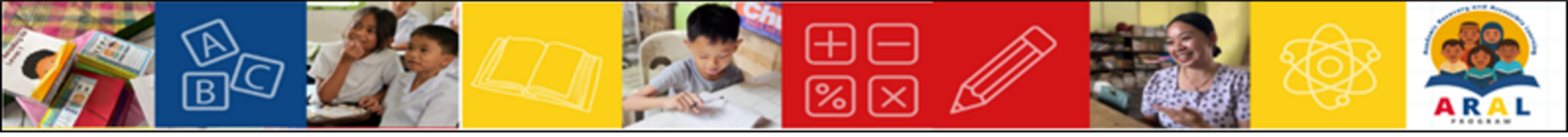
## Learning Support Strategies

**The "Big Picture" Scan (Before Reading)**

- Don't start with the first word. Scan the page together to identify 3-4 words that looks difficult and ask them to highlight/underline.
- Sound them out together first so they have a hard time reading later.
- Look at headings and captions. Ask, "What’s the main point here?" Knowing the topic makes decoding easier because their brain will expect certain words.

**I Read, We Read, You Read: (During Reading)**

1. Read the paragraph/phrase/word (Modeling)
2. Read it again together at the same time (Choral)
3. They read it solo (Independent). Suggest they use a pen or a pencil to point under the words as they read.



**Decoding Words**

1. **Chunking:** Cover parts of the word. If the word is “bahay”, cover everything but *bu*, then *hay,* and encourage to put the syllables together to make the word.
2. **Skip and Return:** If a word is too hard, have them say "blank" and finish the sentence. Often, the context of the rest of the sentence helps them "guess" the tricky word correctly.

**Do a quick check-in**

- If they are showing frustration, take over the reading. It is better for them to hear a story and enjoy it than to associate reading with a fight.
- After a difficult paragraph, ask, "What did the sentence tell us?" If they decoded the words but didn't understand the meaning, they haven't "read" it yet.

**Supporting confidence and encouraging a growth mindset**

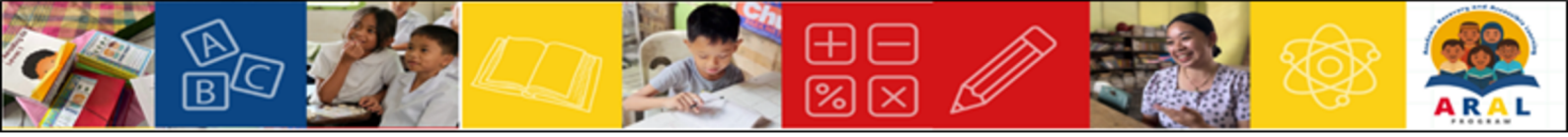
If the student struggles with reading, don’t forget to remind them that there is nothing wrong with making mistakes. What matters most is that they are trying and practicing. They can do it with patience and persistence! Offer praise or even small rewards for the effort they put in that day.

## Home Learning Accomplishment Checklist

Use this checklist to record Home Learning Time with your child. Record any observations or comments you have about the practice.

| | Set 1 | Set 2 | Set 3 | Observations / Comments |
|---|---|---|---|---|
| **Home Learning Activity 1 (May 8)** | | | | |
| **Home Learning Activity 2 (May 15)** | | | | |
| **Home Learning Activity 3 (May 22)** | | | | |
| **Home Learning Activity 1 (May 29)** | | | | |

You are doing a great job! By spending this time together, you are showing your child that reading is a valuable skill they can master with your support.



# ARAL Learner Self-Reflection

| | | | |
|---|---|---|---|
| **Home Learning Activity 1 (May 8)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 2 (May 15)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 3 (May 22)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 1 (May 29)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |

# Aral-Reading KS3 Basic Home Learning Activity 1

## Set 1

Basahin ang bawat pangungusap. Kulayan ang salitang nagsisimula sa Titik /Mm/, /Ss/, /Aa/, o /Ii/.

1. Si mama ay nagluluto.
2. Kumakain siya ng saging.
3. May aso sa bakuran.
4. Nakakita ako ng isda.
5. Umupo si Mila sa mesa.

## Set 2

Basahin ang bawat grupo ng salita. Bilugan ang salitang may unang tunog na katulad ng tunog na ipinapakita sa *magnifying glass*.

1. mata pusa dahon

2. bola sopa lata

3. upuan aso kasoy

4. ilog bundok gabi

5. saging mangga kanin

**Set 3**

Basahin ang bawat salita. Ilagay ito sa tamang kahon ayon sa unang titik.

1. oso
2. bola
3. eroplano
4. baso
5. okra

| O | B | E |
|---|---|---|
| | | |

# Aral-Reading KS3 Basic Home Learning Activity 2

## Set 1

Basahin ang bawat salita. Bilugan ang salitang nagsisimula sa titik Uu, Tt, Kk, Ll, Nn, o Gg.

| | | | |
|---|---|---|---|
| 1. | ulan | mesa | bata |
| 2. | tasa | ibon | aso |
| 3. | kutsara | saging | isda |
| 4. | lata | aklat | orasan |
| 5. | niyog | bola | pusa |

## Set 2

Basahin ang bawat salita. Sa pamamagitan ng palakpak, bilangin ang pantig at isulat kung ilang pantig mayroon ang salita.

1. da-hon → _____ pantig
2. na-nay → _____ pantig
3. pa-yong → _____ pantig
4. ro-sas → _____ pantig
5. ha-pon → _____ pantig

## Set 3

Basahin ang bawat pangungusap. Punan ang patlang ng tamang *sight word*: ang, mga, sa, ito, ay.

1. May _____ gulay at prutas sa mesa.
2. Hawak ko _____ lapis.
3. _____ ay dahon na kulay berde.
4. Si Nanay _____ masaya.
5. Nagluluto ng ulam si Tatay _____ kusina.

# Aral-Reading KS3 Basic Home Learning Activity 3

## Set 1

Read each sentence carefully. Underline the words that begin with the sound of the letters /Aa/, /Mm/, /Ss/, or /Dd/.

1. An ant is on the mat.
2. Sam sat on a mat.
3. The sun is hot today.
4. The dog ran fast.
5. She saw an ant on the ground.

## Set 2

Read each group of letters carefully. Underline the correct CVC word that can be formed using the given letters.

1. d – a – m

   amd  mad

2. i – d – m

   imd  dim

3. a – f – t

   taf  fat

4. i – f – t

   tfi  fit

5. a – m – t

   tam  mat

**Set 3**

Read each sentence carefully. Box the words that begin with the same sound.

1. Romy, the rooster ran fast.
2. The goat ate green grass.
3. Leo, the lizard, sat on a log.
4. The video van is big.
5. The fat frog flipped fast.

# Aral-Reading KS3 Basic Home Learning Activity 4

## Set 1

Read each sentence carefully. Color the sight words using any color you like.

1. He is helping at home.
2. She is singing a song.
3. We are reading together.
4. That was a fun game.
5. The bag is on the table.

## Set 2

Read each sentence carefully. Circle the word that begins with **sl** or **fl**.

1. The slug is on the leaf.
2. She waved a flag.
3. He played on the slide.
4. The bike has a flat tire.
5. The frog did not slip.

## Set 3

Read each sentence carefully. Box the word that has the **/oi/** or **/ou/** sound.

1. Joey found a shiny coin.
2. A big cloud covered the sky.
3. The children made a loud noise.
4. Plants grow well in the soil.
5. They joined the game happily.