



LEARNER'S WORKBOOK

ARAL-READING BASIC

KEY
STAGE

2



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ARAL-Reading Basic Workbook Key Stage 2

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Secretary: Sonny M. Angara

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Department of Education – Bureau of Learning Resources (DepEd-BLR)

Office Address: Ground Floor, Bonifacio Building, DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 8634-1054; 8634-1072; 8631-4985

Email Address: blr.lrqad@deped.gov.ph; blr.lrpd@deped.gov.ph





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ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	1
Baitang at Seksiyon		Sesyon ng Interbensiyon	1



GAWAIN 1: Basahin at Tuklasin Natin!

Panuto: Pakinggan ang kuwentong babasahin ng iyong guro at sagutin ang mga pang-unawang tanong.

Pamagat: **"Si Mia at ang Masayang Sabado"**
ni Enrico Lee E. Suarez

Isang umaga ng **Sabado**, masayang gumising si **Mia**.

"**Maglilinis** ako ng silid at **mag-aalaga** ng aking mga **alagang** hayop!" sabi niya. Una niyang pinakain ang **aso** at **ibon**. Kumahol ang aso at humuni naman ang ibon na tila nagpapasalamat sa pagkain na ibinigay ni Mia.

Pagkatapos, kumuha si Mia ng walis at sinimulang walisang ang bakuran. Tumulong ang kaniyang kapatid na si **Sam** na naglinis na rin sa loob ng bahay. "Ang sipag mo talaga, Ate Mia," sabi ni Sam habang nag-aayos ng mga **silya** sa **sala**.

Nang matapos ang gawaing bahay, sabay silang naglaro ng sipa sa likod ng bahay sa **ilalim** ng punong **mangga**. Masaya silang nagtawanan at naglaro hanggang hapon. Sa araw na iyon, natutuhan ni Mia na ang **sipag**, **samahan**, at **masayang** damdamin ay mahalaga sa bawat pamilya.



Sagutin Natin!

1. Ano ang ginawa ni Mia pagkagising niya sa umaga ng Sabado?
2. Anong mga hayop ang inalagaan ni Mia?



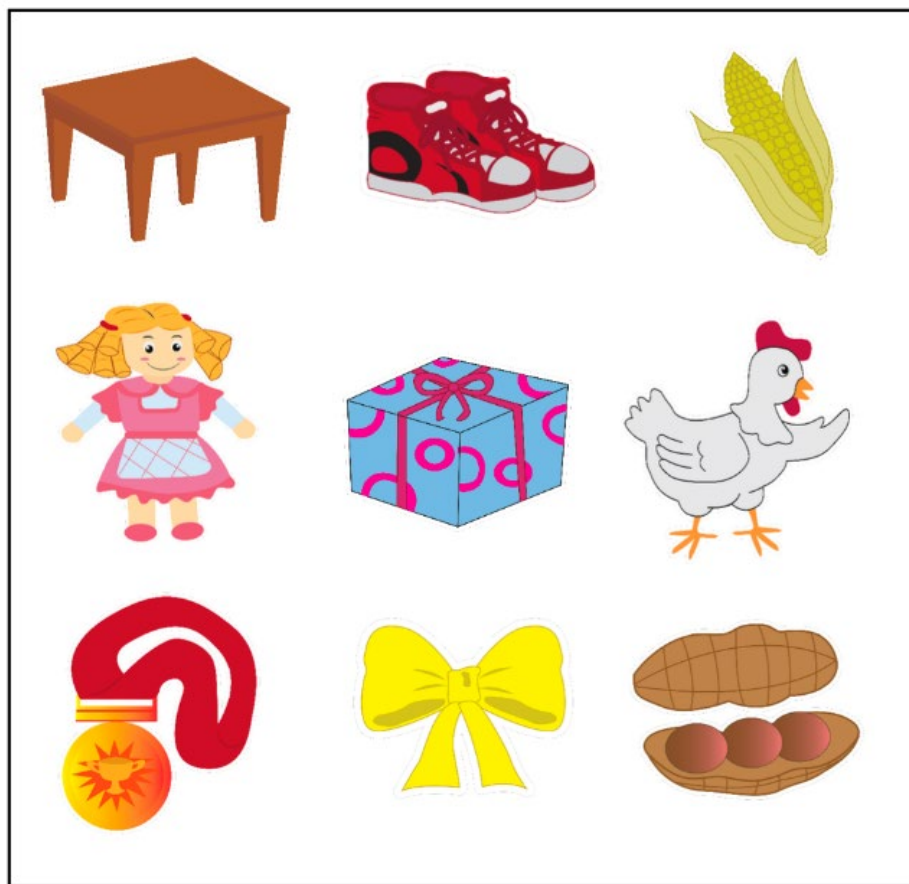


3. Sino ang tumulong kay Mia sa pag-aayos ng bahay?
4. Ano ang ginawa nina Mia at Sam pagkatapos ng gawaing bahay?
5. Anong mahalagang aral ang natutunan ni Mia sa araw na iyon?

 **Maghanda Tayo!**

GAWAIN 2.1

Panuto: Bilugan ang mga larawang nagsisimula sa /m/.





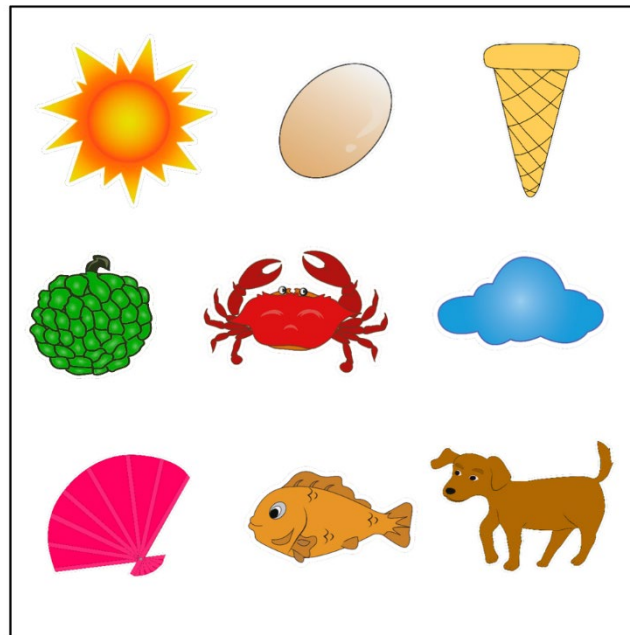
GAWAIN 2.2

Panuto: Bilugan ang mga larawang nagsisimula sa /s/.



GAWAIN 2.3

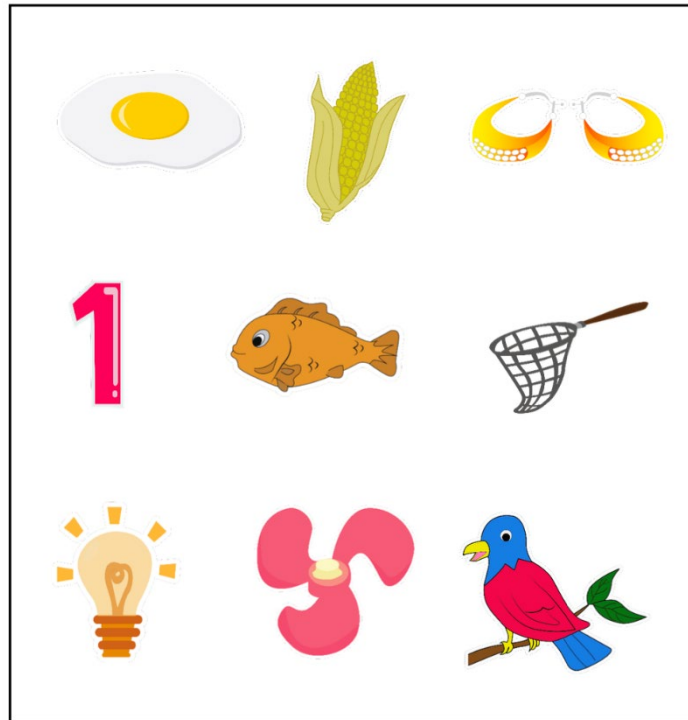
Panuto: Bilugan ang mga larawang nagsisimula sa /a/.





GAWAIN 2.4

Panuto: Bilugan ang mga larawang nagsisimula sa /i/.



GAWAIN 3: Magsanay Tayo!

Panuto: Basahin ang pangungusap at sagutin ang kasunod na tanong.

Sasama si mama sa misa.

Sino ang sasama sa misa?

Isasama si ama sa misa.

Saan isasama si ama?





May mami si Sima.

Ano ang dala ni Sima?

Isa ang mais.

Ilan ang mais?

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ _____		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	1
Baitang at Seksiyon		Sesyon ng Interbensiyon	2



GAWAIN 1: Basahin at Tuklasin Natin!

Panuto: Pakinggan ang kuwentong babasahin ng iyong guro. Sagutin ang mga tanong ayon sa iyong napakinggan na kuwento.

"Si Miko at si Issa"

ni Enrico Lee E. Suarez

Isang umaga, nagising si **Miko** sa tunog ng **orasan**. Masigla siyang bumangon at lumabas ng **sala**. Naroon si **Issa**, tinutulungan ang kanilang Mama sa pag-aayos ng **almusal** – may **saging**, **sinangag**, at **itlog**.

"**Mama, ang sarap nito!**" sabi ni Miko.

"**Magpunas ka muna ng mesa**, anak, at tayo'y kakain na," paalala ng kanilang Mama. Matapos kumain, nag-ayos si Miko ng kaniyang **sapatos** at **sombrero**. Pupunta silang **mag-iina** sa **munting** parke malapit sa kanilang bahay.

Habang naglalakad, nakita nila ang maraming bagay: isang **aso** na tumatakbo, mga **ibon** na lumilipad, at isang **matandang lalaki** na nagdidilig sa **bakuran**. Pagdating sa parke, naglaro si Miko sa **slide** at **swing**, habang si Issa ay naupo sa lilim ng isang **malaking puno**.

"**Masaya** pala sa labas, **Mama**," sabi ni Miko. "Oo, anak. Maganda ang araw, sariwa ang hangin, at may oras tayo para magsama," tugon ng kanilang Mama na may ngiti.

Pag-uwi nila, nag-ayos si Miko ng kaniyang mga **aklat** para sa pagpasok sa paaralan kinabukasan. Nakatulog siyang may ngiti sa labi, masaya sa kanilang simpleng **okasyon**.



Sagutin Natin!

1. Sino-sino ang mga pangunahing tauhan sa kuwento?
2. Ano ang ginawa ni Issa sa umaga bago sila kumain?





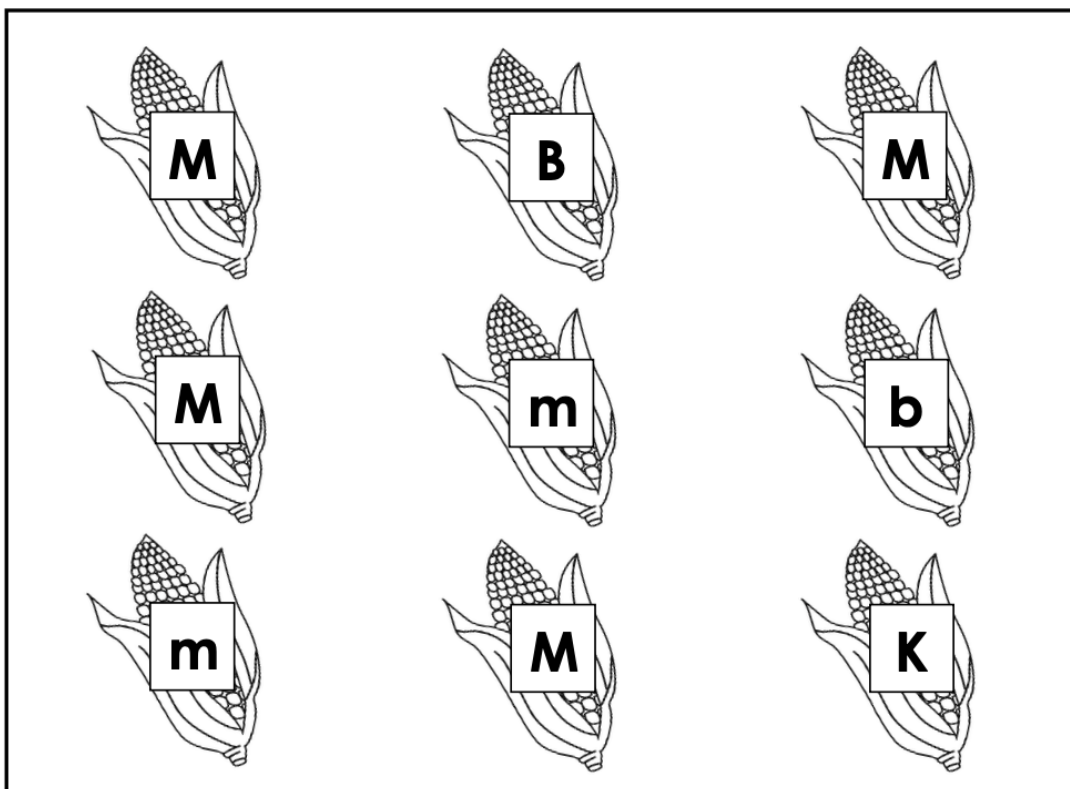
3. Bakit natuwa si Miko habang sila ay nasa parke?
4. Anong mga bagay ang nakita nila habang naglalakad papuntang parke?
5. Ano ang aral o mahalagang mensahe ng kuwento?



Maghanda Tayo!

GAWAIN 2.1

Panuto: Kulayan ng dilaw ang mais na may malaking titik M at luntian ang may maliit na titik m.





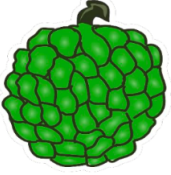
GAWAIN 2.2

Panuto: Bilugan ang malaking titik **S** at ikahon naman ang maliit na titik **s**.

A	M	S	a
s	A	M	S
A	s	a	S
S	a	s	m

GAWAIN 2.3

Panuto: Bilugan ang unang titik ng salita na nasa larawan.

	a m s
	m a i
	i s a





GAWAIN 2.4

Panuto: Kulayan ang kahon na may titik **I** at **i**.

I	I	i	m	a	I
a	i	A	i	s	s
m	I	M	S	A	i
i	I	s	i	M	m
s	i	s	a	m	s
i	i	I	h	m	I

GAWAIN 2.5

Panuto: Ikahon ang malaking titik **O** at bilugan ang maliit na titik **o**.

O	a	o
S	m	M
O	I	O
s	o	A





GAWAIN 3: Magsanay Tayo!

Panuto: Basahin ang bawat pantig hanggang mabuo ang isang salita. Sa gabay ng iyong guro, basahin ang payak na pangungusap.

m.....o

s.....o

m...o

s...o

mo

so

a-mo

a-so

da-mo

si-so

I-mo

ma-so

Si-mo

o-so

aso ni Simo

maso sa siso

amo at aso

Ang aso ni Simo ay si Imo.

Si Imo ay nasa siso.

May maso sa siso.

May aso sa siso.

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	1
Baitang at Seksiyon		Sesyon ng Interbensiyon	3



GAWAIN 1: Basahin at Tuklasin Natin!

Panuto: Pakinggan ang kuwentong babasahin ng iyong guro. Sagutin ang mga tanong ayon sa iyong kuwentong napakinggan.

“Si Ella at ang Masayang Araw sa Barangay Esperanza” ni Enrico Lee E. Suarez

Sa **Barangay Esperanza**, masiglang gumising si **Ella** sa tunog ng **orasan**. Sabado noon, at may gaganapin **aktibidad** sa plaza—ang “**Araw ng Barangay**”!

"Mama handa na ba ang mga **inumin** at **ensaymada** para sa ating handaan?" tanong ni Ella.

"Oo, anak," sagot ni Mama. "Isama mo na ring dalhin ang **mesa** at **silya** sa plaza."

Nagmamadaling lumabas si Ella, dala ang mga gamit. Pagdating sa plaza, sinalubong siya ng kaniyang mga kaibigan na sina **Isko** at **Mira**. "May sayawan daw mamaya!" sigaw ni Isko habang hawak ang **mahabang** banderitas na kanilang isasabit.

Sa gitna ng kasiyahan, dumating si **Kapitan Andres**. "Salamat sa inyong **masigasig** na pagtulong, mga bata!" sabi niya. "Ang barangay ay umuunlad dahil sa ating pagkakaisa."

Nagkaroon ng **sayawan, masayang laro**, at **sabay-sabay** na kainan. Lahat ay **inimbitahan**, bata man o matanda. "Ang saya talaga sa Barangay Esperanza," bulong ni Ella. "Gusto kong maging lider balang araw at ipagpatuloy ang ganitong gawain."





Sagutin Natin!

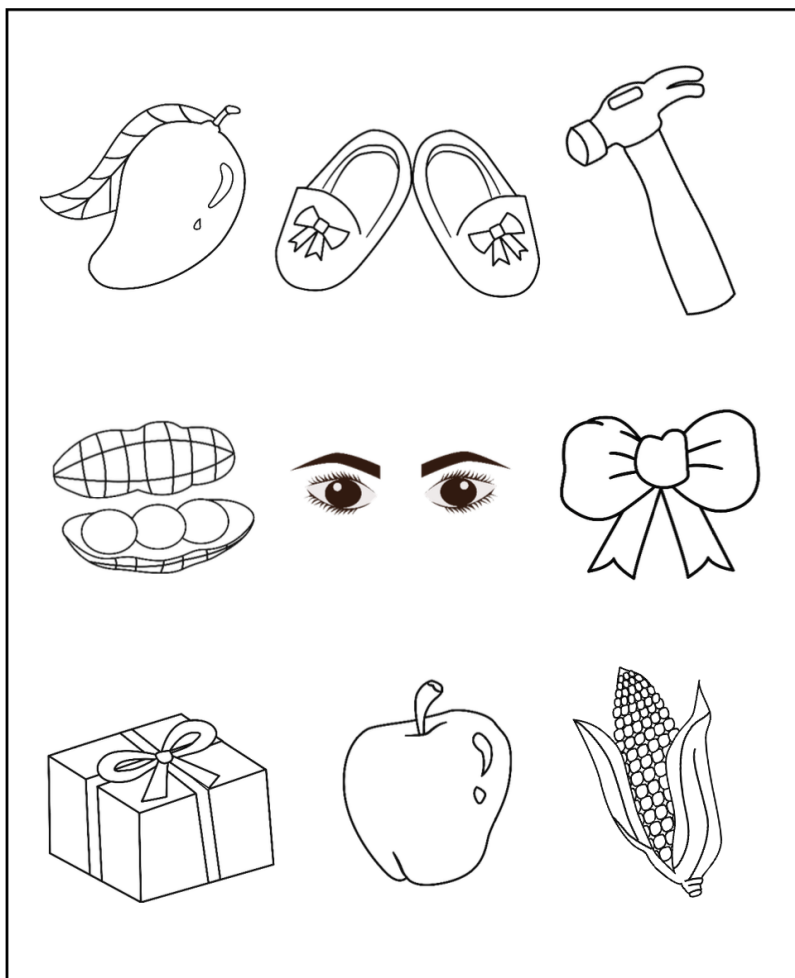
1. Ano ang okasyong ipinagdiwang sa Barangay Esperanza?
2. Paano ipinakita ni Ella ang kanyang pagtulong sa paghahanda para sa pagdiriwang?
3. Ano ang sinabi ni Kapitan Andres sa mga bata at bakit niya ito sinabi?
4. Bakit nasabi ni Ella na gusto niyang maging lider balang araw?
5. Sa iyong palagay, paano nakatutulong ang mga ganitong pagdiriwang sa pagkakaisa ng mga tao sa barangay?



Maghanda Tayo!

GAWAIN 2.1

Panuto: Kulayan ang mga larawang nagsisimula sa /m/.





GAWAIN 2.2

Panuto: Pagsamahin ang mga pantig upang makabuo ng salita.

	ma – ma	mama
	ma – sa	masa
	sa – ma	sama
	ma – sa – ma	masama
	ma – sa	masa

GAWAIN 2.3

Panuto: Bilugan ang malaking titik A at ikahon naman ang maliit na titik a sa bawat salita.

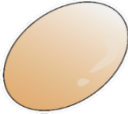
asa	Ana
isa	araw
ama	ale
Annie	ate





GAWAIN 2.4

Panuto: Isulat ang nawawalang titik sa patlang.

	__sa
	ma__s
	h__kaw
	__tlog
	__bon

GAWAIN 2.5

Panuto: Lagyan ng tsek (/) ang larawang nagsisimula sa tunog na /o/.

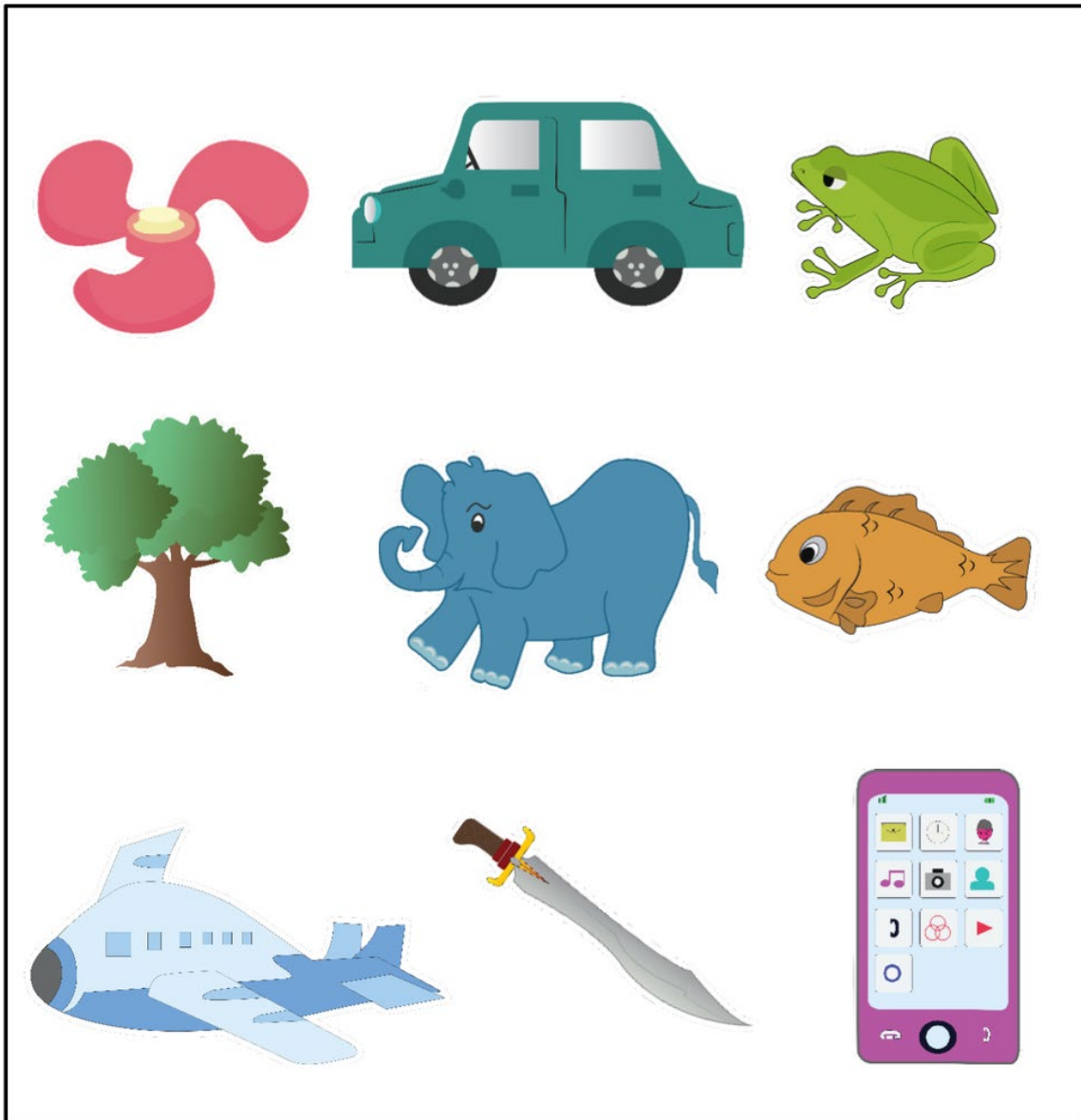
	
	





GAWAIN 2.6

Panuto: Lagyan ng ekis (x) ang larawang nagsisimula sa /e/.





GAWAIN 3: Magsanay Tayo!

Panuto: Basahin ang bawat pantig hanggang mabuo ang isang salita. Sa gabay ng iyong guro, basahin ang payak na pangungusap.

b e

be

m e

me

s e

se

be-be

bebe

A-be

Abe

me-sa

mesa

Se-se

Sese

ba-ba-e

babae

E-ba

Eba

bi-be

bibe

Eba at Sese

bibe ni Abe

mais sa mesa

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.



Hindi ko pa kaya.



Kakayanin ko pa.



Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	1
Baitang at Seksiyon		Sesyon ng Interbensiyon	4



GAWAIN 1: Basahin at Tuklasin Natin!

Panuto: Pakinggan ang kuwentong babasahin ng iyong guro. Sagutin ang mga tanong ayon sa iyong kuwentong napakinggan.

"Sa Bukid ni Mang Ben"

ni Enrico Lee E. Suarez

Si **Mang Ben** ay isang **batikang** magsasaka sa **Barangay San Isidro**. Araw-araw siyang gumigising nang maaga upang magtrabaho sa kaniyang **bukirin**. Kasama niya ang kanyang asawa na si **Aling Emma** at anak na si **Isay**.

"**Isay**, halika at tumulong ka sa pagdidilig ng mga tanim," tawag ni Mang Ben habang bitbit ang malaking **balde** ng tubig.

"Opo, Itay!" masayang sagot ni Isay. Dala niya ang maliit na **sprayer** at sinimulang diligan ang mga tanim na **mais**, **okra**, at **sitaw**.

Twing umaga, pinapakain muna nila ang mga **manok** at **baka** bago mag-umpisa sa pagtatanim. Ang kanilang **sakahan** ay punô ng **berdeng** gulay at masustansiyang bunga. "Napakaganda ng panahon ngayon," sabi ni Aling Emma. "Tiyak na magiging masagana ang ani!"

Dumating ang araw ng **ani**. Lahat ng taga-barangay ay tumulong sa **paghakot** ng mga produkto. May **basket** ng mais, itlog, okra, at sitaw. Napuno ang **mesa** ng mga sariwang ani.

"Salamat sa inyong tulong at sipag," wika ni Mang Ben. "Ang tagumpay ng magsasaka ay tagumpay ng buong barangay."





Sagutin Natin!

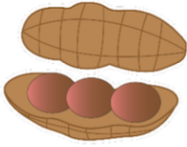
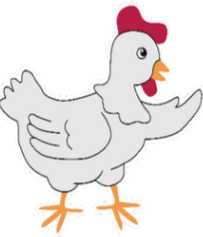
1. Sino-sino ang mga miyembro ng pamilya ni Mang Ben na tumutulong sa gawain sa bukid?
2. Ano-ano ang mga gawain ni Mang Ben at ng kanyang pamilya bago magsimula sa pagtatanim?
3. Paano ipinakita sa kuwento ang pagkakaisa ng mga taga-barangay?
4. Ano ang ibig sabihin ni Mang Ben nang sinabi niyang, "Ang tagumpay ng magsasaka ay tagumpay ng buong barangay?"
5. Kung ikaw si Isay, anong iba pang paraan ang iyong maiaambag upang makatulong sa bukid?



Maghanda Tayo!

GAWAIN 2.1

Panuto: Bilugan ang mga larawang nagsisimula sa /Mm/.

 mata mais	 manok mani
 manok mangga	 mais martilyo
 mani mata	 manok mangga





GAWAIN 2.2

Panuto: Isulat ang nawawalang pantig upang mabuo ang pangalan ng larawan.

	_____ ma
	ma _____
	_____ ma
	ma _____ ma
	_____ sa

GAWAIN 2.3

Panuto: Punan ang patlang ng salitang bubuo sa pangungusap. Kunin sa loob ng kahon ang sagot.

Aso	anak
atis	alon ama

1. _____ ang bantay sa bahay.
2. Mabait ang _____ ni nanay.





3. Kumakain kami ng _____ tuwing hapon.
4. Masaya kami sa tabing-dagat habang may _____.
5. Ang _____ ko ay masipag.

GAWAIN 2.4

Panuto: Hanapin ang sumusunod na salita na mabubuo mula sa kahon ng mga pantig at bilugan ito.

Hal. Sisa

isa Ima misa
mais Sima misa

mi	sa	I
Si	sa	Sa
ma	I	Ma
im	mi	Sa
ma	is	Ma

GAWAIN 2.5

Panuto: Buuin ang salita ng larawan. Kunin mula sa kahon ang mga titik.

m	s
a	i

1. 

2. 

3. 





GAWAIN 2.6

Panuto: Basahin ang bawat pangungusap at sagutin ang mga tanong tungkol dito.

1. Ang oregano ay may malapad na dahon.

Ano ang may malapad na dahon?

2. Ang mga okra ay kulay berde.

Alin ang mga kulay berde?

3. Ang orasan ay hugis bilog.

Ano ang hugis bilog?

4. Nasa simbahan ang obispo.

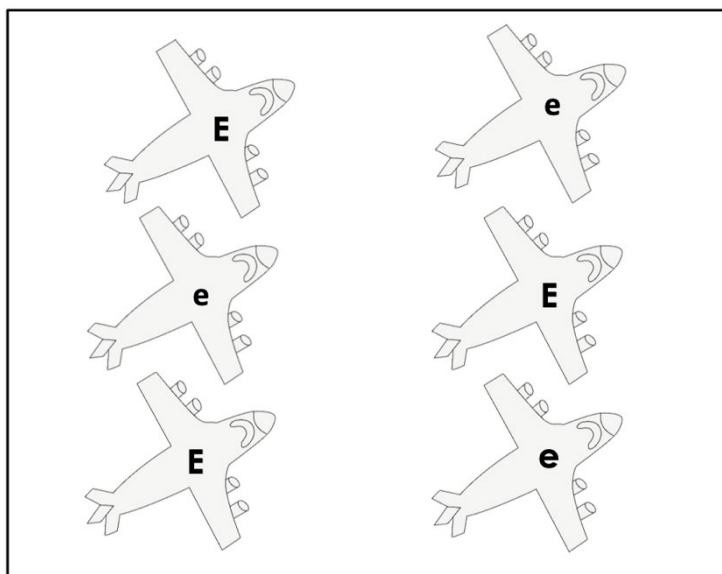
Sino ang nasa simbahan?

5. Ang otap ay malutong.

Ano ang malutong?

GAWAIN 2.7

Panuto: Kulayan ng asul ang eroplano na may malaking titik **E** at pula sa may maliit na **e**.





GAWAIN 2.7

Panuto: Lagyan ng tsek (/) ang malaking titik B at ekis (x) ang maliit na b.

B	m	b
O	b	B
B	s	a
A	B	S

GAWAIN 2.8

Panuto: Ilagay sa *basket* ang mga larawang nagsisimula sa titik **b** sa pamamagitan ng pagbilog sa mga larawan na nagsisimula sa titik **b**.





GAWAIN 3: Magsanay Tayo!

Panuto: Aralin ang mga pantig at pagkatapos bumuo ng mga salita. Gamitin ang mga salita na nabuo sa pangungusap.

b a

ba

b i

bi

b o

bo

a-ba

aba

i-ba

iba

ba-ba

baba

a-bo

abo

bi-bo

bibo

ba-o

bao

ba-sa

basa

ba-so

baso

ma-ba-ba

mababa

ma-sa-ma

masama

Si-sa

Sisa

mi-sa

misa

Si-ma

Sima

ma-is

mais

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	2
Baitang at Seksiyon		Sesyon ng Interbensiyon	1



GAWAIN 1: Oras ng Kuwentuhan

Panuto: Pakinggan ang iyong guro habang binabasa ang kuwento.



Mga Mumunting Patak Ulan (Margarita R. Gelacio)

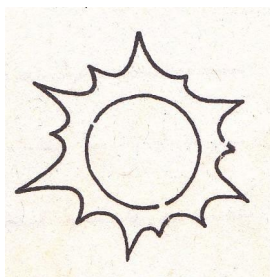
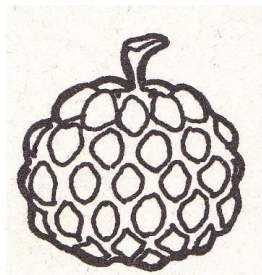
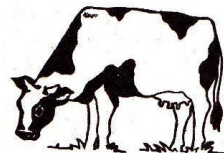
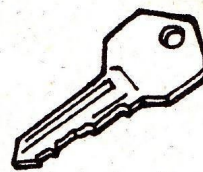
May mga munting patak-ulan na nakatira sa ulap. Isang araw, napuno ng mga munting patak-ulan ang ulap. Nagsiksikan na sila at kinailangan na nilang bumaba sa lupa. Ang unang patak-ulan ay bumagsak sa ulo ng usa. Ang ikalawa ay pumatak sa naglalambiting unggoy. Ang ikatlo naman ay sa upo at ang ikaapat ay pumatok sa ubas. Magkakasunod na bumagsak ang natitirang mga mumunting patak-ulan. Ang ilan sa kanila ay napunta sa mga ugat ng mga puno at mga halaman.

Dumungaw sa bintana ang batang si Ursula at nakita niya ang mga tanim niya. Naisip niya na hindi na niya ito kailangan diligan dahil sa pag-ulan. Ngumiti siya at sinabing “Maraming salamat sa ulan.”





Panuto: Bilugan at kulayan ang mga larawang nagsisimula sa tunog ng titik **u**.



Pictures taken from BMR Beginning Reading Worksheet

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	2
Baitang at Seksiyon		Sesyon ng Interbensiyon	2

GAWAIN 1: Magbasa at Magsulat

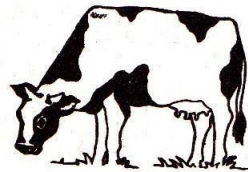
Panuto: Piliin sa loob ng kahon ang pangalan ng larawan. Isulat ito sa guhit.

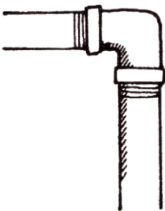
kamatis	kubo	tasa	tubo
tutubi	sako	bato	baka

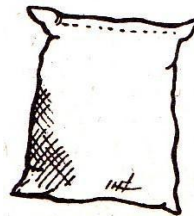














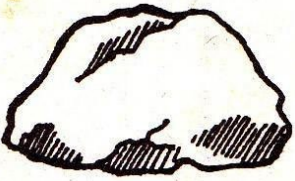
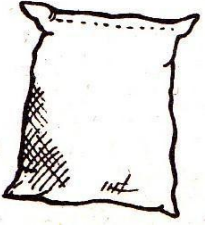
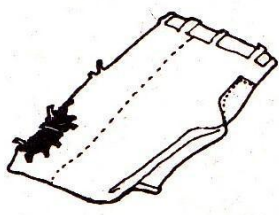


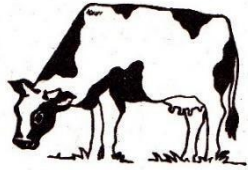
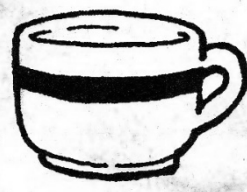
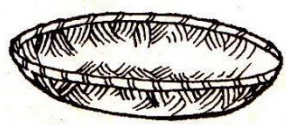
Pictures taken from BMR Beginning Reading Worksheet



GAWAIN 2: Pag-ibayuhin ang Iyong Kakayahan!

Panuto: Basahin ang mga salita sa loob ng kahon. Bilugan ang pangalan ng larawan.

	bata bato bote
	kubo kuko kuba
	saka sako kusa
	butiki butas bukas

	biko buko baka
	tuso tasa tabo
	tula tuta tutubi
	baso bata silao

Pictures taken from: BMR Beginning Reading Worksheet

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
Tutor's Note: _____ _____  		



ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	2
Baitang at Seksiyon		Sesyon ng Interbensiyon	3



GAWAIN 1: Oras na ng Kuwentuhan

Panuto: Pakinggan ang kuwento na babasahin ng guro.

Si Lina

(Margarita R. Gelacio)

Si Lina ay isang mapagmahal at mapagbigay na nars. Siya ay madaling makilala dahil sa kanyang mga nunal sa mukha. Siya ay may nunal sa noo at sa labi. Si Lina ay isang nars sa isang ospital na pambata.

Gusto ni Lina na maging masaya ang kanyang mga pasyente kaya binigyan niya ang mga ito ng laruan. Binigyan niya ng loro si Lino, isang lobo para kay Nika, at isang magandang laso ang ibinigay niya kay Lisa. Tuwang-tuwa ang mga bata at nagpasalamat sila sa kanya. Paborito nila ang mga regalong natanggap nila mula kay Lina. Mabilis na gumaling ang mga bata.



GAWAIN 2: Ipakita ang Iyong Galing

Panuto: Isulat ang mga salitang ididikta ng guro.

1. _____
2. _____
3. _____
4. _____
5. _____





6. _____
7. _____
8. _____
9. _____
10. _____



GAWAIN 3: Magkarera Tayo!

Mga Kailangan:

- Isang board game ng laro na may mga kahon na may nakasulat na mga salita.
- Mga pamato (game pieces) para sa bawat manlalaro.
- Dice

Panuto:

1. **Paghahanda:** Ilagay ang inyong mga pamato sa kahon na may markang "Simula" o "Start".
2. **Pagtapon ng Dice (Sino ang Mauuna?):** Bago magsimula, ihagis ang dice. Ang manlalaro na may pinakamataas na bilang ang unang maglalaro.
3. **Paglalaro:** Ihagis ang dice sa inyong turn. Ilipat ang inyong pamato sa bilang ng mga kahon na katumbas ng bilang na lumabas sa dice.
4. **Pagbasa:** Basahin nang malakas at tama ang salita na nasa kahon kung saan natapat ang inyong pamato. Kung tama ang pagbasa, manatili sa inyong posisyon. Kung mali, kinakailangan mong bumalik sa kahon na iyong pinanggalingan at subukang muli.
5. **Pagkapanalo:** Ang unang manlalaro na makarating sa finish line ang siyang panalo!





lima	anim	usok	bilao	lobo
biik				kalan
butiki				sabon
baka				siko
kubo				sikat
buko				kanin
susi				kakanin
usa				5 hakbang pabalik
una				mabuti
Bumalik sa simula				mantika
manok				laso
manika				lata
ina				ubas
tasa				takot
Simula	Wakas	talata	tula	tala





GAWAIN 4: Sa Pagguhit, Ikaw ang Bida!

Panuto: Basahin ang mga parirala at gumuhit ng mga larawan sa loob ng kahon upang ipakita ang pagkakaunawa sa binasa.

1. limang kama

2. anim na unan

3. sina Nina at Nika

4. sabon ni Ina

5. kanin sa mesa

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.



Hindi ko pa kaya.



Kakayanin ko pa.



Kaya ko na!



Tutor's Note: _____





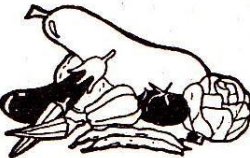
ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	2
Baitang at Seksiyon		Sesyon ng Interbensiyon	4



GAWAIN 1: Tayo ay Magbasa

Panuto: Basahin ang mga salita. Bilugan ang pangalan ng larawan.

	gata gatas gansa		gitara giba gitna
	gulay gutom gubat		balsa banig baga
	sagot sugat sugal		banig ubuyog balsa
	guya gulay goma		gagamba gubat gulay

Pictures and some text taken from BMR Beginning Reading Worksheet





GAWAIN 2: Mahusay Ka!

Panuto: Basahin ang mga pangungusap at sagutin ang mga tanong tungkol dito.

Si Gino ay nasa kubo.

1. Sino ang nasa kubo? _____
2. Nasaan si Gino? _____



Kumuha ng tasa si Gino.

3. Sino ang kumuha ng tasa? _____
4. Ano ang kinuha niya? _____



Nagulat si Gino. Nasa tasa ang tutubi.

5. Bakit nagulat si Gino?



Pictures taken from: BMR Beginning Reading Worksheet

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ _____ _____		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	3
Baitang at Seksiyon		Sesyon ng Interbensiyon	1



Halina't tayo'y Makinig

Panuto: Pakinggan ang kuwentong babasahin ng guro.

Ang Ngipin ni Efren

Kuwento ni Rizalina Rabadon

Si Efren ay batang mahilig kumain ng kendi at iba pang matatamis na pagkain. Minsan lang siyang magsipilyo ng ngipin. Madalas ay nakakatulog siya na hindi nagsisipilyo. Pinapaalalahanan siya ng kanyang ina na huwag matutulog nang hindi nagsisipilyo, pero hindi niya ito sinusunod. Isang araw ay biglang narinig ng nanay ang sigaw ni Efren. Umiiyak ito. "Nanay, nanay masakit ang ngipin ko. Hindi po ako makanguya at makakain." ang sabi ni Efren. "Ikaw kasi hindi ka nakikinig sa akin," ang sabi ng Nanay. May butas na ang ngipin ni Efren. Dinala ng Nanay si Efren sa dentista.

Tanong:

1. Sino ang mga tauhan sa kuwento?
2. Ano ang mga hilig ni Efren?
3. Ano ang bilin sa kanya ng kanyang nanay?
4. Bakit sumakit ang ngipin ni Efren?
5. Anong aral ang natutunan ni Efren sa nangyari?





GAWAIN 1: Pagpantigin natin!

Panuto: Pantigin ang mga salitang nasa ibaba sa pamamagitan ng paghihiwalay ng mga pantig.

- ngapa - _____
- nguso - _____
- ngata - _____
- ngilo - _____
- ngalay - _____
- ngiti - _____



GAWAIN 2: Palakpak Mo, Bibilangin ko

Panuto: Pantigin ang mga salita na nasa ibaba sa pamamagitan ng pagpalakpak. Isulat kung ilang beses papalakpak.

- ngapa - nga- pa _____
- nguso - ngu- so _____
- ngata - nga – ta _____
- ngilo - ngi – lo _____
- ngalay - nga -lay _____
- ngiti - ngi – ti _____



GAWAIN 3: Katambal ko, Hanapin Mo

Panuto: Gumawa ng anim na puso. Isulat sa kaliwang bahagi ng puso ang unang pantig ng mga salita at sa kanang bahagi ang pangalawang pantig. Ilagay ito sa ilalim ng upuan ng mga bata. Sabihin sa mga bata na hanapin nila ang kalahati ng mga puso. Kapag nakita na nila ang kalahati ay hahanapin naman nila ang katambal ng mga pusong hawak nila. Kapag nakita na nila ang kanilang katambal ay babasahin na ng magkapareha ang salitang kanilang nabuo. Ang unang tatlong mauuna ang siyang panalo sa laro.





Magsanay Tayo!

Panuto: Paulit-uliting bigkasin ang mga salitang **Ako, Ikaw, Si, At, May.**



Balikan ang Kuwento

Panuto: Pagsunod-sunurin ang mga pangyayari ayon sa kuwentong napakinggan. Lagyan ng bilang 1, 2 at 3 ang patlang.

_____ Isang araw ay biglang narinig ng nanay ang sigaw ni Efren. Umiiyak ito. "Nanay, nanay, masakit ang ngipin ko".

_____ Si Efren ay batang mahilig kumain ng kendi at iba pang matatamis na pagkain.

_____ Dinala ng Nanay si Efren sa dentista.



Iguhit Natin!

Panuto: Gumuhit ng mga bagay na makikita sa loob ng bahay na may titik Ng. Kulayan ang naguhit na larawan.

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	3
Baitang at Seksiyon		Sesyon ng Interbensiyon	2



Halina't Tayo'y Makinig

Panuto: Pakinggan ang kuwentong babasahin ng guro.

Ang Alamat ng Pinya

Isang araw sa isang malayong pook ay may nakatirang mag-ina. Masipag si Aling Rosa at maaasahan samantalang ang kanyang anak na si Pina ay tamad at reklamador. Si Aling Rosa ang gumagawa lahat ng mga gawaing bahay. Si Pina ay kumakain at natutulog lamang. Isang araw ay nagkasakit si Aling Rosa. Inutusan niya si Pina na magluto. Nagdadabog na sumunod si Pina. Nagrereklamo siya dahil hindi niya makita ang sandok. Nagalit si Aling Rosa kaya nasabi niya na sana ay magkaroon ng maraming mata si Pina. Nagmamadaling lumabas si Pina . Ilang araw ang lumipas ay magaling na si Aling Rosa. Hindi pa rin bumabalik si Pina. Isang araw ay may nakita siyang halamang tumubo sa kanilang hardin. Maraming mata ang halaman. Naalala ni Aling Rosa ang huling sinabi niya sa kanyang anak kaya naisip niya na si Pina ito. Nagsisi si Aling Rosa kaya inalagaan niyang maigi ang halaman. Mula noon ang halaman ay tinawag na Pinya.

Tanong:

1. Sino ang mga tauhan sa kuwento?
2. Ano ang katangian ni Aling Rosa?
3. Ano ang katangian ni Pina?
4. Anong nangyari kay Pina?
5. Anong aral ang natutunan ninyo sa kuwento?





GAWAIN 1: PASS THE BALL



Panuto:

1. Bumuo ng isang malaking bilog.
2. Makinig sa ipapatugtog na awitin habang pinapasa ang bola.
3. Kapag huminto ang awitin ang mag-aaral na may hawak ng bola ang kukuha ng salitang nasa loob ng kahon na may nakasulat na salitang nagsisimula sa titik P at R.
4. Isusulat ang salita sa pisara ng papantig at babasahi ulit ito ng mga kaklase.



GAWAIN 2

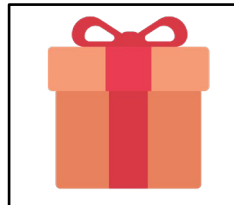
Panuto: Punan ang patlang ng tamang titik.



1. __agong



2. __ayong



3. __egalo



4. __elo



GAWAIN 3: Balikan Natin ang Kuwento

Panuto: Gamit ang mga larawan, pagsunod-sunurin ang mga pangyayari ayon sa kuwentong napakinggan. Lagyan ng bilang **1, 2, 3** at **4** ang ilalim ng larawan.



Pagnilayan Natin

Panuto: Iguhit ang iyong nararamdaman *show-me board* kung ikaw ba ay masaya, malungkot o nagulat. Pagkatapos, magsulat ng repleksiyon tungkol sa napakinggang kuwento.

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	3
Baitang at Seksiyon		Sesyon ng Interbensiyon	3



Halina't tayo'y Makinig

Si Dana at Hana

Sa Baryo Maligaya, ako ay may kilalang magkaibigang palaging magkasama. Sila ay sina Dana at Hana. Mahal na mahal nila ang isa't isa. Sa paggawa ng kanilang takdang aralin ay magkasama rin sila. Sa pag-uwi ay sabay din sila. Magkaibigan ang kanilang mga magulang. Kinagigiliwan sila ng kanilang mga kapitbahay dahil pareho silang masipag, magalang at mabait. Lahat ay natutuwa sa kanila.

Tanong:

1. Sino ang magkaibigan?
2. Saan sila nakatira?
3. Ano ang madalas nilang ginagawa na magkasama?
4. Bakit sila kinagigiliwan ng kanilang mga kapitbahay?
5. Ano – anong katangian mayroon sila?





GAWAIN 1: 4 Pics 1 Word

Panuto: Tingnan ang grupo ng apat na larawan. Hulaan anong salita ang tinutukoy nito. Isulat ang mga tamang titik sa loob kahon.











GAWAIN 2: Bring Me

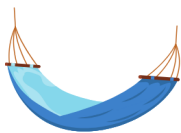
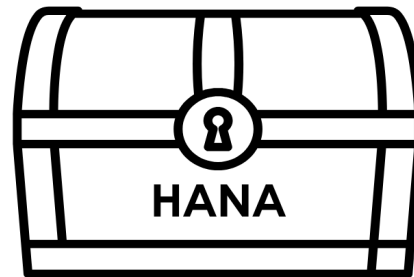
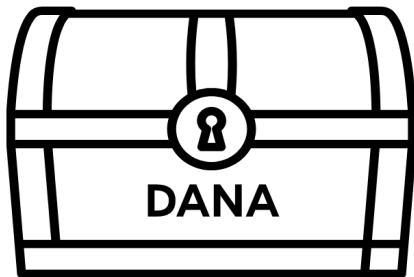
Panuto: Makinig sa salitang babanggitin ng guro na nagsisimula sa titik D o H. Hanapin ang bagay na nakasulat sa papel na mabubunot mula sa kahon. Ang unang makahanap at makapagdala ng tamang bagay sa guro ang siyang panalo.





GAWAIN 3: Kahon para kay Dana at para kay Hana

Panuto: Ilagay sa tamang kahon ang mga larawan na nagsisimula sa tunog ng /d/ at /h/. Gumuhit ng linya mula sa larawan patungo sa kahon.



KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	3
Baitang at Seksiyon		Sesyon ng Interbensiyon	4



Halina't tayo'y Makinig

Ang Mabait na Tindera

Isinulat ni Rizalina N. Rabadon

Ako ay may kaibigan. Siya ay si Nena. Si Nena ay isang tindera. Dahan-dahan siyang bumangon upang hindi magising ang kanyang kapatid. Masigla siyang pumunta ng kusina upang magluto ng kanilang almusal. Pagkatapos magluto ay naghanda na siya para pumunta sa palengke. Araw ng Sabado, ito ang araw ng pagtulong niya sa kaniyang ina. Mabilis siyang naligo at naghanda na sa pag-alis. Nais niyang bago magising ang kanyang ina ay nakapagbukas na siya ng kanilang tindahan. Gulay ang kanilang mga paninda. Marami nang bumibili kay Nena. Mura at sariwa ang kanilang mga paninda. Mabilis ang kanyang pagkilos. Hindi siya nagkakamali sa pagkukuwenta. Hindi rin niya nakakalimutang magpasalamat sa mga mamimili. Pagdating ng kanyang ina ay marami na siyang nabenta. Niyakap ng mahigpit ni Aling Celia ang kaniyang mabait na anak. Ikaw, may kaibigan ka rin bang tulad ni Nena?

Tanong :

1. Sino ang maagang gumising?
2. Bakit maaga siyang gumising?
3. Saan siya pupunta?
4. Ano ang ginawa niya sa palengke?





5. Kung ikaw si Aling Celia at nakita mo ang ginawa ni Nena ano ang gagawin mo?
6. Anong katangian mayroon si Nena?



GAWAIN 1: Pagpantigin Natin!

Panuto: Maglaro ng "bato-bato pick." Ang mananalo ay kukuha ng isang kartolinang may nakasulat na salitang nagsisimula sa titik N. Papantigin ng ang salita at isusulat ang bilang ng pantig sa pisara.



GAWAIN 2: Pinoy Henyo

Panuto: Ito ay laro ng magkapareha. Ilalagay ang salita sa noo ng kapareha at huhulaan ng kapareha ang salitang nasa kanyang noo. Panalo ang makakahula ng salita.



GAWAIN 3: Dugtungan Tayo!

Panuto: Dugtungan ang mga salita.

Ako _____
Ikaw _____
Si _____ at _____
May _____



Balikan ang Kuwento

Panuto: Pagsunud-sunurin ang mga pangyayari sa napakinggang kuwento. Lagyan ng bilang 1-5 ang patlang.

- _____Ako ay may kaibigan siya ay si Nena.
- _____Niyakap ng mahigpit ni Aling Celia ang kaniyang mabait na anak.
- _____Mabilis siyang naligo at naghanda na sa pag-alis.
- _____Gulay ang kanilang mga paninda.
- _____Pagkatapos magluto ay naghanda na siya para pumunta sa palengke.





Iguhit Natin!

Panuto: Magpaguhit ng mga bagay sa mga bata na nakikita sa pamayanan na nagsisimula sa titik N. Ipasulat ang pangalan ng bagay at ipapantig ito sa kanila.

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	4
Baitang at Seksiyon		Sesyon ng Interbensiyon	1



Basahin at Tuklasin Natin!

Panuto: Basahin at unawain ang kuwento.

Masayang Linggo Kasama ang Pamilya

Isang maaliwalas na araw ng Linggo, nagpasya ang aming pamilya na mamasyal. Maaga pa lang ay abala na ang lahat. Si tatay ay nagwawalis sa bakuran, habang si nanay ay naghahanda ng waling-waling sa pasong ipasasalubong kay Lola. Si Ate Fiona naman ay nagsusulat sa kaniyang *journal* tungkol sa plano naming pamamasyal.

“Nakatutuwang isulat sa *journal* ang ating gagawin, para may alaala tayo. Junior, ikaw ba ay sasama?” sabi ni Ate Fiona.

“Oo naman! Masaya ito, parang *fiesta*!” sigaw ni Kuya Junior, habang suot ang paborito niyang *jacket*.

Sumakay kami ng jeep papunta sa Liwasang Bayan. Bitbit ni tatay ang yantok na *basket* na may lamang prutas, maliit na *jar*, at *sandwich*. Akay-akay naman kami ni nanay. Pagdating namin sa parke, may mga banderitas na kakulay ng watawat ng Pilipinas. Mainit ang panahon kaya bumili kami ng *fan*.

Habang kumakain, kumuha ako ng inuming may yelo. Nagkuwento rin sina lolo at lola ng tungkol sa wakwak o aswang, isang nilalang mula sa lumang alamat. Natakot si Kuya Junior, pero natawa rin dahil tinapos ni Lolo ang kuwento sa isang biro.

Habang lumilipas ang oras, napagtanto kong nagiging masaya, magaan, at puno ng alaala ang bawat araw kung wagas ang pagsasama ng buong pamilya. Pagsapit ng hapon, umuwi kaming pagod ngunit masaya.





Sagutin Natin!

Panuto: Sagutin ang mga tanong batay sa kuwento.

1. Anong araw namasyal ang pamilya ni Ate Fiona at Junior?
2. Ano ang laman ng yantok na basket na dala ni Tatay?
3. Anong nilalang mula sa alamat ang ikinuwento ni Lolo?
4. May pagkakataon ba na kayo ay nagsamasama ng inyong pamilya para mamasyal at mag-alihw sa isang parke, sa tabing-dagat, sa isang kainan o *restaurant*? Ibahagi.
5. Bakit mahalaga ang pagkakaroon ng masayang alaala kasama ang pamilya?



Magsanay Tayo!

Panuto: Sagutin ang bawat gawain. Isulat ang iyong sagot sa papel.

I. Lagyan ng tsek (✓) ang patlang kung ang salita ay may tunog /w/ o /y/ at ekis (x) kung wala.

- | | | |
|----------------|----------------|----------------|
| _____ 1. galaw | _____ 3. sayaw | _____ 5. kanta |
| _____ 2. bahay | _____ 4. guhit | _____ 6. kamay |

II. Pantigin ang mga salita sa bawat bilang. Pagkatapos, isulat ang buong salita at ang bilang ng pantig nito.

Pantig	Buong Salita	Bilang ng Pantig
1. wa-kas		
2. wa-ta-wat		
3. ya-pak		
4. ya-ri		





III. Bigkasin ang mga tunog at isulat ang buong salita.

1. /w//a//k//a//s/ _____ 3. /y//a//p//a//k/ _____
2. /w//a//t//a//w//a//t/ _____ 4. /y//a//r//i/ _____

IV. Isulat ang mga tunog na bumubuo sa salita.

1. wakas - /___/ /___/ /___/ /___/ /___/
2. watawat - /___/ /___/ /___/ /___/ /___/ /___/ /___/
3. yapak - /___/ /___/ /___/ /___/ /___/
4. yari - /___/ /___/ /___/ /___/

V. Palitan ang unang tunog ng mga salita. Lagyan ng tsek (✓) kung ang salitang nabuo ay may kahulugan at ekis (✗) kung wala.

		Bagong Salita	✓ o ✗
1. wakas	palitan ang /w/ ng /l/		
2. watawat	palitan ang /w/ ng /b/		
3. yapak	palitan ang /y/ ng /s/		
4. yari	palitan ang /y/ ng /d/		

VI. Lagyan ng bilang 1-4 ang patlang ayon sa pagkakasunod-sunod ng mga pangyayari sa kuwento.

[_] Sumakay sila ng jeep papuntang parke.

[_] Nagwawalis si tatay.

[_] Umuwi sila nang masaya.

[_] Nagkuwento si lolo at lola tungkol sa wakwak/aswang.

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.		
		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____ 		





V. Palitan ang unang tunog ng mga salita. Lagyan ng tsek (✓) kung ang salitang nabuo ay may kahulugan at ekis (✕) kung wala.

		Bagong Salita	✓ o ✕
1. jelly	palitan ang /j/ ng /b/		
2. fries	palitan ang /f/ ng /t/		
3. folder	palitan ang /f/ ng /s/		
4. jigsaw	palitan ang /j/ ng /p/		

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.



Hindi ko pa kaya.



Kakayanin ko pa.



Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	4
Baitang at Seksiyon		Sesyon ng Interbensiyon	3



Basahin at Tuklasin Natin!

Panuto: Basahin at unawain ang kuwento.

Ang Makulay na Bayan ni Carla

Sa isang tahimik na village sa bayan ng **Quezon**, nakatira si Carla, isang masiglang batang mahilig kumuha ng litrato gamit ang kaniyang **camera**. Tuwing hapon, kinukuhanan niya ng larawan ang kanyang komunidad—ang makulay na kalye, ang **café** ng matatanda, at ang **calesa** ni Mang Tonyo.

Isang araw, inanunsiyo ng guro ang isang quiz tungkol sa **culture** ng kanilang lugar. Kasabay nito, may patimpalak sa paggawa ng **collage**. Ginamit ni Carla ang kaniyang **computer** para pagsama-samahin ang litrato ng tanawin, ng pista, at ang pang-araw-araw na pamumuhay ng mga kababayan niya.

Tahimik ang lahat habang inilahad ni Carla ang kaniyang proyekto na **collage**. “Ito po ang aming bayan,” aniya, “may kulay, bayanihan, at pagmamalasakit.” Marami ang namangha at humanga sa proyekto niya, at binigyan siya ng gantimpala bilang champion. Ibinahagi niya ang magandang balita sa kanyang mga kababayan.





Sagutin Natin!

Panuto: Sagutin ang mga tanong batay sa kuwento.

1. Saan nakatira si Carla?
2. Anong anunsiyo ang ibinigay ng kanilang guro?
3. Ano ang ginawa ni Carla upang makasali sa patimpalak sa paggawa ng collage?
4. Anong mga larawan ang isinama niya sa kaniyang proyekto?
5. Bakit kinilala si Carla sa kanilang lugar?
6. Paano ipinakita ni Carla ang pagmamahal sa kanyang bayan?



Magsanay Tayo!

Panuto: Sagutin ang bawat gawain. Isulat ang iyong sagot sa papel.

I. Kulayan ang kahon ng mga salitang may tunog na Qq at Cc.

1. Queen

2. cake

3. halaman

4. calendar

5. quiz

6. class

II. Pantigin ang mga salita sa bawat bilang. Pagkatapos, isulat ang buong salita at ang bilang ng pantig nito.

Pantig	Buong Salita	Bilang ng Pantig
1. ca-len-dar		
2. ca-me-ra		
3. queen		
4. quiz		

III. Bigkasin ang mga tunog at isulat ang buong salita.

1. /k//a//t/ _____

2. /k//a//r/ _____

3. /k//w//i//n/ _____

4. /k//w//i//z/ _____





IV. Isulat ang mga tunog na bumubuo sa salita.

- | | | | |
|--------|---------------|----------|---------------------|
| 1. cat | - /_/_/_/_/_/ | 3. queen | - /_/_/_/_/_/_/_/_/ |
| 2. car | - /_/_/_/_/_/ | 4. quiz | - /_/_/_/_/_/_/_/ |

V. Palitan ang unang tunog ng mga salita. Lagyan ng tsek (✓) kung ang salitang nabuo ay may kahulugan at ekis (✗) kung wala.

		Bagong Salita	✓ o ✗
1. cat	palitan ang /c/ ng /f/		
2. car	palitan ang /c/ ng /p/		
3. camera	palitan ang /c/ ng /j/		
4. quiz	palitan ang /q/ ng /z/		
5. Quezon	palitan ang /q/ ng /z/		

VI. Gamitin sa pangungusap ang mga sight words at ang sumusunod na salita: cat, car, quiz at Quezon.

1. cat

2. car

3. camera

4. quiz

5. Quezon

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.



Hindi ko pa kaya.



Kakayanin ko pa.



Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	4
Baitang at Seksiyon		Sesyon ng Interbensiyon	4



Magsanay Tayo!

Panuto: Sagutin ang bawat gawain. Isulat ang iyong sagot sa papel.

I. Ikahon ang mga salitang may tunog /v/, /x/, at /z/.

gloves zipper fries van xerox
bar vat gatas x-ray zebra

II. Isulat ang wastong pangalan ng mga larawan.



1. _____



3. _____



2. _____



4. _____

III. Basahin ang mga salita. Alisin ang unang tunog at isulat ang natirang bahagi sa ikalawang hanay. Lagyan ng tsek (✓) ang patlang sa ikatlong hanay kung ang mga ito ay may kahulugan at ekis (×) kung wala.

	Natirang Bahagi	✓ o ×
1. zebra		
2. x-ray		
3. zipper		
4. vat		





5. van

**IV. Gamitin sa pangungusap ang mga sumusunod na salita:
zebra, zipper, x-ray, gloves at van.**

1. zebra

2. zipper

3. x-ray

4. gloves

5. van

KAYA KO NA BA? Bilugan ang iyong nararamdaman sa araling ito.



Hindi ko pa kaya.



Kakayanin ko pa.



Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	1



ACTIVITY 1 Let's Read & Explore!

Directions: Listen to the short story. Then, answer the questions that follow.

Sam's Mat

Sam has a red mat. He likes to sit on it at school. One day, the mat tore! Sam felt sad. His friend said, "We can fix it!" They used tape and made it strong again. Sam smiled. "Now we can share!"



Let's Recall!

1. What color is Sam's mat?
2. How did Sam feel when the mat tore?
3. What did they use to fix the mat?
4. Who helped Sam?
5. Why did Sam smile at the end?

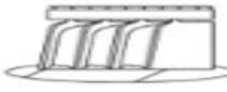
ACTIVITY 2: Read and Color

Directions: Read each sentence. Box the short **am** word. Then, color the picture that the sentence was about.

1. The ram runs fast.	
2. The jam is sweet.	





3. The ham is cooked.	  
4. Sam is my friend.	  
5. The dam holds water.	  

Let's Write! Let's Draw!

ACTIVITY 3: Initial and Final Sound Substitution

Directions: Replace the first letter of each word to make a new word. Write the new word on the line.

1. mat – change /m/ to /s/ _____
2. ham – change /h/ to /s/ _____
3. map – change /m/ to /n/ _____
4. jam – change /m/ to /r/ _____
5. cat – change /t/ to /m/ _____

Circle the word that does **NOT** start with the same sound as the others.

1. map, mat, sun, mud
2. apple, ant, moon, ax
3. milk, mitten, ask, mom
4. ape, arm, make, ate
5. dog, mad, met, mop





Let's Reflect!

Directions: Think of something you did today that made you proud. Draw it in the box below.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	2



Let's Read & Explore!

ACTIVITY 1

Directions: Listen to the short story, "Sam's Sweet Surprise." Then, answer the questions.

"Sam's Sweet Surprise"

Sam was a thoughtful boy who loved to make others smile.

One sunny Tuesday, he noticed his teacher looking tired.

"I want to help," he said. He tiptoed to the desk, stacked the messy papers and left a sticky note.

You're the sweetest, smartest teacher!

When Teacher Tess saw it, she smiled. "What a terrific student!" she said. Sam felt like a superstar.



Let's Recall

Directions: Circle the best answer.

1. Why did Sam want to help his teacher?
 - a. She gave him candy.
 - b. She looked tired.
 - c. The principal told him to do so.





2. What did Sam do with the messy papers?
 - a. Threw them away.
 - b. Drew on them
 - c. Stacked them neatly.

3. What did Sam's note say?
 - a. "You're the sweetest, smartest teacher!"
 - b. "Class is boring."
 - c. "Can I go home early?"

4. How did Teacher Tess react to the note?
 - a. She smiled and called him terrific.
 - b. She gave him homework.
 - c. She didn't read it.

5. Which word has the /t/ sound like "thoughtful"?
 - a. Student
 - b. Sunny
 - c. Silly



Let's Imagine!

ACTIVITY 2: Retelling

Directions: Ask learners to retell 3-4 events using picture cards.



ACTIVITY 3: Blending Words

Directions: Listen to the sounds, then circle the picture that matches the blended word.

1. /s/ /u/ /n/ → a. sun b. Sam c. dog

2. /t/ /a/ /p/ → a. tap b. snake c. apple





3. /s/ /t/ /o/ /p/ → a. ✈ plane b. ⬛ stop c. ☆ star

4. /t/ /i/ /n/ → a. 🦁 lion b. 🪴 tin c. 🚢 ship

5. /s/ /i/ /t/ → a. ☂ umbrella b. 🐦 bird c. 🪖 sit



Let's Write! Let's Draw!

ACTIVITY 4: Initial and Final Sound Substitution

Directions: Circle the new word after substituting the sound.

1. Start with "tap." Change the FIRST sound to /s/. What's the new word?

- a. sap b. top c. tip

2. Start with "sat." Change the LAST sound to /p/. What's the new word?

- a. sap b. sit c. sad

3. Start with "mop." Change the FIRST sound to /t/. What's the new word?

- a. pop b. top c. tap

4. Start with "bus." Change the LAST sound to /t/. What's the new word?

- a. bat b. bun c. but

5. Start with "sun." Change the FIRST sound to /t/. What's the new word?

- a. tun b. run c. fun





Let's Reflect!

"Circle how you felt today:"
 (Happy)  (Okay)  (Frustrated)

"Why did you pick this emoji?"

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	3



Let's Read & Explore!

ACTIVITY 1

Directions: Listen to the short story, "Fina and the Ifugao Rice." Then answer the questions.

"Fina and the Ifugao Rice"

Fina, a kind Filipina girl from Ifugao, loved to visit her lolo's farm. One morning, she found a tiny fish swimming in the irrigation ditch. "This fish is lost!" she said. Her friend Ikki giggled, "Let's fix this! We'll fill a jar with water and return it to the river." They carefully lifted the fish and hiked to the riverbank. As they released it, the fish flicked its tail, splashing Fina's slippers. "Silly fish!" Fina laughed. That evening, Lolo told a legend: "The spirits of the terraces give gifts to kind hearts." Fina smiled—she knew her gift was the joy of helping.



Let's Recall!

Directions: Circle the letter of the correct answer.

- Where does Fina live?
 - On a boat
 - In a big city
 - Near the Ifugao rice terraces
- What did Fina find in the irrigation ditch?
 - A fish
 - A frog
 - A flower





3. How did Fina and Ikki carry the fish?
 - a) In a basket
 - b) In their hands
 - c) In a jar filled with water
4. What did the fish do when released?
 - a) It hid under a rock
 - b) It flicked its tail and splashed
 - c) It swam away silently
5. What lesson did Fina learn?
 - a) Helping others brings joy
 - b) Fish are hard to catch



Let's Imagine!

ACTIVITY 2: Sequencing

Directions: Number the events (1–5) in the correct order.

Events:

- ___ Fina and Ikki carried the fish to the river in a jar.
- ___ Fina noticed a tiny fish in the irrigation ditch.
- ___ The fish flicked its tail, splashing Fina's slippers.
- ___ Lolo told Fina about the terraces' spirits rewarding kindness.
- ___ Fina laughed and felt happy about helping.

ACTIVITY 3: Phonemic Awareness (/i/ and /f/ Sounds)

Directions: Circle the correct answer for each question.

1. Which word has the /i/ (long E) sound?
 - a. fan
 - b. feet
 - c. fog
 - d. fun
2. How many sounds are in the word "fish"?
 - a. 3
 - b. 2
 - c. 4
 - d. 1





3. Which word starts with the /f/ sound?
 a. igloo b. sit c. fig d. eat
4. Listen to these sounds: /f/ /ē/ /t/. What word do they make?
 a) fit b) feet c) fin d) fast
5. Which word does NOT belong? (All have /i/ or /f/ except one)
 a) feel b) fan c) cat d) feet

ACTIVITY 4: Complete the Sentence (/i/ and /f/ Sounds)

Directions: Circle the correct word to finish each sentence.

1. I see a big, green ____.
 a) fog b) leaf c) dog d) sun
2. The ____ swims in the water.
 a) fish b) feet c) egg d) cup
3. She will ____ her snack at noon.
 a) run b) jump c) eat d) sleep
4. We use a ____ to cool the room.
 a) fan b) ice c) rock d) shoe
5. The bee lands on a ____.
 a) truck b) frog c) moon d) tree



Let's Reflect!

What felt tricky today?

Let's do a 'power pose' and say: "I can try again tomorrow!"

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL Reading Basic

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	4



Let's Read & Explore!

ACTIVITY 1:

Directions: Listen to the short story. Then, answer the questions.

Dan and the Digging Dog

Dan had a dog named Dusty.
Dusty loved to dig!

Dig near the door.
Dig by the desk.
Dig, dig, dig—right in Mom's dahlias!

"Dusty, don't!" Dan cried.
He gave Dusty a doll and a drum.
"Drop the doll. Dig here!" Dan said, pointing to a dirt pile.

Dusty dropped, dug, and... danced!
No more dahlias dug up.
"Good dog!" Dan cheered.



Let's Recall!

- What is the name of Dan's dog?
A) Daisy B) Dusty C) Duke D) Dolly
- What bad habit did Dusty have?
A) Barking at cats C. Chewing shoes
B) Sleeping all day D) Digging up Mom's flowers





3. What did Dan give Dusty to stop the digging?
 - A) A doll and a drum
 - B) A ball and a stick
 - C) A bone and a leash
 - D) A blanket and a bowl

4. Where did Dan teach Dusty to dig instead?
 - A) In the kitchen
 - B) Under the bed
 - C) In a dirt pile
 - D) On the sidewalk

5. How did Dan praise Dusty at the end?
 - A) "Bad dog!"
 - B) "Go to sleep!"
 - C) "Good dog!"
 - D) "No more treats!"



Let's Imagine!

ACTIVITY 2: Sequencing

Directions: Circle the letter of the correct answer.

1. What did Dusty do at the BEGINNING of the story?
 - A) Slept in his bed
 - B) Danced with Dan
 - C) Played with a doll
 - D) Dug up Mom's flowers

2. What did Dan give Dusty to STOP the digging?
 - A) A bone and a ball
 - B) A doll and a drum
 - C) A leash and a collar
 - D) A treat and a stick

3. Where did Dan teach Dusty to dig INSTEAD?
 - A) In a dirt pile
 - B) Under the table
 - C) In the kitchen
 - D) On the sidewalk

4. What did Dusty do RIGHT at the END?
 - A) Ran away
 - B) Hid under the bed
 - C) Chewed the doll
 - D) Dug in the right spot and Danced

5. Which shows the CORRECT order of the story?
 - A) Flowers dug → Dusty danced → Dan got mad
 - B) Dusty danced → Dug flowers → Played drum
 - C) Dan got mad → Gave toys → Dusty dug correctly
 - D) Dirt pile → Flowers dug → Dan cheered





 Let's Write! Let's Draw!

ACTIVITY 3: Phonemic Awareness (/d/ Sound)

Directions: Circle the word for the correct answer.

1. Which word starts with the sound /d/?
sun dog cat fish
2. Which picture shows a word with /d/ at the beginning? 
drum apple shoe leaf
3. Which word does NOT belong? (Identify the odd one out)
dig dip dad pen
4. How many /d/ sounds are in "Dan dropped the doll"?
1 2 3 4
5. Which word rhymes with "dig"?
log pig sun cake

ACTIVITY 4:

Directions: Circle the word in each sentence that begins with the /d/ sound.

1. Dan picked up his red ball.

Dan | red | ball | picked

2. The dog loves to play in the sun.

loves | sun | dog | play

3. We found a doll under the big bed.

bed | big | found | doll

4. Mom put the dish on the clean table.

clean | table | put | dish





5. The duck swam in the deep pond.

swam | pond | deep | duck



Let's Reflect!

What did you learn this week that made you smile?
Share with a partner.

Use sentence frame:

"I smiled when I learned ____".

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	1



Let's Read and Explore!

Directions: Listen as your teacher reads the story.

Ben, Lily, and the Lost Ribbon

Mil Flores-Ponciano

¹ In a small town on a hill, there lived Ben, a friendly rabbit who loved carrots. One sunny morning, Ben heard Lily the goat, crying near the den.

² "Hello, Lily," Ben asked gently. "Are you okay?"

³ "I'm sad," Lily replied softly, tears on her cheeks. "I lost my favorite ribbon."

⁴ Ben sat beside her, listening carefully. "Losing something special can make us feel really sad," he said kindly.

⁵ "I've looked everywhere," Lily sighed.

⁶ "Maybe I can help," Ben suggested with a smile. "We can search together!"

⁷ Lily brightened. "Do you think we can find it?"

⁸ "We'll try our best," Ben assured her, encouraging her as they searched. Just as the sun set, Ben saw something shiny on a tree.

⁹ "Look, Lily!" Ben exclaimed, pointing excitedly. "There's your ribbon!"

¹⁰ Lily gasped with delight. "You found it, Ben!"





¹¹ Ben climbed the tree, got the ribbon, and handed it to Lily with a warm smile. "Here you go," he said kindly.

¹² Lily hugged Ben tightly. "Thank you for helping me feel better."

¹³ "You're welcome," Ben said with a grin. "Friends help each other feel better when they're sad."

¹⁴ Ben and Lily knew they could always count on each other and be kind to a friend in need.



Let's Practice!

Letter Name and Sound

Rr

red

rosy

rabbit

ribbon

orange

Omar

order

offer

other

Oo

Omar

octopus

order

orange

offer

olives

other

goat

rosy

ribbon





Activity 1

Directions: Read these phrases. Color the word with letter **Rr** in red and the word with letter **Oo** in yellow.

- | | |
|---------------------|-----------------|
| 1. Ben the rabbit | 5. an orange |
| 2. red ribbon | 6. offer olives |
| 3. Lily the goat | 7. to others |
| 4. Omar the octopus | |

Activity 2

Directions: Your teacher will call out a sight word one at a time. Circle the given sight word as fast as you can.

a the and you is

Activity 3: Sequencing Events

Directions: Arrange the events in the order they happened in the story "Ben, Lily, and the Lost Ribbon." Write numbers 1-5 in the blanks.

- _____ Ben and Lily looked for the lost ribbon.
- _____ Lily was crying near the den.
- _____ Lily hugged and thanked Ben.
- _____ Ben sat beside Lily and offered help.
- _____ Ben found the ribbon.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Basic

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	2

Activity 1: Letter Name and Sound

Directions: Read each word correctly.

Gg

goat got go wagon dog

Ll

lost look pale ball

Hh

has hole hill horse





Activity 2: Sight Words

Directions: Read the following sentences with picture clues. Use words that match the pictures. Write the complete sentences in your notebook.

- A  _____ loves  _____ .
1. The rabbit and  _____ are friends.
2. Goats give you meat and a  _____ .
3. Drink  _____ of milk everyday.
5. Milk is **g**ood for the  _____ .

Source of Images: Canva

Activity 3

Directions: Fill in this table with other words that have letters Gg, Ll, and Hh at the beginning, middle, or end, and read them. Underline the letter **Gg**, **Ll** or **Hh** in each word. You may ask a family member to help you. Examples are given.

Gg	Ll	Hh
bug	lap	hair

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		





ARAL-Reading Basic

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	3



Let's Read and Explore!

Activity 1

Directions: Listen as your teacher reads the conversation between Ben and Lily.

Ben, Lily, and the Lost Ribbon

Mil Flores-Ponciano

Narrator: In a small town on a hill, there lived Ben, a friendly rabbit who loved carrots. One sunny morning, Ben heard Lily the goat crying near the den.

Ben: Hello, Lily. Are you okay?

Lily: I'm sad.

Narrator: Lily replied softly with tears on her cheeks.

Lily: I lost my favorite ribbon.

Narrator: Ben sat beside her, listening carefully.

Ben: Losing something special can make us feel really sad.

Lily: *(sigh)* I've looked everywhere.

Ben: Maybe I can help. *(smile)* We can search together!

Narrator: Lily brightened.

Lily: Do you think we can find it?

Ben: We'll try our best.

Narrator: Ben assured her, encouraging as they searched. Just as the sun set, Ben saw something shiny on a tree.





Ben: Look, Lily!

Narrator: Ben exclaimed, pointing excitedly.

Ben: There's your ribbon!

Narrator: Lily gasped with delight.

Lily: You found it, Ben!

Narrator: Ben climbed the tree, got the ribbon, and handed it to Lily with a warm smile.

Ben: Here you go.

Narrator: He said kindly. Lily hugged Ben tightly.

Lily: Thank you for helping me feel better.

Ben: *(smile)* You're welcome. Friends help each other feel better when they're sad.

Narrator: Ben and Lily knew they could always count on each other and be kind to a friend in need.



Let's Practice!

Activity 2: Letter Name and Sound

Uu

/uh/	/oo/	/yu/
up	flute	use
cup	rule	pure
sun	blue	cube





Cc

/s/	/k/
city	cat
circle	cold
celery	care

Activity 3

Directions: Fill in each blank with the correct sight word from the box.

a the and you is

Ben _____ Lily are friends. Ben _____ a rabbit and Lily is _____ goat. They look for _____ lost ribbon. "_____ found it, Ben!" said Lily.



Let's Draw!

Activity 4

Directions: Draw and write a sentence about your experience in today's lesson.





Activity 5

Directions: Write the word for each picture. First and last letters of each word are given. Then, practice reading these sentences.

1. The unicorn danced under the  u_____a .
2. She used the unique  u_____s .
3. The boy caught a cold in the  c_____e .
4. The  c_____n captured the heart of a cute girl.

Source of Images: Canva

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Basic

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	4



Let's Practice!

Activity 1

Directions: Complete each sentence with a sight word from the box.

a the and you is

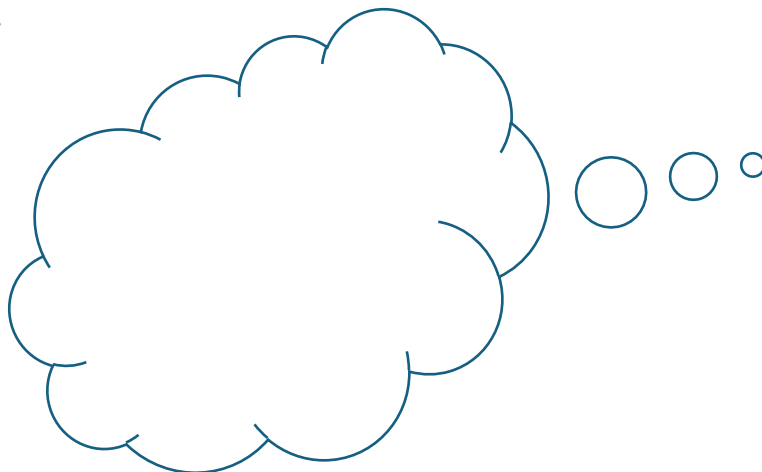
- Lily is ____ goat.
- Ben helps Lily look for ____ lost ribbon.
- Ben ____ a friendly rabbit.
- Ben ____ Lily lived on a hill.
- "Do ____ think we can find the lost ribbon?" Lily asked Ben.



Let's Reflect!

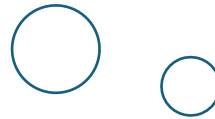
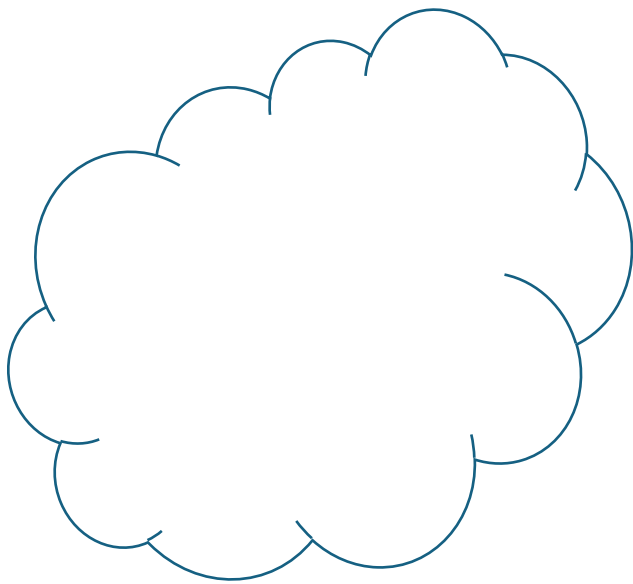
Activity 2

Directions: Tell something about your experience in today's learning session. Draw or write a sentence inside the dialog bubble.



Source of Image: Canva





Source of Image: Canva

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		



ARAL-Reading Basic

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	1



Let's Think Together!

Directions: Listen as your teacher reads each word.

seashells

sea urchin

search

goggles



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story aloud.

Search for the Seashells

Cinderella U. Reginio

One windy morning, Zephan, a boy with a blue jacket, stood at the seaside. His sister Zoe joined him, watching the small waves of the sea, holding a pair of violet goggles.

"We must find colorful shells under the water," said Zephan. "Let's go, but we need to be careful."

"Yes, brother, we can do this if we work together," said Zoe. "I'll go first to lead, then you follow to guide me in collecting the shells."

Against the wind, they both walked toward the sea and started looking for shells. Zoe accidentally stepped on a sea urchin and fell into the water.

"Don't move, *ate*! I'll help you remove the sea urchin from your feet", said Zephan. "Are you okay?"

"Yes, brother, I'm okay. Thanks for helping me. Let's keep going!"





As they walked through the water, they saw colorful shells that they could use in their Science project.

“Ate, I think we can see more shells in different shapes under this big stone”, said Zephan. “Let’s push it together.”

Slowly, the stone rolled aside, and different shells popped right in front of them, waiting to be kept inside their brown jar.

Zoe clapped her hands with joy! “Do you see that? Let’s get them!”

Zephan collected all the shells they both wanted to keep. “We did it!”

“We’ll bring them all to our house,” said Zoe. “This will complete our project.”

As they went back, a big wave came pushing them hard to the seashore, but they just laughed at what happened. The task was challenging, but they went home stronger and closer to each other.

Comprehension Questions:

1. Who are the main characters in the story?
2. What were Zephan and Zoe looking for at the sea?
3. If you were in their place, would you go on a search for seashells? Why or why not?



Let's Recall!

Directions: Read the sentences and write numbers 1 to 3 in the circles below to show the correct order of the story.

Zoe accidentally stepped on a sea urchin.	Zephan stood at the seaside.	They found a big stone and pushed it together.





Let's Warm Up!

Directions: Let's pronounce these sounds together!

b - /b/ like banana

n - /n/ like name

boy

net

big

nature

bat

nest



Let's Think Together

Directions: Read the words with your teacher and clap once for each syllable.

bro-ther

need

blue

nice

boy

net

big-ger

na-ture

ba-na-na

nest



Let's Imagine!

Directions: Read the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

1. **She** joined her brother in watching the waves.
2. **She** holds a pair of violet goggles.
3. **She** leads her brother in collecting seashells.
4. **She** fell into the water.
5. **She** accidentally stepped on a sea urchin.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____		





ARAL-Reading Basic

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	2



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the sentences taken from the story “*Search for the Seashells*” by Cinderella U. Reginio.

“We must find colorful shells under the water,” said Zephan.

‘Let’s go, but we need to be careful.’

“Don’t move, Ate! I’ll help you remove the sea urchin from your feet,” said Zephan. “Are you okay?”

“Ate, I think we can see more shells in different shapes under this big stone,” said Zephan. “Let’s push it together.”

Zephan collected all the shells they both wanted to keep. “We did it!”



Let's Recall!

Directions: Read the questions with your teacher and answer them correctly.

1. What act of kindness did Zephan do to help Ate during their shell adventure?
2. Why do you think Zephan wanted to push the big stone with Ate instead of doing it alone?





3. What makes Zephan a good brother during the seashell adventure?
4. If you were Zephan, what would you do if you saw a sea urchin near someone's foot?



Let's Warm Up!

Directions: Let's pronounce the sounds together!

k - /k/ like king

v - /v/ like vest

key

van

kite

vase

kick

vest

king

vine

kick

voice



Let's Think Together

Directions: Read the words in parts or syllables with your teacher and say the words you hear. Then, write your answer in the space provided (example: va-lid: valid)

king-dom: _____

vac-cine: _____

kit-ten: _____

vi-ne-gar: _____

key-word: _____

vic-to-ry: _____





Let's Imagine!

Directions: Read the sentences with your teacher. Then, listen carefully and point out the word your teacher says.

He is my kind, loving father.

He keeps me safe every day.

He is always near and very helpful.

He goes to work and visits my school to check on me.

He wears a vest and carries a key to his office.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Basic

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	3



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the sentences taken from the story, *"Search for the Seashells"* by Cinderella U. Reginio.

"We must find colorful shells under the water," said Zephan. "Let's go, but we need to be careful."

"Yes, brother, we can do this if we work together," said Zoe.

"We'll bring them all to our house," said Zoe. "This will complete our project."

As they went back, a big wave came pushing them hard to the seashore, but they just laughed at what happened. The task was challenging, but they went home stronger and closer to each other.



Let's Recall!

Directions: Read the questions with your teacher and answer them correctly.

1. Why do we need to be careful while looking for colorful seashells along the water?
2. What can we learn when we finish a task by helping one another?





Let's Speak!

Directions: Let's pronounce the sounds together!

e - /e/ like egg

even

ever

energetic

enter

everyday

w - /w/ like win

welcome

wonder

window

work

week



Let's Think Together

Directions: Read the words with your teacher and break them into parts by tapping for each syllable. Then, write your answer on the space provided (example: window: win - dow).

elbow: _____ wonderful: _____

electricity: _____ wellness: _____

energy: _____ winter: _____



Let's Imagine!

Directions: Read the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

We enjoy playing together and feel happy.

We explore and learn new words every day.

We eat eggs and walk to stay strong and healthy.

We went to church and waved at our friends.

We listen to our favorite song through the window while we write in our notebook.

CAN I DO IT ALREADY? Circle how you feel about this lesson.



I can't do it yet.



I'm still working on it.



I can do it already!



Tutor's Note: _____





ARAL-Reading Basic

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	4



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story “Search for the Seashells” by Cinderella U. Reginio. Write the words with beginning letters **b**, **n**, **k**, **v**, **e**, and **w** in the table below.

b	n	k	v	e	w

Note: Refer to your copy of the story in the activity sheet for Day 1.



Let's Speak!

Directions: Read the questions with your teacher and answer them correctly based on the story you listened to.

1. Do you agree that Zephan and Zoe became stronger and closer after searching for seashells? Why or why not?





2. If you were Zephan and Zoe, would you go on a search for seashells? Why or why not?



Let's Warm Up!

Directions: Let's say the sounds together!

j - /j/ like jolly

juice

jar

jelly

jam

jacket

jungle

jump

joke

jeans



Let's Think Together!

Directions: Read the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

- I like **to** sing jolly songs.
- I jump out of bed when I want to wake up early.
- I want **to** eat pancit and drink fruit juice.
- Percy gets the microphone **to** join the party.
- Sally wants **to** dance to a jazzy beat, and we come to watch.

- The suman is **on** the chair where I sit and enjoy my juice.
- The book is **on** my lap while I read about jellyfish.
- The green mango is **on** the table beside the jackfruit.
- The key is **on** my desk next to my journal and jellybeans.
- The cat is **on** the cabinet watching me jump and giggle.

CAN I DO IT ALREADY? Circle how you feel about this lesson.



I can't do it yet.



I'm still working on it.



I can do it already!



Tutor's Note: _____





ARAL-Reading Basic

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	1



Let's Think Together!

Directions: Look at the pictures below. Listen as your teacher says each word.



blue



blueberry



blanket



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story aloud.

"Blake and his Blue Blanket"

One cold morning, Blake woke up and reached for his favorite blue blanket.

"Where is my blanket?" Blake said. He looked under the bed, behind the door, and inside the closet.

He saw a black sock, a box of blocks, and even a red balloon—but no blanket.

"Oh no!" Blake cried. "My blue blanket is gone!" Then, he went to the blanket bin. "Maybe Mom washed it."

Inside the bin, he found it—clean, warm, and folded! "Yay! I found my blanket!" Blake smiled. He wrapped it around him and ran to eat his blueberry muffins.





Let's Recall!

Directions: Look at the pictures and number them 1 to 3 to show the correct order of the story.



Let's Warm Up!

Directions: Let's say the sounds together!

b – /b/ like in *bat*
n – /n/ like in *net*
k – /k/ like in *kite*
v – /v/ like in *van*
e – /e/ like in *bed*
w – /w/ like in *web*
j – /j/ like in *jam*

/bl/ words

blow – /b/ /l/ /ō/
blue – /b/ /l/ /ū/
blast – /b/ /l/ /a/ /s/ /t/
blink – /b/ /l/ /i/ /n/ /k/
blush – /b/ /l/ /ŭ/ /sh/
black – /b/ /l/ /a/ /k/
blanket – /b/ /l/ /a/ /n/ /k/ /e/ /t/
bless – /b/ /l/ /e/ /s/
block – /b/ /l/ /o/ /k/
blot – /b/ /l/ /o/ /t/



Let's Practice & Play!

Directions: Clap once if the word has one syllable and clap twice if it has two syllables.

blow → 🖐️
blue → 🖐️
blast → 🖐️
blink → 🖐️
blush → 🖐️
blanket → 🖐️ 🖐️

blender → 🖐️ 🖐️
blossom → 🖐️ 🖐️
blower → 🖐️ 🖐️
blazing → 🖐️ 🖐️





Let's Imagine!

Directions: Read and chant the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

"He is kind."

"She went to school."

"We are friends."

"Go to the door."

"The book is on the table."



Let's Get Curious!

Directions: Look at the word grid. Listen to your teacher and quickly circle each sight word you hear.

in	of	that	was	are	
was	are	in	of	that	
that	was	are	in	of	
are	in	was	that	of	
of	that	in	are	was	

CAN I DO IT ALREADY? Circle how you feel about this lesson.



I can't do it yet.



I'm still working on it.



I can do it already!



Tutor's Note: _____





ARAL-Reading Basic

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	2



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story aloud.

"Clara and the Clock"

"Clara woke up one morning to the sound of her clock ticking away. She stretched and said, "Time to get ready for class!"

She took a bath and ate breakfast. She picked up her clothes and put them on. Then, she put on her favorite clip. She enjoyed watching the clouds as she walked to school.

She imagined the things she would do in school. She will play with clay and climb up the slide. She will enjoy claps from her teacher and classmates."



Let's Recall!

Directions: Look at the pictures and number them 1 to 4 to show the correct order of the story.







Let's Warm Up!

Directions: Let's read each **/bl/** word together.

/b/ + /l/ = /bl/

blow
blue
blast
blink
blush

black
blanket
bless
block
blot



Let's Practice & Play!

Directions: Clap once if the word has one syllable and clap twice if it has two syllables.

clock → 
clap → 
class → 
clip → 
clover →  

clown → 
clean → 
clear → 
close → 
cleaner → 



Let's Imagine!

Directions: Read and chant the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

"The clock is in the room."

"That clown is funny."

"She was in the class."

"They see shapes in the clouds."

"This piece of cloth is blue."

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Basic

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	3



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story aloud.

"Stella and the Star Stone"

"One night, Stella saw a shiny stone under the stars.
"It looks like a star stone!" she said.

She took a few steps and picked it up. The stone sparkled and made a sound: *st-st-st!*

Stella smiled and whispered, "Goodnight, star stone."



Let's Practice & Play!

Directions: Look at each picture. Say its name. If it starts with /st/, give a big clap.





Let's Think Together!

Directions: Read each sentence aloud. Then, underline the words that have the /st/ blend.

That star is bright.
The stone is in the nest.
He was fast.



Let's Imagine!

Directions: Read and chant the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

That star is bright in the sky.
The pot was on the stove.
Are the stones in the box?
The stick was on top of the mat.
That boy will stop in front of the gate.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Basic

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	4



Let's Read & Explore!

Directions: Listen carefully and follow along as the teacher reads the story aloud.

Jake's Cake Day

Jake loves cake. He bakes a cake with his mom. Then, he puts it in a box and rides his bike. He visits his friend Jane at her home. They eat the cake and play together. It's a fun day!



Let's Practice & Play!

Directions: Look at each picture. Say the word. If it is a **CVC** word, tap your desk. If it is a **CVC** word, clap your hands.



cap



hop cape



kit



ride





Let's Think Together!

Directions: Read each sentence aloud. Underline the words that have **CVC** or **CVC** patterns.

Jake will ride his bike to the shop.
 She has a red cap and a long rope.
 We hop on the mat and then hope to win.
 He gave me a small kit and a blue kite.
 The kid will hop on the mat and ride his bike.



Let's Imagine!

Directions: Read and chant the sentences with your teacher. Then, listen carefully and point to the word your teacher says.

The cap is in the box.
 That kite is big and red.
 She was full of hope.
 We are going home after the game.
 The kit was in the bag.



Let's Recall!

Directions: Read each sentence together with your teacher, then find the word that has a silent **e**.

1. Jake can bake a cake.
2. She will ride the bike.
3. I hope to go home.
4. He gave me a rope.
5. We made a kite and watched it fly.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____		

