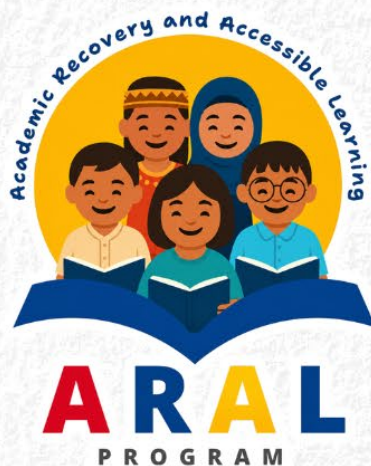




LEARNER'S WORKBOOK

ARAL-READING PLUS

KEY
STAGE

2



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ARAL-Reading Plus Workbook

Key Stage 2

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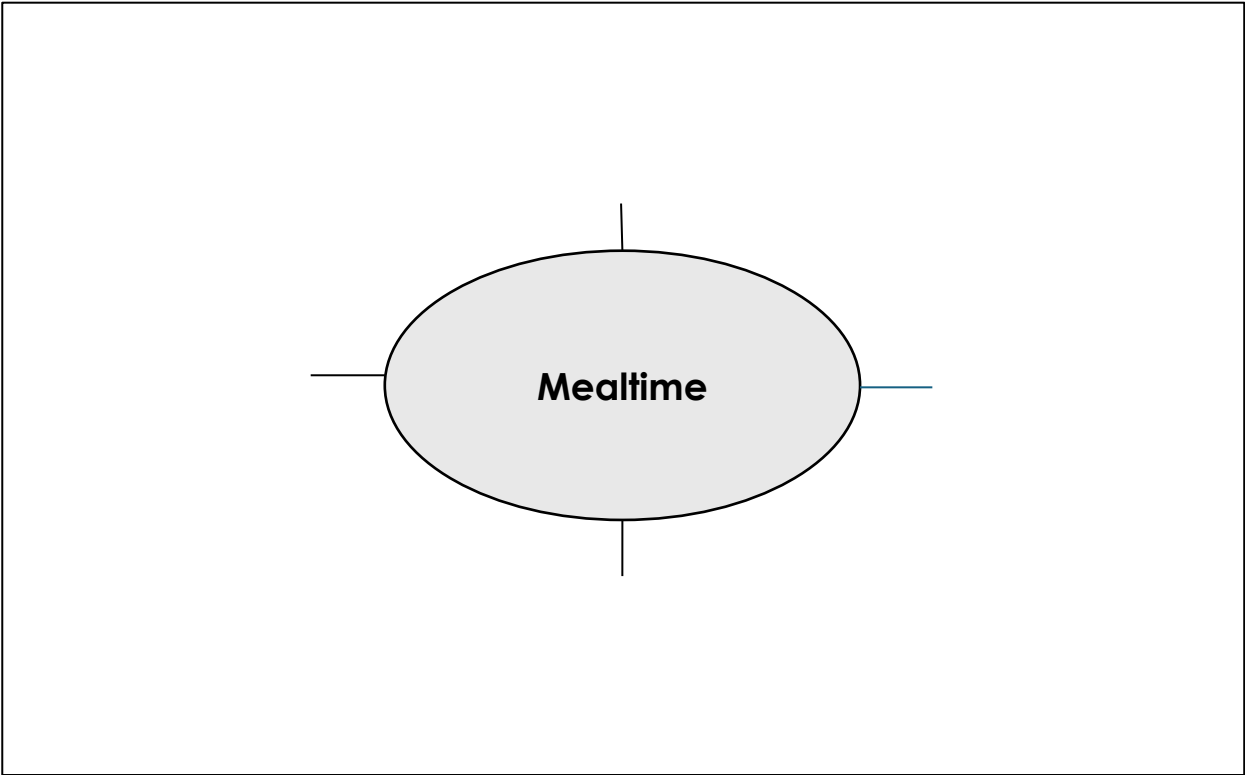
ARAL-Reading Plus

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

Let's Warm Up!

Directions: Follow the steps below.

1. Look at the word "Mealtime" on the board.
2. Close your eyes and picture what you see, use, or who's with you during dinner.
3. On a small piece of paper, write 4 words (people, places, things, or events) you thought of.
4. Pair up and take turns saying one word each. Add any new words you hear to your list.
5. Choose one word from your pair to share with the class.
6. Watch as we build a word web on the board!





Let's Read & Explore!

Mealtime with Family

It was a rainy evening at our home in Manila. The aroma of Filipino cooking filled the kitchen. My brother Ben and I could hardly wait for mealtime. That night, we were having chicken *adobo* with rice – everyone's favorite!

"*Maya, Ben, maghugas na kayo ng kamay!* (Maya, Ben, wash your hands now!)" Nanay called from the kitchen.

We rushed to the sink and splashed water as we cleaned our hands. I felt happy because mealtime was always a special moment for us. We excitedly sat at the table, which was full of food: steaming rice, a big bowl of aromatic chicken *adobo*, and a plate of refreshing salad. There was also a pitcher of cold sago't *gulaman*. Tatay smiled as he placed the bowl right in the center of the table.

"*Mmmm, ang sarap!* (*Mmmm, it's delicious!*)" Ben said as he munched a mouthful of chicken *adobo*.

I scooped some rice into my bowl and made sure to get a big piece of saucy chicken too.

"Let's all pray before we eat," Tatay said.

We bowed our heads for a quick prayer and thanked God for the food and for each other.

As we ate, we laughed and talked about our day. Nanay shared stories from the market. Tatay told funny jokes about things that happened at work. I loved how mealtime always felt so joyful.

When we finished eating, we all helped clean the table. Mama packed some leftover *adobo* for our lunch the next day. As Ben and I dried the dishes, I felt really grateful. Our mealtime wasn't just about the food. It was about being together, sharing stories, and enjoying the little things with the people I love the most.





Let's Think Together!

Directions: Answer the questions below.

1. What time of the day was it? _____
2. What made the kitchen smell good? _____
3. What were they waiting for? _____
4. What do you call the container used for pouring drinks like *sago't gulaman*? _____
5. What did everyone do before they ate? _____
6. What did the mother share about the market?

7. What made mealtime more than just eating food?



Let's Practice!

- I. Directions:** Choose a word from the box to complete each sentence. Encircle its root word in your answer.

blessing	laughter	gathering
celebration	sharing	giving

1. Sunday _____ begins when the eldest sibling opens a steaming pot of *kare-kare*.
2. Before anyone takes rice, Tatay offers a heartfelt _____ for the meal and the hands that prepared it.





3. A burst of hearty _____ fills the room when the youngest cousin drops a spoon into the soup.
4. Nanay insists on fair _____ of the crispy *lechon* skin so everyone can enjoy a bite.
5. Every barrio fiesta _____ ends with the preparation of *bibingka* wrapped in banana leaves for tomorrow's breakfast.

II. Directions: Match each root word in Column A with the correct word or syllable (suffix) in Column B to form a word. Write the completed word in the blank provided.

Column A	Column B
_____ 1. break	A. -ing
_____ 2. bless	B. -ter
_____ 3. laugh	C. -ion
_____ 4. clean	D. -ing
_____ 5. celebrate	E. -fast

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 Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	2



Let's Practice!

Directions: Listen to the teacher as she reads the text. Cross out the verbs (action words) as you hear them.

Mealtime with Family

It was a rainy evening in our home in Manila. The aroma of Filipino cooking filled the kitchen. My brother Ben and I could hardly wait for mealtime. That night, we were having chicken *adobo* with rice – everyone's favorite!

"Maya, Ben, maghugas na kayo ng kamay! (Maya, Ben, wash your hands now!)" Nanay called from the kitchen.

We rushed to the sink and splashed water as we cleaned our hands. I felt happy because mealtime was always a special moment for us. We excitedly sat at the table, which was full of food: steaming rice, a big bowl of aromatic chicken *adobo*, and a plate of refreshing salad. There was also a pitcher of cold sago't *gulaman*. Tatay smiled as he placed the bowl right in the center of the table.

"Mmmm, ang sarap! (Mmmm, it's delicious!)" Ben said as he munched a mouthful of chicken *adobo*.

I scooped some rice into my bowl and made sure to get a big piece of saucy chicken too.

"Let's all pray before we eat," Tatay said.

We bowed our heads for a quick prayer and thanked God for the food and for each other.

As we ate, we laughed and talked about our day. Nanay shared stories from the market. Tatay told funny jokes about things that happened at work. I loved how mealtime always felt so joyful.





When we finished eating, we all helped clean the table. Mama packed some leftover adobo for our lunch the next day. As Ben and I dried the dishes, I felt really grateful. Our mealtime wasn't just about the food. It was about being together, sharing stories, and enjoying the little things with the people I love the most.

Let's Think Together!

1. What is a verb? A verb is a word that tells what someone does (action) or is (state of being).

2. Action words (verbs) from the story, "Mealtime":

Verb Roots

Example Sentence

wash	1. Ben washes his hands before dinner.
serve	2. Nanay serves chicken <i>adobo</i>
laugh	3. We laugh at Tatay's jokes.
pass	4. Maya passes the salad.
pray	5. The family prays together.
chew	6. Ben chews slowly.
pour	7. Tatay pours cold <i>sago't gulaman</i> .
clear	8. We cleared the table after eating.
thank	9. Everyone thanks Nanay for the meal.

3. Transforming verbs to mean action done in the *present* to the *past* (present → past):

root word + ed	
Present	Past
wash	washed
serve	served
laugh	laughed
pass	passed
pray	prayed



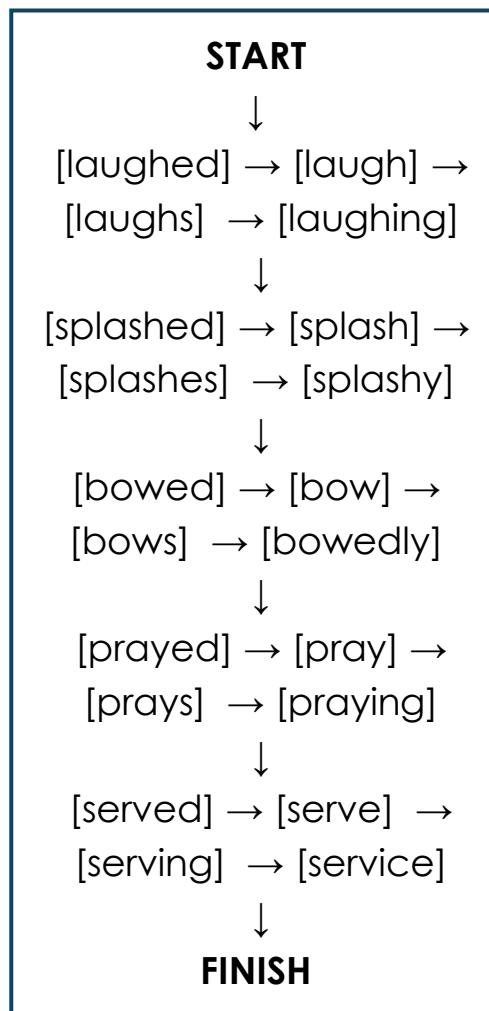


chew
pour
clear
thank

chewed
poured
cleared
thanked

Let's Play!

Directions: Begin at the word START and find your way to the FINISH point. To move forward, you must match the verb to its correct root word. Only correct matches will lead you to the end of the maze! Draw a line or color the path to show your way through the maze.



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 Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	3



Let's Read!

Directions: Read the text silently on your own. As you read, think about how the characters felt and what kind of words were used to describe their mealtime.

Mealtime with Family

It was a rainy evening at our home in Manila. The aroma of Filipino cooking filled the kitchen. My brother Ben and I could hardly wait for mealtime. That night, we were having chicken *adobo* with rice – everyone's favorite!

"Maya, Ben, *maghugas na kayo ng kamay!* (Maya, Ben, wash your hands now!)" Nanay called from the kitchen.

We rushed to the sink and splashed water as we cleaned our hands. I felt happy because mealtime was always a special moment for us. We excitedly sat at the table, which was full of food: steaming rice, a big bowl of aromatic chicken *adobo*, and a plate of refreshing salad. There was also a pitcher of cold sago't *gulaman*. Tatay smiled as he placed the bowl right in the center of the table.

"Mmmm, *ang sarap!* (Mmmm, it's delicious!)" Ben said as he munched a mouthful of chicken *adobo*.

I scooped some rice into my bowl and made sure to get a big piece of saucy chicken too.

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We bowed our heads for a quick prayer and thanked God for the food and for each other.

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When we finished eating, we all helped clean the table. Mama packed some leftover adobo for our lunch the next day. As Ben and I dried the dishes, I felt really grateful. Our mealtime wasn't just about the food. It was about being together, sharing stories, and enjoying the little things with the people I love the most.

Let's Think Together!

In the story "Mealtime with Family", the author used adjectives to help us picture the scene. **Adjectives** are words that describe people, places, things, or feelings. Let's explore these words!

Directions: Look at each adjective from the story and find its root word. We've done the first one for you.

Adjective from the Story	What It Describes	Root Word
1. rainy	the evening	rain
2. steaming		
3. aromatic		
4. refreshing		
5. saucy		
6. big		
7. cold		
8. joyful		
9. grateful		
10. little		





Let's Practice!

Directions: Underline the adjective in each sentence. Then, write its root word in the blank provided.

_____ 1. The spicy *dinuguan* made Lolo drink water very fast!

_____ 2. We shared a peaceful lunch under the mango tree.

_____ 3. Nanay served a crispy plate of *lumpiang shanghai*.

_____ 4. We had a colorful table setup for the fiesta meal.

_____ 5. Our visitors brought a delightful box of *kakanin*.

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: _____ _____ 		





Let's Practice!

Directions: Listen carefully as the teacher reads each sentence. Write the correct word in each blank to complete the sentences.

Every _____, our _____ around the
 _____.
 _____, and _____. We _____,
 _____, and _____ about our day. _____
 _____ that _____ us _____. The _____
 _____, and the _____ and
 _____. _____ is our _____ part of the _____
 because we are together.



Let's Write!

Directions: Write what you shared earlier using the words listed on the board. Use each word correctly as a noun, verb, or adjective. You may use the root word or add letters and/or syllables to form a new word.

As you write:

- **Encircle** the nouns
- **Underline** the verbs
- **Draw a box around** the adjectives

Example:

I wish to have an unforgettable mealtime again with my childhood best friend, who now lives abroad. We used to eat lunch together and enjoyed sharing our baon. His mother always made him tasty, savory fried chicken, while my mother prepared fried rice and sweet longganisa for me.





ARAL-Reading Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	1

Let's Reflect!

Activity 1: MY PEArsonal Feelings

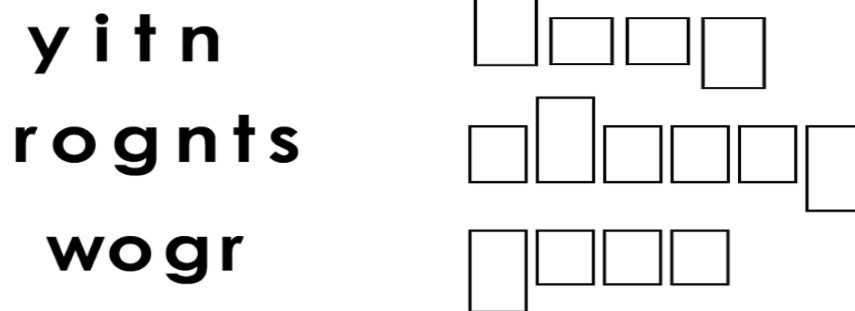
Directions: Choose the pea emoticons that describe your emotions today by checking (✓) the box/es.



Let's Warm Up!

Activity 2

Directions: Arrange the jumbled letters in the given box to form a word.



Let's Get Curious!

Activity 3: Word PEAlay (Word Play)

Directions: Identify the similar meaning (synonyms) and opposite meaning (antonyms) of the given word. Put a (✓) on the pea if it's a synonym and (X) if it's an antonym.



We **grow** when the sun is out.

- ☐ sprout
- ☐ calm
- ☐ shrink



We swing in our pod, **snug** and tight.

- ☐ silent
- ☐ loose
- ☐ tight



We grow **tall** everyday.

- short
- high
- wide



We grow **strong** when there is sun.

- weak
- tough
- many



Let's Think Together!

Activity 4: PEAr ME UP (Pair Me Up).

I. **Directions:** Pair the underlined word with its **synonym**. Connect the **pea** by drawing a line to the correct answer.

- | | | | |
|--|---|---|----------|
| 1. We caught a <u>large</u> fish in the pond. | ● | ● | beneath |
| 2. My activity sheet is <u>under</u> the blue book. | ● | ● | fearless |
| 3. My shoes are <u>dirty</u> after playing. | ● | ● | take off |
| 4. I've heard the <u>latest</u> news today. | ● | ● | big |
| 5. Please <u>remove</u> your shoes. | ● | ● | scared |
| 6. The <u>clever</u> boy answered all the questions. | ● | ● | rich |
| 7. I want the house to be <u>clean</u> . | ● | ● | filthy |
| 8. The <u>wealthy</u> man brings a gift to the poor. | ● | ● | new |
| 9. A <u>brave</u> man saves his pet from danger. | ● | ● | smart |
| 10. I'm <u>afraid</u> of being left alone. | ● | ● | tidy |

II. **Directions:** Write on the pea pod the **antonym** of each given word in the sentence. Choose your answer below.

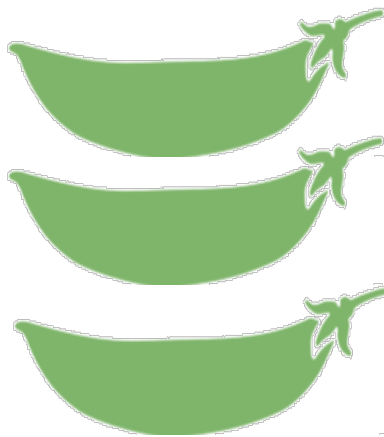
empty kind closed slow difficult bad



1. The store is **open** every weekday.



2. I drink a glass **full** of water.



3. We ran **fast** so we wouldn't be late for class.

4. It was **cruel** to laugh at the sad classmate.

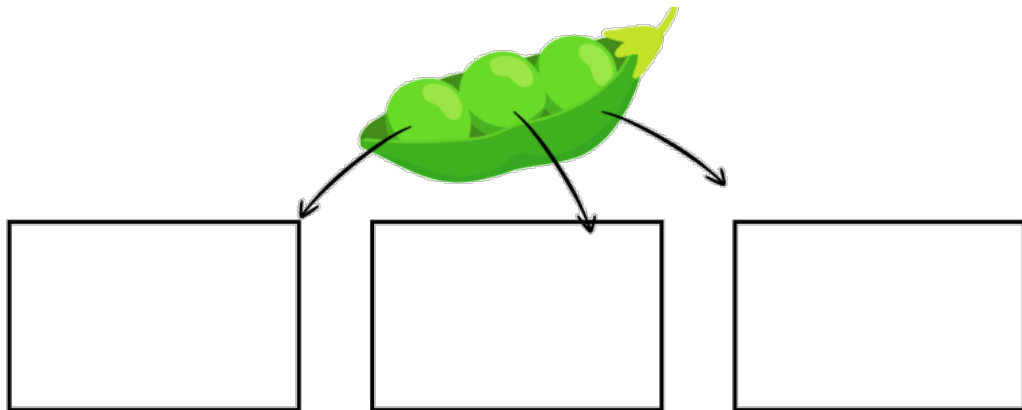
5. We finished it on time because it was too **easy**.



Let's Write!

Activity 4: What's In My Pod

Directions: If you had a **pea pod** filled with your favorite things, what would be inside? Draw 3 of your favorite things and share them with your partner. Describe them using words with synonyms and antonyms.



Let's Practice

Activity 5

Directions: Read the sentences carefully. Choose the best synonym or antonym based on the underlined word.

1. She was joyful when she saw her friends after a long time. What is a synonym of **joyful**?
A. cheerful B. nervous C. sleepy D. upset
2. The road was narrow, so only one car could pass at a time. What is an antonym of **narrow**?
A. rough B. short C. thin D. wide





3. He spoke in a soft voice during the presentation. What is an antonym of **soft**?
 A. loud B. low C. quiet D. smooth
4. They will begin the project tomorrow morning. What is a synonym of **begin**?
 A. end B. finish C. start D. stop
5. The weather was harsh during the storm. What is a synonym of **harsh**?
 A. calm B. gentle C. mild D. severe



Let's Reflect!

Detective EXIT CARD

Directions: Write the words you have learned today (synonym and antonym).



My Words

I figured it out because . . .

- ☐ I saw a definition.
- ☐ I read a word that means the same.
- ☐ I found the opposite.
- ☐ The picture helped.
- ☐ I just guessed and checked.

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!

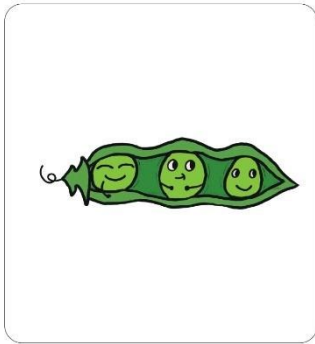


Tutor's Note: _____

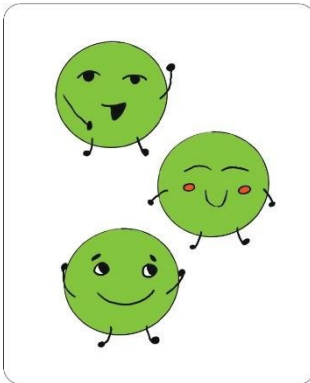




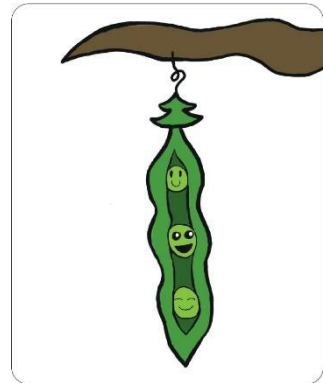
Growing Peas!



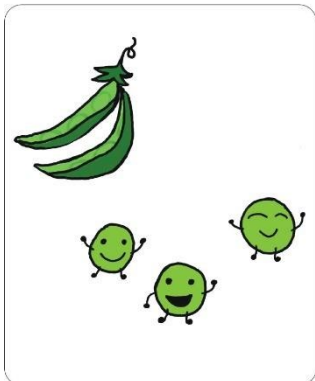
Author: Rashmi Balakrishnan
Illustrator: Avni Bansal



We are tiny little baby peas.
Round and small, cute and sweet!



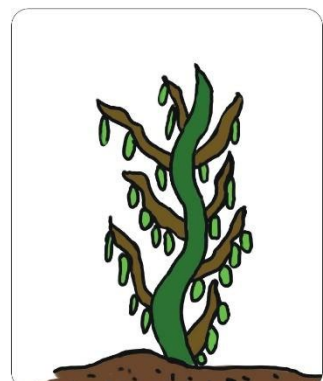
We swing in our pod, snug and tight.
We eat our food, and we grow inside!



The pod pops open! We fall
to the ground. There we lie,
without a sound.



When it rains, we start to sprout.
We grow tall and strong when the
sun is out.



Tiny little baby peas, we grew into
plants that swing with the breeze.

Apply to life: Make a meal together: Pea shelling is an excellent sensorial activity that improves hand-eye coordination and concentration of children. Show children how to peel the peas, and then allow them to continue the activity on their own. Use the shelled peas to prepare a dish, like a simple pea soup or stir fry. Enjoy the meal together, reflecting on the journey from seed to plate.

Building Language: to come up with more words. Can you write a verse of your own about the life cycle of any plant or animal that interests you?

Building concepts: Germination of a Seed to a Plant: Start with understanding the life cycle of a plant. Explain how a seed, under the right conditions, germinates to become a seedling and then grows into a mature plant.

Key Stages: Seed Dormancy, Germination, Seedling Stage, Mature Plant

Weather Plays a Part in Seed Growth: Weather conditions significantly impact plant growth. Discuss the different weather factors and their effects.

Key Factors: Temperature, water, sunlight, wind

Journal the Growth of a Plant: Keeping a journal helps in tracking the development of the plant, noting changes, and understanding growth patterns.

Journal entries: Initial Observations, Daily/Weekly Observations, Weather Conditions, Photos and Drawings, Reflections

Tiny little baby peas, stretch and grow with gentle breeze.

Chetana's accessible library encourages children with print disabilities to access information for themselves, broaden their horizons and develop a leisure activity.

www.chetana.org.in The Chetana ARM Library is hosted by Kaivalya Tech



BLOOM.
Let's grow a library.

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ABC+: Advancing Basic Education in the Philippines





ARAL-Reading Plus

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



Let's Read and Explore Activity 1

Directions: Read and understand. Encircle the nouns used in the story.

Growing Peas!

by Rashmi Balakrishnan



We are tiny little baby peas.
Round and small, cute and sweet!
We swing in our pod, snug and tight.
We eat our food, and we grow inside!

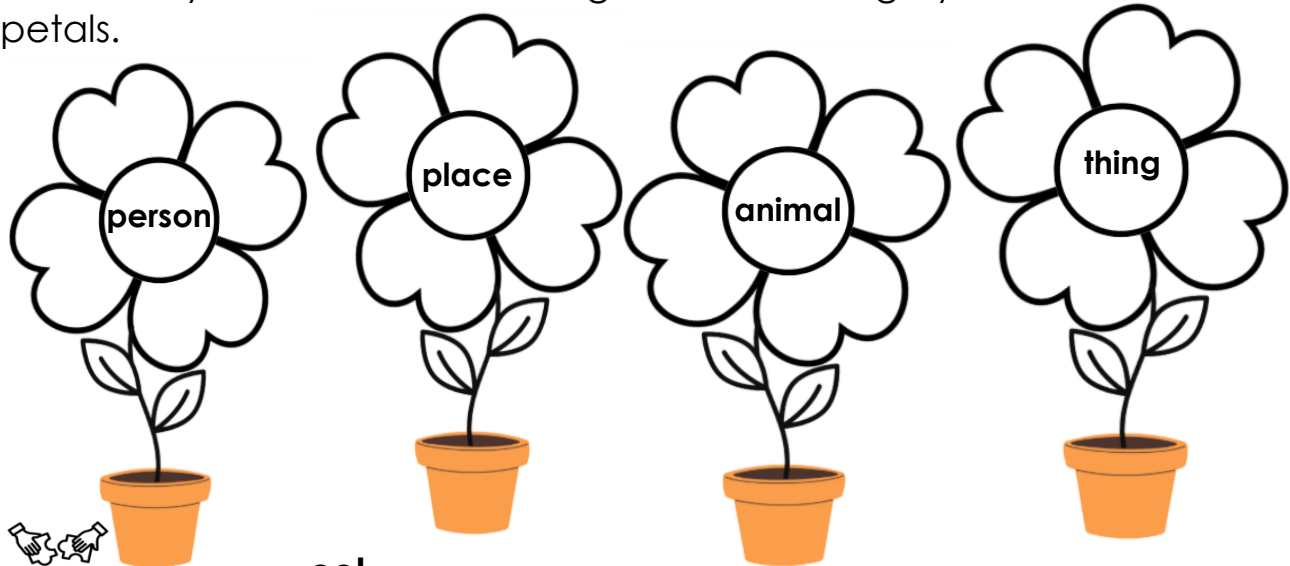
The pod pops open! We fall to the ground.
There we lie, without a sound.
When it rains, we start to sprout.
We grow tall and strong when the sun is out.
Tiny little baby peas, we grew into plants
that swing with the breeze.



Let's Practice!

Activity 2: The Flower Noun

Directions: Write nouns you can find at home, at school, or in the community. Sort them according to each category shown in the petals.



.....ce!



Activity 3

Directions: Choose the best answer carefully.

- Which word in the sentence is a noun (people)?
The children played happily in the park after school.
A. children
B. happily
C. in
D. played
- Which sentence uses the word "**light**" as a noun?
A. Please light the candle.
B. They tried to light the room.
C. She walked with a light step.
D. The light from the sun was bright.
- Which sentence shows the meaning of the word "**leader**"?
A. A leader is someone who follows all the time.
B. A leader waits for instructions from everyone.
C. The leader guided the team to success.
D. The leader gave a speech during the meeting.
- Choose the best noun to complete the sentence:
The _____ was full of books and quiet students.
A. library
B. quickly
C. read
D. teaching
- Choose the sentence that uses the noun "**growth**" correctly.
A. The plant shows a lot of growth.
B. Growth her shoes yesterday.
C. They growth quickly over summer.
D. He wants to growth taller this year.

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 Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	3



Let's Get Curious!

Activity 1

Directions: Read each sentence carefully. Identify the describing word (adjective) in the sentence. Encircle the letter of your choice.

1. The small cat slept on the chair.

A. cat B. slept C. small D. chair

2. I ate a sweet banana after lunch.

A. banana B. lunch C. after D. sweet

3. She wore a pretty dress to the party.

A. She B. pretty C. party D. wore

4. The tall boy helped me carry the books.

A. carry B. boy C. helped D. tall

5. We saw a funny clown at the park.

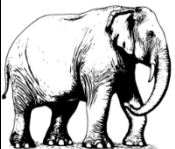
A. saw B. clown C. funny D. park



Let's Think Together!

Activity 2

Directions: Look at the picture. Check (✓) the box with the adjective that best describes the image.

 1. The elephant is very ____.	☐ small ☐ fast ☐ big ☐ tiny
 2. I sleep on a ____ pillow.	☐ hard ☐ soft ☐ loud ☐ tough





 3. The flower looks _____.	☐ ugly ☐ pretty ☐ strong ☐ sturdy
 4. The boy is smiling. He is _____.	☐ happy ☐ cool ☐ cold ☐ sad



Let's Practice!

Activity 3

Directions: Read the selection below. Encircle the describing words (adjectives) in the text and list them in the table below. Choose the correct synonyms and antonyms from the box.

ANANSI'S WEB

Anansi was tired of her web. So, one day, she said
"I will go live with the ant."

Now, the ant lived in a small hill. Once in the hill
Anansi cried, "This place is too dark! I will go live with
the bees."

When she got to the beehive, Anansi cried, "This
place is too hot and sticky! I will go live with the beetle."

But on her way to beetle's home, she saw her
web.

"Maybe a web is the best place after all."





ADJECTIVE	SYNONYM	ANTONYM

sleepy dry dim	big great goopy	warm bright worst	tiny energetic cold
----------------------	-----------------------	-------------------------	---------------------------

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 Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	4



Let's Recall!

Activity 1: Descriptor or Doer? □

Directions: Read each word on the table. Put a checkmark (✓) under Descriptor if the word describes something (adjective). Put a checkmark under Doer if the word tells what someone does (verb).

DESCRIPTOR	WORD	DOER
	jump	
	smart	
	read	
	kind	
	draw	

DESCRIPTOR	WORD	DOER
	calm	
	clean	
	play	
	fast	
	quiet	



Let's Get Curious!

Activity 2: Action Word Detective

Directions: Read the sentences carefully. Write the action word/s used in each sentence to complete the chart.

Sentence from the Story	VERB (Action Word)
1. We swing in our pod, snug and tight.	
2. We eat our food, and we grow inside!	
3. The pod pops open!	
4. We fall to the ground.	
5. There we lie, without a sound.	





6. When it rains, we start to sprout.	
7. We grow tall and strong when the sun is out.	
8. Tiny little baby peas, we grew into plants that swing with the breeze.	



Let's Read and Explore!

Activity 3: Action Word Match-Up □

Directions: Read and understand the selection. Match characters from the story with the correct action word (verb). Complete the table below.

How to Play Hide and Seek

Playing hide and seek with your friends is fun. It is an easy game to play, too. First, one player will be "it" or the seeker. Then, the other players are the ones who will hide. Afterward, the "it" or the seeker closes his eyes and counts from one to ten. The rest of the players will find a spot to hide. When the "it" or the seeker is done counting, he opens his eyes and says, "Ready or not, here I come!" He will now find the players who are hiding. Once found, the players will gather in a spot, and the next "it" or the seeker will restart the game.

Adopted from <https://www.mississauga.ca/wp-content/uploads/sites/5/2021/01/29143100/Hide-and-Seek.pdf>

CHARACTER	VERB (Action Word)
The "it" or seeker	
The players	
Everyone	





Let's Think Together!

Activity 4

Directions: Read and understand the sentences. Encircle the verbs used in each sentence.

1. Children play in the park.	
2. Birds sing in the morning.	
3. Dogs chase the ball happily.	
4. A fisherman catches fish by the lake.	
5. The sun shines over the mountains.	
6. A cat sleeps on the couch.	
7. The teacher writes on the board.	
8. A boy runs across the field.	
9. The baby laughs at the toy.	
10. Friends eat lunch together.	





Let's Practice!

Activity 5

Directions: Read each item carefully and choose the best answer.

1. Which word in the sentence is a verb?

The teacher writes on the board every morning.

A. board B. morning C. teacher D. writes

2. Which of the following is used as a verb?

A. fast B. happy C. loud D. run

3. Which sentence uses the verb **"draw"** correctly?

A. The draw is very colorful. C. I drew a picture of my house.
B. She is draw in the contest. D. They draw the curtains every night.

4. Choose the best sentence that uses the word **"protect"** correctly.

A. The protect runs very fast.
B. He protect his toys with a bag.
C. The protect is my favorite food.
D. We can protect our skin by using sunscreen.

5. Which sentence shows the correct use of the word **"explore"**?

A. He explores his lunch quickly.
B. She explore her pencil to class.
C. They explore the answer loudly.
D. We will explore the forest during our trip.





Let's Reflect!

Activity 6: Detective Exit Card

Directions: Let's look back at what we learned today. Answer the exit ticket form below.



Today I used the word:

It means I can...

I knew the meaning because:

- ☐ I acted it out
- ☐ I saw it in the story
- ☐ My partner helped me

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 Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	1



Let's Get Curious!

Activity 1: Guess The Place!

Directions: Read each clue about a place in the Philippines. Write your guess in the box below the clues.

This place is far north of Luzon.



People build stone houses in this place.



This place has strong winds and is visited by typhoons for most of the year.



The place is _____.



Let's Read & Explore! □

Activity 2: Echo Reading And Pattern Hunt

Directions:

- Read the passage carefully. While reading, listen closely and answer the tutor's questions about the details in the text.
- Highlight the CVCC-patterned words you find in the text.

Life in the Ivatan Islands

¹Far in the north of the Philippines are the Batanes Islands, home to the Ivatan and Itbayat people. These islands often experience strong winds and heavy rain because they are located in the typhoon belt. Most land is rugged, so houses are built along the coast where it is easier to plant crops.

²Ivatan houses are special. They have thick stone walls and sturdy roofs to withstand storms. Farmers plant sweet potato, taro, and yams in small fields. They also grow bananas and citrus fruits.

³Fishing is not easy around the main islands, but there are better spots near the Babuyan Channel. The Ivatan are proud of their culture. They have songs, stories, and legends passed from one generation to the next.

⁴The Ivatan show how people can adapt to their land and weather. Their life may be simple, but it is full of strength, skill, and content.



LET'S WRITE!

ACTIVITY 3: FILL IN THE WORD

Directions: Choose the correct word from the box to complete each sentence. Write your answer in the blank. Read all your completed sentences aloud with a clear and smooth voice.

winds
blast

hand
camp

land
sand

plant
gold

content
jump

- Strong _____ from the sea can damage houses.
- Farmers _____ sweet potatoes and yam in small fields.





3. Life in Batanes is full of strength, skill, and _____.
4. The typhoon's _____ shook the windows.
5. Children like to _____ over puddles after the rain.
6. Ivatan houses stand on the safest _____ near the shore.



Activity 4: My Word Rescue Kit

Directions: Read the story “Lando's Storm Day” aloud. Your tutor will write words that sound a bit tricky for you in your Word Rescue Kit. These are the “rescue words” you’ll work on. After your first reading, practice saying each rescue word clearly and confidently. Then, reread the story, making sure your reading is smooth, accurate, and full of expression just like a true Ivatan storyteller!

Lando's Storm Day

Lando, an Ivatan boy, lives on the west end of Batanes Island. This morning, he helped his grandfather mend a fishing net near the coast. When dark clouds passed over the sky, Lando felt a strong gust of wind. He went inside their stone house with a steep roof and lit a small oil lamp. While waiting for the rain to stop, he played a card game with his aunt and shared a sweet lump of yam cake.

WORD RESCUE KIT

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 Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	2

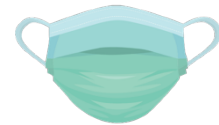


Let's Get Curious!

Activity 1: Guess The Word!

Directions: Read each clue to guess the word being described or defined. Write your guess in the box below the clues.

1. This is something you wear to cover your face.



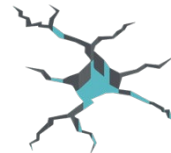
2. You use this to drink water on a hike.



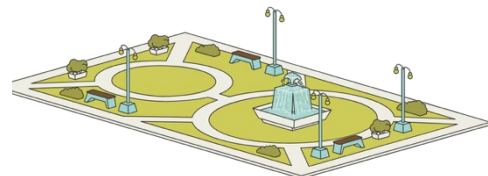
3. You do this when you make something go up.



4. This happens when something breaks into pieces.



5. This is a place in the city or town kept for ornament or recreation.





Let's Read & Explore!

Activity 2: Echo Reading And Pattern Hunt

Directions:

- A. Read the passage carefully. While reading, listen closely and answer the tutor's questions about the details in the text.
- B. Highlight the CVCC-patterned words you find in the text.

A Visit to the Park

¹Last Saturday, our class went on a field trip to Rizal Park in Manila. It is also called *Luneta Park* and is one of the most important historical sites in the Philippines. Our task was to look at landmarks and ask about their meaning. Our teacher told us that this was where Dr. José Rizal, our national hero, was executed in 1896. This fact made us think about the risk he took to help our country.

²When we arrived, we saw the tall Rizal Monument standing at the center of the park. A soldier in a dark uniform stood beside it, holding his post and keeping watch. I kept my back straight and my hands still as we took turns for a class picture.

³Next, we walked to the gardens. The park staff had swept the paths, and the fresh grass gave off a sweet smell. I bent to pick up a fallen leaf and felt its soft, smooth surface. We passed a small pond where ducks swam and dipped their beaks into the water.

⁴We also stopped by the relief map of the Philippines. It showed each island in its exact shape and size. I knelt to check the part where Palawan is located, while my friend Mark looked for Batanes in the north. The map was built on the ground, and we could walk around it.

⁵Before we left, we took one last look at the park. I felt proud to visit a place that holds so much history and respect for our heroes. The trip was the perfect mix of fun and learning.





LET'S WRITE!

Activity 3: Fill In the Word

Directions: Choose the correct word from the box to complete each sentence. Write your answer in the blank. Read all your completed sentences aloud with a clear and smooth voice.

mask	husk	pulp	help	gift
exact	craft	left	park	embark

1. Our main _____ during the trip was to learn about Rizal's life.
2. Max ran to _____ his friend near the pond.
3. The relief map showed the _____ size of each island.
4. We _____ the park as the sun was setting.
5. Rizal _____ is one of the most famous places in the Philippines.



LET'S SPEAK!

Activity 4: Word Power Box

Directions: Read the paragraph "Mark's Park Task" aloud. As you read, your tutor will write any words that you need to practice more in your Word Power Box. After your first reading, practice saying those words quickly and clearly. Then, read the paragraph again, making sure to read smoothly, accurately, and with the right expression.

Mark's Park Task

Mark's task at Rizal Park was to help his group find the exact spot on the relief map where Cebu is located. He knelt on the ground and checked each island carefully. Before they left the park, Mark made sure to take a quick photo for his project.





WORD POWER BOX

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 Plus

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



Let's Read & Explore!

Activity 1: Echo Reading and Pattern Hunt

Directions:

- Read the passage carefully. While reading, listen closely and answer the tutor's questions about the details in the text.
- Underline the CCVC-patterned words you find in the text.

The Lost Postcard

¹Lila pulled her blanket tighter around her shoulders as she searched the attic. She had been looking for a brown box where her grandmother kept old letters and cards.

²When she found the box, she noticed its lid was chipped, and its corners were crumbled from age. She opened it carefully, but just then, a gust of wind drifted through the window. The stack of postcards slid to the floor.

³One postcard showed a flagpole in front of a school. Another had a snowy picture that made her freeze for a moment, reminding her of the trip when she wore her favorite gloves.

⁴Finally, she found the one she had been looking for—a postcard with a message written on its back from her grandmother in Batanes. Smiling, she tucked it safely into her pocket and hurried downstairs.





Let's Write!

Activity 2: Fill In the Word

Directions: Choose the correct word from the box to complete each sentence. Write your answer in the blank. Read all your completed sentences aloud with a clear and smooth voice.

drift	grand	dress	glow	brown
crack	blush	bring	crisp	frame

1. The old photo had a wooden _____ around it.
2. Be careful when you walk; there's a small _____ on the floor.
3. The flag began to _____ slowly across the water.
4. She wore a _____ scarf on the cold morning.
5. We will _____ snacks for the picnic later.
6. The bread was warm and _____, fresh from the oven.
7. His face started to _____ when everyone sang happy birthday.
8. At night, the fireflies start to _____ in the garden.
9. We visited a _____ hall with marble floors and tall columns.
10. The artist painted the mountains in different shades of _____.





Let's Speak!

Activity 3: My Session Postcard

Directions: Read aloud the message on the postcard from Lila's grandmother. As you read, your tutor will write any words that you need more practice with in the My Session's Postcard. After practicing those words, read the postcard again, this time smoothly, clearly, and as if you are reading it to her in real life.

Dear Lila,

The breeze here in Batanes is cool and fresh. Yesterday, I walked to the small church near the cliffs. From there, I could see the blue waves crash against the rocks. I brought home fresh bread from the market and a bright scarf for you. The flock of goats on the grassy hill made me smile. I can't wait for you to visit so we can stroll by the lighthouse and watch the sunset.

**Love,
Grandma**

MY SESSION POSTCARD



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 Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	4



Let's Read & Explore!

Activity 1: Pattern Hunt

Directions: Read the passage carefully. While reading, look for the CCVC-patterned words you find in the text, then write them down on the manila paper provided by your tutor.

Activity 2: Pause, Stop, Emphasize!

Directions: Study and analyze how your tutor marked the first paragraph of your assigned passage. Notice where the tutor placed a short pause (/), a long pause or stop (//), and where words were underlined () for more emphasis or stronger expression. After looking closely at this model, take the second to third paragraphs of your assigned passage and work with your group to add your markings. Once you have finished, practice reading the paragraph aloud, ensuring that your pauses, stops, and expressions match your markings. Be prepared to share your reading with the class so that everyone can hear how you applied the strategies.

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²When we arrived, we saw the tall Rizal Monument standing at the center of the park. A soldier in a dark uniform stood beside it, holding his post and keeping watch. I kept my back straight and my hands still as we took turns for a class picture.

³Next, we walked to the gardens. The park staff had swept the paths, and the fresh grass gave off a sweet smell. I bent to pick up a fallen leaf and felt its soft, smooth surface. We passed a small pond where ducks swam and dipped their beaks into the water.

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¹Lila pulled her blanket tighter around her shoulders as she searched the attic. She had been looking for a brown box where her grandmother kept old letters and cards.

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⁴Finally, she found the one she had been looking for—a postcard with a message written on its back from her grandmother in Batanes. Smiling, she tucked it safely into her pocket and hurried downstairs.





Let's Write!

Activity 3: My Fluency Exit Ticket

Directions: Write a short paragraph of at least three sentences about the best thing you learned in our session. In your sentences, include the CCVC blends we practiced today, like **pl, pr, sc, sk, sl, sm, sn, sp, st, and sw.**

MY FLUENCY EXIT TICKET

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 Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	1



Let's Sort it Out!

Directions: Sort the words according to whether they are characters, settings, or events.

Lion	Mouse runs over the lion
Mouse begs for mercy	forest
Lion's den	Lion lets the mouse go
Mouse	Lion catches the mouse
Lion trapped in a net	Mouse frees the lion

Character	Settings	Events



Let's Read & Explore!

The Cow and the Carabao

Long ago, a farmer had a carabao and a cow. The carabao was bigger, but the cow worked just as hard.

One day, the farmer said, "I can get more from my farm if my carabao works all day and my cow works all night." This went on for a month till finally, the carabao cried, "It is just too hot to work all day!"





"Want to go for a swim?" asked the cow. "It will cool you off." The carabao happily agreed. They went off without the farmer's consent.

Before swimming, they hung their skin on a tree branch. But it wasn't long till the farmer went looking for them. Upon seeing the farmer, they rushed to put on their skin. In their rush, the carabao had worn the cow's skin, and the cow had worn the carabao's skin.

From then on, cows have sagging skin while carabaos have tight skin.

Reference: Philippine Informal Reading Inventory 2008-2009 Edition



Let's Think Together!

Directions: Answer the questions below.

1. Who are the main characters in the story?

2. How would you describe the carabao?

3. How would you describe the cow?

4. What did the farmer do in the story?

5. Where did the story mostly take place?

6. When did the work of the carabao and cow happen—
daytime, nighttime, or both?

7. Where did they go to cool off?

8. What work did the farmer give to the carabao and cow?

9. What did the cow suggest to the carabao?

10. What happened when the farmer came looking for them?





11. How did the story explain why cows have sagging skin and carabaos have tight skin?

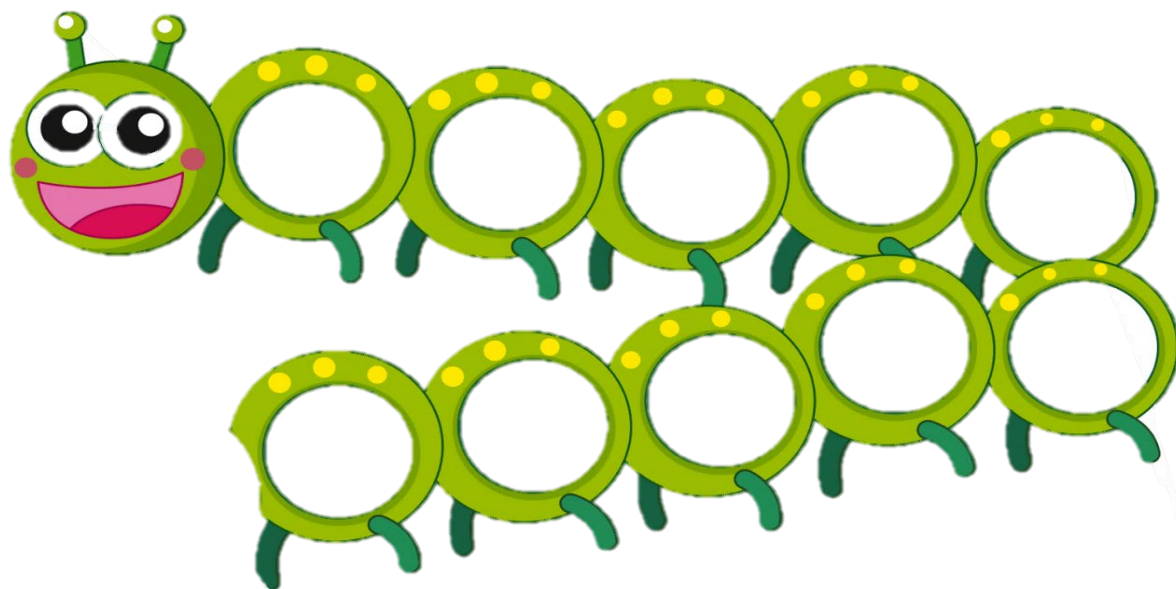


Let's Practice!

Directions: Fill in the caterpillar graphic organizer with the elements of the story.

- In the **first body segment next to the head**, write the **title of the story**.
- In the **next three body parts**, write the **main characters** and a short description of each.
- In the **two body parts after that**, write the **setting** — where and when the story happened.
- In the **remaining body parts**, write the **important events** of the story in the correct order. Write one event in each part.

Remember: Start from the beginning of the story, then move to



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 Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	2

 Let's Warm Up!

Directions: Arrange the pictures in the correct sequence by numbering them 1–4, then describe to the class what is happening in each picture.











Write here:

- _____
- _____



3. _____

4. _____



Let's Read Aloud!

Directions: Read the story strips below. They are jumbled! Arrange them in the correct order by numbering them 1–8. Then, read the story aloud smoothly.

_____ Finally, that is why cows have sagging skin and carabaos have tight skin.

_____ Before swimming, they took off their skins and hung them on a tree branch.

_____ Next, the farmer decided that the carabao would work all day and the cow would work all night.

_____ Soon, the farmer came looking for them.

_____ First, a farmer had a carabao and a cow. The carabao was bigger, but the cow worked just as hard.

_____ Then, after many days, the carabao complained that it was too hot to work all day.

_____ After that, the cow suggested they go for a swim to cool off. The carabao agreed, and they went without the farmer's permission.

_____ In their rush, the carabao put on the cow's skin, and the cow put on the carabao's skin.





Let's Practice!

Directions: Arrange the events by filling in the blanks with the correct transitional words from the box.

<i>First</i>	<i>Next</i>	<i>Then</i>	<i>After that</i>	<i>Soon</i>	<i>Finally</i>
--------------	-------------	-------------	-------------------	-------------	----------------

The Tortoise and the Hare

_____, the hare ran quickly and left the tortoise far behind.

_____, the tortoise reached the finish line first and won the race.

_____, the hare bragged that he was the fastest animal.

_____, the tortoise kept walking slowly until he passed the hare.

_____, he challenged the tortoise to a race.

_____, he took a nap because he thought he would still win.

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 Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	3

Let's Warm Up!

Directions: Read this part of the story. Underline the problem and circle the solution in the text.

After a month, the carabao cried, 'It is just too hot to work all day!' 'Want to go for a swim?' asked the cow. 'It will cool you off.' The carabao happily agreed. They went off without the farmer's consent.

What was the carabao's problem?

What did the cow suggest?

What happened after they acted on the solution?



Let's Think Together!

Directions: Fill in the Problem–Solution Chart (Story-Based).

Story: The Carabao and the Cow

Problem	Solution	Result/Outcome



Let's Practice!

Directions: Read each situation carefully. Choose the BEST solution.

- You forgot to bring your homework notebook to school. What should you do?
 - Ignore it and play instead
 - Say you lost it even if it's not true
 - Copy a classmate's work and pretend it's yours
 - Tell the teacher honestly and submit it the next day
- During recess, you accidentally spill juice on your classmate's paper. What should you do?
 - Say sorry and help replace or clean the paper
 - Hide the paper so no one notices
 - Blame someone else
 - Run away quickly
- Your pencil breaks in the middle of a test. What is the best solution?
 - Use a crayon instead
 - Stop answering the test



- C. Tear your test paper and throw it away
- D. Borrow or ask permission for another pencil from a classmate or teacher
4. You had a misunderstanding with your seatmate, and both of you got upset. What should you do to solve the problem?
- A. Shout so everyone hears your side
- B. Stop talking to your seatmate forever
- C. Wait until the teacher scolds your seatmate
- D. Apologize and talk kindly to clear the misunderstanding
5. You are given a group project, but some members don't cooperate. What is the best thing to do?
- A. Get angry and fight with them
- B. Do nothing and let the group fail
- C. Do the project alone and not tell anyone
- D. Talk to them politely and ask for their help, and if needed, inform the teacher

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 Plus

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



Let's Read and Explore!

Directions: As the teacher reads aloud, the learners read silently. Then, do the following.

- Underline names of characters.
- Number the events in the margin as you notice them.
- Circle any part that shows a problem.

The Lost School Bag

It was almost dismissal time when **Liza**, a Grade 6 pupil, realized that her school bag was missing. She remembered placing it under her chair in the classroom, but when she looked again, it was gone. Inside the bag were her books, her assignment notebook, and the packed lunch her mother had prepared.

At first, Liza panicked. She searched around the classroom, under the desks, and even inside the cabinets, but still couldn't find it. She felt worried and didn't know what to do.

Then, her best friend **Marco** approached her. "Don't worry, Liza," he said. "Let's retrace your steps. Where did you last see it?" Together, they went to the library, the canteen, and the playground – still no sign of the bag.

Just when Liza was about to give up, their teacher, **Mrs. Ramos**, entered the room holding a bag. "Whose is this? I found it in the science laboratory." Liza raised her hand in relief—it was hers! "I must have left it there during our experiment earlier," Liza admitted. Mrs. Ramos smiled and reminded the class, "Always check your things before leaving a room."

Liza thanked Marco for helping her search and promised herself to be more responsible with her belongings.





Let's Practice!

Directions: Complete the graphic organizer by writing the right details and putting the events in order.

Story: *The Lost School Bag*

Characters		
1	2	3
Settings		
4	5	6
Events		
7		
8		
9		
10		
Problem	Solution	Result
11	12	15
	13	
	14	

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 Plus

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



Let's Read & Explore!

Activity 1: My Character Compass Expedition Log

Welcome, Emotional Meteorologists and Trait Trackers! Your mission is to find **clues** about Tonyo's **feelings** ("emotional weather") and his **personality** ("trait stones") as we read the story.

Directions:

1. As we read, listen to what Tonyo does.
2. In the first column, write down or draw the action Tonyo takes.
3. In the second column, decide what his "emotional weather" is (how he feels) and write it down.
4. In the third column, choose a "trait stone" word that describes Tonyo's personality based on that action and feeling.
5. In the last column, explain why you think so. *What in the story made you choose that feeling and trait?*

Tonyo's Vegetable Garden

Maru U. Panganiban

¹Tonyo loved planting vegetables in their backyard. He enjoyed growing water spinach, long green chilies, eggplant, okra, and radish. Every time his mother cooked his favorite dish, sinigang, he would keep the seeds and leftover stems from the vegetables.

²After one month, Tonyo's vegetables grew tall, healthy, and started to bloom. His mother was very happy because they no longer needed to go to the market to buy ingredients for sinigang.





MY CHARACTER COMPASS EXPEDITION LOG

Tonyo's Action (The Clue!)	His Feeling Weather (Feeling)	My Trait Stone (Personality Trait)	Why I Think So (Evidence/ Reason)

Let's Reflect!

Activity 2: My Expedition Reflection

Directions: Fill in the blanks to reflect on your learning today.

- One new feeling word I learned today _____
- One new trait word I learned today _____
- One thing that helped me find clues today 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 Plus

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



Let's Read & Explore!

Directions: Today, you are a **Character Detective** on an exciting expedition! Your mission is to read the story about Tonyo and find clues about his feelings ("Feeling Gems") and his personality ("Trait Gems"). Let's uncover the treasure of Tonyo's character!

A Special Gift for Mom

Maru U. Panganiban

¹Tonyo receives thirty pesos (P30.00) as his daily allowance. From this amount, he always saves five pesos (P5.00).

²At school, he usually buys cooked food for fifteen pesos (P15.00) and a drink for ten pesos (P10.00). This food is enough for his six hours at school. So, he has five pesos left from his allowance daily.

³His mother's birthday is just one month away. Tonyo hopes to save one hundred pesos (P 100.00) from his twenty school days this month. This will be enough to buy a bento cake, which his mother loves to buy when they have extra money.

Activity 1: Collecting Character Coin Clues and Feeling Gems!

Directions: Read each "Character Coin Clue" (Tonyo's action) below. For the "Feeling Gem," encircle the word that best describes how Tonyo feels when he does that action.

Character Coin Clue	Feeling Gem
1. Tonyo always saves five pesos (P5.00) from his allowance.	sad angry focused
2. He hopes to save one hundred pesos (P100.00) for his mother's birthday.	worried bored hopeful





3. He wants to buy a bento cake, which his mother loves.

annoyed caring
confused

Activity 2: Unlocking Trait Gems & Mapping the Treasure!

Directions:

- Now, let's think about what kind of person Tonyo is ("Trait Gems") based on his actions and feelings.
- For each action, encircle the "Trait Gem" that best describes Tonyo's personality.
- Then, explain WHY you chose that trait. What is your evidence?

Character Coin Clue (Tonyo's Action)	Trait Gem (What kind of person is he?)	My Evidence (Why do I think so?)
1. Tonyo always saves five pesos (P5.00) from his allowance.	lazy disciplined careless	
2. He hopes to save one hundred pesos (P100.00) for his mother's birthday.	impatient determined easily gives up	
3. He wants to buy a bento cake, which his mother loves.	selfish thoughtful unkind	

Activity 3: Tonyo's Character Summary

Directions: Complete the sentences below using the words found in the box. Use your "Feeling Gems" and "Trait Gems" to help you describe Tonyo.

disciplined hopeful bento cake
caring saving five pesos

Tonyo's action of **(1)** _____ from his allowance shows he is a very **(2)** _____ person.





He feels **(3)** _____ about his plan to buy a **(4)** _____ for his mother, which proves he is a very **(5)** _____ son.



Let's Reflect!

Activity 4: My Final Treasure Chest Reflection

Directions: Answer the following questions.

1. What is the most important thing you learned about Tonyo's personality today?

2. How did finding Tonyo's actions and feelings help you understand his traits?

3. How confident do you feel now about finding character feelings and traits in stories?
A. Not confident
B. A little confident
C. Very confident





ARAL-Reading Plus

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



Let's Read & Explore!

Welcome, Connection Creators!

Today, we will read about Tonyo's rainy Saturday. As you read, think about whether anything in Tonyo's story reminds you of your own life. Does it "echo" something you've felt or experienced? Let's connect the story to our own lives!

Tonyo's Rainy Saturday

Maru U. Panganiban

¹ One rainy Saturday morning, the sky was dark, and the rain was pouring heavily. Tonyo's family always prepares when there's a storm. They pack their belongings so they will be ready in case the water rises in their area. Tonyo set aside clean water for drinking. His mother cooked *champorado*, a sweet rice porridge with chocolate, and his father fixed the roof and tied down objects that the strong wind might blow away.

² By lunchtime, they could already feel the strong winds, and the heavy rain didn't stop. The water in their area started to rise slowly. In the afternoon, something unexpected happened—the water rose very high, and many of their neighbors came to their house to stay safe.

³ Since their neighbors couldn't save their belongings, Tonyo's family shared the food they had cooked and the clean water they had stored. They believed the flood would pass soon and their home would be peaceful again. Tonyo's family knew that helping others was always a good thing to do.





Let's Write! Let's Draw!

Activity 1: My Life Connections Web

Directions: Look at the "Story Moments" from Tonyo's story below. For each moment, think about a time in your life that reminds you of it.

In the box next to each moment, write or draw about your connection. How was your experience similar to or different from the given scenario? How did you feel?

Tonyo's Rainy Saturday	Guide Questions	My Connection
family prepared for a storm	What did your family prepare for?	
water rises unexpectedly	Have you been surprised by something sudden?	
neighbors come to their house for safety	Has anyone ever come to your house for help?	
Tonyo's family shares food and water	What did you share with someone in need?	
they believe the flood will pass soon	Have you hoped for something difficult to end?	





Activity 2: My Personal Reflection

[illegible]A cartoon illustration of a young girl with blonde hair, wearing a striped shirt, sitting inside a large, open book. She is holding the top edge of the book with her right hand, and the book's pages are depicted with wavy, golden-yellow lines.



ARAL-Reading Plus

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



Let's Read & Explore!

Activity 1: My Echoes & Reflections

Directions: Look at the "Story Moments" from Tonyo's diary below. For each moment, think about a time in your life that reminds you of it. In the box next to each moment, write or draw about your connection. What was your experience like, or different from the given scenario? How did you feel?

Diary of Tonyo

Maru U. Panganiban

#Fiesta Day!

Dear Diary,

Early this morning, I woke up to the loud beat of drums and the sound of fireworks. I sat up with a big smile. Today was the fiesta in our barangay! *Nanay* went to the market to buy meat and fruits for our special meal. *Ate* was busy picking fresh flowers from the garden to decorate our altar. *Tatay* was outside, sweeping the yard and ensuring the house was clean and neat. *Nanay* gave me a list of vegetables to pick from our backyard. I gathered eggplants, *puso ng saging*, and *pechay*. I thought she was going to cook our favorite dish—*kare-kare*! Yum!

By lunchtime, our relatives from other nearby barangays started to arrive. They brought yummy desserts like *leche flan*, *puto*, *bibingka*, and *palitaw*. Our table was filled with food, and everything smelled delicious! Before we ate, we gathered around the table to pray and give thanks to God for all the blessings we had received.

This was how we always celebrated the fiesta in our barangay—with love, food, family, and thankfulness. It was one of my favorite days of the year. Until next year's fiesta!

— Tonyo





Story Moment (From Tonyo's Diary)	Guide Questions	My Echoes
waking up to loud drums and fireworks on Fiesta Day	Have you ever woken up to special sounds during a holiday or celebration? What were they? How did you feel?	
Nanay went to the market to buy meat and fruits for our special meal.	Does this remind you of how your family prepares for a special event? What do they usually do?	
Our relatives from nearby barangays started to arrive. They brought yummy desserts.	Does this remind you of a time when relatives came to visit for a celebration? What kinds of food did they bring?	
Before we ate, we gathered around the table to pray and give thanks to God for all the blessings.	Does your family have a special tradition before meals or on special days? What is it?	
Tonyo says, "It was one of my favorite days of the year."	Does this 'echo' how you feel about a certain day? Which day is it, and why?	





Activity 2: My Final Treasure Chest Reflection!

Directions: Answer the following questions:

1. What is the most important thing you learned about Tonyo's personality today?

2. How did finding Tonyo's actions and feelings help you understand his traits?

3. How confident do you feel now about finding character feelings and traits in stories? (*encircle one*)

- A. Not confident
- B. A little confident
- C. Very confident

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 Plus

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



Let's Warm Up!

Activity 1: Match Me!

Directions: Correctly match each cause with its effect.

Cause

It rained all night.

The power went out.

She forgot to set her alarm.

He studied very hard.

The dog was hungry.

Effect

It barked loudly.

The lights turned off suddenly.

The streets were flooded.

He got a perfect score on the quiz.

She woke up late.



Let's Read & Explore!

Activity 2: Fill Me to A Tee!

Directions: Read the short passage below. Then, complete the T-Chart by showing the cause and effect of the events in the story read.

Anna left her umbrella at home. In the afternoon, it began to rain heavily. She ran to the nearest tree for cover but still got soaked. When she got home, she had to change into dry clothes.

Cause	Effect



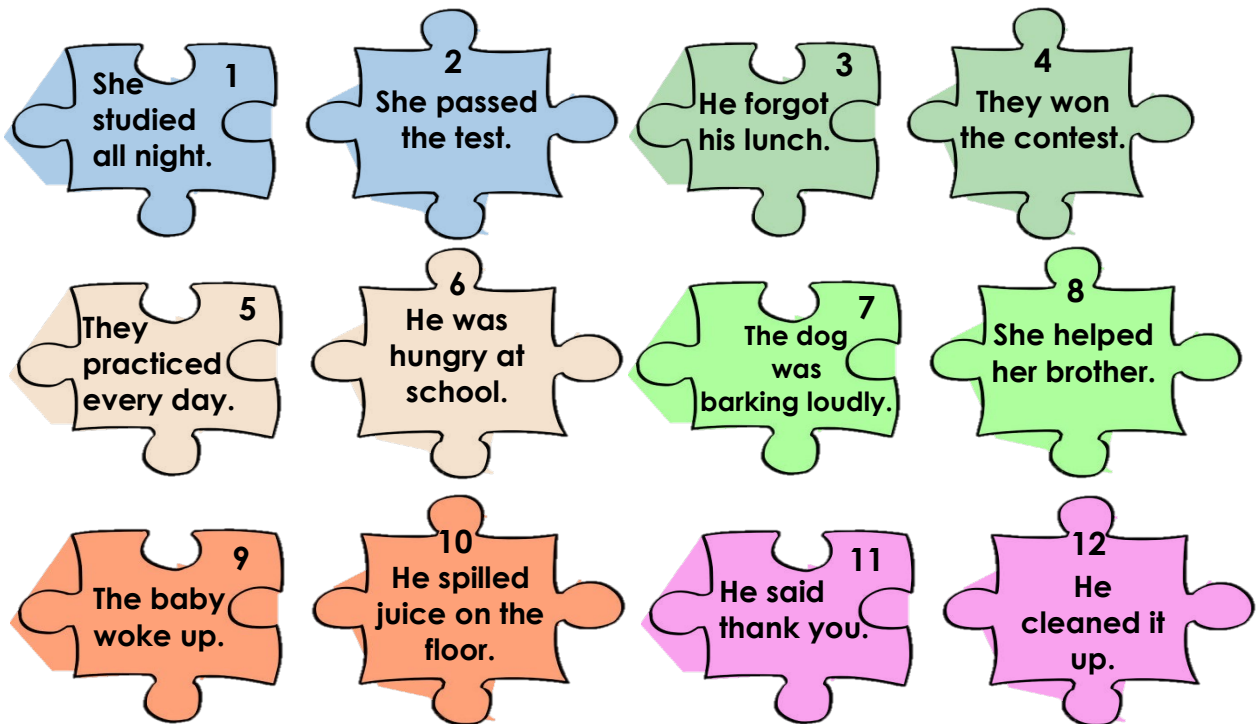


Let's Practice & Play!

Activity 3: You Complete Me!

Directions: Read each statement inside the 12 puzzle pieces carefully. Each puzzle piece shows either a cause (*why something happened*) or an effect (*what happened*). Your goal is to match each cause with its correct effect to form 6 puzzle pairs. Use the puzzle numbers to help you match. You may connect the pieces with a line.

Example, if Puzzle #2 is the cause and Puzzle #7 is its effect, your match is: 2 – 7



Let's Write!

Activity 4: Spot The Cause, Catch the Effect!

Directions: Identify the cause and effect in each sentence. Write them in the correct column.

Sentences:

1. Anna forgot her umbrella, so she got wet in the rain.
2. Ben practiced the piano every day, so he played well at the recital.





3. The power went out because of the storm.
4. Mia helped her friend, so she received a thank-you note.
5. Jake ran too fast, so he tripped and fell.

No.	Cause	Effect
1		
2		
3		
4		
5		

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 Plus

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



Let's Warm Up!

Activity 1: Chain Reactions!

Directions: Read the short story carefully. Complete the sentences based on the story below.

Lena stayed up late playing video games. In the morning, she was too sleepy and forgot to put her homework in her bag. At school, her teacher asked for the assignment. Lena realized she didn't have it. The teacher marked it as missing. Lena felt embarrassed and sad.

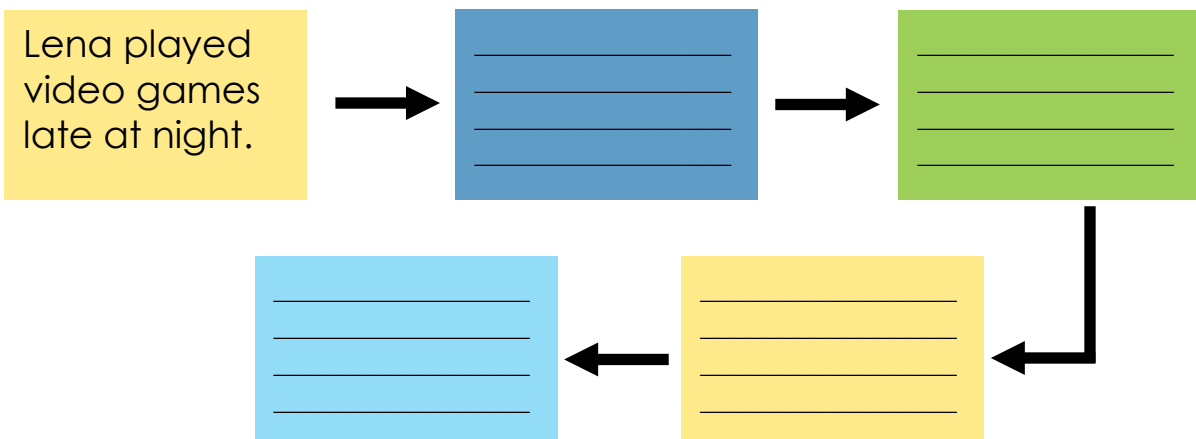
1. Lena stayed up late, so _____.
2. She forgot to put her homework in her bag because _____.
3. Teacher marked it missing, so _____.
4. Lena felt sad because _____.



Let's Write!

Activity 2: From One Thing to Another!

Directions: Complete the cause-and-effect chain. Based on the given cause, figure out what happened next and what happened after that.





Let's Practice & Play!

Activity 3: Domino Logic: Match the Why and What!

Directions: Predict effects or identify causes through a matching game. Follow the given procedures of the game.

The electricity went out.	Anna forgot her umbrella.	Ben studied hard.	We used candles.	The baby was tired.	She got wet.
They cleaned the classroom.	He skipped breakfast.	The cake was burned.	He passed the exam.	She touched a hot pan.	It started to rain.
She fell asleep.	We stayed indoors.	It was left in the oven too	The room looked neat.	He was hungry by 10 a.m.	She burned her hand.
They planted seeds in the garden.	The fire alarm rang.	Everyone left the building.	The water spilled on the floor.	Someone slipped and fell.	Flowers started to grow.

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 Plus

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



Let's Warm Up!

Activity 1: Predict & Match!

Directions: Read each event carefully. Then, look at the words given below. Choose the word that best matches what might happen next, then use it to make a prediction or describe a possible result.

nervous
embarrassed

confident
excited

proud
angry

1. Ben studied all night for the quiz.

*Sample Prediction: Ben will feel **happy** because he got high scores.*

Your prediction:



2. Anna tripped in front of her classmates while walking to the board.

Your prediction:



3. Luis practiced his speech every day for a week. On the day of the contest, he smiled as he went up on the stage.

Your prediction:



4. Clara forgot to bring her group project on presentation day.



Your prediction:



5. Liam's team lost the game even after playing very hard.

Your prediction:



Let's Read & Explore!

Activity 2: What's Next?

Directions: Read the first event in the story aloud. Then, answer the questions that follow. For the next parts of the story, listen as your tutor reads it aloud. Be ready to answer the questions your tutor will ask along the way.

"Liam's Big Day"

Liam woke up extra early. He smiled as he looked at the calendar. "Today's the day!" he said excitedly. He quickly got dressed, packed his backpack, and ran to the kitchen.

What do you think is happening today? _____

Why do you think Liam is excited? _____

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 Plus

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



Let's Get Curious!

Activity 1: Mystery Bag

Directions: Look at the items found inside the mystery bag and use the clues to draw a conclusion about the person who owns it. Think about what the items suggest about the owner's situation, plans, or feelings. Then, write one or two sentences explaining your conclusion using clues from the bag.



Questions:

1. Who might this bag belong to?

2. Where do you think they're going or coming from?

3. How do you know?





Let's Read & Explore!

Activity 2: Meaning Miner

Directions: Read the passage carefully. Then, complete the chart below with (1) what you know about the given clue and (2) what you understand based on the clue and your prior knowledge about it.

Why Do We Have Fire Drills in School?

¹Every few months, a loud bell rings across the school grounds. It's not the usual recess bell—it's a fire drill. Students quickly line up, follow their teacher, and walk out of the classroom calmly. Some learners feel a little nervous, especially when they hear the loud bell, but most know what to do.

²Why do schools do this? Fire drills help everyone practice what to do in case of an emergency, like a fire or an earthquake. In the Philippines, where fires can happen because of faulty wires or candles left burning, it's very important to be ready. That's why fire drills are held even if there's no real danger.

³During a drill, students walk in a line, cover their noses and mouths, and stay away from windows. Teachers check if everyone is safe and present. Some schools even invite local firefighters or barangay officials to talk about fire safety.

⁴Even though fire drills might feel like an interruption, they're a smart way to keep us safe. Practicing now can save lives later.

Clue from the Story (What the text says)	What I Know (What I remember or experienced)	What I understand (My Conclusion)
"Some learners feel a little nervous..."	Loud bells can be scary, but practice helps.	<i>I think fire drills help us feel safer.</i>
"Fire drills help everyone practice..."	We practice so we know what to do in real life.	
"...Walk in a line, cover nose and mouth..."	These moves keep us safe from smoke or danger.	
"Firefighters and barangay officials are invited..."	These helpers protect our communities.	





"Drills might feel like an interruption..."

Sometimes we get annoyed by drills.



Let's Speak!

Activity 3: What's The Right Word?

Directions: Complete each sentence by shading the box of the correct missing word. After completing all the sentences, take turns reading them aloud to the group.

1. The boy was shivering, and his teeth were chattering. This ____ he was very cold.	☐ means ☐ notice ☐ seems
2. I saw muddy footprints leading to the door. That ____ someone came in with dirty shoes.	☐ conclude ☐ seems ☐ suggests
3. The text didn't say Ana was sad, but I can ____ it from her actions and facial expression.	☐ clue ☐ conclude ☐ therefore
4. The author didn't say it was a storm, but the loud thunder and lightning were strong ____.	☐ evidence ☐ means ☐ notice
5. The student didn't answer and kept looking at the clock. This ____ he wasn't ready.	☐ evidence ☐ means ☐ suggests

EXIT TICKET:

"We do fire drills at school because _____"

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 Plus

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



Let's Read & Explore!

Read the passage below carefully. Highlight key details in the text.

Eid al-Fitr: A Festival of Breaking the Fast

¹Every time the holy month of Ramadan ends, Muslims around the world begin their festivities with Eid al-Fitr to mark the end of the solemn period of dawn-to-dusk fasting.

²Eid al-Fitr means the "feast of breaking the fast" to celebrate the successful completion of Ramadan. It is declared a national holiday through the Republic Act No. 9177. The holiday falls on the first day of the Islamic month of Shawwal and is determined by the sighting of the crescent moon shortly after sunset.

³In the Philippines, this festival is known to Muslims as "Araw ng Lebaran" or "Araw ng Raya." This is also known as "Sweet Eid" for the variety of sweet dishes as staples of the celebration.

⁴This important holiday, celebrated by Muslims, provides them with an opportunity to show gratitude to Allah for giving them the strength to observe the month-long fast. Many people start the holiday by gathering at mosques or public places to pray the special Eid prayers. Muslims likewise perform a mandatory act of charity called Zakat al-Fitr, wherein money is paid to the poor and needy.

⁵Eid al-Fitr is a time for festivity, gratitude, charity, and prayers, so let's not forget to extend our holiday wishes with a traditional Muslim greeting of "Eid Mubarak", which translates to "have a blessed holiday!"

Adapted from Eid'l-Fitr: A Festival of Breaking the Fast by Filane Mikee Cervantes. Philippine News Agency. <https://www.pna.gov.ph/articles/1038317>





Let's Get Curious!

Directions: Search the text for the words listed below. When you find one, underline it in the text and write what you think it means in the box below.

Word	What I think it means
Allah	
Eid al-Fitr	
Eid Mubarak	
mosque	
Zakat	



Let's Write!

Directions: Complete the 5W graphic organizer below by writing important details from the story. Use information from the text to answer each question clearly.

Who celebrates Eid al-Fitr?

What is Eid al-Fitr?

When do Muslims celebrate Eid al-Fitr?

Where do families go to pray on Eid?





Why do Muslims give Zakat al-Fitr before Eid?



Let's Reflect!

Activity: Detail & Feeling Journal

1. What is one important detail you remember about Eid al-Fitr?

2. How does learning about Eid al-Fitr help you understand people who are different from you?

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 Plus

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



Let's Read & Explore!

Directions: Read the text carefully. Highlight the following significant details from the text.

- Yellow : Main Idea
- Green : Important Details
- Blue : Keywords or vocabulary

Eid al-Fitr: A Festival of Breaking the Fast

¹Every time the holy month of Ramadan ends, Muslims around the world begin their festivities with Eid al-Fitr to mark the end of the solemn period of dawn-to-dusk fasting.

²Eid al-Fitr means the "feast of breaking the fast" to celebrate the successful completion of Ramadan. It is declared a national holiday through the Republic Act No. 9177. The holiday falls on the first day of the Islamic month of Shawwal and is determined by the sighting of the crescent moon shortly after sunset.

³In the Philippines, this festival is known to Muslims as "Araw ng Lebaran" or "Araw ng Raya." This is also known as "Sweet Eid" for the variety of sweet dishes as staples of the celebration.

⁴This important holiday, celebrated by Muslims, provides them with an opportunity to show gratitude to Allah for giving them the strength to observe the month-long fast. Many people start the holiday by gathering at mosques or public places to pray the special Eid prayers. Muslims likewise perform a mandatory act of charity called Zakat al-Fitr, wherein money is paid to the poor and needy.

⁵Eid al-Fitr is a time for festivity, gratitude, charity, and prayers, so let's not forget to extend our holiday wishes with a traditional Muslim greeting of "Eid Mubarak", which translates to "have a blessed holiday!"

Adapted from Eid'l-Fitr: A Festival of Breaking the Fast by Filane Mikee Cervantes. Philippine News Agency. <https://www.pna.gov.ph/articles/1038317>





LAS Let's Practice and Play!

Directions: Look at the target diagram below. The target has three parts:

- 🎯 Center = Main Idea (the big message)
- 🎯 Middle Ring = Key Details (important facts)
- 🎯 Outer Ring = Extra Info (interesting but not needed)

Your tutor will give your group 5 sentence strips. As a group, read each sentence and place it in the correct ring. And write your answers here in your LAS.

Be ready to explain:

Why did you place it there?

Can we leave this out and still understand the text?



Let's Write!

Directions: In 3–5 sentences, write a summary of the text about Eid al-Fitr: A Joyful Celebration. Remember to include the main idea and at least two key details.





Scoring Rubric

Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement
Main Idea	Clearly stated	Somewhat clear	Missing or unclear
Key Details	At least 2 relevant details	1 relevant detail	Details missing or off-topic
Organization	Well-structured, logical flow	Some organization	Confusing or disorganized
Language Use	Own words, clear sentences	Some own words, some copied	Mostly copied, unclear



Let's Reflect!

Directions: Think about everything you learned in today's lesson. Then, complete the sentences below to show what you've discovered.

Today, I learned that summarizing helps me

One thing I now understand about Eid al-Fitr is

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 Plus

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

Let's Warm Up!

Directions: Think about what you already know about indigenous communities in the Philippines and what you want to learn. Fill in the first two columns of the K-W-L chart (Know and Want to Know). Leave the **What I Learned** column blank for now. You'll complete it after reading the text.

KWL CHART		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED





Let's Read & Explore!

Directions: Read the text carefully. Highlight the following:

- Yellow = Main Idea
- Green = Important Details
- Blue = Keywords or vocabulary

Laya's Journey Home

Laya was a bright and curious girl from Norzagaray, Bulacan. She loved dancing and drawing, but she didn't know much about her roots. One day, her parents told her they would visit Bukidnon for the Kaamulan Festival.

After a long trip, they arrived in Malaybalay, Bukidnon. Laya saw people wearing colorful clothes, playing bamboo instruments, and speaking Binukid. Her Lola Belen welcomed them with a big hug.

That night, Lola shared stories about their tribe, the Talaandig. She said the Kaamulan Festival brings together Bukidnon's tribes to celebrate culture and peace.

The next day, Laya wore a traditional dress and danced with the village children. She helped cook local food and painted tribal designs. She felt proud of her heritage and promised to return.



Let's Match!

Directions: Let's go on a word adventure! Below are five important words from the story. Write the letter of the correct meaning in the blank next to each word.

Word	Meaning
___1. Tribe	A. To enjoy and honor a special event
___2. Heritage	B. A group of families with a shared culture
___3. Celebrate	C. People in your family who lived long ago
___4. Ancestors	D. A custom or belief passed down in families
___5. Tradition	E. Your background and what you inherit





Let's Arrange It!

Directions: Let's arrange the story together! Number the events below from 1 to 5 based on how they happened in the story.

- ☐ Laya dances with other children.
- ☐ Laya wears her traditional dress.
- ☐ Laya feels proud and promises to return.
- ☐ Laya meets her grandmother and hears tribal stories.
- ☐ Laya and her family travel to Bukidnon.

Let's Reflect!

Activity: Detail & Feeling Journal

I enjoyed this activity because:

One thing I learned about indigenous culture is:

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 Plus

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



Let's Get Curious!

Directions: Put on your thinking caps, young explorers! Read the paragraph below like a real detective. Use your 5Ws toolkit to figure out the who, what, when, where, and why. Write your answers in the box provided below.

Indigenous people in Bukidnon, such as the Talaandig and Higaonon tribes, live peacefully in the mountain villages surrounded by forests and rivers. They take great pride in their culture and traditions, which have been passed down for generations. These communities love to gather for festivals where they wear beautifully handwoven garments with bright colors and intricate beadwork. Music and dancing are important parts of their celebrations, and they often play traditional instruments such as the *kulintang* and *agong*. Elders sit with the young to share stories of their ancestors and the values that guide their way of life. Through these traditions, they keep their identity alive and strong.

1. Who is the paragraph about?
2. What do they like to do?
3. When do they celebrate?
4. Where do they live?
5. Why are their traditions important?



Let's Read & Explore!

Directions: Complete the 5W summary chart about the text below.

Laya's Journey Home

¹Laya was a bright and curious girl from Norzagaray, Bulacan. She loved dancing and drawing, but she didn't know much about her roots. One day, her parents told her they would visit Bukidnon for the Kaamulan Festival.

²After a long trip, they arrived in Malaybalay, Bukidnon. Laya saw people wearing colorful clothes, playing bamboo instruments, and speaking Binukid. Her Lola Belen welcomed them with a big hug.

³That night, Lola shared stories about their tribe, the Talaandig. She said the Kaamulan Festival brings Bukidnon's tribes together to celebrate culture and peace.

⁴The next day, Laya wore a traditional dress and danced with the village children. She helped cook local food and painted tribal designs. She felt proud of her heritage and promised to return.

5W Summary Chart				
Who	What	When	Where	Why





Let's Write

Directions: Write a summary of the text Laya's Journey Home. Use the guide below.

My Summary

Laya traveled to _____.

She wanted to _____.

She learned _____.

She felt _____ because _____.

_____.



Let's Reflect!

Directions: Reflect and share one meaningful lesson you discovered from Laya's journey. What message or idea from the story stood out to you the most? Write it in a complete sentence 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 Plus

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



Let's Warm Up!

Activity 1: The Sandwich Shuffle

Directions: Today, we're going to be chefs! We have a recipe for making a sandwich, but the steps are all mixed up. Your job is to put the steps in the correct order by writing 1 to 5 on the blank inside the cards so we can make a delicious sandwich.

Spread mayonnaise on one slice of bread. _____	Cut the sandwich in half. _____	Add lettuce and tomato. _____	Get two slices of bread. _____	Add ham _____
---	--	--------------------------------------	---------------------------------------	----------------------



Let's Recall!

Activity 2: Homework Helpers

Directions: Number these steps from 1 to 5 to show how to do your homework.

- _____ Read the instructions carefully.
- _____ Check your work.
- _____ Do the work.
- _____ Ask for help if you need it.
- _____ Get your things ready (pencils, paper, books).



Let's Read & Explore!

Activity 3: Cooking Perfect Rice

Directions: Read the passage aloud and answer the questions that follow.

Cooking perfect rice is a simple procedure. First, rinse the rice until the water runs clear; this removes excess starch. Next, combine the rinsed rice and water (one finger's width above the rice) in a saucepan. Then, bring the mixture to a boil, and





subsequently reduce the heat to low. After that, cover and simmer for about 15 minutes, or until the water is fully absorbed. Finally, fluff the rice with a fork before serving.

1. What do you need to do first before you cook the rice?

2. How much water should you use when cooking rice?

3. What should you do with the water after rinsing?

4. What do you use to cook the rice?

5. What do you use to rinse the rice?



Let's Think Together!

ACTIVITY 5: Making Hot Chocolate

carefully, gently, quickly, thoroughly

Directions: Fill in the blanks with the correct words. Choose from the word bank below.

First, _____ rinse the mug. Next, _____ add the chocolate powder. Then, _____ pour in the hot milk. After that, _____ stir until the chocolate dissolves. Finally, serve while hot.





Let's Write!

Activity 6: Spotting Procedural Words

Directions: Encircle the words that give you a clue that the text you are reading is procedural.

To wash a single item of clothing, first, check the care label. Next, fill a basin with warm water and add detergent. Then, put the clothing item in the water and gently rub it to remove dirt. After that, rinse the clothing item in clean water until the water runs clear. Finally, hang it up to dry.



Let's Reflect!

Activity 6.1: "Two Stars and a Wish"

Directions: Consider what you learned, what activities you participated in, and how you felt about the lesson overall.

- **Two stars:** Two things you did well in the lesson.
- **A wish:** One thing you would like to improve upon.

★ ★ (What I did well) _____

★ (What I want to improve on) _____

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 Plus

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

Let's Think Together!

Activity 1: The Sandwich Shuffle

Directions: Arrange the sandwich-making cards in the correct order by putting numbers 1 to 5 on the blank just below each card. For each card, explain why you placed it there. What clues helped you decide?

Next, spread mayonnaise on one slice of bread.	Finally, cut the sandwich in half.	After that, add lettuce and tomato.	First, get two slices of bread.	Then, add ham.

Let's Write!

Activity 2: What's the missing step?

Directions: Read the incomplete rice-cooking instructions below. The blanks represent missing steps. Carefully consider the process of cooking rice and predict what should be added to each blank. Write your predictions directly onto the lines provided.

To make perfect rice, first, rinse the rice in a fine-mesh sieve until the water runs clear. This step removes excess starch. Next, _____.

The water level should be about one finger's width above the rice. Then, heat the mixture until it boils, then lower the heat to low. After that, _____, and let it cook gently for about 15 minutes, or until the water is fully absorbed. Finally,



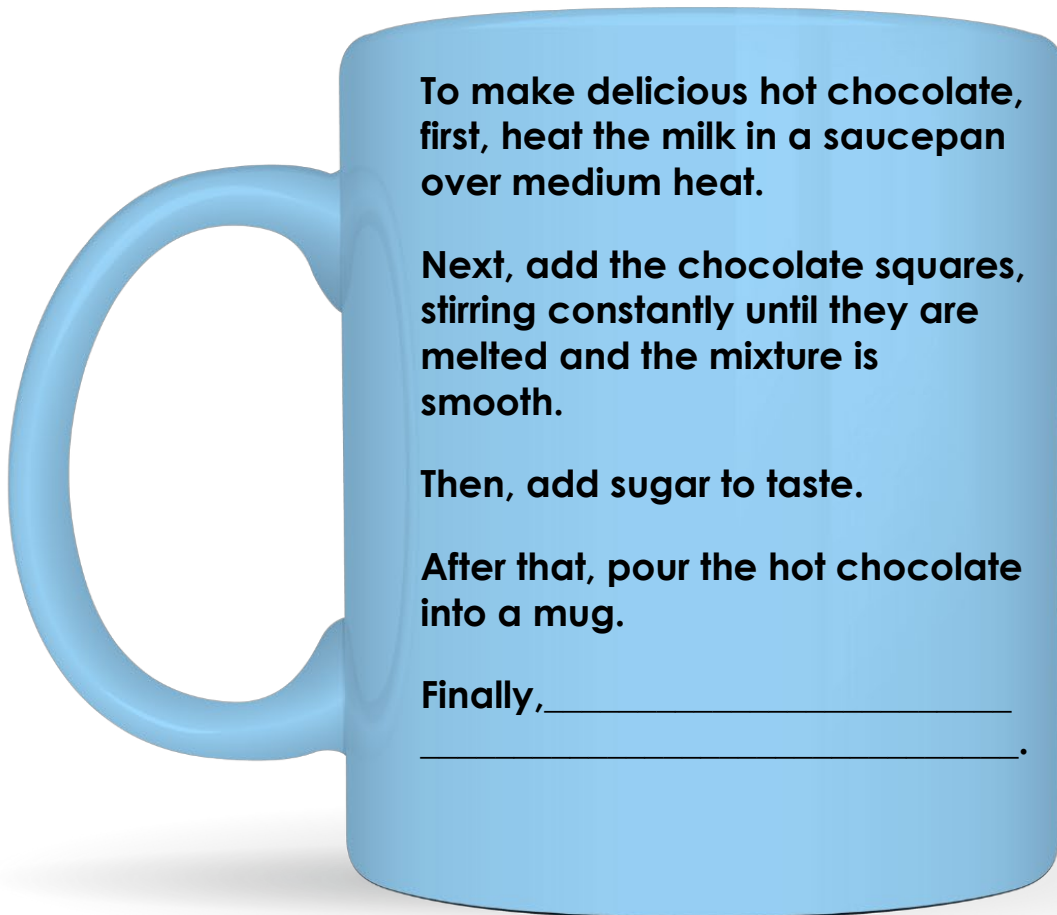
_____. By following these instructions, you'll get perfectly cooked rice each time.



Let's Practice & Play!

Activity 3: Hot Chocolate Fluency Relay

Directions: Each team receives a sectioned hot chocolate recipe; members take turns reading their section with fluency (accuracy, pace, expression). The last member guesses the missing final step. The team with the best fluency and correct guess wins.





Let's Write!

Activity 4: A Step-By-Step Wash

Directions: Read the clothing-washing procedure aloud. Afterward, we will review each step together, and you will identify the missing steps.

To wash a single item of clothing, first, check the care label. Next, _____ . Then, put the clothing item in the water and gently rub it to remove dirt. After that, rinse the clothing item in clean water until the water runs clear. Finally, _____ .

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 Plus

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



Let's Read & Explore!

Activity 1: Model Reading and Response

Directions: The teacher will read the story aloud as a guide. After the teacher's reading, the learner will read the story aloud. Then, the learner will answer the questions that follow.

It's a sunny day at the beach. The golden sand is warm under bare feet. A little girl carefully makes a big sandcastle, adding towers and walls. She pats the wet sand gently. White seagulls fly above, calling to each other. The blue waves roll in slowly, touching the sandcastle gently.

1. Who is making the sandcastle?

2. What is the girl building?

3. Where did the story take place?

4. What do the seagulls do in the sky?

5. How does the sand feel under her feet?





6. Why is the sandcastle made with wet sand?

7. How do the waves interact with the sandcastle?



Let's Imagine!

Activity 2: Beach Word Hunt

Directions: Underline words that describe the beach scene. These words show a description. Consider what you see, hear, smell, feel, and taste.

The warm sun felt good on my skin. The gentle breeze smelled fresh and clean. The colorful flowers looked beautiful. The sand was warm. Shells were scattered around the beach. The smell of grilled fish filled the air.

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 Plus

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



Let's Read & Explore!

Activity 1: Reading Between the Lines

Directions: You will hear your tutor read the story, then read it yourself. Afterward, you will answer questions that test your understanding and ability to draw conclusions based on the details given in the story.

It's a sunny day at the beach. The golden sand is warm under bare feet. A little boy carefully makes a big sandcastle, adding towers and walls. He pats the wet sand gently. White seagulls fly above, calling to each other. The blue waves roll in slowly, touching the sandcastle gently.

Processing Questions:

1. What might happen to the sandcastle?

2. What might the little boy do next?

3. What might the seagulls do next?



4. Will the day stay sunny?



Let's Get Curious!

Activity 2: Reading for Meaning

Directions: The teacher will demonstrate how to read the passage. Then, you will read it and answer inference questions.

An old house was on a hill. Its dark windows looked at me. The wind blew through the broken windows. Shadows moved in the corners. I felt cold.

1. What time of day might it be?

2. How do you think the person feels?

3. Why might the house seem scary?





Let's Imagine!

Activity 3: Feeling the Story

Directions: Read the sentences carefully. Notice the descriptive details (words that paint a picture). Think about how these details make you feel. Then, answer the questions by matching the descriptive details to the emotions they create.

Story Bits	Emotions
1. An old house was on a hill.	fear
2. Dark windows looked at me.	loneliness
3. Wind blew through the broken windows.	nervousness
4. Shadows moved in the corners.	tension
5. I felt cold.	suspense



Let's Reflect!

Activity 4: Checklist

Directions: After reading the passage in Activity 2, use the checklist below to see if you noticed the important details. Draw a check (✓) if you found it, and leave it blank if you didn't. This will help you become a better reader!

Self-Monitoring Checklist:

After reading the passage, did I...

- ☐ read the passage carefully?
- ☐ identify key descriptive words?
- ☐ think about what those words suggest?
- ☐ use the details to understand the main idea?
- ☐ write down my conclusions clearly?
- ☐ use specific details to support my conclusions?

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: _____ _____		



