

TUTOR'S GUIDE

ARAL-READING PLUS

KEY
STAGE

2



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ARAL-Reading Plus Tutor's Guide Key Stage 2

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Secretary: Sonny M. Angara

Undersecretary: Carmela C. Oracion

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 Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	1
Reading Subskill Weekly Cluster: - Identifying high-frequency words accurately. - Identifying roots of high-frequency words (nouns, verbs, adjectives)				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Read the text aloud with guidance. - Identify some words from the text into people, places, things, or events. - Recognize the root word of each noun. - Write one new sentence using a noun.	- Read the text aloud with minimal guidance. - Identify verbs in the reading text. - Recognize the root word of each verb. - Use verbs in clear, meaningful sentences of one's own.	- Read the text aloud with clear pronunciation and a steady pace. - Identify adjectives in the reading text. - Recognize the root form of adjectives.	- Read the text aloud with clear pronunciation and a steady pace, and independently. - Identify the nouns, verbs, and adjectives in a text. - Use nouns, verbs, and adjectives in a short paragraph.
Materials (Specify the LAS section and page as necessary.)	Gallery board, Post-it, Markers, and LAS Week 1 Session 1	Board or chart paper, Markers, Bingo cards already created during the warm-up, LAS Week 1 Session 2	Paper plates (or circles cut from paper), crayons or markers, sticky notes or index cards/meta cards, LAS Week 1 Session 3	LAS Week 1 Session 4
	- Write the word "Mealtime" in large letters at the center of the board. Ask the learners to close their eyes and think quietly for a few seconds. Say: <i>Imagine what happens during dinner at home. Who do you see?</i>	- Instruct the learners to draw a quick 3 × 3 grid on a scratch paper (9 squares). - Ask them to write one action verb related to mealtime in each square without repeating any words.	Say: <i>Mealtime isn't just about eating. It's about how we feel, who we're with, and what makes that time special. Sometimes, a simple meal becomes unforgettable because of how it made us feel.</i>	Tell the learners that they are going to play a song game while passing a paper plate. When the tutor says 'stop,' the learner holding the paper plate will respond to this prompt: <i>If you were to have an unforgettable mealtime</i>





B Bridge Curiosity (10 mins)	What do you use? What's around you? • Distribute small pieces of paper. Instruct the learners to write words from their thoughts during the activity. These can be people, places, things, or events related to mealtime. • Ask the learners to pair up. Instruct them to take turns sharing one word at a time. Encourage them to add any new words that they will hear from their partner to their list. • Invite each pair to choose one word from their combined list to share with the class. As pairs share their list, write each word around "Mealtime" on the board to create a quick word web.	• Ask them to think of action words like wash, serve, laugh, pass, pray, chew, pour, clear, and thank. • Have them trade cards with a seatmate. Instruct the learners to add one new action word that the other person didn't list (on any empty square). • Ask them to return the card.	• Distribute paper plates or circular paper pieces to each learner. • Say: Think of a mealtime that made you feel something (e.g., happy, excited, peaceful, nervous, or even lonely). In the middle of your paper plate, draw or write the food that reminds you of that mealtime.	with a special person/people you know, who would it be? Describe the kind of mealtime experience you would like to have with them. • Write the words (nouns, verbs, and adjectives) that the learners use in their responses on the board (Do not erase these words, as they will be used later).
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	[LAS: Week 1 Session 1 - Let's Warm Up!]						
R Revisit Prior Knowledge	Explain to the learners that words can be grouped or categorized as people, places, things, events, or ideas. Tell them that the words in these categories are called nouns. People/Characters Maya, Ben, brother, family nanay, children, father Places home, Manila, kitchen, sink, table, market, work Food/Mealtime Items cooking, mealtime, chicken adobo, rice, meal food, bowl, plate, salad, pitcher, sago't gulaman	- Use the verbs already written on the learners' Mealtime Action Bingo cards. Say: <i>We'll spend five minutes sharpening our verb skills. By the end of the lesson, you will identify the root word and the -ed ending in most past-tense action verbs.</i> - Write verb = action/state of being on the board. Ask: <i>Give me one verb from your Bingo card that shows an action.</i> - Accept two to three answers aloud. - Draw a quick T-chart labeled Present / Past. Under Present, list the first	- After drawing, ask the learners to write 3 adjectives around the edge of the plate that describes that mealtime experience. - Encourage the learners to think bigger than just food (e.g., warm, loud, sweet, comforting, quiet, messy). - Distribute sticky notes, index cards, or meta cards. Ask: <i>Choose one adjective you wrote. How does this word describe your mealtime best?</i> - Ask the learners to write a short 1–2 sentence reflection. Example: "I chose the word 'comforting' because eating sopas with my lola	Have the learners sort each word under nouns, verbs, and adjectives. If a word has a root word, ask them to encircle it. evening, family, sits, big wooden table. Mama, serves hot rice, tasty sinigang, cold juice, smile, talk, share, stories day. Papa, tells, funny, jokes make, laugh, food, smells delicious, room, feels, warm happy, Mealtime, favorite, day <table><tr><td>NOUNS</td><td>VERBS</td><td>ADJECTIVES</td></tr></table>	NOUNS	VERBS	ADJECTIVES
NOUNS	VERBS	ADJECTIVES					





	Feelings/Time (Events) evening, eating, time, prayer, day, stories, jokes, things, moments, sharing stories Let learners talk about what they remember or know about the words they read. Discuss and process their answers.	five Bingo verbs given by the learners (e.g., wash, serve, laugh, pass, pray). - For each verb, ask learners to: 1) underline the root word; 2) supply the past form (add -ed); and 3) write the word in the Past column. Circle the -ed suffix so learners can see that the root word stays the same. - Point to a present-tense verb. Tell the learners to say a sentence (e.g., "Ben washes his hands"). Snap your fingers and instruct the learners to restate it in the past tense (e.g., "Ben washed his hands"). Repeat for all five verbs. - Have the learners pair up. Instruct Partner A to write a present-tense sentence. Then, instruct Partner B to turn the sentence into the past-tense, emphasizing the unchanged root word + -ed.	on a rainy day made me feel safe and loved." - Optional: Invite a few volunteers to share their plates and reflections with the class. Display their plates on a wall or board with the title "Plates of Feelings." Say: <i>Just like ingredients that make a meal delicious, adjectives help us add flavor to our stories.</i>	[LAS Week 1 Session 4 - Let's Recall!]
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- **Summarize:** Most everyday action verbs are regular—root word + -ed. As you read any story, listen carefully to the ending of the word to know if the action happened in the past.
- **Challenge learners:** While we reread 'Mealtime with Family,' raise your hand each time you spot one of today's verbs in either the present-tense or the past-tense.

Note:
Keep the pacing brisk so the learners' energy from the Bingo activity flows smoothly into the mini lesson.

If an irregular form surfaces (e.g., eat → ate), acknowledge it quickly and explain that it will be discussed in a future lesson.

Use clear gestures: tap once for the root word, circle once





		for the -ed, to reinforce the visual pattern.		
Immerse in Reading	- Read “Mealtime with Family” aloud at a steady pace while using clear pronunciation and natural phrasing. - Tell the learners to listen closely to how you execute pronunciation, pauses, and expression. - Afterward, have them read the same text aloud. First chorally with you, then in pairs, imitating the same clarity and speed. [LAS Week 1 Session 1- Let’s Read and Explore!]	Say: As we reread ‘Mealtime with Family,’ listen for action words. Each time a verb appears, cross it out. - The first learner to cross out any three verbs in a row (horizontal, vertical, or diagonal) must call out “MAYA!” to stop the reading briefly and name the three actions they spotted. If correct, they win; if not, reading continues. Ask: Which actions were easiest to identify? Which surprised you?	- Distribute printed copies of the “Mealtime with Family” text. Say: 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. - Call volunteers to read one paragraph each aloud to the class. [LAS Week 1 Session 3 - Let’s Read!]	Read the paragraph below aloud as a guide. Then, have the learners read the paragraphs independently. Every evening, our family sits around the big wooden table. Mama serves hot rice, tasty sinigang, and cold juice. We smile, talk, and share stories about our day. Papa tells funny jokes that make us laugh. The food smells delicious, and the room feels warm and happy. Mealtime is our favorite part of the day





		[LAS Week 1 Session 2 - Let's Practice!]		because we are all together.
D Discuss Meaning and Ideas	Have the learners read each paragraph from 'Mealtime with Family'. Ask the following questions, one at a time: 1. What time of the day was it? 2. What made the kitchen smell good? 3. What were Maya and Ben waiting for? 4. What do you call the container used for pouring drinks like <i>sago't gulaman</i>? 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? Key Answers: 1. It was evening. 2. The aroma of Filipino cooking filled the kitchen.	Have learners read each paragraph from 'Mealtime with Family'. Ask the following questions, one at a time: 1. What did the aroma of Filipino cooking do to the kitchen? 2. What did Nanay ask Maya and Ben to do before eating? 3. What did Maya and Ben do when Nanay called them? 4. What did Maya and Ben do with the water while cleaning their hands? 5. What did Maya and Ben do when they sat at the table? 6. What did Tatay do with the bowl of adobo? 7. What did Ben do with the chicken in his mouth?	• After reading, ask: <i>What did you notice about the way Maya described their mealtime? What words showed how she felt?</i> • Encourage learners to mention adjectives like happy, special, fresh, cold, and joyful. Optional: Guide Questions 1. What word in the text describes the kind of evening the family had in Manila? → (Answer: rainy) 2. How was the rice described when the family sat at the table? → (Answer: steaming) 3. What word was used to describe the smell of the chicken adobo? → (Answer: aromatic)	• Have the learners listen to the paragraph. Ask them to write the correct words in the blanks to complete the sentences (Provide a word pool if necessary.) [LAS Week 1 Session 4 - Let's Read] 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.





	3. Maya and Ben were waiting for mealtime. 4. A pitcher of cold sago't gulaman. 5. They bowed their heads for a quick prayer. 6. Nanay shared stories from the market. 7. It was about being together, sharing stories, and enjoying the little things with the people they loved most.	8. What did Maya do with the rice and the chicken? 9. What did Tatay ask the family to do before eating? 10. What did everyone do during the prayer? 11. What did the family do while eating? (Give two actions.) 12. What did Nanay and Tatay do as they shared about their day? 13. What did the family do after they finished eating? 14. What did Nanay do with the leftover adobo? 15. What did Maya and Ben do with the dishes? Key Answers: 1. filled - The smell of Filipino food filled the kitchen.	4. What word was used to describe the salad served during the meal? → (Answer: refreshing) 5. How did Maya describe the moment of mealtime in their home? → (Answer: special) 6. What word described the size of the chicken piece Maya scooped? → (Answer: big) 7. How was the sago't gulaman described in the story? → (Answer: cold) 8. What word did Maya use to describe how she felt during mealtime? → (Answer: joyful) 9. After helping clean up, how did Maya describe her feelings? → (Answer: grateful)	[LAS Week 1 Session 4 - Let's Practice!]
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		2. wash - Nanay asked Maya and Ben to wash their hands. 3. rushed - They rushed to the sink. 4. splashed – They splashed water as they cleaned their hands. 5. sat – They sat at the table. 6. placed – Tatay placed the bowl in the center of the table. 7. smiled – Ben smiled even with a mouth full of chicken. 8. scooped – Maya scooped some rice into her bowl. 9. pray – Tatay asked the family to pray before eating. 10. bowed – They bowed their heads for a quick prayer. 11. laughed, talked – They laughed and talked about their day. 12. shared, told – Nanay shared stories; Papa told jokes.	10. How did Maya describe the joys her family shared during mealtime? → (Answer: enjoying the little things)	
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		13. helped – They helped clean the table. 14. packed – Nanay packed the leftover adobo. 15. dried – Maya and Ben dried the dishes.		
G Grow Vocabulary and Fluency	- After each answer is given, write the key nouns and their root words on the board as a quick model: 1. It was evening → even 2. The smell of Filipino cooking → cook 3. They waited for mealtime → meal 4. A pitcher of sago't gulaman → pitch 5. They said a prayer → pray 6. Nanay shared stories → story 7. Being together, sharing stories → share Note: The word "evening" is derived from "even." In the older sense, it means <i>the end of the day or the time when the day becomes even/level</i>	- After each answer is given, write the key verbs and their root words on the board as a reference. - Begin by asking: "What is a verb?" (Answer: An action word) - Give a few examples (e.g., run, jump, eat) and ask learners to act out the given verb. - Briefly explain what a root word is. Say: A root word is the base form of a word. For example, the root of 'played' is 'play.' We will work with verbs from the story 'Mealtime with My Family.' You will find the root word of each verb and use it in sentences.	Say: Let's take a closer look at some adjectives from the story and figure out where they come from; what's their root word? Think of root words as the "base" or "core" of a word, and the rest are like decorations added to make them more descriptive. [LAS Week 1 Session 3 - Let's Think Together!]	Say: Earlier you shared your responses on this: If you were to have an unforgettable mealtime with a special person/people you know, who would it be? Describe the kind of mealtime experience you would like to have with them. - Call some volunteers to share their experiences. Say: Here are some of the words you used during the sharing. Now, write what you shared earlier using the words listed on the board. Make sure to use each word correctly as a noun, verb, or adjective. You may use the root word or add syllables to form a new word. Encircle the nouns,





	(as daylight fades). “Even” comes from the Old English word <i>æfen</i>, which means <i>dusk</i> or <i>the closing of the day</i>. It would also be helpful to share with the learners what Old English is, in connection with the word and its meanings. Keep the explanation simple. - Give each pair one of the given nouns above on a paper slip. Instruct the learners to write the root word and cross-check answers with another pair. <i>evening, cooking, mealtime, prayer, sharing</i> - Have the learners create a new sentence using the nouns. Then, post their paper slips on the board and have a gallery walk.	- Distribute the “Verbs and Their Roots (LAS Week 1, Session 2: Let’s Think Together!) activity sheet to each learner. Go over the first 1–2 items together as a class and guide them on what to do. Example: Verb: <i>filled</i> Root word: <i>fill</i> Sentence: <i>I fill my water bottle every day.</i> - Let the learners complete the rest of the items independently or in pairs, depending on their reading level. - Invite learners to share some of their sentences. Check answers together and correct any mistakes gently. Note: Observe if the learners are correctly identifying the root words. Check whether their		<i>underline the verbs, and put a box around the adjectives.</i> Example: <i>I wish to have another unforgettable mealtime with my childhood best friend, who now lives abroad. We used to eat lunch together, and we enjoyed sharing our baon. His mother always made him tasty, savory fried chicken, while my mother prepared fried rice and sweet longganisa for me.</i> Call some volunteers to read their work aloud to the class. [LAS Week 1 Session 4 - Let’s Write!]
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		sentences are meaningful and whether they are using the root word properly. Optional: For early finishers, ask them to write a short paragraph using at least 3 of the root verbs. Or play a "Verb Charades" game using verbs from the table. [LAS Week 1 Session 2 - Let's Think Together!]		
E Evaluate Understanding	Directions: Choose a word from the box that completes each sentence. Encircle the root word in each answer. PART A blessing, laughter, gathering, celebration, sharing, giving - Sunday _____ begins when the eldest sibling unveils a steaming pot of <i>kare-kare</i>. - Before anyone takes rice, Tatay offers a heartfelt _____ for the meal and the hands that prepare it.	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!	Directions: Underline the adjective in each sentence. Then, write its root word on the blank provided. - The spicy dinuguan made Lolo drink water very fast! Root word: _____ - We shared a peaceful lunch under the mango tree. Root word: _____ - Nanay served a crispy plate of <i>lumpiang shanghai</i>. Root word: _____	Directions: Write YES if the answer is correct. Write NO if the answer is not. _____ 1. childhood (noun); child (root word) _____ 2. excitement (verb); excite (root word) _____ 3. Teacher (noun); teach (root word) _____ 4. They cleaned... (verb); clean (root word) _____ 5. I am thankful (adjective); thank (root word)





3. A burst of hearty _____ fills the room when the youngest child drops a spoon into the soup.
4. Nanay insists on a 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.

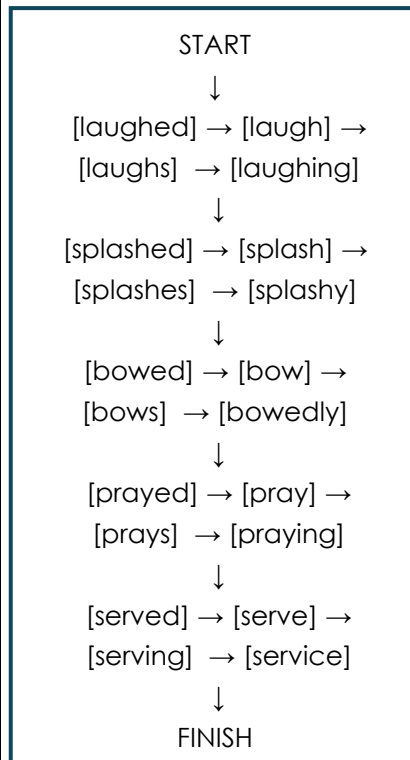
PART B

Match each root word in Column A with the syllables (suffix) in Column B to form a word. Write your answers.

- | A | B |
|--------------|---------|
| 1. break | a. -ing |
| 2. bless | b. -ter |
| 3. laugh | c. -ion |
| 4. clean | d. -ing |
| 5. celebrate | e. -ing |

Key answers:
1 → a = breaking
2 → e = blessing

Draw a line or color the path to show your way through the maze.



Key answers:
laughed- laugh
splashed- splash
bowed-bow
prayed-pray
served-serve

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

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

[LAS Week 1 Session 3 - Let's Practice!]

- My PEArsonal Take (Learning):



I'm confident!



I'm learning



I still need help

[LAS Week 1 Session 4 - Let's Practice!]





	3 → b = laughter 4 → d = cleaning 5 → c = celebration [LAS Week 1 Session 1 - Let's Practice!] My PEArsonal Take (Learning):  I'm confident!  I'm learning  I still need help	[LAS: Week 1, Session 2 - Let's Play!] My PEArsonal Take (Learning):  I'm confident!  I'm learning  I still need help		
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	2
Reading Subskill Weekly Cluster: - Identifying synonyms and antonyms - Using vocabulary in a new context - Identifying words with different functions (noun, verb, adjectives)				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	1. Identify synonyms and antonyms. 2. Use vocabulary in a new context (based on personal experiences).	1. Identify words with different functions-noun. 2. Use vocabulary in a new context.	1. Identify words with different functions-adjectives. 2. Identify synonyms and antonyms.	1. Identify words with different functions-verbs. 2. Use vocabulary in a new context.
Materials <i>(Specify the LAS section and page as necessary)</i>	Learning Activity Sheets Week 2 Session 1 ABC+ Story Booklet "Growing Peas" by Rashmi Balakrishnan	Learning Activity Sheets Week 2 Session 2 https://wordwall.net/resource/68399900/language-arts/identifying-nouns-in-sentences	Learning Activity Sheets Week 2 Session 3 ANANSI'S WEB from Phil-IRI Package set C p.408	Learning Activity Sheets Week 2 Session 4 https://wordwall.net/resource/52864536/verbs Koosh ball/any soft ball, paper strips, and a box /container (for Action Word Jar)





B Bridge Curiosity 5-7 minutes	Say: Good morning, brilliant readers! Today, we're becoming Word Detectives! We'll look for special words that mean the same thing and other words that mean the opposite. Are you ready to search? Let's focus on these words and relate them to the things you do or feel. To begin this exciting exploration, let us check your PEArsonal feelings. [LAS Week 2 Session 1 - Let's Reflect!] Procedure • Display the PEA emoticons and ask the learners to raise their hands or show a thumbs up for the emoticons that reflect	Say: Welcome back, Garden Masters! Our story is growing and so is your brain. I'm excited to plant more with you and watch you bloom. Are you ready to grow your own garden of knowledge? Today, we are going to deal with our NOUN powers. Nouns are all around us. Let's spot them and use them in new ways. Procedure • Display the PEA emoticons to check on the learners' emotions. • Present the image, showing the pea plant, soil, and sun.	Say: Happy day, amazing word-gardeners! Today, we're stepping into our garden again but not to plant seeds, but to describe what's in there. Imagine you're holding a seed. What describing word would you give it? Do you think there are describing words that are similar or opposite in meaning? Procedure • Display the PEA emoticons to check on the learners' emotions. • Mystery Object in the Bag Activity: Prepare a small bag or box with mystery objects (e.g., leaf, toy, spoon, ball, cloth). Ask a learner to reach into the bag without looking and	Say: Amazing day, Word gardeners and explorers! Welcome once again for another learning adventure. Have you ever played hide and seek in your backyard, or chased something in the garden like a butterfly or a rolling ball? Those are fun actions! And today, we'll explore more of those action words. Are you ready? Let's warm up and think of what we did today or this morning. Procedure • Display the PEA emoticons to check on learners' emotions. • Introduce the activity: Circle Game-What I Did! Ask the learners to sit or stand (or remain at their desk if space is limited). The tutor will hold a ball and say: "I will toss the ball to
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	their emotions for the day (They can choose 2 among the three - Happy, Sleepy, and Curious). • Show the jumbled letters. • Ask the learners to arrange the letters (to form the words: <i>tiny</i>, <i>grow</i>, and <i>strong</i>). • Once done, ask them to draw/show what each word might mean and what these words remind them of. [LAS Week 2 Session 1 - Let's Warm Up!]	• Ask: Which one can we touch? • Say: <i>Just like the pea plant that needs the sun, the soil, and water to grow and live; children also need important things to survive and learn. What do you need to survive and to learn as a student?</i> (List down the learners' answers (nouns) and correlate them with the concept being introduced).	have them describe what he/she feels. • Ask: <i>Is it soft or hard? Big or small? What else?</i> • Write or record their answers, then ask again if they can think of a word that has the same meaning, as well as another word with the opposite meaning. Encourage other learners to participate in this activity.	one of you. When you catch it, say your name and one thing you did today. Start with 'I...' (e.g., "I'm Ella. I ate rice." or "I'm Jomar. I ran to school.") • After answering, the learner will toss the ball to another classmate. This game will continue until all have had a turn (<i>If a learner is shy, offer sentence starters (e.g., 'I played,' 'I walked', or 'I helped')</i>). React positively to each answer.
R	Ask: <i>How do you describe the size of these 2 peas?</i> (The other one is BIG while the other one is SMALL. Big and small are two opposite words.) <i>Can you think of a</i>	Say: <i>Let's think about the people, places, things, or animals around you, at home or in school.</i> Procedure	Say: <i>Yesterday, we discussed words that name things. Today, let's describe them!</i> Ask: <i>Can you name a noun you remember in our story?</i>	Say: <i>You all did a great job telling us what you did today. Remember our story, the Growing Peas? We looked for describing words, or adjectives, like tiny, snug, and strong. Those words told us what something is like. This</i>





Revisit Prior Knowledge 5-7 minutes	<i>happy word? Now, what would be its opposite?</i> Procedure • Show two images of a big pea and small pea and ask the learners to describe both. • Do the Simon Says Activity-Opposite edition. <i>Instead of simply following commands, the learners must do the opposite. For example, "Simon says, stand up" would be followed by sitting down.</i> • Emphasize the opposite words to be used. Examples: laugh-cry, fast-slow, hot-cold, close-open, happy-sad, push-pull, etc.	• Ask the learners to complete one of the following items orally or on a card: *A person I know is ____." *A place I go is ____. *A thing I use is ____. *An animal I like is ____. • Invite a few learners to share their answers. • Say: <i>That's a great noun! You just named a thing, a person, a place, and an animal. Nouns are names of people, things, animals, and places. They are around us.</i>	<i>Or maybe a noun you can see in our room?</i> Procedure • Complete Me Activity Relay: Ask learners to complete a sentence with a particular noun category. The activity will start with one learner, followed by another. To begin, the tutor will call on a learner to complete a sentence (e.g., I know someone named____), where the answer must be a noun, depending on the given category (e.g., if the category is names of people, all answers must be persons). • Each new learner who is called will repeat the sentence, including all the previous answers, before adding their own. The game continues until all learners have had a turn or	<i>time, we'll focus on the words that tell us what someone or something is doing.</i> Procedure • Ask the learners to accomplish the activity: Describer or Doer? [LAS Week 2, Session 4 - Let's Recall!] • Encourage the learners to act out the action words listed on the LAS and reinforce their comprehension of the concept by answering the Action Word Detective sheet. [LAS Week 2 Session 4 - Let's Get Curious!]
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			someone forgets a part of the sentence. • Guide them in completing the sentence and introduce the use of the adjective by adding it to the prompt statement (e.g., I bought a heavy ____.)	
Immerse in Reading 15-20 minutes	Ask: Have you ever seen a pea or a pea plant before? What do you think will happen to a tiny pea after it falls to the ground? Say: Today, we are going to read a story together entitled “Growing Peas”. As we read, listen carefully for words that sound similar in meaning—or completely different! Procedure • Present the story “Growing Peas”. Use scaffolded guided reading by showing one page at a time, echo reading, or	Ask: Have you remembered our story yesterday about the “Growing Peas”? Say: Today we’re going to reread the story together, but this time we’ll identify the noun(s) used in the story. Procedure • Present the story “Growing Peas”. Use scaffolded guided reading, if needed.	Say: Let’s explore how describing words can help us tell better stories and talk about ourselves. Let us reread the story from yesterday and reflect on this question: <i>If you were a little pea inside a pod, what would you see, hear, or feel?</i> Procedure • Read the story aloud. Ask the learners to listen carefully and identify the describing words used in the story (e.g., <i>tiny, quiet, strong, snug</i>). After the	Say: Now, we’re all set to play with words while learning how to play hide and seek. Get ready for acting, thinking, and growing as word detectives. Let’s read the story and find the words that tell us what to do! Procedure • Read the story ‘How to Play Hide and Seek’ aloud using the echo reading technique (Tutor reads one sentence expressively; learners repeat).





	line-by-line reading (depending on your learner's comfort). • Pause briefly on key words (e.g., tiny, grow, strong, snug) to let learners hear them naturally in context. • Reinforce learning by asking simple questions such as: a. When do you feel strong like the pea plant? b. Have you ever felt snug, like being wrapped in a blanket?	[LAS Week 2 Session 2 - Let's Read and Explore!] • Introduce the game: Act It, Name It. The tutor or one of the learners will act out a word that is a person, animal, thing, or place. The rest of the class will guess the noun being acted out. For example, if someone acts out as a seed sprouting, the correct answer is "<u>seed</u>". • Ask the learners to say or write a sentence using the word in a new way (e.g., <i>I planted a seed together with my mom yesterday</i>). Guide them in doing this activity.	story, chart the adjectives they noticed. • Ask the learners to draw a plant and label it with a word(s) that can describe it (e.g., tiny, green, tall). • Recall the question: "<i>If you were a little pea inside a pod, what would you see, hear, or feel?</i>" Encourage them to use describing words when they answer. • Guide their responses by asking: 1. What does it look like inside the pod? 2. What sounds can you hear? 3. How does it feel to be there?	• Emphasize verbs by changing tone or using gestures (e.g., "hide," "count," "run"). • Ask: Why is it important to wait for your turn? How can you show kindness during games like this?
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D Discuss Meaning and Ideas 8-10 minutes	Say: With our detective minds, let's work together to dive in with these twin words (synonyms) and opposite words (antonyms). Procedure - Revisit sentences in the story (e.g., We are tiny little baby peas.) Ask: What do you think <i>tiny</i> means? Can we find a clue in the picture or the sentence? - Introduce synonyms (e.g., <i>tiny</i> = small, little) or antonyms (e.g., <i>tiny</i> ≠ big). - Let them answer the activity with support if needed.	Say: It's time to activate our detective eyes! Look closely for words that name something - a person, place, thing, or animal. Ask: Where do you think a pea plant grows? What kind of word is that? Procedure - Present the story, specifically the part where nouns can be visually seen, then ask the learners: "What was it doing? What happened to it?" - Guide learners in identifying the noun by using a sentence stem (e.g., The noun is _____. It is a noun because it is a _____ (thing / place / person / animal)).	Say: Now that we've learned what the pea felt like inside the pod and how it grew after it popped up and fell into the ground, let us discuss adjectives! Adjectives tell us what something looks like, feels like, or sounds like. Let's learn more about them together! Procedure - Briefly discuss the concept of adjectives. A word that describes a noun or a pronoun (e.g., We are tiny little baby peas.) - Activate the learners' conceptual understanding of adjectives that can have synonyms and/or antonyms (e.g., "What word could we use instead of tiny?"; "What's the opposite?").	Say: Heads-up, word detectives! Having completed the reading and movement activity, let's talk about what we found! Ask: What did the players do in the story? What actions did we notice? Procedure - Summarize the key points on the discussion about verbs or action words. Guide learners in identifying verbs in the story (e.g., "What is the person or character doing?") - To have fun while learning, introduce the activity Verb Charades. ❖ Write simple action words (verbs) on small pieces of paper or flashcards (e.g., verbs
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	[LAS: Week 2 Session 1 - Let's Get Curious!]	● Instruct them to answer the Flower Noun Activity [LAS Week 2 Session 2 - Let's Practice!] ● Encourage the learners to choose one or two nouns and use them in a sentence.	● Instruct them to answer the activity. [LAS Week 2 Session 3 - Let's Get Curious!]	from the story and everyday verbs). ❖ Put all the cards/paper strips in a small container or box labeled "Action Word Jar." ❖ One learner will pick a card/strip from the jar and act out the verb using their body – no words or sounds allowed. ❖ Call one learner at a time to pick a verb card and act it out. ❖ When someone guesses correctly, encourage the learner to use it in a sentence. Note: Be sure to demonstrate the activity before you begin.
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G

Grow Vocabulary and Fluency

10 minutes

Say: I know you are ready for the next exciting activity. Find your “Team **PEA**layer” for a paired learning task.

Procedure

- Learners will be paired to answer the **PEAr ME UP (Pair Me Up)** activities. Learners will pair words with their synonyms and antonyms.
- Practice reading the given sentences aloud using the appropriate tone.

[LAS Week 2, Session 1 - Let's Think Together!]

- Answer **What's in My Pod:** 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

Say: Time to play with these star words-nouns! Let's grow your word power together by grouping each noun and combining them to create a sentence or a mini story.

Procedure

- Introduce the **Noun Sort and Tell** activity, where the learners have to categorize nouns and use them in shared sentences.
- Prepare noun cards with a combination of people, places, things, and animals.
- In pairs or small groups, the learners will sort the cards into their correct categories. Then, they will choose one noun from each category and create a group sentence or a mini story (e.g., *The **girl** went to the **park** with her **dog** and found a **ball**.)*

Ask: How do you feel at the moment? Can you describe it?

Say: Now it's time to grow your own sentence garden by practicing some describing words, or adjectives, together with their word friends that have the same meaning (synonyms) and their opposites (antonyms) to help us talk and write better.

Procedure

- Have the learners answer the activity. After checking, encourage them to read each sentence clearly and with expression, together with a partner. Link the synonyms and antonyms of the correct answer from the options given.

Say: You're doing great! Every action word helps us understand and enjoy the game even more. I believe that you're now ready for more meaningful learning through a fun activity. Find a partner and work together on the **Word Wall application activity**. Identify the verbs and answer the activity.

[LAS Week 2 Session 4 - Let's Read and Explore!]

Procedure

- Click the link for the word wall activity <https://wordwall.net/resource/52864536/verbs>
 - ❖ Arrange the action words presented in the image. Guide learners to use the verb in a sentence.
- Allow them to accomplish the activity.





	words with synonyms and antonyms. [LAS Week 2, Session 1 - Let's Write!]	Person (e.g., boy, girl, teacher, dad, baby) Place (e.g., park, school, house, store, garden) Animal (e.g., dog, cat, bird, fish, rabbit) Thing (e.g., ball, book, bag, toy, chair)	[LAS Week 2 Session 3 - Let's Think Together!] • Guide the learners in an echo reading of the story Anansi's Web to develop their reading fluency and to support their adjective identification. [LAS: Week 2 Session 3 - Let's Practice!]	[LAS Week 2 Session 4 - Let's Think Together!]
E Evaluate Understanding 5-7 minutes	Answer the activity. [LAS Week 2 Session 1 - Let's Practice!] Key Answers: 1. A 2. D 3. A 4. A 5. B Say: <i>Today, we became Word Detectives. Now, think about two new words you learned today. Were they synonyms or antonyms?</i>	Answer the activity. [LAS Week 2 Session 2 - Let's Practice!] Key Answers: 1. A 2. D 3. C 4. A Say: <i>Congratulations on finishing the Great Noun Challenge! To complete your task as Garden Masters today, answer the assessment on the Word Wall</i>	Answer the activity. [LAS Week 2 Day 3- Let's Practice!] Key Answers: 1. D 2. D 3. A 4. A 5. A Say: <i>You did great today, Word Gardeners/Detectives! Before we finish, let us pause and reflect. Fill in your Detective Exit Card and show</i>	Answer the activity. [LAS Week 2 Session 4 - Let's Practice!] Key Answers: 1. D 2. D 3. D 4. D 5. D Say: <i>Amazing performance! You discovered many great action words today! Let's pause and think — what was your favorite action</i>





	What helped you understand them? Procedure - Ask the learners to answer their Detective Exit Card. [LAS: Week 2, Session 1 - Let's Reflect!]  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. My PEArsonal Take (Learning):	application by identifying the noun used in each sentence. <i>I know you can do it!</i> Procedure - Click the link for the assessment https://wordwall.net/resource/68399900/language-arts/identifying-nouns-in-sentences - Ask them to answer the Detective Exit Card.  My Word _____ I knew it was a noun because... ☐ It is the name of a person, place, thing, or animal ☐ I could see or touch it in the story ☐ The teacher/picture helped me ☐ We used it in a sentence ☐ My partner and I talked about it	how much your word brain has grown today! Procedure - Ask them to answer their Detective Exit Card.  My Word _____ I knew it was an adjective because... ☐ It tells what something looks, feels, sounds, or smells like ☐ It helped describe a noun in the story ☐ The picture or sentence gave me a clue ☐ My teacher or partner helped me understand ☐ I used it to tell more about something - My PEArsonal Take (Learning):  I'm confident!  I'm learning  I still need help	word? How did you know what it meant? Procedure - Ask them to answer their Detective Exit Card. [LAS: Week 2 Session 4 - Let's Reflect!]  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 - My PEArsonal Take (Learning):
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	 I'm confident!  I'm learning  I still need help	My PEArsonal Take (Learning):  I'm confident!  I'm learning  I still need help		 I'm confident!  I'm learning  I still need help
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	Week 3
Reading Subskill Weekly Cluster: • Reading words accurately and automatically according to patterns • Reading sentences with appropriate speed, accuracy, and expression				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	1. Spot words with CVCC patterns ending in -st, -nd, -lt, -mp, and -nt in a given text. 2. Read CVCC words with the target endings quickly and correctly without stopping to sound them out. 3. Read aloud sentences using CVCC words with the target endings smoothly, accurately, and with the right expression.	1. Spot words with CVCC patterns ending in sk, -lp, -ct, -ft, -rk in a given text. 2. Read CVCC words with the target endings quickly and correctly without stopping to sound them out. 3. Read aloud sentences using CVCC words with the target endings smoothly, accurately, and with the right expression.	1. Spot words with CCVC patterns beginning in bl, br, ch, cr, dr, fl, fr, gl, gr. 2. Read CCVC words with the target endings quickly and correctly without stopping to sound them out. 3. Read aloud sentences using CCVC words with the target endings smoothly, accurately, and with the right expression.	1. Spot CCVC words (beginning in pl, pr, st, sw, sm, bl, br, cr, gl, gr) in familiar passages. 2. Read these CCVC words in sentences smoothly and accurately. 3. Apply fluency strategies (pacing, pausing, phrasing, stressing) when reading aloud.
Materials (Specify the LAS section and page as necessary)	• Flashcards • Learning Activity Sheets	• Learning Activity Sheets	• Word cutouts • Learning Activity Sheets	• Master list • Marked paragraphs • Learning activity sheets





B

Bridge Curiosity

5-7 minutes

Tutor: Close your eyes for a moment. Imagine you are in a place surrounded by the sea. The wind is strong, and the waves are big. You see small houses made of stone, and there are fields with plants you've never seen before. People are smiling at you and speaking in a language you don't know.

Now, open your eyes. How do you feel...excited? Curious? Maybe a little nervous? Let's check using our Feelings Scale. Show me with your fingers:

- 1 = Nervous
- 2 = Unsure
- 3 = Curious
- 4 = Excited
- 5 = Super Excited

Next, we're going to play a quick game called Guess the Place. I'll give you clues about a place in the Philippines, and you'll try to guess where it might be. Ready?

Tutor: Sometimes, the ending of a word can make it sound snappy, sharp, or even strong. Today, we're going to meet a new set of endings, but I won't tell you what they are yet. First, let's play a fun game to warm up our brains and our voices!

Procedure:

1. 'Word Sound Hunt' Game. **[LAS Week 3 Session 2 Activity 1: GUESS THE WORD]**

Show or say short clues one at a time. Each clue describes an object, animal, or action.

Examples:

1. "This is something you wear to cover your face." (mask)
2. "You use this to drink water on a hike." (flask)
3. "You do this when you make something go up." (lift)

Tutor: Have you ever lost something important? Maybe it was small, but it meant a lot to you, like a toy, a letter, or even a favorite pen. How did you feel when you realized it was gone? And what did you do to try and find it?

Procedure:

1. Pair-Share – With a partner, the learners will briefly share a time they lost something meaningful to them.
2. Feelings Chart – Tutor lists the emotions that the learners mention (e.g., worried, sad, frustrated, hopeful) on the board.
3. Mini Discussion – Ask: "What made that item so special?" and "Did you ever find it?"
4. Close by saying: "Today, we'll meet a character who knows exactly how that feels."

Tutor: Have you ever heard someone read so quickly that you couldn't catch up or so slowly that you lost interest?

Procedure: "Fast, Slow, Just Right"

- Tutor reads "Lila pulled her blanket tighter around her shoulders." three times:
 1. Too fast
 2. Too slow
 3. With correct pacing and pausing
- Learners pick which version is easiest to understand.

Tutor: Why do you think that one worked best? (Lead into the idea of pausing, stressing, and phrasing as fluency strategies.)





	Procedure: SELF Check-in – Learners rate their feelings using the 1–5 Feelings Scale. [LAS Week 3 Session 1 Activity 1: Guess the Place] Tutor: <i>Please input your answers in your activity sheet. You'll soon find out if your guess is right when we read about this place and the people who live there.</i>	"This happens when something breaks into pieces." (crack) "This is a place in the city or town kept for ornament or recreation." (park) 2. SELF Connection - After each guess, ask: "When you hear this word, what picture forms in your mind?" - Invite 1–2 learners to share a personal connection or a funny story related to the word. 3. Big Reveal - Write all the guessed words on the board. - Encircle their endings in a bright color. Tutor: <i>Look! These words are cousins. They all have special endings like -sk, -lp, -ct, -ft, -rk. That's our challenge today: to spot, read, and say them smoothly and with expression.</i>		
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R

Revisit Prior Knowledge

5-7 minutes

Tutor: In our past sessions, we practiced important reading skills. Initially, we practiced identifying synonyms and antonyms to help us understand meaning and select the right words. Then, we used newly learned vocabulary in our own sentences, making the words truly ours. We also practiced identifying words with different functions.

Before we explore today's passage, let's warm up by reading some patterned words that you'll see in the text, and then we'll practice turning them into clear, natural sentences just like confident readers do.

Procedure:

1. Pattern Word Warm-Up
 - Write or flash CVCC word patterns found in or related to the passage 'Life in the Ivatan Islands': **coast**,

Tutor: Yesterday, you were word detectives. You spotted endings like -st, -nd, -lt, -mp, and -nt in our story. Today, we have a new set of endings to hunt for: -sk, -lp, -ct, -ft, and -rk. Let's see how fast your eyes and brain can work in our 'Snap the Ending' game.

Procedure:

1. Write 5 base word starters from the passage on the board (e.g., ri__, he__, cr__, li__, ma__).
2. Give learners ending cards with -sk, -lp, -ct, -ft, and -rk.
3. Learners must connect the correct ending onto the base word to build a real word from the story.
4. Read each new word chorally, then call individual learners to read them quickly and smoothly.

Tutor: Great job! We'll find more words like these once we read our story for the day!

Tutor: Yesterday, we practiced reading words with special letter patterns smoothly and quickly. Today, we're going to warm up with a partner hunt! You'll each get a card with either the first or the last part of a word. Your job is to find your partner to match with in order to make a complete word.

Procedure:

1. **Prepare Word Cards** –
 - Half of the cards have the **target beginnings** (bl, br, ch, cr, dr, fl, fr, gl, gr) written with the first few letters of the word (e.g., blan, bro, chip, crum, drif, flag, free, glo, gree).
 - The other half has the matching **word endings** from the story (ket, wn, board, pled, ted, pole, ze, ves, ting).
2. **Find Your Partner** –

Tutor: In our past sessions, we practiced reading words with beginning blends like **pl, pr, st, sm, bl, br, cr, gl, gr, sl, sp, and sw**. Instead of me showing you the sentences today, you'll be the word detectives!

You'll go back to the three passages we've already read: Life in the Ivatan Islands, A Visit to the Park, and The Lost Postcard. Your task is to comb through the text and find sentences with words that begin with these blends. Then, we'll share what you discovered.

Procedure:

1. Group Assignment
 - Divide learners into three groups.
 - Assign each group one passage:
 - Group 1: Life in the Ivatan Islands
 - Group 2: A Visit to the Park



	plant, built, land, camp. - Learners read the word patterns aloud together (choral reading), focusing on accuracy. 2. Quick Speed Challenge - Tutor points random words on the list; learners read them instantly (automatically). - Introduce new CVCC words that are not in the list (fast, bend, lamp, etc.) for transfer practice. 3. Sentence Fluency Practice - Show 3 sentences connected to the Ivatan passage: - Most houses are built along the coast. - Farmers plant crops in small fields.		- Learners walk around to match their card with the correct partner to form a complete word. 3. Quick Read – - Once matched, partners read their completed word aloud, then all pairs read chorally. 4. Spot & Predict – Ask: “What do you think these words might have to do with our story?” - Don't confirm yet — leave it for the Immerse phase. Tutor: Nice job finding your matches! Let's see how these words appear in the story and what happens to our main character. Answer: blanket (blan + ket) brown (br + own) chipped (chip + ped)	- Group 3: The Lost Postcard 2. Text Review - Give each group a printed copy of their passage. - Learners reread silently or whisper-read to themselves. 3. Word Hunt - Learners must copy the <i>whole sentence</i> where the word with beginning blends like pl, pr, st, sm, bl, br, cr, gl, gr, sl, sp, sw is found onto a chart or sheet. 4. Group Reporting - Each group reads aloud the sentences they found, with emphasis on the target blend of words. - Other groups listen and check if they also spotted the same words in their text. 5. Whole Class Wrap-Up
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	○ The Ivatan land is rugged but beautiful. ● First, the learners will read each sentence, focusing on accuracy. Second, they must read them again, but with proper speed and natural expression. 4. Pair Practice ● Partner A reads one sentence while Partner B listens for accuracy and expression, then the learners must switch roles.		● crumbled (<i>crum + bled</i>) ● drifted (<i>drif + ted</i>) ● flagpole (<i>flag + pole</i>) ● freeze (<i>fre + eze</i>) ● gloves (<i>glo + ves</i>) ● greeting (<i>gree + ting</i>)	● Tutor affirms: "See how these blends appear in different passages? The more we spot them, the faster and smoother we read them." ● Display the master list of sentences (prepared by the tutor) after all groups have reported, so the learners can self-check and add any words or sentences they missed. This can be in the form of a slide presentation or a physical visual copy. Master list: Life in the Ivatan Islands 1. "Farmers plant sweet potato, taro, and yam in small fields." (pl) 2. "They have songs, stories, and legends passed from one generation to the next." (st)
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				3. "...often experience strong winds and heavy rain..." (st) 4. "They have thick stone walls and sturdy roofs to withstand storms." (st) A Visit to the Park 5. "Our class went on a field trip to Rizal Park in Manila." (cl → not target but can acknowledge if learners notice) 6. "I felt proud to visit a place that holds so much history..." (pr) 7. "...the tall Rizal Monument standing at the center of the park." (st) 8. "The park staff had swept the paths..." (st, sw) 9. "...the fresh grass gave off a sweet smell." (sm) The Lost Postcard
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				10. "Lila pulled her blanket tighter around her shoulders..." (bl) 11. "...a brown box where her grandmother kept old letters..." (br) 12. "...the corners were crumpled from age." (cr) 13. "...her favorite gloves." (gl) 14. "...a message written on its back from her grandmother in Batanes." (gr) 15. "Smiling, she tucked it safely into her pocket and hurried downstairs." (sm) 16. "...the stack of postcards slid to the floor." (st, sl, sp) 17. "...the postcards slid to the floor." (sl)
I	Tutor: Earlier, you made guesses about a place in the Philippines using clues. Now, it's time to see if your guesses were correct! We're going to read a passage about the Ivatan and Itbayat people: the real answer to our	Tutor: Now, we're going to read a story called 'A Visit to the Park'. As we read, I want you to be on the lookout for our new special word endings: -sk, -lp, -ct, -ft, and -rk.	Tutor: Now that we've warmed up our brains with the Find Your Partner game, let's read a short story together. The story 'The Lost Postcard' has some special words that start with the patterns we just practiced.	Tutor: Now that you've spotted our word blends in your passages, it's time to practice reading them smoothly and fluently. Good readers don't just read words; they make sentences sound natural.





Immerse in Reading 15-20 minutes	mystery. As we read, pay close attention to words that tell us about their life, land, and traditions. Also, keep your eyes open for words that end with today's special patterns, like <i>-st</i>, <i>-nd</i>, <i>-lt</i>, <i>-mp</i>, and <i>-nt</i>. Procedure: [LAS Week 3 Session 1 Activity 2: Echo Reading and Pattern Hunt] - Reveal the answer (Batanes) for the Guess the Place game and connect it to the passage. - Echo Reading: The tutor reads one paragraph; learners repeat with clear, expressive voices. - Word Hunt while reading: Learners underline/highlight CVCC word patterns (i.e., wind, land, plant, camp) while reading. - Quick Stop & Think: After each paragraph, have a	When you see one, highlight it and get ready to read it aloud clearly and quickly. This will help us read smoothly and understand the story better. Procedure: - Echo Reading: Tutor reads one sentence aloud, demonstrating accurate pronunciation and smooth pacing. Learners repeat the same sentence. [LAS Week 3 Session 2 Activity 2 in this phase] - As they read, learners must: - Underline words with the target endings (<i>-sk</i>, <i>-lp</i>, <i>-ct</i>, <i>-ft</i>, <i>-rk</i>). - Practice saying each underlined word quickly without breaking it into sounds. - After each paragraph, pause for quick	As we read, I want you to spot the words with these beginnings: <i>bl-</i>, <i>br-</i>, <i>ch-</i>, <i>cr-</i>, <i>dr-</i>, <i>f-l</i>, <i>fr-</i>, <i>gl-</i>, and <i>gr-</i>. When you see one, underline it lightly in your copy. We'll stop after each part to make sure that we understand the story and to be able to read the tricky words smoothly. Procedure: First Read – Echo Reading: - The tutor reads each sentence aloud with clear speed, accuracy, and expression. - Learners repeat after the tutor, matching their tone and smoothness. During Reading – Spot the Words: - Learners underline target CCVC words as they appear in the text. - Pause to say each underlined word together quickly	Procedure: - Tutor Modeling (Whole Class) - The tutor reads the first paragraph in each of the three passages, using proper pauses, phrasing, and expression. - Learners must listen and tell: “Where did the tutor pause? Which words were emphasized?” - The tutor shows the first paragraphs of each passage marked with one slash (/) for a short pause, two slashes (//) for a long pause, and an underline (___) for emphasis and expression. This may be in the form of a slide presentation for better viewing. - Guided Group Practice
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	short comprehension check: - Where do most communities live on Batan Island? <i>Answer: Along the coast, where it is easier to plant crops.</i> - Why do they need thick stone walls for houses? <i>Answer: To stand against storms and strong winds.</i> - What crops do Ivatan farmers grow? <i>Answer: sweet potato, taro, yam, bananas, and citrus fruits</i>	comprehension checks: Paragraph 1 Q: "What was your class's task at Rizal Park?" A: To look at landmarks and ask about their meaning. Q: "What big risk did Dr. Rizal takes?" A: He risked his life helping the country. Paragraph 2 Q: "What landmark did you see first?" A: The Rizal Monument. Q: "Where did the soldier stand on post?" A: Beside the Rizal Monument. Paragraph 3 Q: "What did the park staff do before you came?" A: They swept the paths. Q: "How did the leaf feel when you held it?" A: Soft and smooth. Paragraph 4	(refrain from sounding out letter-by-letter). Comprehension Checks (after each paragraph): - Paragraph 1: "What was Lila looking for in the attic?" (<i>Answer: A brown box with old letters and cards.</i>) - Paragraph 2: "What happened when the wind drifted through the window?" (<i>Answer: The stack of postcards slid to the floor.</i>) - Paragraph 3: "What made Lila freeze for a moment?" (<i>Answer: A snowy postcard that reminded her of a trip.</i>) - Paragraph 4: "Where was the postcard from?" (<i>Answer: From her grandmother's friend in Batanes.</i>) Second Read – Paired Reading:	- Each group works with their assigned passage: - Group 1: Life in the Ivatan Islands - Group 2: A Visit to the Park - Group 3: The Lost Postcard - Step 1: Learners underline commas and periods in their passage. - Step 2: They put marks, such as one slash (/) for a short pause, two slashes (//) for a long pause, and an underline (___) for expressions (paragraphs 2 to 3). - Step 3: Read sentences chorally as a group, following markings while other groups listen. Ensure that all groups are able to read their marked passages.
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		Q: "What did the map show in <i>exact</i> detail?" A: The shape and size of each island. Q: "What did you and Mark do on the map?" A: I knelt to find Palawan, and Mark looked for Batanes. Paragraph 5 Q: "Why did you feel proud before leaving the park?" A: Because the park honors our history and heroes. 4. End the reading by letting learners read the last paragraph chorally, paying attention to expression (happy tone, excited tone).	• Learners read the story with a partner, alternating paragraphs. • Encourage them to keep their voices smooth and to avoid stopping to sound out the words.	
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D

Discuss Meaning and Ideas

8-10 minutes

Tutor: Now that we've read the passage about the Ivatan and Itbayat people, let's talk about how we read it, not just what it says. Good readers can spot familiar word patterns and read them without stopping to sound out each letter. They also make sentences sound natural, with the right speed, accuracy, and expression, making it easier for the listener to understand and enjoy the story. Our focus words for today's session are those ending in -st, -nd, -lt, -mp, and -nt, which will help you read words quickly and correctly. If a word is long or tricky, you can first break it into sections, then say it smoothly.

ASK: Which words in the passage did you find difficult to read?

Tutor: Read the way you talk. When you read sentences, match your voice to the meaning. Speed up or slow

Tutor: When we read the Rizal Park story, we saw words like task, risk, post, staff, exact, and Mark. These words help us understand the meaning of the passage.

Being able to identify these special endings helps us read faster because our brain remembers the chunk of letters, not just each letter one by one. That's called reading by patterns. It also helps us keep our attention to the meaning, not just the sounds.

Remember these strategies to improve your reading skills:

1. Look at the end of the word and notice if it's one of our patterns: -sk, -lp, -ct, -ft, -rk.
2. Read the chunk quickly instead of sounding out each letter.
3. Ask yourself: "What does this word mean in the sentence?"

Tutor: Earlier, you spotted words like brown, drift, and grand while reading The Lost Postcard. These words have a special pattern. They start with two consonants like br- or dr-, followed by a vowel and another consonant. This is called a CCVC pattern. When we train our eyes to notice these patterns, our brain starts reading the whole chunk instead of letter-by-letter. That's why you could read words like grand or blush more quickly.

Reading patterns is like recognizing a friend in a crowd. You don't look at each part of their face; you just know them instantly. That's how we want you to recognize these word beginnings when you read them.

- **Step 1:** Look at the beginning of the word. If it has two consonants together (like br, dr, gl),

Tutor: You've just practiced reading fluently using pacing, pausing, phrasing, and expression. But fluency is about sounding smooth. It's also about making the meaning clear. Let's think about why we pause, stop, or stress words, and how that helps us understand the passage better.

Procedure:

1. Guided Reflection (Whole Class)
 - Tutor asks:
 - "Why did you pause at the comma in your sentence?"
 - "Why did you stop longer at the period?"
 - "Which words did you stress, and how did it help show the meaning of the sentence?"
 - Learners respond, connecting their



	down when needed and pause at commas or periods.	4. Use the sentence clues to connect the word to the story's ideas.	say them quickly as one chunk. • Step 2: Blend the chunk with the rest of the word in one smooth go. • Step 3: Keep your voice moving forward; don't stop unless you see a punctuation mark. Procedure: 1. Story Connection: • Return to the underlined CCVC words from <i>The Lost Postcard</i>. • Read them chorally, then in short phrases from the text. 2. Meaning Check: • Ask: ○ "What did <i>drift</i> mean in our story?" (Move slowly through the air or water) ○ "What does <i>grand</i> mean here?" (Great or impressive — also	reading choices to meaning. 2. Group Meaning-Making • Each group (with their passage) selects one to two sentences: marked sentences that use pauses, stops, or stressed words. • They will explain to the class (you may provide these explanation starters): ○ "We paused here because..." ○ "We stressed this word to show..." Tutor: As I've mentioned earlier, good readers don't just read words; they make sentences sound natural. Let's use some strategies: • <i>Pacing</i> – not too fast, not too slow. • <i>Pausing</i> – stop briefly at commas, longer at periods.
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			part of the word 'grandmother') 3. Mini-Fluency Drill: - The tutor writes 5 CCVC words from the story on the board. - Learners read them in word → phrase → sentence format in order to hear and feel how reading patterns make them faster and smoother. 4. Wrap-up Question: "How did spotting the word beginnings help you read today's story more easily?" (Guide them toward: 'It helped me read without stopping to sound out every letter.')	- Phrasing – read groups of words together, not word by word. - Expression – use your voice to show meaning or feeling.
	Tutor: In the reading about the Ivatan Islands, we saw and read words like wind, land, plant, and content. These words follow our focus endings: -st, -nd, -lt, -mp, -nt. Today, we'll further practice	Tutor: Earlier, while reading about our trip to Rizal Park, we found words like task, help, exact, left, and park. These words share a special ending pattern: two consonants at the end that our brains can	Tutor: In our previous task, we spotted and read words with beginnings like bl, br, ch, cr, dr, fl, fr, gl, gr in our story. Now we'll see how well you can use those same words in new situations. This is	Tutor: All right! Let's go back to the master list of lines we gathered earlier. You already found the words with blends like plant, proud, blanket, and smell. Now, let's see how to make these sentences





G Grow Vocabulary and Fluency 10 minutes	our skills by using more of these words—some from the story, and some new ones that fit the same patterns. This will help you read them more quickly and smoothly in any text. Procedure: [LAS Week 3 Session 1 Activity 3: FILL IN THE WORD] Have the learners read the completed sentences aloud with the correct CVCC words.	learn to read as a chunk. The faster you can spot and read these chunks, the smoother your reading will be. Let's practice saying them clearly, understanding what they mean, and using them in sentences so we can read them automatically the next time we see them. Procedure: 1. Quick Meaning Review Write the 5 words given below on the board and ask the learners to give a short meaning for each. Guide the learners if needed: <i>task</i> → a job to do <i>help</i> → to give support or assistance <i>exact</i> → correct and precise <i>left</i> → opposite of right, or past of "leave" <i>park</i> → a public area with trees, grass, and paths 2. Cloze Sentences	important because when you see these words in other stories, you will already know how to read and use them. After we finish the sentences, we'll read them aloud to make our reading smooth and confident. Procedure: Part 1 – Vocabulary in New Context (Cloze Test) - Learners choose the correct CCVC word from the box to complete each sentence. [LAS Week 3 Session 3 Activity 2: Fill in the Word of the LAS] Key to Correction - frame - crack - drift - brown - bring	sound alive when we read them. We'll mark our sentences with three simple signs: - One slash (/) means taking a short pause, like catching your breath. - Two slashes (//) means to stop completely, like the period telling you the idea is finished. - Underline (__) means saying it with more strength or feeling. Procedure: - Group Marking - Learners are regrouped (so each one works with a different passage than earlier). - Each group picks three sentences from their assigned passage and adds /, //, and __ where they think it fits best. - Choral Reading
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		The learners must fill in each blank with one of the target words. Key to Correction: 1. <i>task</i> 2. <i>help</i> 3. <i>exact</i> 4. <i>left</i> 5. <i>park</i> 3. Fluency Sprint Write 3–4 short sentences on the board, each with 1–2 target words. Learners will read the following aloud: • “We left the park after we finished our task.” • “Mark will help me find the exact spot on the map.” • “The park was busy, but we still finished our task on time.” 4. Partner Echo • In pairs, one learner reads a sentence slowly; the other repeats it faster but clearly. • Have the learners switch roles.	• crisp • blush • glow • grand • brown Part 2 – Fluency Reading • After completing all the sentences, the learners must take turns reading them aloud. • First, read chorally as a group. • Then, each learner picks two sentences to read on their own, focusing on: ◦ Smoothness ◦ Accuracy ◦ Expression	• Groups read their sentences together, applying their markings. • Encourage expression: “Say it like you mean it!” 3. Peer Listening • Another group listens and gives quick feedback: “<i>That pause made it clear,</i>” or “<i>I think you could stress this word more.</i>” 4. Tutor Feedback • Give immediate but light feedback. Example: ◦ “Good pause at the comma!” ◦ “Try making ‘strong winds’ stronger; it’s the key idea.”
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E Evaluate Understanding 5-7 minutes	Tutor: Today, you've practiced reading words with special endings like -st, -nd, -lt, -mp, and -nt. You read them in the Ivatan story and have even used them in sentences. Now, we're going to see how smoothly you can read them in a real story, just like a storyteller from Batanes! We'll use a Word Rescue Kit to save any tricky words that need a little extra care. Once we 'rescue' them, you'll get another chance to read the story smoothly, accurately, and with the right expression. Procedure: 1. Give each learner a copy of "Lando's Storm Day." 2. Have each learner read the passage aloud while you follow along silently. 3. As they read, take note of any words that sounded tricky to them or were read with hesitation in their Word Rescue Kit	Tutor: Now, let's see how well you can spot and read our special word endings in a brand-new paragraph. You'll read it once, and I'll write any words that need more practice in your Word Power Box. Then we'll work on saying them quickly and clearly before you try again. Your goal is to read the paragraph smoothly, with no stops or stumbles. Procedure: 1. Give each learner the short passage "Mark's Park Task". [LAS Week 3 Session 2 Activity 4: Word Power Box] 2. First Read: Learner reads aloud while tutor listens for words that slow them down or are read incorrectly. 3. Word Power Box: The tutor writes the "needs more practice" words in the learner's box. 4. Targeted Practice:	Tutor: Lila finally read the message written on her grandmother's lost postcard. Let's read it together to see how well you can spot and read our CCVC pattern words. As you read, I'll note any words you need to work on in My Session's Postcard. We'll practice those words, then you'll reread the postcard, this time more smoothly, accurately, and with great expression. Procedure: 1. Give learners the actual postcard message from the story. [LAS Week 3 Session 3 Activity 3: MY SESSION POSTCARD] 2. Learners read the postcard aloud while the tutor listens carefully for CCVC pattern words they find tricky. If they stumble on a word, whether it follows today's target pattern or not, the tutor	Tutor: Before we end, let's show how well you can use today's learning. For your Fluency Exit Ticket, you'll write a short paragraph composed 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. After you write, you will read your paragraph aloud to the group. Remember: • Write clearly, • Use at least three sentences, • Read smoothly with correct pauses, stops, and expressions.
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	(focus on <i>-st</i>, <i>-nd</i>, <i>-lt</i>, <i>-mp</i>, and <i>-nt</i> words from the text, but still include all other words the learner found difficult to read). - Let the learners practice reading these “rescue words” clearly and confidently. - Ask them to reread the passage, aiming for smoothness, accuracy, and expression. - End with brief feedback: - Highlight one word improved. - Praise improvements in pacing, accuracy, or expression.	- Say each word together slowly, then faster. - Put each word in a short oral sentence. - Second Read: Learner rereads the passage with a focus on speed, accuracy, and expression. - Quick Self-Check: Ask: “Which word was easiest to read this time? Which one do you still need to practice?”	writes it in My Session's Postcard for later practice. - Tutor writes the tricky words into My Session's Postcard and demonstrates the correct pronunciation. Learners repeat fluency. - Second Read: Learners reread the postcard, focusing on speed, accuracy, and expression. - Reflection: End with: “Which words were easier the second time? How did practicing them help?”	
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	4
Reading Subskill Weekly Cluster: • Noting important story elements (character, setting, events) • Sequencing events • Identifying the problem and the solution				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	1. Identify the main characters in the story 2. Describe the setting of the story by noting when and where it happens. 3. List the important events that help tell the story.	1. Arrange important events from the story in the correct order. 2. Use appropriate transition words (e.g., first, next, then, finally) when retelling the story in sequence.	1. Identify the main problem or conflict faced by the characters. 2. Explain the steps or actions taken to solve the problem.	1. Identify the main characters in the story 2. Arrange important events from the story in the correct order 3. Identify the main problem and actions taken to solve the problem
Materials (Specify the LAS section and page as necessary)	• Copy of the story • Caterpillar graphic organizer • Chart paper/board • Learning Activity Sheets Week 4 Session 1	• Copy of the story • Chart paper/board, • Learning Activity Sheets Week 4 Session 2	• Copy of the story • Problem-Solution graphic organizer • Chart paper/board • Learning Activity Sheets Week 4 Session 3	• Copy of the story • Graphic organizer • Chart paper/board • Learning Activity Sheets Week 4 Session 4
B Bridge Curiosity	Show pictures of a cow and a carabao. Ask: What differences do you see in their skin? Do you know why they're different?	Show jumbled pictures from the story. Say: I have some jumbled pictures. Arrange them and describe what is happening in each picture. [LAS Week 4 Session 2: Let's Warm Up!]	Ask: Have you ever faced a problem in school? For example, maybe you forgot your assignment or had difficulty on a test. How did you solve that problem? (Call 2–3 learners to share short answers.)	Ask: Class, have you ever lost something important, like your bag, wallet, or even your assignment? How did you feel, and what did you do to find it? (Call 2–3 learners to share short answers.)





5-7 minutes	Explain that they will read a story that explains this difference.	Let the learners share their understanding of the pictures. Ask: Can you guess the correct order for these events? Why is the order of events important in storytelling? Say: Today, we will practice sequencing events in the right order and use transition words to retell the story clearly.	Say: Good! Every story also has a problem and a way to solve it. Today, we will learn how to find the problem and the solution in our story.	Say: Raise your hand if you want to share about a time, you lost something. Ask the class what steps they took to solve the problem.
R Revisit Prior Knowledge 5-7 minutes	Say: Let's recall what "characters," "setting," and "events" mean. [LAS Week 4 Session 1: Let's Sort It Out!] Give quick examples from a familiar folk tale. Recall of Terms: Characters – the people, animals, or creatures given in a story - Example: In <i>The Lion and the Mouse</i>, the	Say: But before we begin with today's lesson, let us recall yesterday discussion where we talked about important characters, setting, and events in our story "Why Carabaos Have Tight Skin and Cows Have Sagging Skin." Let us quickly recall the events from the story we've read. Read them aloud in order: The farmer made the carabao work all day and the cow all night.	Say: Let's recall. A problem is the challenge or difficulty a character faces. A solution is the way the problem is fixed or answered. Example: In the story of <i>The Lion and the Mouse</i>, the lion's problem was that he got caught in a hunter's net. The solution was that the mouse gnawed the ropes and set him free. Ask: Who can give me another example of a	Say: Before we read a new story, let's recall what characters, sequence of events, and problem-solution mean. Characters are the people or animals in a story. Sequence means the correct order of events. Problem-solution shows what went wrong and how it was fixed. Ask: Who can give examples of characters, sequence, and problem-solution from a





	characters are the lion and the mouse. Lion – strong and powerful, king of the jungle Mouse – small but quick, helpful 2. Setting – the place and time where the story happens - Example: In <i>The Lion and the Mouse</i>, the setting is in the forest (specifically near the lion's den), during the day. 3. Events – important things that happen in the story, in order - Example: In <i>The Lion and the Mouse</i>: a. A mouse accidentally ran over a sleeping lion. b. The lion woke up and caught the mouse. c. The mouse begged for mercy,	- After many days, the carabao complained about the heat. - The cow suggested going for a swim. - They went swimming without the farmer's consent. - They hung their skin on a tree branch. - The farmer came looking for them. - They rushed and ended up wearing each other's skin. - Since then, cows have sagged skin, and carabaos have tight skin. Say: <i>These events happened one after another—that's what we call a sequence. Today, we will also use words like <i>first, next, then, after that, and finally</i> to make our storytelling smoother.</i>	<i>problem and solution from any story you know?</i> (Call 2–3 learners to share short answers.)	<i>story we've just read from a few days ago?</i> (Call 2–3 learners to share short answers.)
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	promising to help the lion someday. d. Later, the lion was caught in a hunter's net. e. The mouse gnawed the ropes and freed the lion.			
Immerse in Reading 15-20 minutes	The tutor reads the story aloud. [LAS Week 4 Session 1: Let's Read and Explore!] Learners follow along silently, while noting names, places, and actions. Say: I will read 'The Cow and the Carabao' aloud. Listen carefully to how I say the words, when I pause, and how I use my voice to show feelings. <i>After listening, we will read it together in class. Then, you will read it with a partner, trying to follow the same clear, smooth, and expressive reading.</i>	Reread the story aloud, pausing after each event. Highlight transition words as you retell: "First, a farmer had a carabao and a cow. The carabao was bigger, but the cow worked just as hard. Next, the farmer decided that the carabao would work all day and the cow would work all night..." Ask learners to follow along and listen carefully to the sequence.	Say: Now let's go back to our story "The Carabao and the Cow." I will read the part where the problem appears. Read aloud: 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. Activity: - Ask the learners to listen carefully. - Then reread the passage slowly and ask them to follow with their copies.	Say: Now, listen carefully as I read the story "The Lost School Bag." Follow along silently in your copy. Pay attention to the characters, the order of events, and the problem that the main character faces. As the tutor reads aloud, the learners read silently and do the following: - Underline the names of characters. - Number the events in the margin as you notice them. - Circle any part that shows a problem.



D

Discuss Meaning and Ideas

8-10 minutes

Say: Let's answer the following questions.

Questions about Characters:

- Who are the main characters in the story?
 - Main characters:** Carabao, Cow, Farmer
- How would you describe the carabao?
 - Carabao:** Bigger, works all day, gets tired from the heat
- How would you describe the cow?
 - Cow:** Smaller, works all night, helpful and caring toward the carabao
- What did the farmer do in the story?
 - Farmer:** Owner of the carabao and cow, assigns them heavy work at different times of the day

Questions about Setting:

- Where did the story mostly take place?
 - On the farmer's farm

Ask: What happened first? What came next? How can we use transition words to connect to the events?

- Introduce and practice key sequencing words: *first, next, then, after that, finally.*
- Reread the story aloud, pausing after each event.

The Cow and the Carabao

First, a farmer had a carabao and a cow. The carabao was bigger, but the cow worked just as hard. Next, the farmer decided that the carabao would work all day and the cow would work all night.

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

Say: Let's answer the following questions.

- What problem did the carabao face?
 - It was too hot to work all day.*
- What solution did the cow suggest?
 - The cow suggested going for a swim to cool off.*
- What happened after they acted on the solution?
 - They went swimming, but the farmer came looking for them. In their rush, they wore each other's skin.*

Say: Excellent! We can see that every story has a problem and the characters try to solve it, but sometimes new problems come up because of their actions.

Think about your own experiences in school. Write about a time when you had a problem, what you did to resolve it, and its result.

Say: Let's answer the following questions.

Questions about Characters:

- Who is the main character in the story?
 - The main character in the story is **Liza**.*
- Who helped Liza when she couldn't find her bag?
 - Marco** helped Liza when she couldn't find her bag.
- What role did Mrs. Ramos play in solving the problem?
 - Mrs. Ramos**, the teacher, found the bag in the science laboratory and returned it to Liza.

Questions about Settings:

- Where was Liza when she realized her bag was missing?
 - Liza was in the **classroom** when she realized her bag was missing.



	6. When did the work of the carabao and cow happen—daytime, nighttime, or both? • <i>Daytime for the carabao, nighttime for the cow</i> 7. Where did they go to cool off? • <i>A body of water near a tree where they hung their skins before swimming</i> Questions about Events: 8. What work did the farmer give to the carabao and cow? • <i>The carabao worked all day, while the cow worked all night</i> 9. What did the cow suggest to the carabao? • <i>To go for a swim to cool off</i> 10. What happened when the farmer came looking for them? • <i>They hurriedly put on each other's skins by mistake</i>	without the farmer's permission. Before swimming, they took off their skin and hung them on a tree branch. Soon, the farmer came looking for them. In their rush, the carabao put on the cow's skin, and the cow put on the carabao's skin. Finally, that is why cows have sagging skin and carabaos have tight skin. • Choral reading: Together, retell the story using these words. • Discuss the following transitional words. ◦ First – shows the beginning of the story or the very first event. ◦ But – shows contrast between the two ideas (the cow is smaller but worked just as hard). ◦ Next – shows what happened right after the previous event.	Possible sample answers: 1. Problem: I forgot to bring my assignment. Solution: I explained to the teacher and promised to bring it the next day. Result: The teacher gave me another chance. 2. Problem: I had difficulty understanding my math lesson. Solution: I asked a classmate and my teacher for help. Result: I learned how to solve the problem.	5. In what place was the bag finally found? • <i>The bag was finally found in the science laboratory.</i> Arranging Events (Sequence) 6. What happened first when Liza discovered her bag was gone? • <i>First, Liza discovered her bag was missing and panicked.</i> 7. What did Liza and Marco do after searching for the classroom? • <i>After searching the classroom, Liza and Marco retraced her steps and looked in other places like the library, canteen, and playground.</i> 8. What happened next when Mrs. Ramos came into the room? • <i>Next, Mrs. Ramos entered the classroom holding the missing bag.</i>
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	11. How did the story explain why cows have sagging skin and carabaos have tight skin? <i>In their rush, the carabao had worn the cow's skin, and the cow had worn the carabao's skin. Since that day, cows have sagged skin, and carabaos have tight skin.</i>	○ Then – introduces another event that follows in sequence. ○ After that – the sequence continues, showing the next event. ○ Before (swimming) – shows something that happened earlier, before another action. ○ Soon – tells that something happened shortly after the previous event. ○ In their rush – explains the reason or cause of what happened next. ○ Finally – signals the last event and conclusion of the story. ● Pair work: Learners take turns retelling the story to their partners, using transition words for fluency.		9. What was the last event in the story? ● <i>Lastly, Liza learned to be more responsible with her belongings.</i> Problem–Solution 10. What was Liza's main problem in the story? ● <i>Liza's main problem was that she lost her school bag.</i> 11. What steps did Marco and Mrs. Ramos take to help solve the problem? ● <i>Marco helped by retracing Liza's steps, and Mrs. Ramos helped by finding the bag in the laboratory.</i> 12. What lesson did Liza learn after her problem was solved? ● <i>Liza learned to be more responsible and to always check her things before leaving the room.</i>
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G Grow Vocabulary and Fluency 10 minutes	Divide the class into two or more teams, then review their vocabulary. Show each word card (rush, sagging, branch), read it aloud, and discuss its meaning. Give 1–2 example sentences from the story for context. Afterwards, let the learners do the activity below. Relay Game - Place vocabulary word cards (rush, sagging, branch) on a table at the front of the room. - The tutor reads a clue connected to characters, settings, or events. (Character clue): "Cows have _____ skin while carabaos have tight skin." (Answer: sagging) (Setting clue): "They hung their skins on a tree _____ before swimming." (Answer: branch)	Let the learners read the following transitional words.<table><tr><td>First</td><td>But</td></tr><tr><td>Next</td><td>Then</td></tr><tr><td>After that</td><td>Before</td></tr><tr><td>Soon</td><td>In the rush</td></tr><tr><td>Finally</td><td></td></tr></table> [Answer LAS Week 4 Session 2: Let's Read Aloud!] Say: Read the story strips below. They are jumbled! Arrange them in the correct order by numbering them 1–8. Then, read the story aloud in the correct order. ___ Finally, that is why cows have sagging skin and carabaos have tight skin. ___ Before swimming, they took off their skin 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	But	Next	Then	After that	Before	Soon	In the rush	Finally		Let the learners read the following words: conflict, agree, rush Say: Let's learn three important words from the story. Conflict – another word for problem or struggle (The carabao's conflict was working all day under the heat.) Agree – to say yes or accept (The carabao agreed to the cow's idea.) Rush – to move too quickly (They rushed to put on their skins.) Activity: - Say each word aloud and let the learners repeat them 2–3 times. - Read these sentences chorally with proper expression: - The carabao had a conflict because it was too hot to work.	Let the learners read the following words: panic, retrace, responsible Say: Here are some important words from the story: panic, retrace, responsible. Let's practice using them. - Repeat after me: panic. - Now, use it in a sentence: Liza panicked when she lost her bag. - Next word: retrace. Who can use it in a sentence? - Last word: responsible. What lesson did Liza learn? Let the learners repeat the words clearly. Then, have them practice saying the sentences with their seatmate. Ask the learners to write one original sentence using each word in their notebook.
First	But													
Next	Then													
After that	Before													
Soon	In the rush													
Finally														



	○ (Event clue): "The carabao and the cow made a mistake when they were in a _____ to put on their skins." (Answer: rush) ● The first player from each team runs to the table, picks the correct vocabulary word card, and runs back. ● After each correct answer, the whole group repeats the sentence aloud using the vocabulary word with the correct pronunciation and expression. ● Award points for each correct and properly pronounced answer.	___ 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. Sentence Building Challenge ● Each learner gets one transitional word. ● Their challenge is to make a complete sentence using that word. ● Example: ○ Before eating, I washed my hands. ○ Soon, it started to rain. ● Then, the learners read their sentences aloud for fluency practice.	○ The carabao agreed to the cow's suggestion. ○ They rushed to put on their skin when the farmer came.	
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E Evaluate Understanding 5-7 minutes	[LAS Week 4 Session 1: Let's Practice!] Let the learners reread the story, then fill in a Story Elements Chart using the caterpillar graphic organizer. • The body next to the head of the caterpillar is where you will write the story title. • The next three body segments are for the characters. ◦ Write the names of the main characters. ◦ You may also add one short description for each. • The next two body segments are for the setting. ◦ Write <i>where</i> the story happened in one segment. ◦ Write <i>when</i> the story happens in the other segment. • The remaining body segments are important events.	[LAS Week 4 Session 2: Let's Practice!] Let the learners answer this activity. Directions: Fill in the blanks with the correct transitional words from the box. Word Bank: <i>First, Next, Then, After that, Soon, Finally</i> The Tortoise and the Hare ____, the hare bragged that he was the fastest animal. ____, he challenged the tortoise to a race. ____, the hare ran quickly and left the tortoise far behind. ____, he took a nap because he thought he would still win. ____, the tortoise kept walking slowly until he passed the hare. ____, the tortoise reached the finish line first and won the race. Answer Keys: The Tortoise and the Hare	[LAS Week 4 Session 3: Let's Think Together!] Say: Now, let's put the story events in a Problem–Solution Chart. Fill in the boxes with the correct details. Ask: What lesson can we learn from the problem and solution in the story? Guide learners to arrive at this answer: “Think before you act; don’t disobey without permission.” [LAS Week 4 Session 3: Let's Practice!] Exit Reflection- Thumbs Up/Side/Down Draw your thumb: 👍 – I can explain it to a friend. 👉 – I understand a little. 👎 – I don't understand yet. Explain your answer:	[LAS Week 4 Session 4: Let's Practice!] Say: Now it's your turn to show what you learned. Complete the graphic organizer by writing the right details and putting the events in order. Answer Keys: 1. Story Map – Characters and Setting Characters • Liza (main character) • Marco (helped Liza) • Mrs. Ramos (teacher who found the bag) Setting • Classroom • Library, canteen, playground • Science laboratory (where the bag was found) 2. Sequencing Chart (Arranging Events)
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	◦ Write the events in order, one event per segment. • Make sure your handwriting is neat, and your ideas are clear. • After filling in, check your work and be ready to share it with the class. Exit Reflection ❖ Emoji Check-out Circle the emoji that shows how you feel about today's lesson: I get it! I kind of get it. I need more help. I was bored. One thing I learned today: One thing I still wonder about: 	1. First, the hare bragged that he was the fastest animal. 2. Next, he challenged the tortoise to a race. 3. Then, the hare ran quickly and left the tortoise far behind. 4. After that, he took a nap because he thought he would still win. 5. Soon, the tortoise kept walking slowly until he passed the hare. 6. Finally, the tortoise reached the finish line first and won the race. Exit Traffic Light Reflection Green – I understand the lesson well. Yellow – I understand some, but I need more practice. Red – I'm still confused. Something I can do to improve: 		1. Liza discovered her bag was missing and panicked. 2. She searched the classroom and retraced her steps with Marco. 3. Mrs. Ramos entered the room with Liza's bag. 4. Liza learned to be more responsible with her things. Problem and Solution Problem • Liza lost her school bag. Solutions • Liza searched everywhere. • Marco helped her retrace her steps. • Mrs. Ramos found the bag in the science lab. Outcome/Result • Liza recovered her bag and promised to be more responsible. Exit Reflection Today I..." Sentence Stems • Today I learned... • I was surprised by...
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				• I want to know more about... • I enjoyed... because...
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	5
Reading Subskill Weekly Cluster: • Inferring character feelings and traits • Relating story events to personal experiences				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	1. Locate textual evidence that reveals a character's feelings and traits. 2. Describe a character's feelings and traits based on what they say and do in the story. 3. Explain how one arrived at an inference by connecting textual evidence with reasoning or personal schema.	1. Locate textual evidence that reveals a character's feelings and traits. 2. Describe a character's feelings and traits based on what they say and do in the story. 3. Explain how one arrived at an inference by connecting textual evidence with reasoning or personal schema.	1. Use appropriate expressions (e.g., '<i>This reminds me of...</i>', '<i>I felt the same when...</i>') when making personal connections to a text. 2. Share a personal experience or feeling that connects with an event or character from a text to read. 3. Explain how a specific event or situation in a text is like one's own experience, using clear reasons or examples.	1. Use appropriate expressions (e.g., '<i>This reminds me of...</i>', '<i>I felt the same when...</i>') when making personal connections to a text. 2. Share a personal experience or feeling that connects with an event or character from a text to read. 3. Explain how a specific event or situation in a text is like one's own experience, using clear reasons or examples.
Materials (Specify the LAS section and page as necessary)	• "Tonyo's Vegetable Garden" passage • Large "Emotional Weather Chart" (whiteboard or poster with sections for	• A Gift for Mom passage • "Character Coin Clue" cards (small cards with key actions from the story, e.g., "saves five pesos," "hopes	• Tonyo's Rainy Saturday passage • Paper or notebooks, and pens/pencils for learners to jot down their	• Diary of Tonyo: Tonyo's Fiesta Day • Pencils, crayons, or colored markers for writing and drawing.





	Sunny/Happy, Cloudy/Neutral, Stormy/Sad/Frustrated) • "Character Trait Stones" (small cards or actual smooth stones with trait words like <i>Caring</i>, <i>Hardworking</i>, <i>Joyful</i>, <i>Patient</i> written on them) • Colored markers/pencils. • Learning Activity Sheet Week 5 Session 1	to save one hundred pesos," "buys food and drink for P25") • "Feeling Gem" cards (cards with feeling words like <i>hopeful</i>, <i>determined</i>, <i>caring</i>, <i>proud</i>, <i>excited</i>), • "Trait Treasure Map" outlines (a drawing of a map with a path leading to a treasure chest, with spaces along the path to place "Trait Gems"), markers/crayons. • Learning Activity Sheet Week 5 Session 2	connections and complete activities. • Sticky notes or highlighters/underlining tools for learners to mark "echoes" in the story. • (Optional but helpful): A simple smiley scale or similar visual for learners to rate their confidence during the "Evaluate Understanding" stage • Learning Activity Sheet Week 5 Session 3	• (Optional) Small handheld mirrors for the "Bridge Curiosity" activity. • Learning Activity Sheet Week 5 Session 4
B Bridge Curiosity 5-7 minutes	Tutor: Welcome, Emotional Meteorologists and Trait Trackers! Just like we check the weather to decide what to wear, today we'll learn to 'check' the emotional weather of our story characters! Then, we'll find clues that mark their special Trait Trail. How do you feel right now? If your feelings were like the weather, what would they be? Sunny? A little cloudy? Raining?	Tutor: Welcome, Treasure Hunters! Today, we're going on an adventure to find hidden 'treasures' about a character's feelings and personality! Think about a special gift you've given or received. How did you feel when you planned it? Or when you gave it? What about the person who received it? Procedure:	Tutor: Today, we'll read about Tonyo's Rainy Saturday. As you read, look for parts that remind you of your own life. Did that scenario ever happen to you? Does it "echo" or bring back memories or feelings? Let's find those special moments and connect Tonyo's story to your own! Procedure:	Tutor: Welcome, Reflection Rangers! Have you ever heard of an echo? An echo happens when a sound hits the surface and bounces back to you. Today, we're going to find 'echoes' from Tonyo's story in your own life! Sometimes, when we read, the story feels like it's talking about us or reminds us of something we've done, felt, or experienced. Look in this mirror. What do you see?





	Procedure: - Introduce the "Emotional Weather Chart" and explain how different parts of the chart represent feelings (e.g., bright sun for happiness, rain cloud for sadness). - Have learners pick an emoji or draw a quick sketch of their current "emotional weather" and have them share the reason why. This builds empathy and a personal connection to feelings. - Briefly introduce the idea of "Trait Stones" as clues to a character's lasting personality.	- Ask learners to share a time they planned a surprise or saved up for something special. - Discuss the feelings involved in planning, saving, and giving a thoughtful gift. - Introduce the idea that characters in stories also have feelings and special qualities, similar to hidden treasures.	Learners briefly share (or draw) one activity they did and one feeling they had during a rainy indoor day.	Now, think about your favorite memory. Does it 'echo' in your mind? Procedure: - Hand out small mirrors (if available) and ask learners to look at their own reflection. - Ask them to think of a favorite family celebration or a special day. - Discuss how memories can "echo" feelings or events. Introduce the idea of finding these "echoes" in Tonyo's diary.
R Revisit Prior Knowledge	Tutor: Remember how we used context clues to figure out words? Today, we're doing something similar, but our 'context' is a character's actions and words. If someone jumps for joy, what's their emotional weather? What kind of 'trait trail' might that lead to?	Tutor: Remember how small clues can lead to big discoveries? Today, we'll look at small actions a character does, like saving a little money, and see how they lead us to big ideas about who they are. If you save a little bit of money every day,	Tutor: Remember how stories can make us feel different emotions? Sometimes, a character's feelings might be just like ours. Have you ever felt bored, or maybe a little lonely, even when you're with your family?	Tutor: We've talked about how characters feel and what kind of people they are. Today, we're going a step further: how do their feelings and experiences connect to ours? If Tonyo feels happy on Fiesta Day, when do you feel happy?





5-7 minutes	Procedure: - Quick "Action-Weather Match": Tutor calls out an action, and learners point to the corresponding "emotional weather" on the chart. - Ask the learners to briefly connect the action-weather to a potential enduring "trait". - Activate previously learned ideas about "clues" and "inference" in a broader sense.	<i>what big thing might you be able to buy?</i> Procedure: - Quick "Small Action, Big Goal" discussion: Give examples ("practicing piano every day" - "playing a song perfectly"). - Connect with the idea of consistent small actions leading to a larger outcome or revealing a consistent quality. - Briefly activate the concept of "inference," figuring things out that aren't directly stated.	Procedure: Learners think of a time when they feel bored or lonely despite being around others. Ask them to briefly describe the situation to a partner.	Procedure: - Quick "Feeling Connection" game: The tutor names a feeling ("excited," "thankful"), and learners quickly share a one-word personal experience when they feel that way. - Activate the concept of empathy – understanding how others feel by thinking about how we would feel based on given scenarios.
 Immerse in Reading 15-20 minutes	Tutor: All right, Expedition Team! We're embarking on our first reading journey into Tonyo's Vegetable Garden . As I read, your mission is to listen to Tonyo's 'emotional weather report' and any 'trait trail markers' he leaves behind. I'll read the first part, then we'll track the weather and collect our 'stones'.	Tutor: Okay, Coin Collectors! We're diving into our story about Tonyo, entitled "A Special Gift for Mom" . As I read, your mission is to listen to Tonyo's actions. Each action is a 'Character Coin Clue' that tells us something about his feelings and what kind of person he is. When you hear a clue, we'll 'collect' that coin! Procedure:	Tutor: As I read Tonyo's Rainy Saturday , think about parts where Tonyo feels or does something that reminds you of yourself. I'll pause at a few points, and we'll mark those 'echoes' together. For example, when Tonyo sighs because he can't play outside, does that 'echo' feel you've had? Procedure:	Tutor: Okay, Echo Detectives! We're going to read the Diary of Tonyo about Fiesta Day. As I read, listen to any parts that make an 'echo' in your mind – something that reminds you of your own life, family, feelings, or experiences. When you hear an echo, give a silent thumb-up!





	• "Tonyo loved planting vegetables even when he was still a small boy. He enjoyed growing water spinach, long green chilies, eggplant, okra, and radish." <i>(The tutor may display relevant photos to support comprehension while reading the text.)</i> • "Tonyo loved planting and enjoyed growing his plants." Ask: What's Tonyo's 'emotional weather' here? Sunny, right? What 'Trait Stone' could we pick up that describes someone who loves and enjoys something so much? Procedure: • "Guided Emotional Weather Tracking": Read the passage section by section. • Pause and Point: After a key action/description, pause and have the	• Read the entire passage aloud to the learners. • Character Coin Collection: After reading the whole story, go back through it, section by section. For each key action/description, pause and: 1. Identify Action: Present the corresponding "Character Coin Clue" card (example: "always save five pesos," "hopes to save one hundred pesos," "buys food and drink for P25"). 2. Guess Feeling: Have learners choose a "Feeling Gem" card that best describes the emotion linked to that action (example: determined, responsible, hopeful, caring). 3. Initial Trait Idea: Ask them to suggest a word that describes someone who does this consistently.	• Learners listen actively, identify specific story events or character feelings that resonate, and mark them (with a sticky note or underlining) as the tutor demonstrates it. They must briefly write down a word or phrase about their personal connection with the given feeling.	Procedure: • Read the entire "Diary of Tonyo" aloud to the learners. • Echo Spotting: After reading, go back through the story, pausing at key events or descriptions. 1. Read Event: "Early this morning, I woke up to the loud beat of drums and the sound of fireworks. I sat up with a big smile." ◦ Prompt for the Echo: "Does this part 'echo' to anything in your life? Have you ever woken up to special sounds on a holiday?" 2. Read Event: "Today was the fiesta in our barangay! Nanay went to the market to buy meat and fruit for our special meal. Ate was busy
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	learners point to the appropriate section of the "Emotional Weather Chart" (example: "loved planting" - Sunny). ● "Trait Stone Collection": For each "weather report," guide learners to select a "Trait Stone" (or a trait word from a list) that best describes the personality trait revealed by the character's action/feeling (example: for "loved planting," they might select "Passionate" or "Joyful"). Ask them to explain their choice. ● Continue reading: "Every time his mother cooked his favorite dish, <i>sinigang</i>, he would keep the seeds and leftover stems from the vegetables." (Clues: "would keep the seeds and leftover stems" leading to 'resourceful' or 'thrifty' traits and perhaps a 'determined' feeling).	4. Place Coin: Learners place the "Character Coin Clue" card on their "Trait Treasure Map" outline, perhaps along the path.		<i>picking fresh flowers from the garden to decorate our altar. Tatay was outside, sweeping the yard and ensuring the house was clean and neat."</i> ○ Prompt for the Echo: "Does this 'echo' how your family gets ready for a special event? Who does what?" 3. Read Event: "By lunchtime, our relatives from nearby barangays started to arrive. They brought yummy desserts..." ○ Prompt for the Echo: "Does this 'echo' a time when relatives came to visit? What kind of food did they bring?"
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				4. Read Event: "Before we ate, we gathered around the table to pray and give thanks to God for all the blessings..." ○ Prompt for Echo: "Does this 'echo' a family tradition you have before meals or on special days?" ● Encourage the learners to briefly share their initial "echoes" verbally.
D Discuss Meaning and Ideas 8-10 minutes	Tutor: Excellent 'Weather Reporters' and 'Trait Trackers'! Let's look at the clues we've gathered. What did we learn about Tonyo's emotional weather? What 'Trait Stones' did we collect? Procedure: ● Emotional Weather Forecast Review: Review the points on the "Emotional Weather Chart" identified during reading.	Tutor: Fantastic Coin Collectors! Now that we've read the story and collected our 'Character Coin Clues,' let's dig deeper into what they tell us about Tonyo. We'll use these clues to build Tonyo's Trait Treasure Map! Discussion Questions: 1. Why do you think Tonyo always saves five pesos from his allowance every day? What does this tell us	Tutor: Let's be 'Connection Detectives'! Look at the parts you marked. Share one event or feeling from Tonyo's story that 'echoes' something from your own experience. How similar or different was your experience? Procedure: ● Have learners share their marked 'echoes' with a partner or a small group,	Tutor: Great Echo Spotters! Now that we've found some 'echoes' in Tonyo's diary, let's explore them more deeply. We'll use our 'My Life Connections Web' worksheet to write or draw about these connections. Discussion Questions: 1. What part of Tonyo's Fiesta Day felt most familiar to you? Why?





	Discuss if the weather changes at all. • Trait Trail Mapping: Learners arrange their collected "Trait Stones" (or words) on their "Feeling Finder" worksheet next to the actions that revealed them. They explain <i>why</i> that action led to that trait. • Mini-Role Play: Tutor describes an action from the text, and learners briefly embody the "emotional weather" (facial expression, simple gesture) and then state a trait.	about how he feels about money or his goals? 2. How do you think Tonyo feels about his mother's birthday coming up, knowing he wants to buy her a special cake? 3. Looking at all the "Feeling Gems" we picked, what is one main feeling Tonyo seems to have throughout this story? 4. Based on all of Tonyo's actions (like saving money and planning a gift), what is one strong trait that describes him as a person? 5. How do Tonyo's actions (like saving money) and his feelings (like hope) connect to show us what kind of person he is? Procedure: • Trait Treasure Mapping: After discussing the questions, review the "Character Coin Clues" collected. For each coin, guide the learners to select a "Trait Gem" card (<i>caring, thoughtful, disciplined,</i>	explaining their personal connection to it and how they relate to Tonyo's situation. They may use sentence starters like, <i>Tonyo felt (emotion) when (event), and that reminds me of when I felt (same/different emotion) because (my experience).</i>	2. How is Tonyo's family preparing the fiesta similar to how your family prepares for a special day? 3. When Tonyo says, "<i>It's one of my favorite days of the year,</i>" does that 'echo' how you feel about a certain day? Which one? 4. Tonyo's family prays and gives thanks. Does your family have a special way of showing thanks during meals or celebrations? 5. What is one feeling Tonyo has that you have also felt during a family gathering? Procedure: • Guide the learners to proceed to the 'My Life Connections Web' worksheet. • Guide to learners to choose 2-3 "Story Moments" from the worksheet that they
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		persistent) that best represents Tonyo's personality trait revealed by his actions. - Ask the learners to place the "Trait Gem" cards on their "Trait Treasure Map" outline, connecting them to the "coins" and moving closer to the "treasure chest." - Have learners explained why they chose a particular "Trait Gem" for a specific "Character Coin Clue." What in the story made them think that? Pair Share: Have learners explain one "coin" and its corresponding "gem" to a partner.		have strong personal connections to. - For each chosen moment, have them either write or draw their personal experience in the designated space. Echo Share: Ask learners to pair up. Each student shares one completed "Story Moment" and their "Personal Echo" from their worksheet, explaining the connection to one another.
G Grow Vocabulary and Fluency	Tutor: Now, let's use our 'weather words' and 'trait words' to describe Tonyo! Try to complete this sentence: Tonyo's emotional weather was mostly _____ when he was _____, showing he is a _____ person.	Tutor: Let's use our new Feeling Gems and Trait Gems to describe Tonyo! Complete this sentence by choosing the best words from the boxes below: Tonyo's action of _____ shows he feels _____, and that he is a _____ person. Read it with	Tutor: Now, let's use words that describe our feelings and connections. Choose one 'echo' you found and write a sentence about it, starting with 'Tonyo's (event/feeling) made me think of...' Then, read your sentence aloud with expression, showing how you felt!	Tutor: Let's practice talking about our 'echoes' clearly! We'll use connecting phrases to share our experiences. Complete this sentence: 'Tonyo's (action/feeling) reminds me of when I (my experience) because _____.' Read it with expression!





10 minutes	<i>Read it aloud, making sure your voice shows how Tonyo felt!</i> Procedure: • Learners complete cloze sentences using feeling words from the Weather Chart and trait words from their Trait Stones. • Practice reading sentences aloud, encouraging them to use expressive voices that match the "emotional weather" they inferred. • Trait Flash-Read: Have a quick drill reading using selected trait words and connecting them to an action from the story.	<i>a voice that shows you understand Tonyo!</i> Procedure: • Learners complete cloze sentences using the specific action, feeling, and trait words from their collected "gems." • Have learners practice reading these sentences aloud, focusing on clear pronunciation and expressing the connection between Tonyo's actions, feelings, and traits. • Gemstone Story: Create a short, collaborative sentence or two using a feeling gem and a trait gem to describe Tonyo.	Procedure: • Learners complete a sentence stem about their personal connection to Tonyo's feelings or experiences. Have them practice reading their sentences aloud, focusing on conveying emotion or experience.	Procedure: • Provide sentence starters for learners to complete using their personal connections: "Tonyo's family preparing for the fiesta reminds me of when my family prepares for ____ because ____." "When Tonyo felt happy on Fiesta Day, it echoed how I felt when ____." "Tonyo's family sharing food with relatives is like when my family ____." • Have the learners practice reading these sentences aloud, focusing on clear pronunciation and fluent expression. • Echo Chain: Call one learner to start with a sentence, and the
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				next learner adds another connection, building a chain of echoes.
E Evaluate Understanding 5-7 minutes	Tutor: Time for our Expedition Log Entry! Write down one action Tonyo did, the 'emotional weather' it showed, and one 'Trait Stone' you collected about him. What was the most helpful clue for you today? Procedure: • Exit Ticket: Write: 1 Action from Tonyo + 1 Emotional Weather (e.g., sunny, cloudy) + 1 Trait Stone word. They can also add a quick note on how they figured it out. • Compass Confidence Check: Learners point to a visual "compass" scale to rate their confidence in using character clues. • Peer Share: Learners quickly share one finding from their log with a partner.	Tutor: Time for our final Treasure Chest Reflection! Write down one 'Character Coin Clue' you found, the 'Feeling Gem' it showed, and one 'Trait Gem' that describes Tonyo's personality. What was the most exciting 'treasure' you found today? Procedure: • Exit Ticket: Write 1 Action (Character Coin Clue) from the story + 1 Feeling Gem + 1 Trait Gem word. • Treasure Hunter's Rating: Learners rate their confidence (example: drawing a happy, neutral, or determined face on their map's treasure chest) about finding character's feelings and traits. • Quick Share: Learners quickly share one finding from their "Treasure Chest Reflection."	Tutor: Let's reflect. Write down one thing that Tonyo did or felt that you connected with the most. Then, write one sentence explaining why it resonates with you. How did connecting to Tonyo's story help you understand it better? Procedure: • Exit ticket: Learners write down one story event/feeling they connected with and have them explain the personal resonance. Ask them to rate on a smiley scale how well they can now connect stories to their own lives.	Tutor: Time for our final Reflection Log Entry! Write down one thing Tonyo did in the story and how it connects to something in your own life. Why is it helpful to find 'echoes' in stories? Procedure: • Exit Ticket: Write 1 Story Event from Tonyo's diary + 1 Personal Connection (from their life). • Echo Strength Rating: Learners rate how strongly they felt connected to the story today (drawing a small, medium, or large echo wave). • Quick Share: Learners quickly share one finding from their reflection.





ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	6
Reading Subskill Weekly Cluster: - Identifying cause and effect of events - Predicting possible endings - Drawing conclusions				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Differentiate between cause and effect in simple sentences and real-life situations. - Identify signal words (e.g., <i>because, so, since, as a result</i>) that show cause and effect relationships. - Recognize and explain cause and effect relationships in sentences and short passages.	- Identify the effect of a given cause. - Identify the cause of a given effect. [Reinforcement Day]	- Define the skill of predicting outcomes to explain why it helps readers understand a story better. - Identify signal words and phrases commonly used in making predictions (e.g., <i>might, could, maybe, next, I think</i>). - Generate logical predictions about what may happen next in a text using clues from the passage and their own background knowledge, through oral or written tasks.	- Define what drawing conclusions means by finding clue words and linking them to facts from a short text. - Make a conclusion about what the text is saying using textual clues and what you already know.
Materials (Specify the LAS section and page as necessary)	- Cause and Effect Strips - Story Chart - T-Chart - Cause and Effect Puzzle - Sticky Notes	- Pictures - Story Chart - Cause and Effect Chain - Cause and Effect Domino	- Story Chart - Cause and Outcome Cards - Dice	- Enlarged version of a mystery box - Learning Activity Sheets Week 6 Session 4





	Learning Activity Sheets Week 6 Session 1	- Mystery Box - Learning Activity Sheets Week 6 Session 2	Learning Activity Sheets Week 6 Session 3	
B Bridge Curiosity 5-7 minutes	Tutor: Let's think about feelings! Can you remember a time when you felt happy, tired, or sad? What happened that made you feel that way? (Show the emotion cards one by one: happy, sad, angry, surprised, tired.) Point to the card that shows how you felt. Then, tell me a short story about that moment! "I felt _____ because _____." "One time, I was ____ when ____ happened." Example: - I felt happy because my mother bought me a new pair of shoes. - I felt tired because we traveled far the other day.	Tutor: Think about a time when you forgot to do something important for school. What happened after that? Possible answer: I forgot my assignment once, and my teacher got mad. Procedure: Show an image of a student looking worried at school with a blank homework page.  Tutor: What do you think caused this feeling? Possible responses: He feels sad because he forgot to do his assignment	Tutor: Have you ever made a small mistake that led to something big? Maybe you forgot something small, but it turned into a bigger problem? Today, we're going to an Outcome Scavenger Hunt! You'll match a real-life cause to a possible outcome. Procedure: - The tutor will prepare cards with realistic school situations, for example: Cause Cards - Ran in the hallway - Forgot homework - Helped a classmate - Didn't listen to instructions Outcome Cards - Got hurt - Teacher gave a warning - Received praise - Got confused	Tutor: Are you familiar with bag raids? Before we read today's text, let's warm up our thinking brains with a fun detective activity! I have a mystery bag and it's filled with clues. We won't see the person who owns the bag, but based on what's inside, we'll try to figure out what kind of person they are and what might be happening in their life. Procedure: [LAS Week 6 Session 4 Activity 1: Mystery Bag] - On the board, display a larger version (i.e., slide deck, tarpapel) of the mystery bag. - Ask learners: - Who might this bag belong to?





	- I felt sad because I lost my wallet last week. Tutor: How can understanding what causes our feelings help us make better choices? Possible responses: - If I know what makes me angry, I can calm down before doing something wrong. - If I understand why I feel sad, I can talk to someone about it. - Knowing the cause of my feelings helps me think before I act. - When I know what makes me happy, I can do it more.	and is afraid the teacher might get angry.	- Mix the Cause Cards and place them around the room (on desks, walls, or scattered on the floor). - Do the same with the Outcome Cards in a separate area. - Learners will walk around to find a matching cause and outcome pair. Tutor: Have you ever experienced any of these? - Process the learners' responses.	- Where do you think they're going or coming from? - How do you know? Possible answers: Someone who will go to a hospital for two days. This person probably loves reading fiction.
R Revisit Prior Knowledge	Tutor: Today, we're learning about the cause and effect. Are you familiar with these two terms? Cause – This is why something happened. It is the reason. Effect – This is what happened. It is the result. In simple terms: Cause is the reason	Tutor: Let's read each word. because so We can use signal words to show the relationship between a cause and an effect. Two very common ones are 'because' and 'so'.	Tutor: Now, let's practice using what we know about feelings and events! You'll read a short story promptly aloud, then think about what might happen next. After reading, choose a word that best matches the feeling someone might have:	Tutor: Yesterday, we practiced making smart guesses about what might happen next in a story. That skill is called predicting outcomes. You used clues to imagine what could happen. Today, we're going a little deeper. Instead of guessing what will happen next, we're





5-7 minutes	<i>Effect is the result</i> <i>Example:</i> Lena got wet in the rain because she forgot her umbrella. The cause is "Lena forgot her umbrella," and the effect is "She got wet in the rain" <i>This tells us why she got wet (the cause) and what happened (the effect).</i> Tutor: Now, we are going to practice matching causes with their correct effects. [See LAS Week 6 Session 1 Activity 1: MATCH ME!] Procedure: - The tutor will distribute strips of paper with various causes written on them. - Students work in pairs to match each cause with the correct effect.	Tutor: Today, we're going to practice how to use the words because and so in order to show the reason why something happened and its result. Procedure: - Give definitions: The word 'because' shows the cause or the reason. The word 'so' shows the effect or the result. - Share example sentences: I wore a jacket because it was cold. (cause) It was cold, so I wore a jacket. (effect) - Give learners sentences to complete using because or so. - I brought an umbrella _____ it was raining. - He studied well, _____ he passed the test. - She was tired _____ she didn't sleep early.	nervous excited confident proud embarrassed angry Then, use that word in a sentence to make a prediction. [See LAS Week 6 Session 3 Activity 1: PREDICT & MATCH!] Procedure: - Learners will choose a story prompt to read aloud. - Choose a matching vocabulary word based on what might happen next. - Use it in a prediction sentence: Example: Ben studied all night for the quiz. Prediction: <u>I predict Ben will feel happy because he will receive a high score.</u> Tutor: How did your vocabulary choices help	going to figure out something that the story doesn't say directly. However, it is something that we can understand by looking closely at the clues. This is called drawing a conclusion. It's like being a detective who solves a mystery by putting the clues together. Let's look back at our Mystery Bag activity earlier. You made guesses about the person's personality just by looking at the objects in their bag, right? When you did that, you were already drawing conclusions! What clues helped you guess who the owner was? Did the bag say the person was a nurse/hiker/etc., or did you just figure it out using clues?
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		4. They were noisy, _____ the teacher gave them a warning. <i>you understand the characters' feelings?</i> <i>Did any story remind you of something that happened to you? What emotion did you feel?</i> Process the learners' answers.	
Immerse in Reading 15-20 minutes	Tutor: Now, let's read a short story together. While we read, let's think about what happens and why it happens. Anna left her umbrella at home. In the afternoon, it began to rain heavily. She ran to the nearest tree to cover, but she still got soaked. When she got home, she quickly changed into dry clothes. - Write the following questions on the board and ask the learners to answer each question. - What was the first thing that caused Anna's problem?	Tutor: This time, we're going to hear a story about a girl named Lena. Listen carefully to what happens and think about why each scenario happened—the cause—and what happened after—the effect. [See LAS Week 6 Session 2 Activity 1: CHAIN REACTIONS!] Procedure: - The tutor reads the short story with emotion, using the appropriate tone. Tutor: Now, let's figure out what caused things to happen in Lena's day	Tutor: We are going to practice a strategy called 'Pause and Predict.' This will help us think about what might happen next while reading a story. Procedure: - The tutor reads the first few lines of a short story with an expression. - Tutor pauses and asks: <i>What do you think will happen next</i> - Learners share their predictions using clues from the text. - Learners continue reading the next part Tutor: Let's read the passage together. I'll stop at certain parts to ask what we can conclude based on what's written in the text. Our text for today is titled "Why Do We Have Fire Drills in School?" Procedure: - Conduct an echo or choral reading with the class. - Pause after each paragraph to ask: Paragraph 1: - What sound tells the students it's time for a fire drill?





	2. Why did Anna run to the nearest tree? 3. What did she do when she got home? Tutor: <i>I will show you how we can figure out what happened (the effect) and why it happened (the cause). Let's fill in a T-chart like this:</i> [See LAS Week 6 Session 1 Activity 2: FILL ME TO A TEE!] Tutor: <i>Why is it helpful to know the cause and effect of a story? Can you think of a cause and effect from your own experiences?</i>	<i>and what resulted because of them.</i> - Distribute the four questions on paper strips or write them on the board: - Lena stayed up late so _____. - She forgot to put her homework in her bag because _____. - The teacher marked it missing so _____. - Lena felt sad because _____. - Have learners complete the sentence stems in pairs or small groups. Then ask them to share their answers aloud Tutor: <i>What could Lena do differently next time? How can understanding cause and effect help you in school and at home?</i>	aloud with appropriate tone and pace. Afterward, compare the actual outcome versus their prediction. Turn "Tina and the Rain" story into a Pause and Predict activity: Tutor reads aloud: <i>Tina looked out the window and saw dark clouds.</i> Tutor pauses and asks: <i>What do you think Tina will do next?</i> <i>Why do you think that?</i> Continue reading: <i>She grabbed her umbrella and raincoat from the hook by the door.</i> Tutor pauses and asks: <i>What do you think will happen when she goes outside?</i> <i>How might the weather affect her or others?</i> Continue reading:	- How do students respond during the fire drill? - How do some learners feel when they hear the bell? Why? Paragraph 2: - Why are fire drills done even when there's no real fire? Paragraph 3: - What do students do to stay safe during a drill? Paragraph 4: - What is the main reason why fire drills are important? - With the learners, highlight text clues that may help support their inferences to arrive at a conclusion. [LAS Week 6 Session 4: Read & Explore for the passage]
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			As she stepped outside, the wind blew gently, and the first few raindrops began to fall. Tutor pauses and asks: <i>What might other people be doing in the rain?</i> <i>What do you think Tina will feel?</i> Continue reading: <i>Other kids were rushing, trying to cover their heads with books and bags. Tina walked calmly, her umbrella over her head, and her shoes were dry.</i> Tutor pauses and asks: <i>How do you think Tina feels right now? Why?</i> <i>What could have happened if she forgot her umbrella?</i> Finish reading: <i>Tina felt proud because being prepared made her day better.</i>	
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D

Discuss Meaning and Ideas

8-10 minutes

Tutor: You might not have even noticed; you just identified cause and effect. When we look for cause and effect, we use our thinking and logic. We ask questions like:

- Why did that happen?
- What happened after that?
- What was the result?

We're not just reading words; instead, we're connecting ideas and becoming smart thinkers!

Tutor: We are going to play the **Cause-and-Effect Puzzle Race** to practice matching causes with their effects. Get ready to think fast and work as a team!

The tutor will prepare sentence puzzle pieces—each cause matches one effect.

[See LAS Week 6 Session 1 Activity 3: YOU COMPLETE ME!]

Tutor: Let's see how one action can cause many things to happen. This is called a **Cause-and-Effect Chain**. I'll give you one cause, and we'll work together to figure out what happened next... and then what happened after that.

[See LAS Week 6 Session 2 Activity 2: FROM ONE THING TO ANOTHER!]

Procedure:

- The tutor will read the first cause:

Lena played video games late.

- Ask: What do you think happened because of that?
- Encourage learners to contribute one idea at a time to build the chain of effects.

Possible answers:

- She got sleepy in the morning

Tutor: We're going to play a fun game to help us practice making predictions while understanding cause and effect!

[See LAS Week 6 Session 3 ACTIVITY 2: WHAT'S NEXT?]

Procedure:

- The tutor will read the first paragraph, then asks the questions
- The tutor asks the learner to listen carefully as (s)he narrates the following events in the story.
- Every after an event unfolds, discuss the skill of predicting outcomes.

After the first event:

Tutor: What you just did is predict outcomes. To predict means to say what you think will happen next, like being a reading detective! But we don't just guess for fun; we use clues from the story, what we already know, and what makes sense.

Tutor: If your Kuya comes home with wet shoes, muddy pants, and an umbrella; even if he doesn't say anything, you can guess it rained and maybe he walked through a puddle. Tatay seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table. You used clues to figure those out!

Procedure:

- Explain to the learners that we regularly make conclusions about things and we also draw inferences all the time.
- Reread or paraphrase key parts of the passage aloud with the learners.

- Introducing the Strategy:

Tutor: To draw a conclusion, we do 3 things:

1. Look for clues in the text
2. Think about what we already know
3. Put them together to understand what the writer means



	Procedure: • Divide the learners into teams (consider the tutorial session size). • Each team gets a bag of puzzle pieces. • Teams race to match as many pairs as they can in 4-5 minutes. • Each correct pair of cause and effect earns one point. Example Pairs: Cause: She studied all night. Effect: She passed the test. Tutor: How were you able to do it again? Here's how: • Read the sentence or paragraph carefully. • Look for signal words like because, so, since, if, then, as a result. • Ask yourself: <i>What happened? Why did it happen?</i> • Match the cause to its effect like puzzle pieces!	• She forgot her homework • The teacher marked it missing • Lena felt embarrassed and sad Tutor: What could Lena do differently next time? If you were in her situation, what would you do?	We think aloud. For example, "Hmm... <i>Liam woke up excited and got a paper bag from Mom. That's my clue! I think something special is about to happen.</i>" That's a prediction! Continue reading... Next event: His mom handed him a small paper bag and hugged him. "Good luck! You've practiced so hard," she said. Liam nodded, held the bag tightly, and walked out the door with a big smile. Questions: • What do you think is in the paper bag? • What do you think Liam practiced for? Tutor: When you predict, you're using your thinking brain. You're making connections, using details, and asking questions like: • What has already happened?	• Show a simple "Clue → What I Know → What I Understand" chart. • Model the Thinking Tutor: Read this line aloud: "<i>Some learners feel a little nervous, especially when they hear the loud bell, but most know what to do.</i>" 1. What is the clue? (<i>Some learners are nervous, but they know what to do.</i>) 2. What do we know? (<i>Loud bells can be scary, but practice helps.</i>) 3. What do we understand? (<i>The drills help them feel more ready and less afraid.</i>) [LAS Week 6 Session 4 LAS Activity 2: Meaning Miner] Possible answers to the chart: 1. Drills prepare us for real emergencies. 2. These are the safety rules we should follow.
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			• What do I know about this situation? • What might happen next if this keeps going? Continue reading... Next event: At school, students gathered in the gym. A large banner read: "Spelling Bee Finals—Good Luck!" Liam found his seat on stage and took a deep breath. Questions: • Did your prediction match what happened? • What clues helped you figure it out? Tutor: <i>Predicting is important because it keeps you active while reading. You're not just looking at words; you're also thinking ahead, checking if your idea makes sense, and changing it if you need to.</i> Good readers always ask: • 'What do I think will happen next?'	3. The school works with relevant people keeps us safe. 4. Even if drills interrupt us, they help save lives.
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			• 'Did my prediction come true?' • 'What clues helped me?'" Continue reading... Next Event: When it was his turn, Liam stood tall and spelled each word. When he heard the judge say, "Correct!" He beamed with pride. After the contest, Liam opened the paper bag and pulled out a shiny medal on a ribbon. "From us. No matter what happens," his mom had written on a little note. Liam smiled even bigger as his classmates clapped around him. Questions: • Was your prediction about the paper bag correct? • How did Liam feel in the end? How can you tell me? • What do you think Liam will do next?	
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			Tutor: In the story about Liam, you all made predictions: • Some of you thought he was going to a contest. • Others guessed what was inside the paper bag. • You checked your answers at the end. That's exactly what readers do when they predict. They make a guess and then check the ending to see if they were right. And guess what? Even if your prediction wasn't 100% right, that's okay! What matters is that you used clues, thought hard, and stayed curious. That's smart reading!	
G	Tutor: Identifying cause and effect helps us: • Understand the meaning of the story better • Follow the sequence of events • Explain why characters act a certain way • Talk about real-life events, too!	Tutor: Get ready! We are going to play a fun game with dominoes, but with causes and effects! We'll see how actions lead to results, just like a chain of events. • The tutor will prepare domino-style cards with	Tutor: Now that we've read our story and made some smart guesses about what could happen next, let's level up our prediction vocabulary and practice reading with expressions! Good readers don't just guess. They use word clues	Tutor: Earlier, we read a story and practiced figuring out ideas that weren't directly stated. That's what we call drawing conclusions. When we do this, we often use word clues that help us explain our thinking, even if the text doesn't explicitly state everything.





Grow Vocabulary and Fluency 10 minutes	<i>Having and understanding this skill helps you become a clear reader and a strong explainer, whether you're reading a story or talking about your day!</i> <i>During our previous activities, we noticed something interesting: certain words repeatedly appeared when we would explain our ideas, such as words because, so, since, and that's why.</i> <i>We used these words when we were figuring out why something happened and what resulted because of it. These are called cause-and-effect signal words. They help readers understand the connection between events.</i> Procedure: • Show the following signal words. You may write them on the board or make a slide presentation of them.	a cause on one half and an effect on the other. [See LAS Week 6 Session 2 Activity 3: DOMINO LOGIC: MATCH THE WHY AND WHAT!] Procedure: • Give each learner 5 dominoes. • Place 1 starter domino in the middle of the table/board. • Players take turns adding domino that correctly matches: ◦ a cause to an effect ◦ or an effect to a cause • If a player can't match, they skip a turn. • First, to use all cards wins. Tutor: Which effect surprised you the most? Can you think of another possible effect for one of the causes? <i>Why is it important to understand the cause and effect of real life?</i>	<i>to predict. Let's look at some words that help us do that. Repeat after me: might, could, maybe, probably, I think, next. These words tell us a prediction is coming.</i> Procedure: • Display each word on a flashcard or write it on the board. • Call and Response: Say: "When I say the word, you say <i>your</i> sentence. Ready? MIGHT!" Sample response: "He might win the prize!" • Ask: "Can you say a sentence that starts with 'I think...'?" • Finish off with the rest of the words introduced. Tutor: I'll give you the beginning of a sentence, some sort of prediction starters, then you need to finish them with your own prediction! ◦ I think Liam might..."	<i>Now, let's practice using some of these special clue words, such as means, suggestions, evidence, and conclusions. These words can help us explain how we figured something out based on clues.</i> <i>Let's do a fun activity where we have to choose the best word to complete each sentence. After that, we'll read the sentences aloud using our clear voices and expressions just like confident readers!</i> Procedure: [LAS Week 6 Session 4 Activity 3: WHAT'S THE RIGHT WORD?] • Learners take turns reading their completed sentences aloud.
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	● Vocabulary Review: Signal Words Cause Signal Words: • because • since • due to • as a result of Effect Signal Words: • so • that's why • this led to • as a result Tutor: <i>These signal words helped us connect ideas clearly in both speaking and reading. You used them earlier when matching puzzle pieces, and when completing chains of events. Now, let's read them again with fluency and confidence.</i> Activity: Signal Word Speed Sort Tutor: <i>Let's play one more game to lock these words in.</i> Instructions:		○ "Maybe the bag has..." ○ "Next, he will probably..." Tutor: <i>Let's read with expressions! Say it like you really believe in your prediction!</i> Optional Extension: Prediction Charades Tutor: <i>Get ready! We are going to play a fun and exciting game called Prediction Freeze Drama! As I read a short story, I'll suddenly say the word 'FREEZE!' You'll act out or say what you think might happen next. Be expressive and creative. There's no wrong answer if it makes sense with the story! Then, we'll see what really happens in the story and compare your predictions.</i> Procedure: ● The tutor reads a dramatic part of the story.	
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- Prepare sets of phrases and/or clauses containing causes and effects.
- Flash them one by one and have the learners decide: is it showing a cause or an effect?
- If it's a cause, have learners tap their heads.
- If it's an effect, have them tap their shoulder.

Tutor: *Why is it important to understand the connection between actions and results?*

- At a suspenseful moment, the tutor says "FREEZE!"
- Learners act out (or say aloud) what might happen next using expressive language.
- Resume reading and compare the learners' predictions vs. the actual outcome.

Story: Maya's Cupcakes

Maya carried a tray of cupcakes to school for her best friend's birthday. The cupcakes were perfectly frosted, and she walked slowly so they wouldn't fall.

As she reached the classroom door, someone bumped into her from behind.

FREEZE!

*Tutor: What do you think will happen next?
Will she drop the cupcakes?
Will someone help her? Act it out!*

(Continue)





			Maya wobbled but caught her balance just in time. Only one cupcake smuggled. Her friend didn't even mind—everyone still enjoyed the treat!	
E Evaluate Understanding 5-7 minutes	Tutor: Remember, the cause is why something happens, and an effect is what happens as a result. Let's look at some sentences and figure out the cause and the effect. [See LAS Week 6 Day 1 Activity 4: SPOT THE CAUSE, CATCH THE EFFECT!] Procedure: - The tutor will guide the learners on answering the activity sheet. - Learners will: - read the sentence; - identify the cause and effect; and - write each part in the correct column of the chart. Tutor: Alright, class! Let's pause and reflect. Today, we learned how to identify	Tutor: We have a special Mystery Box today! Inside are paper slips with different events—some are causes, and some are effects. You'll take turns pulling one slip from the box. Then, I'll ask you: What do you think is the cause or effect of this scenario? The tutor will prepare a decorated "Mystery Box" containing paper slips with effects or causes written on them. Effect Slips The boy is crying. The teacher is smiling. Mother gets mad. The dog ran away. The room was messy. Cause Slips	Tutor: I will read a series of clues from a story. After each clue, think about what might happen next and tell me your prediction. Procedure: - Give learners clues from a story, one at a time. - After each clue, they must write or say what they predict will happen next. Clue 1: Leo had a big race today. <i>Tutor: What do you think Leo will do to prepare?</i> Clue 2: He left his running shoes at home. <i>Tutor: What do you think will happen at the race?</i> Clue 3:	Tutor: Let's look back at what we learned. What conclusion did you draw from today's reading? What clue helped you? Go back to your Meaning Miner chart. Using your own words, complete this exit ticket: "We do fire drills at school because_____." Procedure: - Have the learners write their exit ticket in their respective LAS. - Have each learner share their accomplished exit ticket to the class. Reflection Circle: Have each learner share what they learned in the entire session. Sample: I used clues from the text when I read...





	causes (the reasons something happens) and effects (what happens because of it). Take a moment to THINK quietly: What is one new thing you learned about cause and effect today? Possible answer: • I learned that the cause is the reason something happens, and the effect is what happens after. • The word 'because' shows the cause. • An effect tells the result of an action.	Throwing garbage anywhere. Planting more trees. Studying all night. Breaking a vase. Helping a classmate. Procedures: • The learner pulls out one slip at a time. • Tutor asks: "What do you think is the cause or effect of this scenario?" • Ask the learners to give at least 2 possible causes or effects. Tutor: Why is it important to think before we act? What did you learn about how actions lead to results?	His bus was late and arrived just before the race started. <i>Tutor: Now, what do you think happened next?</i> • After the final clue, they share their predicted ending. Example: Leo had to borrow someone's shoes. He still tried his best in the race. Tutor: Why is it important to be prepared for important events? If you were in Leo's place, what would you do? How do our choices affect what happens next?	
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	7
Reading Subskill Weekly Cluster: - Noting significant details - Summarizing texts				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	Note important details in informational text read.	Summarize informational text read.	Note important details in the informational text to read.	Summarize informational text read.
Materials (Specify the LAS section and page as necessary)	- pictures of Eid al-Fitr celebrations (family gatherings, praying at the mosque, special foods). - LAS Week 7 Session 1	- Short 1-minute video clip or photo slideshow of Eid celebrations around the world and in the Philippines - LAS Week 7 Session 2	- Images or symbols from different indigenous communities in the Philippines (e.g., T'nalak weaving from the T'boli, Ifugao rice terraces) - LAS Week 7 Session 3	- Tribal instrumental music - Short video clip or image of Bukidnon's mountains and traditional attire. - LAS Week 7 Session 4
B Bridge Curiosity 5-7 minutes	Show pictures of Eid al-Fitr celebrations (family gatherings, praying at the mosque, special food or dishes). Tutor: Have you heard of Eid al-Fitr before? Are there other special holidays you know of? What do you think people do during these special holidays? Why is it important to learn about different holidays?	Show a short 1-minute video clip or photo slideshow of Eid celebrations around the world and in the Philippines. Tutor: What do you think is happening in these photos? Why do people wear special clothes or cook special food?	- Show images or symbols from different indigenous communities in the Philippines (e.g., T'nalak weaving from the T'boli, Ifugao rice terraces, Aeta dances). Ask: "Have you heard of or seen any of these cultural items?" "What do you think makes them special?"	- Play tribal instrumental music as learners enter. Ask: "Have you visited your hometown or province?" - Show a short video clip or image of Bukidnon's mountains and traditional attire. - Let the learners talk about a celebration or tradition in their family.





	Procedure: Tell the learners they will read about Eid al-Fitr and have them find important details in the text. (Process learners' responses)		"Why do you think it's important to learn about these traditions?"	
R Revisit Prior Knowledge 5-7 minutes	Tutor: Last session, we learned the skill of drawing conclusions by looking for clues in a given text. Procedure: - Review the previous session by asking learners what they recall about drawing conclusions. - Ask learners if they know any holidays from other cultures. - Write keywords on the board, such as celebration, prayer, family, food, and giving. - Ask learners if they are familiar with the words presented. - Explain that they will learn to find important details in the story about Eid al-Fitr.	Tutor: When we summarize a story, do we tell everything? Procedure: - Ask the learners to draw or act out the difference between: "Telling the whole story" vs "Telling only the important parts." - Recap: <i>To summarize, we only need the main idea and the key details!</i> - Use a simple visual anchor like a "Summary Sandwich" (Main Idea = Bread, Details = Fillings).	[See Let's Warm Up! in LAS Week 7 Session 3] KWL Chart (Know–Want to Know–Learned) Guide Questions: "Do you know the names of any indigenous groups in your province or region?" "Have you ever joined a cultural event or celebration?" "What do you think is something unique or special about their way of life?" Procedure: - Think about what you already know about Indigenous people. - Write at least 2 things you want to learn.	[See Let's Get Curious! in LAS Week 7 Session 4] - Tell the learners to read the paragraph below like a real detective. Use the 5Ws toolkit to figure out who, what, when, where, and why. Write your answers in the box provided below. - Who is the paragraph about? - What do they like to do? - When do they celebrate? - Where do they live? - Why are their traditions important? Answer Key: - Indigenous people in Bukidnon, such as the





			After reading, fill in what you learned from the story.	Talaandig and Higaonon tribes. - They like to gather for festivals, wear traditional garments, play music, dance, and share stories. - They celebrate festivals. - In mountain villages in Bukidnon, surrounded by forests and rivers. - Because traditions help keep their identity alive and strong.
Immerse in Reading 15-20 minutes	Tutor: Today, we'll read a passage about a celebration called Eid al-Fitr. But before I tell you what to look for, I want you to turn into detectives. As we read, underline or take note of details that stand out to you—anything you think is important or interesting. After reading, we'll share what we noticed and talk about why we chose those parts. Ready? Let's see what clues you discover in the text!	Procedure: Do an echo reading of the text: "Eid al-Fitr: A Joyful Celebration" (tutor reads, learners repeat). [See Let's Read & Explore! in LAS Week 7 Session 2] On the second read, have the learners highlight / underline using the legend below: - Yellow = Main Idea (What is the text mostly about?) - Green = Important Details (5Ws: Who, What, When, Where, Why)	[See Let's Read & Explore! in LAS Week 7 Session 3] Text: Laya's Journey Home First Reading: Teacher reads aloud expressively. Second Reading: Partner reading with roles (Laya, Lola, Teacher). Third Reading: Silent reading with annotation of important details.	[See Let's Read & Explore! in LAS Week 7 Session 4] Guided Reading Adventure! - Ask the learners to sit in a circle of "campfire style." - Light a pretend "reading lantern" (a flashlight or a lamp). - Read "Laya's Journey Home" aloud using expressive and dramatic voices. - Use echo reading and choral reading techniques.





	[See Let's Read & Explore! in LAS Week 7 Session 1] Procedure: - Tutor shows or writes the 5W guide questions on the board to help the learners focus their attention on the details. - Learners read the text again on their own (or with a partner). - They must underline or highlight key details as they read.	■ Blue = Keywords or vocabulary (e.g., Eid, Ramadan, Zakat) Tutor: <i>What is the most important idea in this paragraph? Which part helps us understand what Eid means?</i>		- After each section, pause and ask: "What did Laya do here?" "What new details did we learn?"
D Discuss Meaning and Ideas 8-10 minutes	Tutor: <i>Now that we've read about Eid al-Fitr, let's talk about what we've learned. We are going to find and share the most important details in the story. These details will help us better understand the celebration.</i> Procedure: - Write the 5W questions on the board or display them using a chart. - Ask each question one at a time. Allow multiple learners to respond and clarify their answers.	- Provide or draw a 5W + 1H chart on the board. - As a class or in groups, answer the following: - Who celebrates Eid al-Fitr? - What activities do they do during the celebration? - When is it celebrated? - Where is it observed? - Why is it important? - How do people feel during this holiday? Procedure:	- Group learners create short skits based on the scenes from the story. - Encourage the use of props, simple lines, and emotion. - Ask the following questions after each skit: <i>What happened in the scene?</i> <i>What details were most important?</i> <i>How did the character(s) feel?</i>	- Write the word "SUMMARY" on the board. Explain: A summary tells the most important parts of a story — Who, What, When, Where, Why, and How — in just a few sentences. - Teach the "Somebody-Wanted-But-So-Then" framework to help the learners: - Somebody (who?) - Wanted (what did they want?)





	As learners answer, write their correct responses on the board under each question, demonstrating how to extract key information.	- Discuss: <i>Which of these are key ideas that should be in our summary?</i> - Write the learners' ideas on a mind map. Ask them to highlight the main idea and key details by using their own words and keeping it short.		- But (what was the problem?) - So (what happened?) - Then (how did it end?)
G Grow Vocabulary and Fluency 10 minutes	[See Let's Get Curious! in LAS Week 7 Session 1] Tell the learners to search for the text for the words listed below. When they find one, have them underline the word and write what they think it means based on the clues from the text. - Eid - Ramadan - Zakat - Celebration - Mosque - Eidi - Kindness - Tradition	[See Let's Practice and Play! in LAS Week 7 Session 2] Tutor: <i>Today, we are going to practice finding the most important parts of a text to write a clear summary.</i> Show the target diagram and explain: <i>"The center of the target is for the MAIN IDEA — the big message. The middle ring is for KEY DETAILS — important facts that support the main idea. The outer ring is for ADDITIONAL INFORMATION — interesting but not necessary to the summary."</i>	- Introduce the following vocabulary words: Tribe, Roots, Celebrate, Ancestors, Tradition, Heritage [See Let's Match! in LAS Week 7 Session 3] - Match each word to its meaning: Word - Tribe - Heritage - Celebrate - Ancestors - Tradition Meaning A. To enjoy and honor a special event	Word Race Procedure: - Display vocabulary words from the story on flashcards. Each team sends a member to the board. - The tutor calls out a vocabulary word. The learner writes a sentence using that word within 30 seconds. - If the sentence is correct and meaningful, the team scores a point. - Rotate members until all learners have had a turn. - Celebrate with team cheers and a word wizard certificate!





		Procedure • Divide learners into small groups (4–5 per group). • Give each group 5 sentence strips randomly selected from the mixed pile. • Say: <i>Each group will take turns coming to the board and placing their sentence strips on the part of the target where they think it belongs.</i> • After each placement, ask guide questions: ○ “Why do you think this is the main idea/key detail/additional information?” ○ “Could we leave this out and still understand the main message?” • Provide positive feedback and gentle corrections if needed. • Use the sentences in the center and middle ring (main idea and key	B. A group of families with shared culture C. People in your family who lived long ago D. A custom or belief passed down in families E. Your background and what you inherit Answer Key: 1. B 2. E 3. A 4. C 5. D	
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		details) to write a class summary on the board. Tutor: Ask the learners the following reflection questions: 1. "How did your group decide what detail was most important?" 2. "Was it easy or hard to agree on a decision as a group? Why?" 3. "Why is summarizing a text helpful?" • Praise their teamwork and critical thinking.		
E Evaluate Understanding 5-7 minutes	Tutor: <i>Let's think about what worked today. Write down one word you figured out, and what clue helped you. Did a definition help? An example? Or a contrast?</i> [See Let's Write! in LAS Week 7 Session 1] Procedure • Complete the 5W graphic organizer by writing important details from the story. Use information from the text	[See Let's Write! in LAS Week 7 Session 2] • 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. [See Let's Reflect! in LAS Week 7 Session 2]	[See Let's Arrange! in LAS Week 7 Session 3] Write the correct order of the following items by writing numbers 1 to 5: ☐ 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.	[See Let's Write! in LAS Week 7 Session 4] Write a short summary about the text of Laya's Journey Home. Use the guide on the LAS. [See Let's Reflect! in LAS Week 7 Session 4] Ask the learners:





	to answer each question clearly. [See Let's Reflect! in LAS Week 7 Session 1] 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?	• Ask the learners to complete the following sentences: 1. "Today, I learned that summarizing helps me..." 2. "One thing I now understand about Eid al-Fitr is..." • Display the learners' answers on a "Learning Wall" or a Summary Board.	☐ Laya and her family travel to Bukidnon. Answer Key: 5 4 2 1 3 [See Let's Reflect! in LAS Week 7 Session 3] • Ask the learners to complete the following sentence prompts: 1. I enjoyed this activity because... 2. One thing I learned about indigenous culture is...	<i>"Write one important thing that Laya discovered about her heritage."</i>
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ARAL-Reading Plus	KEY STAGE	☒ 2 ☐ 3	Intervention Week	8
Reading Subskill Weekly Cluster: - Identifying text types (procedural text and descriptive text) - Drawing conclusions				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	Identify procedurals as a text type.	Draw appropriate conclusions from procedural texts.	Identify descriptive text as a text type.	Draw appropriate conclusions from descriptive texts.
Materials (Specify the LAS section and page as necessary)	- Sandwich card - Learning Activity Sheets	- Pictures - Learning Activity Sheets	- Strips of descriptive words - Learning Activity Sheets	- Picture - Learning Activity Sheets
B Bridge Curiosity 5-7 minutes	Tutor: Hi, everybody! Let's get started on today's lesson. Have you ever helped someone prepare a simple snack? Did you follow any steps? How did it feel when you were successful? I prepared a set of recipe cards where each one is printed with simple steps for making a sandwich. However, these cards are	Tutor: Welcome back! Ready to learn something new today? Imagine you're trying to assemble a simple snack, but the instructions are unclear. How would you feel? What would you do? - Show the learners five cards with steps written on them, emphasizing that they are out of order. - Sequencing and Justification	Tutor: I'm so glad to see you! Let's start with a fun activity. Think about a time you described a delicious meal to a friend or a family member. What did you say? What words did you use to help them understand how amazing it tasted? What details were important to include? Now, let's share some examples. What words did you use to describe the taste, smell, texture, and appearance of the food? Did you use words	Tutor: How are you doing today? Look at this picture. What do you see?  Write simple words like "child," "sand," "castle,"





	not in order. I want you to arrange the recipe cards in the correct order to create a logical sequence of steps. After completing the sequencing activity, facilitate a brief discussion about why the order of steps matters in following a recipe (procedural text) and what makes a set of instructions clear and easy to follow. [See LAS Week 8 Session 1 – Activity 1: The Sandwich Shuffle]	- Ask learners to arrange the cards in the correct order. - For each card, ask them to explain their reasoning. Why did they place that step there? Were there clues from the other steps that helped? Did their knowledge of sandwich-making help them decide? [See LAS Week 8 Session 2 – Activity 1: The Sandwich Shuffle]	like 'crispy,' 'sweet,' 'savory,' 'smooth,' 'salty,' 'sour'? What other words did you use? Why were those details important? What made your description effective?	"bucket," and "shovel" on the board. Let's think about what's happening. What is the child doing? Why do you think the child is using a bucket and a shovel?
R Revisit Prior Knowledge 5-7 minutes	Tutor: Can you recall how you did your homework? Try to remember how you did it step by step. Think about it from the very beginning. What's the first thing you usually do when you sit down to do your homework?	Tutor: Can you recall what we did before? Read a paragraph of a simple procedure but leave some steps missing. Ask the learners to infer the missing steps based on the procedures.	Shared Reading The tutor will read the first sentence of the story aloud. Then, the learners will read the next sentence aloud. This will continue until the end of the story. The sun shone. A child built a sandcastle. Seagulls flew by.	Identifying Sensory Details - Show a short descriptive passage and ask the learners to identify the sensory details (sight, sound, smell, taste, touch) used in the text. - Encircle all the clues that will tell you what





	[See LAS Week 8 Session 1 – Activity 2: Homework Helpers]	Tutor: <i>There are missing steps in the text. What do you think will happen next?</i> This develops their ability to make inferences based on visual cues. [See LAS Week 8 Session 2 – Activity 2: What's The Missing Step?]	A wave splashed against the castle. The child laughed. Now, think about what might happen next. What could happen to the sandcastle? What might the child do? What about the seagulls or the waves?	kind of text the paragraph is. The sky was gray. I heard the rain on the window. The air was cool. I smelled rain. I saw rain on the window. The rain felt cold. Ask: <i>What kind of text type is the paragraph?</i>
Immerse in Reading 15-20 minutes	Tutor: <i>Let me read you a paragraph about how to cook the perfect rice. Follow along as I read it aloud and make sure to pay close attention to the given steps. Then, you will read the whole passage afterwards.</i> [See LAS Week 8 Session 1 – Activity 3: Cooking Perfect Rice]	Procedure: The tutor reads the text aloud, demonstrating fluent reading while highlighting key vocabulary words and phrases. Learners follow along silently, monitoring for meaning. The tutor pauses at strategic points to ask comprehension questions focused on drawing conclusions. For example, after reading a specific step, the tutor may ask: "What can we conclude that will happen next? Why?" The tutor then leads a choral reading of sections of the text, focusing on fluency and expression. Cooking perfect rice is a simple procedure. First, rinse the	Tutor: <i>Today, we're going to read a story about a beach. Close your eyes and think about the time you were at the beach. What did you see? What did you feel? What did you hear? (Pause for brief student responses). Now, let's read a story that paints a picture of a beach with word descriptions.</i> [See LAS Week 8 Session 3 – Activity 1: Model Reading and Response]	Tutor: <i>Let's read this passage together. I'll read it first then you must follow the reading after me. I want you to carefully listen to how I read it. Notice the words I emphasize and how I change my voice.</i> 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 each other. 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.

Comprehension Questions and Drawing a Conclusion

- After silent reading, the tutor pauses strategic points in the text to ask comprehension questions that are intended to prompt learners' conclusions.

Tutor: (After "rinse the rice"): *Why do you think it's important to rinse the rice before cooking it? What might happen if we skip this step?*

(Expected conclusion: Rinsing removes excess starch, which prevents a sticky or gummy texture.)

blue waves roll in slowly, touching the sandcastle gently.

[See LAS Week 8 Session 4 – Activity 1: Reading Between the Lines]





Tutor: (After "one finger's width above the rice"): Why do you think the water level is important? What might happen if we use too much or too little water?
(Expected conclusion: The correct water-to-rice ratio is crucial for proper cooking; too many results in mushy rice, and too little results in dry rice.)

Tutor: (After "simmer for about 15 minutes"): Why do you think we need to simmer the rice instead of boiling it rapidly? What might happen if we boil it rapidly?
(Expected conclusion: Simmering allows the water to be absorbed evenly, resulting in perfectly cooked rice.)

Tutor: (After the entire paragraph): What is the overall conclusion that we can draw about how to cook perfect rice? What are the key steps that lead to the desired result?
(Expected conclusion: Following the specific steps—rinsing, using the correct water-to-rice ratio,





		simmering for the correct time, and fluffing—will consistently result in perfectly cooked rice.)		
D Discuss Meaning and Ideas 8-10 minutes	Tutor: We've been reading different kinds of stories, haven't we? Some described things, while some told a story. Now, we're learning about a new kind of writing: procedural text. This kind of text tells you how to do something step by step. Think about how to make a sandwich, or how to brush your teeth—those are procedures! Identifying Procedures using Clue Words: Procedural texts use special words to show you the order of things. These words are like clues! They help us understand what to do and when to do it. Let's see some of these clue words. The tutor writes the following items on the board, using pictures or	Tutor: Today, we're going to be plant detectives! We'll use various pictures to figure out what happens when we plant a seed. Remember, we've been learning to draw conclusions from instructions, and by using clues to predict what comes next. This activity, on the other hand, uses pictures as our clues. Tutor: I'm showing you pictures of how to plant a seed. Look closely at each picture. What's happening in each step? (The tutor displays the first five pictures.) Tutor: (Points to each picture, prompt discussion.) What is happening here? What comes next? What clues tell us that? Tutor: Now, the last picture is missing. What do you think will happen next? Draw the missing picture or describe it. Explain your reasoning using clues from the other pictures.	Tutor: Let's look at some of the words used to describe the beach scene. What does 'golden' sand mean? Why did the author use that word instead of just 'yellow' sand? What does it tell us about the sand? (Write key descriptive words from the passage on the board: golden, warm, carefully, big, white, gentle, slowly, etc.) Tutor: Let's talk about why these words make the paragraph a good example of a descriptive text. Remember, descriptive writing uses words to create a clear picture in our minds by appealing to our senses. (Write the key descriptive words on the board: sunny, golden, warm, carefully, big, white, gentle, slowly.)	Tutor: Let's read another passage together. This passage describes an old house. As we read, I want you to pay close attention to the details. These details are like clues that will help us understand more than what is directly stated in the passage. We're going to be detectives, using these clues to figure out what is happening in the text. Tutor: Now that we've read the passage, let's talk about drawing conclusions. Remember, drawing conclusions means figuring things out that aren't directly stated in the text. We use the clues in the passage to make educated guesses. • Guide to learners to draw conclusions





simple drawings where possible:

- **Order Words:** First, next, then, after that, finally, last. (Use numbered steps 1, 2, 3, etc. to visually emphasize order)
- **Action Words:** Do, make, add, plant, water, put, cover, dig. (Show simple actions with gestures or short videos if possible)

Let's learn about planting a seed. First, you dig a small hole in the soil. Then, you put the seed in the hole. Next, you cover the seed with soil. After that, you water the soil gently. Finally, you wait for the seed to grow!

This is a procedural text because it tells us how to plant a seed step by step. Notice the words 'first', 'then', 'next', 'after that', and 'finally'. These are clue words that help us

(Tutor provides time for learners to accomplish this.)



Tutor: Let's look at each word and discuss how it contributes to the overall description.

1. Sunny, Golden, Warm: These words appeal to our sense of sight and touch. "Sunny" sets the scene, telling us it's a bright day. "Golden" describes the sand's color vividly, making it more interesting than just saying "yellow." "Warm" helps us imagine the feeling of the heat of the sand under our feet.

2. Carefully, Big: These words add detail to the action. "Carefully" shows us how the girl is building the sandcastle, making it more than just a simple action. "Big" helps us visualize the size and effort involved in building the sandcastle.

3. White, Gentle, Slowly: These words appeal to our senses of sight and touch and create a sense of peacefulness. "White" seagulls create a clear image against the sky. "Gentle" waves create a feeling of calmness.

based on the descriptive details.





	understand the sequential order of the steps.		"Slowly" helps us visualize the waves' movement. Tutor (Concluding): All these words work together to create a vivid picture of the beach. They appeal to our senses, add details, and create a specific mood. Because of these expressive and detailed word choices, the paragraph is a good example of descriptive writing—it uses words to paint a picture in our minds!	
G Grow Vocabulary and Fluency 10 minutes	Tutor: Now, let's look at this recipe for making hot chocolate. You may notice that there are some blanks. Your job is to fill in each blank using one word from the word bank: carefully, gently, quickly, thoroughly. Read the whole recipe first, then choose the word that best fits each step. Remember, the instructions should make sense and be written clearly.	Tutor: Today, we're having a fluency relay race! We'll be reading a recipe for hot chocolate, but with a twist. Each team member will read a part, but the last person has a special challenge: guessing the final step. Remember, good fluency means reading accurately, at a good pace, and with expression. Let's see which team can read the recipe most fluently and correctly guess the final step! I. Preparing the Materials: Procedural Text: Create a short, engaging hot	Tutor: We're going to play a fun game to help us remember the descriptive words we've learned about the beach! We'll be playing Beach Scene Charades or Pictionary. For this game, we'll divide into two teams. Procedure: The class will be divided into two teams. Each team will take turns. One person from your team will pick a word from this bowl (or container.) If we're playing Charades, you'll act out the word without speaking. If we're playing Pictionary, you'll	Vocabulary in Context Activity: Tutor: Now, let's use our vocabulary words to draw conclusions. I will give you a sentence with a blank, and you need to fill it in with the correct word. - The house looked very _____ because it was not well cared for. (Answer: old) - The _____ made it hard to see inside. (Answer: dark)





	[See LAS Week 8 Session 1 – Activity 5: Making Hot Chocolate]	chocolate recipe. Omit the final step. 2. Team Organization: Divide the class into teams of 5 learners. Ensure each team has a diverse range of reading abilities. 3. Sentence/Section Division: Divide the text into sections, with each section assigned to a team. [See LAS Week 8 Session 2 – Activity 3: Hot Chocolate Fluency Relay]	draw the word without speaking. Your teammates will guess what the word is. Each correct guess earns a point for your team. The team with the most points at the end of the game wins! I. Basic Descriptive Words • Sunny • Warm • Soft • Wet • Big • Small • White • Blue • Gentle • Fast • Cold	3. I saw _____ moving in the corners. (Answer: shadows) 4. I felt _____ when I entered the house. (Answer: cold) 5. The _____ was strong and made noise. (Answer: wind)
E Evaluate Understanding 5-7 minutes	Tutor: What clues will help you determine whether the text you are reading is a procedural text? Encircle all the word signals in the paragraph. [See LAS Week 8 Session 1 – Activity 6: Spotting Procedural Words]	Tutor: Here's a simple procedure for washing a single item of clothing. You'll read it aloud, and then we'll look at it together. Notice that the instructions are incomplete. What is the next logical step? Think carefully about what would happen if you stopped at this point. What would you do next?	Tutor: We're going to practice identifying descriptive words. Remember, descriptive words help us create a clear picture in our minds when we read. They appeal to our senses—what we see, hear, smell, taste, and touch. We're going to look for these 'word clues' that can tell us whether a text is descriptive.	Tutor: For the next activity, we're going to read a short story about a market. Pay close attention to the words that describe the market and the people there. These words will help us understand what kind of day it is. The market was busy. Brightly colored fruits





	Now, it's your turn! Take a few minutes to think about your work. Write down your 'two stars' and your 'wish' in your activity sheet. Remember, there are no wrong answers; this is just about reflecting your learning and planning for future improvement. "Two Stars and a Wish" This simple technique encourages positive self-reflection. Learners identify: • Two stars: Two things they did well in the lesson. • A wish: One thing they would like to improve upon. [See LAS Week 8 Session 1 – Activity 6.1: Two Stars and a Wish]	[See LAS Week 8 Session 2 – Activity 4: A Step-by-Step Wash] Tutor: Great work, everyone! You've shown great skills in drawing conclusions. How did you feel about this activity? What did you learn?	Now, I want you to carefully read the paragraph from your Activity Sheet called the Beach Word Hunt. Your task is to underline the words that describe the beach scene. These are the clue words that tell us this paragraph is a descriptive text type. Think about what you see, hear, feel, smell, or even taste as you read. Look for words that appeal to your senses. 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. Tutor: What new descriptive words did you learn in this lesson, and how might you use them in the future? [See LAS Week 8 Session 3 – Activity 2: Beach Word Hunt]	and vegetables are piled high on tables. People chatted and laughed. The air smelled of ripe mangoes and fresh bread. A musician played a lively tune. Ask: What kind of day is it at the market? How do you know?
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