

TUTOR'S GUIDE

ARAL-READING BASIC

KEY
STAGE

3



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ARAL-Reading Basic Tutor's Guide

Key Stage 3

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ARAL-Reading	☒ Basic	KEY STAGE	☐ 2 ☒ 3	Intervention Week	1
Focus	Word Concept (print carries meaning: word boundaries)			Language	☒ Filipino ☐ English

MGA PAMAMARAAN SA PAGTUTURO (TUTORIAL PROCEDURES)				
	UNANG SESYON (SESSION ONE)	IKALAWANG SESYON (SESSION TWO)	IKATLONG SESYON (SESSION THREE)	IKAAPAT NA SESYON (SESSION FOUR)
Pokus na mga Titik, Tunog at Salita (Focus Letter/Sound/Word)	Mga Titik: Mm, Ss, Aa, li	Mga Titik: Mm, Ss, Aa, li, Oo	Mga Titik: Mm, Ss, Aa, li, Oo, Ee	Mga Titik: Mm, Ss, Aa, li, Oo, Ee, Bb
Mga Layunin (Objectives)	1. Natutukoy at nabibigkas ang tunog ng titik Mm, Ss, Aa at li sa pamamagitan ng pakikinig at pag-uulit. 2. Naisusulat nang maayos ang anyo ng malaki at maliit na titik Mm, Ss, Aa at li. 3. Nakapagbibigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/. 4. Nakababasa ng mga salitang binubuo ng titik m, s, a, i. 5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa pagpapalalim ng	1. Natutukoy at nabibigkas ang tunog ng titik Mm, Ss, Aa, li at Oo sa pamamagitan ng pakikinig at pag-uulit. 2. Naisusulat nang maayos ang anyo ng malaki at maliit na titik Mm, Ss, Aa, li at Oo. 3. Nakapagbibigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/. 4. Nakababasa ng mga salitang binubuo ng titik m, s, a, i, o. 5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa	1. Natutukoy at nabibigkas ang tunog ng titik Mm, Ss, Aa, li, Oo, at Ee sa pamamagitan ng pakikinig at pag-uulit. 2. Naisusulat nang maayos ang anyo ng malaki at maliit na titik Mm, Ss, Aa, li, Oo at Ee. 3. Nakapagbibigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/, /e/. 4. Nakababasa ng mga salitang binubuo ng titik m, s, a, i, o, e. 5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa	1. Natutukoy at nabibigkas ang tunog ng titik Mm, Ss, Aa, li, Oo, Ee at Bb sa pamamagitan ng pakikinig at pag-uulit. 2. Naisusulat nang maayos ang anyo ng malaki at maliit na titik Mm, Ss, Aa, li, Ee, Oo, at Bb. 3. Nakapagbibigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/, /e/, /b/. 4. Nakababasa ng mga salitang binubuo ng titik m, s, a, i, o, e, b. 5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa





	pagkatuto sa mga titik m, s, a, i gamit ang <i>flashcards</i> o larong pagtutugma.	pagpapalalim ng pagkatuto sa mga titik m, s, a, i, o gamit ang <i>flashcards</i> o larong pagtutugma.	pagpapalalim ng pagkatuto sa mga titik m, s, a, i, o, e gamit ang <i>flashcards</i> o larong pagtutugma.	pagpapalalim ng pagkatuto sa mga titik m, s, a, i, o, e, b gamit ang <i>flashcards</i> o larong pagtutugma.
Mga Kagamitan (Materials)	<i>Flashcards</i> , larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.	<i>Flashcards</i> , larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.	<i>Flashcards</i> , larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.	<i>Flashcards</i> , larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.
Panimula at Sosyo-Emosyonal na Gawain (Opening Routine and Socio-Emotional Warm-Up) 5 min	Pagpapasigla ng Damdamin at Ehersisyo sa Paghinga - Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?” - Ipakita ang <i>chart</i> ng damdamin o mga <i>emoji card</i> (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?” - Pahintulutan silang ituro o sabihin ang kanilang nararamdaman. - Pangunahan ang ehersisyo sa paghinga	Pagpapasigla ng Damdamin at Ehersisyo sa Paghinga - Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?” - Ipakita ang <i>chart</i> ng damdamin o mga <i>emoji card</i> (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?” - Pahintulutan silang ituro o sabihin ang kanilang nararamdaman. - Pangunahan ang ehersisyo sa paghinga	Pagpapasigla ng Damdamin at Ehersisyo sa Paghinga - Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?” - Ipakita ang <i>chart</i> ng damdamin o mga <i>emoji card</i> (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?” - Pahintulutan silang ituro o sabihin ang kanilang nararamdaman. - Pangunahan ang ehersisyo sa paghinga	Pagpapasigla ng Damdamin at Ehersisyo sa Paghinga - Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?” - Ipakita ang <i>chart</i> ng damdamin o mga <i>emoji card</i> (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?” - Pahintulutan silang ituro o sabihin ang kanilang nararamdaman. - Pangunahan ang ehersisyo sa paghinga





	gamit ang pagsunod sa mga daliri: <i>"Sundan ang hugis ng iyong kamay gamit ang daliri ng kabilang kamay. Huminga nang malalim kapag pataas ang galaw ng daliri at huminga palabas kapag pababa."</i> • Tapusin sa isang mabilis na tsek: "Pumalakpak ng dalawang beses kung handa ka nang matuto!"	gamit ang pagsunod sa mga daliri: <i>"Sundan ang hugis ng iyong kamay gamit ang daliri ng kabilang kamay. Huminga nang malalim kapag pataas ang galaw ng daliri at huminga palabas kapag pababa."</i> • Tapusin sa isang mabilis na tsek: "Pumalakpak ng dalawang beses kung handa ka nang matuto!"	gamit ang pagsunod sa mga daliri: <i>"Sundan ang hugis ng iyong kamay gamit ang daliri ng kabilang kamay. Huminga nang malalim kapag pataas ang galaw ng daliri at huminga palabas kapag pababa."</i> • Tapusin sa isang mabilis na tsek: "Pumalakpak ng dalawang beses kung handa ka nang matuto!"	gamit ang pagsunod sa mga daliri: <i>"Sundan ang hugis ng iyong kamay gamit ang daliri ng kabilang kamay. Huminga nang malalim kapag pataas ang galaw ng daliri at huminga palabas kapag pababa."</i> • Tapusin sa isang mabilis na tsek: "Pumalakpak ng dalawang beses kung handa ka nang matuto!"
Pakikinig at Pagpapaunlad ng Wika Gamit ang Pagkukuwento (Listening and Language Development through Storytelling) 10 min	Itanong: Nakakita ka na ba ng payong? Saan ginagamit ang payong? Bakit mahalaga ang payong sa buhay ng tao? Basahin ang maikling kuwento ng "Ang Hiwaga ng Pulang Payong" na sinulat ni Ma. DC. Corpuz at ginuhit ni Grace S. Sayson mula sa Deped Manila E-Library. Mga Gabay na Tanong:	Itanong: Mahilig ka ba sa aso at pusa? Ano ang iyong napansin na pagkakaiba nila? Basahin ang maikling kuwento ng "Ang Aso at Pusa" na sinulat ni Joseph Aragon. Mga Gabay na Tanong: 1. Ano ang ginagawa ng aso? Pusa? 2. Bakit nag-away ang aso at pusa?	Ipakita ang larawan ng sumbrero at itanong kung ano ang mayroon sa isang sumbrero at bakit ito laging sinusuot. Basahin ang kuwento ng "Pambihirang Sumbrero" na sinulat ni Genaro G. Cruz. Mga Gabay na Tanong 1. Sino ang mga tauhan sa kuwento? 2. Ano ay mayroon sa sumbrero?	Masdan ang larawan ng Lola. Itanong kung ano ang mayroon sa larawan. Basahin ang kuwento ng "Dalawa Kami ni Lola" na sinulat ni Rhandee Garlitos. Mga Gabay na Tanong: 1. Sino ang nagsasalaysay sa kuwento? 2. Sino ang laging kasama ng bata sa bahay?





	1. Sino-sino ang mga tauhan sa kuwentong binasa ng guro? 2. Bakit mahiwaga ang pulang payong? 3. Saan dinala ng payong si Ana? 4. Paano nakabalik si Ana sa kanilang bahay? 5. Ano ang aral ng kuwentong binasa?	3. Kung ikaw ang pusa/aso, ano ang gagawin mo sa sitwasyon? 4. Ano ang aral o mensaheng nais iparating ng kuwento? 5. Totoo bang hindi magkasundo ang aso at pusa sa totoong buhay? Ipaliwanag.	3. Bakit kaya siya nagiging mas matapang kapag suot ang sombrero? 4. Sa iyong palagay, totoo bang may kapangyarihan ang sumbrero? 5. Ano ang aral ng kuwento?	3. Kung ikaw ang nasa kalagayan ng bata, paano mo pahahalagahan ang iyong lola? 4. Ano ang kahalagahan ng pagkakaroon ng matanda sa pamilya? 5. Sa anong paraan maihahambing ang iyong lola sa lola sa kuwento?
Pagbabalik-aral sa mga Titik at Salita mula sa Nakaraang Sesyon (Letter and Word Review from Previous Sessions) 5 min	• Ipakita ang <i>flashcards</i> na nagpapakita ng malalaki at maliliit na titik ng alpabeto. • Awitin nang sabay-sabay ang “Alpabasa” upang mahasa ang mga mag-aaral sa paggamit ng mga tunog ng mga titik. • Bigkasin ang tunog /a/, /e/, /i/, /o/, /u/ ng tatlong beses at hayaang ulitin ito ng mga mag-aaral.	• Ipakita ang <i>flashcards</i> na nagpapakita ng malalaki at maliliit na titik ng alpabeto. • Awitin nang sabay-sabay ang “Alpabasa” upang mahasa ang mga mag-aaral sa paggamit ng mga tunog ng mga titik. • Bigkasin ang tunog /m/, /s/, /a/, /i/ ng tatlong beses at hayaang ulitin ito ng mga mag-aaral.	• Ipakita ang <i>flashcards</i> na nagpapakita ng malalaki at maliliit na titik ng alpabeto. • Awitin nang sabay-sabay ang “Alpabasa” upang mahasa ang mga mag-aaral sa paggamit ng mga tunog ng mga titik. • Bigkasin ang tunog /m/, /s/, /a/, /i/, /o/ ng tatlong beses at hayaang ulitin ito ng mga mag-aaral.	• Ipakita ang <i>flashcards</i> na nagpapakita ng malalaki at maliliit na titik ng alpabeto. • Awitin nang sabay-sabay ang “Alpabasa” upang mahasa ang mga mag-aaral sa paggamit ng mga tunog ng mga titik. • Bigkasin ang tunog /m/, /s/, /a/, /i/, /o/, /e/ ng tatlong beses at hayaang ulitin ito ng mga mag-aaral.
Tahasang Pagtuturo ng Tunog ng Titik at Gamit ng mga	• Iparinig at Ipakilala ang tunog ng mga titik	• Iparinig at ipakilala ang tunog ng titik /m/, /s/, /a/, /i/, /o/.	• Iparinig at ipakilala ang tunog ng mga titik /m/, /s/, /a/, /i/, /o/, /e/.	• Pagpapalalim ng aralin. • Iparinig nang mabuti ang tunog ng mga titik:





Salita (Explicit Phonics and Word Work Instruction) 15-20 min	/m/, /s/, /a/, /i/. Gamitin ang mga larawan, tunog at awitin. - o "M sabihin /mmm/ tulad ng mama" - o "S sabihin /sss/ tulad ng sapatos" - o "A sabihin /a/ tulad ng aso" - o "I sabihin /i/ tulad ng ilaw" - o Ipagawa ang sabayang pagbigkas sa mga mag-aaral gamit ang ilang halimbawa: - o mata - o saging - o araw - o itlog - o Atasan ang mga mag-aaral na maghanap ng mga kagamitan sa kanilang komunidad na nagsisimula sa titik /m/, /s/, /a/, /i/:	- o Bigkasin Natin : - o /m/ (mahabang "mmm" na umuungol) - o /s/ (mahabang tunog gaya ng ahas – "ssss") - o /a/ (maikli, bukas ang bibig; parang "a" sa "aso") - o /i/ (maikli, parang tunog sa "isda") - o /o/ (maikli, bilugan ang bibig; gaya sa "oras") - o Magpakita ng mga halimbawang larawan na may kaugnayan sa tunog ng mga salitang nagsisimula sa titik m, s, a, i, o. - o Ipasulat ang malaki at maliit na titik Mm, Ss, Aa, Ii at Oo at halimbawa na ibinigay ng guro.	- o Pagpapalalim ng pag-unawa at pagbigkas. - o M /m/ parang tunog ng motor: /m/ - o S /s/ – parang tunog ng ahas: /ssss/ - o A /a/ – bukas ang bibig: /a/ gaya sa aso - o I /i/ – maikli at matinis: /i/ gaya sa isda - o O /o/ – bilog ang bibig: /o/ gaya sa oso - o E /e/ – maikli, parang sa eroplano: /e/ - o Magpakita ng mga halimbawang larawan na may kaugnayan sa tunog ng mga titik m, s, a, i, o, e.	- o M /m/ parang tunog ng motor: /m/ - o S /s/ – parang tunog ng ahas: /ssss/ - o A /a/ – bukas ang bibig: /a/ gaya sa aso - o I /i/ – maikli at matinis: /i/ gaya sa isda - o O /o/ – bilog ang bibig: /o/ gaya sa oso - o E /e/ – maikli, parang sa eroplano: /e/ - o B/b/ — ito ay isang makipot na tunog, ginagawa sa pamamagitan ng pag-ipit ng mga labi at biglang paglabas ng hangin. - o Magbigay ng mga halimbawa at ipabigkas nang mas malakas at malinaw ang mga tunog. - o M - mmm - o S -sss - o A - aaa - o I - iii
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	• Ipasulat ang malaki at maliit na titik Mm, Ss, Aa, li at ang mga halimbawang salita na natutunan sa klase.			○ O - ooo ○ E - eee ○ B – bbb • Itanong: Ano-ano ang mga halimbawa ng larawan na may tunog ng m, s, a, i, o, e, b • Ipasulat sa pisara ang malalaki at malilit na titik Mm, Ss, Aa, li, Oo, Ee, Bb.
Pagsasanay sa Kamalayang Ponolohikal (Phonological Awareness Skill-Building) 10 min	Ipahanay ang mga larawan ayon sa unang tunog. ○ Pangkat ng /m/: mama, mesa, mata ○ Pangkat ng /s/: saging, sapatos, sopa ○ Pangkat ng /a/: aso, apat, ahas ○ Pangkat ng /i/: ilog, isda, isa	Pag-uugnay ng tunog sa karanasan • Hanapin ang larawan na may tunog na /m/, /s/, /a/, /i/, /o/. • Bigkasin ito nang malakas at isulat sa <i>worksheet</i>.	Pag-uugnay ng larawan sa tunog • Ihanay ang larawan na mga sumusunod: Mata, mama, makina Sabon, sako, sapin Aso, abaniko, araw Isda, ilaw, itlog Oso, orasan, okra Eroplano, elepante, estatwa	Bilugan ang mga larawan na angkop sa titik may kaugnayan sa m, s, a, i, o, e, b.
Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng				





Katatasan sa Pagbasa (Sight Word Recognition and Fluency Practice) 5 min				
Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa Gamit ang Laro o Interaktibong Gawain (Fluency and Comprehension through Play-Based Practice) 5 min	Tunog-Banggit-Lukso • Ihanda ang mga titik m, s, a, i sa lapag. • Kailangang lumukso ng mga mag-aaral sa titik na nasa lapag at banggitin ang tunog na babanggitin ng guro.	Hanap-Larawan-Tunog • Gamit ang larawan hayaan ang mga mag-aaral na tukuyin ang kaululang tunog ng mga ito. • Maaaring magbigay ng higit sa sampung larawan.	Tingnan Mo, Isilid Mo Sa Basket Ko • Ipakita ang mga larawan. • Bigyan ng pakakataon ang mga mag-aaral na tingnan kung sa anong angkop na tunog nag-uumpisa ang mga larawan at ilagay sa tamang basket.	I-shoot mo ang Ball • I-shoot ang ball sa basket kung sa nasa palagay mo ay angkop ang tunog na ginamit sa larawan ng makikita. • Bibigkasin nang malakas ang tunog at salita ng nakita sa larawan at i-shoot ito sa basket pagkatapos.
Pagtatapos/ Pagninilay sa Aralin (Closing/ Reflection)	Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: 1. Ngayon ay natutunan ko ang mga tunog 2. Ang mga salitang natutunan ko (m, s, a, i) 3. Iwagayway ang mga kamay kung	Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: 1. Ngayon ay natutunan ko ang mga tunog 2. Ang mga salitang natutunan ko (m, s, a, i, o) 3. Iwagayway ang mga kamay kung	Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: 1. Ngayon ay natutunan ko ang mga tunog 2. Ang mga salitang natutunan ko (m, s, a, i, o, e) 3. Iwagayway ang mga kamay kung	Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: 1. Ngayon ay natutunan ko ang mga tunog 2. Ang mga salitang natutunan ko (m, s, a, i, o, e, b) 3. Iwagayway ang mga kamay kung





	naunawaan ang aralin.	naunawaan ang aralin.	naunawaan ang aralin.	naunawaan ang aralin.
Pagpapalalim ng Pagkatuto / Gawain sa Bahay (Enhancement of Learning /Home Reinforcement Activity)	Gawain: Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa titik m, s, a, i at isulat ito sa kwaderno. <i>Opsiyonal:</i> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.	Gawain: Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa titik m, s, a, i, o at isulat ito sa kwaderno. <i>Opsiyonal:</i> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.	Gawain: Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa titik m, s, a, i, o, e at isulat ito sa kwaderno. <i>Opsiyonal:</i> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.	Gawain: Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa titik m, s, a, i, o, e, b at isulat ito sa kwaderno. <i>Opsiyonal:</i> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.





ARAL-Reading	☒ Basic	KEY STAGE	☐ 2 ☒ 3	Intervention Week	2
Focus	Aliterasyon (U, T, K, L, N, G)			Language	☒ Filipino ☐ English

MGA PAMAMARAAN SA PAGTUTURO				
	UNANG SESYON (SESSION ONE)	IKALAWANG SESYON (SESSION TWO)	IKATLONG SESYON (SESSION THREE)	IKAAPAT NA SESYON (SESSION FOUR)
Pokus na mga Titik/Tunog/Salita	Titik at Tunog: Uu Sight Word: Ang	Titik at Tunog: Tt Sight Word: Mga	Titik at Tunog: Kk, at Ll Sight Word: Sa	Titik at Tunog: Nn at Gg Sight Words: ito at ay
Mga Layunin	- Nabibigkas nang tama ang tunog ng titik Uu sa mga salita. - Nagagamit ang aliterasyon upang matukoy ang mga salitang nagsisimula o may tunog na Uu. - Nagagamit nang tama ang sight word na Ang sa pagbasa at pagsulat.	- Nakikilala ang mga salitang nagsisimula at may tunog ng titik Tt. - Naipakikita ang tamang pagbigkas ng tunog ng titik Tt sa mga salita at parirala sa pamamagitan ng aliterasyon. - Nagagamit ang sight word na Mga sa pagbasa at pagsulat.	- Nakikilala ang malaki at maliit na titik Kk at Ll. - Naisusulat ang malaki at maliit na titik Kk at Ll. - Nabibigkas nang tama ang tunog ng titik Kk at Ll sa mga salita. - Nagagamit ang sight word na Sa sa mga parirala.	- Nakikilala ang malaki at maliit na titik Nn at Gg. - Naipakikita ang tamang pagbigkas ng tunog ng titik Nn at Gg sa mga salita at parirala sa pamamagitan ng aliterasyon. - Naipakikita ang tamang pagbigkas ng sight words na ito at ay sa mga salita at parirala. - Nagagamit ang mga natutuhang titik at sight words sa pagbuo ng simpleng pangungusap.
Mga Kagamitan	- Flashcards ng titik Uu at sight word Ang - Mga larawan o flashcards ng mga bagay na nagsisimula sa	- Flashcards ng T at sight word Mga - Mga larawan o flashcards na may mga bagay na nagsisimula sa	- Flashcards ng K, L at sight word Sa - Larawan o visual aids na may mga bagay na nagsisimula sa K at L	- Flashcards ng Nn, Gg at sight words ito, Ay - Visual aids/larawan ng mga bagay na nagsisimula sa Nn at Gg





	tunog /u/ (hal. ulo, upuan, ulan) • Notebook o <i>learning journal</i> at panulat • Audio/video ng maikling kuwento o kanta na naglalaman ng tunog /U/ at sight word Ang	tunog /t/ (e.g., tuba, tasa, tambol) • Notebook o <i>position paper</i> para sa pagsasanay	• Learning Activity Sheets para sa pagsasanay • Sipi ng awiting "Leron Leron Sinta" Link: https://tinyurl.com/mvxf5r8f	• Notebook at panulat • Learning Activity Sheets para sa pagsasanay
Panimula at Sosyo-Emosyonal na Gawain 5 min	• Icebreaker: Magiliw na batiin ang mga mag-aaral. Tanungin ang bawat isa ng isang bagay na paborito nila na may tunog /u/ (hal. "Anong paborito mong pagkain na nagsisimula sa titik Uu?"). • Gumamit ng <i>activation phrases</i> tulad ng "Handa akong matuto!" at "Kaya natin ito!" • Turuan din ang mga mag-aaral sa tunog ng /u/ at ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.	• Magiliw na batiin ang mga mag-aaral. • Gawing masaya ang pagsasanay sa pagbigkas ng tunog ng titik /t/ sa pamamagitan ng paggaya ng iba't ibang tunog na nagsisimula sa titik Tt tulad ng tunog ng tren, tambol, at iba pa. • Umpisahan sa pariralang: Ayan na, ayan na, daraan ang ____ (sabihin ang tunog). Halimbawa: Ayan na! Ayan na, daraan ang <u>tren</u> (chug-chug-chug chu-chu) • Turuan din ang mga mag-aaral sa tunog /t/ at ang tamang pagsulat nito. Maaaring ipa-trace	• Magiliw na batiin ang mga mag-aaral. • Gawin ang larong "Simon Says" na nakapokus sa pag-uugnay ng galaw at pagbigkas kasabay ng tunog /k/ at /l/. Halimbawa: Simon says, Kumembot; Simon says, Lumukso ng tatlong beses; Simon says Lumusong tulad ng palaka. Kapag hindi binanggit ang "Simon says" hindi dapat susundin ng mag-aaral ang kilos. • Bigyan ng positibong pambungad na nagtutulak ng kumpiyansa ("Kaya natin 'to!").	• Magiliw na batiin ang mga mag-aaral. • Gawin ang larong <i>Number and Gesture Game</i> sa mga mag-aaral ang <i>flashcard</i> ng titik Nn at Gg. Iparinig sa mga mag-aaral ang tunog nito. • Sabihin sa mga mag-aaral na kapag narinig ang tunog ng /n/, kailangan nilang ikembot ang baywang. Ngunit kung ang narinig naman ang tunog /g/, kailangan nilang tumalon. • Bigyan ng positibong pambungad na nagtutulak ng kumpiyansa ("Kaya natin 'to!").





		ito sa pisara o kuwaderno.	Turuan din ang mga mag-aaral sa tunog ng /k/ at /l/ at ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.	Turuan ang mga mag-aaral sa tunog /n/ at /g/ at ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.
Pakikinig at Pagpapaunlad ng Wika sa pamamagitan ng Pagkukuwento 10 min	- Ipabasa sa mga mag-aaral ang dalawang pangungusap na naglalaman ng mga salitang nagsisimula at may tunog ng titik Uu. - Hikayatin ang mga mag-aaral na tukuyin ang mga salitang may tunog /u/ sa pamamagitan ng pagsagot sa Gawain 1.	- Ipabasa muli ang dalawang pangungusap mula sa Gawain 1 sa unang araw. Maaaring basahin muna ng guro kung kinakailangan. - Tanungin ang mga mag-aaral: <i>Aling mga salita ang ginagamitan ng titik Tt?</i> Basahin nang malakas ang mga salita at ipaulit ito sa mga mag-aaral.	- Ipaawit sa mga mag-aaral ang “Leron Leron Sinta.” Maaaring ipanood sa kanila ang awitin sa pamamagitan ng video link na: https://tinyurl.com/mvxf5r8f - Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang inyong narinig na nagsisimula sa titik Kk? sa titik Ll?</i> Maaaring isulat sa pisara o sa manila paper ang liriko ng kanta. Dahan-dahang basahin ang mga salita at tanungin ang mga mag-aaral kung aling mga salita ang nagsisimula sa titik Kk at Ll.	- Muling ipaawit o iparinig sa mga mag-aaral ang awiting “Leron Leron Sinta.” Maaaring sabayan ang pag-awit. - Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang inyong narinig na nagsisimula sa titik Nn? sa titik Gg?</i> Maaaring isulat sa pisara o sa manila paper ang liriko ng kanta. Dahan-dahang basahin ang mga salita at tanungin ang mga mag-aaral kung alin ang mga salitang nagsisimula sa titik Nn at Gg. <i>Alin-alin naman kaya ang may tunog /n/ at /g/ sa gitna o hulihan ng salita?</i> Muling tulungan ang mga mag-aaral. Maaaring sabihin na “Ito kaya? O ito kaya?”





				Habang ginagawa ito ay tulungan silang bigkasin ang mga salita. - Mga salita na nagsisimula at may titik Nn at Gg: ✓ (Nn) - nabali, Neneng ✓ (Gg) - gumising, hinog, lambayog, mahulog - Kung nagiging madali na ito sa mga mag-aaral, subukin naman sila sa tunog ng pinagsamang /n/ at /g/ (Ng) - sanga, Neneng
Pagbabalik-aral sa mga Titik at Salita mula sa Nakaraang Sesyon 5 min	- Balikan ang tunog ng titik Ee. Iparinig at ipabigkas muli ito sa mga mag-aaral. Gayundin ang tunog ng titik Uu. - Tanungin ang mga mag-aaral kung ano ang kanilang napansing pagkakaiba mula sa dalawang tunog (buka ng bibig, posisyon ng dila, at kung ano pa).	- Balikan ang titik Uu at ang tunog nito. Tanungin ang mga mag-aaral: <i>Kung pagsasamahin natin ang titik Uu at Tt, ano kayang mga salita ang maaari nating mabuo?</i> - Magbigay ng mga halimbawa (tuwid, trumpo, tumba, at iba pa). - Hayaang mag-eksperimento ang mga mag-aaral sa iba't ibang kombinasyon ng mga titik na kanilang	- Balikan ang titik Tt at ang tunog nito. Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang mabubuo mula sa iba't ibang kombinasyon ng titik Tt, Kk, at Ll gamit ang patinig (a, e, i, o, u)?</i> - Magbigay ng mga halimbawa (takbo, tula, tuktok). - Hayaang mag-eksperimento ang mga mag-aaral sa iba't ibang kombinasyon ng	- Balikan ang titik Kk at Ll at ang tunog nito. Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang mabubuo mula sa iba't ibang kombinasyon ng titik Kk at Ll dito sa bago nating pinag-uusapang titik Nn at Gg gamit ang patinig (a, e, i, o, u)?</i> - Magbigay ng mga halimbawa (kulang, kiling, galing, at iba pa) - Hayaang mag-eksperimento ang mga mag-aaral sa iba't ibang





		mabubuo, kahit hindi ito ganap na salita.	mga titik na kanilang mabubuo, kahit hindi ito ganap na salita.	kombinasyon ng mga titik na kanilang mabubuo, kahit hindi ito ganap na salita.
Tahasang Pagtuturo ng Tunog ng Titik at Gamit ng mga Salita 15-20 min	• Ipakita ang <i>flashcard</i> ng titik Uu. Ituro sa mga mag-aaral ang tamang buka ng bibig, posisyon ng dila, maging ang hanging lumalabas sa bibig upang masambit ang tunog ng titik Uu. • Ipasulat sa hangin ang malaki at maliit na titik Uu. • Ipasulat sa pisara ang mga salitang binilugan sa Gawain 1. • Ipakilala ang <i>sight word</i> na Ang at bigyang-diin ang gamit nito bilang bahagi ng pangungusap.	• Isagawa ang pagsasanay sa <i>sound blending</i> gamit ang mga salitang nagsisimula sa titik T na may paggamit ng CVC, CCVC, at CCVCV <i>pattern</i> kung kinakailangan Hal: (cvc) – tum (ccvc) – trum (ccvcv) – trumpo • Gabayan ang mga mag-aaral sa pagbanggit ng mga salita gamit ang mga <i>flashcards</i> (tren, troso, tao, at iba pa). • Ipakilala ang <i>sight word</i> na Mga at ituro ang tamang pagbigkas nito. Ipaliwanag na ito ay binubuo ng dalawang pantig (ma-nga), ngunit binibigkas nang mabilis. • Ipasubok sa mga mag-aaral na pagsamahin ang <i>sight word</i> na mga at salitang nagsisimula o	• Ipakita ang <i>flashcard</i> ng titik Kk at Ll. Ituro sa mga mag-aaral ang tamang buka ng bibig, posisyon ng dila, maging ang hanging lumalabas sa bibig upang masambit ang tunog ng titik Kk at Ll. • Ipasulat sa hangin ang malaki at maliit na titik Kk at Ll. • Ipasulat din ito sa pisara. • Ipakilala ang <i>sight word</i> na sa at bigyang-diin ang gamit nito bilang bahagi ng pangungusap.	• Isagawa ang pagsasanay sa <i>sound blending</i> gamit ang mga salitang nagsisimula sa titik Nn at Gg na may paggamit ng C, CV, CVC, CVCV, at CVCVC <i>na pattern</i>. Hal para sa Nn: Hal: (c) – n (cv) – na (cvc) – nan (cvcv) – nana (cvcvc) – nanay Hal para sa Gg: Hal: (c) – g (cv) – ga (cvc) – gab (cvcv) – gaba (cvcvc) – gabay • Gabayan ang mga mag-aaral sa pagbanggit ng mga salita gamit ang mga <i>flashcards</i> (nabali,





		may tunog ng titik Tt. Halimbawa: mga tren, mga trumpo		Neneng, hinog, at iba pa). • Ipasubok sa mga mag-aaral na gamitin ang <i>sight words</i> na ito at ay sa salitang nagsisimula o may tunog ng titik Nn at Gg. Halimbawa: Ito ay gatas. Ito ay nabago.
Pagsasanay sa Kamalayang Ponolohikal 10 min	• Pagsasanay ng paggamit ng Aliterasyon: Magpapalitan ng pagbigkas ng mga salitang nagsisimula o may tunog ng titik Uu (ulan, unti-unti, umuusbong, ulap, at umiinit). • Pagsasanay sa pagbibigay ng katawagan mula sa mga <i>flashcard</i> na ipapakita ng guro (ube, upo, ulo, at iba pa) • Sanayin ang mga mag-aaral sa pagkilala at pagbibigay ng tamang katawagan sa mga larawang ipinakikita sa mga <i>flashcard</i> (hal. Ube, upo, ulo, at iba pa).	• Pagsasanay ng paggamit ng Aliterasyon: Magpapalitan ng pagbigkas ng mga salitang nagsisimula/may tunog ng titik Tt (hal: unti-unting umiinit ang trumpo; tatlong tulingan tumatawa) • <i>Word sorting:</i> a. Mga salitang nagsisimula sa tunog ng Tt at b. mga salitang may tunog ng titik Tt. Gamitin ang Gawain 1: Pagpapangkat ng mga salita na nasa LAS. • Isagawa ang gawain sa pagpapangkat ng mga salita batay sa kinalalagyan ng tunog /t/.	• Pagsasanay ng paggamit ng Aliterasyon: Mula sa mga salitang nabanggit sa awiting “Leron Leron Sinta,” ipahanap sa mga mag-aaral ang mga salitang kasintunog nito. Ipagawa ang Gawain 1: Ayusin at Pagsama-samahin, na makikita sa LAS. Wastong Sagot: 1. Leron - Lebron Iason 2. buslo – lilo lolo 3. dulo – lako ligo 4. kapos – kilos kuskos 5. kapalaran – kalagayan katiyagaan	• Pagsasanay ng paggamit ng Aliterasyon: Magpapalitan ng pagbigkas ng mga salitang nagsisimula/may tunog ng titik Nn at Gg Halimbawa (Nn) - Naglalaro ng niyog si Nena noong Nobyembre. Halimbawa (Gg) – Gumawa ng gatas si Gina gabi-gabi.





Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katatasan sa Pagbasa 5 min	• Magsagawa ng <i>choral reading</i> o sabayang bigkas ng <i>sight word</i> na ang. • Ipasulat ito sa hangin at sa pisara upang matandaan ng mga mag-aaral.	• Magsagawa ng <i>flashcard drill</i> at mabilisang pagbasa sa mga pariralang may <i>sight word</i> na mga (halimbawa: mga trumpo, mga lata, mga tula). • Gamitin ang mga salita mula sa Gawain 1 na nasa LAS.	• Gabayan ang mga mag-aaral sa pagbasa ng mga pangungusap na may kasamang <i>sight word</i> na sa. (Halimbawa: sa dulo, sa kapayapaan, sa katiyagaan, at iba pa) • Hikayatin ang mga mag-aaral na isulat ito sa kanilang kuwaderno.	• Magsagawa ng <i>flashcard drill</i> at mabilisang pagbasa sa mga pariralang may <i>sight words</i> na ito at ay. Halimbawa: Ito ay goma. Ito ay gabi. Ito ay naylon. Ito ay nakita.
Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa gamit ang Laro o Interaktibong Gawain 5 min	• Pabunutin ang mga mag-aaral ng kategorya sa loob ng kahon (pagkain, lugar, pangyayari, bagay, o hayop). • Kinakailangan na magbigay ang mga mag-aaral ng salitang nagsisimula sa titik Uu o may tunog ng titik Uu ayon sa nabunot na paksa. • Ipasulat sa loob ng kanilang kuwaderno. Gabayan sila sa pagsusulat ng mga salita. • Sabuhan ang mga mag-aaral na lagyan ito ng	• Treasure Hunt: Itago ang mga <i>flashcard</i> ng mga salitang nagsisimula sa titik Tt sa paligid ng silid-aralan. • Ipahanap sa mga mag-aaral ang mga <i>flashcards</i> na may tunog na /t/. • Kapag nahanap nila ang isang <i>flashcard</i>, ipabigkas sa kanila ang salita at tukuyin ang tunog ng titik Tt. • Gamitin din ang <i>sight word</i> na mga karugtong ng nahanap na salita.	• Word Hunt: Ipahanap sa mga mag-aaral ang mga nawawalang salita sa bawat pangungusap. Sabihin sa mga mag-aaral na kailangang magsimula ang kanilang sagot sa salitang sa. • Halimbawa: <i>Ang mga lobo ay nakikita sa kakahuyan.</i> • Ipagawa ang Gawain 1B na makikita sa LAS. Wastong sagot: 1. sa kabayo 2. sa kubeta 3. sa Laguna 4. sa Luneta	• Ipabuo sa mga mag-aaral ang mga pangungusap sa pamamagitan ng pagpili ng tamang salita sa loob ng kahon. Gamitin ang larawan bilang gabay. Isulat ang sagot sa patlang. Ipagawa ang Gawain 1A na makikita sa LAS. Wastong sagot: 1. gulay 2. nakuha 3. ngipin 4. nawala 5. gulong 6. gabi





	salitang ang kasunod ang salitang kanilang ibinigay. Hal: ang ube (pagkain); ang ukulele (bagay)		5. sa kamandang	I-trace ang mga sight words na ito at ay na makikita sa Gawain 1 ng LAS.
Panapos na Gawain/Pagninilay	- Tanungin ang mga mag-aaral: - Kumusta ang inyong pagkatuto sa araw na ito? - Saan kayo nadalian? Nahirapan? - Ano ang inyong mga katanungan? - Magbigay ng positibong puna at hikayating isapraktika ang natutuhan sa pang-araw-araw na buhay.	Repleksiyon: Ano ang mga bagong salita na inyong natutuhan? Subuking gamitin ito sa sariling pangungusap. <i>Opsiyonal:</i> Magbigay ng "Word Champion" sticker bilang gantimpala.	Repleksiyon: Paano nakatulong sa inyo ang pag-aaral ng titik Kk at Ll? Maaari ba kayong sumulat ng dalawang salitang nagsisimula sa titik Kk at Ll?	Repleksiyon: Ano ang mga bagong salita na inyong natutuhan? Subuking gamitin ito sa sariling pangungusap. <i>Opsiyonal:</i> Magbigay ng "Word Champion" sticker bilang gantimpala.
Gawaing Pagpapahusay / Takdang Aralin	Takdang aralin: Maglista ng limang (5) salitang nagsisimula sa titik Uu na matatagpuan sa loob ng inyong bahay. - Ipasagot ang Gawain 2, na makikita sa LAS.	Takdang aralin: Maglista ng mga bagay o pangalan ng tao na nagsisimula sa titik Tt. - Hikayatin ang mga mag-aaral na magpraktis sa pagbabasa at pagsulat ng <i>sight word</i> mga sa bahay.	Takdang aralin: Maglista ng tigtatatlong salita na nagsisimula sa titik Kk at Ll na makikita sa bahay o paligid. - Hikayatin ang mga mag-aaral na magpraktis sa pagbabasa at pagsulat	Takdang aralin: Maglista ng limang bagay na nagsisimula sa titik Nn at Gg na makikita sa paligid ng bahay o paaralan. - Ipraktis sa bahay ang pagbabasa at pagsulat ng <i>sight words</i> ito at ay gamit





			ng sight word sa sa bahay.	ang simpleng pangungusap.
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ARAL-Reading	☒ Basic	KEY STAGE	☐ 2 ☒ 3	Intervention Week	3
Focus	Syllable Manipulation (clapping, deleting, blending)			Language	☒ Filipino ☐ English

MGA PAMAMARAAN SA PAGTUTURO (TUTORIAL PROCEDURES)				
	UNANG SESYON (SESSION ONE)	IKALAWANG SESYON (SESSION TWO)	IKATLONG SESYON (SESSION THREE)	IKAAPAT NA SESYON (SESSION FOUR)
Pokus na mga Titik/Tunog/Salita	Titik at Tunog: Ng at P Sight word: Ako	Titik at Tunog: R at D Sight word: Ikaw	Titik at Tunog: H at N Sight word: si, at	Balik-aral: Ng, P, R, D, H, N Sight word: may
Mga Layunin	- Napapantig ang mga salitang naglalaman ng mga titik Ng at P. - Nababasa ang mga salitang naglalaman ng mga titik Ng at P. - Nakikilahok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpapantig.	- Napapantig ang mga salitang naglalaman ng mga titik R at D. - Nababasa ang mga salitang naglalaman ng mga titik R at D. - Nakikilahok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpapantig.	- Napapantig ang mga salitang naglalaman ng mga titik H at N. - Nababasa ang mga salitang naglalaman ng mga titik H at N. - Nakikilahok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpapantig.	- Napapantig ang mga salitang naglalaman ng mga titik Ng, P, R, D, H, N. - Nababasa ang mga salitang naglalaman ng mga titik Ng, P, R, D, H, N. - Nakikilahok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpapantig.
Mga Kagamitan	Larawan o gamit ng mga bagay na mayroong Ng at P (flashcards) Whiteboard and marker	Larawan o gamit ng mga bagay na mayroong R at D (flashcards) Whiteboard and marker	Larawan o gamit ng mga bagay na mayroong H at N (flashcards) Whiteboard and marker	Larawan o gamit ng mga bagay na mayroong Ng, P, R, D, H, at N (flashcards) Whiteboard and marker





Panimula at Sosyo-Emosyonal na Gawain 5 min	• Magiliw na batiin ang mga mag-aaral. • Simulan ang aralin sa isang tanong: "Ano ang nararamdaman mo ngayon?" • Maaari rin na sabihan ang mga mag-aaral na gumuhit ng emoji o simpleng salita sa kanilang nararamdaman. • Itanong: "Ano ang ginagawa mo kapag ikaw ay sabik o kinakabahan?" Ito ay magsisilbing panimula sa kahalagahan ng pamamahala sa sarili.	• Magiliw na batiin ang mga mag-aaral. • Simulan ang aralin sa pagsasabi ng pangako sa sarili. • Hayaang magsabi ng pangako ang mga mag-aaral para sa araw na iyon. Halimbawa: "Ang pangako ko po ngayong araw ay makikinig ako nang mabuti sa pagbabasa." • Itong pangako ay magtuturo sa mga mag-aaral ng "self-efficacy" upang matuto sa kanilang kakayahan bilang mambabasa.	• Magiliw na batiin ang mga mag-aaral. • Simulan ang aralin sa pagbati sa kasamahan sa programa. <i>"Batiin mo ang katabi mo gamit ang isang ngiti at sabihing, 'Magandang araw, handa ka na ba?'"</i> • Ito ay makatutulong palakasin ang koneksyon sa pagitan ng mga mag-aaral.	• Magiliw na batiin ang mga mag-aaral. • Magkaroon ng <i>breathing exercises</i> para sa panimulang gawain. Hinga, Basa, Saya Pagsisimula: <i>"Umupo nang tuwid. Ipikit ang mga mata o tumingin sa isang tahimik na bahagi ng silid."</i> Paghinga: <i>"Huminga tayo nang dahan-dahan... Huminga papasok (inhale) sa bilang na 1...2...3... Huminga palabas (exhale) sa bilang na 1...2...3..."</i> (Ulitin ng 2–3 beses) Pag-uugnay sa Pagbabasa: <i>"Sa bawat paghinga, isipin mo ang saya ng pagbabasa."</i>
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				<i>Isipin mo ang mga kuwento na nagpapangiti sa iyo. Isipin mong bawat hinga ay paghahanda sa isang bagong pakikipagsapalaran sa libro."</i> Pagwawakas: <i>"Ngayon, dahan-dahang idilat ang mga mata. Handa ka na bang magbasa at matuto? Ngumiti kung oo."</i>
Pakikinig at Pagpapaunlad ng Wika sa pamamagitan ng Pagkukuwento 10 min	Magkaroon ng dugtungang kuwento na hihikayat sa mga mag-aaral na mabanggit ang mga pokus na mga titik Ng at P (maaaring tungkol sa: araw-araw na gawain (<i>routine</i>), pagdiriwang, paglalakbay, kalikasan, pamilya, pagkain, atbp.) Halimbawang simula ng dugtungang kuwento na may pokus sa Ng at P:	- Magpakita ng isang larawan na nagsisimula sa R at D. - Bumuo ng isang maikling paglalarawan na maaaring maihalintulad sa personal na karanasan. Halimbawa: Damit Ako ay binilhan ng bagong damit ng aking Tita. - Hikayatin ang mga mag-aaral na tukuyin ang mga salitang may	- Magpakinig ng kantang "Hinahanap-Hanap Kita" ng Rivermaya gamit ang <i>speaker</i> o <i>audio device</i>. - Ipaalala sa mga mag-aaral na bigyang pansin ang mga salitang may tunog /h/ at /n/ habang nakikinig. "Hinahanap-Hanap Kita" ng Rivermaya Lyrics Sa umaga't sa gabi	- Sanayin ang aktibong pakikinig at pag-unawa sa konteksto. - Sabihin ang isang maikling kuwento o pangungusap at ihinto bago ang huling bahagi. Halimbawa: <i>"Sumakay ng jeep si Ana kasama si _____. Dala-dala niya ang kaniyang _____."</i>





	Ngiting Panimula, Ngayong Araw! Tuwing umaga, ako ay nakangiting _____. Bago pa man sumikat ang araw ay gising na ako upang magwalis sa paligid ng bahay. Matapos mag-agahan, _____ bitbit ang payong at bag na may lamang _____ papuntang paaralan. - Isulat sa pisara ang mga salitang nabanggit na may tunog /ng/ at /p/. - Ipapapantig sa mga mag-aaral ang mga salitang nasa pisara. - Halimbawa: ngi-ti pa-li-gid nga-yon pag-ka-in - Hikayatin ang mga mag-aaral na tukuyin ang mga salitang may	tunog /r/ at /d/ sa pamamagitan ng pagsagot sa Gawain 1: Kuwento Ko, Patiningi Mo! na makikita sa <i>Learner's Workbook</i>. Sagot sa Gawain 1: - Rosa - Ro-sa - rosas - ro-sas - dinidiligan - di-ni-di-li-gan - dahon - da-hon - dali-daling - da-li-da-ling	Sa bawat minutong lumilipas Hinahanap-hanap kita Hinahanap-hanap kita Sa isip at panaginip Bawat pagpihit ng tadhana Hinahanap-hanap kita, ah (H: hinahanap-hanap) Spoken section: "Pilit ko mang ika'y limutin, lagi kong natatagpuan ang iyong tinig at awitin" (N: natatagpuan) - Maaaring gawing halimbawa ang ilang salita na nasa gitna ang tunog ng titik H at N Halimbawa: panaginip tadhana - Isulat sa pisara ang mga salita. - Hikayatin ang mga mag-aaral na ibahagi sa klase ang kanilang sagot at obserbasyon	Hayaang hulaan ng mga mag-aaral ang nawawalang salita.
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	tunog /ng/ at /p/ sa pamamagitan ng pagsagot sa Gawain 1: Tuklasin ang Tunog na makikita sa <i>Learner's Workbook</i>. Sagot sa Gawain 1: - ngayon - pumunta - palengke - pagkain - pamilya		sa liriko upang maipahayag ang kanilang damdamin at pag-unawa sa kanta. Bigyang-diin ang tamang pagbigkas ng mga salitang may tunog /h/ at /n/.	
Pagbabalik-aral sa mga Titik at Salita mula sa Nakaraang Sesyon 5 min	- Ipakita muli ang mga titik na tinalakay na sa mga nakaraang sesyon. - Magkaroon ng masayang balik-aral sa mga salitang may ganitong mga titik sa pamamagitan ng: - Pagpapaalala sa mga dating natutuhang salita - Pagpalakpak ng pantig ng mga ito - Paglalarawan o paggamit ng salita sa pangungusap	- Ipakita muli ang mga titik na tinalakay na sa mga nakaraang sesyon (Ng at P). - Magbigay ng mga halimbawa (ngayon, nguya, ngunit, pormal, panahon, at iba pa). - Magkaroon ng masayang balik-aral sa mga salitang may ganitong mga titik sa pamamagitan ng: - Pagpapaalala sa mga dating natutuhang salita - Pagpalakpak ng pantig ng mga ito o iba pang	- Ipakita muli ang mga titik na tinalakay na sa mga nakaraang sesyon (R at D). - Magbigay ng mga halimbawa (rambutan, rolyo, dalangin, diwata, at iba pa). - Magkaroon ng masayang balik-aral sa mga salitang may ganitong mga titik sa pamamagitan ng: - Pagpapaalala sa mga dating natutuhang salita - Pagpalakpak ng pantig ng mga ito o iba pang pagpapakita ng	- Ipakita muli ang mga titik na tinalakay na sa mga nakaraang sesyon (H at N). - Magbigay ng mga halimbawa (Hapon, halimbawa, numero, niyog at iba pa). - Magkaroon ng masayang balik-aral sa mga salitang may ganitong mga titik sa pamamagitan ng: - Pagpapaalala sa mga dating natutuhang salita - Pagpalakpak ng pantig ng mga ito o iba pang pagpapakita ng





		pagpapakita ng pantig. c. Paglalarawan o paggamit ng salita sa pangungusap	pantig. Hayaang maging malikhaing ang mag-aaral. c. Paglalarawan o paggamit ng salita sa pangungusap Hikayatin ang mga mag-aaral na tukuyin ang mga tunog sa pamamagitan ng pagsagot sa Gawain 1: Tunog Tuklas! na makikita sa <i>Learner's Workbook</i>.	pantig. Hayaang maging malikhaing ang mag-aaral. c. Paglalarawan o paggamit ng salita sa pangungusap
Tahasang Pagtuturo ng Tunog ng Titik at Gamit ng mga Salita 15-20 min	- Ipakilala ang konsepto ng pantig sa pamamagitan ng pagpalakpak ng kamay para sa bawat pantig ng mga simpleng salita (hal. "puno" = 2 palakpak, ngu-nit = 2 palakpak). - Ipakita ang mga titik Ng at P sa pamamagitan ng pagbibigay ng mga halimbawa ng salitang may ganitong mga titik. - Lagyan ng kilos ang bawat titik para madaling matandaan.	- Ipakilala ang konsepto ng pantig sa pamamagitan ng pagpalakpak ng kamay para sa bawat pantig ng mga simpleng salita (hal. "daan" = 2 palakpak, ro-le-ta = 3 palakpak). - Ipakita ang larawan na nagsisimula sa titik R at D. Magsimulang ipantig sa pamamagitan ng palakpak. - Lagyan ng kilos ang bawat titik para madaling matandaan.	- Sa pamamagitan ng laro, sabihin ang mga <i>clues</i> na naglalarawan sa <i>mystery image</i>. - Atasan ang isang mag-aaral na magbigay ng pangalan ng larawang tinutukoy. - Ang ibang mga kasama ay ipapantig ang nahulaang pangalan ng <i>mystery image</i>. - Lagyan ng kilos ang bawat titik para madaling matandaan.	- Bilang balik-aral sa mga titik naituro sa mga naunang araw, ipabanggit ang tunog ng mga titik Ng, P, R, D, H, at N. - Hikayatin ang mga mag-aaral na magbigay ng iba't ibang halimbawa. - Magpakita ng mga salita at hayaan ang mga mag-aaral na ipantig ang mga ito. Halimbawa:





	Halimbawa: Ang titik P ay nagsasabing, “puh”, “puh” kasabay ang pagpitik ng daliri. - Pagdugtungin ang tunog ng katinig at patinig (blend) upang makabuo ng isang pantig. Hal. p + a = /pa/ - Bigyang pansin ang mga pokus na titik (Ng at P). - Hikayatin ang mga mag-aaral na magbigay ng sariling halimbawa mula sa pokus na titik at pagkatapos ay ipapantig ang mga ito.	Halimbawa: Ang titik D ay nagsasabing, “duh”, “duh” kasabay ang pagtapik ng iyong hita. Ang titik R ay nagsasabing, “rrr”, “rrr” kasabay ang pagtaas ng balikat. - Pagdugtungin ang tunog ng katinig at patinig (blend) upang makabuo ng isang pantig. Hal. d + a = /da/ r + a = /ra/ - Bigyang pansin ang mga pokus na titik (R at D). - Hikayatin ang mga mag-aaral na magbigay ng sariling halimbawa mula sa pokus na titik at pagkatapos ay ipapantig ang mga ito.	Halimbawa: Ang titik H ay nagsasabing, “hhh”, “hhh” kasabay ang pagpitik ng daliri. Ang titik N ay nagsasabing, “nnn”, “nnn” kasabay ang pagsara ng daliri. - Pagdugtungin ang tunog ng katinig at patinig (blend) upang makabuo ng isang pantig. Hal. h + a = /ha/ n + a = /na/ - Bigyang pansin ang mga pokus na titik (H at N). - Hikayatin ang mga mag-aaral na magbigay ng sariling halimbawa mula sa pokus na titik at pagkatapos ay ipapantig ang mga ito.	nga-yon pa-la-yok rol-yo da-hon ha-la-man ni-yog Magbigay pa ng ibang halimbawa para sa <i>mastery of the skill</i>.
Pagsasanay sa Kamalayang Ponolohikal	Simulan sa mga madaling halimbawa, tulad ng palakpak ng	Magpakita ng mga salita at pipili ang mga mag-aaral kung ito ba ay nagsisimula sa titik R	Hatiin ang klase sa dalawang grupo: “Team H” at “Team N”.	Gawain: “Ano ang Unang Tunog?” Mga Kagamitan:





(Phonological Awareness Skill-Building) 10 min	pantig ng mga salitang "puno" at "dahon." • Unti-unting magbigay ng mas komplikadong salita tulad ng "pangalan" at "nganga." • Magbigay-gabay at puna sa mga mag-aaral. Hikayatin ang mga mag-aaral na ibahagi kung ano ang kanilang nararamdaman habang ginagawa ang aktibidad.	o D sa pamamagitan ng pagtaas ng tamang titik (o pagturo rito). • Ilagay ang titik R at D sa magkabilang dulo ng silid. • Maaaring ulitin ang mga naunang halimbawa para sa mastery ng mag-aaral. • Banggitin ang isang salita. Pupunta ang mag-aaral sa panig kung saan naroon ang tamang titik.	• Kapag binanggit ang isang salita, ang tamang grupo lang ang tatayo o sisigaw ng "Ako 'yan!'" • Maaaring ulitin ang mga naunang halimbawa para sa mastery ng mag-aaral.	1. <i>Flashcards</i> ng mga titik: Ng, P, R, D, H, N 2. Larawan ng mga bagay na may kaugnayan sa bawat tunog • Ipakita ang isang larawan sa klase. • Itanong: "Anong bagay ito?" (Halimbawa: rosas) "Anong tunog ang narinig mo sa simula ng salitang rosas?" • Hayaang pumili ang mga mag-aaral mula sa mga titik <i>flashcards</i>: Ng, P, R, D, H, N • Kailangang itaas o ituro ng mag-aaral ang tamang titik. • Bigyan ng simpleng gantimpala (hal: bituin o palakpak) kapag tama ang sagot.
Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katatasan sa Pagbasa	Sabihin: Gumuhit ng larawan ng iyong sarili at sabihing: "AKO ay si ____."	Sabihin: Gumuhit ng larawan ng kaibigan at sabihing: "IKAW ay si ____."	Sabihin: Humanap ng kapartner at kumpletuhin ang mga pangungusap. Mag-aaral A: Sino siya?	Ipabasa nang malakas sa mga mag-aaral ang sumusunod: 1. May aso ako. 2. May tubig sa mesa.





(Sight Word Recognition and Fluency Practice) 5 min	Ipabasa ang maikling pangungusap na may salitang AKO. 1. Ako ay mabait. 2. Ako ay masaya. 3. Ako ay naglalaro. 4. Ako ay kumakain.	Ipabasa ang maikling pangungusap na may salitang IKAW. 1. Ikaw ay matalino. 2. Ikaw ay kaibigan ko. 3. Ikaw ay maganda.	Mag-aaral B: Si ___ ay kaibigan ko. Mag-aaral A: Ano ang ginagawa ni ___? Mag-aaral B: Si ___ ay naglalaro. Magbigay ng halimbawa ng simpleng pangungusap na may salitang AT. Isulat ito sa pisara. Ipabasa at pabilugan sa mga mag-aaral ang salitang AT sa loob ng pangungusap. Halimbawa: Ako at si kuya ay naglalaro.	3. May bag si Bel. 4. May bola si kuya. Hikayatin ang mga mag-aaral na pumili ng tamang salita na bubuo sa pangungusap sa pamamagitan ng pagsagot sa Gawain 1: Hanapin sa Kahon na makikita sa <i>Learner's Workbook</i>.
Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa gamit ang Laro o Interaktibong Gawain (Fluency and Comprehension through Play-Based Practice) 5 min	"Ng o P? Hanapin mo!" (Sorting Game) Paraan: • Maghanda ng mga <i>flashcards</i> na may larawan at salitang nagsisimula sa Ng at P. • Igrupo ang mga mag-aaral sa dalawa: "Team Ng" at "Team P." Isa-isang ipakita ang <i>flashcards</i> sa bawat grupo.	"R o D Treasure Hunt!" Mga Kagamitan: • Maliit na mga laruan o larawan ng mga bagay na nagsisimula sa R at D Halimbawa: R: rosas (larawan o plastic na bulaklak), ribon, relo, robot, radyo D: daga (laruan), dahon, duyan (larawan), doktor (larawan ng taong	"H o N Sound Hunt!" Mga Kagamitan: • <i>Blindfold</i> • Mga larawan o laruan ng mga sumusunod: H: halaman, higaan, hikaw, hamburger, hangin N: niyog, nanay (larawan), nene, nilaga, nobena Paraan ng Paglalaro: • Mystery Sound:	"Unang Tunog, Unang Takbo!" • Ipakalat ang mga titik sa sahig o mesa. • Banggitin ang salita (hal. dahon). • Ang mga mag-aaral ay kailangan mag-unahan sa pagkuha ng tamang titik.





	- Kapag nakita ng mga mag-aaral ang salita o larawan na nagsisimula sa kanilang titik, hikayatin silang iangat ang <i>flashcard</i> o pumunta sa harap. - Bigyan ng papuri o <i>sticker</i> ang bawat tamang sagot.	doktor), diyamante (plastic gem) - Dalawang kahon o basket na may label: "R" at "D" Paraan ng Paglalaro: - Ilagay ang mga bagay sa isang sulok ng silid (maaaring nakakalat o nasa isang tray). - Ipaliwanag ang misyon: "Kayo ay magiging mga 'Tagahanap ng Tunog'! Hanapin ang isang bagay, pangalanan ito, at ilagay sa tamang kahon — 'R' kung nagsisimula sa /r/ at 'D' kung nagsisimula sa /d/!" - Ang bawat mag-aaral ay pipila at isa-isa kukuha ng isang bagay, sasabihin ang pangalan nito nang malakas, at ilalagay sa tamang kahon. - Ulitin hanggang maubos ang mga bagay o matapos ang lahat.	Maglagay ng <i>blindfold</i>. labot sa isang mag-aaral ang bagay at hayaan hulaan at pangalanan kung anong tunog nagsisimula ang bagay.	
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Panapos na Gawain/Pagninilay (Closing/ Reflection)	"Anong mga bagay ang narinig natin na nagsisimula sa titik Ng? Sa titik P?" "May naiisip ba kayo na mga salita sa bahay ninyo na nagsisimula sa titik Ng o P?"	"Anong tunog ang narinig mo sa simula ng salitang 'robot'?" "Sino ang makakahanap ng tatlong bagay na nagsisimula sa titik R?" "Ngayon naman, sino ang makakahanap ng dalawang bagay na nagsisimula sa titik D?"	"Anong mga bagay ang narinig natin na nagsisimula sa titik H? Sa titik N?" "May naiisip ba kayo na mga salita sa bahay ninyo na nagsisimula sa titik H o N?"	"Anong titik ang narinig mo sa simula ng ngiti?" "Makakabuo ka ba ng salita na nagsisimula sa titik R?" "Ano ang iba pang salitang alam mo na nagsisimula sa titik P?"
Gawaing Pagpapahusay / Takdang Aralin (Enhancement of Learning /Home Reinforcement Activity)	Iguhit at ilarawan ang sarili. Subukang gumamit ng mga titik Ng at P. Ako si _____ _____	Iguhit at ilarawan ang kaibigan o kapamilya. Subukang gumamit ng mga titik R at D. Ikaw ay _____ _____	"Ano ang gamit ng salitang at sa pangungusap?" "Ano-anong salita ang maiuugnay dito?" "Makagagawa ka ba ng sarili mong pangungusap na may salitang 'at'?" Hikayatin ang mga mag-aaral na subukang gumamit ng mga titik H at N.	Gumuhit ng mga bagay na mayroon sa bahay at kumpletuhin ang pangungusap. Subukang gumamit ng mga titik Ng, P, R, D, H, at N. "May ____ ako."





ARAL-Reading	☒ Basic	KEY STAGE	☐ 2 ☒ 3	Intervention Week	4
Focus	Phoneme Manipulation (onset-rime, segment/blend)			Language	☒ Filipino ☐ English

MGA PAMAMARAAN SA PAGTUTURO (TUTORIAL PROCEDURES)				
	UNANG SESYON (SESSION ONE)	IKALAWANG SESYON (SESSION TWO)	IKATLONG SESYON (SESSION THREE)	IKAAPAT NA SESYON (SESSION FOUR)
Pokus na mga Titik, Tunog at Salita (Focus Letter/Sound/Word)	Titik at Tunog: W, Y <i>Sight Words: Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</i>	Titik at Tunog: F, J <i>Sight Words: Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</i>	Titik at Tunog: C, Q <i>Sight Words: Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</i>	Titik at Tunog: Z, V, X <i>Sight Words: Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</i>
Mga Layunin (Objectives)	- Natutukoy ang tunog ng mga titik W at Y. - Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita. - Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita. - Naisusulat nang maayos at wasto ang mga natutuhang salita. - Nagagamit ang mga <i>sight word</i> sa pagbuo ng	- Natutukoy ang tunog ng mga titik F at J. - Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita. - Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita. - Naisusulat nang maayos at wasto ang mga natutuhang salita. - Nagagamit ang mga <i>sight word</i> sa pagbuo ng mga parirala at pangungusap. - Nababasa nang may damdamin at tamang	- Natutukoy ang tunog ng mga titik C at Q. - Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita. - Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita. - Naisusulat nang maayos at wasto ang mga natutuhang salita.	- Natutukoy ang tunog ng mga titik Z, V, at X sa konteksto ng aktwal na komunikasyon. - Nabibigkas nang may tamang diin at basa ang mga salitang may tunog /zzz/, /vvv/, at /kss/. - Nagagamit ang mga salitang may tunog /zzz/, /vvv/, at /kss/ sa pangungusap. - Nabibigyang pagpapakahulugan ang damdamin ng tauhan sa kuwentong nabasa.





	mga parirala at pangungusap. 6. Nababasa nang may damdamin at tamang bilis ang mga pangungusap. 7. Nakalalahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga <i>sight word</i> sa mga pangungusap.	bilis ang mga pangungusap. 7. Nakalalahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga <i>sight word</i> sa mga pangungusap.	5. Nagagamit ang mga <i>sight word</i> sa pagbuo ng mga parirala at pangungusap. 6. Nababasa nang may damdamin at tamang bilis ang mga pangungusap. 7. Nakikilahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga <i>sight word</i> sa mga pangungusap.	5. Naipahahayag ang opinyon o ideya patungkol sa mga paksang may isport, turismo at kumunidad. 6. Nakalalahok sa makabuluhang talakayan at interaktibong laro gamit ang mga kasanayang pag-unawa at pampanitikan.
Mga Kagamitan (Materials)	<i>Flashcards o slide, Learner's Workbook, Mga larawan ng sumusunod: pista, batang masaya, batang may aklat, batang magalang, at laruan</i> Galaw Pilipinas: https://www.youtube.com/watch?v=JoX7BEcBTc4&list=RDJoX7BEcBTc4&start_radio=1	<i>Feelings Wheel, Learner's Workbook, visual aid o chart na may tatlong kolum: Simula, Gitna, Wakas</i>	<i>Learner's Workbook, Flashcards o slides, krayola: asul, berde, pula at dilaw</i>	<i>Learner's Workbook, Flashcards, slides</i>





	Dahil Sayo: https://www.youtube.com/watch?v=opj337nMWD8			
Panimula at Sosyo-Emosyonal na Gawain (Opening Routine and Socio-Emotional Warm-Up) 5 min	1. Pagbati Sabihin: “Magandang araw, mga mag-aaral! Masaya akong makasama kayong muli sa panibagong araw ng pagkatuto. Ngayong araw, bago tayo magbasa at tumuklas ng bagong kaalaman, nais ko munang kilalanin ang inyong nararamdaman. Ang damdamin natin ay may malaking epekto sa ating pag-unawa, pakikinig, at pakikilahok sa klase.” 2. Pagpipilian ng Damdamin Sabihin: “Ngayon, buksan ninyo ang inyong bag at kumuha ng isang bagay na sa tingin ninyo ay maglalarawan ng inyong nararamdaman ngayon.” Halimbawa:	1. Pagbati Sabihin: Masayang buhay, mga mag-aaral. Narito ang isang “feeling wheel” na magpapakita ng inyong emosyon ngayong araw. Sa bawat emosyong lalabas sa inyong pag-ikot, maaari kayong magbahagi ng karanasan kung kailan ninyo ito naramdaman. 2. Pagpipilian ng Damdamin – Feelings Wheel Sabihin: Ngayon, magsasaya tayo gamit ang ating Feelings Wheel. Paikutin natin ang roleta ng damdamin at tingnan kung anong salita ang lalabas. Kapag may lumabas na salita, halimbawa ay ‘masaya’ o ‘malungkot’, pipili ako ng isa o dalawang mag-aaral na	1. Pagbati Sabihin: Masayang buhay! Ngayong araw, nais kong iguhit ninyo sa isang malinis na papel ang inyong nararamdaman sa mga oras na ito. Maaaring ibahagi ito sa inyong mga kamag-aral. Matapos ito, lahat ng inyong gawa ay ididikit natin sa ating freedom wall. 2. Pagpipilian ng Damdamin – Damdamin sa Guhit Sabihin: Kumuha kayo ng papel at lapis. Ngayon, guguhit tayo pero hindi basta guhit, kundi guhit ng inyong damdamin. Halimbawa: – Kung kayo ay masaya, maaari kayong gumuhit ng araw, taong nakangiti, o puso.	1. Pagbati Sabihin: Magandang buhay, mga mag-aaral. Sino na sa inyo ang nakaranas sumali sa isang laro o pampalakasan? Ano ang inyong nararamdaman kung kasali o lumalaban kayo sa isang paligsahan? Paano ninyo nalalabanan o nalalampasan ang kaba, pressure o takot? 2. Pagpipilian ng Damdamin – Emosyon ng Isang Atleta Sabihin: “Ngayong araw, ilagay natin ang ating sarili sa sapatos ng isang atleta. Tandaan: Ang pagiging atleta ay hindi lamang tungkol sa laro. Ito ay may kasamang emosyon, pressure, takot, tiwala sa sarili, at pag-asa mga bagay na mararamdaman din natin bilang mga mag-





– Kung kayo ay masaya, maaaring ipakita ang papel na iyon. – Kung kayo ay pagod o malungkot, maaari ring ipakita ang inyong ballpen, cellphone pouch, o kahit anumang bagay na para sa inyo ay sumasagisag sa inyong nararamdaman. Gabay sa Pagproseso: Ipaikot ang pagsagot sa 3–5 mag-aaral. Tanungin: “Ano ang napili mong bagay?” “Ano ang damdaming iniuugnay mo rito?” “Paano ito nakaapekto sa iyo ngayon?” Papurihan ang mga nakasagot na mag-aaral bawat sagot. Halimbawa: “Napakaganda! Talagang masayang araw iyan para sa iyo.” 3. Malalim na Paghinga Sabihin:	<i>magbabahagi ng kanilang karanasan kaugnay ng damdaming iyon.</i> Halimbawa: “Ako po ay masaya noong napanood ko ang paborito kong palabas kasama ang pamilya ko.” Mga salitang maaaring lumabas sa roleta: 😊 Masaya 😞 Malungkot 😬 Kinakabahan 😡 Galit 🏆 Proud (Maipagmamalaki) 😊 Tahimik (Panatag, Kalmado) Gabay sa Pagproseso: Paikutin ang roleta. Magtawag ng 3-5 mag-aaral na magbabahagi. Tanungin: “Kailan mo huling naramdaman ito?” “Ano ang dahilan ng damdaming iyon?” “Paano mo ito hinarap?”	– Kung kayo ay malungkot, maaaring gumuhit ng ulap, luha, o anino. – Kung kayo ay kinakabahan, maaaring gumuhit ng puso na mabilis ang tibok o mga linyang magulo. <i>Walang tama o maling sagot. Ang mahalaga ay tapat at totoo ang inyong guhit ayon sa nararamdaman ninyo ngayon.”</i> Pagproseso: “Kapag tapos na kayong gumuhit, maaari kayong magbahagi sa harap kung nais ninyo. Ipaliwanag ninyo kung ano ang guhit ninyo at bakit iyon ang sumasalamin sa damdamin ninyo ngayon. <i>Pagkatapos, idikit natin ito sa ating Freedom Wall ng Damdamin: isang espasyo kung saan malaya tayong maging totoo.”</i>	<i>aaral, mambabasa, o mamamayan.”</i> Gawain: Panuto: Sagutin ang mga sumusunod: 1. Bago ang laban, ako ay... 2. Habang naglalaro, ako ay... 3. Pagkatapos ng laban, ako ay... Talakayan: 1. Sino-sinong mga atleta ang inyong kilala? 2. Paano kaya ninyo mailalarawan ang kanilang pagkapanalo sa laban? Paano naman kung sila ay matalo? 3. Anong pakinabang ng mga atletang ito sa ating komunidad? 4. May epekto ba ito sa ating turismo? <i>“Napakalinaw ng iyong damdamin. Ramdam namin ang kaba at saya.”</i>
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	"Ngayon, huminga muna tayo nang malalim upang tayong lahat ay maging kalmado, malinaw ang isipan, at handang magbasa at matuto." Gabay sa Paghinga: 1. Huminga nang malalim... (sabay-sabay) 2. Ihinga nang dahan-dahan... 3. Isa pa... huminga... ihinga... 4. At huli... huminga... ihinga...	Bigyang-puri ang sagot: "Napakalinaw ng iyong kwento. Salamat sa pagbabahagi." 3. Malalim na Paghinga Sabihin: "Ngayon, bago tayo magsimula sa ating pagbabasa, huminga muna tayo nang malalim. Ang malalim na paghinga ay nakatutulong para mapayapa ang ating katawan at isipan." Gabay sa Paghinga: 1. Huminga nang malalim... (sabay-sabay) 2. Ihinga nang dahan-dahan... 3. Isa pa... huminga... ihinga... 4. At huli... huminga... ihinga...	Bigyang-puri ang mga nagbahagi: "Napakahusay na simbolismo. Salamat sa katapangan mo." 3. Malalim na Paghinga Sabihin: "Ngayon, bago tayo tuluyang lumipat sa ating aralin, huminga muna tayo nang malalim. Ang malalim na paghinga ay nakatutulong upang tayo'y kumalma, tumuon, at maging handa sa pagkatuto." Gabay sa Paghinga: 1. Huminga tayo nang malalim... (sabay-sabay) 2. Ihinga natin nang dahan-dahan... 3. Isa pa... huminga... ihinga... 4. Huling beses... huminga... ihinga...	3. Malalim na Paghinga Sabihin: "Ngayon, bago natin simulan ang pagbasa ng ating teksto, huminga muna tayo nang malalim. Ang malalim na paghinga ay makatutulong para maghanda tayo hindi lang sa pag-unawa ng binabasa kundi pati sa pag-unawa sa sarili." Gabay sa Paghinga: 1. Huminga nang malalim... (sabay-sabay) 2. Ihinga nang dahan-dahan... 3. Isa pa... huminga... ihinga... 4. At huling beses... huminga... ihinga...
Pakikinig at Pagpapaunlad ng Wika Gamit ang Pagkukuwento	Itanong: Naranasan n'yo na bang sumali sa isang paligsahan o patimpalak sa inyong paaralan o	Itanong: Naranasan n'yo na bang masabik o maging excited sa isang mahalagang araw, tulad ng	Itanong: Naranasan n'yo na bang sumama sa isang lakbay-aral o educational trip? Saan kayo pumunta?	Itanong: "Sino sa inyo ang mahilig sa sports tulad ng volleyball o basketball? Naranasan n'yo na bang





(Listening and Language Development through Storytelling) 10 min	<i>barangay tulad ng nasa larawan?</i> <i>Anong klaseng patimpalak iyon? Ano ang inyong ginawa upang maghanda?</i> (Magbigay ng pagkakataon sa ilang mag-aaral na magbahagi ng karanasan.) Gawin ang Gawain 1: Magbasa at Maglakbay! na makikita sa <i>Learner's Workbook</i>. Sagutin natin ang mga tanong tungkol sa kuwento. Isulat ang mga sagot sa pisara gamit ang mga sight word gaya ng Si, ay, may, at, ito. Mga Tanong: Sino ang mga tauhan sa kuwento? Halimbawang sagot: Si Fernando at si Julius. Anong talento ang ipinamalas nina Fernando at Julius?	<i>pista, paligsahan, o pagtatanghal? Ano ang ginawa ninyo upang maghanda?</i> (Magbigay ng pagkakataon sa ilang mag-aaral na magbahagi ng karanasan.) <i>Balikan natin ang kuwentong inyong pinakinggan "Ang Pista ng Kawayan."</i> <i>Ngayon, pag-usapan natin ang ilang mahahalagang detalye mula sa kuwento. Sagutin ang mga sumusunod na tanong. Maaari kayong sumagot gamit ang buong pangungusap at mga salitang gabay tulad ng: Si, ay, may, sa, at, ito.</i> Mga Tanong: Anong katangian ang ipinakita ng mga tauhan? Halimbawang sagot: Pagtitiwala sa sarili at sa angking talento.	<i>Sino ang kasama ninyo? Ano ang naramdaman ninyo bago kayo umalis?</i> (Magbigay ng pagkakataon sa mga mag-aaral na magbahagi ng kanilang karanasan. Isulat ang mga sagot sa pisara kung kinakailangan.) Gawin ang Gawain 1: Magbasa at Maglakbay! na makikita sa <i>Learner's Workbook</i>. <i>Ngayon ay makikinig tayo sa isang kwento. Ang pamagat nito ay "Lakbay-Aral ni Maymay sa Tagaytay."</i> <i>Habang nakikinig, pag-isipan ang mga sumusunod:</i> <i>Sagutin natin ang ilang tanong tungkol sa kuwento. Maaari kayong gumamit ng mga sight word tulad ng Si, ay, may, sa, ito, at sa pagsagot.</i>	<i>masabik o excited sa isang malaking laban o paligsahan?</i> <i>Anong nararamdaman ninyo kapag may laban ang paborito ninyong atleta o koponan?</i> (Hikayatin ang 2–3 mag-aaral na magbahagi ng kanilang karanasan. Isulat sa pisara ang mga salitang may damdamin.) Gawin ang Gawain 1: Magbasa at Maglakbay! na makikita sa <i>Learner's Workbook</i>. <i>Nais ba ninyong makarinig at makabasa ng isang kuwento tungkol sa pangarap, pag-unlad ng bayan at pagkakaibigan? Halina't magbasa! Ang pamagat ng kwento ay "Ang Text ni Vina."</i> Sagutin ang mga sumusunod na tanong. Gumamit ng buong
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	Halimbawang sagot: Si Fernando ay tumugtog ng flute at si Julius ay sumayaw ng tinikling. Ano kaya ang damdaming nangingibabaw sa mga tauhan sa kuwento? Halimbawang sagot: Sila ay masaya dahil sila ay nanalo. Anong ugali ang ipinakita ng magkaibigan sa kuwento? Halimbawang sagot: Pagkakaisa at pagtutulungan	Bakit kaya mahalaga sa kanila ang pagsali sa patimpalak? Halimbawang sagot: Upang maipakita ang kanilang talento sa ibang tao. Anong instrumento ang nabanggit sa kuwento? Halimbawang sagot: Flute Sino na sa inyo ang may karanasan sa paggamit nito? Halimbawang sagot: Nakita po na ginamit sa mga bahay tulad ng upuan o lamesa.	Mga Tanong: Saan ang lakbay-aral ni Maymay? Halimbawang sagot: Ang lakbay-aral ni Maymay ay sa Tagaytay City. Ano-ano ang baon ni Maymay sa kaniyang lakbay-aral? Halimbawang sagot: May baon siyang chips, chocolate, at queso. Sinong matalik na kaibigan ang kasama ni Maymay? Halimbawang sagot: Ang kasama niya ay si Queenie. Anong larawan ang gustong kuhanan ni Maymay gamit ang camera? Halimbawang sagot: Gusto niyang kuhanan ng larawan ang mga cactus sa Picnic Grove.	pangungusap at sight word tulad ng Si, ay, may, sa, ito, at. Mga Tanong: Ano ang nararamdaman ni Vina sa balitang kaniyang nalaman? Halimbawang sagot: Si Vina ay masaya dahil makanonood siya ng live na volleyball game. Bakit mahalaga para sa isang bayan ang pagkakaroon ng malakihang patimpalak? Halimbawang sagot: Makatutulong ang sports sa pagpapalago ng turismo at pagkilala sa kanilang lungsod. Kung ikaw si Vina, sa paanong paraan mo ipakikita ang iyong pananabik sa balitang iyong nalaman? Halimbawang sagot: Sa pamamagitan ng pagpalakpak.
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Pagbabalik-aral sa mga Titik at Salita mula sa Nakaraang Sesyon (Letter and Word Review from Previous Sessions) 5 min	Bago tayo dumako sa bagong tunog, balikan muna natin ang mga salitang madalas nating mabasa at gamitin sa mga pangungusap. Ang mga ito ay tinatawag na sight words. Ito ang mga salitang dapat nating kabisaduhin dahil madalas natin itong nababasa at ginagamit sa pang-araw-araw na pagsasalita at pagsusulat. Mga Salitang Ipapakita (flashcards o slide): Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May "Kilalanin Mo!" Ipakikita ko sa inyo ang mga salitang ito. Basahin nang sabay-sabay. Narito naman ang iba't ibang larawan. Mula sa mga salitang ating binasa, maaari ba kayong bumuo ng pangungusap na	Ngayon naman, maglalaro tayo ng tinatawag na "Tunog sa Simula, Gitna, Wakas." Ang laro ay tungkol sa kung saan naririnig ang tunog na /wuh/ sa isang salita. Pakinggan ninyong mabuti ang bawat salita na aking babanggitin. Sabihin ninyo kung naririnig ninyo ang tunog na /wuh/ sa simula, gitna, o wakas ng salita. Ipakikita ko ang isang salita. Basahin natin ito nang malakas. Pagkatapos, tatanungin ko kayo. Tanong: "Saan naririnig ang tunog /w/? Sa simula, gitna, o wakas?" Halimbawa ng mga salita: Wala (Simula) Kawayan (Gitna) Buwan (Gitna) Sabaw (Wakas)	"Ngayon ay maglalaro tayo ng 'Tayo o Upo'! Makinig kayong mabuti sa mga salitang aking babanggitin. Kapag ang narinig na salita ay may tunog na /juh/, lahat ay tatayo. Kapag ang narinig na salita ay may tunog na /fff/, mananatiling nakaupo." Mga Salita: Family - Upo Jeep - Tayo Filipino - Upo Jacket - Tayo Friend - Upo Juice - Tayo Jellyfish - Tayo Festival – Upo "Pumili kayo ng isang salita mula sa narinig kanina. Sabihin ito nang malinaw at gamitin sa isang pangungusap." Halimbawa:	Balikan muna natin ang nakaraang aralin patungkol sa mga tunog na /quh/ at /cuh/. Batay sa ating napag-aralan ang mga tunog na ito ay nagbabago depende sa mga nakakatabi nitong tunog ng titik. Pakinggang mabuti ang aking bibigkasin, ito ay may kulang na tunog. Punan ng angkop na tunog upang mabuo ang salita. Gawain: Hulaan ang Nawawalang Titik Panuto: Sagutin ang nawawalang titik batay sa tunog na naririnig: ___ueso → queso (/quh/) */q/ – tunog /kw/, gaya ng "keso" sa Espanyol ___amera → camera (/cuh/ na /kuh/ ang tunog ___ity → city (/cuh/ na /sss/ ang tunog)
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	nagagamit ito at may kaugnayan sa larawan? Maaari ba ninyong basahin ang nabuong pangungusap nang may damdamin at nasa tamang pagbasa nito? Ako + ay + (larawan ng batang masaya) "Ano ang nararamdaman ng bata sa larawan?" "Gamitin natin ang 'Ako ay...' at ilagay ang tamang salita." Tamang sagot: Ako ay masaya. Iba pang halimbawa: Si + Ana + ay + (larawan ng batang may aklat) → Si Ana ay nagbabasa. Ikaw + ay + (larawan ng batang magalang) → Ikaw ay magalang. May + (larawan ng laruan) + si + Mark	Ipakita ang visual aid o chart at ipadikit sa mga mag-aaral ang salita sa tamang hanay.	"Juice – Gusto ko ng grape juice."	___uiz → quiz (/quh/ na may tunog /kw/) ___ulture → culture (/cuh/ na may /kuh/ na tunog) Gabay na tanong: 1. "Ano napapansin ninyo sa tunog ng titik C? lisa ba ang tunog nito sa lahat ng salita?" Halimbawang sagot: "Hindi po iisa ang tunog ng titik C. Sa salitang camera at culture, ang titik C ay may tunog na /kuh/, pero sa city, ang titik C ay may tunog na /sss/. Ibig sabihin, nag-iiba ang tunog ng titik C depende sa salita." 2. "Ang /quh/ at /cuh/ ay hindi karaniwang tunog sa Filipino, pero ginagamit natin ito sa mga hiram na salita. Kaya mahalagang matutuhan kung paano ito binibigkas." Halimbawang sagot: "Mahalagang malaman ang bigkas ng /quh/ at /cuh/ kasi ginagamit ito sa
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	→ May laruan si Mark.			araw-araw, tulad ng quiz, camera, at culture. Kahit banyagang salita, bahagi na rin ito ng ginagamit natin sa Filipino."
Tahasang Pagtuturo ng Tunog ng Titik at Gamit ng mga Salita (Explicit Phonics and Word Work Instruction) 15-20 min	"Ngayon ay tututukan natin ang dalawang tunog na madalas nating naririnig at ginagamit sa araw-araw. Una ay ang tunog /wuh/, tulad ng maririnig natin sa salitang 'wala,' at ang pangalawa ay ang tunog /yuh/, gaya ng sa salitang 'iyo'. Sabayan ninyo ako habang binibigkas natin ang mga tunog na ito." "Sabihin natin nang sabay-sabay: '/w/, wala, wa-wa-wa' '/y/, iyo, ya-ya-ya'" (Pwedeng ulitin ito ng 2–3 beses para masanay ang mga mag-aaral sa tunog.)	Sa bahaging ito, basahin natin ang mga pahayag na mababasa sa kuwento. Itala ang mga salitang mababasa ninyo na nagsisimula sa titik F at J. Mga Pangungusap mula sa Kuwento: "Sa bayan nina Fernando at Julius, tuwing Hulyo ay ipinagdiriwang ang Pista ng Kawayan." "Tutugtog si Fernando ng flute." "Agad nila iyong inilalagay sa Jar ng Pista." Isulat sa pisara ang mga salitang natukoy na na nagsisimula sa titik F at J. Ano ang mga tunog ng unang titik sa bawat salitang naisulat?	Atin namang pag-aralan ang mga tunog na /cuh/ at /quh/. Ang mga titik C at Q ay nagbabago ang tunog depende sa mga katabi nitong titik. Ang titik C na may tunog na /cuh/ ay nagiging tunog /sss/ kung ang sinundang titik ay I at nagiging tunog /kuh/ kung titik A naman ang katabi. Samantalanag ang titik Q na may tunog na /quh/ ay nagbabago kung katabing titik nito ay I na nangiging tunog /qui/. "Narito ang ilang halimbawa ng mga salita. Pakinggan ninyong mabuti ang tunog sa simula ng bawat salita."	Ang unang tunog na ating pag-aaralan ay tunog ng titik V. Ito ay may tunog na /vvv/ ulitin n'yo nga, /vvv/. Nararamdaman ba ninyo ang pangininginig ng inyong labi o vibrate. Gamitin naman natin ito sa salita nang sabay-sabay. VVV-ilma Halimbawa mula sa teksto: Vina – pangalan Video – ipinadala kay Vina Volleyball – paborito nilang laro Tanong sa klase: May pagkakaiba ba ang tunog ng titik B at titik V. Ano ba ang tunog ng titik B? Ano ulit ang tunog ng titik V? Halimbawang sagot: Ang /v/ ay may vibration o pangininginig, samantalang ang /b/ ay walang vibration





Ipagawa ang Gawain 2: Sulat-Kamay! na makikita sa <i>Learner's Workbook</i>. Gabay na Tanong at Halimbawa ng Sagot: 1. Saang bahagi ng salita naririnig ang tunog /w/? Halimbawang Sagot: <i>Ang tunog /w/ ay maaaring marinig sa unahan tulad ng sa salitang wala, at sa gitna tulad ng sa mga salitang buwan at kawayan.</i> Halimbawa: wala → /w/ sa unahan 2. Saang bahagi naririnig ang tunog /y/? Halimbawang Sagot: <i>Ang tunog /y/ ay karaniwang marinig sa unahan o gitna ng salita.</i> Halimbawa: iyo, iyong → /y/ sa unahan Hulyo → /y/ sa gitna	Basahin, Isulat, Gamitin <i>“Basahin ang salita, isulat ito nang maayos, at gumawa ng pangungusap gamit ang salita.”</i> Ipagawa ang Gawain 2: Bigkas Salita na makikita sa <i>Learner's Workbook</i>. Mga Sagot: Mga salitang may tunog /f/: Fernando flute Mga salitang may tunog /j/: Julius Jar Halimbawa ng mga Pangungusap: • Fernando – Si Fernando ay masayang lumahok sa parada ng pista. • flute – Mahusay tumugtog ng flute ang batang si Ana. • Julius – Si Julius ay laging handa sa mga gawain sa klase.	Halimbawa ng Guro: <i>“Unang halimbawa: Quamir– Anong tunog ang naririnig natin? /quh/</i> <i>Chocolate – Narinig n'yo ba ang /ch/ sa simula?</i> <i>Camera – Ang tunog ng C dito ay parang /kuh/.</i> <i>City (o katulad na halimbawa) – Ang C dito ay may tunog na parang /sss/ o soft C.</i> Ipagawa ang Gawain 2: Bigkas Salita na makikita sa <i>Learner's Workbook</i>. Halimbawa ng mga salita: Qatar - Berde Queenie - Berde Quiet - Berde Chips - Asul Chocolate - Asul Cactus - Pula Camera - Pula	<i>at parehong labi ang magkadikit sa pagbigkas. Halimbawa po ay Vina (may vibration) at Bina (walang vibration).</i> <i>Ano naman ang tunog ng titik Z? Ano ang mararamdaman ninyo habang ginagawa ang tunog? Sabay-sabay nga tayo /zzz/, /zzz/.</i> Halimbawa mula sa teksto: Zero – puntos ng kalaban Suzara – apelyido ng opisyal Tanong sa klase: <i>“Anong tunog ang naririnig sa simula ng salitang ‘Zero’?”</i> Halimbawang sagot: <i>Ang tunog sa simula ng “Zero” ay /z/, na parang tunog ng bubuyog ay zzzz.</i> <i>“Ang huling tunog natin ay galing sa titik X. Sa maraming salitang Ingles, ang X ay may tunog na parang ‘ks’ o ‘kst’.</i> Halimbawa: Text at Next.
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		Jar – Inilagay ni Nanay ang kendi sa isang malinis na jar.		Sabihin natin ito nang sabay-sabay: 'Eks-t — text, next!'" Paliwanag: Text – "Nag-text si Vina" Next – "Next year" Tanong sa klase: "Anong tunog ang maririnig natin sa dulo ng 'text' at 'next'?" Halimbawang sagot: Ang tunog sa dulo ng "text" at "next" ay /kst/, na tunog ng titik X – parang binibigkas na "eks-t". "May iba pa kayong salitang alam na may titik X?" Mga Posibleng Sagot ng Mag-aaral: Box, Taxi, Exit, Mix o Fox Ipagawa ang Gawain 2: Bigkas Salita na makikita sa <i>Learner's Workbook</i>.
Pagsasanay sa Kamalayang Ponolohikal (Phonological)	Ngayon naman, baybayin natin ang mga salita gamit ang mga tunog nito. Kung narinig ninyo ang tunog /wuh/ maaaring	Ngayon naman, babanggit ako ng mga salita. Kung ang salita ay nagsisimula sa tunog /fff/ pumalampak ng isang beses at kung ito	Basahin natin ang bawat pangungusap. Tukuyin natin ang bilang ng pantig sa bawat salitang ginamit dito gamit ang palakpak.	Humanda sa pakikinig, tukuyin kung saang bahagi ng salita ninyo maririnig ang mga tunog na /vvvv/, /zzz/ o /kss/. Ito ba ay sa unahan,





Awareness Skill-Building) 10 min	<i>pumalakpak ng 1 at kung ang tunog /yuh/ naman ay dalawang palakpak.</i> Mga Salita: b/u/w/a/n w/a/l/a H/u/l/y/o l/y/o/ng /k/a/w/a/y/a/n Ipagawa ang Gawain 3: Kapit-Isip na makikita sa <i>Learner's Workbook</i>. Tamang sagot: 1. C 2. B 3. D 4. A 5. E	<i>naman ay nagsisimula sa tunog /juh/ pumalakpak ng dalawang beses.</i> Paalala: Bigkasin nang malinaw ang bawat salita at siguraduhing mabigyang-diin ang tunog sa unahan ng salita. Hikayatin ang mga mag-aaral na sumabay sa palakpak. Basahin ang mga salita nang malinaw, hikayatin ang mga mag-aaral na tumugon ng palakpak. Halimbawa ng mga Salita: Salita Tunog Palakpak Julius /j/ 🖐🖐 (dalawa) flute /f/ 🖐 (isa) jar /j/ 🖐🖐 Fernando /f/ 🖐 jeep /j/ 🖐🖐 flag /f/ 🖐 jelly /j/ 🖐🖐 festival /f/ 🖐	<i>Makinig muna sa unang halimbawa, tapos sabayan ninyo ako.</i> Halimbawa ng mga Parirala at Inaasahang Palakpak (Pantig): Bitbit ni Queenie ang kanyang camera → Bitbit ni Quee-nie ang kan-yang ka-me-ra → 7 palakpak Mga cactus sa Picnic Grove → Ma-ga cac-tus sa Pic-nic Grove → 6 palakpak Si tatay ay nasa Qatar → Si ta-tay ay na-sa Qa-tar → 6 palakpak Iwasan ang chocolate at chips → I-wa-san ang cho-co-late at chips → 7 palakpak Masarap ang queso	<i>gitna o hulihang tunog ng salita. Itaas ang kamay ng nais sumagot.</i> Halimbawa: Video – “Anong tunog ang narinig sa simula?” Sagot: /vvv/ Zero – “Anong tunog ang nasa simula?” Sagot: /zzz/ Text – “Anong tunog ang nasa huli?” Sagot: /kss/ <i>Baybayin naman natin ang mga salita gamit ang mga tunog ng mga titik na bumubuo dito.</i> “Kapag narinig ninyo ang tunog na /vvv/, /zzz/, o /kss/ habang binibigkas ang salita, tapikin ninyo ang mesa nang isang beses.” Halimbawa: Salita Mga Tunog Vina /v/ - /i/ - /n/ - /a/ Tapik sa mesa:(sa /v/)
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			→ Ma-sa-rap ang que-so → 5 palakpak	Text /t/ - /e/ - /k/ - /s/ - /t/ Tapik sa mesa: (sa /kst/) Zero /z/ - /e/ - /r/ - /o/ Tapik sa mesa: (sa /z/) Quiz /k/ - /w/ - /i/ - /z/ Tapik sa mesa: (sa /z/) Basahin natin ang mga salitang nabuo mula sa mga tunog na ating narinig. Bilang pagsasanay, narito ang mga salita. Kayo naman ang magbaybay gamit ang tunog ng titik at basahin ang salita pagkatapos.
Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katatasan sa Pagbasa (Sight Word Recognition and Fluency Practice) 5 min	Gawain: Basahin at Kumpletuhin Mga Pangungusap: - Si Julius ay mahusay sumayaw. - Tuwing Hulyo ang Pista ng Kawayan. Basahin natin nang sabay-sabay ang maikling talatang ito nang may damdamin at tamang bilis.	Sa larong Sight Word Bingo, bawat isa ay mabibigyan ng bingo card. Mababasa dito ang iba't ibang sight word. Makinig nang mabuti sa aking babanggiting salita dahil kung ito ay nasa inyong card lagyan lamang ng marka o i-cross out lamang ito. Ang unang makabingo ang siyang mananalo.	Balikan natin ang gamit ng mga sight word. Ano nga ulit ang dapat gawin sa mga sight word na ating mababasa? Maaari ba kayong magbigay ng halimbawa na ginamit sa pangungusap. Ipagawa ang Gawain 3: Sulat Salita na makikita sa Learner's Workbook.	Balikan natin ang kuwentong ating binasa kanina. Batay dito, anong angkop na sight words ang maaari nating gamitin upang mabuo ang pangungusap. Maaaring ibahagi ang pangungusap matapos itong masagutan. Ipagawa ang Gawain 3: Kapit-Isip na makikita sa Learner's Workbook.





	Ngayon naman subukan ninyong bumuo ng pangungusap na nakagagamit ng mga sight words. Pagkatapos ibahagi ito sa klase at kailangang nababasa ninyo ito nang may damdamin at tamang bilis. Segment: Pinoy ako, Talentado ako. (Talent Showcase Activity) Halimbawa: Ako si _____, mahusay akong _____. Mahilig akong _____ tuwing _____. Pagproseso: Magsimula muna sa pares at hikayatin ang ilang mag-aaral na magbahagi sa harap.	Mga sight word: Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May Paalala: Ang mga sight word sa loob ng bingo ay maaring maulit upang matukoy kung anong salita ang lubos na alam ng mag-aaral.	Mga Pangungusap Bitbit ni Queenie ang kanyang camera. <i>Sight words:</i> ni, ang, kanyang Mga cactus sa Picnic Grove <i>Sight words:</i> mga, sa Si tatay ay nasa Qatar. <i>Sight words:</i> si, ay, nasa Iwasan ang chocolate at chips. <i>Sight words:</i> ang, at Masarap ang queso. <i>Sight words:</i> ang	Mga Pangungusap: Nag-text ____ Vina tungkol sa AVC Cup. Sagot: si Si Vina ____ masaya at excited. Sagot: ay Gaganapin ____ laban sa Candon City. Sagot: ang ____ Ramon Suzara ay isang opisyal sa volleyball. Sagot: Si Madalas kami manood ng volleyball dito ____ Maynila. Sagot: sa
Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa Gamit ang Laro o Interaktibong	Segment: Pinoy ako, Talentado ako.	Segment: Pinoy ako, Talentado ako. Magkakaroon tayo ng puppet play gamit ang	Ang gawain natin sa bahaging ito ay tatawaging "Picture Frame". Bawat pangkat ay magpapakita ng isang	Sa bahagi itong ng gawain, magkakaroon tayo ng isang larong "Basahin Mo, Gagawin ko".





Gawain (Fluency and Comprehension through Play-Based Practice) 5 min	Gawain: Sayaw - Galaw Pilipinas / Zumba: "Dahil Sa'yo" "Tayo'y gumalaw! Sundan ang mga galaw sa kanta. Tandaan, mas masaya kapag lahat ay sumasayaw!" Pagproseso: Purihin ang aktibong nakilahok at iugnay sa konsepto ng talento tulad nina Julius at Fernando.	<i>mga ito. Muli ninyong isalaysay ang mga pangyayaring naganap sa kuwentong nabasa. Tiyaking nakagagamit kayo ng mga sight word sa pagsasalaysay.</i> Hikayatin ang mga mag-aaral na magsalita, sumayaw o gumalaw kasama ang mga puppet.	<i>pangyayari sa kuwento na kanilang mabubunot. Ipakikita gamit ang hindi gumagalaw na larawan. May isang kinatawan ang magpapaliwanag ng gawa ng inyong pangkat.</i> <i>"Isang minuto para maghanda, tapos POSE!"</i> Senaryo: • Naghahanda ng gamit para sa lakbay-aral • Kumuha ng larawan gamit ang camera • Mukha ng batang nakatikim ng chocolate • Eksena sa Picnic Grove • Magkaibigan na Maymay at Queenie	<i>Bubunot ang ilan sa inyo ng pahayag na nabasa natin sa kuwento. Babasahin nila ito sa inyo nang malakas, ngunit hindi lang basta babasahin, lalapatan natin ito ng emosyon. Narito ang isang roleta ng emosyon. Isasagawa ninyo ito gamit ang emosyong lalabas.</i> Mga Pangungusap para sa Gawain: <i>"Ate, sa wakas may AVC na sa Norte!"</i> <i>"Sana may zero ulit na puntos 'yung kalaban para mas exciting ang laban."</i> <i>"Madalas akong manood ng volleyball games dito sa Maynila."</i> <i>"Napangiti ako habang binabasa ang huling text niya."</i>
Pagtatapos/ Pagninilay sa Aralin (Closing/ Reflection)	<i>Ano-anong mga tunog ang natutuhan ninyo ngayong araw?</i>	<i>Bago tayo magtapos, sagutin ang sumusunod na tanong:</i>	<i>Natutuhan na ninyo ang mga aralin sa araw na ito, ang mga tunog na /cuh/ at /quh/. Nabalikan din natin ang mga sight word</i>	<i>Natapos na nating pag-aralan ang mga tunog ng mga huling titik ng alpabeto.</i>





	Anong kailangan mong gawin upang mabilis na mabasa ang mga sight word? Bakit mahalagang ipakita ang talento sa iba at paano ninyo ipagmamalaki ang inyong mga talento? Gawain: Ipasulat sa maliit na papel at idikit sa Freedom Wall: “Ang mga tunog na aking natutuhan ay ___ at _____. Kasabay ng mga salitang madalas nating nababasa o _____.	Anong mga tunog ang natutuhan ninyo sa araw na ito? Maaari ba kayong magbigay ng isang salitang nagsisimula dito at gamitin sa pangungusap. Sa mga salitang nabasa o napakinggan ninyo, ano ang tumatak sa inyo at bakit? Anong aral ang nais iwan sa mambabasa ng kuwentong inyong napakinggan?	na paulit-ulit nating nagagamit. Sa bahaging ito, nais kong sumulat kayo ng isang pangungusap bilang paglalagom sa inyong natutuhan at idikit sa ating Freedom wall.	Naging malinaw ba ito sa inyo? Anong salita ang inyong natatandaang salita kapag naririnig ninyo ang mga tunog na /vvvv/, /kss/ at /zzz/? Maaari ba ninyong isulat at ibahagi ito at magamit sa pangungusap. Idikit natin ito sa Freedom Wall pagkatapos.
Pagpapalalim ng Pagkatuto / Gawain sa Bahay (Enhancement of Learning /Home Reinforcement Activity)	Word Hunting Gumupit ng limang (5) larawan mula sa mga lumang magasin, pahayagan, o iba pang babasahin na may pangalan o salitang may tunog /w/ o tunog /y/. Idikit ito sa isang malinis na papel at isulat sa ilalim ng bawat larawan ang pangalan nito.	Word Hunting Ngayong tapos na tayo sa aralin, gagawa kayo ng gawain tungkol sa tunog /f/ at /j/ sa inyong bahay. Gumupit kayo ng limang larawan mula sa magasin o pahayagan na may salitang nagsisimula sa tunog /f/ o /j/. Idikit ang mga ito sa papel. Gamitin	Word Hunting Ngayong tapos na tayo sa ating aralin, sino ang maaaring magkwento kung ano ang natutuhan ninyo tungkol sa mga salitang may tunog ng tiik C at Q? Ano naman sa mga sight word ang gusto mong gamitin sa sarili	Word Hunting Maging mapagmatyag kayo sa inyong tahanan o kumunidad. Nais kong itala ninyo ang mga bagay na kapag sinabit ninyo ay may tunog na /vvv/, /kss/ at /zzz/ ang salita. Maaaring isulat kung saan ito nakita o narinig at gamitin sa pangungusap.





	Bilugan ang titik W o Y sa salita na nagpapakita ng tamang tunog. Gamitin sa pangungusap ang salitang nakuha na nakagagamit ng mga sight word na natutuhan. Halimbawa: Larawan ng kalendaryo na may buwan ng Hulyo Isusulat: Hulyo Bilugan: y	sa pangungusap ang salitang nakuha na nakagagamit ng mga sight word na natutuhan. Sa ilalim ng bawat larawan, isulat ang pangalan at bilugan ang titik F kung tunog /f/ ang gamit at titik J naman kung tunog /j/. Halimbawa: Larawan ng flute Isusulat: flute Bilugan: f	mong pangungusap? Sabihin ninyo sa klase. Magbibigay ng pagkakataon sa ilang mag-aaral na magbahagi. Word Hunting Activity Panuto: Gumawa kayo ng tatlong pangungusap gamit ang mga salitang may tunog ng titik C at Q. Sa bawat pangungusap, gumamit ng kahit tatlong sight word mula sa aralin. Salungguhitan ang mga sight word sa inyong mga pangungusap. Halimbawa: Si Queenie ay may camera. Ang queso ay masarap.	“Hanapin ang Tunog sa Paligid Ko” Panuto sa Mag-aaral: Sa bahay o sa inyong paligid, maghanap ng limang bagay o salita na may tunog na /v/, /z/, o /kst/ (o /zt/). Isulat ang mga salitang ito at kung saan mo ito nakita o narinig. Halimbawa: “Volleyball – sa TV,” “Zero – sa resibo,” “Next – sa signboard.” Ibahagi ang mga ito sa susunod na klase.
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ARAL-Reading	☒ Basic ☐ Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	5
Focus	Word Concept (1:1 correspondence; tracking print)			Language	☐ Filipino ☒ English

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Focus Letter/Sound	s, a	t, i	m, d	f
Objectives	- Express personal understanding of letter-sound correspondence by orally producing the /s/ and /a/ sounds. - Listen attentively as short phrases containing 's' and 'a' are read, then demonstrate word concept by pointing to each word as it is spoken.	- Engage in interactive activities to deepen understanding of letter-sound fluency for /t/ and /i/. - Demonstrate word concept by accurately tracking print and blending learned sounds (/s/, /a/, /t/, /i/) to form CVC words such as sit and sat.	- Engage in enjoyable and interactive activities to deepen understanding of the letter-sound correspondence for /m/ and /d/. - Practice word concept by consistently tracking print and accurately blending learned sounds (including /m/ and /d/) to read CVC words like mad, dim, and sad.	- Engage in enjoyable activities to deepen understanding of letter-sound fluency for /f/ and its use in words. - Apply word concept by accurately tracking print and blending all learned sounds (/s/, /a/, /t/, /i/, /m/, /d/, /f/) to form and read CVC words like fit, fat, and fad.
Materials	- Story for read-aloud - Flashcards for letters 's', 'a', 'w', 'y' and simple CVC words like sad and sat - Whiteboard or large paper and markers - Letter tiles or cutouts for 's' and 'a'	- Story/Article for read-aloud - Flashcards for letters 's', 'a', 't', 'i', and CVC words like sit and sat - Whiteboard or large paper and markers/pencils - Letter tiles or a digital word-building tool (e.g.,	- Story for read-aloud - Flashcards or display for letters 's', 'a', 't', 'i', 'm', 'd', and CVC words - Whiteboard or large paper and markers/pencils - Letter tiles or cutouts for 'm' and 'd' (and previous letters)	- Story for read-aloud - Flashcards or display for all letters learned 's', 'a', 't', 'i', 'm', 'd', 'f') and CVC words - Whiteboard or large paper and markers/pencils - Letter tiles or cutouts for all learned letters





	Sentence strips or a board for phrases	- computer with projection) - Worksheets or small cards for sentence activities (e.g., tracking, word boundaries, scrambling)	- Objects in the classroom that start with /m/ or /d/ (for "I Spy") - Worksheets or small cards for sentence activities (e.g., tracking, word segmenting, reconstruction)	- Sound Bingo boards and pictures/words for Bingo (if chosen activity) - Small slips of paper or cards for CVC words (for games/scavenger hunt) - Materials for word ladder (whiteboard/paper) or sorting categories (if chosen activity) - Optional: Index cards or small pieces of paper for home practice flashcards
Opening Routine and Socio-Emotional Warm-Up 5 min	Activity: Greet learners warmly. Start with a simple "Kumusta Ka?" (How are you?) song or a quick "check-in" where each learner shares one thing they are looking forward to today. Purpose: Build rapport, create a positive learning environment, and prepare learners for learning.	Activity: Greet learners. Begin with a quick "check-in" question, such as "Share one word that describes how you're feeling today and why." Encourage brief and honest responses to build a supportive atmosphere. Purpose: Create a comfortable and respectful learning environment, allowing learners to feel seen and heard.	Activity: Start with a simple "Good Morning" song. Song: "Morning Welcome" (A simple, rhythmic chant/song) (Teacher leads, learners echo or join in) Teacher: Good morning, everyone! Learners: Good morning, everyone! Teacher: Ready to learn? Learners: Ready to learn! Teacher: Sounds we'll find, Learners: Words we'll mind. Teacher: Let's begin! Learners: Let's begin!	Activity: Begin by leading the learners in the "Movement Song." After the song, quickly ask learners to share one thing they are proud of learning this week. Song: "Ready to Learn, Ready to Move!" (Simple, rhythmic actions; Teacher leads actions, learners follow and sing/chant along) Verse 1: <i>(Clap hands to the beat)</i> Good morning, good morning, what a great day!





			(Optional: Add a simple clap or snap rhythm) After the song, quickly ask learners to share one word that describes how they are feeling today. Purpose: Build community, create a positive learning environment, and recall previous learning.	We're ready to learn, let's move and play! <i>(Tap shoulders)</i> Shoulders up, shoulders down, let's get loose! <i>(Shake hands)</i> Shake out your hands, no more excuse! Chorus: <i>(March in place)</i> Ready to learn, ready to move, ready to read! <i>(Point to eyes, then ears)</i> Eyes on the words, ears for the sound, plant a new seed! <i>(Arms up, stretch)</i> Stretch up high, reach for the sky! <i>(Arms down, relaxed)</i> Take a deep breath, give it a try! Purpose: Energize learners and foster a positive, reflective atmosphere, incorporating physical movement to engage learners.
Listening and Language	Activity: Read aloud a short and engaging story with clear, simple sentences.	Activity: Read a short and interesting article or story aloud. Read clearly and at a	Activity: We're going to listen to a short story. As I read, try to understand the main idea	Activity: Read a story with a clear beginning, middle, and end. Encourage learners to





Development through Storytelling 10 min	Choose a story that naturally includes words with 's' and 'a' sounds, but do not explicitly point them out yet. Focus on expressive reading and asking comprehension questions like "Who was in the story?" or "What happened first?" Story: "Sam and the Ant" Sam saw an ant. The ant was small. Sam said, "Hello, ant!" The ant ran fast. Sam smiled. Purpose: Develop listening comprehension, expand vocabulary, and expose learners to connected text.	normal speed. After reading, have a short talk using questions like, "What was the main idea?" or "What was one interesting thing you heard?" Article Excerpt: "The Secret of the Old Stone" In a quiet part of the museum, there is an old stone. It is small, but its story is big. Experts think it is more than two thousand years old! The stone has many small, detailed pictures carved into it. These are not just pretty pictures; they are a type of writing from a very old time. Scientists are still trying to figure out what it says. Some think it talks about a great king, others, about a lost city. Its secrets are still hidden, waiting for	and any important details. Listen for words that are new to you. After the story, we'll talk about what happened and why things happened. Story: "The Mountain Dream" Maya lived in a small village nestled by a tall, green mountain. Every morning, she would look at the mountain and dream. She dreamed of reaching its very top. Many people in her village said, "Maya, it's too difficult! The path is long and dim. Many have tried, but few have made it." Maya did not mind. She made a plan. Day after day, she would walk a little farther up the mountain path. She marked her progress with a small stone. Some days	retell parts of the story in their own words, focusing on sequence of events. Story: "The Fast Fish" Fin lived in a small, clear pond. Fin was a fish, and he loved to swim fast. All the other fish in the pond were slow. They would drift and dally, but Fin would zip! One day, a big, dark shadow fell over the pond. It was a huge bird, looking for a meal. All the slow fish froze, scared. But Fin did not freeze. He saw a small, hidden spot under a big rock. Fin darted. He swam as fast as he could, a silver flash in the water. He made it to the rock, just in time. The bird flew away, empty-handed. From
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		someone to find them. This tiny piece of history has traveled far. It quietly shows us centuries of change, a real link to our far-off past. Purpose: Help learners listen better, learn new words that fit their age, and get used to reading longer texts that they might find interesting.	were hard. The sun was hot, or the path was muddy. But Maya kept going. She remembered her dream. One day, after many months, Maya stood on the top. The view was amazing! She could see her small village far below, and the vast land stretching out. She felt a deep sense of calm. She had made her dream a reality, one determined step at a time. Discussion Questions: 1. What was Maya's big dream? 2. What did Maya do to make her dream come true, even when it was hard? Purpose: Develop critical listening skills and expand expressive language.	that day on, the other fish admired Fin. They knew being fast was not just for fun; it could save your life. Fin felt proud, but he also knew it was important to be smart and find safe places. Discussion Questions: 1. What made Fin different from the other fish in the pond? 2. How did Fin's speed help him when the bird appeared? Purpose: Develop narrative skills and reinforce comprehension.
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Letter and Word Review from Previous Sessions 5 min	Previous Letters/Words: W, Y, Mga Titik Banyaga (Foreign Letters) Activity: Quickly review the letters W and Y. Show flashcards or write them on the board. Ask learners to identify them and say any words they know that start with 'w' or 'y'. Sample Words for Review: W: Watawat (flag), Walis (broom), Walo (eight) Y: Yelo (ice), Yoyo, Yaya (nanny) Mga Titik ng Banyaga: Briefly remind learners that these are letters we use for words that come from other languages, like "pizza" (P, Z) or "xylophone" (X). No specific words need to be reviewed for each foreign letter, but the concept of them being used for non-	Previous Letters/Words: s, a Activity: Start with a quick "Sound Check" for 's' and 'a'. Show flashcards of 's' and 'a' one by one. Ask the learners to quickly say the sound for each. Then, challenge them to recall and read aloud simple words they learned yesterday that use 's' and 'a'. Sample Words for Reading Review: - as [as] - sa [sah] - Sam [sam] - ant [ant] - sad [sad] - pass [pas] - gas [gas] - has [haz] - ask [ask] - class [klas] Purpose: Quickly bring back what was learned and build confidence before new letters are introduced.	Previous Letters/Words: s, a, t, i Activity: "Rapid Read & Categorize": Display a mixed list of individual letters ('s', 'a', 't', 'i') and words such as sit, sat, it, as, sa) on a screen or whiteboard. Learners quickly read each item aloud. After reading, they quickly categorize it by saying "letter" or "word." For an added challenge, they could say "vowel" or "consonant" for letters, or "word with /s/" etc. for words. Keep the pace quick. Sample Items for Reading & Categorizing: - s (letter) - sit (word) - a (letter) - sat (word) - t (letter) - as (word) - i (letter) - it (word) - sa (word) - s (letter)	Previous Letters/Words: s, a, t, i, m, d Activity: Rapid review of all letters learned so far ('s', 'a', 't', 'i', 'm', 'd') and words such as sit, sat, it, mad, dim, sad. Use flashcards, quick sound/word identification. Words to be reviewed: - sit - sat - it - as - sa - mad - dim - sad - dam - mat - am - dad Purpose: Consolidate all previously taught letter-sound correspondences and word recognition.
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	Filipino words is the focus. Purpose: Reactivate prior knowledge and ensure continuity with previous lessons.		Purpose: Reinforce rapid recognition of letters and words, and encourage quick phonological processing and discrimination, building confidence in a fast-paced review.	
Explicit Phonics and Word Work Instruction 15-20 min	Focus Letters: s, a Activities: • Sound and Letter Hunt: Prepare flashcards with the letters 's' and 'a' or simple pictures of objects starting with /s/ (e.g., sun, sock) and /a/ (e.g., apple, ant). Hide these around the classroom. Learners go on a "hunt" to find them. When learners find a card, they bring it back to a designated area. • Letter Identification and Sound Production: As each card is found, learners identify the letter and orally produces its corresponding sound. • Letter Formation Practice: After identifying the letter and sound, learners	Focus Letters: t, i (and review s, a) Activities: • Building Words (Hands-on/Computer): Give learners letter tiles or use a smart board/computer program with letter tiles for 's', 'a', 't', 'i'. Guide learners to build simple words like sit, sat, it. As they build, have them say each sound and then read the whole word aloud. • Reading Practice: Show the words "sit," "sat," "it" clearly. Demonstrate how to read them, then have learners read them alone, all together, and in small groups. Give helpful feedback right away on how they	Focus Letters: m, d (and review s, a, t, i) Activities: • Sound Introduction & Initial Blending Practice: Introduce the letter 'm' and its sound /m/ (like humming). Have learners practice orally producing the /m/ sound. Do the same for /d/ (short, sharp sound). Then, display simple CVC words that can be formed using only the letters learned so far (s, a, t, i, m, d). Model blending each word sound by sound, then smoothly. Learners practice reading these words individually and chorally.	Focus Letter: f (and review s, a, t, i, m, d) Activities: • Introduction of 'f': Introduce the letter 'f'. Model the /f/ sound (like air escaping from a deflated tire). Have learners practice orally producing the /f/ sound. • Interactive Sound Game: Play a "Sound Bingo" with pictures or words that start with /f/ (e.g., fish, fan) and other learned sounds. Learners mark their board when they hear the target sound, deepening understanding of letter-sound fluency for /f/ (Objective 1). • Blending with 'f': Model blending sounds to form





	practice writing the letter in the air or on a small whiteboard, emphasizing correct stroke order. • Collaborative Word Building: Once several cards are collected, use magnetic letters or letter cutouts for 's' and 'a' to guide learners in forming simple words like "as" and "sa" on a word-building mat. Have them say the sounds and then the blended word. Purpose: Deepen understanding of letter-sound correspondence and introduce letter formation through an engaging, active learning experience.	blend and say the words. • Writing Letters: Briefly practice writing the letters 't' and 'i' (for example, on whiteboards or paper), focusing on writing them correctly so they are easy to read. Purpose: Help learners learn to read simple words by blending sounds and improve how they write letters.	Sample Words for Blending Practice: 1. mad [mad] 2. dim [dim] 3. sad [sad] 4. dam [dam] 5. mat [mat] 6. sit [sit] (review) 7. sat [sat] (review) 8. it [it] (review) 9. am [am] 10. dad [dad] • Purpose: Clearly introduces new letter sounds and immediately applies them to blending simple words, reinforcing the connection between sounds and written letters. • Word Family Focus with New Sounds: Introduce /m/ and /d/ sounds. Focus on introducing new CVC words within simple "word families" that use the new sounds. For example, introduce the "-ad" family (mad, sad, dad) or the "-im"	words like fit, fat, fad using previously learned letters and the new 'f'. Sample Words for Blending Practice: 1. fit [fit] 2. fat [fat] 3. fad [fad] 4. fan [fan] 5. fin [fin] 6. if [if] 7. sat [sat] (review) 8. mad [mad] (review) 9. sit [sit] (review) 10. dim [dim] (review) Purpose: Introduce the final new letter-sound correspondence for the week and begin applying it in CVC blending.
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			family (dim, sim). Model how changing the first sound changes the word. Learners practice reading these word families together and then individually. Sample Word Families for Reading: -ad family: mad [mad], sad [sad], dad [dad] -im family: dim [dim], sim [sim] (as in "simulate") -am family: Sam [sam], dam [dam], am [am] -at family: sat [sat], mat [mat], at [at] Purpose: Introduces new sounds within a predictable pattern, making blending easier and highlighting how sounds combine to form words.	
Phonological Awareness Skill-Building	Focus: Word Concept (1:1 correspondence; tracking print)	Focus: Understanding words (matching spoken words to written words; following words on a page)	Focus: Word Concept (1:1 correspondence; tracking print)	Focus: Word Concept (1:1 correspondence; tracking print)





10 min	Activity Option 1: "Point and Read" Phrases Directions: Prepare simple short phrases written clearly on sentence strips. Read each phrase aloud slowly and clearly. Have learners listen attentively and then point to each word as you read it again, demonstrating 1:1 correspondence and tracking print (Objective 2). Sample Short Phrases with Phonetic Transcription (Dictionary Style): 1. A cat. [uh kat] 2. I see. [eye see] 3. The sun. [thuh sun] 4. An ant. [an ant] 5. A quick run. [uh kwik run] 6. A sad. [uh sad] 7. A mat. [uh mat] 8. It is. [it iz] 9. My mat. [my mat] 10. A hat. [uh hat] Clap the Words: Say simple sentences. Have learners	Activity Option 1: "Guided Sentence Tracking with Word Count" Directions: Present simple sentences (using words with s, a, t, i) on a screen or large print cards. Read each sentence clearly and slowly. Learners follow along by pointing to each word as it is spoken (1:1 correspondence). After each sentence, ask the learners to state how many words were in the sentence. Then, have them re-read the sentence themselves, continuing to point to each word as they say it, blending the CVC words they recognize. Sample Simple Sentences with Phonetic Transcription (Dictionary Style): 1. Sit. [sit] 2. It is. [it iz] 3. A cat sat. [uh kat sat] 4. Sam sat. [sam sat] 5. It is hot. [it iz hot]	Activity Option 1: "Sentence Tracking with Word Count & Highlighting" Directions: Present simple sentences (using words with s, a, t, i, m, d) on a screen or large print cards. The teacher reads each sentence aloud slowly. Learners follow along by pointing to each word as it is spoken (1:1 correspondence). After reading, learners use a highlighter or light-colored marker to lightly mark each word they heard and tracked. Then, they state how many words were in the sentence. Finally, they re-read the sentence themselves, continuing to point to each word as they say it, blending the CVC words they recognize. Sample Simple Sentences with Phonetic Transcription (Dictionary Style): 1. A dim lamp. [uh dim lamp]	Activity Option 1: "Sentence Tracking with Word Count & Highlighting" Directions: Present simple sentences (using words with s, a, t, i, m, d, f) on a screen or large print cards. The teacher reads each sentence aloud slowly. Learners follow along by pointing to each word as it is spoken (1:1 correspondence). After reading, learners use a highlighter or light-colored marker to lightly mark each word they heard and tracked. Then, they state how many words were in the sentence. Finally, they re-read the sentence themselves, continuing to point to each word as they say it, blending the CVC words they recognize. Sample Simple Sentences with Phonetic Transcription (Dictionary Style): 1. A fat fish. [uh fat fish] 2. Fin is fit. [fin iz fit]
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	clap once for each word they hear. Sample Simple Sentences with Phonetic Transcription (Dictionary Style): 1. The sun is hot. [thuh sun iz hot] 2. Sam saw an ant. [sam saw an ant] 3. A cat sat. [uh kat sat] 4. I can see. [eye kan see] 5. The ant is small. [thuh ant iz smal] 6. Sam said hello. [sam sed huh-LOH] 7. It is a sad cat. [it iz uh sad kat] 8. Pat can sit. [pat kan sit] 9. A man sat. [uh man sat] 10. I am Sam. [eye am sam] Purpose: Develop awareness that spoken words correspond to written words and practice left-to-right tracking.	6. A sad ant hid. [uh sad ant hid] 7. Sit, Pat. [sit, pat] 8. Is it a cat? [iz it uh kat?] 9. The sun is hot. [thuh sun iz hot] 10. Sam is at it. [sam iz at it] Purpose: Directly reinforces the concept of a "word" as a distinct unit in print and speech, and strengthens 1:1 correspondence and left-to-right tracking. Activity Option 2: "Word Boundary Marking" Directions: Provide learners with short, simple sentences (using words with s, a, t, i) that are written without spaces (e.g., "Itisacat."). Learners use a pencil or marker to draw lines or spaces between each word, demonstrating their understanding of word boundaries. After marking, let them practice reading	2. Dad is mad. [dad iz mad] 3. Sam sat. [sam sat] 4. It is a dam. [it iz uh dam] 5. I am sad. [eye am sad] 6. The cat sat. [thuh kat sat] 7. A mad dog barks. [uh mad dawg barks] 8. Sit on it. [sit on it] 9. Is it a mat? [iz it uh mat?] 10. Tim is sad. [tim iz sad] Purpose: Strengthens the understanding of a "word" as a distinct unit in print and speech, reinforces 1:1 correspondence, and improves left-to-right tracking with a visual confirmation step. Activity Option 2: "Sentence Reconstruction & Read Aloud" Directions: Write each word of a simple sentence (using words with s, a, t, i, m, d) on a separate small card or slip	3. Dad had a fan. [dad had uh fan] 4. It is a dim mat. [it iz uh dim mat] 5. Sam felt sad. [sam felt sad] 6. The fish swam. [thuh fish swam] 7. A mad dad yelled. [uh mad dad yeld] 8. Sit fast. [sit fast] 9. Is it a fad? [iz it uh fad?] 10. I am fit. [eye am fit] Purpose: Strengthens the understanding of a "word" as a distinct unit in print and speech, reinforces 1:1 correspondence, and improves left-to-right tracking with a visual confirmation step. Activity Option 2: "Word Sorting by Sounds/Letters" Directions: Provide learners with a list of all learned letters (s, a, t, i, m, d, f) and words (e.g., fit, fat, fan, if, mat, sad, dim, it, am, dad). Learners
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		the sentences aloud, pointing to each word as they read it. Sample Sentences/Phrases (without spaces, for marking): 1. Itis. 2. Samsat. 3. Acatsat. 4. Itishot. 5. Asadantcries. 6. SitPat. 7. Isitacat? 8. Thesunishot. 9. Samisatit. 10. TompatsSam. Purpose: Explicitly targets the "word concept" by requiring learners to identify and mark individual words within a continuous string of letters, then apply 1:1 correspondence during reading. Option 3: "Sentence Scramble & Read" Directions: Write each word of a simple sentence (using	of paper. Mix up the words for each sentence. Learners work individually or in pairs to arrange the scrambled words into correct, meaningful sentences. Once correctly ordered, they read the sentence aloud, carefully pointing to each word as they say it, ensuring their voice matches each word on the card. Sample Sentences (words to be scrambled on separate cards): 1. is, It. [it iz] 2. sat, Sam. [sam sat] 3. cat, A, sat. [uh kat sat] 4. hot, is, It. [it iz hot] 5. ant, A, sad. [uh sad ant] 6. Pat, Sit. [sit, pat] 7. cat?, a, Is, it. [iz it uh kat?] 8. is, hot, sun, The. [thuh sun iz hot] 9. it, at, is, Sam. [sam iz at it] 10. plays, cat, The, still. [thuh kat plays]	sort these items into categories based on the number of letters or sounds. For example, they could sort into "2-letter words," "3-letter words," or "1-sound items," "3-sound items." This can be done by writing them in columns or physically moving word/letter cards. Sample Items for Sorting: • Letters: s, a, t, i, m, d, f • 2-letter words: am, if, as • 3-letter words: fit, fat, fad, fan, fin, sit, sat, dim, sad, dam, mat, dad, its Purpose: Directly targets the "word concept" by requiring learners to analyze word structure (number of letters/sounds), reinforcing the building blocks of words.
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words with s, a, t, i) on a separate card or strip of paper. Scramble the words. Learners will arrange the words in the correct order to form a meaningful sentence. Once correctly ordered, they will read the sentence aloud, pointing to each word as they say it, reinforcing 1:1 correspondence and tracking.

Sample Sentences (words to be scrambled):

1. is, It.
2. sat, Sam.
3. cat, A, sat.
4. hot, is, It.
5. ant, A, sad, hid.
6. Pat, Sit.
7. cat?, a, Is, it.
8. is, hot, sun, The.
9. it, at, is, Sam.
10. sat, cat, The, meowed.

Purpose: Develops understanding of sentence structure and word order, while integrating 1:1 correspondence and

Purpose: Develops understanding of sentence structure and word order, while integrating 1:1 correspondence and tracking print during the reading of the reconstructed sentence.





		tracking print during the reading of the reconstructed sentence.		
Sight Word Recognition and Fluency Practice 5 min	Focus: Letter-sound fluency for 's' and 'a'. Directions: Rapid recognition drill for 's' and 'a'. Flash the letters and have learners quickly say their sounds. Practice blending "sa" and "as" quickly. Blended Words to Read - as - sa Purpose: Build automaticity in recognizing and producing the sounds of the target letters and early blended forms through repeated exposure.	Focus: Reading the sounds of 't' and 'i' quickly, and reading "sit," "sat," "it" smoothly. Directions: Quickly practice the 't' and 'i' sounds. Show cards with the words "sit," "sat," "it." Have learners read them fast and correctly. This can be a "popcorn" reading where learners read a word when you call on them, or a quick read all together. Blended Words to Read (10 samples for fluency practice): - sit [sit] - sat [sat] - it [it] - as [as] - sa [sah] - at [at] - is [iz] - sip [sip] - tin [tin] - tip [tip]	Focus: Letter-sound fluency for 'm' and 'd', and blending fluency for "mad," "dim," and "sad." Directions: Quickly practice the 'm' and 'd' sounds. Show cards or a list of the words "mad," "dim," "sad," "dam," "mat," "am," "dad." Have learners read them fast and correctly. This can be a "popcorn" reading where learners read a word when you call on them, or a quick read all together. Blended Words to Read (10 samples for fluency practice): - mad [mad] - dim [dim] - sad [sad] - dam [dam] - mat [mat] - ham [ham] - dad [dad] - mad [mad] - dim [dim]	Focus: Letter-sound fluency for 'f', and blending fluency for all CVC words learned this week. Directions: Rapid drill of 'f' sound. Practice reading all words learned this week quickly and accurately. Words to be practiced: - fit [fit] - fat [fat] - fad [fad] - fan [fan] - fin [fin] - if [if] - mad [mad] - dim [dim] - sad [sad] - sit [sit] - sat [sat] - it [it] Purpose: Build automaticity in recognizing and producing all sounds and reading all simple words introduced.





		Purpose: Help learners quickly recognize and say the sounds and read simple words.	10. sad [sad] Purpose: Help learners quickly recognize and say the sounds and read simple words.	
Fluency and Comprehension through Play-Based Practice 5 min	Activity Option 1: "Sound Hopscotch" Directions: Draw a simple hopscotch grid on the floor (or use tape). In each square, write either the letter 's' or 'a'. Learners hop to a square, say the sound of the letter they land on, and then say a word that starts with that sound (or has that sound). Purpose: Combines physical activity with sound-letter recognition and oral fluency practice in a fun, interactive way. Option 2: "Story Retelling with Sound Focus" Activity: Briefly retell "Sam and the Ant" with the learners. As you retell,	Activity Option 1: "Sentence Completion Challenge" Directions: Provide learners with incomplete sentences that can be finished using a CVC word from the learned set (s, a, t, i) or a word starting with 's', 'a', 't', or 'i'. Learners quickly write or say a word that completes the sentence. This can be done individually or in pairs. Sample Sentence Starters: 1. I can _____. (sit) 2. The cat _____. (sat) 3. Is it a _____? (mat) 4. A _____ ant cries. (sad) 5. Sam is _____ home. (at) 6. Please _____ here. (sit) 7. She is _____ tall _____. I am. (as)	Activity Option 1: "CVC Word Scavenger Hunt (Classroom Edition)" Directions: Write several CVC words (e.g., sit, mat, tin, dam, mad) on small slips of paper and hide them around the classroom (in obvious, accessible spots). Learners work individually or in pairs to find the hidden words. When they find a word, they must read it aloud correctly to the teacher or a peer before they can look for another. Sample Words to Hide: 1. sit 2. mat 3. tin 4. dam 5. mad 6. sad 7. dim 8. sat	Activity Option 1: "CVC Word Ladder Challenge" Directions: Prepare a word ladder on a whiteboard or paper. Start with a CVC word (e.g., fan). Learners take turns changing one letter at a time to form a new CVC word, reading each new word aloud as they create it. The goal is to reach a target word or simply create as many words as possible within the time limit. Example Ladders: 1. FAN -> FIN -> TIN -> SIT -> SAT -> FAT -> FIT 2. MAD -> SAD -> SAT -> SIT -> FIT -> FIN -> FAN 3. DIM -> DAM -> SAM -> SAD -> MAD 4. FIT -> FAT -> FAN -> FIN -> TIN 5. SIT -> SAT -> MAT -> MAD -> DAD





	emphasize words that contain /s/ or /a/ sound. Then, ask learners to retell parts of the story, encouraging them to use words with these sounds, or to identify words in the story that have /s/ or /a/ sound. Purpose: Reinforces listening comprehension and oral fluency, connecting it directly to the target sounds within a narrative context. Option 3: "Letter and Sound Fishing" Activity: Create a small "fish" with the letters 's' and 'a' written on them, and attach a paperclip. Give learners a "fishing rod" (a stick with a string and magnet). Learners "fish" for a letter, say its sound, and then say a word that starts with or contains that sound. Purpose: Provides a hands-on, engaging game for letter-sound recognition and	8. The story made me _____. (sad) 9. This _____ a big apple. (is) 10. The cat sleeps _____ night. (at) Purpose: Encourages rapid word retrieval and application of learned CVC words in a meaningful context, boosting both fluency and comprehension. Option 2: "Sentence Scramble Relay" Directions: Prepare 2-3 simple sentences (using learned CVC words) or use the samples below with each word written on a separate small card. Divide the class into small teams. Scramble the words for one sentence and place them at the front of the room. On "Go!", the first learner from each team races to arrange the words in the correct order on their desk/table. Once correctly ordered, they read the	9. am 10. dad Purpose: Adds an element of active discovery and movement to word recognition practice, making fluency practice more engaging and less like a drill. Activity Option 2: "What's My CVC Word?" (Guessing Game) Directions: Instruct one learner to think of a CVC word using only the learned letters (s, a, t, i, m, d). Other learners will ask "yes" or "no" questions to guess the word (e.g., "Does it have the /m/ sound?" "Does it rhyme with 'sad'?" "Does it have three letters?"). The learner who guesses correctly gets to think of the next word. Examples of words they might guess include: - mad - dim - sad	6. FAD -> SAD -> SAM -> DAM -> DIM 7. TIN -> FIN -> FIT -> FAT -> SAT 8. DAD -> DAM -> DIM -> SIM (if 's' is available) -> SIT 9. AM -> DAM -> DIM -> MAD -> SAD 10. IF -> FIT -> FAT -> FAN -> FIN Purpose: Develops phoneme manipulation skills (changing sounds in words), reinforces CVC word recognition, and encourages flexible thinking in a fun, challenging game. Activity Option 2: "Sentence Story Chain" Directions: Start a simple sentence using learned CVC words (e.g., "A fat fish..."). The first learner reads the sentence and adds one more word to continue the story, ensuring it makes sense and uses learned sounds/words. The next learner reads the whole sentence so far and adds another word. Continue as a
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	oral production, promoting fluency.	sentence aloud, pointing to each word (1:1 correspondence). The first team to correctly arrange and read wins. Sample Scrambled Sentences (words to be printed on separate cards): 1. is, It. [it iz] 2. sat, Sam. [sam sat] 3. cat, A, sat. [uh kat sat] 4. hot, is, It. [it iz hot] 5. cries, ant, A, sad. [uh sad ant krayz] 6. Pat, Sit. [sit, pat] 7. cat?, a, Is, it. [iz it uh kat?] 8. is, hot, sun, The. [thuh sun iz hot] 9. it, at, is, Sam. [sam iz at it] 10. sat cat fat The. [thuh fat kat sat] Purpose: Combines physical movement and teamwork with sentence construction and fluent reading, reinforcing word order and 1:1 correspondence in a playful, competitive format.	4. dam 5. mat 6. pit 7. sat 8. hit 9. ram 10. dad Purpose: Develops phonological awareness skills (identifying sounds, rhyming), encourages strategic thinking, and reinforces CVC word knowledge in a playful, low-pressure guessing game.	chain, focusing on fluency and comprehension. Example Chain: Teacher: "A fat fish..." Learner 1: "...sat." (A fat fish sat.) Learner 2: "...on..." (A fat fish sat on...) Learner 3: "...a..." (A fat fish sat on a...) Learner 4: "...mat." (A fat fish sat on a mat.) Purpose: Encourages creative sentence construction, reinforces reading fluency within context, and builds comprehension through collaborative storytelling.
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Closing/ Reflection	Directions: Gather learners in a circle. Go around the circle and have learners share one new sound they learned today or one word they can now make with 's' and 'a' (e.g., "as," "sa"). Encourage learners to give a "thumbs up" if they feel confident with the sounds, or "thumbs sideways" if they need more practice. Briefly review the letters 's' and 'a' as a group, praising everyone's effort and participation. Purpose: Summarize learning collaboratively, encourage self-assessment, and provide a sense of accomplishment.	Directions: Ask learners to finish the sentence: • "Today, I learned..." • "One word I can read now is..." Encourage them to share their answers with a partner or with the whole group. Say good things about their hard work and how much they've improved. Purpose: Sum up what was learned, help learners think about their own learning, and make them feel good about what they did.	Directions: Ask learners the following: • What new words did we learn today? • Can you tell me a word that starts with /m/? Review the letters 'm' and 'd' and the words "mad," "dim," "sad." Purpose: Sum up what was learned, help learners think about their own learning, and make them feel good about what they did.	Directions: Ask learners the following: • What was your favorite word to read this week? • What was the easiest sound for you? • What was the hardest? Review all the letters and words learned this week. Celebrate their progress. Purpose: Summarize the week's learning, encourage self-assessment, and celebrate achievements.
Enhancement of Learning /Home Reinforcement Activity	"S & A Word Scavenger Hunt (Digital/Print)" Activity (See LAS Week 5 Session 1) Directions: Learners are tasked with finding 10-15 words containing the /s/ or /a/ sound from a source of their choice (e.g., a news	"CVC Word Story Creation" Activity (LAS Week 5 Session 2) Directions: Learners are challenged to write a very short story (2-3 sentences) using at least 5-7 CVC words they've learned (s, a, t, i,	"Sentence Match-Up & Read" Activity (LAS Week 5 Session 3) Directions: Provide learners with a worksheet containing two columns. One column has simple sentences (e.g., "A dim lamp.") and the other	Instructions for Families: "Weekly Reading Challenge!" (LAS Week 5 Session 4) Dear Families, This week, your child has been working hard on learning new letter sounds





	article, a song lyric website, a chapter from a novel, or even product labels around their home). They should list the words and note the context (sentence/phrase) in which they found them. They can also highlight or mark the 's' or 'a' in each word. Purpose: Encourages active reading, expands vocabulary, and reinforces the visual identification of target sounds in authentic text.	from Day 1). They should write this story on paper. They may read their story aloud to a family member or silently to themselves, focusing on clear pronunciation. Purpose: Promotes creative application of learned CVC words in a meaningful context, enhancing both writing and oral reading fluency through a paper-based activity.	column has corresponding pictures or short phrases that match the meaning of the sentences. Learners draw a line to match each sentence to its correct picture/phrase. After matching, they read each sentence aloud, tracing under the words with their finger. Sample Sentences for Matching: 1. A sad cat. 2. Dad is mad. 3. Sit, Tim. 4. It is a dam. 5. I am Sam. Purpose: Reinforces comprehension of simple sentences and strengthens 1:1 correspondence and tracking in a visual, engaging paper-and-pencil activity.	and reading simple words! To help them keep practicing and grow their reading skills, here are some fun activities you can do together at home: What we learned this week: Letter Sounds: /s/, /a/, /t/, /i/, /m/, /d/, /f/ Words: sit, sat, it, mad, dim, sad, fit, fat, fad (and other words you've seen in class) Activity to try at home: "Word Pointer Practice" (5-10 minutes): How to play: Find any book, magazine, or even a cereal box. Have your child point to each word as you read a sentence aloud. Then, encourage them to read any of the words they know (e.g. sit, fat, it) while pointing to them. You can also point to a word and ask, "Can you read this word?"
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				Why it helps: This reinforces the idea that each spoken word matches a written word, and helps them track words from left to right, which is key for reading.
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ARAL-Reading Basic		KEY STAGE	☐ 2 ☒ 3	Intervention Week	6
Focus	Alliteration			Language	☐ Filipino ☒ English

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Focus Letter/Sound	Rr, Oo	Gg, Ll, Hh,	Uu, Cc	Rr, Oo, Gg, Ll, Hh, Uu, Cc
Objectives	- Express personal feelings and ideas orally from the Expression Chart. - Identify and produce the /r/ and /o/ sounds. - Read words, phrases, sentences and short stories with Rr and Oo. - Create short sentences using words that start with the same beginning sounds. - Participate actively in interactive and engaging activities employing alliteration with letters Rr and Oo.	- Express personal feelings and ideas orally from the Expression Chart. - Identify and produce the /g/, /l/, and /h/ sounds. - Read the words, phrases, sentences and short stories with Gg, Ll, and Hh. - Create short sentences using words that start with the same beginning sounds. - Participate actively in interactive and engaging activities employing alliteration with letters Gg, Ll, and Hh.	- Express personal feelings and ideas orally from the Expression Chart. - Identify and produce the /u/ and /c/ sounds. - Read the words, phrases, sentences and short stories with Uu and Cc. - Create short sentences using words that start with the same beginning sounds. - Participate actively with interactive and engaging activities employing alliteration with letters Uu and Cc.	- Express personal feelings and ideas orally from the Expression Chart. - Identify and produce the /r/, /o/, /g/, /l/, /h/, /u/, and /c/ sounds. - Read the words, phrases, sentences and short stories with Rr, Oo, Gg, Ll, Hh, Uu, and Cc. - Write simple alliteration using a pyramid technique. - Participate actively in interactive and engaging activities employing alliteration with letters Rr, Oo, Gg, Ll, Hh, Uu, and Cc.
Materials	pictures, flashcards, strips of papers	pictures, flashcards, strips of papers	pictures, flashcards, strips of papers	pictures, flashcards, strips of papers





Opening Routine and Socio-Emotional Warm-Up 5 min	Feelings Check-In with Breathing Routine - Begin by greeting the learners: "Good morning! How are you today?" - Show the feelings chart or emoji cards (happy, sad, excited, tired, worried). Ask learners to point to or name how they feel. - Lead a breathing exercise using hand tracing: "Trace your fingers slowly—breathe in as your finger goes up, breathe out as it goes down." - End with a quick check: "Raise your hand if you're ready to learn!"	"My Feelings/Emotion Today" - Begin by greeting the learners: "Good morning! How are you today? How do you feel today?" - Show the Expression Chart. Ask the learners to look at it and check their feelings today.  - Ask the learners to do chair exercises to uplift their emotions for the day. Link is provided below. https://www.youtube.com/watch?v=NqFHwtXTPnE - Ask the learners to listen: "Eyes on me, eyes on you." Say: <i>Hep! Help! Hooray if everyone is ready to listen.</i>	Act how do you feel today - Begin by greeting the learners: "Good morning! How are you today?" - Ask the learners to act how they are feeling for that day. - Ask the learners to sing "Hello, Hello, How do you do,". https://www.youtube.com/watch?v=G8WBOycuEwY Say: "Grandpa's hat, put it on your head." "Grandma's glasses, put them on the eyes." "The children's hands, place them on the lap."	Feelings Check-In with Breathing Routine - Begin by greeting the learners: "Good morning! How are you today?" - Ask the learners to stand. Let them shake their hands upward, downward, sideward to ease the tension. - How do you feel today? - What do you expect for today's activities?
Listening and Language Developme	- Show a picture of a dog. - Ask the learners: <i>Do you have pets at home? What's the name of your pet?</i>	Present the tongue twisters to the learners. Read the tongue twisters and let them listen well. A goat and a goose go to the green garden to	Direct the learners' attention to the sets of tongue twisters. Read the tongue twisters aloud. Then, let the learners read after. Ask the	Ask the learners what they need to do while listening to a story. Before reading, introduce and explain the unfamiliar words first.





nt through Storytelling 10 min	- Briefly unlock words using picture clues: races, chases, chews, shoelaces - Read the story Roy's dog Rover aloud with expression. Roy's dog Rover Roy's dog Rover runs all over; Rover runs. (2x) Rover races; Rover chases. Rover chews on Roy's shoelaces. Oh yes Rover runs all over; Rover runs. Source: A "Comin' 'Round the Mountain" parody in Ab. - Ask questions after reading: 1. "What is the name of his pet?" 2. "What did Rover love to do?" 3. "What can you say about his pet?" - Ask the learners to act out what Rover did in the story. Possible Answers:	gobble green grapes, giggle greatly, and greet the grumpy grasshopper. 2. Little lizard leaps by the lake. Leaps, leaps by the lake. 3. Helen has a hen. Harry has a hamster. Homer has a horse. Hen, hamster, horse horse, hamster, hen. Questions: 1. In tongue twister number 1, what sound is being repeated? What is its letter name? How about in number 2? In number 3? 2. What animals went to the garden to gobble green grapes and greet the grumpy grasshopper? 3. What did the lizard do by the lake? 4. Who has a hamster? 5. Ask the learners to give words with /g/, /h/, and /l/.	learners to observe the words used in the tongue twisters. Set A 1. Caroline collected colorful crystals in the countryside. 2. Carlos courageously conquered challenging climbing courses. 3. Cassandra's cat, Cleo, curiously explored the cozy cabin. Set B 1. Ursula's uncle uttered an unusual utterance upstairs. 2. Underneath the umbrella, Ursula unrolled an unusual map. 3. Ulysses uses unique utensils for cooking undercooked urchins. What sounds did you hear from Set A? How about in Set B?	Vocabulary Activity <table><tr><td>1. Rapidly</td><td>a. relaxing while lying down</td></tr><tr><td>2. Observant</td><td>b. not common or special</td></tr><tr><td>3. Gobbling</td><td>c. eating quickly</td></tr><tr><td>4. Lounging</td><td>d. moving quickly</td></tr><tr><td>5. Rare</td><td>e. noticing details and paying attention</td></tr></table> Answers: 1. d 4. a 2. e 5. b 3. c Rico and the Rainbow Quest Rico the rabbit ran rapidly down the rocky road. He heard that a rare rainbow rock was hidden near the old oak tree. On his way, he met Olive the owl, who offered him an orange and said, "Only those who are observant can find the rainbow rock!" Rico thanked her and hopped	1. Rapidly	a. relaxing while lying down	2. Observant	b. not common or special	3. Gobbling	c. eating quickly	4. Lounging	d. moving quickly	5. Rare	e. noticing details and paying attention
1. Rapidly	a. relaxing while lying down													
2. Observant	b. not common or special													
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4. Lounging	d. moving quickly													
5. Rare	e. noticing details and paying attention													



	1. <i>Its name is Rover.</i> 2. <i>Rover loves to run.</i> 3. <i>His pet is playful.</i>	Possible Answers: 1. <i>/g/ Letter Gg, /l/ Letter Ll, /h/ Letter Hh.</i> 2. <i>A goat and a goose go to the green garden to gobble green grapes</i> 3. <i>Little lizard leaps by the lake.</i> 4. <i>Harry has a hamster.</i> 5. <i>Answers may vary.</i> • Ask the learners to repeat the sounds of /g/, /h/, and /l/. • Let them give the letter names.	What is the letter name of the sound in Set A? How about in Set B? Possible Answers: ✓ Set A words sound /c/ ✓ Set B words sound /u/ ✓ /c/ its letter is Letter Cc and /u/ is Letter Uu	on. He bumped into Gary the goat, who was gobbling green grapes beside a glowing garden gate. "Go and look by the lilies," Gary said. "But be careful—Lola the lion is lounging near the lake." Rico tiptoed past the lake, where he saw Lola licking lemon lollipops while humming happily. Under the umbrella tree, Rico finally found the colorful crystal rock—it shimmered like sunlight! He jumped up and shouted: "Hooray! I found it!" He clutched the crystal, smiled, and calmly hopped home. Questions: 1. What was Rico searching for? <i>Answer: He is looking for a rainbow rock.</i> 2. Who gave Rico a clue near the lake? <i>Answer: It was Gary the goat.</i> 3. Where did Rico finally find the rainbow rock?
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				<i>Answer: He found it under the umbrella tree.</i> 4. What did Olive say Rico needed to be to find the rock? <i>Answer: He needs to be observant.</i> 5. What made the rainbow rock special? <i>Answer: It shimmered like the sunlight.</i> 6. If you could go on a quest like Rico, what treasure would you search for and why? <i>Answers: Answers may vary.</i>
Letter and Word Review from Previous Sessions 5 min	- Using flashcards, show pictures from last week (e.g., ambulance, flag, mattress, shoes, tree). Let the learners say the words aloud. - Sight Word Drill: Show this week's first 5 sight words (<i>a, the, and, you, is</i>) using flashcards. Ask the learners to read and clap each time they recognize one.	- Using concrete objects (ring, orange, okra, rocket), ask learners to name the objects and let them give the initial sounds they heard. - Sight Word Drill: (<i>a, the, and, you, is</i>) - Let the learners read them in the word wall. After reading them, remove the sight words then let them say the sight words on their own and ask them who can	- What sound is being repeated on the globe, glad, glide? <i>Answer: /g/</i> - How about these sentences? - Lena loves lollipops. <i>Answer: /l/</i> - Hannah has a big hamper at home. <i>Answer: /h/</i>	Remember Me! - Using drill boards, ask the learners to write a word that has an initial sound on the letter being flashed. - Letters: Rr, Oo, Gg, Hh, Ll, Uu, Cc - Write the basic sight words you've learned for this week. <i>Possible answers:</i>





	Do a quick chant: "I see the word — 'you'! I see the word — 'and'!"	spell it correctly on the board.	- Sight Word Drill: (a, the, and, you, is) - Let the learners read them in the word wall. - Using their drill board, let them write the sight words on their own.	A. rabbit, ox, goat, hen, log, umbrella, carrot B. a, the, and, you, is
Explicit Phonics and Word Work Instruction 15-20 min	I DO. - Ask the learners to listen to the sentences and let them identify the letter sound being repeated. - A radar ring rippled across the monitor. - The red roses were wrapped in ribbons. - Olivia's orange orchids offered an oasis of calm. - Olga's optimistic outlook overshadowed ordinary obstacles. - Say : /rrrrrrrrrrrrr/ - Say: /ooooo/ - Ask the learners to repeat the sounds and ask them the name of the letter with /r/ and /o/ sounds.	- Introduce once again the sounds of /g/, /h/, and /l/. - Let the learners repeat the sounds of the three letters. - Ask the learners to give words that start with /g/, /h/, and /l/. - Ask them to pair the words with the sight words a, and, the, is, you. - Ask the learners to use the words with /g/, /h/, and /l/ sounds in a simple sentence. Game: 4pics 1 word Using the drill board, ask the learners to write the name of the pictures. 	Say: <i>Listen to the teacher as she reads the short story. But before that, unlock the unfamiliar words using picture clues.</i> 1.collection  2. countryside  3.crystal 	I DO. - Remind the learners of the following sounds /r/, /o/, /g/, /l/, /h/, /u/, and /c/. Using Flash Cards rank, oval, globe, ladder, hammer, heroes, ukelele, rain, owl, grow, lilies, undershirt WE DO - Sound the letters being studied for the past days (/r/, /o/, /g/, /l/, /h/, /u/, /c/) together with the learners. - Ask them to read the list of words together. YOU DO Activity 1: What Am I



- In sentence number 1, what are the words with /r/ ? In sentence number 2?
Answers: 1. radar, ring, rippled; 2. red, roses
- In sentence number 3, what are the words with /o/ sound? What about in sentence 4?
✓ Olivia, orange, orchids, oasis
✓ Olga, optimistic, outlook, ordinary
- Using a wheel of names, ask the chosen learner to give 3 words that start with /r/ and /o/ sounds.
Possible answers:
rabbit, red, rose
orange, Olive, octopus

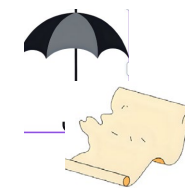


Possible answers:

- /g/ gift
- /h/ hero
- /h/home
- /l/ lemonade
- /l/ lollipop
- /g/ gardener

Story #2

1. umbrella
2. unrolled



Story #1: Carol's Collection

One afternoon, Carol went to the countryside to collect colorful crystals. On the road, she met Carlos and Cassandra. They talked about her collection. She was happy showing all of her collection to them.

Questions:

1. Who collected colorful crystals?
Answer: Carol collected colorful crystal.
2. Where did she collect the colorful crystals?

- Say: Look at the pictures. Recall its initial sound and letter name. Write the name of the given picture.

Possible Answers:

- ribbon
- octopus
- gloves
- hanger
- ladder
- undershirt
- camera

(See LAS Week 6 Session 4 Activity 1)

Activity 2: Choose Me!

Choose a letter and make an alliteration in a pyramid form. Look at the sample below.

the
rabbit
rumbling
roaming, running
riding in a rollercoaster

(See LAS Week 6 Session 4 Activity 2)





			Answer: Carol collected them from the countryside. 3. What made Carol feel happy? Answer: She was happy because of her collection. 4. What letter sound is being repeated in the story? Answer: /c/ Story #2: Ursula's Umbrella One rainy morning, Ursula wakes up early. Her uncle borrows her umbrella. She gets the umbrella under the table to her surprise; the unrolled unusual map fell. She remembered that it was from Ulysses. It is unique and unusual. Questions: 1. Who was the owner of the umbrella? Answer: Ursula owns the umbrella. 2. Who borrowed her umbrella?	
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			Answer: Her uncle borrows the umbrella. 3. What object fell when the umbrella was pulled up? Answer: The unrolled unusual map fell. 4. What sound of letters is being repeated in the story? Answer: /u/	
Phonological Awareness Skill-Building 10 min	Phoneme Isolation A. Count Me In ! The learners will sort the pictures in the box by the correct sounds (/r/ and /o/) within the limited time. Whoever finishes first will be the winner of the activity. (See LAS Week 6 Session 1 Activity 1) Possible Answers: Rr - robot, rat, run, red Oo - orange, octopus, ox, ostrich B. Scavenger Hunt The learners will be given strips of paper with tongue twisters written on it and they need to	Phoneme Substitution Activity 1: Change Me! - Read the word list. Then, let the learners read the words. - Ask: Change the initial sound of the given word. What is the new word? Example: /s/ sun — /b/ <u>bun</u> (See LAS Week 6 Session 2 Activity 2) Possible Answers: - grow - hum - log - hop - lip	This activity will deepen the understanding of the learners on the sounds of letters Uu and Cc. These two letters have two sounds. Letter Uu can be pronounced with short and long sounds. While Cc has soft and hard sounds. Word Awareness Activity 1: Fix Me! Say: Read the words. Arrange the letters to form words with /u/ and /c/. Possible Answers: - carrot - clam - Carol - umbrella	Word Awareness and Recognition Activity 3: Complete Me! Ask the learners to read the sentences and fill in with a correct answer to complete the sentences. (See LAS Week 6 Session 4 Activity 3) Possible Answers: - lollipop - grapes - gift - house - unicorn





	circle all the words that start with /r/ and /o/ sounds. (See LAS Week 6 Session 1 Activity 2) <i>Possible Answers:</i> 1. Rory, Roger, reared, rural 2. Roberta, ran, rings, Romans, ruins 3. Olaf, observes, over, old, oaks, October 4. Olive, octopus, open, oyster, on, ocean, October Phoneme Matching C. Match made in Heaven! The learners will match the pictures to /r/ and /o/ sounds or names of the pictures. (See LAS Week 6 Session 1 Activity 3) <i>Possible Answers:</i> a. otter b. ring c. rabbit d. orange e. rain	Activity 2: Write your Thoughts! Compose simple sentences using the new words in activity 1. <i>Answers may vary.</i> (See LAS Week 6 Session 2 Activity 2)	5. under 6. 6.uncle (See LAS Week 6 Session 3 Activity 1) Activity 2: To do list List at least 5 words that have /u/ and /c/ sounds. (See LAS Week 6 Session 1 Activity 2) <i>Answers may vary.</i>	
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Sight Word Recognition and Fluency Practice 5 min	- Display the sight words on the READ ME! chart: a, the, and, you, is Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. the rabbits - oranges and okra - Ronnie and Rovie are friends. - Rico is a rabbit that runs around the rug. The orange octopus swims in the ocean.	- Display the sight words on the READ ME! chart: a, the, and, you, is Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them clap if they heard the sight words. - gifts and grapes The garden has a hamster. You love lollipops. The girl has gifts. you and Grace	- Display the sight words on the READ ME! chart: a, the, and, you, is Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them stand if they heard the sight words. - carrots and corn - Can you climb? The clerk has an umbrella. The umbrella is under the table. - Carol and Cassandra - Ursula and Ulysses	- Display the sight words on the READ ME! chart: a, the, and, you, is Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them stomp their feet if they heard the sight words. - Robert has a rabbit. The oranges are rich in vitamin C. - globe and gloves - hammer and hamper - Lorie is lovely. You have an umbrella - Carlo and Cura are best friends.
Fluency and Comprehension through Play-Based Practice 5 min	Create Me! Give learners words that start with /r/ and /o/ sounds and sight words. <i>rag, rain, ring, rod, orange, octopus, owl, a, and, the, is, you</i> In a group, let them create an alliteration using the given	Pass the Ball The learners will form a circle. They need to pass the ball to their classmates while the music is playing. When the music stops, whoever receives the ball will give a word with /g/, /h/, and /l/. The learner will choose a letter.	Deal or No Deal Ask the learners to choose their number on the given briefcase. Each briefcase has a question to answer.  	Alliteration Charade Group the learners into two. Prepare the strips of papers with phrases to act it out. Every correct answer is two points. The group with the highest points will be the winner. Phrases:





	words. After forming it, let them read it in class.		 - Briefcase #1: Give two words with short /u/ sound. - Briefcase #2: Use cave in a sentence. - Briefcase #3: Spell the sight word "and". - Briefcase #4: What sound is being repeated in clam, car, can, and cream?	<i>Hop like a happy horse" (H)</i> <i>"Run like a racing rabbit" (R)</i> <i>"Lift a large lemon" (L)</i> <i>"Catch a crawling cat" (C)</i> <i>"Open an old orange" (O)</i> The team members will guess the action. This activity develops teamwork and collaboration among learners and their creativity.						
Closing/ Reflection	Minute to Say It! Give the learners a chance to reflect on how they felt during the session and what they learned. You may ask these guiding questions to support their processing: - What did we learn today? - What was the most fun part of our class? Why? - What part was hard for you? What part was easy?	Draw It! In a graffiti wall, let the learners reflect on the following questions. Then let them draw their emotions or feelings. Questions: - What did we learn today? - What was the most fun part of our class? Why? - What part was hard for you? What part was easy?	Complete Me! After the session, let the learners express their feelings and emotions about the day's experiences. Let them complete the following lines: - Today, I learned that_____. - I like the activity on_____ - I am happy today because_____	My PMI Present the PMI chart to the learners. Ask their plus(gains), minus (stop doing it) and insights(realization) <table><tr><td>P(plus)</td><td>M(minus)</td><td>I (insights)</td></tr><tr><td></td><td></td><td></td></tr></table>	P(plus)	M(minus)	I (insights)			
P(plus)	M(minus)	I (insights)								





	4. What can help us become better at reading?	4. What can help us become better at reading?	4. I am looking forward of _____	
Enhancement of Learning /Home Reinforcement Activity	Ask the learners to draw three things that start with /r/ and /o/. Let the learners name their drawings and create sentences using these words. Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.	Ask the learners to write two words for each letter g, h, l and use them in composing meaningful sentences. Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.	Ask the learners to write three words with letter Uu and three words for letter Cc from the words that they encounter at home. Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.	Ask the learners to make a short story using the letters that are being discussed for the whole week. Criteria - Originality - 5 - Content - 5 - Creativity - 5 - Neatness/Cursive - 5 - Total: 20 pts. Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.





ARAL-Reading Basic		KEY STAGE	☐ 2 ☒ 3	Intervention Week	7
Focus	Syllable Manipulation (b, n, k, v, e, w, l)			Language	☐ Filipino ☒ English

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Focus Letter/Sound	Letters B, N	Letters K, V	Letters E, W	Letter J
Objectives	1. Apply decoding and syllable segmentation skills in words with /b/ and /n/ sounds.	1. Apply decoding and syllable segmentation skills in words with /k/ and /v/ sounds. 2. Apply appropriate social behavior by practicing how to ask permission before borrowing items.	1. Apply decoding and syllable segmentation skills in words with E and W sounds.	1. Apply decoding and syllable segmentation skills in words with Jj sounds.
Materials	Printed short story, syllable cards (with B, N sounds) Whiteboards and markers Emojis (brave, nervous, kind) meta cards	emotion cards, printed short story, syllable cards (with K, V sounds), meta cards	https://www.youtube.com/watch?v=AESAVRrapaw Flashcards, printed copy of tongue twisters, puzzle pieces of events from the story, meta cards, mood meter chart	emotion cards, printed copy of the story, "The Journey of Jumpy Jack", meta card of the basic sight words, word wall
Opening Routine and Socio-Emotional Warm-Up 5 min	Feelings Check-In with Emotional Match - Begin by greeting learners: "Good morning! How are you today?" - Show emotion cards or emoji cards (sad, sleepy excited, frustrated)	Feelings Check-In with Emotional Match - Begin by greeting learners: "Good morning! How are you today?" - Show emotion cards or emoji cards (angry, happy, sad, frustrated) - Ask learners to tell how Kim felt when Violet was not	Feelings Check-In with Emotional Match - Begin by greeting learners: "Good morning! How are you today?" - Show emotion cards or emoji cards. Which is your feeling today? Why?	Feelings Check-In with Emotional Match - Begin by greeting learners: "Good morning! How are you today?" - Show emotion cards or emoji cards. Which is your feeling today? Why?





	- Ask learners to describe how Niko felt when the kite got stuck in the branch and how he felt when it flew again. Possible Answer: Niko felt sad, worried, angry. - Let learners choose a card that matches their feeling during reading. - End with a quick check: "Raise your hand if you're ready to learn!" (See LAS Week 7 Session 1 Activity 1)	beside her when she woke up. - Let learners choose a card that matches their feeling during reading. - End with a quick check: "Raise your hand if you're ready to learn!" (See LAS Week 7 Session 2 Activity 1)	- Ask which between the wind and the sun is more powerful. - End with a quick check: "Raise your hand if you're ready to learn!" (See LAS Week 7 Session 3 Activity 1)	HOW DO YOU FEEL TODAY?  End with a quick check: "Raise your hand if you're ready to learn!" (See LAS Week 7 Session 4 Activity 1)						
Listening and Language Development through Storytelling 10 min	- Show a photo of a kite to hook the learners. Ask: "Have you ever flown a kite?" - Briefly unlock words using visuals kite, barn, branch, - Read the story <i>Ben and Niko</i> aloud with expression. - Ask questions after reading: - What do Ben and Niko love to do?	- Show a photo of a cat or kitten to hook learners. Ask: "Do you have a pet at home?" - Briefly unlock words by matching them to their meanings. A. Match the words to their correct meanings: Words: - Tuck - Apologetic - Panicked - Demanded	- Tell the class that they will watch a story today. https://www.youtube.com/watch?v=AESAVRrapaw - Briefly unlock words by matching them to their antonyms.<table><tr><td>1. Wet</td><td>a. slow</td></tr><tr><td>2. Swift</td><td>b. east</td></tr><tr><td>3. West</td><td>c. dry</td></tr></table> - Ask these questions after watching the story. - Who were the two main characters in the story?	1. Wet	a. slow	2. Swift	b. east	3. West	c. dry	- Tell the class that they will read a story entitled "The Journey of Jumpy Jack" today. - Match the meaning of the underlined words by writing the letter of the correct answer on the blank. Sentences: __1. The monkey swung from tree to tree deep in the <u>jungle</u>.
1. Wet	a. slow									
2. Swift	b. east									
3. West	c. dry									





	2. What did they decide to do one summer day? 3. What did Ben feel when he heard Niko shouting? 4. How did Niko get his kite back? 5. What did the brothers feel when they went home? Why? - Ask learners to retell 3–4 events using picture cards or a sequence chart. Answer keys: - Ben and Niko love to fly kites. - They decided to climb up a hill to fly kites. - Ben was surprised when Niko shouted. - Ben quickly climbed a narra tree to get Niko's kite. - They went home happily.	Meanings: - Feeling or showing that you are sorry for something - To fold or push something into a small space or out of the way - Suddenly very scared or anxious - To ask or say something in a strong, forceful way (See LAS Week 7 Session 2 Activity 2) - Read the story “Kim and her kitty, Violet” aloud with expression. - Ask questions in between reading (Directed Reading Thinking Activity approach): - Who is the main character in the story? What is her pet? - Why did she name it Violet? - Describe how Kim takes care of Violet. - What happened to Violet when Kim woke up one day?	2. What did the Wind and the Sun want to prove? 3. What did the Wind do to try to take off the man's coat? 4. What did the Sun do to make the man take off his coat? 5. Who won the challenge? Possible answers: - The two main characters are the sun and the wind. - They wanted to prove who between them is stronger. - The wind blew the hardest. - The sun shone gently. - The sun won in their challenge. - Play, “Thumbs up, thumbs down”. - Check reading comprehension when the teacher asks learners to give a thumbs up if a statement about a recently watched story is	__2. She was <u>astonished</u> when she saw a shooting star for the first time. __3. He carefully <u>untangled</u> the knot in his shoelace. __4. I felt <u>ashamed</u> after lying to my teacher. __5. The injured bird was <u>struggling</u> to fly. Meanings: - Feeling bad or guilty about something you did wrong - Working hard to do something difficult - A thick forest in a hot, tropical area - Very surprised or amazed - To free something from being twisted or knotted (See LAS Week 7 Session 4 Activity 2) The teacher and learners will participate in an interactive read-aloud session. During the story, the teacher will guide the learners to make
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		5. How did Kim feel when Violet was not by her side? 6. What did she do? 7. Who took Violet away from Kim? How did Kim feel when Violet showed up together with her brother? 8. What did Vivo feel when Kim asked her about Violet? 9. What lesson did you learn from the story? (See LAS Week 7 Session 2 Activity 3) - Draw! Draw the most important scene in the story and explain its importance and action. Answer keys: - Kim is the main character in the story. - Kim's pet is a kitten. She named it Violet since it is her favorite color. - Kim bathes, feeds and dresses Violet.	true, or a thumbs down if it's false. - The wind won the contest. - The man was happy in the story. - The man removed his coat. - The sun won in the contest. - The man died in the story.	predictions about what might happen next. Each time the word "Jack" is read, the learners will respond by jumping. Ask these questions after reading each paragraph. - P1: What problems do you think Jack's impatience might cause in the story? (Jack might miss chances to help others and make poor decisions in his rush to win.) - P2: Do you think Jack will win the race? Why or why not? (No, because his impatience and selfishness could lead to mistakes or missed opportunities.) - P3: What do you think might happen because Jack didn't stop to help Jerry? (Jerry might get hurt or fall behind, and Jack may lose a friend's trust.) - P4: Do you think Jack will regret not helping
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		- When Kim woke up Violet was not by her side. - Kim panicked. - Kim searched the entire house for Violet. - Kim was angry with Vivo and asked him why he took Violet without asking permission. - Vivo was apologetic. - Always ask permission whenever you want to borrow something.		Jenny? What might happen next? (Yes, he will regret it when he sees the value of teamwork and how helping others leads to success.) - P5: How do you think Jerry and Jenny were able to beat Jack to the top? (They helped each other and found a shortcut by working together.) - P6: What lesson do you think Jack will learn from this experience? (Jack will learn that teamwork and kindness are more important than winning.) (See LAS Week 7 Session 4 Activity 3)
Letter and Word Review from Previous Sessions 5 min	- Let learners read the alliteration aloud. (Mike's machine makes much more money). Sight Word Drill: Show this week's first sight word she. Do a quick chant:	- Flashcards: Show 3–4 words with /b/, and /n/ sounds from the other day: (barn, branch, need, Niko) Let learners read them aloud. - Let the learners recall the basic sight word for the day. (he) Flash-Read Sentences Aloud Together: Read and	- Flashcards: Show 3–4 words with /k/, and /v/ sounds from the previous lesson (vat, kin, cat, van). Let each learner read them aloud. - Sight Word Drill: Show this week's third sight word (we) using a meta card. - Clap and tap to the beat:	- Have the learners read aloud the words with /w/ and /e/ sounds using flashcards. - Let them recall the 5 basic sight words this week (she, he, we, to, on) Let them spell the words correctly.





	Teacher: She is kind, she is cool! Pupils: She plays games at our school! Teacher: She is smart, she can read!" Pupils: She helps others when they need it! Teacher: She is a friend. Pupils: She helps each day! All together: She! She! She! Clap your hands and shout again! She! She! She! Now we know her-yes, she is!!	have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: 1. He has a cat. 2. He takes his kitten to the vet. 3. He locked the van. 4. He visits his kind friend every day. 5. He likes to be a vet. • Change the underlined words with He. Read the sentences. 1. <u>The man</u> is kind. 2. <u>Father</u> works as a vendor. 3. <u>Von</u> has a new van. 4. <u>Mr. Val</u> is very fond of violet.	We jump, we play, We learn every day. We read, we write, We shine so bright! We sing, we dance, We give school a chance. We care, we share, We show that we're fair!	• Read the words and clap at each syllable. <table><tr><td>Water</td><td>eggplant</td></tr><tr><td>Won</td><td>everyday</td></tr><tr><td>Wind</td><td>eat</td></tr><tr><td>Worry</td><td>enter</td></tr><tr><td>Waterfall</td><td>energy</td></tr><tr><td>Now</td><td>dance</td></tr><tr><td>Tow</td><td>rice</td></tr><tr><td>How</td><td>size</td></tr><tr><td>Bow</td><td>ride</td></tr><tr><td>law</td><td>dive</td></tr></table> The teacher will emphasize that the final /e/ sound is silent and not pronounced.	Water	eggplant	Won	everyday	Wind	eat	Worry	enter	Waterfall	energy	Now	dance	Tow	rice	How	size	Bow	ride	law	dive
Water	eggplant																							
Won	everyday																							
Wind	eat																							
Worry	enter																							
Waterfall	energy																							
Now	dance																							
Tow	rice																							
How	size																							
Bow	ride																							
law	dive																							
Explicit Phonics and Word Work Instruction 15-20 min	• Write the following words on the board: Ben, big, blue, barn, branch, broken, Niko, need	• Revisit the story read. • Ask the learners to look for words with /K/ and /V/ sounds. Write them on the board.	• S/how the following words from the story. West wet wind water • Ask: What letter does each word begin? What is the	• Revisit the story read. • Ask the learners to look for words with /Jj/ sounds. Write them on the board. • Have them read the words aloud. Ask: What																				





	- Have them read the words aloud. - Ask: <i>What letters do the words begin?</i> - Read aloud the following mini phrases: - To the barn - Broken branch - Niko and Ben - Kind Ben - Blue kite - Ask learners to create a sentence using /b/ and /n/ sounds. Possible Answers; - The boy sat by the beach. Ben bought some bread. Nina is a nice girl. - She never tells a lie. Ben and Nina are best friends.	- Have them read the words aloud. Ask: <i>What letters do the words begin?</i> - Read aloud the following mini phrases: - Kim and Violet - Very worried - with kisses - Ask learners to give words with k and v sounds and create a sentence using /K/ and /V/ sounds	sound of W? How many sounds do you hear from each word? What letter comes after w in the words west and wet? What is the sound of e? - Read aloud the following words: Went end swim bend now met - Ask learners to add more words with w and e sounds.	letter do the words begin? What is the sound of the letter Jj? - Read aloud the following phrases/sentences. - Jumping Jack - Joyful jungle - juiciest jungle berries - Jerry and Jenny forgave Jack. - Jerry and Jenny shared the jungle berries with him Ask learners to give more Jj words Possible answers: judge joker just journey Jockey Jack jump jolly jar jam jelly joke
Phonological Awareness Skill-Building 10 min	Phoneme Blending and Segmentation Directions: Listen to the teacher and tell how many sounds you hear for each picture. Write 1, 2, 3, or 4 on the blanks.	Phoneme Blending and Segmentation Say the segmented phonemes aloud with claps; learners blend them into a word: /K/ /i/ /m/ =Kim /k/ /i/ /s/ /s/=kiss /v/ /a/ n/ -van	Phoneme Blending and Segmentation Say the segmented phonemes aloud while asking the pupils to clap for every sound they hear and blend them into a word: /w/ /a/ /n/ /t/	Phoneme Blending and Segmentation Say the segmented phonemes aloud while asking the pupils to clap for every sound they hear and blend them into a word: /J/ /a/ /c/ /k/





(See LAS Week 7 Session 1 Activity 5) Say the segmented phonemes aloud and ask learners to blend them into a word: - o /b/ /a/ /r/ /n/ → barn - o /n/ /e/ /e/ /d/ → need Phoneme Substitution (Initial and Final Sound) Ask: "If we change the /B/ in Ben to /G/, what's the new word?" → Gen - o big → change /b/ to /r/ = rig - o need→ change /n/ to /h/ = heed Phoneme Deletion Say the word barn. Ask: "What's the word if we take away the /n/?" → bar Try: - o branch without /b/ → ranch - o need without /n/ → eed Game: Simon says	- o /v/ /e/ /t/=vet (See LAS Week 7 Session 2 Activity 5) Phoneme Substitution (Initial and Final Sound) Ask: "If we change the /K/ in Kim to /B/, what's the new word?" - o vet→change /v/ to /n/=net - o kit→change /k/ to /f/=fit Phoneme Deletion Say the word cat. Ask: "What's the word if we take away the /k/ sound?" → at Try: - o van without /v/ → an - o cap without /k/→ ap - o vet without /v/→ et I Spy with Sounds Ask learners to give things, objects that have /k/ and /v/ sounds. "I spy with my little eye something that starts with the /v/ sound." (vase, vine, vinegar, vest)	- o /w/ /a/ /s/ - o /w/ /a/ /r/ - o /e/ /g/ /g/ - o /e/ /n/ /t/ /e/ /r/ Phoneme Substitution (Initial and Final Sound) Ask: "If we change the /w/ in wet to /v/, what's the new word?" - o war→change /w/ to /c/=car - o end→change /e/ to /a/=and - o now→change /w/ to /t/=not Phoneme Deletion Try this: - o swim without /w/ →sim - o won without /w/→on - o when without /w/→hen Tongue Twisters Say: Repeat after me I wish I were what I was when I wished I were what I am. Why do you cry, Willy? Why do you cry? Why, Willie? Why, Willie? Why, Willie? Why, Willie? Why?	- o /j/ /u/ /m/ /p/ - o /j/ /u/ /n/ /g/ /l/ /e/ - o /J/ /e/ /r/ /r/ /y/ (See LAS Week 7 Session 4 Activity 5.A) Phoneme Substitution (Initial and Medial Sounds) Ask: "If we change the /t/ in tot to /j/, what's the new word?" Read each word below. Replace the underlined letter with /Jj/ what is the new word? <table><tr><td>1. <u>m</u>ust</td><td>6. ma<u>n</u>or</td></tr><tr><td>2. <u>d</u>ov</td><td>7. en<u>v</u>oy</td></tr><tr><td>3. <u>M</u>ay</td><td>8. pr<u>o</u>tect</td></tr><tr><td>4. <u>t</u>ar</td><td>9. <u>p</u>oke</td></tr><tr><td>5. <u>s</u>aw</td><td>10. <u>S</u>ob</td></tr></table> (See LAS Week 7 Session 4 Activity 5.B) Phoneme Deletion If we remove /J/ from Jack, what word will you produce? - o Jany without /J/→any	1. <u>m</u> ust	6. ma <u>n</u> or	2. <u>d</u> ov	7. en <u>v</u> oy	3. <u>M</u> ay	8. pr <u>o</u> tect	4. <u>t</u> ar	9. <u>p</u> oke	5. <u>s</u> aw	10. <u>S</u> ob
1. <u>m</u> ust	6. ma <u>n</u> or												
2. <u>d</u> ov	7. en <u>v</u> oy												
3. <u>M</u> ay	8. pr <u>o</u> tect												
4. <u>t</u> ar	9. <u>p</u> oke												
5. <u>s</u> aw	10. <u>S</u> ob												





	- the leader will say Simon says: Give me things that have /b/ and /n/ sounds. Possible answers: - Simon says, "Bring me a ball." - Simon says, "Bring me a notebook." - Simon says, "Bring me a ballpen." - Simon says, "Bring me a book." - Simon says, "Bring me a newspaper."	"I spy with my little eye something that starts with the /k/ sound." (cat, cap, kite, cash, kitten)	Wayne went to Wales to watch walruses. Ed eats eggs, Pete eats peas, eat eggs and peas, please!" Encircle the words that begin with w and e.	just without /j/→ust (not a word) (Tell the learners that removing the letter J from most words will result in meaningless or made-up words.) Let them play Wordwall https://wordwall.net/resource/6304452/j-sound
Sight Word Recognition and Fluency Practice 5 min	- Display and review the target sight word (she) on the board or chart: Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: She and I - and she left She's a bit nice to me.	- Display and review the target sight word on the board or chart: (he) Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: - He has a cat. - He takes his kitten to the vet. - He locked the van.	- Let the learners recall the basic sight word of the day. Show again the meta card with "<u>we</u>". Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: - We went to Win's house. - We won first place.	- Let the learners recall the basic sight words of the day. Show again the meta card with "<u>to and on</u>". Flash-Read Sentences Aloud Together: Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition with the use also of /Jj/ words. - on Saturday

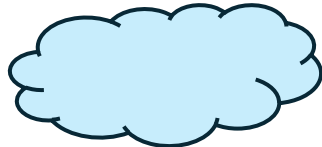




	4. She eats a banana near the bench. 5. She brings her books every day. 6. She asked Ben to go to the beach. 7. She never gets bored of reading books. 8. She has been busy with her new bike. Form sentences by placing the words in order. 1. nice very me to She is 2. lives near the She basketball court 3. has a bag She and a notebook 4. baked she some bread 5. Dress wears a navy blue dress She Possible answers: 1. She is very nice to me. 2. She lives near the basketball court. 3. She has a bag and a notebook.	4. He visits his kind friend every day. 5. He likes to be a vet. Change the underlined words with He. Read the sentences. 1. <u>The man</u> is kind. 2. <u>Father</u> works as a vendor. 3. <u>Von</u> has a new van. 4. <u>Mr. Val</u> is very fond of violet. 5. <u>My friend</u> kisses his new kitten. Answer keys: 1. <u>He</u> is kind. 2. <u>He</u> works as a vendor. 3. <u>He</u> has a new van. 4. <u>He</u> is very fond of violet. 5. <u>He</u> kisses his new kitten.	3. We were eating when she came. 4. We will write an e-mail on Wednesday. Freeze & Finish! Say the beginning: "We..." The kids must freeze and think of their own sentences to complete it. They say it aloud and act it out!	2. jam on the table 3. to the market with Jun 4. We enjoy jumping in the pool. 5. We just like to go to the gym. Ask: <i>Which are the basic sight words in the phrases/ sentences?</i> <i>Which are the words with /j/ sounds?</i> Directions: Complete the following sentences below by writing to or on on the blanks. 1. She gave her toy ___ the baby. 2. The cup is ___ the table. 3. He walked ___ the park. 4. They danced ___ the stage. 5. We sent a letter ___ grandma. Answer keys:
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	4. She baked some bread. 5. She wears a navy blue dress.			1. to 4. On 2. on 5. to 3. to (See LAS Week 7 Session 4 Activity 5.C)
Fluency and Comprehension through Play-Based Practice 5 min	Picture Sequencing and Oral Retelling - Show three key illustrated scenes from the story "Ben and Niko" in random order: - Ben and Niko climbed a hill. - Niko's kite got stuck in a branch. - Ben and Niko flew their kites. - They went home happily. - Ask learners to arrange the pictures in the correct sequence on the board or their desks. - Guide them to orally retell the events using transition words (First, Then, Next, Finally) and emphasize words that have B and N sounds. - Encourage expressive voice and clear	Picture Story Analysis Show a picture of Kim and Violet.  - Where did the story happen? - at home - in the market - in school - Why did Kim worry about Violet? - It died. - It didn't eat. - it was gone. - What did Kim feel when she saw Violet? - She was happy. - She was sad. - She was shouting.	Story Puzzle Relay - Break the short story into puzzle pieces (events). - Teams race to assemble the story in correct order. What are the words that have w and e sounds in the story. Write them on the cloud below.  Possible answers: <u>Wind</u> <u>wet</u> <u>blew</u> <u>West</u> <u>swift</u>	Character Detective - Give clues about characters from the story. - Learners guess and support their answers using text evidence. - Try to identify who the following characters are. - He was known for his boundless energy and his love for jumping. - He had tripped on a vine. - She struggled to untangle her wing from a thorny bush. - They forgave Jack and shared the jungle berries with him. - He wasn't able to help Jerry and Jenny.





	sentence structure during retelling.	Ask learners to play “Reading Relay” - Divide learners into teams. - Each member reads a portion aloud, then passes it on. - Encourage expressive voice and clear sentence structure during reading.		(See LAS Week 7 Session 4 Activity 6)
Closing/ Reflection	- What did we learn today? - What was the most fun part of our class? Why? - What part was hard for you? What part was easy? - What can help us become better at reading? Your Day in Emojis Ask the learners to represent their day using three to five emojis and explain why they chose each one.	Instructions: Read each statement and tick the circle (○) if it describes what you do. - I ask for permission before borrowing something. - I wait for the owner's answer before taking anything. - I return what I borrow as soon as I'm done using it. - I take care of the item I borrowed like it's my own. - I thank the person after borrowing something. - I get what I want without asking first. (See LAS Week 7 Session 2 Activity 6)	- What did we learn today? - What part of the lesson was your favorite? Why? - What part of the lesson was hard for you? Why? Mood Meter Identify the color on the Mood Meter that represents how you are feeling.  Ask these questions: - Where do you place yourself on the Mood Meter right now?	- What did we learn today? - What part of the lesson was your favorite? Why? - What part of the lesson was hard for you? Why? Your Day in Emojis Ask the learners to represent their day using three to five emojis and explain why they chose each one. 





	HOW DO YOU FEEL TODAY?	1. What did we learn today? 2. What part of the lesson was your favorite? Why? 3. What part of the lesson was hard for you? Why? HOW DO YOU FEEL TODAY?	2. What emotion best describes what you are feeling? 3. What might be causing you to feel this way?	
Enhancement of Learning /Home Reinforcement Activity	“B and N” Hunt at Home - Ask learners to look around their home for ten objects that have /b/ and /n/ sounds. - Draw the item on a sheet of paper or notebook. - Write the word that matches the drawing, with help from a family member. Possible answers: ball notebook	List down words which have /k/ and /v/ sounds. Read them orally with help from a family member. Possible answers: key vest kid vine kite vote King visit kiss very (See LAS Week 7 Session 2 Activity 7)	Read the following words. Complete them using w or e. Write your answers on the blanks. 1. _inner 2. _nvelope 3. _indmill 4. s_eet 5. sho_ 6. _nding 7. _onder 8. _ggplant 9. _ill 10. w_ll Answer keys: 1. winner 2. envelope 3. windmill 4. sweet 5. show	Create at least five sentences with Jj words. Possible answers: 1. Jam jumped joyfully. 2. Jenny danced Jazz on stage. 3. Joel jokingly answered in class. 4. Josh ate bread with jam. 5. The judges enjoyed the show.





			6. ending 7. wonder 8. eggplant 9. will 10. well	
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ARAL-Reading Basic		KEY STAGE	☐ 2 ☒ 3	Intervention Week	8
Focus	Phoneme Manipulation + Blends + CVCe			Language	☐ Filipino ☒ English

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Focus Letter/Sound	Consonant Blend: /sl/ (as in "slap", "slow")	Consonant Blend: /fl/ (as in "flat", "flip")	CVCe: i-e (e.g., "bike", "hike")	CVCe: o-e (e.g., "pole", "rope")
Objectives	The learner will be able to: 1. Recall the sound of /s/ and /l/ by using words that begin with them (e.g., sun and lad). 2. Listen as the teacher reads a short text containing /sl/ words and answer the questions that follow. 3. Blend 2 consonant letters (/s/ and /l/) to form blending sounds (e.g., s-low, s-lap). 4. Read words that begin with /sl/ sound.	The learner will be able to: 1. Label the pictures beginning with /fl/ sound. 2. Identify what fl- word is being defined in the Word Bingo Game. 3. Read a paragraph that has words beginning with /fl/ sound. 4. Create simple sentences using the words from the word wall that begin with /fl/ sound.	The learner will be able to: 1. Classify the words with short /i/ and long /ī/ sounds (e.g., fin vs. fine, win vs. wine). 2. List down the CVCe words from the poem read by the teacher. 3. Analyze the meaning of the CVCe words given. 4. Interpret the meaning of a song played (karaoke interpretation).	The learner will be able to: 1. Identify the sound of long vowel /ō/ with the CVCe pattern (e.g., rode, note). 2. Cite words containing CVCe pattern-long /ō/ sounds as they listen to a short poem read. 3. Use words with long /ō/ sounds in completing sentences. 4. Compose a story using the given sentences with long /ō/ sounds (Reading Relay).
Materials	Sticky note, picture of a slug, printed short story, flashcards, whiteboards and markers	Picture cards, printed short story, bingo card, traffic light poster, whiteboards and markers	Picture cards, printed short story, cookie jar poster, whiteboards and markers	Picture cards, printed short story, whiteboards and markers
Opening Routine and Socio-Emotional Warm-Up	Start by greeting the learners: "Hi everyone! How are you today?" Affirmation Checker:	Start the session by saying: "Another great day with you guys!" Affirmation Checker:	Start by greeting the learners: "Hello there, another day, another chance to learn more! How are you doing?"	Start by greeting the learners: "Good morning! It's nice to be back, are you excited?"





5 min	- Give a sticky note to learners and say: <i>"What makes you happy today?"</i> - Tell them to write down simple thing/s that made their day. - Finish it by telling the learners to repeat a short tagline: <i>"I am thankful, grateful, and blessed"</i>. Readiness Checker: The teacher will say: <i>"Now, if you're ready to learn, say aha!!"</i>	- Let the learners face each other and smile. - Say: <i>"What makes you smile today?"</i> - Tell them to share with their partners the simple thing/s that made them smile. - Finish it by telling the learners to repeat a short tagline: <i>"I am thankful, grateful, and blessed"</i>. Readiness Checker: The teacher will say: <i>"Now, if you're ready to learn, show me your sweetest smile!"</i>	Affirmation Checker: - Let the learners clap five times and ask them: <i>"What good news did you receive today or for the past few days?"</i> - Tap their shoulders once they share something and say, <i>I'm happy for you!</i> - Finish it by telling the learners to repeat a short tagline: <i>"I am thankful, grateful, and blessed"</i>. Readiness Checker: The teacher will say: <i>"Now, if you're ready to learn, tap your classmate's shoulder and smile!"</i>	Affirmation Checker: - Tell the learners, on a scale of 1 to 5, 5 being the highest, how will you rate your happiness on what you have experienced for the past few days? - Let them shout "Hep, hep, hooray!" every time someone shares something. - Finish it by telling the learners to repeat a short tagline: <i>"I am thankful, grateful, and blessed"</i>. Readiness Checker: The teacher will say: <i>"Now, if you're ready to learn, say ready to read, ready to learn!!"</i>
Listening and Language Development through Storytelling 10 min	The teacher will: - Ask: <i>"Have you ever seen a slug?"</i> - Show a picture of a slug and give some descriptions of it. Say: <i>"Today, you're going to listen to a short text, 'Slash and the Slug'"</i>	The teacher will: - Show pictures of the following: flag, flower, fly, flat, and flash. - Say: <i>"What sound does the following pictures begin with?"</i> - Say: Today, you're going to hear a short text, look	The teacher will: - Show a picture with its name of a fin and an emoji of "fine". - Ask: <i>"What have you noticed about the two words?"</i> Say: <i>"Today, you're going to listen to a poem, 'The Passenger's Line'"</i>	The teacher will: - Ask: What are the silly things you do in class? - Show a picture of learners who are passing a note containing a joke to the class. - Say: <i>Let's have a short poem entitled, 'Classroom Note'"</i>





	Slash and the Slug Slash, the cat saw a slug on the mat. The slug was big and had a slim tail. He had a slip and slid on the slope. He got a slap on the leg. The slug slid and slid. Slash got a slim mop. He hit the slope with a slam. (See LAS Week 8 Session 1 Activity 1) The teacher then: - Ask comprehension questions: - What did Slash see? - How will you describe the slug? - What will you do if you see a crawling bug near you?	for words that begin with consonant blending fl-. "Flat Tire" Fran's bike had a flat tire. She tried to flip it over to fix it. Her friend Fred brought a flashlight to help. Soon, the bike was ready to fly down the road! The teacher will then: - Ask comprehension questions: - What does Fran have? - What happened to her bike? - Who helped Fran? - Have you ever helped a friend? - Say: "From the text, what are the words that begin with consonant blend fl- -flat -flip	"The Passenger's Line" <i>Seven to nine Buses arrive And the line starts to rise.</i> <i>It is five to nine And I'm here on time Waiting for my good friend, Mile.</i> <i>It's four to nine The passenger's line Can we wait for a while for Mile will be here anytime.</i> The teacher will then: - Ask comprehension questions: - What type of transportation is mentioned in the poem? - Who is the speaker waiting for? - Have you ever waited patiently for someone in line? - How do you manage this kind of situation?	- Guide the learners as they read a short CVC paragraph. Classroom Note I passed a <u>note</u> to <u>Rose</u> in class, She took it and read it fast. It had a <u>joke</u> about our <u>robe</u>, We laughed so hard, we shook the <u>globe</u>! And our teacher asked, "What's with the <u>note</u>?" (See LAS Week 8 Session 4 Activity 1) The teacher will then: - Ask comprehension questions: - What did the speaker pass to Rose? - If you were Rose, are you going to pass the note to your other classmates while your
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	(See LAS Week 8 Session 1 Activity 2) - Ask learners: “What are the highlighted words in the short text?” Slash slug slim slip slid slope slap slam - Guide the learners as they read the listed words. (Emphasize the sound made as they pronounce the /sl/ blending sound)	-flashlight -fly Let the learners pronounce the words correctly (Guide them in pronouncing the words) (See LAS Week 8 Session 2 Activity 2)	(See LAS Week 8 Session 3 Activity 1 and 2) - Retell the story: Emphasize the words with long /i/ sounds. - Ask: “What are the words that have letter /i/ and end with /e/?” -nine -five -arrive -time -line -while -rise -mile - List down the words on board and ask: “How do we pronounce these words?” - Let the learners pronounce the words again and emphasize the sound of long /i/. - Ask: What is the sound of letter /i/ in the following words? What have you noticed at the end of each word?	teacher is discussing in front? Why? - Say: Read the following underlined words in the poem? - Ask: “What have you noticed?” (See LAS Week 8 Session 4 Activity 2) - Let the learners pronounce the words again and emphasize the sound of long /ō/. -note -Rose -joke -robe -globe
Letter and Word Review from Previous Sessions	The teacher will: Say: Let's read and replace the underlined letter with /s/ to form a	Say: “Before we continue, let's have a quick review on what we have discussed in yesterday's lessons.”	The teacher will: Say: “Before we continue, let's have a quick review on what we	The teacher will: Say: “Before we continue, let's have a quick review on what we discussed yesterday.”





5 min	<i>new word. Read the new words formed.</i> 1. <u>w</u>and → _____ 2. <u>d</u>ay → _____ 3. <u>b</u>it → _____ 4. <u>w</u>ave → _____ 5. <u>t</u>ell → _____ (See LAS Week 8 Session 1 Activity 3)	- Let the learners read the following CVC sentence (Guide them as they pronounce each word) 1. Dan had a slip on the mat. 2. The rug slid back. 3. I see the slab in the pan. 4. He sat in the slot box. 5. The pig ran in the slop. - Ask: "Which among the words begin with a consonant blending sound?" (See LAS Week 8 Session 2 Activity 3)	<i>have discussed in the previous lessons."</i> - Show a set of sentences. Let the learners read them aloud. (Guide them as they pronounce each word) 1. The bug did a flip. 2. He sat in the flat box. 3. She had a flop on the mat. 4. The bat can flap up. 5. I see a flap on the hat. - Ask: "Which among the words begin with a consonant blending sound?" (See LAS Week 8 Session 3 Activity 3)	- Show a set of sentences. Let the learners read them aloud. (Guide them as they pronounce each word) - Say: "<i>Underline the words with long /i/ sound</i>" 1. He likes to ride on his bike. 2. I saw a big fire. 3. Five books are mine. 4. There is a wire in the vine. 5. My mom bought a kite. - Let the learners pronounce the words again and emphasize the sound of long /i/. (See LAS Week 8 Session 4 Activity 3)
Explicit Phonics and Word Work Instruction 15-20 min	The teacher will: 1. Go back to the listed words on the board. Ask: "<i>How are the words similar to each other?</i>" Slash slug	The teacher will: 1. Ask: "What is the sound of /f/? Give me examples of words that begins with /f/." -farm -fork -fin	- Introduce the CVCe pattern: Write the word rip on the board. Let them read it - Use the word rip in a sentence and say: "<i>They rip paper for a project.</i>"	- Using letter cards, introduce the CVCe pattern o_e: Write the word not. Let them read it - Use the word not in a sentence and say: "<i>Darwin did not forget his</i>





	slim slip slid slope slap slam slab slot 2. On the board, build words together: Write and blend: s + lash = slash, s + lid = slid, s + lap = slap Say: "What new word did we make?" 3. Give each learner a word card with a mix of real and nonsense "sl" words. Ask: "Hold up your card. Is this a real word or a silly one? Let's sort them together." 4. Write sample sentences with "sl" words and ask learners to read aloud. Then say:	2. Ask: "What is the sound of /l/? Give me examples of words that begins with /l/." -lag -lock -lip 3. Say: "If I will add letter /f/ in the beginning of the words, what new word will be produced?" -flag -flock -flip 4. Let the learners read other examples of words that begin with fl- blends <table><tr><td>flab</td><td>flow</td></tr><tr><td>flap</td><td>flop</td></tr><tr><td>flash</td><td>floss</td></tr><tr><td>flex</td><td>flick</td></tr><tr><td>fluff</td><td>fled</td></tr></table> (See LAS Week 8 Session 2 Activity 4)	flab	flow	flap	flop	flash	floss	flex	flick	fluff	fled	(Do a gesture of ripping to show what it means) • Say: "What if I add e at the end of the word rip? Can we read it same as the first one?" • Say: "If we add silent 'e' at the end of the CVCe words, the vowel letter changes its sound and the word changes its meaning" • Use the word ripe in a sentence and say: "Ripe mangoes are sweet." (Show a picture of a ripe and yellow mango to show what it means) • Do this with 3–4 other examples: win → wine fin → fine sif → site kit → kite bit → bite • Let learners repeat each pair after you. (See LAS Week 8 Session 3 Activity 4) • Ask: "What have you noticed to the set of	homework today." (Do a gesture to show what it means) • Say: "What if I add e at the end of the word not? Can we read it same as the first one?" • Say: "If we add silent 'e' at the end of the CVCe words, the vowel letter changes its sound and the word changes its meaning" • Use the word note in a sentence and say: "I left a note on your desk." (Show a picture of a note on a desk to show what it means) • Do this with 3–4 other examples: pop → pope rot → rote Bon→ bone con → cone (See LAS Week 8 Session 4 Activity 4) • Let learners repeat each pair after you.
flab	flow													
flap	flop													
flash	floss													
flex	flick													
fluff	fled													





	“Can you think of your own sentence using a word like slow or slam?” (See LAS Week 8 Session 1 Activity 4) - Say: “Let’s try to identify the meaning of some words that begins with /sl/. Choose your answer in the below - To cut into thin, flat pieces- _____. - Thin- _____. - To accidentally slide away- _____. - To hit with an open hand- _____. - To shut, hit, or put down something hard- _____. SLICE SLIM SLIP SLAP SLAM (See LAS Week 8 Session 1 Activity 5)	- Ask: “How are the words similar to each other?” - Say: “This time let us complete the paragraph using the fl-blending words below. A PANCAKE STORY Dad makes a batter With some _____ Pours it round _____. Cooks it on a _____. And _____ it over It _____ on the _____ and it goes SPLAT! flour flip flat flop flame floor (See LAS Week 8 Session 2 Activity 5)	words?” (The teacher will repeat the words with long vowels and emphasize the long /i/ sound. - Say: “Let us use these words to complete a sentence. WIN-WINE - We will _____ the game. - Men drink _____ at the party. FIN-FINE - Today is a _____ day to travel. - The shark’s left _____ is wounded. KIT -KITE - The emergency responder always brings his medical _____. - His _____ got stuck in a tree. BIT-BITE - I ate a _____ of cake. - The ants _____ my feet.	- Ask: “What have you noticed to the set of words?” (The teacher will repeat the words with long vowels and emphasize the long /o/ sound. - Say: “Let us use these words to complete a sentence. CONE MOLE ROPE ROSE BONE - The dog eats a big _____. - The boat has a long _____. - Rey has a _____ on her lips. - I like the smell of a _____. - She likes to eat ice cream in a _____. (See LAS Week 8 Session 4 Activity 5)
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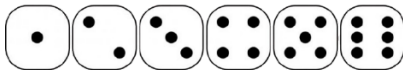
			5. SIT-SITE a. I always ____ by the window in class. b. It is really a beautiful ____. (See LAS Week 8 Session 3 Activity 5) Say: “Now, let’s try to identify some words with long /i/ sound in the paragraph. One morning, Mike rises up early. He takes his bike for a ride. He finishes a mile and stopped for a while to wipe off his tire. He goes back to his house and had a fine time. • Learners will underline the words with long vowel sounds • Let them read a few aloud (Emphasize the sound of long /i/) (See LAS Week 8 Session 3 Activity 6)	
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Phonological Awareness Skill-Building 10 min	Phoneme Blending and Segmentation - Say segmented sounds: "/s/ /l/ /i/ /m/"" - Ask: "What's the word?" (Learners: slim) - Try more: "/s/ /l/ /a/ /p/" → slap Phoneme Substitution: - Ask: "If we change the /s/ in slope to /p/, what do we get?" (plope) - Try: slip → change /p/ to /t/ = slit - slant → change /s/ to /d/ = dlant (discuss if it's an acceptable word) Phoneme Deletion: - Ask: "What happens if we take away the /s/ from slash?" (lash) - Try more: Slip without /s/ = lip slack without /s/ = lack - The teacher will give other examples for further understanding of the concept.	Phoneme Blending and Segmentation - Say segmented sounds: "/f/ /l/ /a/ /b/"" - Ask: "What's the word?" (Learners: flab) - Try more: "/f/ /l/ /o/ /w/" → flow Phoneme Substitution: - Ask: "If we change the /f/ in flab to /s/, what do we get?" (slab) - Try: flow → change /w/ to /s/ = floss - fled → change /f/ to /r/ = rled (discuss if it's an acceptable word) Phoneme Deletion: - Ask: "What happens if we take away the /f/ from flick?" (lick) - Try more: fluff without /f/ at the end = flu	Phoneme Blending and Segmentation <i>Sound Blending</i> - Say the sounds slowly. Ask learners to blend them into a word: /b/ /l/ /t/ → bite /h/ /l/ /d/ → hide /f/ /l/ /r/ → fire /d/ /l/ /n/ → dine /f/ /l/ /l/ → file - Say: "What word do the sounds make?" Learners respond chorally. Phoneme Substitution - Ask learners to change one sound to make a new word: "Change the /b/ in bite to /r/ — what's the new word?" → rite "Change the /h/ in hide to /s/ — what's the new word?" → side "Change the /f/ in fire to /w/ — what's the new word?" → wire	Phoneme Blending and Segmentation <i>Sound Blending</i> - Say the sounds slowly. Ask learners to blend them into a word: /p/ /ō/ /p/ → pope /r/ /ō/ /t/ → rote /b/ /ō/ /n/ → bone /c/ /ō/ /n/ → cone /h/ /ō/ /m/ → home - Say: "What word do the sounds make?" Learners respond chorally. Phoneme Substitution - Ask learners to change one sound to make a new word: "Change the /p/ in pope to /c/ — what's the new word?" → cope "Change the /r/ in rote to /v/ — what's the new word?" → vote "Change the /b/ in bone to /t/ — what's the new word?" → tone
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		The teacher will give other examples for further understanding of the concept	- Let them repeat the words after changing the sounds. - Say: "Can you stretch the sounds in the word?"	- Let them repeat the words after changing the sounds. - Say: "Can you stretch the sounds in the word?"
Sight Word Recognition and Fluency Practice 5 min	- Show this week's first 5 sight words (in, of, that was, are) using flashcards. Ask learners to read and clap each time they recognize one. - Keep the flashcard and let them spell-out the word correctly. - Display and review the 5 target sight words on a chart: in, of, that, was, are	- Let the learners spell out the sight word of the week. - Repeat the words twice only to improve attentiveness. - Let them check their work and answer the activity in chorus for retention - Display and review the 5 target sight words on the board or chart: in, of, that, was, are	- The teacher will display set of words - Let the learners choose one word that fits to the paragraph IN OF THAT WAS ARE The bag was ____ the box. A pen and pad ____ in it. The kid in the cap said ____ the bag is Dan's. It ____ a day ____ fun. (See LAS Week 8 Session 3 Activity 7)	- The teacher will display set of words - Let the learners choose one word from the set of words - Let them create a sentence using the word they have chosen IN OF THAT WAS ARE
Fluency and Comprehension through Play-Based Practice 5 min	ROLL, READ, AND HIGHLIGHT Let the learners roll the dice and a read word for the number rolled. Highlight the word you have read. 	WORD BINGO Let the learners play the Word Bingo Game wherein the teacher will call out definitions or use words in sentences, learners mark the correct word.	KARAOKE INTERPRETATION Play a part of a song "Fine" by Kyle Hume then post the lyrics of it. Fine by Kyle Hume Yeah I'm fine If "F" is for feeling	READING RELAY - Let the learners compose a story using sentences with long /ō/ sounds on strips of paper - Each learner will read a portion aloud, then passes it on. A Trip to the Zoo





1	slam	slap	sled
2	slid	slim	slept
3	slope	slant	slow
4	slum	slot	slug
5	slit	slob	slash
6	slam	slippers	slurp

(See LAS Week 8 Session 1 Activity 6)

- Guide them in pronouncing the words correctly emphasizing the blending consonant.
- Optional: Encourage them to use the word they read in a sentence or phrase.

- Continue playing until someone gets 3 words in a row on their scorecard.
- Shout "Bingo" if you get 3 squares in a row.

B I N G O		
FLAG	FLESH	FLIP
FLOW	FREE	FLASK
FLUFF	FLOCK	FLAT

(See LAS Week 8 Session 2 Activity 6)

overwhelmed
And "I" is for "I'm not alright"
Yeah I'm fine
If "N" is for not being able to sleep
"E" for every night
Yeah I'm fine

Finally feeling the pressure of
Keeping my feelings inside
Yeah I'm fine
Well maybe I'm not
And I just need to tell
someone I'm not alright
Do you wonder how it'd feel
to let somebody in to finally
see the real you?

Me too
I hide behind a mask
But it's getting pretty see
through
Cuz I'm so tired of trying to
pretend like
I can do it on my own
When in the end I'm
Sick and tired of feeling
alone
I wish there was a way that
you could read my mind
When I say I'm fine because
Yeah I'm fine

1. Jane and Cole went to the zoo with a note from school. "Take close care and be safe," it said.

2. At the gate, Jane held the rope as they walked.

3.They saw a big lion chew on a bone. "Look at his big nose!" Cole said.

4. A goat came close, and Cole gave it a cone. The goat took it with hope, then ran to its home.

5. "It's time to go home!", said Cole. "It's fun to roam," said Jane. "Let's write a note to say thank you!"

- Say: "Who among you have visited a zoo? What animals have you seen?"
- Ask: "What are the words that have CVCe pattern: o-e in the text read?"

(See LAS Week 8 Session 4 Activity 6)





			- Let the learners identify the words with CVCe pattern of long /i/ sound - Let them underline them directly on the posted lyrics and read their answers - Play it again and ask: "What do you think is the message of the song played?" (See LAS Week 8 Session 3 Activity 8)							
Closing/ Reflection	- Ask: <i>How well did you learn today?</i> - Let them have a self-assessment using "Fist to Five Activity" - The learners will assess what level of learning they have by raising their fingers. <table border="1"><tr><td>5</td><td>I completely understand (can teach it)</td></tr><tr><td>4</td><td>I mostly understand (can show it)</td></tr><tr><td>3</td><td>I understand pretty well</td></tr></table>	5	I completely understand (can teach it)	4	I mostly understand (can show it)	3	I understand pretty well	TRAFFIC LIGHT ASSESSMENT - Ask: <i>How well did you learn today?</i> - Let them have a rate themselves using "Traffic Light Assessment"	- Ask: <i>How well did you learn today?</i> - The learners will assess what level of learning they have by putting individual cookies to the category they belong to. Jar 1- I can show others how to do it Jar 2- I can do it by myself Jar 3- I need more practice	- Say: "On a scale of 1 to 5, 5 being the highest. How will you rate your confidence in your reading ability?" - The learners will assess what level of learning they have by giving a self-rating. - Say: "It is nice to know that most of you have gained their self-confidence as you enhance your reading ability. I hope you will continue to strive hard in learning!"
5	I completely understand (can teach it)									
4	I mostly understand (can show it)									
3	I understand pretty well									





	<table><tr><td>2</td><td>I need more practice and examples</td></tr><tr><td>1</td><td>I need help</td></tr></table> It allows learners to give feedback quickly on how comfortable they are with a topic	2	I need more practice and examples	1	I need help	The learners will assess what level of learning they have by tapping the color they think they belong to.		
2	I need more practice and examples							
1	I need help							
Enhancement of Learning /Home Reinforcement Activity	FROM ONE TO MANY - Ask learners to form new words by deleting or adding a letter from the given word (as many as they can) listed below: 1. slap 2. slice 3. slow 4. slump 5. slit - Write the words on your sheet with help from a family member. (See LAS Week 8 Session 1 Activity 7) Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.	READ AND DRAW - Read the sentence. Then draw a picture to match. 1. The frog flips on the flat mat.  - A big flag.  (See LAS Week 8 Session 2 Activity 7) - Say: "All is well that ends well! See you again tomorrow. Please find time to practice reading at home! Thank you!"	- Ask learners to list down some other words with long vowel sounds that they may encounter as they go home - Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence. - Say: "All is well that ends well! See you again tomorrow. Please find time to practice reading at home! Thank you!"	- Ask learners to give 5 sentences using long vowel sounds - Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence. - Say: "All is well that ends well! See you again next week. Please find time to practice reading at home! Thank you!"				



