

Key Stage

3



ARAL PROGRAM

ARAL - READING BASIC

Learner's Workbook



ARAL-Reading Basic Key Stage 3

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ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	1
Baitang at Seksyon		Sesyon ng Interbensyon	1



Let's Warm Up!

GAWAIN 1:

A. Panuto: Bilugan ang larawan na nagsisimula sa letrang tinutukoy sa bawat bilang.

1. Larawan na nagsisimula sa letrang M.



2. Larawan na nagsisimula sa letrang S.



3. Larawan na nagsisimula sa letrang A.



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4. Larawan na nagsisimula sa letrang I.



2



Let's Get Curious!

GAWAIN 2: BASAHIN NATIN

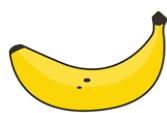
B. Panuto: Basahin ang bawat pantig. Gamitin ang iyong daliri upang ituro habang binabasa.

Letrang M	Letrang S	Letrang A	Letrang I
ma	sa	a	i
mo	si	ak	in
mi	so	am	it
mu	su	as	im

Let's Recall!

GAWAIN 3: ISULAT MO

C. Panuto: Tingnan ang bawat larawan. Isulat ang salita na tumutukoy sa larawan.



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

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note:





ARAL-Reading Basic

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



Let's Warm Up!

GAWAIN 1: BASAHIN NATIN

A. Panuto: Basahin ang teksto, Isulat ang mga salitang nagsisimula sa letrang Mm, Ss, Aa, Ii, at Oo.

Si Ami at ang Alagang Aso

Si Ami ay masaya kasama ang alaga niyang aso.
Ang pangalan ng aso ay Mutya.
Siya ay maliit at maamo.
May basket ng mansanas at saging si Ami.
"Mutya, halika!" tawag ni Ami. Pinakain niya ito ng mansanas.
Masaya si Mutya habang kumakain ng mansanas.
Habang si Ami ay abala sa paglilinis ng uulaming sinabawang isda at okra na may sawsawang bagoong.

1. m_____
2. s_____
3. a_____
4. I_____
5. O_____





Let's Get Curious!

GAWAIN 2: ISULAT NATIN

B. Panuto: Pakinggan ang salita. Isulat ang **unang letra** ng salita (M, S, A, I, O) sa patlang.

1. ___ alamin
2. ___ mansanas
3. ___ salbabida
4. ___ inihaw
5. ___ oso

Let's Recall!

GAWAIN 3: KULAYAN NATIN

C. Panuto: Kulayan ang larawan ayon sa unang letra ng pangalan nito:

● M (pula) ● S (asul) ● A (dilaw) ● I (berde) ● O (ube)

1. makina	6. elepante
2. salabat	7. salamin
3. adobe	8. opisina
4. Inhinyero	9. sumasayaw
5. orasan	10. iniijpon

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

		
Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
 Tutor's Note: _____		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	1
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Let's Warm Up!

GAWAIN 1: AYUSIN NATIN

A. Panuto: Pagdugtungin ang pantig upang mabuo ang salita.

1. e - le - pan - te - _____
2. man - sa - nas - _____
3. e - ro - pla - no - _____
4. In - da - yog - _____
5. ok - ra - _____



Let's Get Curious!

GAWAIN 2: BASAHIN NATIN

B. Panuto: Basahin ang teksto. Isulat ang mga salitang nagsisimula sa /m/, /s/, /a/, /l/, /e/, at /o/.

Si Edmund

Si Edmund ay mahilig maglaro. Siya ay may laruang eroplano. Tumatakbo kahit saan man dako. Tinawag siya ng kaniyang mama upang ipakita ang larawan ng elepante at oso na nabili sa palengke. Namangha si Edmund sa larawang nabili ng mama niya. Ibinilin nito na isabit ito sa pader ng kanyang kwarto.

- | | |
|--------|--------|
| 1. m - | 4. a - |
| 2. e - | 5. i |
| 3. s - | |

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note:





ARAL-Reading Basic

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



Let's Warm Up!

GAWAIN 1: PAKINGGAN AT ISULAT NATIN

A. Panuto: Basahin ang mga salita sa ibaba. Sa bawat salita, isulat ang letrang una mong nabasa.

1. makabayan - _____	6. inobasyon - _____
2. masigasig - _____	7. bantayog - _____
3. siyensiya - _____	8. ebalwasyon - _____
4. sirkulasyon - _____	9. batas - _____
5. impormasyon - _____	10. ekspresyon - _____



Let's Get Curious

GAWAIN 2: BASAHIN AT KULAYAN NATIN

B. Panuto: Basahin ang mga salita at kulayan ng kahel ang kahon kung ang salita ay nagsisimula sa m, s, a, i, e, o, b.

1. gubat	6. mansanas	11. ebalwasyon	16. bantayog
2. impormasyon	7. abogado	12. indayog	17. ospital
3. dedikasyon	8. siyentipiko	13. paaralan	18. makina
4. agham	9. bayani	14. orasan	19. estero
5. elepante	10. puno	15. masipag	20. ilog

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

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



GAWAIN 1: MGA SALITANG UU PARA SAYU!

Panuto: Pakinggan ang iyong guro habang binabasa ang mga pangungusap sa ibaba. Bilugan ang mga salitang may tunog ng letrang Uu.



Pagkatapos ng ulan, unti-unting umuusbong
ang maliliit na halaman. Kasabay ng paghawi
sa mga ulap, unti-unting umiinit ang kalupaan.



Kopyahin ang mga salitang may tunog ng letrang Uu sa patlang na inilaan.

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



GAWAIN 2: PAKINGGAN MO, PILIIN MO!

A. PANUTO: Pakinggan ang iyong guro habang binabasa ang mga salita sa bawat bilang. Isulat sa patlang ang salitang may tunog ng letrang Uu.

1. ubas

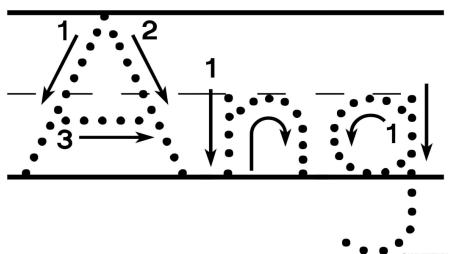
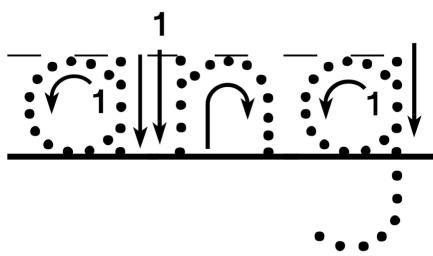
apaw





- | | | |
|-------|-------------|--------|
| _____ | 2. tubig | amo |
| _____ | 3. bata | unggoy |
| _____ | 4. sitaw | sumamo |
| _____ | 5. uso | takbo |
| _____ | 6. halaman | puso |
| _____ | 7. unan | kamay |
| _____ | 8. upuan | Ana |
| _____ | 9. Marikina | uod |
| _____ | 10. umaapaw | araw |

Panuto B: I-trace gamit ang panulat upang masanay ang kamay sa pagsulat ng salitang “ang”. Sundin ang bilang upang magabayan. Maaari itong isulat nang ilang ulit sa kuwaderno.



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





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	2
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GAWAIN 1: PAGPAPANGKAT NG MGA SALITA

A. PANUTO: Suriin ang mga salita ayon sa dalawang kategorya. Ilagay sa Hanay A ang mga salitang nagsisimula ang tunog sa letrang Tt at sa Hanay B naman ang mga salitang may tunog ng letrang Tt sa loob o dulo ng salita.

taas	tutubi
tubig	bata
tasa	tatay
lata	tula
tinik	tahanan

Hanay A

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

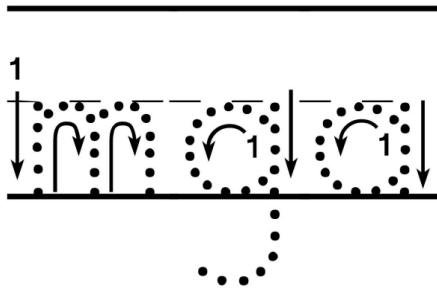
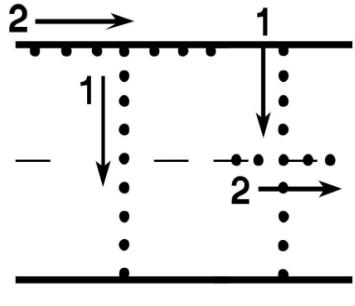
Hanay B

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





B. PANUTO: I-trace gamit ang panulat upang masanay ang kamay sa pagsulat ng titik Tt at salitang “mga”. Sundin ang bilang upang magabayan. Maaari itong isulat nang ilang ulit sa iyong kuwaderno.



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

Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
Tutor's Note: _____	_____	





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	2
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GAWAIN 1: AYUSIN AT PAGSAMA-SAMAHIN

A. PANUTO: Mula sa mga salitang nabanggit sa awiting “Leron Leron Sinta” hanapin sa loob ng kahon ang mga salitang kasintunog sa bawat bilang. Isulat ito sa patlang na inilaan.

lolo	kuskos	lilo
lako	Lebron	katiyagaan
kalagayan	lamang	ligo
lason	kilos	kahoy

1. leron _____
2. buslo _____
3. dulo _____
4. kapos _____
5. kapalaran _____

B. PANUTO: Hanapin at bilugan sa puzzle ang mga salitang nawawala sa bawat pangungusap. Pagkatapos ay isulat ito sa patlang na inilaan. Umpisahan ang sagot sa salitang **sa**.

1. Ang karne ay sa leon, ang damo ay _____.
2. Kung iihhi ka, pumunta ka _____.
3. Si Jose Rizal ay ipinanganak _____.
4. Nagpiknik kami _____ kahapon.
5. Nahirapan siyang huminga dahil _____.





a	x	k	b	L	c	d	e
o	r	u	t	u	y	L	f
y	e	b	g	n	u	a	g
a	e	e	f	e	i	g	h
b	w	t	d	t	p	u	j
a	q	a	s	a	l	n	k
k	a	m	a	n	d	a	g

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

Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
Tutor's Note: _____	_____	





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	2
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GAWAIN 1: HANAPIN SA KAHON!

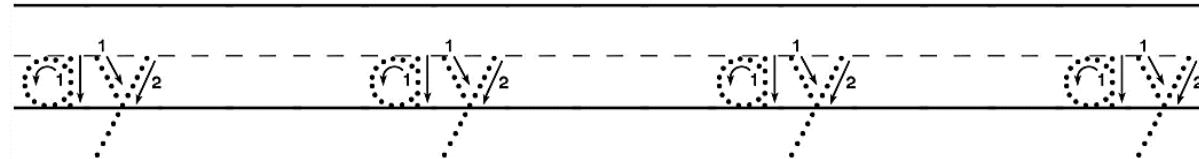
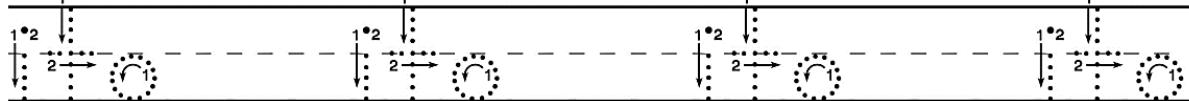
A. PANUTO: Buoin ang pangungusap sa pamamagitan ng pagpili ng tamang salita sa loob ng kahon. Gamitin ang larawan bilang gabay. Isulat ang sagot sa patlang.

nawala	goma
nakuha	gabi
ngipin	gulay

1. Ito ay
2. Ito ay
3. Ito ay

4. Ito ay
5. Ito ay
6. Ito ay

B. PANUTO: I-trace gamit ang panulat upang masanay ang kamay sa pagsulat ng salitang **ito** at **ay**. Sundin ang bilang upang magabayan. Maaari itong isulat nang ilang ulit sa iyong kuwaderno.



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





ARAL-Reading Basic

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



GAWAIN 1: TUKLASIN ANG TUNOG!

Panuto: Bilugan ang mga salitang may tunog **Ng** at **P** sa pangungusap. Pagkatapos, kopyahin ito sa mga patlang.

Ngayon ay pumunta kami sa palengke upang bumili ng pagkain para sa pamilya.



Halimbawa:

Ng: ngiti, nganga
P: puno, pinto

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

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note:





ARAL-Reading Basic

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



GAWAIN 1: KUWENTO KO, PANTIGIN MO!

Panuto: Hanapin ang mga salitang may tunog R o D, at hatiin ito sa pantig.

Si Rosa ay may rosas sa kanyang bakuran. Araw-araw niya itong dinidiligan. Isang umaga, may nahulog na dahon mula sa puno. Dali-daling pinulot ito ni Rosa at inilagay sa basurahan.



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

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

Hindi ko pa kaya.	Kakayanin ko pa.	Kaya ko na!
Tutor's Note: _____		





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	3
Baitang at Seksyon		Sesyon ng Interbensyon	3



GAWAIN 1: TUNOG TUKLAS!

PANUTO: Sabihin kung anong titik (H o N) ang unang tunog ng nasa larawan.

H o N

1. _____



2. _____



3. _____



4. _____



5. _____

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





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	3
Baitang at Seksyon		Sesyon ng Interbensyon	4



GAWAIN 1: HANAPIN SA KAHON!

A. PANUTO: Buoin ang pangungusap sa pamamagitan ng pagpili ng tamang salita sa loob ng kahon. Isulat ang sagot sa patlang.

ngiti	Nanay
palda	halaman
rosas	doktor

_____ 1. Ang aking _____ ay mabango

_____ 2. Ang _____ ay mabait sa pasyente.

_____ 3. Ang _____ ko ay kulay asul

_____ 4. Si _____ ay nagtanim ng gulay.

_____ 5. May magandang _____ si Ana.

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	4
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GAWAIN 1: MAGBASA AT MAGLAKBAY!

Panuto: Pakinggang mabuti ang binabasa ng guro habang sinusundan ito. Pansin ang mga salitang nakadiin.

Ang Pista ng Kawayan

- (1) Tuwing **buwan** ng **Hulyo**, ipinagdiriwang sa **bayan** nina Fernando at Julius, ang Pista ng **Kawayan**. **Nagpasya** silang lumahok sa patimpalak. Tutugtog si Fernando ng flute, habang **sasayaw** ng tinikling si Julius gamit ang **kawayan**.
- (2) Ngunit may isa silang problema. **Wala** silang **makukulay** at angkop na kasuotan para sa pista. Kaya't nagsimula silang mag-ipon ng **barya** sa isang garapon **araw-araw**. Kapag may natirang sukli sa kanilang baon, agad nila **iyong inilalagay** sa "Jar ng Pista."
- (3) Pagdating ng pista **ay** sapat na ang kanilang naipon upang makabili ng **makukulay** na barong at mga palamuti sa kanilang props. Habang tumutugtog si Fernando ng **kanyang** masining na musika, masigla namang lumundag at **sumayaw** si Julius ng tinikling. Humanga ang mga manonood at hurado sa kanilang pagkakaisa, **husay**, at pagkamalikhain.
- (4) Sa huli, sila ang nagkamit ng unang gantimpala.
- (5) Hindi lamang dahil sa galing nila sa sining, kundi dahil sa kanilang pagtutulungan, **tiyaga**, at pagkakaibigan, naging **makulay** at **matagumpay** ang kanilang **pagdiriwang** ng Pista ng **Kawayan**.



GAWAIN 2: SULAT-KAMAY!

Panuto: Basahin ang bawat pantig, muli itong isulat sa patlang at basahin ang salitang mabubuuo.





1. ka + wa + yan = _____
2. bu + wan = _____
3. wa + la = _____
4. Hul + yo = _____
5. i + yong = _____



GAWAIN 3: KAPIT-ISIP

Panuto: Pagtambalin ang mga larawang nasa Hanay A sa mga salitang nakapantig na nasa Hanay B. Tukuyin ang mga pantig nagtataglay ng tunog /wuh/ at /yuh/.

HANAY A

_____ 1.



<https://www.shutterstock.com/search/jungle-sketch>

_____ 2.



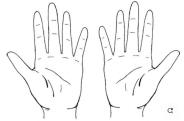
<https://en.numista.com/catalogue/pieces17107.html>

_____ 3.



<https://clipartix.com/moon-clip-art-at-vector-free-7-image-52131/>

_____ 4.



<https://ph.pinterest.com/pin/643170390506765737/>

_____ 5.



<https://www.freepik.com/>

HANAY B

A. ka/may/

B. bar/ya/

c. ka/wa/yan/

d. bu/wan/

e. wa/lis/

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note: _____





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensiyon	4
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GAWAIN 1: MAGBASA AT MAGLAKBAY!

Panuto: Muling pakinggan ang kuwentong “Ang Pista ng Kawayan” na babasahin ng guro habang sinusundan ninyo ang pagbasa nito. Pansinin ang mga salitang nakadiin.

Ang Pista ng Kawayan

- (1) Tuwing buwan ng Hulyo, ipinagdiriwan sa bayan nina **Fernando at Julius** ang Pista ng Kawayan. Nagpasya silang lumahok sa patimpalak. Tutugtog si **Fernando** ng **flute**, habang sasayaw ng tinikling si **Julius** gamit ang kawayan.
- (2) Ngunit may isa silang problema. Wala silang makukulay at angkop na kasuotan para sa pista. Kaya’t nagsimula silang mag-ipon ng barya sa isang garapon araw-araw. Kapag may natirang sukli mula sa kanilang baon, agad nila iyong inilalagay sa “**Jar** ng Pista.”
- (3) Pagdating ng pista ay sapat na ang kanilang naipon upang makabili ng makukulay na barong at mga palamuti sa kanilang props. Habang tumutugtag si **Fernando** ng kanyang masining na musika, masigla namang lumundag at sumayaw si **Julius** ng tinikling. Humanga ang mga manonood at hurado sa kanilang pagkakaisa, husay, at pagkamalikhain.
- (4) Sa huli, sila ang nagkamit ng unang gantimpala.
- (5) Hindi lamang dahil sa galing nila sa sining, kundi dahil sa kanilang pagtutulungan, tiyaga, at pagkakaibigan, naging makulay at matagumpay ang kanilang pagdiriwang ng Pista ng Kawayan.



GAWAIN 2: BIGKAS SALITA

Panuto: Basahing mabuti ang mga pangungusap na babasa sa kuwento. Tukuyin at isulat sa patlang ang mga salitang may tunog na /f/ at /juh/ nang nakapantig.





Tuwing buwan ng Hulyo, ipinagdiriwang sa bayan nina Fernando at Julius ang Pista ng Kawayan.	
Tutugtog si Fernando ng flute.	
Agad nila iyong inilalagay sa Jar ng Pista.	



GAWAIN 3: KAPIT-ISIP

Panuto: Maliban sa mga sight word na babasahin sa inyong BINGO CARD, punan pa ninyo ito ng iba pang sight word na inyong naiisip na wala sa mga ibinigay.

BINGO CARD

ang		mga		sa
	ay		ito	
ako				si
	may		at	
ikaw		sa		mga

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





ARAL-Reading Basic

Pangalan ng Mag-aaral		Linggo ng Interbensyon	4
Baitang at Seksyon		Sesyon ng Interbensyon	3



GAWAIN 1: MAGBASA AT MAGLAKBAY!

Panuto: Pakinggang mabuti ang binabasa ng guro habang sinusundan ninyo ang pagbasa nito. Pansinin ang mga salitang nakadiin.

Lakbay-Aral ni Maymay sa Tagaytay

- (1) Maagang nagising si Maymay para sa kanilang lakbay-aral sa malamig at maaliwalas na Tagaytay **City**. Habang dama ang pananabik, inihanda niya ang kanyang mga baon: **chips**, **chocolate**, at **queso**.
- (2) Katabi niya sa bus ang kanyang matalik na kaibigan na si **Queenie**, na may dalang **camera**. Sabik siyang kuhanan ng larawan ang mga **cactus** sa **Picnic Grove** upang maipadala sa kaniyang tatay na nasa **Qatar**.
- (3) Sa kanilang pagbabalik, napadaan sila sa isang simbahan. Sa pintuan nito'y may karatulang nagsasabing: “**Quiet, please.**”
- (4) Napangiti si Maymay. Sa likod ng simpleng paalala, siya'y tahimik na nanalangin nagpasalamat sa isang araw na puno ng ganda, karanasan, at mga alaala. Naalala niyang minsan, ang pinakamahalagang bagay ay iyong kadalasang nakakalimutang ipagpasalamat.



GAWAIN 2: BIGKAS SALITA

Panuto: Pakinggan mabuti ang mga salitang babasahin ng guro. Kulayan ang kahon ng salita batay sa tunong na inyong maririnig, /kw/- berde, /kuh/- pula /ch/- asul at /si/- dilaw.





Larawan	Salita
https://www.canva.com/ 	<input type="text"/> Qatar
https://www.canva.com/ 	<input type="text"/> Queenie
https://www.canva.com/ 	<input type="text"/> quiet
https://www.canva.com/ 	<input type="text"/> chocolate
https://www.canva.com/ 	<input type="text"/> camera
https://www.canva.com/ 	<input type="text"/> cactus
https://www.canva.com/ 	<input type="text"/> chips



GAWAIN 3: SULAT SALITA

Panuto: Tukuyin ang mga sight words na ginamit sa pangungusap.

Pangungusap	Sight Word
Bitbit ni Queenie ang kanyang camera.	
Mga cactus sa Picnic Grove	
Si tatay ay nasa Qatar.	
Iwasan ang chocolate at chips.	

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





ARAL-Reading Basic

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



GAWAIN 1: MAGBASA AT MAGLAKBAY!

Panuto: Pakinggang mabuti ang binabasa ng guro habang sinusundan ninyo ang pagbasa nito. Pansinin ang mga salitang nakadiin.

Ang Text ni Vina

(1) Nag**text** ang pinsan kong si **Vina**, punung-puno ng excitement. “Ateee! Sa wakas! Sa Candon City gaganapin ang AVC Women’s Nations Cup sa Hunyo next year!!!”

(2) Madalas akong manood ng **volleyball** games dito sa Maynila, lalo na kapag may laban ang mga pambansang atleta. Minsan, nag**video** pa ako para maipadala kay **Vina**. Gustung-gusto kasi talaga namin ang **volleyball** simula pa noong high school.

“Ate, sana may **zero** ulit na puntos ‘yung kalaban para mas exciting ang laban!” dagdag pa niya sa isa pang mensahe.

(3) Pero higit pa sa laro ang dahilan ng tuwa ni **Vina**. Alam niyang malaking bagay ito para sa kanilang bayan. Sa susunod na taon, magiging host ang Candon City ng labindalawang bansa mula sa buong Asya isang malaking hakbang patungo sa internasyonal na pagkilala.

(4) Nabanggit pa nga ni Ramon “Tats” **Suzara**, presidente ng Philippine National **Volleyball** Federation, na makatutulong ito para mapalago ang turismo sa rehiyon.

(5) Napangiti ako habang binabasa ang huling **text** ni **Vina**, “Ate, sa wakas may AVC na sa Norte! Makikita ko na sila nang **live**!!!”

Sa simpleng palitan ng mensahe, dama ko ang pagsabog ng kanyang pangarap. Minsan, hindi lang pala laro ang bola ito rin ay tulay ng pag-asa, pagkakaibigan, at pag-unlad para sa buong bayan.





GAWAIN 2: BIGKAS SALITA

Panuto: Isaaayos ang mga salitang nasa ibaba. Bigkasin at pakinggan ang mga tunog ng bawat letra. Ihanay ito batay sa tunog na inyong napakinggan.

Vina	Zero	Text	Video	Suzara
Next	Volleyball			
/vvv/	/zzz/			/kss/



GAWAIN 3: KAPIT-ISIP

Panuto: Tukuyin ang angkop na sight word mula sa kahon na bubuo sa diwa ng pangungusap.

ako, si, ay, ang, sa, may, ito, at, mga, ikaw

1. Nag-text ___ Vina tungkol sa AVC Cup.
2. Mahilig ___ manood ng volleyball.
3. Si Vina ___ masaya at excited.
4. Gaganapin ___ laban sa Candon City.
5. ___ Ramon Suzara ay isang opisyal sa volleyball.
6. Madalas manood ___ laro sa Maynila.

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



Hindi ko pa kaya.

Kakayanin ko pa.

Kaya ko na!



Tutor's Note:





ARAL-Reading Basic

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

Activity: "S & A Word Scavenger Hunt (Digital/Print)"

Directions: Find 10-15 words containing the /s/ or /a/ sound from a source of your choice (e.g., a news article, a song lyric website, a chapter from a novel, or even product labels around your home). List each word and note the context (sentence/phrase) where you found it. Highlight or mark the 's' or 'a' in each word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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





ARAL-Reading Basic

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

Activity: "CVC Word Story Creation"

Directions: Write a very short story (2-3 sentences) using **at least 5-7 CVC words** you've learned (s, a, t, i, from Day 1). Write your story below. Read your story aloud to a family member or quietly to yourself, focusing on clear pronunciation.

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



ARAL-Reading Basic

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

Activity: "Sentence Match-Up & Read"

Directions: Read the worksheet carefully. It has two columns: one with simple sentences (like “She lit a dim lamp.”) and another with short phrases. Draw a line to match each sentence to the correct phrase. Then, read each sentence out loud while pointing to the words with your finger.

Simple Sentences	Phrases
1. A sad cat cries.	A. A loud voice
2. Dad is mad.	B. A crying kitty
3. Sit, Tim.	C. A wall in water
4. I am Sam.	D. A seat for Tim
5. It is a dam.	E. An angry dad

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





ARAL-Reading Basic

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

Activity: "Word Pointer Practice"

Directions: 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 (like "sit," "fat," "it") while pointing to them. You can also point to a word and ask, "Can you read this word?"

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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





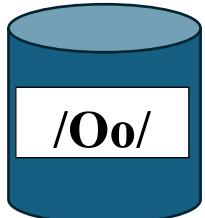
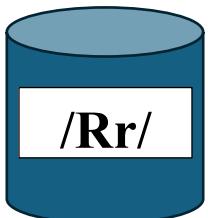
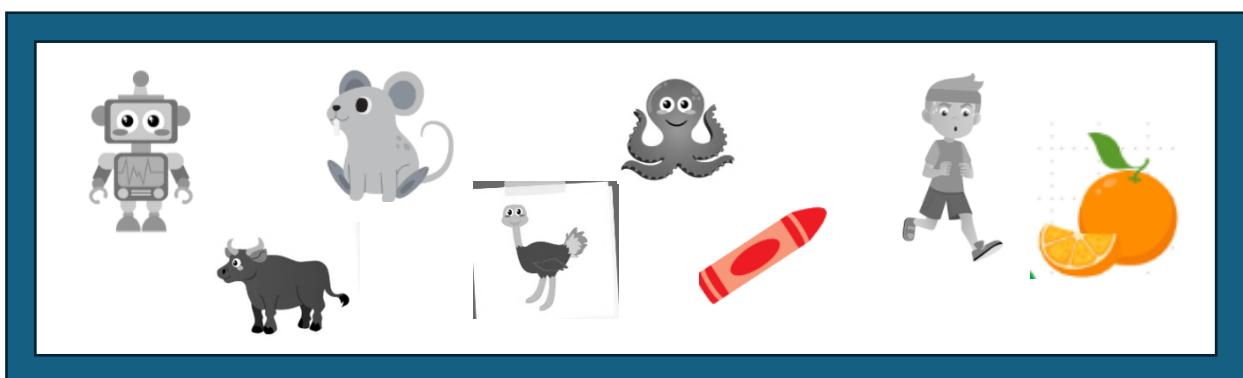
ARAL-Reading Basic

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

Let's Get Curious! 🔎

ACTIVITY 1: Count Me In!

Directions: Hunt pictures that start with the /r/ and /o/sounds. Group the pictures that have the same beginning sound by drawing a line connecting each picture to its sound.



Note: pictures are taken from Canva.com

ACTIVITY 2: Scavenger Hunt

Directions: Circle all the words that start with the /r/ and /o/ sounds.

Rory the warrior and Roger the worrier were reared wrongly in a rural brewery.

Roberta ran rings around the Roman ruins.

Olaf observes over old oaks on October evenings.

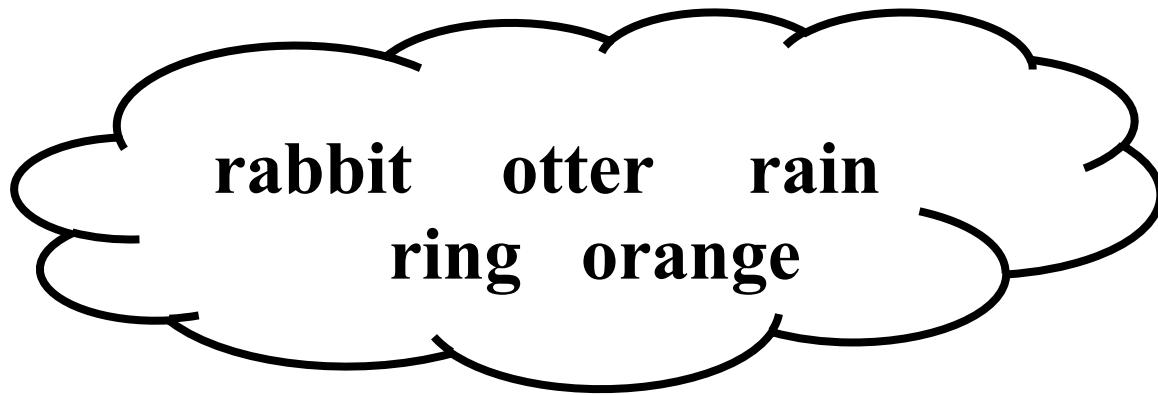
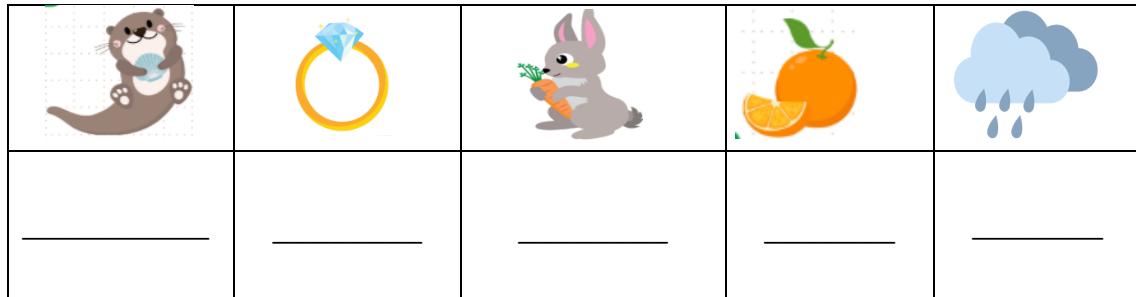
Olive the odd octopus opens old oysters on the ocean floor in October.





ACTIVITY 3: Match made in Heaven!

Directions: Match the pictures to /r/ and /o/ sounds. Write the name of each picture below.



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





ARAL-Reading Basic

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

ACTIVITY 1: Change Me!

Directions: Read the words below. Change the initial sound of the given words to form new words. Write your answers in the space provided.

1. /b/ brow— /g/ _____
2. /s/sum— /h/ _____
3. /d/ dog— /l/ _____
4. /m/mop— /h/ _____
5. /s/sip— /l/ _____

ACTIVITY 2: Write your Thoughts!

Directions: Compose simple sentences using new words from Activity 1.

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

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





ARAL-Reading Basic

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

Activity 1: Fix Me!

Directions: Arrange the jumbled letters to form words with /u/ and /c/sounds.

rrotca

brellamu

lamc

derun

rolCa

ncleu

Activity 2: To-Do List

Directions: List at least 5 words that start with /u/ and /c/ sounds.

/u/

/c/

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

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

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



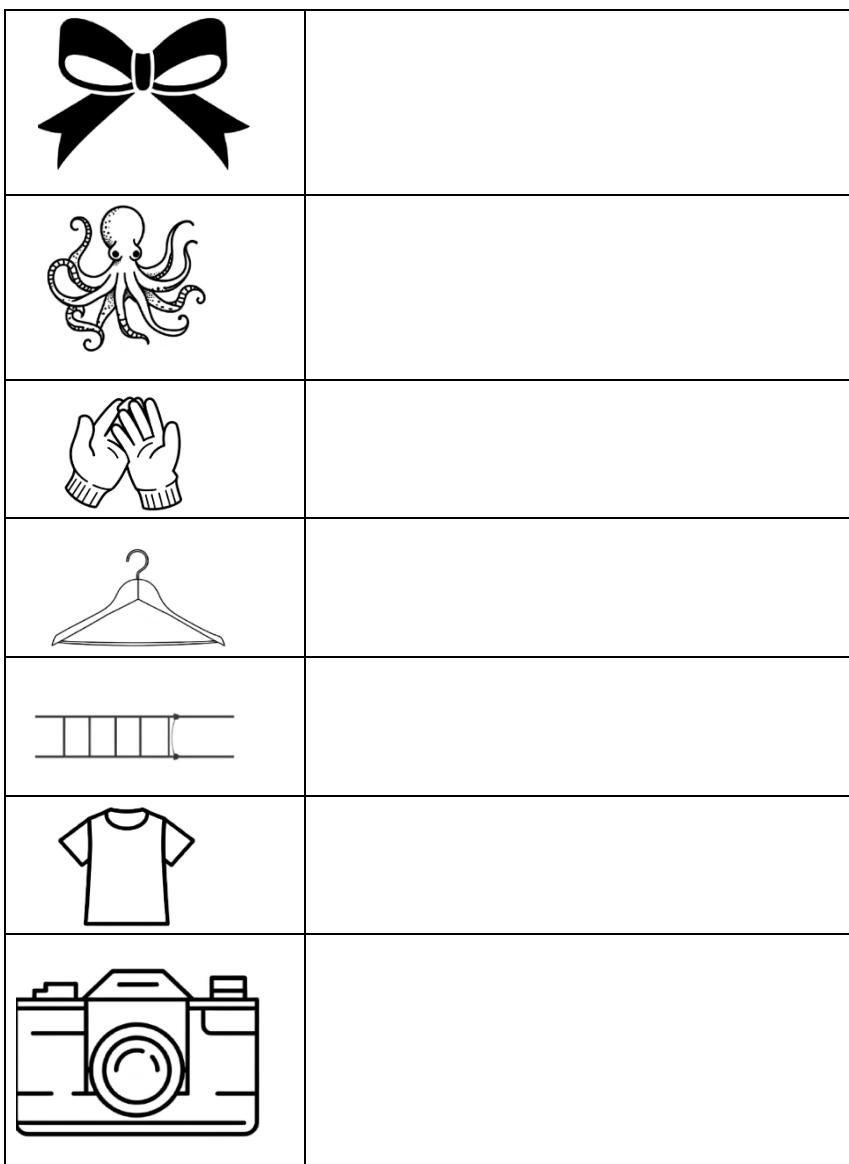


ARAL-Reading Basic

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

Activity 1: What Am I

Directions: Look at the pictures. Recall its initial sound and letter name. Choose and write the name of the given pictures from the word bank provided.



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





Activity 2: Choose Me!

Directions: 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

Activity 3: Complete Me!

Directions: Ask the learners to read the sentences and fill in the correct answer to complete the sentences.

1. Lorie loves to eat _____ 

2. Granny prepares the _____ 

3. Ronnie received his birthday _____ 

4. Ulysses renovates our _____ 

5. Carla plays with her _____ 

unicorn grapes lollipop gift house

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



I can't do it yet.

I'm still working on it.

I can do it already!



Tutor's Note: _____





ARAL-Reading Basic

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



Let's Warm Up!

ACTIVITY 1: Let's Get Our Brains Ready!

Directions: Match the emotions to the following situations. Write the letter in the blanks.



A B C D E F G H

- ____ 1. How do you feel when you read a new story?
- ____ 2. How do you feel when there is a new word to learn?
- ____ 3. How do you feel when there is a word you cannot read?
- ____ 4. How do you feel when a friend laughs at you while you are reading?
- ____ 5. How will you feel when you can read a book?



Let's Get Curious!

ACTIVITY 2: Time to Explore Something New!

How do you think Niko felt when his kite got stuck in a branch of a Narra tree?

Directions: Draw Niko's feelings inside the box.





Let's Read & Explore!

Activity 3: Let's Begin Our Learning Adventure!

Directions: The teacher will read the story while the learners will listen.

Flying Kites

By: Maria Myra B. Regalado

Ben and Niko both love outdoor activities, like biking, playing basketball, and swimming. One summer day, they decided to fly kites on the hill near Mang Noli's barn. Niko flew a big blue kite, while Ben flew a small red kite with a blue tail. Ben was surprised when he heard Niko's shout. His kite was stuck in a branch of a tree. Ben quickly climbed the Narra tree to get the kite. Niko was happy to see his brother with his kite as Ben got down from the tree. It was almost lunchtime when they went home happily.



Let's Think Together!

Activity 4: Let's Learn Together!

Directions: Try to answer the following questions:

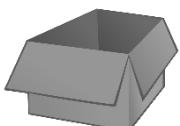
1. What are Ben and Niko's favorite things to do together?
2. What plan did they come up with on a summer day?
3. How did Ben react when he heard Niko shouting?
4. What happened that helped Niko get his kite back?
5. How did the brothers feel when they got home, and what made them feel that way?



Let's Practice & Play!

Activity 5: Now It's Your Turn!

A. **Directions:** Listen to the teacher and tell how many sounds you hear for each picture. Write 1, 2, 3, or 4 in the blanks.



38





B. Listen to the teacher as she reads the segmented phonemes aloud; learners blend them into a word and write the word on the blank.

1. /b/ /a/ /r/ /n/ → _____
2. /n/ /e/ /e/ /d/ → _____
3. /b/ /o/ /o/ /k/ → _____
4. /m/ /a/ /n/ → _____
5. /c/ /a/ /n/ → _____

C. Replace the first or the last letter to form the correct word for the picture. Encircle the letter of the best answer.

- | | | | |
|----------|-------------------------------|------------|-------------------------------------|
| 1. sop | A. sob
B. som
C. sot | 3. manana | A. banana
B. sanana
C. hanana |
| 2. Mose | A. gose
B. nose
C. hose | 4. vine | A. mine
B. nine
C. fine |

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





ARAL-Reading Basic

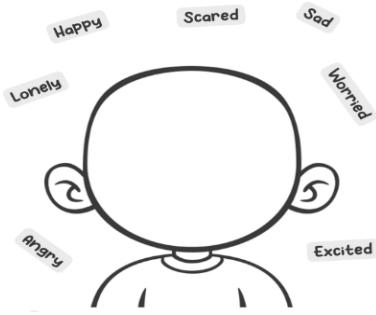
Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	2



Let's Warm Up!

ACTIVITY 1: Let's Get Our Brains Ready!

Directions: Encircle how you are feeling. Draw a picture of your face that matches your feelings.



My iemarks.com



Let's Get Curious!

ACTIVITY 2: Time to Explore Something New!

Directions: Match the words to their correct meanings. Write the letter on the blank.

Words	Meanings
_____ 1. tuck	a. feeling or showing that you are sorry for something
_____ 2. apologetic	b. to fold or push something into a small space or out of the way
_____ 3. panicked	c. suddenly very scared or anxious
_____ 4. demanded	d. to ask or say something in a strong, forceful way





Let's Read & Explore!

Activity 3: Let's Begin Our Learning Adventure!

Directions: The teacher will read the story while the learners listen.

Kim and Her Kitty, Violet

Adapted

Kim has a beloved kitty named Violet. She adores her pet deeply and chose the name Violet because it's her favorite color. Kim is very gentle and caring with Violet. She never forgets to feed or bathe her. She even dresses her up, tying ribbons on her head, and putting tiny shoes on her paws.

1. Who is the main character in the story?
2. What is her pet? Why did she name it Violet?

At night, Kim lovingly tucks Violet into bed and showers her with kisses before going to sleep.

One morning, Kim woke up to find Violet missing from her side. Panicked, she searched the entire house, but Violet was nowhere to be found. The whole day passed as she continued her desperate search. By evening, Kim was crying and deeply worried for Violet's safety.

3. Describe how Kim takes care of Violet.
4. What happened to Violet when Kim woke up one day?
5. How did Kim feel when Violet was not by her side?
6. What did she do?

Just then, her brother Vivo came home from a party—with Violet in his arms. Kim rushed over, took Violet from him, and demanded to know why he had taken her without asking. Vivo sincerely apologized and promised he would never do it again.





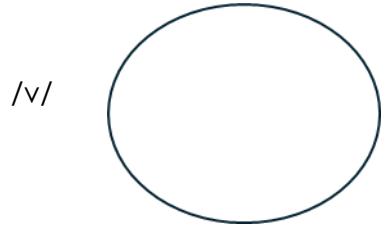
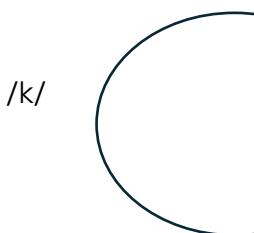
7. Who took Violet away from Kim?
8. How did Kim feel when Violet showed up together with her brother?
9. What did Vivo feel when Kim asked her about Violet?
10. What lesson did you learn from the story?



Let's Think Together!

Activity 4: Let's Learn Together!

Directions: Go back to the story you just listened to/read. Look for words that have /k/ and /v/ sounds. Write them on the circles.



Let's Practice & Play!

Activity 5: Now It's Your Turn!

A. Directions: Listen to the teacher as she reads the segmented phonemes aloud; learners blend them into a word and write the word on the blank.

1. /K/ /i/ /m/ → _____
2. /k/ /i/ /s/ /s/ → _____
3. /v/ /a/ /n/ → _____
4. /v/ /e/ /t/ → _____
5. /k/ /i/ /t/ /e/ → _____

B. Directions: Replace the underlined letter to form the correct word for the picture. Check the correct answer.

<u>net</u> 	<u>s</u> ite 	<u>n</u> est 	<u>m</u> itten 	<u>m</u> iss
set	bite	best	kitten	kin
vet	cite	rest	bitten	kiss
felt	kite	vest	sitting	sis
get	rite	pest	likened	rest





C. Directions: Read the basic sight words (She, He, We, to, on). Then, complete the sentences by using the correct sight word from the list.

1. The man is driving. ___ is so fast.
2. ___ are friends.
3. The girl has a lovely cat. ___ loves it very much.
4. My teacher went ___ the library.
5. She puts her bag ___ the table.

Activity 6

Directions: Read each statement and tick the circle (○) if it describes what you do.

- 1. I ask for permission before borrowing something.
- 2. I wait for the owner's answer before taking anything.
- 3. I return what I borrow as soon as I'm done using it.
- 4. I take care of the item I borrowed as if it were my own.
- 5. I thank the person after borrowing something.
- 6. I get what I want without asking first.
- 7. I get the things that I'm borrowing even if the owner says no.
- 8. I ask again respectfully if the owner seems unsure.
- 9. I stop asking if the answer is no.
- 10. I talk to the owner if I accidentally damage what I borrowed.



Let's Imagine!

Activity 7:

Directions: List down words that have /k/ and /v/ sounds. Read them orally with help from a family member.

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





ARAL-Reading Basic

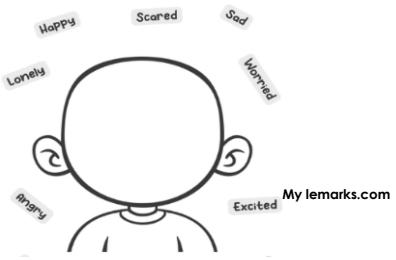
Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	3



Let's Warm Up!

ACTIVITY 1: Let's Get Our Brains Ready!

Directions: Encircle how you are feeling. Draw a picture of your face that matches your feelings.



Let's Get Curious!

ACTIVITY 2: Time to Explore Something New!

Directions: Match the words to their antonyms. Write the letter on the blank.

Words	Antonyms
_____ 1. Wet	a. slow
_____ 2. Swift	b. east
_____ 3. West	c. dry



Let's Watch & Explore!

Activity 3: Let's Begin Our Learning Adventure!

Directions: Watch the story, "The Sun and the Wind," attentively.
Link: <https://www.youtube.com/watch?v=AESAVRrapaw>





Let's Think Together!

Activity 4: Let's Learn Together!

Directions: Recall the story you watched and answer the following questions correctly.

1. Who were the two main characters in the story?
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?



Let's Practice & Play!

Activity 5: Now It's Your Turn!

A. Directions: Listen to the teacher as she reads the segmented phonemes aloud; learners blend them into a word and write the word on the blank.

1. /w/ /a/ /n/ /t/ → _____
2. /w/ /a/ /s/ → _____
3. /w/ /a/ /r/ → _____
4. /e/ /g/ /g/ → _____
5. /e/ /n/ /t/ /e/ /r/ → _____

B. Directions: Read and replace the underlined letter with /w/ to form a new word.

1. <u>c</u> ar	→ far	bar	tar	war
2. <u>s</u> eep	→ sheep	weep	well	when
3. <u>l</u> ay	→ ray	slay	way	was
4. <u>c</u> ot	→ con	cow	crow	low
5. <u>t</u> ot	→ tow	ton	toss	Tom





C. Directions: Write the missing letters to form the correct word for each picture.

1.	__gg	6.	blo__
2.	ric__	7.	_ggplant
3.	_oman	8.	rac__
4.	cro__	9.	sa__
5.	gat__	10.	_nvelope



Let's Imagine!

Activity 6: Dream it up!

Read the following words. Complete them using w or e. Write your answers in the blanks.

- | | | | |
|-------------|------------|-------------|----------|
| 1. _inner | 4. s_eet | 7. _ill | 10. _ash |
| 2. _nvelope | 5. sho_ | 8. _onder | |
| 3. _indmill | 6. __nding | 9. _lephant | |

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

I can't do it yet.	I'm still working on it.	I can do it already!
	Tutor's Note: _____	





ARAL-Reading Basic

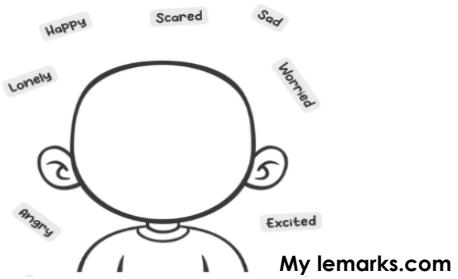
Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	4



Let's Warm Up!

ACTIVITY 1: Let's Get Our Brains Ready!

Directions: Encircle how you are feeling. Draw a picture of your face that matches your feelings.



Let's Get Curious!

ACTIVITY 2: Time to Explore Something New!

Directions: Match the meaning of the underlined words by writing the letter of the correct answer in the blank

Sentences	Meanings
1. The monkey swung from tree to tree deep in the <u>jungle</u> .	A. Feeling bad or guilty about something you did wrong
2. She was <u>astonished</u> when she saw a shooting star for the first time.	B. Working hard to do something difficult
3. He carefully <u>untangled</u> the knot in his shoelace.	C. A thick forest in a hot, tropical area
4. I felt <u>ashamed</u> after lying to my teacher.	D. Very surprised or amazed
5. The injured bird was <u>struggling</u> to fly.	E. To free something from being twisted or knotted





Let's Read & Explore!

Activity 3: Let's Begin Our Learning Adventure!

Directions: Listen as the teacher reads the story. Answer the questions after each paragraph and jump once you hear the word "Jack".

The Journey of Jumpy Jack

Adapted

Once upon a time, in a joyful jungle, there lived a little jackrabbit named Jumpy Jack. Jack was known for his boundless energy and his love for jumping over anything in his path—rocks, rivers, and even rows of flowers. But Jack had one tiny flaw: he was impatient. He always wanted to be the first to finish, the first to arrive, and the first to win.

1. What problems do you think Jack's impatience might cause in the story?

One sunny morning, the jungle animals decided to hold a race to the top of Jellybean Hill. The winner would get a jar of the juiciest jungle berries. Jack was thrilled and confident he would win. "No one can jump as fast as me!" he boasted.

2. Do you think Jack will win the race? Why or why not?

As the race began, Jack dashed ahead, leaping over logs and streams without a second thought. Along the way, he passed his friend, Jerry the Jaguar, who had tripped on a vine. "Help me, Jack!" Jerry called out. But Jack, eager to win, shouted back, "Sorry, Jerry, I can't stop now!"

3. What do you think might happen because Jack didn't stop to help Jerry?





Further up the trail, Jack saw Jenny the Jaybird struggling to untangle her wing from a thorny bush. "Jack, can you help me?" she pleaded. But Jack, focused on the finish line, replied, "Not now, Jenny! I have a race to win!"

4. Do you think Jack will regret not helping Jenny? What might happen next?

Finally, Jack reached the top of Jellybean Hill, only to find that the jar of jungle berries was gone. Confused, he turned around and saw Jerry and Jenny arriving together, carrying the jar. "How did you get here before me?" Jack asked, astonished.

5. How do you think Jerry and Jenny were able to beat Jack to the top?

Jerry smiled and said, "When you left me behind, Jenny stopped to help. Then, when she got stuck, I helped her in return. We worked together and found a shortcut to the top."

Jack felt ashamed. He realized that his impatience and selfishness had cost him not only the race but also the chance to be a good friend. "I'm sorry, Jerry and Jenny," Jack said. "I should have helped you both."

6. What lesson do you think Jack will learn from this experience?



Let's Think Together!

Activity 4: Let's Learn Together!

Directions: Find and write all the words in the box that contain the letter Jj from the story. What sound does the letter J make?





Let's Practice & Play!

Activity 5: Now It's Your Turn!

A. Directions: Listen to the teacher as she reads the segmented phonemes aloud; learners blend them into a word and write the word in the blank.

1. /J/ /a/ /c/ /k/ → _____
2. /j/ /u/ /m/ /p/ → _____
3. /J/ /e/ /r/ /r/ /y/ → _____
4. /j/ /e/ /l/ /l/ /y/ → _____
5. /j/ /a/ /m/ → _____

B. Directions: Read and replace the underlined letter with /j/ to form a new word. Read the new words formed.

1. must → _____
2. lot → _____
3. yam → _____
4. tar → _____
5. saw → _____
6. manor → _____
7. envoy → _____
8. protect → _____
9. poke → _____
10. sob → _____

C. Directions: Read the following sentences below. Complete them using to and on.

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



Let's Speak!

Activity 6: Character Detective

Directions:

- A. Give clues about characters from the story.
- B. Learners guess and support their answers using text evidence.
- C. Try to identify who the following characters are.





1. He was known for his boundless energy and his love for jumping.
2. He had tripped on a vine.
3. She struggled to untangle her wing from a thorny bush.
4. They forgave Jack and shared the jungle berries with him.
5. He wasn't able to help Jerry and Jenny.



Let's Imagine!

Activity 8: Dream it up!

Directions: Create at least five sentences with Jj words.

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



I can't do it yet.

I'm still working on it.

I can do it already!



Tutor's Note:





ARAL-Reading Basic

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



Let's Warm Up!

ACTIVITY 1: Attentiveness Check

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

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 **slop**.
He got a **slap** on the leg.
The slug slid and slid.
Slash got a slim mop.
He hit the slop with a **slam**.

ACTIVITY 2: Comprehension Check-up

Directions: Answer the following questions based on the text.

1. What did Slash see?
2. How will you describe the slug?
3. What will you do if you see a crawling bug near you?





Let's Recall!

ACTIVITY 3

Directions: Read and replace the underlined letter with /s/ to form a new word. Read the new words formed.

1. wand → _____
3. bit → _____
5. tell→ _____
2. day → _____
4. wave →_____



Let's Read & Explore!

ACTIVITY 4

Directions: Read the following words.

Slash

slug

slid

slap

slim

slip

slop

slam



Let's Think Together!

ACTIVITY 5

Directions: Identify the meaning of some sl- blend words. Choose your answer in the box.

slice

slim

slip

slap

slam

1. To cut into thin, flat pieces- _____.
2. Thin- _____.
3. To accidentally slide away- _____.
4. To hit with an open hand- _____.
5. To shut, hit, or put down something hard- _____.



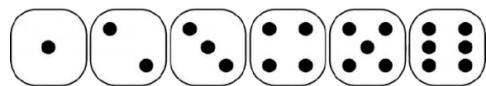


Let's Practice & Play!

ACTIVITY 6

Directions: Roll the dice and read a word for the number rolled. Highlight the word you have read.

ROLL, READ, AND HIGHLIGHT



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



Let's Write!

ACTIVITY 7

Directions: Form new words by omitting or replacing one letter for each word listed below.

1. slap → _____ 3. slow → _____ 5. Slit → _____
 2. slice → _____ 4. slump → _____

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





ARAL-Reading Basic

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



Let's Warm Up!

ACTIVITY 1: Attentiveness Check

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

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!

ACTIVITY 2: Comprehension Check-up

Directions: Answer the following questions based on the text.

1. What does Fran have? _____
2. What happened to his bike? _____
3. Who helped Fran? _____
4. Have you ever helped a friend? How? _____



Let's Recall!

ACTIVITY 3

Directions: Underline the words with a consonant blend.

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 slit box.
5. The pig ran in the slop.





Let's Read & Explore!

ACTIVITY 4

Directions: Read the following words.

flab	flash	flap	flow	flop
fled	fluff	flick	flex	floss



Let's Think Together!

ACTIVITY 5

Directions: Identify the meaning of some sl- blend words. Choose your answer in the box.

floor flame flour flop flat flip

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!



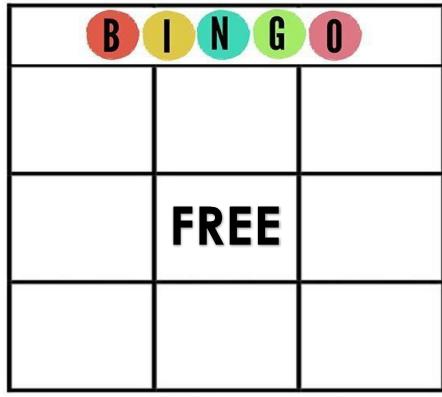
Let's Practice & Play!

ACTIVITY 6: WORD BINGO

Directions: Copy the fl- blend words in the bingo card boxes (It depends on you where you will write the words. As the game begins, highlight the word once the teacher mentions it.)

Continue playing until you get 3 words in a row on your scorecard. Shout "Bingo" if you get 3 squares in a row.

floor flame flour flop
flat flip floss flan





Let's Write!

ACTIVITY 7: READ AND DRAW

Directions: Read the sentence. Then draw a picture to match the sentence.

1. The frog flips on the flat mat.



2. A big flag.



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





ARAL-Reading Basic

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



Let's Warm Up!

ACTIVITY 1: Attentiveness Check

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

The Passenger's Line

Seven to nine
Buses arrive
And the line starts to rise.

It is five to nine
And I'm here on time
Waiting for my good friend, Mile.

It's four to nine
The passenger's line
Can we wait for a while for Mile will be here anytime.

ACTIVITY 2: Comprehension Check-up

Directions: Answer the following questions based on the text.

1. What type of transportation is mentioned in the poem? _____
2. Who is the speaker waiting? _____
3. Have you ever patiently waited for someone in a line? _____
4. How do you manage this kind of situation? _____





Let's Recall!

ACTIVITY 3

Directions: Encircle the words with a consonant blend.

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.



Let's Read & Explore!

ACTIVITY 4

Directions: Read the following words.

win	→	wine
fin	→	fine
lick	→	like
pill	→	pile
sit	→	site



Let's Think Together!

ACTIVITY 5

Directions: Write the correct word to complete a sentence.

1. WIN-WINE

- a. We will _____ the game.
- b. Men drink _____ at the party.

2. FIN-FINE

- a. Today is a _____ day to travel.
- b. The shark's left _____ is wounded.

3. KIT -KITE

- a. The emergency responder always _____ brings his medical kit.
- b. His _____ got stuck in a tree.





4. BIT-BITE

- I ate a _____ of cake.
- The ants _____ my feet.

5. SIT-SITE

- I always _____ by the window in class.
- It is really a beautiful _____.



Let's Get Curious!

ACTIVITY 6

Directions: Underline the words with the long /i/ sound in the paragraph.

One morning, Mike got up early. He took his bike for a ride. He finished a mile and stopped for a while to wipe off his tire. He went back to his house and had a fine time.



Let's Write!

ACTIVITY 7

Directions: Choose the best sight word that fits the paragraph. Write your answer in the blank.

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.





Let's Practice & Play!

ACTIVITY 8: KARAOKE INTERPRETATION

Directions: Listen as the teacher plays the song entitled "Fine" by Kyle Hume. Underline the words with the long /i/ sound.

Fine

by Kyle Hume

Yeah I'm fine
If "F" is for feeling 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

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



I can't do it yet.



I'm still working on it.



I can do it already!



Tutor's Note: _____





ARAL-Reading Basic

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



Let's Warm Up!

ACTIVITY 1: Attentiveness Check

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

Classroom Note
I passed a note to Rose in class,
She hid it quick so it would pass.

It had a joke about our robe,
We laughed so hard, we shook the
globe!

And our teacher asked,
"What's with the note?"

ACTIVITY 2: Comprehension Check-up

Directions: Answer the following questions based on the text.

1. What did the speaker pass to Rose?
2. If you were Rose, would you pass the note to your other classmates while the teacher is discussing in front? Why?





Let's Recall!

ACTIVITY 3

Directions: Underline the words with the long /i/ sound.

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's Read & Explore!

ACTIVITY 4

Directions: Read the following words.

pop → pope
rot → rote

Bon → bone
con → cone



Let's Think Together!

ACTIVITY 5

Directions: Choose the correct word from the box that will complete the following sentences.

cone	mole	rope	rose	bone
------	------	------	------	------

1. The dog eats a big _____.
2. The boat has a long _____.
3. Rey has a _____ on her lips.
4. I like the smell of a _____.
5. She likes to eat ice cream in a _____.





Let's Practice & Play!

ACTIVITY 6: READING RELAY

Directions: With the help of your groupmates, arrange the sequence of the story using sentences with long /ō/ sounds in proper order.

A Trip to the Zoo

	At the gate, Jane held the rope as they walked.
	. A goat came close, and Cole gave it a cone. The goat took it with hope, then ran to its home.
	Jane and Cole went to the zoo with a note from school. "Take close care and be safe," it said.
	They saw a big lion chew on a bone. "Look at his big nose!" Cole said.
	"It's time to go home!", said Cole. "It's fun to roam," said Jane. "Let's write a note to say thank you!"

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



I can't do it yet.

I'm still working on it.

I can do it already!



Tutor's Note:



