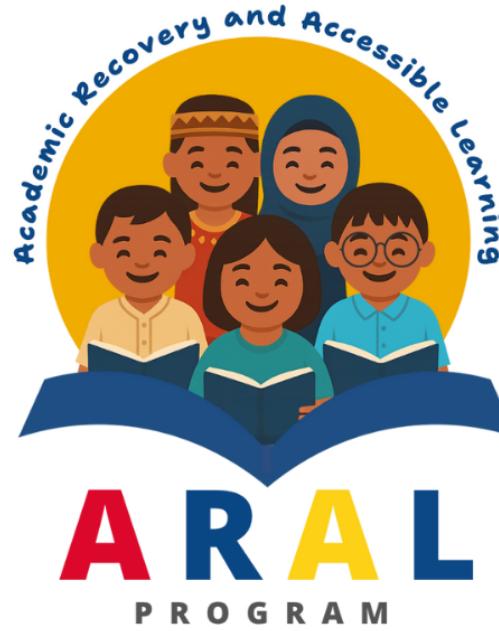


Key Stage

3



ARAL - READING BASIC

# Teacher's Guide



## ARAL-Reading Basic

### Key Stage 3

This material is solely for the tutor's use in implementing the Academic Recovery and Accessible Learning (ARAL) Program. It is designed to support the delivery of curriculum content, standards, and lesson objectives.

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Mga minamahal naming **guro**,

Patuloy na ipinapakita ng mga international at national assessments ang malalim at malawak na kakulangan sa pagkatuto ng ating mga mag-aaral—lalo na sa mahalagang pundasyon ng Reading, Science, at Math.

A UNICEF study revealed that even before the pandemic, most Grade 4 learners were already lagging one to two years behind in Reading and Math.

Kaya't ang naging agarang tugon natin upang maibsan ang hamong ito ay ang pagpapatupad ng Academic Recovery and Accessible Learning (ARAL) Law—isang nationwide intervention program na isinulong nina EDCOM 2 Co-Chairpersons Senator Win Gatchalian at Representative Roman Romulo.

The law and thus program provides structured and compassionate tutorial sessions for K to 10 learners who are struggling—guiding them to recover, rebuild confidence, and bridge their learning gaps.

Following the aspiration of President Ferdinand "Bongbong" Marcos, Jr. na tiyaking may patas na oportunidad ang bawat Pilipino, sinisiguro ng ARAL Program na walang batang maiiwan.

Kasama ito sa mga pangunahing programa ng ahensiya upang higit pang pataasin ang kakayahan ng ating mga mag-aaral sa mga pangunahing kasanayan, habang pinapalawak ang abot ng suporta sa pagkatuto—mula face-to-face, hanggang online o blended learning. Sa pamamagitan nito, naitatag natin ang mas matibay at makabuluhang pundasyon tungo sa tagumpay ng bawat mag-aaral.

This module is crafted with your journey in mind. It walks you through our shared vision, equips you with practical, creative, and meaningful teaching strategies for your tutorial sessions, and offers key reminders on how to make a lasting impact as a remedial educator.

Sa tulong ng inyong oras, husay, at pusong walang kapantay sa paglilingkod, maibabalik natin sa tamang landas ang ating mga kabataan—at maiaakyat sila tungo sa kanilang buong potensyal at pinapangarap na kinabukasan.

Sama-sama nating isulong ang isang dekalidad at inklusibong edukasyon para sa bawat batang Pilipino.

Maraming salamat po sa inyong walang sawang dedikasyon at pag-aalay ng serbisyo.

Kaagapay ninyo sa pagtaguyod ng edukasyon,

**Sec. Sonny Angara**

Kagawaran ng Edukasyon





|                     |   |                  |  |                          |   |
|---------------------|---|------------------|--|--------------------------|---|
| <b>ARAL-Reading</b> | <input checked="" type="checkbox"/> <b>Basic</b>      | <b>KEY STAGE</b> | <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> | <b>Intervention Week</b> | <b>1</b>  |
| <b>Focus</b>        | Word Concept (print carries meaning: word boundaries) |                  |  | <b>Language</b>          | <input checked="" type="checkbox"/> <b>Filipino</b> <input type="checkbox"/> <b>English</b> |

### MGA PAMAMARAAN SA PAGTUTURO

(TUTORIAL PROCEDURES)

|  | <b>UNANG SESYON<br/>(SESSION ONE)</b>   | <b>IKALAWANG SESYON<br/>(SESSION TWO)</b>  | <b>IKATLONG SESYON<br/>(SESSION THREE)</b>  | <b>IKAAPAT NA SESYON<br/>(SESSION FOUR)</b>  |
|--|---|--|---|--|
| <b>Pokus na mga Letra, Tunog at Salita<br/>(Focus Letter/Sound/Word)</b> | <b>Letrang Mm, Ss, Aa, Ii</b>   | <b>Mga Letra: Mm, Ss, Aa, Ii, Oo</b>   | <b>Mga Letra: Mm, Ss, Aa, Ii, Oo, Ee</b>  | <b>Mga Letra: Mm, Ss, Aa, Ii, Oo, Ee, Bb</b>   |
| <b>Mga Layunin<br/>(Objectives)</b>                                      | <ol style="list-style-type: none"> <li>1. Natutukoy at nabibigkas ang tunog ng letrang Mm, Ss, Aa at li sa pamamagitan ng pakikinig at pag-uulit.</li> <li>2. Naisusulat nang maayos ang anyo ng malaki at maliit na letrang Mm, Ss, Aa at li.</li> <li>3. Nakakapagbigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/.</li> <li>4. Nakababasa ng mga salitang binubuo ng letrang m, s, a, i.</li> <li>5. Naisasagawa nang may kasiyahan ang mga</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy at nabibigkas ang tunog ng letrang Mm, Ss, Aa, li at Oo sa pamamagitan ng pakikinig at pag-uulit.</li> <li>2. Naisusulat nang maayos ang anyo ng malaki at maliit na letrang Mm, Ss, Aa , li at Oo.</li> <li>3. Nakakapagbigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/.</li> <li>4. Nakababasa ng mga salitang binubuo ng letrang m, s, a, i, o.</li> <li>5. Naisasagawa nang may kasiyahan ang mga</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy at nabibigkas ang tunog ng letrang Mm, Ss, Aa, li, Oo, Ee sa pamamagitan ng pakikinig at pag-uulit.</li> <li>2. Naisusulat nang maayos ang anyo ng malaki at maliit na letrang Mm, Ss, Aa, li, Oo at Ee.</li> <li>3. Nakakapagbigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/, /e/.</li> <li>4. Nakababasa ng mga salitang binubuo ng letrang m, s, a, i, o, e, b.</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy at nabibigkas ang tunog ng letrang Mm, Ss, Aa, li, Oo, Ee at Bb sa pamamagitan ng pakikinig at pag-uulit.</li> <li>2. Naisusulat nang maayos ang anyo ng malaki at maliit na letrang Mm, Ss, Aa li, Ee, Oo, at Bb.</li> <li>3. Nakakapagbigay ng mga salita at kahulugan nito na nagsisimula sa tunog /m/, /s/, /a/, /i/, /o/, /e/, /b/.</li> <li>4. Nakababasa ng mga salitang binubuo ng letrang m, s, a, i, o, e, b.</li> </ol> |





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|   | interaktibong gawain sa pagpapalalim ng pagkatuto sa mga letrang m, s, a, i gamit ang flashcards o larong pagtutugma.   | interaktibong gawain sa pagpapalalim ng pagkatuto sa mga letrang m, s, a, i, o gamit ang flashcards o larong pagtutugma.  | 4. Nakababasa ng mga salitang binubuo ng letrang m, s, a, i, o, e.<br>5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa pagpapalalim ng pagkatuto sa mga letrang m, s, a, i, o, e gamit ang flashcards o larong pagtutugma.   | 5. Naisasagawa nang may kasiyahan ang mga interaktibong gawain sa pagpapalalim ng pagkatuto sa mga letrang m, s, a, i, o, e, b gamit ang flashcards o larong pagtutugma.  |
| <b>Mga Kagamitan<br/>(Materials)</b>  | Flashcards, larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.   | Flashcards, larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.   | Flashcards, larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.   | Flashcards, larawan, telebisyon, laptop at iba pang kagamitan sa pagtuturo.   |
| <b>Panimula at Sosyo-Emosyonal na Gawain<br/>(Opening Routine and Socio-Emotional Warm-Up)</b><br><br>5 min | <p><b>Pagpapasigla ng Damdamin at Ehersisyos sa Paghinga</b></p> <ul style="list-style-type: none"> <li>Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?”</li> <li>Ipakita ang chart ng damdamin o mga emoji card (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?”</li> </ul> | <p><b>Pagpapasigla ng Damdamin at Ehersisyos sa Paghinga</b></p> <ul style="list-style-type: none"> <li>Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?”</li> <li>Ipakita ang chart ng damdamin o mga emoji card (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?”</li> </ul> | <p><b>Pagpapasigla ng Damdamin at Ehersisyos sa Paghinga</b></p> <ul style="list-style-type: none"> <li>Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?”</li> <li>Ipakita ang chart ng damdamin o mga emoji card (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?”</li> </ul> | <p><b>Pagpapasigla ng Damdamin at Ehersisyos sa Paghinga</b></p> <ul style="list-style-type: none"> <li>Magsimula sa pagbati sa mga mag-aaral: “Magandang umaga! Kamusta kayo ngayon?”</li> <li>Ipakita ang chart ng damdamin o mga emoji card (masaya, malungkot, excited, pagod, nag-aalala). Tanungin sila: “Anong nararamdaman mo ngayon?”</li> </ul> |





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|  | <ul style="list-style-type: none"> <li>Pahintulutan silang ituro o sabihin ang kanilang nararamdaman.</li> <li>Pangungunahan ang echersyo sa paghinga gamit ang pagsunod sa mga daliri:<br/>“Sundan ang hugis ng iyong kamay gamit ang kabilang daliri. Huminga nang malalim habang pataas, at huminga palabas habang pababa.”</li> <li>Tapusin sa isang mabilis na tsek: “Pumalakpak ng dalawang beses kung handa ka nang matuto!”</li> </ul> | <ul style="list-style-type: none"> <li>Pahintulutan silang ituro o sabihin ang kanilang nararamdaman.</li> <li>Pangungunahan ang echersyo sa paghinga gamit ang pagsunod sa mga daliri: “Sundan ang hugis ng iyong kamay gamit ang kabilang daliri. Huminga nang malalim habang pataas, at huminga palabas habang pababa.”</li> <li>Tapusin sa isang mabilis na tsek: “Pumalakpak ng dalawang beses kung handa ka nang matuto!”</li> </ul> | <ul style="list-style-type: none"> <li>Pahintulutan silang ituro o sabihin ang kanilang nararamdaman.</li> <li>Pangungunahan ang echersyo sa paghinga gamit ang pagsunod sa mga daliri: “Sundan ang hugis ng iyong kamay gamit ang kabilang daliri. Huminga nang malalim habang pataas, at huminga palabas habang pababa.”</li> <li>Tapusin sa isang mabilis na tsek: “Pumalakpak ng dalawang beses kung handa ka nang matuto!”</li> </ul> | <p>ngayon?”</p> <ul style="list-style-type: none"> <li>Pahintulutan silang ituro o sabihin ang kanilang nararamdaman.</li> <li>Pangungunahan ang echersyo sa paghinga gamit ang pagsunod sa mga daliri: “Sundan ang hugis ng iyong kamay gamit ang kabilang daliri. Huminga nang malalim habang pataas, at huminga palabas habang pababa.”</li> <li>Tapusin sa isang mabilis na tsek: “Pumalakpak ng dalawang beses kung handa ka nang matuto!”</li> </ul> |
| <b>Pakikinig at Pagpapaunlad ng Wika Gamit ang Pagkukuwento</b><br>(Listening and Language Development through Storytelling) | <p><b>Itanong:</b> Nakakita ka na bang payong? Saan ginagamit ang payong? Bakit mahalaga ang payong sa buhay ng tao?</p> <p>Babasahin ng guro ang maikling kuwento ng “Ang Hiwaga ng Pulang Payong”</p>  | <p><b>Itanong:</b> Mahilig ka ba sa aso at pusa? Ano ang iyong napansin na pagkakaiba nila?</p> <p>Babasahin ng guro ang maikling kuwento ng “Ang Aso at Pusa” na sinulat ni Joseph Aragon</p>   | <p>Ipakita ang larawan ng sumbrero at itanong kung ano kaya ang mayroon sa isang sumbrero at bakit ito laging sinusuot.</p> <p>Basahin ang kuwento ng “Pambihirang Sumbbrero” sinulat ni Genaro G. Cruz.</p>   | <p>Masdan ang larawan ng Lola. Itanong kung ano ang mayroon sa larawan.</p> <p>Basahin natin ang kuwento ng “ Dalawa Kami ni Lola” sinulat ni Rhandee Garlitos</p> <p>Mga Gabay na Tanong:</p>   |





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| 10 min   | <p>sinulat ni Ma. DC. Corpuz at ginuhit ni Grace S. Sayson mula sa Deped Manila E-Library.</p> <p><b>Mga Gabay na Tanong:</b></p> <ol style="list-style-type: none"> <li>1. Sino-sino ang mga tauhan sa kuwentong binasa ng guro?</li> <li>2. Bakit mahiwaga ang pulang payong?</li> <li>3. Saan dinala ng payong si Ana?</li> <li>4. Paano nakabalik si Ana sa kanilang bahay?</li> <li>5. Ano ang aral ng kuwentong binasa?</li> </ol> | <p><b>Mga Gabay na Tanong:</b></p> <ol style="list-style-type: none"> <li>1. Ano ang ginagawa ng aso? Pusa?</li> <li>2. Bakit nag-away ang aso at pusa?</li> <li>3. Kung ikaw ang pusa/as, ano ang gagawin mo sa sitwasyon?</li> <li>4. Ano ang aral o mensaheng nais iparating ng kuwento?</li> <li>5. Totoo bang hindi magkasundo ang aso at pusa sa totoong buhay? Ipaliwanag.</li> </ol> | <p><b>Mga Gabay na Tanong</b></p> <ol style="list-style-type: none"> <li>1. Sino ang mga tauhan sa kuwento?</li> <li>2. Ano ay mayroon sa sumbrero?</li> <li>3. Bakit kaya siya naging mas matapang kapag suot ang sombrero?</li> <li>4. Sa iyong palagay, totoo bang may kapangyarihan ang sumbrero?</li> <li>5. Ano ang aral ng kuwento?</li> </ol> | <ol style="list-style-type: none"> <li>1. Sino ang nagsasalaysay sa kuwento?</li> <li>2. ino ang laging kasama ng bata sa bahay?</li> <li>3. Kung ikaw ang nasa kalagayan ng bata, paano mo pahahalagahan ang iyong lola?</li> <li>4. Ano ang kahalagahan ng pagkakaroon ng matanda sa pamilya?</li> <li>5. Sa anong paraan maihahambing ang iyong lola sa lola sa kuwento?</li> </ol> |
| <b>Pagbabalik-aral sa mga Letra at Salita mula sa Nakaraang Sesyon</b><br>(Letter and Word Review from Previous Sessions)<br><br>5 min | <ul style="list-style-type: none"> <li>• Ipakita ang flashcards na nagpapakita ng malalaki at maliliit na letra ng alpabeto.</li> <li>• Pag-awit ng awiting "Alpabasa" upang mahasa sa paggamit ng mga tunog ng mga letra.</li> <li>• Bigkasin ang tunog letrang /a, e, i, o, u/ ng tatlong beses at</li> </ul>  | <ul style="list-style-type: none"> <li>• Ipakita ang flashcards na nagpapakita ng malalaki at maliliit na letra ng alpabeto.</li> <li>• Pag-awit ng awiting "Alpabasa" upang mahasa sa paggamit ng mga tunog ng mga letra.</li> <li>• Bigkasin ang tunog letrang /m, s, a, i/ ng tatlong beses at</li> </ul>   | <ul style="list-style-type: none"> <li>• Ipakita ang flashcards na nagpapakita ng malalaki at maliliit na letra ng alpabeto.</li> <li>• Pag-awit ng awiting "Alpabasa" upang mahasa sa paggamit ng mga tunog ng mga letra.</li> <li>• Bigkasin ang tunog letrang /m, s, a, i, o/ ng tatlong beses at</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Ipakita ang flashcards na nagpapakita ng malalaki at maliliit na letra ng alpabeto.</li> <li>• Pag-awit ng awiting "Alpabasa" upang mahasa sa paggamit ng mga tunog ng mga letra.</li> <li>• Bigkasin ang tunog letrang /m, s, a, i, o, e/ ng tatlong beses at</li> </ul>   |





|   | hayaang ultiin ito ng mga bata.  | hayaang ultiin ito ng mga bata.   | tatlong beses at hayaang ultiin ito ng mga bata.   | hayaang ultiin ito ng mga bata.   |
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| <p><b>Tahasang Pagtuturo ng Tunog ng Letra at Gamit ng mga Salita</b> (Explicit Phonics and Word Work Instruction)</p> <p>15-20 min</p> | <ul style="list-style-type: none"> <li>Maiparinig at maipakilala ang tunog ng mg letra. Gamitin ang mga larawan, tunog at awitin             <ul style="list-style-type: none"> <li>"M sabihin /mmm/ tulad ng mama"</li> <li>"S sabihinh /sss/ tulad ng sapatos"</li> <li>"A sabihin /a/ tulad ng aso"</li> <li>"I sabihin /i/ tulad ng ilaw"</li> </ul> </li> <li>Sabayang pagbigkas at ilang halimbawa             <ul style="list-style-type: none"> <li>/mmmm/- mata</li> <li>/ssss/- saging</li> <li>/aaaa/- araw</li> <li>/iiii/- itlog</li> </ul> </li> <li>Maghanap ng mga kagamitan sa inyong komunidad na nagsisimula sa letrang m, s, a, i             <ul style="list-style-type: none"> <li>mamimili</li> <li>sasakyahan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Iparinig at ipakilala ang mga tunog ng letrang m, s, a, i, o</li> <li>Bigkasin Natin :             <ul style="list-style-type: none"> <li>/m/ (mahabang "mmm" na umuungol)</li> <li>/s/ (mahabang tunog gaya ng ahas – "ssss")</li> <li>/a/ (maikli, bukas ang bibig; parang "a" sa "aso")</li> <li>/i/ (maikli, parang tunog sa "isda")</li> <li>/o/ (maikli, bilugan ang bibig; gaya sa "oras")</li> </ul> </li> <li>Pagpapakita ng mga halimbawang larawan na may kaugnayan sa tunog ng mga letrang m, s, a, i, o.</li> <li>Ipasulat ang malaki at maliit n letrang Mm, Ss, Aa, Ii at Oo at halimbawa na ibinigay ng guro.</li> </ul> | <ul style="list-style-type: none"> <li>Iparinig at ipakilala ang mga tunog ng mga letrang m, s, a, i, o, e.</li> <li>Pagpapalalim ng pag-unawa at pagbigkas.             <ul style="list-style-type: none"> <li><b>M /m/</b> parang tunog ng motor: /m/</li> <li><b>S /s/</b> – parang tunog ng ahas: /ssss/</li> <li><b>A /a/</b> – bukas ang bibig: /a/ gaya sa aso</li> <li><b>I /i/</b> – maikli at matinis: /i/ gaya sa isda</li> <li><b>O /o/</b> – bilog ang bibig: /o/ gaya sa oso</li> <li><b>E /e/</b> – maikli, parang sa eroplano: /e/</li> <li><b>B/b/</b> — ito ay isang makipot na tunog, ginagawa sa pamamagitan ng pag-ipit ng mga labi at biglang paglabas ng hangin.</li> </ul> </li> <li>Pagpapakita ng mga halimbawang larawan na may kaugnayan sa tunog ng mga letrang m, s, a, i, o, e</li> </ul> | <ul style="list-style-type: none"> <li>Pagpapalalaim ng aralin</li> <li>Iparinig ng mabuti ang mga tunog ng             <ul style="list-style-type: none"> <li><b>M /m/</b> parang tunog ng motor: /m/</li> <li><b>S /s/</b> – parang tunog ng ahas: /ssss/</li> <li><b>A /a/</b> – bukas ang bibig: /a/ gaya sa aso</li> <li><b>I /i/</b> – maikli at matinis: /i/ gaya sa isda</li> <li><b>O /o/</b> – bilog ang bibig: /o/ gaya sa oso</li> <li><b>E /e/</b> – maikli, parang sa eroplano: /e/</li> <li><b>B/b/</b> — ito ay isang makipot na tunog, ginagawa sa pamamagitan ng pag-ipit ng mga labi at biglang paglabas ng hangin.</li> </ul> </li> <li>Pagbibigay-halimbawa at pagbibigkas nang mas malakas</li> </ul> |





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|  | <ul style="list-style-type: none"> <li>○ ambulansiya</li> <li>○ ibon</li> <li>● Isulat ang malaki at maliit na letrang Mm, Ss, Aa, li at ang mga halimbawang salita na narinig sa guro.</li> </ul>  |  |   | <ul style="list-style-type: none"> <li>○ M - mmm</li> <li>○ S -sss</li> <li>○ A - aaa</li> <li>○ I - iii</li> <li>○ O - ooo</li> <li>○ E - eee</li> <li>○ B - bbb</li> <li>● Ano-ano ang mga halimbawa ng larawan na may tunog ng m, s, a, i, o, e, b</li> <li>● Isulat sa pisara ang malalaki at malilit na letra ng Mm, Ss, Aa, li, Oo, Ee, Bb.</li> </ul> |
| <b>Pagsasanay sa Kamalayang Ponolohikal</b><br>(Phonological Awareness Skill-Building)<br><br>10 min | Ipanahay ang mga larawan ayon sa unang tunog. <ul style="list-style-type: none"> <li>○ Pangkat ng /m/: mama, mesa, mata</li> <li>○ Pangkat ng /s/: saging, sapatos, sopa</li> <li>○ Pangkat ng /a/: aso ,apat, ashas</li> <li>○ Pangkat ng /i/: illog, isda, isa</li> </ul> | <b>Pag-uugnay ng tunog at karanasan</b> <ul style="list-style-type: none"> <li>● Hanapin ang larawan na may tunog na /m, s, a, i, o/</li> <li>● Bigkasin ito ng malakas at isulat sa worksheet.</li> </ul> | <b>Pag-uugnay ng larawan sa Tunog</b> <ul style="list-style-type: none"> <li>● Ihanay ang larawan na mga sumusunod:</li> </ul> Mata, mama, makina<br>Sabon, sako, sapin<br>Aso, abaniko, araw<br>Isda, ilaw, itlog<br>Oso, orasan, okra<br>Eroplano, elepante,<br>estatwa | Bilugan ang mga larawan na angkop sa letrang may kaugnayan sa m, s, a, i, o, e, b.   |
| <b>Pagkilala at Pagkatuto ng Sight Words at</b>  |   |  |   |  |





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| <b>Pagsasanay ng Katatasan sa Pagbasa</b><br>(Sight Word Recognition and Fluency Practice)<br><br>5 min   |  |  |   |   |
| <b>Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa Gamit ang Laro o Interaktibong Gawain</b> (Fluency and Comprehension through Play-Based Practice)<br><br>5 min | <b>Tunog-Banggit-Lukso</b> <ul style="list-style-type: none"> <li>Ihanda ang mga letrang m, s, a, i sa lapag.</li> <li>Kailangang lumukso ng mga bata sa letra na nasa lapag at banggitin ang tunog na babanggitin ng guro.</li> </ul> | <b>Hanap-Larawan-Tunog</b> <ul style="list-style-type: none"> <li>Gamit ang larawan, tukuyin ang tunog nito.</li> <li>Maaaring magbigay ng higit sa sampung larawan.</li> </ul>  | <b>Tingnan Mo, Isilid Mo Sa Basket Ko</b> <ul style="list-style-type: none"> <li>Ipakita ang mga larawan.</li> <li>Tingnan kung sa anong angkop na tunog nag-uumpisa ang mga larawan at ilagay sa basket.</li> </ul>            | <b>I-Shoot mo ang Ball</b> <ul style="list-style-type: none"> <li>I-shoot ang ball sa basket kung sa nasa palagay mo ay angkop ang tunog na ginamit sa larawan ng makikita.</li> <li>Bibigkasin nang malakas ang tunog at salita ng nakita sa larawan at i-shoot ito sa basket pagkatapos.</li> </ul> |
| <b>Pagtatapos/ Pagninilay sa Aralin</b><br>(Closing/ Reflection)  | Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: <ol style="list-style-type: none"> <li>Ngayon ay natutunan ko ang mga tunog</li> <li>Ang mga salitang natutunan ko (m, s, a, i)</li> </ol>              | Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: <ol style="list-style-type: none"> <li>Ngayon ay natutunan ko ang mga tunog</li> <li>Ang mga salitang natutunan ko (m, s, a, i, o)</li> <li>Iwagayway ang mga kamay kung</li> </ol> | Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: <ol style="list-style-type: none"> <li>Ngayon ay natutunan ko ang mga tunog</li> <li>Ang mga salitang natutunan ko (m, s, a, i, o, e)</li> </ol> | Bigyan ng pagkakataon ang mga mag-aaral na sagutin at gawin ang mga sumusunod: <ol style="list-style-type: none"> <li>Ngayon ay natutunan ko ang mga tunog</li> <li>Ang mga salitang natutunan ko (m, s, a, i, o, e, b)</li> </ol>  |





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|  | 3. Iwagayway ang mga kamay kung naunawaan ang aralin.  | naunawaan ang aralin.   | 3. Iwagayway ang mga kamay kung naunawaan ang aralin.  | 3. Iwagayway ang mga kamay kung naunawaan ang aralin.   |
| <b>Pagpapalim ng Pagkatuto / Gawain sa Bahay</b><br>(Enhancement of Learning /Home Reinforcement Activity) | <p><b>Gawain:</b> Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa letrang m, s, a, i at isulat ito sa kwaderno.</p> <p><b>Opsiyonal:</b> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.</p> | <p><b>Gawain:</b> Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa letrang m, s, a, i, o at isulat ito sa kwaderno.</p> <p><b>Opsiyonal:</b> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.</p> | <p><b>Gawain:</b> Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa letrang m, s, a, i, o, e at isulat ito sa kwaderno.</p> <p><b>Opsiyonal:</b> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.</p> | <p><b>Gawain:</b> Isulat ang mga kagamitan na makikita sa inyong komunidad na nagsisimula sa letrang m, s, a, i, o, e, b at isulat ito sa kwaderno.</p> <p><b>Opsiyonal:</b> Hikayatin ang mag-aaral na basahin muli ang mga salitang natutuhan kasama ang miyembro ng pamilya at magamit sa araw-araw na pakikipag-usap.</p> |





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| <b>ARAL-Reading</b> | <input checked="" type="checkbox"/> Basic | <b>KEY STAGE</b> | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <b>Intervention Week</b> | 2   |
| <b>Focus</b>        | Aliterasyon (U, T, K, L, N, G)            |                  |  | <b>Language</b>          | <input checked="" type="checkbox"/> Filipino <input type="checkbox"/> English |

| <b>MGA PAMAMARAAN SA PAGTUTURO</b>     |  |  |  |   |  |
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|  | <b>UNANG SESYON</b><br>(SESSION ONE)   | <b>IKALAWANG SESYON</b><br>(SESSION TWO)   | <b>IKATLONG SESYON</b><br>(SESSION THREE)  | <b>IKAAPAT NA SESYON</b><br>(SESSION FOUR)  |  |
| <b>Pokus na mga Letra/Tunog/Salita</b> | Letra at Tunog: <b>Uu</b><br>Sight Word: <b>Ang</b>  | Letra at Tunog: <b>Tt</b><br>Sight Word: <b>Mga</b>  | Letra at Tunog: <b>Kk, at Li</b><br>Sight Word: <b>Sa</b>  | Letra at Tunog: <b>Nn at Gg</b><br>Sight Words: <b>ito at ay</b>  |  |
| <b>Mga Layunin</b>                     | <ol style="list-style-type: none"> <li>1. Nabibigkas nang tama ang tunog ng letrang <b>Uu</b> sa mga salita.</li> <li>2. Nagagamit ang aliterasyon upang matukoy ang mga salitang nagsisimula/ may tunog na <b>Uu</b>.</li> <li>3. Nagagamit nang tama ang sight word na <b>Ang</b> sa pagbasa at pagsulat.</li> </ol> | <ol style="list-style-type: none"> <li>1. Nakikilala ang mga salitang nagsisimula at may tunog ng letrang <b>Tt</b>.</li> <li>2. Naipapakita ang tamang pagbigkas ng tunog ng letrang <b>Tt</b> sa mga salita at parirala sa pamamagitan ng aliterasyon.</li> <li>3. Nagagamit ang sight word na <b>Mga</b> sa pagbasa at pagsulat.</li> </ol> | <ol style="list-style-type: none"> <li>1. Nakikilala ang malaki at maliit na letrang <b>Kk</b> at <b>Li</b>.</li> <li>2. Naisusulat ang malaki at maliit na letrang <b>Kk</b> at <b>Li</b>.</li> <li>3. Nabibigkas nang tama ang tunog ng letrang <b>Kk</b> at <b>Li</b> sa mga salita</li> <li>4. Nagagamit ang sight word na <b>Sa</b> sa mga parirala.</li> </ol> | <ol style="list-style-type: none"> <li>1. Nakikilala ang malaki at maliit na letrang <b>Nn</b> at <b>Gg</b>.</li> <li>2. Naipapakita ang tamang pagbigkas ng tunog ng letrang <b>Nn</b> at <b>Gg</b> sa mga salita at parirala sa pamamagitan ng aliterasyon.</li> <li>3. Naipapakita ang tamang pagbigkas ng sight words na <b>ito</b> at <b>ay</b> sa mga salita at parirala.</li> <li>4. Nagagamit ang mga natutuhang letra at sight words sa pagbuo ng simpleng pangungusap.</li> </ol> |  |





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| <b>Mga Kagamitan</b>                                      | <ul style="list-style-type: none"> <li>Flashcards ng letrang <b>Uu</b> at sight word <b>Ang</b></li> <li>Mga larawan o flashcards ng mga bagay na nagsisimula sa tunog <b>Uu</b> (hal. ulo, upuan, ulan)</li> <li>Notebook o learning journal at panulat</li> <li>Audio/video ng maikling kuwento o kanta na naglalaman ng tunog <b>U</b> at sight word <b>Ang</b></li> </ul>                           | <ul style="list-style-type: none"> <li>Flashcards ng <b>T</b> at sight word <b>Mga</b></li> <li>Mga larawan o flashcards na may mga bagay na nagsisimula sa tunog <b>Tt</b> (e.g., tuba, tasa, tambol)</li> <li>Notebook o position paper para sa pagsasanay</li> </ul>  | <ul style="list-style-type: none"> <li>Flashcards ng <b>K, L</b> at sight word <b>Sa</b></li> <li>Larawan o visual aids na may mga bagay na nagsisimula sa <b>K</b> at <b>L</b></li> <li>Learning Activity Sheets para sa pagsasanay</li> <li>Sipi ng awiting "Leron Leron Sinta"</li> </ul> <p>Link:<br/><a href="https://tinyurl.com/mvxf58f">https://tinyurl.com/mvxf58f</a></p> | <ul style="list-style-type: none"> <li>Flashcards ng <b>Nn, Gg</b> at sight words <b>Ito, Ay</b></li> <li>Visual aids/larawan ng mga bagay na nagsisimula sa <b>Nn</b> at <b>Gg</b></li> <li>Notebook at panulat</li> <li>Learning Activity Sheets para sa pagsasanay</li> </ul>   |
| <b>Panimula at Sosyo-Emosyonal na Gawain</b><br><br>5 min | <ul style="list-style-type: none"> <li>Icebreaker: Magiliw na batiin ang mga mag-aaral. Tanungin ang bawat isa ng isang bagay na paborito nila na may tunog <b>Uu</b> (hal. "Anong paborito mong pagkain na nagsisimula sa <b>Uu</b>?").</li> <li>Gumamit ng activation phrases tulad ng "Handa akong matuto!" at "Kaya natin ito!"</li> <li>Turuan din ang mag-aaral sa tunog ng <b>Uu</b>.</li> </ul> | <ul style="list-style-type: none"> <li>Magiliw na batiin ang mga mag-aaral.</li> <li>Gawing masaya ang pagsasanay sa pagbigkas ng tunog ng letrang <b>Tt</b> sa pamamagitan ng paggya ng iba't ibang tunog na nagsisimula sa letrang <b>Tt</b> (tulad ng tunog ng tren, tambol, at iba pa).</li> <li>Umpisahan sa pariralang: Ayan na, ayan na, daraan _____ (sabihin</li> </ul> | <ul style="list-style-type: none"> <li>Magiliw na batiin ang mga mag-aaral.</li> <li>Gawin: "Simon Says" na nakatutok sa mga galaw na may kasabay na tunog <b>Kk</b> at <b>Ll</b>. Halimbawa: Simon says, Kumembot; Simon says, Lumukso ng tatlong beses; Simon says Lumusong tulad ng palaka. Kapag hindi binanggit ang "Simon</li> </ul>  | <ul style="list-style-type: none"> <li>Magiliw na batiin ang mga mag-aaral.</li> <li>Number and Gesture Game: Ipapakita sa mag-aaral ang flashcard ng letrang <b>Nn</b> at <b>Gg</b>. Ipaparinig sa mag-aaral ang tunog nito.</li> <li>Sabihin sa mag-aaral na kapag narinig niya ang tunog ng <b>Nn</b>, kailangan niyang ikembot ang baywang. Ngunit kung marinig naman ang</li> </ul> |





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|  | <p>Gayundin ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.</p>  | <p>ang tunog). Halimbawa: <i>Ayan na! Ayan na, daraan ang tren</i> (chug-chug-chug chu-chu)</p> <ul style="list-style-type: none"> <li>• Turuan din ang mag-aaral sa tunog ng <b>Tt</b>. Gayundin ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.</li> </ul>   | <p>says" hindi dapat susundin ng mag-aaral.</p> <ul style="list-style-type: none"> <li>• Bigyan ng positibong pambungad na nagtutulak ng kumpiyansa ("Kaya natin 'to!").</li> <li>• Turuan din ang mag-aaral sa tunog ng <b>Kk</b> at <b>Ll</b>. Gayundin ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.</li> </ul>  | <p>tunog ng <b>Gg</b>, kailangan niyang tumalon.</p> <ul style="list-style-type: none"> <li>• Bigyan ng positibong pambungad na nagtutulak ng kumpiyansa ("Kaya natin 'to!").</li> <li>• Turuan ang mag-aaral sa tunog ng <b>Nn</b> at <b>Gg</b>. Gayundin ang tamang pagsulat nito. Maaaring ipa-trace ito sa pisara o kuwaderno.</li> </ul>   |
| <p><b>Pakikinig at Pagpapaunlad ng Wika sa pamamagitan ng Pagkukuwento</b><br/><br/>10 min</p> | <ul style="list-style-type: none"> <li>• Ipabasa sa mga mag-aaral ang dalawang pangungusap na naglalaman ng mga salitang nagsisimula at may tunog ng letrang <b>Uu</b>.</li> <li>• Hikayatin ang mag-aaral na tukuyin ang mga salitang may tunog <b>U</b> sa pamamagitan ng pagsagot sa Gawain 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Ipabasang muli ang dalawang pangungusap mula sa Gawain 1 sa unang araw. Maaaring basahin muna ng guro kung kinakailangan.</li> <li>• Tanungin ang mag-aaral: <i>Aling mga salita ang ginagamitan ng letrang Tt?</i> Basahin nang malakas ang mga salita at ipaulit ito sa mag-aaral.</li> </ul> | <ul style="list-style-type: none"> <li>• Ipaawit sa mga mag-aaral ang "Leron Leron Sinta." Maaaring ipanood sa mag-aaral ang awitin sa pamamagitan ng video link na:<br/><a href="https://tinyurl.com/mvxf5r8f">https://tinyurl.com/mvxf5r8f</a></li> <li>• Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang iyong narinig na nagsisimula sa titik Nn? sa titik Gg? sa titik Kk? sa titik Ll?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Muling ipaawit o iparinig sa mag-aaral ang awiting "Leron Leron Sinta." Maaaring sabayan ang pag-awit.</li> <li>• Tanungin ang mga mag-aaral: <i>Ano-anong mga salita ang iyong narinig na nagsisimula sa titik Nn? sa titik Gg? Maaaring isulat sa pisara o sa manila paper ang liriko ng kanta. Dahan-dahang babasahin ng guro ang mga salita at tanungin sa mga mag-aaral kung alin-alin mga salita.</i></li> </ul> |





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|   |   |  | <p>Maaring isulat sa pisara o sa manila paper ang liriko ng kanta. Dahan-dahang babasahin ng guro ang mga salita at tanunin sa mga mag-aaral kung alin-aling mga salita.</p>   | <ul style="list-style-type: none"> <li>Alin-alin naman kaya ang may tunog ng letrang <b>Nn</b> at <b>Gg</b> sa gitna o hulihan? Muling tulungan ang mag-aaral. Maaaring sabihin na “Ito kaya? O ito kaya?” Habang ginagawa ito ay tulungan siyang bigkasin ang mga salita.</li> <li>Mga salita na nagsisimula/may tunog ng letrang <b>Nn</b> at <b>Gg</b>:           <ul style="list-style-type: none"> <li>✓ (<b>Nn</b>) - nabali, Neneng</li> <li>✓ (<b>Gg</b>) - gumising, hinog, lambayog, mahulog</li> </ul> </li> <li>Kung nagiging madali na ito sa mag-aaral, subukin siya sa tunog ng pinagsamang <b>Nn</b> at <b>Gg</b> (<b>Ng</b>) - sanga, Neneng</li> </ul> |
| <b>Pagbabalik-aral sa mga Letra at Salita mula sa Nakaraang Sesyon</b><br>5 min | <ul style="list-style-type: none"> <li>Balikan ang tunog ng titik <b>Ee</b>. Iparinig at ipabigkas muli ito sa mga mag-aaral. Gayundin ang tunog ng <b>Uu</b>.</li> </ul> | <ul style="list-style-type: none"> <li>Balikan ang tunog at letrang <b>Uu</b>. Tanunin ang mag-aaral: Kung pagsasamahin natin ang titik <b>Uu</b> at <b>Tt</b>, ano kaya ang mga salita ang maaari nating mabuo?</li> <li>Magbigay ng mga halimbawa (tuwid,</li> </ul> | <ul style="list-style-type: none"> <li>Balikan ang tunog at letrang <b>Tt</b>. Tanunin ang mag-aaral: Ano-anong mga salita ang mabubuo mula sa iba't ibang kombinasyon ng <b>Kk</b> at <b>Ll</b> dito sa bago nating pinag-uusapang</li> </ul> |  |





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|   | <ul style="list-style-type: none"> <li>Tanunin ang mga mag-aaral kung ano ang kanilang napansing pagkakaiba mula sa dalawang tunog (buka ng bibig, posisyon ng dila, at kung ano pa).</li> </ul>  | <ul style="list-style-type: none"> <li>trumpo, tumba, at iba pa)</li> <li>Hayaang maglaro ang mag-aaral sa iba't ibang kombinasyong kaniyang mabubuo kahit hindi ito ganap na salita</li> </ul>  | <p><b>Tt, Kk, at Ll</b> gamit ang patinig (a, e, i, o, u)?</p> <ul style="list-style-type: none"> <li>Magbigay ng mga halimbawa (takbo, tula, tuktok).</li> <li>Hayaang maglaro ang mag-aaral sa iba't ibang kombinasyong kaniyang mabubuo kahit hindi ito ganap na salita.</li> </ul>  | <p>letra na <b>Nn</b> at <b>Gg</b> gamit ang patinig (a, e, i, o,u)?</p> <ul style="list-style-type: none"> <li>Magbigay ng mga halimbawa (kulang, kiling, galing, at iba pa)</li> <li>Hayaang maglaro ang mag-aaral sa iba't ibang kombinasyong kaniyang mabubuo kahit hindi ito ganap na salita.</li> </ul>   |
| <p><b>Tahasang Pagtuturo ng Tunog ng Letra at Gamit ng mga Salita</b><br/>15-20 min</p> | <ul style="list-style-type: none"> <li>Ipakita ang flashcard ng letrang <b>Uu</b>. Ipakita sa mga mag-aaral ang tamang buka ng bibig, posisyon ng dila, maging ang hanging lumalabas sa bibig upang masambit ang tunog ng Uu.</li> <li>Matapos nito'y ipasulat sa hangin ang malaki at maliit na letrang Uu.</li> <li>Ipasulat sa pisara ang mga salitang binilugan sa Gawain 1.</li> <li>Ipakilala ang sight word na <b>Ang</b> at bigyang-diin ang gamit nito bilang</li> </ul> | <ul style="list-style-type: none"> <li>Pagsasanay ng sound blending gamit ang mga salitang nagsisimula sa <b>T</b> sa tulong ng CVC, CCVC, at CCVCV kung kinakailangan<br/>Hal: (cvc) – tum<br/>(ccvc) – trum<br/>(ccvcv) – trumpo</li> <li>Pagbanggit ng mga salita gamit ang mga flashcards (tren, troso, tao, at iba pa)</li> <li>Pagpapakita sa sight word na <b>Mga</b> at pagtuturo sa tamang pagbigkas nito. Sabihin</li> </ul> | <ul style="list-style-type: none"> <li>Ipakita ang flashcard ng letrang <b>Kk</b> at <b>Ll</b>. Ipakita sa mga mag-aaral ang tamang buka ng bibig, posisyon ng dila, maging ang hanging lumalabas sa bibig upang masambit ang tunog ng <b>Kk</b> at <b>Ll</b>.</li> <li>Matapos nito'y ipasulat sa hangin ang malaki at maliit na letrang <b>Kk</b> at <b>Ll</b>.</li> <li>Ipasulat din ito sa pisara.</li> </ul> | <ul style="list-style-type: none"> <li>Pagsasanay ng sound blending gamit ang mga salitang nagsisimula sa <b>Nn</b> at <b>Gg</b> sa tulong ng C, CV, CVC, CVCV, at CVCVC<br/><br/>Hal para sa <b>Nn</b>:<br/>Hal: (c) – n<br/>(cv) - na<br/>(cvc) – nan<br/>(ccvc) – nana<br/>(ccvcv) – nanay</li> <li>Hal para sa <b>Gg</b>:<br/>Hal: (c) – g<br/>(cv) - ga</li> </ul> |





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|   | <p>bahagi ng pangungusap.</p>  | <p>na binabanggit ito ng dalawang pantig (manga). Ngunit ito ay binibigkas nang mabilis.</p> <ul style="list-style-type: none"> <li>Ipasubok sa mga mag-aaral na pagsamahin ang sight word na <b>mga</b> at salitang nagsisimula/may tunog ng letrang Tt. Halimbawa: mga tren, mga trumpo</li> </ul>   | <ul style="list-style-type: none"> <li>Ipakilala ang sight word na <b>sa</b> at bigyang-diin ang gamit nito bilang bahagi ng pangungusap.</li> </ul>  | <p>(cvc) – gab<br/>(cvcv) – gaba<br/>(cvcvc) – gabay</p> <ul style="list-style-type: none"> <li>Pagbanggit ng mga salita gamit ang mga flashcards (nabali, Neneng, hinog, at iba pa)</li> <li>Ipasubok sa mga mag-aaral na pagsanibin ang sight word na <b>ito</b> at <b>ay</b> sa salitang nagsisimula/may tunog ng letrang <b>Nn</b> at <b>Gg</b>. Halimbawa: Ito ay gatas. Ito ay nabago.</li> </ul> |
| <p><b>Pagsasanay sa Kamalayang Ponolohikal</b><br/>10 min</p> | <ul style="list-style-type: none"> <li><b>Pagsasanay ng paggamit ng Aliterasyon:</b><br/>Magpapalitan ng pagbigkas ng mga salitang nagsisimula at may tunog ng <b>Uu</b> (ulan, unti-unti, umuusbong, ulap, at umiinit)</li> <li>Pagsasanay sa pagbibigay ng katawagan mula sa mga flashcard na</li> </ul> | <ul style="list-style-type: none"> <li><b>Pagsasanay ng paggamit ng Aliterasyon:</b><br/>Magpapalitan ng pagbigkas ng mga salitang nagsisimula/may tunog ng letrang <b>Tt</b> (hal: unti-unting umiinit ang trumpo; tatlong tulingan tumatawa)</li> <li>Word sorting: a. Mga salitang nagsisimula sa tunog ng <b>Tt</b> at b. mga salitang may tunog ng</li> </ul> | <ul style="list-style-type: none"> <li><b>Pagsasanay ng paggamit ng Aliterasyon:</b> Mula sa mga salitang nabanggit sa awiting "Leron Leron Sinta" ay ipahanap sa mag-aaral ang mga salitang kasintunog nito.<br/>Ipagawa ang Gawain 1 letrang A na makikita sa LAS.</li> </ul> | <ul style="list-style-type: none"> <li><b>Pagsasanay ng paggamit ng Aliterasyon:</b><br/>Magpapalitan ng pagbigkas ng mga salitang nagsisimula/may tunog ng letrang <b>Nn</b> at <b>Gg</b><br/>Halimbawa (<b>Nn</b>) - Naglalaro ng niyog si Nena noong Nobyembre.</li> </ul>   |





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|  | ipapakita ng guro (ube, upo, ulo, at iba pa)  | letrang <b>Tt</b> . Gamitin ang Gawain 3 na nasa LAS.  | <p><b>Wastong Sagot:</b></p> <ol style="list-style-type: none"> <li>1. Leron - Lebron lason</li> <li>2. buslo – lilo lolo</li> <li>3. dulo – lako ligo</li> <li>4. kapos – kilos kuskos</li> <li>5. kapalaran – kalagayan katiyagaan</li> </ol>                 | <p><b>Halimbawa (Gg) –</b></p> <p>Gumawa ng gatas si Gina gabi-gabi.</p>  |
| <b>Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katataasan sa Pagbasa</b><br><br>5 min             | <ul style="list-style-type: none"> <li>Magsagawa ng choral reading o sabayang bigkas ng sight word na <b>Ang</b></li> <li>Ipasulat ito sa hangin at sa pisara upang matandaan ng mga mag-aaral.</li> </ul>  | <ul style="list-style-type: none"> <li>Flashcard drill at mabilisang pagbasa sa mga pariralang may sight word na <b>mga</b> (halimbawa: mga trumpo, mga lata, mga tula).</li> <li>Gamitin ang mga salita mula sa Gawain 1 na nasa LAS.</li> </ul>  | <ul style="list-style-type: none"> <li>Pagbasa ng mga pangungusap na may kasamang sight word na <b>sa</b>.</li> <li>Halimbawa: sa dulo, sa kapayapaan, sa katiyagaan, at iba pa</li> <li>Hikayatin ang mag-aaral na isulat ito sa kaniyang kuaderno.</li> </ul> | <ul style="list-style-type: none"> <li>Flashcard drill at mabilisang pagbasa sa mga pariralang may sight words na <b>Ito</b> at <b>ay</b>.</li> </ul> <p>Halimbawa:</p> <p><b>Ito ay</b> goma.<br/> <b>Ito ay</b> gabi.<br/> <b>Ito ay</b> naylor.<br/> <b>Ito ay</b> nakita.</p>   |
| <b>Pagpapaunlad ng Katataasan sa Pagbasa at Pag-unawa gamit ang Laro o Interaktibong Gawain</b><br><br>5 min | <ul style="list-style-type: none"> <li>Pabubunutin ang mag-aaral ng kategorya sa loob ng kahon (pagkain, lugar, pangyayari, bagay, o hayop).</li> <li>Magbibigay ng salitang nagsisimula sa <b>Uu</b> o may tunog ng letrang <b>Uu</b> ang mag-aaral ayon sa nabunot na paksa.</li> </ul> | <ul style="list-style-type: none"> <li><b>Treasure Hunt:</b> Itago ang mga flashcard ng mga salitang nagsisimula sa <b>Tt</b> sa paligid ng silid-aranan.</li> <li>Sabihin ang mga bata na hanapin ang mga flashcards na may tunog na “<b>Tt</b>”.</li> <li>Kapag nahanap nila ang isang flashcard, ipabigkas sa kanila ang kanilang sagot sa salitang <b>sa</b>.</li> </ul> | <ul style="list-style-type: none"> <li><b>Word Hunt:</b> Hanapin sa pamamagitan ng isang word hunt ang mga nawawalang salita sa bawat pangungusap. Sabihin sa mga mag-aaral na kailangang magsisimula ang kanilang sagot sa salitang <b>sa</b>.</li> </ul>      | <ul style="list-style-type: none"> <li>Ipagawa sa mag-aaral: Buoin ang 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 1 letrang <b>A</b> na makikita sa LAS.</li> </ul> |





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|                                     | <ul style="list-style-type: none"> <li>Isusulat ito ng mag-aaral sa loob ng kaniyang kuwaderno. Tulungan ang mag-aaral sa pagsusulat ng mga salita.</li> <li>Pagkatapos ay lalagyan niya ito ng salitang <b>Ang</b> kasunod ang salitang kaniyang ibinigay.</li> <li>Hal: ang ube (pagkain); ang ukulele (bagay)</li> </ul>  | <ul style="list-style-type: none"> <li>salita at tukuyin ang tunog ng letrang Tt.</li> <li>Gamitin din ang sight word na mga karugtong ng nahanap na salita.</li> </ul>  | <ul style="list-style-type: none"> <li>Halimbawa: Ang mga lobo ay nakikita sa kakahayan.</li> <li>Ipagawa ang Gawain 4 letrang B na makikita sa LAS.</li> </ul> <p><b>Wastong sagot:</b></p> <ol style="list-style-type: none"> <li>sa kabayo</li> <li>sa kubeta</li> <li>sa Laguna</li> <li>sa Luneta</li> <li>sa kamandag</li> </ol> | <p><b>Wastong sagot:</b></p> <ol style="list-style-type: none"> <li>gulay</li> <li>nakuha</li> <li>ngipin</li> <li>nawala</li> <li>gabi</li> </ol> <ul style="list-style-type: none"> <li>I-trace ang mga sight words na <b>ito</b> at <b>ay</b> na makikita sa letrang B ng Gawain 1 letrang B.</li> </ul> |
| <b>Panapos na Gawain/Pagninilay</b> | <ul style="list-style-type: none"> <li>Tanungin ang mga mag-aaral:             <ol style="list-style-type: none"> <li>Kumusta ang iyong pagkatuto sa araw na ito?</li> <li>Saan ka nadalian? Nahirapan?</li> <li>Ano ang iyong mga katanungan?</li> </ol> </li> <li>Magbigay ng positibong puna at hikayating isapraktika ang natutuhan sa pang-araw-araw na buhay.</li> </ul> | <ul style="list-style-type: none"> <li><b>Repleksyon:</b> Ano ang mga bagong salita na iyong natutuhan? Subuking gamitin ito sa sariling pangungusap.</li> <li><b>Opsiyonal:</b> Magbigay ng "Word Champion" sticker bilang gantimpala.</li> </ul> | <ul style="list-style-type: none"> <li><b>Repleksyon:</b> "Paano nakatulong sa iyo ang pag-aaral ng <b>K</b> at <b>L</b>?" Maaari ka bang sumulat ng dalawang salitang nagsisimula sa <b>Kk</b> at <b>Ll</b>?</li> </ul>   | <ul style="list-style-type: none"> <li><b>Repleksyon:</b> Ano ang mga bagong salita na iyong natutuhan? Subuking gamitin ito sa sariling pangungusap.</li> <li><b>Opsiyonal:</b> Magbigay ng "Word Champion" sticker bilang gantimpala.</li> </ul>  |





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| <b>Gawaing Pagpapahusay / Takdang Aralin</b> | <ul style="list-style-type: none"> <li><b>Para sa Gawaing Pagpapahusay:</b> Maglista ng limang (5) salitang nagsisimula sa titik <b>Uu</b> na matatagpuan sa loob ng inyong bahay.</li> <li>Para sa Takdang Aralin, pasagutan ang Gawain 2.</li> </ul> | <ul style="list-style-type: none"> <li><b>Takdang-aralin:</b> Maglista ng mga bagay o pangalan ng tao na nagsisimula sa <b>Tt</b>.</li> <li>Hilingin na magpraktis sa pagbabasa at pagsulat ng sight word ng <b>Mga</b> sa bahay.</li> </ul> | <ul style="list-style-type: none"> <li>Maglista ng tigtatatlong salita na nagsisimula sa <b>K</b> at <b>L</b> sa bahay o paligid.</li> <li>Praktisin ang pagbabasa at pagsulat ng sight word <b>sa</b> bilang bahagi ng pag-aaral sa bahay.</li> </ul> | <ul style="list-style-type: none"> <li><b>Paunlarin ang bokabularyo:</b> Maglista ng limang bagay na nagsisimula sa <b>N</b> at <b>G</b> sa paligid ng bahay o paaralan.</li> <li>Ipraktis sa bahay ang pagbabasa at pagsulat ng sight words <b>Ito</b> at <b>Ay</b> gamit ang simpleng pangungusap.</li> </ul> |
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| <b>ARAL-Reading</b> | <input checked="" type="checkbox"/> <b>Basic</b>     | <b>KEY STAGE</b> | <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> | <b>Intervention Week</b> | <b>3</b>  |
| <b>Focus</b>        | Syllable Manipulation (clapping, deleting, blending) |                  |  | <b>Language</b>          | <input checked="" type="checkbox"/> Filipino <input type="checkbox"/> English |

### MGA PAMAMARAAN SA PAGTUTURO

(TUTORIAL PROCEDURES)

|  | <b>UNANG SESYON</b><br>(SESSION ONE)   | <b>IKALAWANG SESYON</b><br>(SESSION TWO)  | <b>IKATLONG SESYON</b><br>(SESSION THREE)   | <b>IKAAPAT NA SESYON</b><br>(SESSION FOUR)  |
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| <b>Pokus na mga Letra/Tunog/Salita</b> | <b>Ng at P</b><br>Sight word of the day: <b>Ako</b>  | <b>R at D</b><br>Sight word of the day: <b>Ikaw</b>   | <b>H at N</b><br>Sight word of the day: <b>si, at</b>   | Balik-aral:<br><b>Ng, P, R, D, H, N</b><br>Sight word of the day: <b>may</b>  |
| <b>Mga Layunin</b>                     | <ol style="list-style-type: none"> <li>1. Napapantig ang mga salitang naglalaman ng mga na <b>Ng at P</b>.</li> <li>2. Nababasa ang mga salitang naglalaman ng mga letrang <b>Ng at P</b>.</li> <li>3. Nakikilahalok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpantig.</li> </ol> | <ol style="list-style-type: none"> <li>1. Napapantig ang mga salitang naglalaman ng mga letrang <b>R at D</b>.</li> <li>2. Nababasa ang mga salitang naglalaman ng mga letrang <b>R at D</b>.</li> <li>3. Nakikilahalok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpantig.</li> </ol> | <ol style="list-style-type: none"> <li>1. Napapantig ang mga salitang naglalaman ng mga letrang <b>H at N</b>.</li> <li>2. Nababasa ang mga salitang naglalaman ng mga letrang <b>H at N</b>.</li> <li>3. Nakikilahalok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpantig.</li> </ol> | <ol style="list-style-type: none"> <li>1. Napapantig ang mga salitang naglalaman ng mga letrang <b>Ng, P, R, D, H, N</b>.</li> <li>2. Nababasa ang mga salitang naglalaman ng mga letrang <b>Ng, P, R, D, H, N</b>.</li> <li>3. Nakikilahalok sa mga interaktibong gawain sa pagbuo ng mga salita sa pamamagitan ng pagpantig.</li> </ol> |
| <b>Mga Kagamitan</b>                   | Larawan o gamit ng mga bagay na mayroong Ng at P (flashcards)  | Larawan o gamit ng mga bagay na mayroong R at D (flashcards)  | Larawan o gamit ng mga bagay na mayroong H, N (flashcards)  | Larawan o gamit ng mga bagay na mayroong Ng, P, R, D, H, N (flashcards)   |





|   | Whiteboard and marker   | Whiteboard and marker   | Whiteboard and marker   | Whiteboard and marker   |
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| <b>Panimula at Sosyo-Emosyonal na Gawain</b><br><br>5 min | <ul style="list-style-type: none"> <li>Magiliw na batiiin ang mga mag-aaral</li> <li>Simulan ang aralin sa isang tanong: "Ano ang nararamdamian mo ngayon?"</li> <li>Maaari rin na sabihan ang mga mag-aaral na gumuhit ng emoji o simpleng salita sa kanilang nararamdamian.</li> <li>Itanong: "Ano ang ginagawa mo kapag ikaw ay sabik o kinakabahan?" Ito ay magisilbing panimula sa kahalagahan ng pamamahala sa sarili.</li> </ul> | <ul style="list-style-type: none"> <li>Magiliw na batiiin ang mga mag-aaral</li> <li>Simulan ang aralin sa pagsasabi ng pangako sa sarili.</li> <li>Hayaang magsabi ng pangako ang mga bata para sa araw na iyon. Halimbawa: "Ang pangako ko po ngayong araw ay makikinig ako nang mabuti sa pagbabasa."</li> </ul> <p>Itong pangako ay magtuturo sa mag-aaral ng "self-efficacy" upang matuto sa kaniyang kakayahang bilang mambabasa.</p> | <ul style="list-style-type: none"> <li>Magiliw na batiiin ang mga mag-aaral</li> <li>Simulan ang aralin sa pagbati sa kasamahan sa programa.</li> </ul> <p>"Batiin mo ang katabi mo gamit ang isang ngiti at sabihing, 'Magandang araw, handa ka na ba?'"</p> <p>Ito ay makatutulong palakasin ang koneksyon sa pagitan ng mga mag-aaral.</p> | <ul style="list-style-type: none"> <li>Magiliw na batiiin ang mga mag-aaral</li> <li>Magkaroon ng <i>breathing exercises</i> upang panimulang gawain.</li> </ul> <p>Hinga, Basa, Saya</p> <p>Pagsisimula:<br/>"Umupo nang tuwid. Ipikit ang mga mata o tumingin sa isang tahimik na bahagi ng silid."</p> <p>Paghinga:<br/>"Huminga tayo nang dahan-dahan... Huminga papasok (inhale) sa bilang na 1...2...3... Huminga palabas (exhale) sa bilang na 1...2...3..."<br/>(Ulitin ng 2-3 beses)</p> |





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|   |   |  |   |  | Pag-uugnay sa Pagbabasa:<br>"Sa bawat paghinga,<br>isipin mo ang saya ng pagbabasa.<br>Isipin mo ang mga kuwento na nagpapangiti sa iyo.<br>Isipin mong bawat hinga ay paghahanda sa isang bagong pakikipagsapalaran sa libro."<br><br>Pagwawakas:<br>"Ngayon, dahan-dahan idilat ang mga mata.<br>Handa ka na bang magbasa at matuto?<br>Ngumiti kung oo." |
| <b>Pakikinig at Pagpapaunlad ng Wika sa pamamagitan ng Pagkukuwento</b> | Magkaroon ng dugtungang kuwento na hihikayat sa mga mag-aaral na mabanggit ang mga pokus na mga letrang <b>Ng</b> at <b>P</b> (maaaring tungkol | <ul style="list-style-type: none"> <li>Magpakita ng isang larawan na nagsisimula sa <b>R</b> at <b>D</b>.</li> <li>Bumuo ng isang maikling paglalarawan na maaaring</li> </ul> | <ul style="list-style-type: none"> <li>Magpakinig ng kantang "Hinahanap-Hanap Kita" ng Rivermaya gamit ang speaker o audio device.</li> </ul> | <ul style="list-style-type: none"> <li>Sanayin ang aktibong pakikinig at pag-unawa sa konteksto</li> <li>Sabihin ang isang maikling kuwento o pangungusap at ihinto</li> </ul> |   |





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| 10 min | <p>sa: araw-araw na gawain (routine), pagdiriwang, paglalakbay, kalikasan, pamilya, pagkain, atbp.)</p> <p>Halimbawang simula ng dugtungang kuwento na may pokus sa <b>Ng</b> at <b>P</b>: <b>Ngiting Panimula, Ngayong Araw!</b></p> <p>Tuwing umaga, ako ay nakangiting</p> <hr/> <p>Bago pa man sumikat ang araw, ay gising na ako upang magwalis sa <b>paligid</b> ng bahay.</p> <p>Matapos mag-agahan,</p> <p>bitbit ang <b>payong</b> at bag na may lamang</p> <hr/> <p>papuntang <b>paaralan</b>.</p> | <p>maihalintulad sa personal na karanasan. Halimbawa: Damit Ako ay binilhan ng bagong damit ng aking Tita.</p> <ul style="list-style-type: none"> <li>Hikayatin ang mag-aaral na tukuyin ang mga salitang may tunog R at D sa pamamagitan ng pagsagot sa Gawain 1.</li> </ul> <p>Sagot sa Gawain 1:</p> <ol style="list-style-type: none"> <li>Rosa - Ro-sa</li> <li>rosas - ro-sas</li> <li>dinidiligan - di-ni-di-li-gan</li> <li>dahon - da-hon</li> <li>dali-daling - da-li-da-ling</li> </ol> | <ul style="list-style-type: none"> <li>Ipaalala sa mga mag-aaral na bigyang pansin ang mga salitang may tunog H at N habang nakikinig.</li> </ul> <p><b>"Hinahanap-Hanap Kita"</b> ng Rivermaya Lyrics</p> <p>Sa umaga't sa gabi<br/>Sa bawat minutong lumilipas</p> <p><b>Hinahanap-hanap</b> kita<br/><b>Hinahanap-hanap</b> kita</p> <p>Sa isip at panaginip<br/>Bawat pagpihit ng tadhana</p> <p><b>Hinahanap-hanap</b> kita, ah<br/>(H: hinahanap-hanap)</p> <p>Spoken section:<br/>"Pilit ko mang ika'y limutin, lagi kong <b>natatagpuan</b> ang iyong tinig at awitin" (N: natatagpuan)</p> | <p>bago ang huling bahagi.</p> <p>Halimbawa:<br/>"Sumakay ng jeep si Ana kasama si _____. Dala-dala niya ang kaniyang _____. • Hayaang hulaan ng mga mag-aaral ang nawawalang salita.</p> |
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|  | <p>Isulat sa pisara ang mga salitang nabanggit na may tunog <b>Ng</b> at <b>P</b>.</p> <p>Ipapantig sa mga mag-aaral ang mga salitang nasa pisara.</p> <p>hal.<br/>ngi-ti pa-li-gid<br/>nga-yon pag-ka-in</p> <p>Hikayatin ang mag-aaral na tukuyin ang mga salitang may tunog Ng at P sa pamamagitan ng pagsagot sa Gawain 1.</p> <p>Sagot sa Gawain 1:</p> <ol style="list-style-type: none"> <li>1. ngayon</li> <li>2. pumunta</li> <li>3. palengke</li> <li>4. pagkain</li> <li>5. pamilya</li> </ol> |   | <ul style="list-style-type: none"> <li>• Maaring gawing halimbawa ang ilang salita na nasa gitna ang tunog o letrang H at N</li> </ul> <p>Halimbawa:<br/><b>panaginip</b><br/><b>tadhana</b></p> <ul style="list-style-type: none"> <li>• Isulat sa pisara ang mga salita.</li> <li>• Ipabahagi sa klase ang kanilang sagot at obserbasyon sa liriko upang maipahayag ang kanilang damdamin at pag-unawa sa kanta.</li> <li>• Bigyang-diin ang tamang pagbigkas ng mga salitang may tunog H at N.</li> </ul> |  |
| <b>Pagbabalik-aral sa mga Letra at Salita mula sa Nakaraang Sesyon</b> | <ul style="list-style-type: none"> <li>• Ipakita muli ang mga letra na tinalakay na sa mga nakaraang sesyon.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ipakita muli ang mga letra na tinalakay na sa mga nakaraang sesyon (Ng at P).</li> </ul> | <ul style="list-style-type: none"> <li>• Ipakita muli ang mga letra na tinalakay na sa mga nakaraang sesyon (R at D).</li> </ul>   | <ul style="list-style-type: none"> <li>• Ipakita muli ang mga letra na tinalakay na sa mga nakaraang sesyon (H at N).</li> </ul> |





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| 5 min  | <ul style="list-style-type: none"> <li>Magkaroon ng masayang balik-aran sa mga salitang may ganitong mga titik sa pamamagitan ng:           <ol style="list-style-type: none"> <li>Pagpapaalala sa mga dating natutuhang salita</li> <li>Pagpalakpak ng pantig ng mga ito</li> <li>Paglalarawan o paggamit ng salita sa pangungusap</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Magbigay ng mga halimbawa (ngayon, nguya, ngunit, pormal, panahon, at iba pa)</li> <li>Magkaroon ng masayang balik-aran sa mga salitang may ganitong mga titik sa pamamagitan ng:           <ol style="list-style-type: none"> <li>Pagpapaalala sa mga dating natutunang salita</li> <li>Pagpalakpak ng pantig ng mga ito o iba pang pagpapakita ng pantig.</li> <li>Paglalarawan o paggamit ng salita sa pangungusap</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Magbigay ng mga halimbawa (rambutan, rolyo, dalangin, diwata, at iba pa)</li> <li>Magkaroon ng masayang balik-aran sa mga salitang may ganitong mga titik sa pamamagitan ng:           <ol style="list-style-type: none"> <li>Pagpapaalala sa mga dating natutunang salita</li> <li>Pagpalakpak ng pantig ng mga ito o iba pang pagpapakita ng pantig. Hayaang maging malikhain ang mag-aran.</li> <li>Paglalarawan o paggamit ng salita sa pangungusap</li> </ol> </li> <li>Hikayatin ang mag-aran na tukuyin ang mga tunog sa pamamagitan ng pagsagot sa Gawain 1.</li> </ul> | <ul style="list-style-type: none"> <li>Magbigay ng mga halimbawa (Hapon, halimbawa, numero, niyog at iba pa)</li> <li>Magkaroon ng masayang balik-aran sa mga salitang may ganitong mga titik sa pamamagitan ng:           <ol style="list-style-type: none"> <li>Pagpapaalala sa mga dating natutunang salita</li> <li>Pagpalakpak ng pantig ng mga ito o iba pang pagpapakita ng pantig. Hayaang maging malikhain ang mag-aran.</li> <li>Paglalarawan o paggamit ng salita sa pangungusap</li> </ol> </li> </ul> |
| <b>Tahasang Pagtuturo ng Tunog ng Letra at</b> | <ul style="list-style-type: none"> <li>Ipakilala ang konsepto ng pantig sa pamamagitan ng pagpalakpak ng kamay</li> </ul>  | <ul style="list-style-type: none"> <li>Ipakilala ang konsepto ng pantig sa pamamagitan ng pagpalakpak ng kamay</li> </ul>   | <ul style="list-style-type: none"> <li>Sa pamamagitan ng laro, sabihin ang mga "clues" na</li> </ul>   | <ul style="list-style-type: none"> <li>Bilang balik-aran sa mga letrang naituro sa mga naunang araw, ipabanggit ang tunog</li> </ul>   |





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| <b>Gamit ng mga Salita</b><br><br>15-20 min | <ul style="list-style-type: none"> <li>para sa bawat pantig ng mga simpleng salita (hal. "puno" = 2 palakpak, "ngu-nit" = 2 palakpak ).</li> <li>Ipakita ang mga letrang Ng at P sa pamamagitan ng pagbibigay ng mga halimbawa ng salitang may ganitong mga letra.</li> <li>Lagyan ng kilos ang bawat letra para madaling matandaan.</li> </ul> <p>Hal. Ang letrang P ay nagsasabing, "puh", "puh" kasabay ang pagpitik ng daliri.</p> <ul style="list-style-type: none"> <li>Pagdugtungin ang tunog ng ang katinig at patinig (blend) upang makabuo ng isang pantig.<br/>Hal. p + a = /pa/</li> <li>Bigyang pansin ang mga pokus na letra (Ng at P).</li> <li>Magbibigay ang mga mag-aaral ng sariling halimbawa mula sa letrang pokus at</li> </ul> | <ul style="list-style-type: none"> <li>para sa bawat pantig ng mga simpleng salita (hal. "daan" = 2 palakpak, ro-le-ta = 3 palakpak).</li> <li>Ipakita ang larawan na nagsisimula sa letrang - R at D. Magsimulang ipantig sa pamamagitan ng palakpak.</li> <li>Hikayatin ang mag-aaral sabihin ang tamang baybay ng salita.</li> <li>Magbibigay ang mga mag-aaral ng sariling halimbawa mula sa letrang pokus at pagkaraan ay ipapantig ang mga ito.</li> <li>Lagyan ng kilos ang bawat letra para madaling matandaan.</li> </ul> <p>Hal. Ang letrang d ay nagsasabing, "duh", "duh" kasabay ang pagtapik ng iyong hita.</p> <p>Ang letrang r ay nagsasabing, "rrr", "rrr"</p> | <ul style="list-style-type: none"> <li>naglalarawan sa "mystery image".</li> <li>Isang mag-aaral ay magbibigay ang pangalan ng larawang tinutukoy.</li> <li>Ang ibang mga kasama ay ipapantig ang nahulaang pangalan ng "mystery Image".</li> <li>Lagyan ng kilos ang bawat letra para madaling matandaan.</li> </ul> <p>Hal. Ang letrang H ay nagsasabing, "hhh", "hhh" kasabay ang pagpitik ng daliri.</p> <p>Ang letrang N ay nagsasabing, "nnn", "nnn" kasabay ang pagsara ng daliri.</p> <ul style="list-style-type: none"> <li>Pagdugtungin ang tunog ng ang katinig at patinig (blend) upang makabuo ng isang pantig.<br/>Hal. h + a = /ha/</li> </ul> | <p>ng mga letrang <b>Ng, P, R, D, H, at N.</b></p> <ul style="list-style-type: none"> <li>Hikayatin ang mag-aaral ang mag-aaral na magbibigay ng iba't ibang halimbawa.</li> <li>Magpakita ng mga salita, at ipapantig sa mag-aaral.<br/>Hal.<br/>nga-yon<br/>pa-la-yok<br/>rol-yo<br/>da-hon<br/>ha-la-man<br/>ni-yog</li> <li>Magbigay pa ng ibang halimbawa para sa mastery of the skill.</li> </ul> |
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|  | <p>pagkatapos ay ipapantig ang mga ito.</p>   | <p>kasabay ang pagtaas ng balikat.</p> <ul style="list-style-type: none"> <li>Pagdugtungin ang tunog ng ang katinig at patinig (blend) upang makabuo ng isang pantig.<br/>Hal. d + a = /da/<br/>r + a = /ra/</li> <li>Bigyang pansin ang mga pokus na letra (R at D).</li> <li>Magbibigay ang mga mag-aaral ng sariling halimbawa mula sa letrang pokus at pagkaraan ay ipapantig ang mga ito.</li> </ul> | <p>n + a = /na/</p> <ul style="list-style-type: none"> <li>Bigyang pansin ang mga pokus na letra (H at N).</li> <li>Magbibigay ang mga mag-aaral ng sariling halimbawa mula sa letrang pokus at pagkaraan ay ipapantig ang mga ito.</li> </ul>  |  |
| <b>Pagsasanay sa Kamalayang Ponolohikal</b><br>(Phonological Awareness Skill-Building)<br>10 min | <ul style="list-style-type: none"> <li>Simulan sa mga madaling halimbawa, tulad ng palakpak ng pantig ng mga salitang "puno" at "dahon."</li> <li>Unti-unting magbigay ng mas komplikadong salita tulad ng "pangalan" at "nganga."</li> <li>Magbigay-gabay at puna sa mga mag-</li> </ul> | <ul style="list-style-type: none"> <li>Magpakita ng mga salita at pipili ang mga mag-aaral kung ito ba ay nagsisimula sa R o D sa pamamagitan ng pagtaas ng tamang letra (o pagturo rito).</li> <li>Ilagay ang letrang R at D sa magkabilang dulo ng silid.</li> <li>Maaaring ulitin ang mga naunang halimbawa para sa mastery ng mag-aaral.</li> </ul>   | <ul style="list-style-type: none"> <li>Hatiin ang klase sa dalawang grupo: "Team H" at "Team N".</li> <li>Kapag binanggit ang isang salita, ang tamang grupo lang ang tatayo o sisigaw ng "Ako 'yan!"</li> <li>Maaaring ulitin ang mga naunang halimbawa para sa mastery ng mag-aaral.</li> </ul> | <p>Gawain: "Anong Tunog ang Una?"</p> <p>Mga Kagamitan:</p> <ol style="list-style-type: none"> <li>Flashcards ng mga titik: Ng, P, R, D, H, N</li> <li>Larawan ng mga bagay na may kaugnayan sa bawat tunog</li> </ol> |





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|   | <p>aaral. Hikayatin ang mga mag-aaral na ibahagi kung ano ang nararamdamang nila habang ginagawa ang aktibidad.</p>  | <p>para sa mastery ng mag-aaral.</p> <ul style="list-style-type: none"> <li>• Banggitin ang isang salita. Pupunta ang bata sa panig kung saan naroon ang tamang titik.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Ipakita ang isang larawan sa klase.</li> <li>• Itanong: “Anong bagay ito?” (Halimbawa: rosas) “Anong tunog ang narinig mo sa simula ng rosas?”</li> <li>• Hayaang pumili ang bata mula sa mga titik flashcards: Ng, P, R, D, H, N</li> <li>• Itaas o ituro ng bata ang tamang titik.</li> <li>• Bigyan ng simpleng gantimpala (hal: bituin o palakpak) kapag tama ang sagot.</li> </ul> |
| <b>Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katatasan sa Pagbasa</b><br>(Sight Word Recognition and Fluency Practice) | <p>Sabihin: Gumuhit ng larawan ng iyong sarili.<br/>At sabihing:</p> <p>“<b>AKO</b> ay si ____.”</p> <p>Ipabasa ang maikling pangungusap na may salitang <b>AKO</b>.</p> | <p>Sabihin: Gumuhit ng larawan ng kaibigan.<br/>At sabihing:</p> <p>“<b>IKAW</b> ay si ____.”</p> <p>Ipabasa ang maikling pangungusap na may salitang <b>IKAW</b>.</p>            | <p>Sabihin: Humanap ng kaparehas at kumpletuhin ang mga pangungusap.</p> <p>A: Sino siya?<br/>B: <b>Si</b> __ ay kaibigan ko.</p> <p>A: Ano ang ginagawa ni<br/>____<br/>B. <b>Si</b> __ ay naglalaro.</p> | <ul style="list-style-type: none"> <li>• Ipabasa nang malakas sa mga mag-aaral ang sumusunod.</li> <ol style="list-style-type: none"> <li>1. May aso ako.</li> <li>2. May tubig sa mesa.</li> <li>3. May bag si Bel.</li> <li>4. May bola si kuya.</li> </ol> <li>• Hikayatin ang mag-aaral na pumili ng</li> </ul>  |





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| 5 min  | <p>1. Ako ay mabait.<br/>2. Ako ay masaya.<br/>3. Ako ay naglalaro.<br/>4. Ako ay kumakain.</p>  | <p>1. Ikaw ay matalino.<br/>2. Ikaw ay kaibigan ko.<br/>3. Ikaw ay maganda.</p>   | <p>Ipabasa at pabilugan sa mga mag-aaral ang salitang <b>AT</b> sa loob ng pangungusap.</p> <p>Hal. Ako <b>at</b> si kuya ay naglalaro.</p>  | <p>tamang salita na bubuo sa pangungusap sa pamamagitan ng pagsagot sa Gawain 1.</p>  |
| <p><b>Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa gamit ang Laro o Interaktibong Gawain</b><br/>(Fluency and Comprehension through Play-Based Practice)</p> <p>5 min</p> | <p><b>"Ng o P? Hanapin mo!" (Sorting Game)</b></p> <p>Paraan:</p> <ol style="list-style-type: none"> <li>Maghanda ng mga flashcards na may larawan at salitang nagsisimula sa Ng at P.</li> <li>Igrupo ang mga bata sa dalawa: "Team Ng" at "Team P." Isa-isang ipakita ang flashcards sa bawat grupo.</li> <li>Kapag nakita ng bata ang salita o larawan na nagsisimula sa kanilang titik, hihikayatin silang iangat ang flashcard o pumunta sa harap.</li> <li>Bigyan ng papuri o sticker ang bawat tamang sagot.</li> </ol> | <p><b>"R o D Treasure Hunt!"</b></p> <p>Mga Kagamitan:<br/>Maliit na mga laruhan o larawan ng mga bagay na nagsisimula sa R at D</p> <p>Halimbawa:<br/>R: rosas (larawan o plastic na bulaklak), ribon, rilo, robot, radyo</p> <p>D: daga (laruan), dahon, duyan (larawan), doktor (larawan ng taong doktor), diyamante (plastic gem)</p> <p>Dalawang kahon o basket na may label: "R" at "D"</p> | <p><b>"H o N Sound Hunt!"</b></p> <p>Mga Kagamitan:<br/>Mga larawan o laruhan ng mga sumusunod:<br/>H: halaman, higaan, hikaw, hamburger, hangin</p> <p>N: niyog, nanay (larawan), nene, nilaga, nobena</p> <p>Mystery Sound:<br/>Maglagay ng blindfold.<br/>Iabot sa bata ang bagay at hayaan niyang hulaan at pangalanan kung anong tunog ang una.</p> | <p><b>"Unang Tunog, Unang Takbo!"</b></p> <p>Ipakalat ang mga titik sa sahig o mesa.</p> <p>Banggitin ang salita (hal. dahon)</p> <p>Unahan sa pagkuha ng tamang titik!</p> |





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|  |  | <p>Paraan ng Paglalaro:<br/>Ilagay ang mga bagay sa<br/>isang sulok ng silid<br/>(maaaring nakakalat o<br/>nasa isang tray).</p> <p>Ipaliwanag ang misyon:<br/>"Kayo ay magiging mga<br/>'Tagahanap ng Tunog'!<br/>Hanapin ang isang bagay,<br/>pangalanan ito, at ilagay<br/>sa tamang kahon — 'R'<br/>kung nagsisimula sa /r/ at<br/>'D' kung nagsisimula sa<br/>/d/!"</p> <p>Ang bawat bata ay pipila<br/>at isa-isang kukuha ng isang<br/>bagay, sasabihin ang<br/>pangalan nito nang<br/>malakas, at ilalagay sa<br/>tamang kahon.</p> <p>Ulitin hanggang maubos<br/>ang mga bagay o matapos<br/>ang lahat.</p> |  |
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| <b>Panapos na Gawain/Pagninilay</b><br>(Closing/ Reflection)   | <p>"Anong mga bagay ang narinig natin na nagsisimula sa Ng? Sa P?"</p> <p>"Makakaisip ba kayo ng mga salita sa bahay ninyo na nagsisimula sa Ng o P?"</p> | <p>"Anong tunog ang narinig mo sa simula ng salitang 'robot'?"</p> <p>"Sino ang makakahanap ng 3 bagay na nagsisimula sa R?"</p> <p>"Ngayon naman, sino ang makakahanap ng 2 bagay na nagsisimula sa D?"</p> | <p>"Anong mga bagay ang narinig natin na nagsisimula sa H? Sa N?"</p> <p>"Makakaisip ba kayo ng mga salita sa bahay ninyo na nagsisimula sa H o N?"</p>  | <p>"Anong titik ang narinig mo sa simula ng ngiti?"</p> <p>"Makakabuo ka ba ng salita na nagsisimula sa R?"</p> <p>"Ano ang iba pang salitang alam mo na nagsisimula sa P?"</p> |
| <b>Gawaing Pagpapahusay / Takdang Aralin</b><br>(Enhancement of Learning /Home Reinforcement Activity) | <p>Iguhit at ilarawan ang sarili. Subukang gumamit ng mga letra o tunog <b>Ng</b> at <b>P</b><br/> <b>Ako</b> si _____.</p> <p>_____.</p>                 | <p>Iguhit at ilarawan ang kaibigan o kapamilya. Subukang gumamit ng mga letra o tunog <b>R</b> at <b>D</b><br/> <b>Ikaw</b> ay _____.</p> <p>_____.</p>  | <p>"Ano ang gamit ng salitang <b>at</b> sa pangungusap?"</p> <p>"Ano-anong salita ang maiuugnay dito?"</p> <p>"Makakagawa ka ba ng sarili mong pangungusap na may salitang 'at'?"</p> <p>Hikayatin ang mga mag-aaral na subukang gumamit ng mga letra o tunog <b>H</b> at <b>N</b></p> | <p>Gumuhit ng mga bagay na mayroon sa bahay at kumpletuhin ang pangungusap. Subukang gumamit ng mga letra o tunog Ng, P, R, D, H, at N.</p> <p><b>May</b> _____ <b>ako.</b></p> |





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| <b>ARAL-Reading</b> | <input checked="" type="checkbox"/> Basic        | <b>KEY STAGE</b> | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <b>Intervention Week</b> | 4   |
| <b>Focus</b>        | Phoneme Manipulation (onset-rime, segment/blend) |                  |  | <b>Language</b>          | <input checked="" type="checkbox"/> Filipino <input type="checkbox"/> English |

| <b>MGA PAMAMARAAN SA PAGTUTURO</b><br>(TUTORIAL PROCEDURES)                       |  |   |  |   |
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|   | <b>UNANG SESYON</b><br>(SESSION ONE)   | <b>IKALAWANG SESYON</b><br>(SESSION TWO)  | <b>IKATLONG SESYON</b><br>(SESSION THREE)  | <b>IKAAPAT NA SESYON</b><br>(SESSION FOUR)  |
| <b>Pokus na mga Letra,<br/>Tunog at Salita<br/>(Focus Letter/<br/>Sound/Word)</b> | <b>W, Y</b><br><b>Ang, Mga, Sa, Ito, Ay, Ako,<br/>Ikaw, Si, At, May</b>  | <b>F, J</b><br><b>Ang, Mga, Sa, Ito, Ay, Ako,<br/>Ikaw, Si, At, May</b>   | <b>C, Q,</b><br><b>Ang, Mga, Sa, Ito, Ay, Ako,<br/>Ikaw, Si, At, May</b>   | <b>Z, V, X,</b><br><b>Ang, Mga, Sa, Ito, Ay, Ako,<br/>Ikaw, Si, At, May</b>   |
| <b>Mga Layunin<br/>(Objectives)</b>   | <ol style="list-style-type: none"> <li>1. Natutukoy ang tunog ng mga letrang <b>W</b> at <b>Y</b>.</li> <li>2. Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita.</li> <li>3. Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita.</li> <li>4. Naisusulat nang maayos at wasto ang mga natutuhang salita.</li> <li>5. Nagagamit ang mga sight words sa pagbuo ng mga parirala at pangungusap.</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy ang tunog ng mga letrang <b>F</b> at <b>J</b>.</li> <li>2. Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita.</li> <li>3. Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita.</li> <li>4. Naisusulat nang maayos at wasto ang mga natutuhang salita.</li> <li>5. Nagagamit ang mga sight words sa pagbuo ng mga parirala at pangungusap.</li> <li>6. Nababasa nang may damdamin at tamang salita.</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy ang tunog ng mga letrang <b>C</b> at <b>Q</b>.</li> <li>2. Nabibigkas ang mga tunog ng katinig at patinig na bumubuo sa salita.</li> <li>3. Nabibigkas ang mga pantig na (P, PK, KP, KKP, KPK) na bumubuo sa mga salita.</li> <li>4. Naisusulat nang maayos at wasto ang mga natutuhang salita.</li> </ol> | <ol style="list-style-type: none"> <li>1. Natutukoy ang tunog ng <b>Z</b>, <b>V</b>, at <b>X</b> sa konteksto ng aktwal na komunikasyon.</li> <li>2. Nabibigkas nang may tamang diin at basa ang mga salitang may tunong na /zzz/, /vvv/, at /kss/.</li> <li>3. Nagagamit ang mga salitang may tunog na /zzz/, /vvv/, at /kss/ sa pangungusap.</li> <li>4. Nabibigayang pagpapakahulugan ang damdamin ng tauhan sa kuwentong nabasa.</li> </ol> |





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|                                  | <p>6. Nababasa nang may damdamin at tamang bilis ang mga pangungusap.</p> <p>7. Nakalalahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga sight words sa mga pangungusap.</p>  | <p>7. Nakalalahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga sight words sa mga pangungusap.</p> | <p>5. Nagagamit ang mga sight words sa pagbuo ng mga parirala at pangungusap.</p> <p>6. Nababasa nang may damdamin at tamang bilis ang mga pangungusap.</p> <p>7. Nakikilahok sa masaya at interaktibong mga gawain tungo sa tamang pagbigkas ng mga tunog at wastong paggamit ng mga sight words sa mga pangungusap.</p> | <p>5. Naipahahayag ang opinyon o ideya patungkol sa mga paksa may isport, turismo at kumunidad.</p> <p>6. Nakalalahok sa makabuluhang talakayan at interaktibong laro gamit ang mga kasanayang pampag-unawa at pampanitikan.</p> |
| <b>Mga Kagamitan (Materials)</b> | <p>Flashcards o slide, Learning Activity Sheet, Mga larawan ng sumusunod: pista, batang masaya, batang may aklat, batang magalang, at laruan Galaw Pilipinas:</p> <p><a href="https://www.youtube.com/watch?v=JoX7BEcBTc4&amp;list=RDJoX7BEcBTc4&amp;start_radio=1">https://www.youtube.com/watch?v=JoX7BEcBTc4&amp;list=RDJoX7BEcBTc4&amp;start_radio=1</a></p> | <p>Feelings Wheel, Learning Activity Sheet, visual aid o chart, Visual Aid/Chart na may tatlong kolumn: Simula, Gitna, Wakas</p>                              | <p>Learning Activity Sheet, Flashcards o slides, krayola: asul, berde, pula at dilaw</p>  | <p>Learning Activity Sheet, Flashcards, slides</p>   |





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|   | Dahil Sayo:<br><a href="https://www.youtube.com/watch?v=opj337nMWD8">https://www.youtube.com/watch?v=opj337nMWD8</a>  |   |   |   |
| Panimula at Sosyo-Emosyonal na Gawain<br><br>(Opening Routine and Socio-Emotional Warm-Up)<br><br>5 min | <p><b>1. Pagbatí Sabihin:</b><br/>“Magandang araw, mga bata! Masaya akong makasama kayong muli sa panibagong araw ng pagkatuto.<br/>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.”</p> <p><b>2. Pagpipilian ng Damdamin Sabihin:</b><br/>“Ngayon, buksan ninyo ang inyong bag at kumuha ng isang bagay na sa tingin ninyo ay maglalarawan ng inyong nararamdaman ngayon.”</p> <p>Halimbawa:</p> | <p><b>1. Pagbatí Sabihin:</b><br/>Masayang buhay, mga bata. Narito ang isang “feeling wheel” na magpapakita ng inyong emosyon ngayong araw.<br/><br/>Sa bawat emosyon lalabas sa inyong pag-ikot, maaari kayong magbahagi ng karanasan kung kailan ninyo ito naramdaman.</p> <p><b>2. Pagpipilian ng Damdamin – Feelings Wheel Sabihin:</b><br/>Ngayon, magsasaya tayo gamit ang ating Feelings Wheel. Paikutin natin ang ruleta ng damdamin at tingnan kung anong salita ang lalabas.<br/><br/>Kapag may lumabas na salita, halimbawa ay ‘masaya’ o ‘malungkot’, pipili ako ng isa o dalawang mag-aaral na</p> | <p><b>1. Pagbatí Sabihin:</b><br/>Masayang buhay!<br/>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-arat. Matapos ito, lahat ng inyong gawa ay ididikit natin sa ating freedom wall.</p> <p><b>2. Pagpipilian ng Damdamin – Damdamin sa Guhit Sabihin:</b><br/>Kumuha kayo ng papel at lapis. Ngayon, guguhit tayo pero hindi basta guhit, kundi guhit ng inyong damdamin.<br/><br/>Halimbawa:<br/>– Kung kayo ay masaya, maaari kayong gumuhit ng araw, taong nakangiti, o puso.</p> | <p><b>1. Pagbatí Sabihin:</b><br/>Magandang buhay, mga bata. 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?</p> <p><b>2. Pagpipilian ng Damdamin – Emosyon ng Isang Atleta Sabihin:</b><br/>“Ngayong araw, ilalagay 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-asá mga bagay na mararamdaman din natin bilang mga mag-aaral, mambabasa, o mamamayan.”</p> |





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| <p>– Kung kayo ay masaya, maaaring ipakita ang papel na iyon.</p> <p>– 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.</p> <p><b>Gabay sa Pagproseso:</b><br/>Ipaikot ang pagsagot sa 3–5 mag-aaral.</p> <p>Tanungan:<br/>“Ano ang napili mong bagay?”<br/>“Ano ang damdaming iniugnay mo dito?”<br/>“Paano ito nakaapekto sa iyo ngayon?”</p> <p>Papurihan ang mga nakasagot na bata bawat sagot, halimbawa:<br/>“Napakaganda! Talagang masayang araw iyan para sa iyo.”</p> <p><b>3. Malalim na Paghinga Sabihin:</b></p> | <p>magbabahagi ng kanilang karanasan kaugnay ng damdaming iyon.</p> <p>Halimbawa:<br/>“Ako po ay masaya noong napanood ko ang paborito kong palabas kasama ang pamilya ko.”</p> <p>Mga salitang maaaring lumabas sa ruleta:</p> <ul style="list-style-type: none"> <li>😊 Masaya</li> <li>😔 Malungkot</li> <li>😊 Kinakabahan</li> <li>😊 Galit</li> <li>♀ Proud (Maipagmamalaki)</li> <li>😊 Tahimik (Panatag, Kalmado)</li> </ul> <p>Pagproseso:</p> <ol style="list-style-type: none"> <li>1. Paikutin ang ruleta.</li> <li>2. Tawagin ang 3–5 mag-aaral na magbahagi.</li> <li>3. Itanong:<br/>“Kailan mo huling naramdaman ito?”<br/>“Ano ang dahilan ng damdaming iyon?”<br/>“Paano mo ito hinarap?”</li> </ol> | <p>– Kung kayo ay malungkot, maaaring gumuhit ng ulap, luha, o anino.</p> <p>– Kung kayo ay kinakabahan, maaaring gumuhit ng puso na mabilis ang tibok o mga linyang magulo.</p> <p>Walang tama o maling sagot. Ang mahalaga ay tapat at totoo ang inyong guhit ayon sa nararamdaman ninyo ngayon.”</p> <p>Pagproseso:<br/>“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.</p> <p>Pagkatapos, idikit natin ito sa ating Freedom Wall ng Damdamin: isang espasyo kung saan malaya tayong maging totoo.”</p> | <p><b>Gawain:</b><br/>Panuto: Sagutin ang mga sumusunod:</p> <ol style="list-style-type: none"> <li>1. Bago ang laban, ako ay...</li> <li>2. Habang naglalaro, ako ay...</li> <li>3. Pagkatapos ng laban, ako ay...</li> </ol> <p>Talakayan:</p> <ol style="list-style-type: none"> <li>1. Sino-sinong mga atleta ang inyong kilala?</li> <li>2. Paano kaya ninyo mailalarawan ang kanilang pagkapanalo sa laban? Paano naman kung sila ay matalo?</li> <li>3. Anong pakinabang ng mga atletang ito sa ating komunidad?</li> <li>4. May epekto ba ito sa ating turismo?</li> </ol> <p>“Napakalinaw ng iyong damdamin ramdam namin ang kaba at saya.”</p> |
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| <p>"Ngayon, huminga muna tayo nang malalim upang tayong lahat ay maging kalmado, malinaw ang isipan, at handang magbasa at matuto."</p> <p><b>Gabay sa Paghinga:</b></p> <ol style="list-style-type: none"> <li>1. Huminga nang malalim... (sabay-sabay)</li> <li>2. Ihinga nang dahan-dahan...</li> <li>3. Isa pa... huminga... ihinga...</li> <li>4. At huli... huminga... ihinga...</li> </ol> | <p>Bigyang puri ang sagot: "Napakalinaw ng iyong kwento. Salamat sa pagbabahagi."</p> <p><b>3. Malalim na Paghinga Sabihin:</b></p> <p>"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."</p> <p>Gabay sa Paghinga:</p> <ol style="list-style-type: none"> <li>1. Huminga nang malalim... (sabay-sabay)</li> <li>2. Ihinga nang dahan-dahan...</li> <li>3. Isa pa... huminga... ihinga...</li> <li>4. At huli... huminga... ihinga...</li> </ol> | <p>Bigyang Puri ang mga Nagbahagi:</p> <p>"Napakahusay na simbolismo. Salamat sa katapangan mo."</p> <p><b>3. Malalim na Paghinga Sabihin:</b></p> <p>"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."</p> <p>Gabay sa Paghinga:</p> <ol style="list-style-type: none"> <li>1 .Huminga tayo nang malalim... (sabay-sabay)</li> <li>2. Ihinga natin nang dahan-dahan...</li> <li>3. Isa pa... huminga... ihinga...</li> <li>4. Huling beses... huminga... ihinga...</li> </ol> | <p><b>3. Malalim na Paghinga Sabihin:</b></p> <p>"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."</p> <p>Gabay sa Paghinga:</p> <ol style="list-style-type: none"> <li>1. Huminga nang malalim... (sabay-sabay)</li> <li>2. Ihinga nang dahan-dahan...</li> <li>3. Isa pa... huminga... ihinga...</li> <li>4. At huling beses... huminga... ihinga...</li> </ol> |
| <p><b>Pakikinig at Pagpapaunlad ng Wika Gamit ang Pagkukuwento</b></p>  | <p><b>Itanong:</b> Naranasan n'yo na bang sumali sa isang paligsahan o patimpalak sa inyong paaralan o</p>   | <p><b>Itanong:</b> Naranasan n'yo na bang masabik o maging excited sa isang mahalagang araw, tulad ng</p>  | <p><b>Itanong:</b> Naranasan ninyo na bang sumama sa isang lakbay-arial o educational trip? Saan kayo pumunta? Naranasan mo na bang</p>   |





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| <p>(Listening and Language Development through Storytelling)</p> <p>10 min</p> | <p>barangay tulad ng nasa larawan?</p> <p>Anong klaseng patimpalak iyon? Ano ang inyong ginawa upang maghanda? (Magbigay ng pagkakataon sa ilang mag-aaral na magbahagi.)</p> <p><b>Learning Activity Sheet</b></p> <p><b>Gawain 1</b></p> <p><b>Kwento: Ang Pista ng Kawayan</b></p> <p>Sagutin natin ang mga tanong tungkol sa kuwento. Isulat ang mga sagot sa pisara gamit ang mga sight words gaya ng <b>Si, ay, may, at, ito.</b></p> <p>Mga Tanong:</p> <p><b>1. Sino ang mga tauhan sa kuwento?</b></p> <p>Halimbawang sagot: Si Fernando at si Julius.</p> <p><b>2. Anong talento ang ipinamalas nina Fernando at Julius?</b></p> <p>Halimbawang sagot: Si Fernando ay tumugtog ng</p> | <p>pista, paligsahan, o pagtatanghal? Ano ang ginawa ninyo upang maghanda?</p> <p>(Magbigay ng pagkakataon para sa 2–3 mag-aaral na magbahagi ng karanasan.)</p> <p>Balikan natin ang kuwentong inyong pinakinggan “Ang Pista ng Kawayan”.</p> <p><b>Learning Activity Sheet</b></p> <p><b>Gawain 1</b></p> <p><b>Kwento: Ang Pista ng Kawayan</b></p> <p>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: <b>Si, ay, may, sa, at, ito.</b></p> <p>Mahahalagang Tanong:</p> | <p>Sino ang kasama ninyo? Ano ang naramdaman ninyo bago kayo umalis?</p> <p>(Magbigay ng pagkakataon sa mga mag-aaral na magbahagi ng kanilang karanasan. Isulat ang mga sagot sa pisara kung kinakailangan.)</p> <p>Ngayon ay makikinig tayo sa isang kwento. Ang pamagat nito ay “Lakbay-Aral ni Maymay sa Tagaytay.” Habang nakikinig, pag-isipan ang mga sumusunod:</p> <p><b>Learning Activity Sheet</b></p> <p><b>Gawain 1</b></p> <p><b>Kwento: Lakbay-Aral ni Maymay sa Tagaytay</b></p> <p>Sagutin natin ang ilang tanong tungkol sa kuwento. Maaari kayong gumamit ng mga sight words tulad ng <b>Si, ay, may, sa, ito,</b> at sa pagsagot.</p> | <p>masabik o excited sa isang malaking laban o paligsahan?</p> <p>Anong nararamdaman ninyo kapag may laban ang paborito ninyong atleta o koponan?</p> <p>(Hikayatin ang 2–3 mag-aaral na magbahagi ng kanilang karanasan. Isulat sa pisara ang mga salitang may damdamin.)</p> <p>Nais ba ninyong makarining 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.”</p> <p><b>Learning Activity Sheet</b></p> <p><b>Gawain 1</b></p> <p><b>Kwento: Ang Text ni Vina</b></p> <p>Sagutin ang mga sumusunod na tanong. Gumamit ng buong pangungusap at sight words</p> |
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|   | <p>flute at si Julius ay sumayaw ng tinikling.</p> <p><b>3. Ano ang kaya ang damdaming nangingibabaw sa mga tauhan sa kuwento?</b><br/>Halimbawang sagot: Sila ay masaya dahil sila nanalo.</p> <p><b>4. Anong ugali ang ipinakita ng magkaibigan sa kuwento?</b><br/>Halimbawang sagot:<br/>Pagkakaisa at pagtutulungan</p> | <p><b>Anong katangian ang ipinakita ng mga tauhan?</b><br/>Halimbawang sagot:<br/>Pagtitiwala sa sarili at sa angking talento</p> <p><b>Bakit kaya mahalaga sa kanila ang pagsali sa patimpalak?</b><br/>Halimbawang sagot: Upang maipakita ang kanilang talento sa ibang tao.</p> <p><b>Anong instrumento ang nabanggit sa kuwento?</b><br/>Halimbawang sagot:<br/>Flute</p> <p><b>Sino na sa inyo ang may karanasan sa paggamit nito?</b><br/>Halimbawang sagot: Nakita po na ginamit sa mga bahay tulad ng upuan o lamesa</p> | <p>Mahahalagang Tanong:<br/><b>Saan ang lakbay-aral ni Maymay?</b><br/>Halimbawang sagot: Ang lakbay-aral ni Maymay ay sa Tagaytay City.</p> <p><b>Ano-ano ang baon ni Maymay sa kanyang lakbay-aral?</b><br/>Halimbawang sagot: May baon siyang chips, chocolate, at queso.</p> <p><b>Sinong matalik na kaibigan ang kasama ni Maymay?</b><br/>Halimbawang sagot: Ang kasama niya ay si Queenie.</p> <p><b>Anong larawan ang gustong kuhanan ni Maymay gamit ang camera?</b><br/>Halimbawang sagot:<br/>Gusto niyang kuhanan ng larawan ang mga cactus sa Picnic Grove.</p> | <p>tulad ng <b>Si, ay, may, sa, ito, at.</b></p> <p><b>Ano ang nararamdamang ni Vina sa balitang kanyang nalaman?</b><br/>Halimbawang sagot: Si Vina ay masaya dahil makanonood siya ng live na volleyball game.</p> <p><b>Bakit mahalaga para sa isang bayan ang pagkakaroon ng malakihang patimpalak?</b><br/>Halimbawang sagot:<br/>Makakatulong ang sports sa pagpapalago ng turismo at pagkilala sa kanilang lungsod.</p> <p><b>Kung ikaw si Vina, sa paanong paraan mo ipakikita ang iyong pananabik sa balitang iyong nalaman?</b><br/>Halimbawang sagot: Sa pamamagitan ng pagpalakpak</p> |
| <b>Pagbabalik-aral sa mga Letra at Salita</b> | Bago tayo dumako sa bagong tunog, balikan muna natin ang mga   | Ngayon naman, maglalaro tayo ng tinatawag na   | "Ngayon ay maglalalo tayo ng 'Tayo o Upo'!"  | Balikan muna natin ang nakaraang aralin patungkol sa mga tunong na /quh/ at  |





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| <p><b>mula sa Nakaraang Sesyon</b><br/>(Letter and Word Review from Previous Sessions)</p> <p>5 min</p> | <p>salitang madalas nating mabasa at gamitin sa mga pangungusap.</p> <p>Ang mga ito ay tinatawag na <b>sight words</b>. Ito ang mga salitang dapat nating kabisaduhin dahil madalas natin itong nababasa at ginagamit sa pang-araw-araw na pagsasalita at pagsusulat.</p> <p><b>Mga Salitang Ipapakita (flashcards o slide):</b><br/><b>Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</b></p> <p><b>"Kilalanin Mo!"</b><br/>Ipakikita ko sa inyo ang mga salita ito. Basahin nang sabay-sabay. Narito naman ang iba't ibang larawan.</p> <p>Mula sa mga salitang ating binasa, maaari ba kayong bumuo ng pangungusap na nagagamit ito at may kaugnayan sa larawan?</p> <p>Maaari ba ninyong basahin ang nabuong</p> | <p>"Tunog sa Simula, Gitna, Wakas."</p> <p>Ang laro ay tungkol sa kung saan naririnig ang tunog na /wuh/ sa isang salita.</p> <p>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.</p> <p>Ipapakita ko ang isang salita.</p> <p>Basahin natin ito nang malakas.</p> <p>Pagkatapos, tatanungin ko kayo.</p> <p>Tanong:<br/>"Saan naririnig ang tunog na /w/? Sa simula, gitna, o wakas?"</p> <p>Halimbawa ng mga salita:</p> <p>Wala (Simula)<br/>Kawayan (Gitna)<br/>Buwan (Gitna)<br/>Pawis (Wakas)</p> | <p>Makinig kayong mabuti sa mga salitang aking babanggitin.</p> <p>Kapag ang narinig na salita ay may tunog na /juh/, lahat ay tatayo.</p> <p>Kapag ang narinig na salita ay may tunog na /fff/, mananatiling nakaupo."</p> <p>Mga Salita:</p> <ul style="list-style-type: none"> <li>Family - Upo</li> <li>Jeep - Tayo</li> <li>Filipino - Upo</li> <li>Jacket - Tayo</li> <li>Friend - Upo</li> <li>Juice - Tayo</li> <li>Jellyfish - Tayo</li> <li>Festival – Upo</li> </ul> <p>"Pumili kayo ng isang salita mula sa narinig kanina. Sabihin ito nang malinaw at gamitin sa isang pangungusap."</p> <p>Halimbawa:</p> <p>"Juice – Gusto ko ng grape juice."</p> | <p>/cuh/. Batay sa ating napag-aranan ang mga tunog na ito ay nagbabago depende sa mga nakakatabi nitong tunog ng letra.</p> <p>Pakinggang mabuti ang aking bibigkasin, ito ay may kulang na tunong. Punan ng angkop na tunog upang mabuo ang salita.</p> <p><b>Gawain: Hulaan ang Nawawalang Letra</b><br/>Panuto: Sagutin ang nawawalang letra batay sa tunog na naririnig:</p> <p>__ueso → queso (/quh/)<br/>*/q/ – tunog /kw/, gaya ng "keso" sa Espanyol</p> <p>__amera → camera (/cuh/ na /kuh/ ang tunog)</p> <p>__ity → city (/cuh/ na /sss/ ang tunog)</p> <p>__uiz → quiz (/quh/ na may tunog /kw/)</p> |
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| <p>pangungusap nang may damdamin at nasa tamang pagbasa nito?</p> <p>Ako + ay + (larawan ng batang masaya)<br/>“Ano ang nararamdamang bata sa larawan?”<br/>“Gamitin natin ang ‘Ako ay...’ at ilagay ang tamang salita.”</p> <p>Tamang sagot:<br/>Ako ay masaya.</p> <p>Iba pang halimbawa:<br/>Si + Ana + ay + (larawan ng batang may aklat)<br/>→ Si Ana ay nagbabasa.</p> <p>Ikaw + ay + (larawan ng batang magalang)<br/>→ Ikaw ay magalang.</p> <p>May + (larawan ng laruhan) + si + Mark<br/>→ May laruhan si Mark.</p> | <p>Ipakita ang visual aid o chart at ipadikit ng mga bata ang salita sa tamang lugar.</p> |  |  | <p><u>culture</u> → culture (/cuh/ na may /kuh/ na tunog)</p> <p>Gabay na tanong:</p> <ol style="list-style-type: none"> <li>“Ano napapansin ninyo sa tunog ng /c/? Iisa ba ang tunog nito sa lahat ng salita?”</li> </ol> <p>Halimbawang sagot: “Hindi po iisa ang tunog ng /cuh/. Sa salitang camera at culture, ang /cuh/ ay may tunog na /kuh/, pero sa city, ang /cuh/ ay may tunog na /sss/. Ibig sabihin, nag-iiba ang tunog ng /cuh/ depende sa salita.”</p> <ol style="list-style-type: none"> <li>“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.”</li> </ol> <p>Halimbawang sagot: “Mahalagang malaman ang bigkas ng /quh/ at /cuh/ kasi ginagamit ito sa araw-araw, tulad ng quiz, camera, at culture. Kahit banyagang salita, bahagi</p> |
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|  |   |  |  | na rin ito ng ginagamit natin sa Filipino."  |
| <b>Tahasang Pagtuturo ng Tunog ng Letra at Gamit ng mga Salita</b> (Explicit Phonics and Word Work Instruction)<br><br>15-20 min | <p>"Ngayon ay tututukan natin ang dalawang tunog na madalas nating naririnig at ginagamit sa araw-araw.</p> <p>Una ay ang tunog /wuh/, tulad ng maririnig natin sa salitang 'wala,' at ang pangalawa ay ang tunog /yuh/, gaya ng sa salitang 'yo'.</p> <p>Sabayan ninyo ako habang binibigkas natin ang mga tunog na ito."</p> <p>"Sabihin natin nang sabay-sabay:<br/>           '/w/, wala, wa-wa-wa'<br/>           '/y/, iyo, ya-ya-ya'"</p> <p>(Pwedeng ultiit ito ng 2-3 beses para masanay ang mga bata sa tunog.)</p> <p><b>Learning Activity Sheet Gawain 2</b><br/> <b>Panuto:</b> Pagdugtung-dugtungin ang mga pantig upang mabuo ang tamang</p> | <p>Sa bahaging ito, basahin natin ang mga pahayag na mababasa sa kuwento. Itala ang mga salitang mababasa ninyo na nagsisimula sa letrang F at J.</p> <p>Mga Pangungusap mula sa Kuwento:<br/>           "Sa bayan nina Fernando at Julius, tuwing Hulyo ay ipinagdiriwang ang Pista ng Kawayan."</p> <p>"Tutugtog si Fernando ng flute."</p> <p>"Agad nila iyong inilalagay sa Jar ng Pista."</p> <p>Isulat sa pisara ang mga salitang natukoy na na nagsisimula sa letrang F at J. Ano ang mga tunog ng unang letra sa bawat salitang naisulat?</p> <p><b>Basahin, Isulat, Gamitin</b><br/>           "Basahin ang salita, isulat ito nang maayos, at gumawa</p> | <p>Atin namang pag-aralan ang mga tunong na /cuh/ at /quh/</p> <p>Ang mga letrang C at Q ay nagbabago ang tunong depende sa mga katabi nitong letra.</p> <p>Ang letra C na may tunong na /cuh/ ay nagiging tunong /sss/ kung ang sinundang letra ay I at nagiging tunong /kuh/ kung letra A naman ang katabi.</p> <p>Samantalaan ang letra Q na may tunong na /quh/ ay nagbabago kung katabing letra nito ay I na nangiging tunong /qui/.</p> <p>"Narito ang ilang halimbawa ng mga salita. Pakigggan ninyong mabuti ang tunog sa simula ng bawat salita."</p> <p>Halimbawa ng Guro:</p> | <p>Ang unang tunong na ating pag-aaralan ay tunong ng letrang V. Ito ay may tunong na /vvv/ ultiit n'yo nga, /vvv/. Nararamdamman ba ninyo ng panginginig ng inyong labi o vibrate. Gamitin naman natin ito sa salita sabay-sabay. VVV-ilma</p> <p>Halimbawa mula sa teksto:<br/>           Vina – pangalan<br/>           Video – ipinadala kay Vina<br/>           Volleyball – paborito nilang laro</p> <p>Tanong sa klase:<br/>           May pagkakaiba ba ang tunog ng letra B at letrang V. Ano ba ang tunog ng letrang B? Ano ultiit ang tunong ng letrang V?<br/>           Halimbawang sagot: Ang /v/ ay may vibration o panginginig, samantalang ang /b/ ay walang vibration at parehong labi ang magkadikit sa pagbigkas.<br/>           Halimbawa po ay</p> |





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| <p>salita. Isulat ang sagot sa patlang.</p> <p>ka + wa + yan = kawayan (/w/ sa gitna)</p> <p>bu + wan = buwan (/w/ sa gitna)</p> <p>wa + la = wala (/w/ sa unahan)</p> <p>Hul + yo = Hulyo (/y/ sa gitna)</p> <p>I + yong = iyong (/y/ sa unahan)</p> <p>Gabay na Tanong at Halimbawa ng Sagot:</p> <p><b>1. Saang bahagi ng salita naririnig ang tunog /w/?</b></p> <p>Halimbawang Sagot:</p> <p>Ang tunog /w/ ay maaaring marinig sa unahan tulad ng sa salitang wala, at sa gitna tulad ng sa mga salitang buwan at kawayan.</p> <p>Halimbawa:</p> <p>wala → /w/ sa unahan</p> | <p>ng pangungusap gamit ang salita."</p> <p><b>Learning Activity Sheet</b></p> <p><b>Gawain 2</b></p> <p><b>Panuto:</b></p> <p>Basahin ang mga pangungusap mula sa kuwento. Bilugan ang mga salitang may tunog na /f/ at /j/. Baybayin ang salita gamit ang mga tunog ng letra at isulat sa inyong sagutang papel.</p> <p><b>Mga pangungusap:</b></p> <ol style="list-style-type: none"> <li>Tuwing buwan ng Hulyo, ipinagdiriwang sa bayan nina Fernando at Julius ang Pista ng Kawayan.</li> <li>Tutugtog si Fernando ng flute.</li> <li>Agad nila iyong inilalagay sa Jar ng Pista.</li> </ol> <p><b>Mga Sagot:</b></p> <p>Mga salitang may tunog /f/:</p> <p>Fernando<br/>flute</p> | <p>"Unang halimbawa:<br/>Quamir– Anong tunog ang naririnig natin? /quh/</p> <p>Chocolate – Narinig n'yo ba ang /ch/ sa simula?</p> <p>Camera – Ang tunog ng C dito ay parang /kuh/.</p> <p>City (o katulad na halimbawa) – Ang C dito ay may tunog na parang /sss/ o soft C.</p> <p><b>Learning Activity Sheet</b></p> <p><b>Panuto:</b></p> <p>Kulayan ang kahon ng salita batay sa naririnig na tunog.</p> <p>/kw/ – berde<br/>/k/ – pula<br/>/ch/ – asul<br/>/k/ (soft C) – dilaw</p> <p>Halimbawa ng mga salita:</p> <p>Quinto - Berde<br/>Qatar - Berde<br/>Quiet - Berde<br/>Chips - Asul</p> | <p>Vina (may vibration) at Bina (walang vibration)</p> <p>Ano naman ang tunong ng letrang ito Z? Ano ang mararamdamang ninyo habang ginagawa ang tunong? Sabay-sabay nga tayo /zzz/, /zz/.</p> <p>Halimbawa mula sa teksto:</p> <p>Zero – puntos ng kalaban<br/>Suzara – apelyido ng opisyal</p> <p>Tanong sa klase:</p> <p>"Anong tunog ang naririnig sa simula ng salitang 'Zero'?"</p> <p>Halimbawang sagot: Ang tunog sa simula ng "Zero" ay /z/, na parang tunog ng bubuyog ay zzzz.</p> <p>"Ang huling tunog natin ay galing sa letrang X. Sa maraming salitang Ingles, ang X ay may tunog na parang 'ks' o 'kst'.</p> <p>Halimbawa: Text at Next. Sabihin natin ito nang sabay-sabay: 'Eks-t — text, next!'"</p> |
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| <p><b>2. Saang bahagi naririnig ang tunog /y/?</b></p> <p>Halimbawang Sagot:<br/>Ang tunog /y/ ay karaniwang maririnig sa unahan o gitna ng salita.</p> <p>Halimbawa:<br/>iyo, iyong → /y/ sa unahan<br/>Hulyo → /y/ sa gitna</p> | <p>Pista<br/>Mga salitang may tunog /j/:<br/>Julius<br/>Jar</p> <p>Halimbawa ng mga Pangungusap:<br/>Fernando – Si Fernando ay masayang lumahok sa parada ng pista.<br/>flute – Mahusay tumugtog ng flute ang batang si Ana.<br/>Pista – Masayang nagdiwang ang buong bayan sa Pista ng Kawayan.<br/>Julius – Si Julius ay laging handa sa mga gawain sa klase.</p> <p>Jar – Inilagay ni Nanay ang kendi sa isang malinis na jar.</p> | <p>Chocolate - Asul<br/>Cactus - Pula<br/>Camera - Pula</p> | <p>Paliwanag:<br/>Text – “Nag-text si Vina”<br/>Next – “Next year”</p> <p>Tanong sa klase:<br/>“Anong tunog ang maririnig natin sa dulo ng ‘text’ at ‘next’?”</p> <p>Halimbawang sagot: Ang tunog sa dulo ng “text” at “next” ay /kst/, na tunog ng letrang X – parang binibigkas na “eks-t”.</p> <p>“May ibang salitang alam kayo na may letrang X?”</p> <p>Mga Posibleng Sagot ng Mag-aaral:<br/>Box, Taxi, Exit, Mix o Fox</p> <p><b>Learning Activity Sheet</b><br/><b>Gawain 2</b></p> <p><b>Panuto:</b> Ayusin ang mga salita mula sa teksto sa talahayan ayon sa tunog.<br/>/v/   /z/   /kst/ o /x/<br/>Mga salita<br/>Vina- /v/<br/>Zero - /z/<br/>Text - /kst/ o /x/<br/>Video - /v/<br/>Suzara - /z/</p> |
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|  |   |  |  | Next - /kst/ o /x/<br>Volleyball-/v/  |
| <b>Pagsasanay sa Kamalayang Ponolohikal</b><br>(Phonological Awareness Skill-Building)<br><br>10 min | <p>Ngayon namin, baybayin natin ang mga salita gamit ang mga tunog nito. Kung narinig ninyo ang tunog ng /wuh/ maaaring pumalakpak ng 1 at kung ang tunong na /yuh/ naman ay dalawang palakpak.</p> <p>Mga Salita:<br/>           b/u/w/a/n<br/>           Sagot: w<br/>           w/a/l/a<br/>           Sagot: w<br/>           H/u/l/y/o<br/>           Sagot: y<br/>           I/y/o/ng<br/>           Sagot: y<br/>           /k/a/w/a/y/a/n         </p> <p><b>Learning Activity Sheet</b><br/> <b>Gawain 3</b><br/> <b>Tukuyin sa hanay B ang larawan sa Hanay A na nagtagtaglay ng tunog /w/ at /y/.</b></p> <p>Tamang sagot:</p> | <p>Ngayon naman, babanggit ako ng mga salita. Kung ang salita ay nagsisimula sa tunog na /fff/ pumalakpak ng isang beses at kung ito naman ay nagsisimula sa tunog na /juh/ pumalakpak ng dalawang beses.<br/>           “Handa na ba kayo?<br/>           Makinig nang mabuti!”</p> <p>Paalala: Bigkasin nang malinaw ang bawat salita at siguraduhing mabigyang-diin ang tunog sa unahan ng salita. Hikayatin ang mga bata na sumabay sa palakpak.</p> <p>Basahin ang mga salita nang malinaw, hikayatin ang mga bata na tumugon ng palakpak.</p> <p>Halimbawa ng mga Salita:<br/>           Salita Tunog Palakpak<br/>           Julius /j/  (dalawa)<br/>           flute /f/  (isa)<br/>           jar /j/ </p> | <p>Basahin natin ang bawat pangungusap. Tukuyin natin ang bilang ng pantig sa bawat salitang ginamit dito gamit ang palakpak.<br/>           “Makinig muna sa unang halimbawa, tapos sabayan ninyo ako.”</p> <p>Halimbawa ng mga Parirala at Inaasahang Palakpak (Pantig):<br/>           Bitbit ni Queenie ang kanyang camera<br/>           → Bit-bit   ni   Quee-nie   ang   kan-yang   ka-me-ra<br/>           → 7 palakpak</p> <p>Mga cactus sa Picnic Grove<br/>           → Ma-ga   cac-tus   sa   Pic-nic   Grove<br/>           → 6 palakpak</p> <p>Si tatay ay nasa Qatar<br/>           → Si   ta-tay   ay   na-sa   Qa-tar<br/>           → 6 palakpak</p> | <p>Humanda sa pakikinig, tukuyin kung saang bahagi ng salita ninyo maririnig ang mga tunong na /vvv/, /zzz/ o /kss/. Ito ba ay sa unahan, gitna o hulihang tunog ng salita. Itaas ang kamay ng nais sumagot.</p> <p>Halimbawa:<br/>           Video – “Anong tunog ang narinig sa simula?”<br/>           Sagot: /vvv/<br/><br/>           Zero – “Anong tunog ang nasa simula?”<br/>           Sagot: /zzz/<br/><br/>           Text – “Anong tunog ang nasa huli?”<br/>           Sagot: /kss/<br/><br/>           Baybayin naman natin ang mga salita gamit ang mga tunog ng mga letrang bumubuo dito.<br/><br/>           “Kapag narinig ninyo ang tunog na /vvv/, /zzz/, o /kss/</p> |





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|  | <p>1. C<br/>2. B<br/>3. D<br/>4. A<br/>5. E</p>  | <p>Fernando /f/ </p> <p>jeep /j/ </p> <p>flag /f/ </p> <p>jelly /j/ </p> <p>festival /f/ </p> | <p>Iwasan ang chocolate at chips<br/>→ I-wa-san   ang   cho-co-late   at   chips<br/>→ 7 palakpak</p> <p>Masarap ang queso<br/>→ Ma-sa-rap   ang   que-so<br/>→ 5 palakpak</p> | <p>habang binibigkas ang salita, tapikin ninyo ang mesa nang isang beses."</p> <p>Halimbawa:<br/>Salita Mga Tunog<br/>Vina /v/ - /i/ - /n/ - /a/<br/>Tapik sa mesa:(sa /v/)<br/>Text /t/ - /e/ - /k/ - /s/ - /t/<br/>Tapik sa mesa: (sa /kst/)<br/>Zero /z/ - /e/ - /r/ - /o/<br/>Tapik sa mesa: (sa /z/)<br/>Quiz /k/ - /w/ - /i/ - /z/<br/>Tapik sa mesa: (sa /z/)</p> <p><i>Basahin natin ang mga salitang nabuo mula sa mga tunog na ating narinig.</i></p> <p><i>Bilang pagsasanay, narito ang mga salita, kaya naman ang magbaybay gamit ang tunog ng letra at basahin ang salita pagkatapos.</i></p> |
| <p><b>Pagkilala at Pagkatuto ng Sight Words at Pagsasanay ng Katataasan sa Pagbasa</b></p> | <p><b>Gawain: Basahin at Kumpletuhin Mga Pangungusap:</b></p> <p>Si Julius ay mahusay sumayaw.</p> | <p>Sa larong Sight Word Bingo, bawat isa ay mabibigayan ng bingo card. Mababasa dito ang iba't ibang sight word. Makinig nang mabuti sa aking babangiting salita dahil kung ito ay nasa</p>  | <p>Balikan natin ang gamit ng mga sight words. Ano nga ulit ang dapat gawin sa mga sight word na ating mababasa?<br/>Maaari ba kayong magbigay ng halimbawa</p>                | <p>Balikan natin ang kuwentong ating binasa kanina. Batay dito anong angkop na sight words ang maaari nating gamitin upang mabuo ang pangungusap. Maaaring</p>  |





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| <p>(Sight Word Recognition and Fluency Practice)</p> <p>5 min</p> | <p>Tuwing Hulyo ang Pista ng Kawayan.</p> <p>Basahin nga natin nang sabay-sabay ang maikling talatang ito ang may damdamin at tamang bilis.</p> <p>Ngayon naman subukan naman ninyong bumuo ng pangungusap na nakagagamit ng mga sight words. Mamaya ibahagi ito sa klase kailangang nababasa ninyo ito nang damdamin at tamang bilis.</p> <p>Segment: Pinoy ako, Talentado ako.</p> <p>(Talent Showcase Activity) Halimbawa:</p> <p>Ako si _____, mahusay akong _____.</p> <p>Mahilig akong _____ tuwing _____.</p> <p>Pagproseso: Magsimula muna sa pares, saka ilang</p> | <p>inyong card lagyan lamang marka o i-cross out lamang ito. Ang unang makabingo ang siyang manalo.</p> <p>Mga sight words: <b>Ang, Mga, Sa, Ito, Ay, Ako, Ikaw, Si, At, May</b></p> <p>Paalala: Ang mga sight words sa loob ng bingo ay maaring maulit upang matukoy kung anong salita ang lubos na alam ng mag-aaral.</p> | <p>na ginamit sa pangungusap.</p> <p><b>Learning Activity Sheet Gawain 3</b></p> <p>Isulat sa kahon ang mga sight words sa bawat pangungusap.</p> <p>Mga Pangungusap</p> <p>Bitbit ni Queenie ang kanyang camera<br/>Sight words: ni, ang, kanyang</p> <p>Mga cactus sa Picnic Grove<br/>Sight words: mga, sa</p> <p>Si tatay ay nasa Qatar<br/>Sight words: si, ay, nasa</p> <p>Iwasan ang chocolate at chips<br/>Sight words: ang, at</p> <p>Masarap ang queso<br/>Sight words: ang</p> | <p>ibahagi ang pangungusap matapos itong masagutan.</p> <p><b>Learning Activity Sheet Gawain 3</b></p> <p><b>Panuto:</b> Punan ng angkop na sight word ang bawat patlang sa pangungusap. Pumili mula sa mga salita sa loob ng kahon. Isulat ito sa iyong sagutang papel.</p> <p>Mga Salita sa Kahon (Sight Words):<br/>ako, si, ay, ang, sa, may, ito, at, mga, ikaw</p> <p>Mga Pangungusap:<br/>Nag-text _____ Vina tungkol sa AVC Cup.</p> <p>Sagot: sa<br/>Mahilig _____ manood ng volleyball.<br/>Sagot: akong</p> <p>Si Vina _____ masaya at excited.<br/>Sagot: ay</p> <p>Gaganapin _____ laban sa Candon City.</p> |
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|   | bata ay magbabahagi sa harap.  |   |  | Sagot: ang ___ Ramon Suzara ay isang opisyal sa volleyball.<br>Sagot: Si<br><br>Madalas manood ___ laro sa Maynila.<br>Sagot: ng   |
| <b>Pagpapaunlad ng Katatasan sa Pagbasa at Pag-unawa Gamit ang Laro o Interaktibong Gawain</b> (Fluency and Comprehension through Play-Based Practice)<br><br>5 min | <p><b>Segment: Pinoy ako, Talentado ako.</b></p> <p><b>Gawain:</b> Sayaw - Galaw Pilipinas / Zumba: "Dahil Sa'yo"</p> <p>"Tayo'y gumaraw! Sundan ang mga galaw sa kanta. Tandaan, mas masaya kapag lahat ay sumasayaw!"</p> <p><b>Pagproseso:</b> Purihin ang aktibong nakilahok, iugnay sa konsepto ng talento tulad nina Julius at Fernando.</p> | <p><b>Segment: Pinoy ako, Talentado ako.</b></p> <p>Magkaroon tayo ng puppet play, gamit ang mga ito. Muli ninyong isalaysay ang mga pangyayaring naganap sa kuwentong nabasa. Tiyaking nakagagamit kayo ng mga sight word sa pagsasalaysay.</p> <p>(Hikayatin ang mga bata na magsalita, sumayaw o gumaraw kasama ang mga puppet.)</p> | <p>Ang gawain natin sa bahaging ito ay tatawaging "picture frame". Bawat pangkat ay magpapakita ng isang pangyayari sa kuwento kanila mabubunot, ipakikita gamit ang hindi gumagalaw na larawan. May isang kinatawan ang magpapaliwanag ng gawa ng inyong pangkat.</p> <p>"Isang minuto para maghanda, tapos POSE!"</p> <p>Senaryo:</p> <ul style="list-style-type: none"> <li>• Naghahanda ng gamit para sa lakbay- aral</li> <li>• Kumuha ng larawan gamit ang camera</li> </ul> | <p>Sa bahagi itong ng gawain magkakaroon tayo ng isang laro, tatawagin natin itong "Basahin Mo, Gagawain ko".</p> <p>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.</p> <p>Mga Pangungusap para sa Gawain:<br/>"Ate, sa wakas may AVC na sa Norte!"</p> |





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|  |   |   | <ul style="list-style-type: none"> <li>• Mukha ng batang nakatikim ng chocolate</li> <li>• Eksena sa Picnic Grove</li> <li>• Magkaibigan na Maymay at Queenie</li> </ul>   | <p>"Sana may zero ulit na puntos 'yung kalaban para mas exciting ang laban."</p> <p>"Madalas akong manood ng volleyball games dito sa Maynila."</p> <p>"Napangiti ako habang binabasa ang huling text niya."</p>  |
| <b>Pagtatapos/<br/>Pagninilay sa Aralin</b><br>(Closing/ Reflection) | <p>Ano-anong mga tunog ang natutuhan ninyo ngayong araw?</p> <p>Anong kailangan mong gawain upang mabilis na mabasa ang mga sight word?</p> <p>Bakit mahalagang ipakita ang talento sa iba at paano ninyo ito ipagmamalaki ang inyong mga talento?</p> <p><b>Gawain:</b> Ipasulat sa maliiit na papel at idikit sa Freedom Wall:</p> <p>"Ang mga tunong na aking natutuhan ay ___ at ___.<br/>Kasabay ng mga salitang</p> | <p>"Bago tayo magtapos, sagutin ang sumusunod na tanong:</p> <p>Anong mga tunog nang natutuhan ninyo sa araw na ito? Maaari ba kayong magbigay ng isang salitang nagsisimula dito at gamitin sa pangungusap.</p> <p>Sa mga salitang nabasa o napakinggan ninyo, ano ang tumatak sa inyo at bakit?</p> <p>Ano aral ang nais iwan sa mambabasa ng kuwentong inyong napakinggan?</p> | <p>Natutuhan na ninyo ang mga aralin sa araw na ito, ang mga tunong na /cuh/ at /quh/. Nabalikan din natin ang mga sight words na ating nagagamit ng paulit-ulit.</p> <p>Sa bahaging ito, nais kong sumulat kayo ng isang pangungusap bilang paglalagom sa inyong natutuhan at idikit sa ating Freedom wall.</p> | <p>Natapos na nating pag-aralan ang mga tunog ng mga huling letra ng alpabeto.</p> <p>Naging malinaw ba ito sa inyo? Anong salita ang inyong natatandaang salita kapag naririnig ninyo ang mga tunong na /vvv/, /kss/ at /zzz/?</p> <p>Maaari ba ninyong isulat at ibahagi ito at magamit sa pangungusap. Ididikit natin ito sa Freedom Wall matapos.</p> |





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|  | madalas nating nababasa<br>o _____   |   |  |   |
| <b>Pagpapalitim ng Pagkatuto / Gawain sa Bahay</b><br>(Enhancement of Learning /Home Reinforcement Activity) | <p><b>Word Hunting</b></p> <p>Gumupit ng limang (5) larawan mula sa mga lumang magasin, pahayagan, o iba pang babasahin na may pangalan o salitang may tunog na /w/ o tunog na /y/. Idikit ito sa isang malinis na papel at isulat sa ilalim ng bawat larawan ang pangalan nito. Bilugan ang letrang W o Y sa salita na nagpapakita ng tamang tunog. amitin sa pangungusap ang salitang nakuha na nakagagamit ng mga sight words na natutuhan.</p> <p>Halimbawa:</p> <p>Larawan ng kalendaryo na may buwan ng Hulyo<br/>Isusulat: Hulyo<br/>Bilugan: y</p> | <p><b>Word Hunting</b></p> <p>"Ngayong tapos na tayo sa aralin, gagawa kayo ng gawain tungkol sa tunog /f/ at /j/ sa inyong bahay. Maggupit kayo ng limang larawan mula sa magasin o pahayagan na may salitang nagsisimula sa tunog /f/ o /j/. Idikit ang mga ito sa papel. At gamitin sa pangungusap ang salitang nakuha na nakagagamit ng mga sight words na natutuhan.</p> <p>"Sa ilalim ng bawat larawan, isulat ang pangalan at bilugan ang letrang F kung tunog /f/ ang gamit, at J naman kung tunog /j/."</p> <p>"Halimbawa, sa larawan ng flute, isusulat ninyo 'flute' at bibilugan ang F.</p> | <p><b>Word Hunting</b></p> <p>"Ngayong tapos na tayo sa ating aralin, sino ang maaaring magkwentó kung ano ang natutunan ninyo tungkol sa mga salitang may tunog na C at Q? Ano naman sa mga sight words ang gusto mong gamitin sa sarili mong pangungusap? Sabihin ninyo sa klase."</p> <p>Magbibigay ng pagkakataon sa ilang mag-aaral na magbahagi.</p> <p><b>Word Hunting Activity</b></p> <p>Panuto:<br/>Gumawa kayo ng tatlong pangungusap gamit ang mga salitang may tunog na C at Q.</p> <p>Sa bawat pangungusap, gumamit ng kahit tatlong sight words mula sa aralin.</p> | <p><b>Word Hunting</b></p> <p>Maging mapagmatyang 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.</p> <p><b>"Hanapin ang Tunog sa Paligid Ko"</b></p> <p>Panuto sa Mag-aaral:<br/>Sa bahay o sa inyong paligid, maghanap ng limang bagay o salita na may tunog na /v/, /z/, o /kst/ (o /zt/).</p> <p>Isulat ang mga salitang ito at kung saan mo ito nakita o narinig. Halimbawa:<br/>"Volleyball – sa TV," "Zero – sa resibo," "Next – sa signboard."</p> |





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|  |  |  | <p>Salungguhitang ang mga sight words sa inyong mga pangungusap.</p> <p>Halimbawa:</p> <p>Si Queenie ay may camera.</p> <p>Ang queso ay masarap.</p> | Ibahagi ang mga ito sa susunod na klase. |
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| <b>ARAL-Reading</b> | <input checked="" type="checkbox"/> Basic <input type="checkbox"/> Plus | <b>KEY STAGE</b> | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <b>Intervention Week</b> | 5   |
| <b>Focus</b>        | Word Concept (1:1 correspondence; tracking print)                       |                  |  | <b>Language</b>          | <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> English |

| <b>TUTORIAL PROCEDURES</b> |   |   |   |  |  |
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|                            | <b>SESSION ONE</b>  | <b>SESSION TWO</b>  | <b>SESSION THREE</b>  | <b>SESSION FOUR</b>  |  |
| <b>Focus Letter/Sound</b>  | s, a  | t, i  | m, d  | f  |  |
| <b>Objectives</b>          | <ol style="list-style-type: none"> <li>Express personal understanding of letter-sound correspondence by orally producing the /s/ and /a/ sounds.</li> <li>Listen attentively as short phrases containing 's' and 'a' are read, then demonstrate word concept by pointing to each word as it is spoken.</li> </ol> | <ol style="list-style-type: none"> <li>Engage in interactive activities to deepen understanding of letter-sound fluency for /t/ and /i/.</li> <li>Demonstrate word concept by accurately tracking print and blending learned sounds (s, a, t, i) to form CVC words such as "sit," and "sat."</li> </ol> | <ol style="list-style-type: none"> <li>Engage in enjoyable and interactive activities to deepen understanding of the letter-sound correspondence for /m/ and /d/.</li> <li>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."</li> </ol> | <ol style="list-style-type: none"> <li>Engage in enjoyable activities to deepen understanding of letter-sound fluency for /f/ and its use in words.</li> <li>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."</li> </ol> |  |
| <b>Materials</b>           | <ul style="list-style-type: none"> <li>Story for read-aloud</li> <li>Flashcards (for letters 's', 'a', 'w', 'y', and simple CVC words like "sad," "sat")</li> <li>Whiteboard or large paper and markers</li> <li>Letter tiles or cutouts for 's' and 'a'</li> </ul>   | <ul style="list-style-type: none"> <li>Story/Article for read-aloud</li> <li>Flashcards (for letters 's', 'a', 't', 'i', and CVC words like "sit," "sat")</li> <li>Whiteboard or large paper and markers/pencils</li> </ul>   | <ul style="list-style-type: none"> <li>Story for read-aloud</li> <li>Flashcards or display for letters 's', 'a', 't', 'i', 'm', 'd', and CVC words</li> <li>Whiteboard or large paper and markers/pencils</li> </ul>  | <ul style="list-style-type: none"> <li>Story for read-aloud</li> <li>Flashcards or display for all letters learned (s, a, t, i, m, d, f) and CVC words</li> <li>Whiteboard or large paper and markers/pencils</li> <li>Letter tiles or cutouts for all learned letters</li> </ul>  |  |





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|   | <ul style="list-style-type: none"> <li>Sentence strips or a board for phrases</li> </ul>   | <ul style="list-style-type: none"> <li>Letter tiles or a digital word-building tool (e.g., computer with projection)</li> <li>Worksheets or small cards for sentence activities (e.g., tracking, word boundaries, scrambling)</li> </ul>  | <ul style="list-style-type: none"> <li>Letter tiles or cutouts for 'm' and 'd' (and previous letters)</li> <li>Objects in the classroom that start with /m/ or /d/ (for "I Spy")</li> <li>Worksheets or small cards for sentence activities (e.g., tracking, word segmenting, reconstruction)</li> </ul>   | <ul style="list-style-type: none"> <li>Sound Bingo boards and pictures/words for Bingo (if chosen activity)</li> <li>Small slips of paper or cards for CVC words (for games/scavenger hunt)</li> <li>Materials for word ladder (whiteboard/paper) or sorting categories (if chosen activity)</li> <li>Optional: Index cards or small pieces of paper for home practice flashcards</li> </ul> |
| <b>Opening Routine and Socio-Emotional Warm-Up</b><br><br>5 min | <p><b>Activity:</b> Greet students warmly. Start with a simple "Kumusta Ka?" (How are you?) song or a quick "check-in" where each student shares one thing they are looking forward to today.</p> <p><b>Purpose:</b> Build rapport, create a positive learning environment, and prepare students for learning.</p> | <p><b>Activity:</b> Greet students. 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.</p> <p><b>Purpose:</b> Create a comfortable and respectful learning environment, allowing students to feel seen and heard.</p> | <p><b>Activity:</b> Start with a simple "Good Morning" song.</p> <p><b>Song:</b> "Morning Welcome" (A simple, rhythmic chant/song) (Teacher leads, students echo or join in)</p> <p><b>Teacher:</b> Good morning, everyone!</p> <p><b>Students:</b> Good morning, everyone!</p> <p><b>Teacher:</b> Ready to learn?</p> <p><b>Students:</b> Ready to learn!</p> <p><b>Teacher:</b> Sounds we'll find,</p> <p><b>Students:</b> Words we'll mind.</p> | <p><b>Activity:</b> Begin by leading the students in the "Movement Song."</p> <p>After the song, quickly ask students to share one thing they are proud of learning this week.</p> <p><b>Song:</b> "Ready to Learn, Ready to Move!" (Simple, rhythmic actions; Teacher leads actions, students follow and sing/chant along)</p> <p><b>Verse 1:</b></p>                                       |





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|  |  |  | <p><b>Teacher:</b> Let's begin!<br/> <b>Students:</b> Let's begin!<br/> <b>(Optional: Add a simple clap or snap rhythm)</b></p> <p>After the song, quickly ask students to share one word that describes how they are feeling today.</p> <p><b>Purpose:</b> Build community, create a positive learning environment, and recall previous learning.</p> | <p><i>(Clap hands to the beat)</i><br/> <b>Good morning, good morning, what a great day!</b><br/> <b>We're ready to learn, let's move and play!</b><br/> <i>(Tap shoulders)</i><br/> <b>Shoulders up, shoulders down, let's get loose!</b><br/> <i>(Shake hands)</i><br/> <b>Shake out your hands, no more excuse!</b></p> <p><b>Chorus:</b><br/> <i>(March in place)</i><br/> <b>Ready to learn, ready to move, ready to read!</b><br/> <i>(Point to eyes, then ears)</i><br/> <b>Eyes on the words, ears for the sound, plant a new seed!</b><br/> <i>(Arms up, stretch)</i><br/> <b>Stretch up high, reach for the sky!</b><br/> <i>(Arms down, relaxed)</i><br/> <b>Take a deep breath, give it a try!</b></p> |
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|  |   |   |   | <b>Purpose:</b> Energize students and foster a positive, reflective atmosphere, incorporating physical movement to engage learners.   |
| <b>Listening and Language Development through Storytelling</b><br><br>10 min | <p><b>Activity:</b> Read aloud a short and engaging story with clear, simple sentences. 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?"</p> <ul style="list-style-type: none"> <li><b>Story:</b> "Sam and the Ant"</li> </ul> <p>Sam saw an ant.<br/>The ant was small.<br/>Sam said, "Hello, ant!"<br/>The ant ran fast.<br/>Sam smiled.</p> | <p><b>Activity:</b> Read a short and interesting article or story out loud. Read clearly and at a normal speed. After reading, have a short talk using questions like, "What was the main idea?" or "What was one interesting thing you heard?"</p> <ul style="list-style-type: none"> <li><b>Article Excerpt:</b> "The Secret of the Old Stone"</li> </ul> <p>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,</p> | <p><b>Activity:</b> We're going to listen to a short story. As I read, try to understand the main idea 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.</p> <ul style="list-style-type: none"> <li><b>Story:</b> "The Mountain Dream"</li> </ul> <p>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</p> | <p><b>Activity:</b> Read a story with a clear beginning, middle, and end. Encourage students to retell parts of the story in their own words, focusing on sequence of events.</p> <ul style="list-style-type: none"> <li><b>Story:</b> "The Fast Fish"</li> </ul> <p>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!</p> <p>One day, a big, dark shadow fell over the pond. It was a huge</p> |





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| <p><b>Purpose:</b> Develop listening comprehension, expand vocabulary, and expose students to connected text.</p> | <p>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 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.</p> <p><b>Purpose:</b> Help students listen better, learn new words that fit their age, and get used to reading longer texts that they might find interesting.</p> | <p>too difficult! The path is long and dim. Many have tried, but few have made it."</p> <p>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 were hard. The sun was hot, or the path was muddy. But Maya kept going. She remembered her dream.</p> <p>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</p> | <p>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.</p> <p>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 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.</p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>What made Fin different from the other fish in the pond?</li> </ol> |
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|   |   |  | <p>stretching out. She felt a deep sense of calm. She had made her dream a reality, one determined step at a time.</p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>What was Maya's big dream?</li> <li>What did Maya do to make her dream come true, even when it was hard?</li> </ol> <p><b>Purpose:</b> Develop critical listening skills and expand expressive language.</p> | <p>2. How did Fin's speed help him when the bird appeared?</p> <p><b>Purpose:</b> Develop narrative skills and reinforce comprehension.</p>  |
| <b>Letter and Word Review from Previous Sessions</b><br><br>5 min | <p><b>Previous Letters/Words:</b> W, Y, Mga Letrang Banyaga (Foreign Letters)</p> <p><b>Activity:</b> Quickly review the letters 'w' and 'y'. Show flashcards or write them on the board. Ask students to identify them and say any</p> | <p><b>Previous Letters/Words:</b> s, a</p> <p><b>Activity:</b> Start with a quick "Sound Check" for 's' and 'a'. Show flashcards of 's' and 'a' one by one, asking students to quickly say the sound for each. Then, challenge them to recall and read aloud</p> | <p><b>Previous Letters/Words:</b> s, a, t, i</p> <p><b>Activity:</b> <b>"Rapid Read &amp; Categorize"</b>: Display a mixed list of individual letters ('s', 'a', 't', 'i') and words ("sit," "sat," "it," "as," "sa") on a screen or whiteboard. Students quickly read each item aloud. After</p>  | <p><b>Previous Letters/Words:</b> s, a, t, i, m, d</p> <p><b>Activity:</b> Rapid review of all letters learned so far ('s', 'a', 't', 'i', 'm', 'd') and words "sit," "sat," "it," "mad," "dim," "sad." Use flashcards, quick sound/word identification.</p> |





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| <p>words they know that start with 'w' or 'y'.</p> <p><b>Sample Words for Review:</b></p> <ol style="list-style-type: none"> <li>1. <b>W:</b> Watawat (flag), Walis (broom), Walo (eight)</li> <li>2. <b>Y:</b> Yelo (ice), Yoyo, Yaya (nanny)</li> <li>3. <b>Mga Letrang Banyaga:</b> Briefly remind students 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-Filipino words is the focus.</li> </ol> <p><b>Purpose:</b> Reactivate prior knowledge and ensure continuity with previous lessons.</p> | <p>simple words they learned yesterday that use 's' and 'a'.</p> <p><b>Sample Words for Reading Review:</b></p> <ol style="list-style-type: none"> <li>1. as [as]</li> <li>2. sa [sah]</li> <li>3. Sam [sam]</li> <li>4. ant [ant]</li> <li>5. sad [sad]</li> <li>6. pass [pas]</li> <li>7. gas [gas]</li> <li>8. has [haz]</li> <li>9. ask [ask]</li> <li>10. class [klas]</li> </ol> <p><b>Purpose:</b> Quickly bring back what was learned and build confidence before new letters are introduced.</p> | <p>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.</p> <p><b>Sample Items for Reading &amp; Categorizing:</b></p> <ol style="list-style-type: none"> <li>1. s (letter)</li> <li>2. sit (word)</li> <li>3. a (letter)</li> <li>4. sat (word)</li> <li>5. t (letter)</li> <li>6. as (word)</li> <li>7. i (letter)</li> <li>8. it (word)</li> <li>9. sa (word)</li> <li>10. s (letter)</li> </ol> <p><b>Purpose:</b> Reinforce rapid recognition of letters and words, and encourage quick phonological processing and discrimination, building confidence in a fast-paced review.</p> | <p><b>Words to be reviewed:</b></p> <ol style="list-style-type: none"> <li>1. sit</li> <li>2. sat</li> <li>3. it</li> <li>4. as</li> <li>5. sa</li> <li>6. mad</li> <li>7. dim</li> <li>8. sad</li> <li>9. dam</li> <li>10. mat</li> <li>11. am</li> <li>12. dad</li> </ol> <p><b>Purpose:</b> Consolidate all previously taught letter-sound correspondences and word recognition.</p> |
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| <b>Explicit Phonics and Word Work Instruction</b><br><br>15-20 min | <b>Focus Letters:</b> s, a<br><br><b>Activities:</b> <ul style="list-style-type: none"> <li><b>Sound and Letter Hunt:</b> 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. Students go on a "hunt" to find them. When students find a card, they bring it back to a designated area.</li> <li><b>Letter Identification and Sound Production:</b> As each card is found, students identify the letter and orally produces its corresponding sound.</li> <li><b>Letter Formation Practice:</b> After identifying the letter and sound, students practice writing the letter in the air or on a small whiteboard, emphasizing correct stroke order.</li> </ul> | <b>Focus Letters:</b> t, i (and review s, a)<br><br><b>Activities:</b> <ul style="list-style-type: none"> <li><b>Building Words (Hands-on/Computer):</b> Give students letter tiles or use a smart board/computer program with letter tiles for 's', 'a', 't', 'i'. Guide students to build simple words like "sit," "sat," "it." As they build, have them say each sound and then read the whole word out loud.</li> <li><b>Reading Practice:</b> Show the words "sit," "sat," "it" clearly. Demonstrate how to read them, then have students read them alone, all together, and in small groups. Give helpful feedback right away on how they blend and say the words.</li> <li><b>Writing Letters:</b> Briefly practice writing the letters 't' and 'i' (for example, on</li> </ul> | <b>Focus Letters:</b> m, d (and review s, a, t, i)<br><br><b>Activities:</b> <ul style="list-style-type: none"> <li><b>Sound Introduction &amp; Initial Blending Practice:</b> Introduce the letter 'm' and its sound (/m/, like humming). Have students practice orally producing the /m/ sound. Do the same for 'd' (/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. Students practice reading these words individually and chorally.</li> </ul> <p><b>Sample Words for Blending Practice:</b></p> <ol style="list-style-type: none"> <li>mad [mad]</li> <li>dim [dim]</li> <li>sad [sad]</li> <li>dam [dam]</li> <li>mat [mat]</li> </ol> | <b>Focus Letter:</b> f (and review s, a, t, l, m, d)<br><br><b>Activities:</b> <ul style="list-style-type: none"> <li><b>Introduction of 'f':</b> Introduce the letter 'f'. Model the /f/ sound (like air escaping from a deflated tire). Have students practice orally producing the /f/ sound.</li> <li><b>Interactive Sound Game:</b> Play a "Sound Bingo" with pictures or words that start with /f/ (e.g., fish, fan) and other learned sounds. Students mark their board when they hear the target sound, deepening understanding of letter-sound fluency for /f/ (Objective 1).</li> <li><b>Blending with 'f':</b> Model blending sounds to form words like "fit," "fat," "fad" using previously learned letters and the new 'f'.</li> </ul> <p><b>Sample Words for Blending Practice:</b></p> |
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|  | <ul style="list-style-type: none"> <li><b>Collaborative Word Building:</b> Once several cards are collected, use magnetic letters or letter cutouts for 's' and 'a' to guide students in forming simple words like "as" and "sa" on a word-building mat. Have them say the sounds and then the blended word.</li> </ul> <p><b>Purpose:</b> Deepen understanding of letter-sound correspondence and introduce letter formation through an engaging, active learning experience.</p> | <p>whiteboards or paper), focusing on writing them correctly so they are easy to read.</p> <p><b>Purpose:</b> Help students learn to read simple words by blending sounds and improve how they write letters.</p> | <ol style="list-style-type: none"> <li>6. sit [sit] (review)</li> <li>7. sat [sat] (review)</li> <li>8. it [it] (review)</li> <li>9. am [am]</li> <li>10. dad [dad]</li> </ol> <ul style="list-style-type: none"> <li><b>Purpose:</b> Clearly introduces new letter sounds and immediately applies them to blending simple words, reinforcing the connection between sounds and written letters.</li> <li><b>Word Family Focus with New Sounds:</b> Introduce 'm' and 'd' sounds. Focus on introducing new CVC words within simple "word families" that use the new sounds.</li> </ul> <p>For example, introduce the "-ad" family (mad, sad, dad) or the "-im" family (dim, sim). Model how changing the first sound changes the word. Students practice reading these words.</p> | <ol style="list-style-type: none"> <li>1. fit [fit]</li> <li>2. fat [fat]</li> <li>3. fad [fad]</li> <li>4. fan [fan]</li> <li>5. fin [fin]</li> <li>6. if [if]</li> <li>7. sat [sat] (review)</li> <li>8. mad [mad] (review)</li> <li>9. sit [sit] (review)</li> <li>10. dim [dim] (review)</li> </ol> <p><b>Purpose:</b> Introduce the final new letter-sound correspondence for the week and begin applying it in CVC blending.</p> |
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|  |   |   | <p>families together and then individually.</p> <ul style="list-style-type: none"> <li><b>Sample Word Families for Reading:</b> <ol style="list-style-type: none"> <li>-ad family: mad [mad], sad [sad], dad [dad]</li> <li>-im family: dim [dim], sim [sim] (as in "simulate")</li> <li>-am family: Sam [sam], dam [dam], am [am]</li> <li>-at family: sat [sat], mat [mat], at [at]</li> </ol> </li> <li><b>Purpose:</b> Introduces new sounds within a predictable pattern, making blending easier and highlighting how sounds combine to form words.</li> </ul> |   |
| <b>Phonological Awareness Skill-Building</b><br><br>10 min | <b>Focus:</b> Word Concept (1:1 correspondence; tracking print)<br><br><b>Activity Option 1: "Point and Read" Phrases</b> | <b>Focus:</b> Understanding words (matching spoken words to written words; following words on a page) | <b>Focus:</b> Word Concept (1:1 correspondence; tracking print)<br><br><b>Activity Option 1: "Sentence Tracking with Word Count &amp; Highlighting"</b>   | <b>Focus:</b> Word Concept (1:1 correspondence; tracking print)<br><br><b>Activity Option 1: "Sentence Tracking with Word Count &amp; Highlighting"</b> |





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| <p><b>Directions:</b> Prepare simple short phrases written clearly on sentence strips. Read each phrase aloud slowly and clearly. Have students listen attentively and then point to each word as you read it again, demonstrating 1:1 correspondence and tracking print (Objective 2).</p> <p><b>Sample Short Phrases with Phonetic Transcription (Dictionary Style):</b></p> <ol style="list-style-type: none"> <li>1. A cat. [uh kat]</li> <li>2. I see. [eye see]</li> <li>3. The sun. [thuh sun]</li> <li>4. An ant. [an ant]</li> <li>5. A quick run. [uh kwik run]</li> <li>6. A sad. [uh sad]</li> <li>7. A mat. [uh mat]</li> <li>8. It is. [it iz]</li> <li>9. My mat. [my mat]</li> <li>10. A hat. [uh hat]</li> </ol> <p><b>Clap the Words:</b> Say simple sentences. Have students</p> | <p><b>Activity Option 1: "Guided Sentence Tracking with Word Count"</b></p> <p><b>Directions:</b> Present simple sentences (using words with s, a, t, i, m, d) on a screen or large print cards. Read each sentence clearly and slowly. Students follow along by pointing to each word as it is spoken (1:1 correspondence). After each sentence, ask the students 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.</p> <p><b>Sample Simple Sentences with Phonetic Transcription (Dictionary Style):</b></p> <ol style="list-style-type: none"> <li>1. Sit. [sit]</li> <li>2. It is. [it iz]</li> </ol> | <p><b>Directions:</b> 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. Students follow along by pointing to each word as it is spoken (1:1 correspondence). After reading, students 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.</p> <p><b>Sample Simple Sentences with Phonetic Transcription (Dictionary Style):</b></p> | <p><b>Directions:</b> 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. Students follow along by pointing to each word as it is spoken (1:1 correspondence). After reading, students 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.</p> <p><b>Sample Simple Sentences with Phonetic Transcription (Dictionary Style):</b></p> <ol style="list-style-type: none"> <li>1. A fat fish. [uh fat fish]</li> </ol> |
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| <p>clap once for each word they hear.</p> <p><b>Sample Simple Sentences with Phonetic Transcription (Dictionary Style):</b></p> <ol style="list-style-type: none"> <li>1. The sun is hot. [thuh sun iz hot]</li> <li>2. Sam saw an ant. [sam saw an ant]</li> <li>3. A cat sat. [uh kat sat]</li> <li>4. I can see. [eye kan see]</li> <li>5. The ant is small. [thuh ant iz smal]</li> <li>6. Sam said hello. [sam sed huh-LOH]</li> <li>7. It is a sad cat. [it iz uh sad kat]</li> <li>8. Pat can sit. [pat kan sit]</li> <li>9. A man sat. [uh man sat]</li> <li>10. I am Sam. [eye am sam]</li> </ol> <p><b>Purpose:</b> Develop awareness that spoken words correspond to written words</p> | <ol style="list-style-type: none"> <li>3. A cat sat. [uh kat sat]</li> <li>4. Sam sat. [sam sat]</li> <li>5. It is hot. [it iz hot]</li> <li>6. A sad ant hid. [uh sad ant hid]</li> <li>7. Sit, Pat. [sit, pat]</li> <li>8. Is it a cat? [iz it uh kat?]</li> <li>9. The sun is hot. [thuh sun iz hot]</li> <li>10. Sam is at it. [sam iz at it]</li> </ol> <p><b>Purpose:</b> 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.</p> <p><b>Activity Option 2: "Word Boundary Marking"</b></p> <p><b>Directions:</b> Provide students with short, simple sentences (using words with s, a, t, i) that are written without spaces (e.g., "Itisacat."). Students use a pencil or</p> | <ol style="list-style-type: none"> <li>1. A dim lamp. [uh dim lamp]</li> <li>2. Dad is mad. [dad iz mad]</li> <li>3. Sam sat. [sam sat]</li> <li>4. It is a dam. [it iz uh dam]</li> <li>5. I am sad. [eye am sad]</li> <li>6. The cat sat. [thuh kat sat]</li> <li>7. A mad dog barks. [uh mad dawg barks]</li> <li>8. Sit on it. [sit on it]</li> <li>9. Is it a mat? [iz it uh mat?]</li> <li>10. Tim is sad. [tim iz sad]</li> </ol> <p><b>Purpose:</b> 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.</p> <p><b>Activity Option 2: "Sentence Reconstruction &amp; Read Aloud"</b></p> | <ol style="list-style-type: none"> <li>2. Fin is fit. [fin iz fit]</li> <li>3. Dad had a fan. [dad had uh fan]</li> <li>4. It is a dim mat. [it iz uh dim mat]</li> <li>5. Sam felt sad. [sam felt sad]</li> <li>6. The fish swam. [thuh fish swam]</li> <li>7. A mad dad yelled. [uh mad dad yeld]</li> <li>8. Sit fast. [sit fast]</li> <li>9. Is it a fad? [iz it uh fad?]</li> <li>10. I am fit. [eye am fit]</li> </ol> <p><b>Purpose:</b> 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.</p> <p><b>Activity Option 2: "Word Sorting by Sounds/Letters"</b></p> |
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|  | <p>and practice left-to-right tracking.</p> | <p>marker to draw lines or spaces between each word, demonstrating their understanding of word boundaries. After marking, let them practice reading the sentences aloud, pointing to each word as they read it.</p> <p><b>Sample Sentences/Phrases (without spaces, for marking):</b></p> <ol style="list-style-type: none"> <li>1. Itis.</li> <li>2. Samisat.</li> <li>3. Acatsat.</li> <li>4. Itishot.</li> <li>5. Asadantcries.</li> <li>6. SitPat.</li> <li>7. Isitacat?</li> <li>8. Thesunishot.</li> <li>9. Samisatit.</li> <li>10. TompatsSam.</li> </ol> <p><b>Purpose:</b> Explicitly targets the "word concept" by requiring students to identify and mark individual words within a continuous string of letters,</p> | <p><b>Directions:</b> Write each word of a simple sentence (using words with s, a, t, i, m, d) on a separate small card or slip of paper. Mix up the words for each sentence. Students 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.</p> <p><b>Sample Sentences (words to be scrambled on separate cards):</b></p> <ol style="list-style-type: none"> <li>1. is, It. [it iz]</li> <li>2. sat, Sam. [sam sat]</li> <li>3. cat, A, sat. [uh kat sat]</li> <li>4. hot, is, It. [it iz hot]</li> <li>5. ant, A, sad. [uh sad ant]</li> <li>6. Pat, Sit. [sit, pat]</li> <li>7. cat?, a, ls, it. [iz it uh kat?]</li> </ol> | <p><b>Directions:</b> Provide students 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"). Students 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.</p> <p><b>Sample Items for Sorting:</b></p> <ul style="list-style-type: none"> <li>• Letters: s, a, t, i, m, d, f</li> <li>• 2-letter words: am, if, as</li> <li>• 3-letter words: fit, fat, fad, fan, fin, sit, sat, dim, sad, dam, mat, dad, it</li> </ul> <p><b>Purpose:</b> Directly targets the "word concept" by requiring students to analyze word</p> |
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|  |  | <p>then apply 1:1 correspondence during reading.</p> <p><b>Option 3: "Sentence Scramble &amp; Read"</b></p> <p><b>Directions:</b> Write each word of a simple sentence (using words with s, a, t, i) on a separate card or strip of paper. Scramble the words. Students 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.</p> <p><b>Sample Sentences (words to be scrambled):</b></p> <ol style="list-style-type: none"> <li>1. is, It.</li> <li>2. sat, Sam.</li> <li>3. cat, A, sat.</li> <li>4. hot, is, It.</li> </ol> | <ol style="list-style-type: none"> <li>8. is, hot, sun, The. [thuh sun iz hot]</li> <li>9. it, at, is, Sam. [sam iz at it]</li> <li>10. plays, cat, The, still. [thuh kat pleys]</li> </ol> <p><b>Purpose:</b> Develops understanding of sentence structure and word order, while integrating 1:1 correspondence and tracking print during the reading of the reconstructed sentence.</p> | structure (number of letters/sounds), reinforcing the building blocks of words. |
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|   |   | <p>5. ant, A, sad, hid.<br/>6. Pat, Sit.<br/>7. cat?, a, Is, it.<br/>8. is, hot, sun, The.<br/>9. it, at, is, Sam.<br/>10. sat, cat, The, meowed.</p> <p><b>Purpose:</b> Develops understanding of sentence structure and word order, while integrating 1:1 correspondence and tracking print during the reading of the reconstructed sentence.</p> |   |   |
| <b>Sight Word Recognition and Fluency Practice</b><br><br>5 min | <p><b>Focus:</b> Letter-sound fluency for 's' and 'a'.</p> <p><b>Directions:</b> Rapid recognition drill for 's' and 'a'. Flash the letters and have students quickly say their sounds. Practice blending "sa" and "as" quickly.</p> <p><b>Blended Words to Read</b></p> <ol style="list-style-type: none"> <li>1. as</li> <li>2. sa</li> </ol> | <p><b>Focus:</b> Reading the sounds of 't' and 'i' quickly, and reading "sit," "sat," "it" smoothly.</p> <p><b>Directions:</b> Quickly practice the 't' and 'i' sounds. Show cards with the words "sit," "sat," "it." Have students read them fast and correctly. This can be a "popcorn" reading where students read a word</p>                    | <p><b>Focus:</b> Letter-sound fluency for 'm' and 'd', and blending fluency for "mad," "dim," and "sad."</p> <p><b>Directions:</b> Quickly practice the 'm' and 'd' sounds. Show cards or a list of the words "mad," "dim," "sad," "dam," "mat," "am," "dad." Have students read them fast and correctly. This can be a</p> | <p><b>Focus:</b> Letter-sound fluency for 'f', and blending fluency for all CVC words learned this week.</p> <p><b>Directions:</b> Rapid drill of 'f' sound. Practice reading all words learned this week quickly and accurately.</p> <p><b>Words to be practiced:</b></p> <ol style="list-style-type: none"> <li>1. fit [fit]</li> <li>2. fat [fat]</li> </ol> |





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|  | <p><b>Purpose:</b> Build automaticity in recognizing and producing the sounds of the target letters and early blended forms through repeated exposure.</p> | <p>when you call on them, or a quick read all together.</p> <p><b>Blended Words to Read (10 samples for fluency practice):</b></p> <ol style="list-style-type: none"> <li>1. sit [sit]</li> <li>2. sat [sat]</li> <li>3. it [it]</li> <li>4. as [as]</li> <li>5. sa [sah]</li> <li>6. at [at]</li> <li>7. is [iz]</li> <li>8. sip [sip]</li> <li>9. tin [tin]</li> <li>10. tip [tip]</li> </ol> <p><b>Purpose:</b> Help students quickly recognize and say the sounds and read simple words.</p> | <p>"popcorn" reading where students read a word when you call on them, or a quick read all together.</p> <p><b>Blended Words to Read (10 samples for fluency practice):</b></p> <ol style="list-style-type: none"> <li>1. mad [mad]</li> <li>2. dim [dim]</li> <li>3. sad [sad]</li> <li>4. dam [dam]</li> <li>5. mat [mat]</li> <li>6. ham [ham]</li> <li>7. dad [dad]</li> <li>8. mad [mad]</li> <li>9. dim [dim]</li> <li>10. sad [sad]</li> </ol> <p><b>Purpose:</b> Help students quickly recognize and say the sounds and read simple words.</p> | <ol style="list-style-type: none"> <li>3. fad [fad]</li> <li>4. fan [fan]</li> <li>5. fin [fin]</li> <li>6. if [if]</li> <li>7. mad [mad]</li> <li>8. dim [dim]</li> <li>9. sad [sad]</li> <li>10. sit [sit]</li> <li>11. sat [sat]</li> <li>12. it [it]</li> </ol> <p><b>Purpose:</b> Build automaticity in recognizing and producing all sounds and reading all simple words introduced.</p> |
| <p><b>Fluency and Comprehension through Play-Based Practice</b></p> <p>5 min</p> | <p><b>Activity Option 1: "Sound Hopscotch"</b></p> <p><b>Directions:</b> Draw a simple hopscotch grid on the floor (or use tape). In each</p>              | <p><b>Activity Option 1: "Sentence Completion Challenge"</b></p> <p><b>Directions:</b> Provide students with incomplete sentences that can be finished using a</p>   | <p><b>Activity Option 1: "CVC Word Scavenger Hunt (Classroom Edition)"</b></p> <p><b>Directions:</b> Write several CVC words (e.g., "sit," "mat," "tin,"</p>   | <p><b>Activity Option 1: "CVC Word Ladder Challenge"</b></p> <p><b>Directions:</b> Prepare a "word ladder" on a whiteboard or paper. Start with a CVC word</p>   |





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| <p>square, write either the letter 's' or 'a'. Students 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).</p> <p><b>Purpose:</b> Combines physical activity with sound-letter recognition and oral fluency practice in a fun, interactive way.</p> <p><b>Option 2: "Story Retelling with Sound Focus"</b></p> <p><b>Activity:</b> Briefly retell "Sam and the Ant" with the students. As you retell, emphasize words that contain the /s/ or /a/ sound. Then, ask students to retell parts of the story, encouraging them to use words with these sounds, or to identify words in the story</p> | <p>CVC word from the learned set (s, a, t, i) or a word starting with 's', 'a', 't', or 'i'. Students quickly write or say a word that completes the sentence. This can be done individually or in pairs.</p> <p><b>Sample Sentence Starters:</b></p> <ol style="list-style-type: none"> <li>1. I can _____. (sit)</li> <li>2. The cat _____. (sat)</li> <li>3. Is it a ____? (mat)</li> <li>4. A _____ ant cries. (sad)</li> <li>5. Sam is _____ home. (at)</li> <li>6. Please _____ here. (sit)</li> <li>7. She is _____ tall _____. I am. (as)</li> <li>8. The story made me _____. (sad)</li> <li>9. This _____ a big apple. (is)</li> <li>10. The apple is _____ the table. (at)</li> </ol> <p><b>Purpose:</b> Encourages rapid word retrieval and application of learned CVC</p> | <p>"dam," "mad") on small slips of paper and hide them around the classroom (in obvious, accessible spots). Students 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.</p> <p><b>Sample Words to Hide:</b></p> <ol style="list-style-type: none"> <li>1. sit</li> <li>2. mat</li> <li>3. tin</li> <li>4. dam</li> <li>5. mad</li> <li>6. sad</li> <li>7. dim</li> <li>8. sat</li> <li>9. am</li> <li>10. dad</li> </ol> <p><b>Purpose:</b> Adds an element of active discovery and movement to word recognition practice, making</p> | <p>(e.g., "fan"). Students 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.</p> <p><b>Example Ladders:</b></p> <ol style="list-style-type: none"> <li>1. FAN -&gt; FIN -&gt; TIN -&gt; SIT -&gt; SAT -&gt; FAT -&gt; FIT</li> <li>2. MAD -&gt; SAD -&gt; SAT -&gt; SIT -&gt; FIT -&gt; FIN -&gt; FAN</li> <li>3. DIM -&gt; DAM -&gt; SAM -&gt; SAD -&gt; MAD</li> <li>4. FIT -&gt; FAT -&gt; FAN -&gt; FIN -&gt; TIN</li> <li>5. SIT -&gt; SAT -&gt; MAT -&gt; MAD -&gt; DAD</li> <li>6. FAD -&gt; SAD -&gt; SAM -&gt; DAM -&gt; DIM</li> <li>7. TIN -&gt; FIN -&gt; FIT -&gt; FAT -&gt; SAT</li> <li>8. DAD -&gt; DAM -&gt; DIM -&gt; SIM (if 's' is available) -&gt; SIT</li> <li>9. AM -&gt; DAM -&gt; DIM -&gt; MAD -&gt; SAD</li> <li>10. IF -&gt; FIT -&gt; FAT -&gt; FAN -&gt; FIN</li> </ol> |
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| <p>that have the /s/ or /a/ sound.</p> <p><b>Purpose:</b> Reinforces listening comprehension and oral fluency, connecting it directly to the target sounds within a narrative context.</p> <p><b>Option 3: "Letter and Sound Fishing"</b></p> <p><b>Activity:</b> Create a small "fish" with the letters 's' and 'a' written on them, and attach a paperclip. Give students a "fishing rod" (a stick with a string and magnet). Students "fish" for a letter, say its sound, and then say a word that starts with or contains that sound.</p> <p><b>Purpose:</b> Provides a hands-on, engaging game for letter-sound recognition and</p> | <p>words in a meaningful context, boosting both fluency and comprehension.</p> <p><b>Option 2: "Sentence Scramble Relay"</b></p> <p><b>Directions:</b> 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 student from each team races to arrange the words in the correct order on their desk/table. Once correctly ordered, they read the sentence aloud, pointing to each word (1:1 correspondence). The first team to correctly arrange and read wins.</p> | <p>fluency practice more engaging and less like a drill.</p> <p><b>Activity Option 2: "What's My CVC Word?" (Guessing Game)</b></p> <p><b>Directions:</b> Instruct one student to think of a CVC word using only the learned letters (s, a, t, i, m, d). Other students 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 student who guesses correctly gets to think of the next word.</p> <p><b>Examples of words they might guess include:</b></p> <ol style="list-style-type: none"> <li>1. mad</li> <li>2. dim</li> <li>3. sad</li> <li>4. dam</li> <li>5. mat</li> <li>6. pit</li> </ol> | <p><b>Purpose:</b> Develops phoneme manipulation skills (changing sounds in words), reinforces CVC word recognition, and encourages flexible thinking in a fun, challenging game.</p> <p><b>Activity Option 2: "Sentence Story Chain"</b></p> <p><b>Directions:</b> Start a simple sentence using learned CVC words (e.g., "A fat fish..."). The first student reads the sentence and adds one more word to continue the story, ensuring it makes sense and uses learned sounds/words. The next student reads the whole sentence so far and adds another word. Continue as a chain, focusing on fluency and comprehension.</p> <p><b>Example Chain:</b></p> |
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| oral production, promoting fluency. | <p><b>Sample Scrambled Sentences (words to be printed on separate cards):</b></p> <ol style="list-style-type: none"> <li>1. is, It. [it iz]</li> <li>2. sat, Sam. [sam sat]</li> <li>3. cat, A, sat. [uh kat sat]</li> <li>4. hot, is, It. [it iz hot]</li> <li>5. cries, ant, A, sad. [uh sad ant krayz]</li> <li>6. Pat, Sit. [sit, pat]</li> <li>7. cat?, a, Is, it. [iz it uh kat?]</li> <li>8. is, hot, sun, The. [thuh sun iz hot]</li> <li>9. it, at, is, Sam. [sam iz at it]</li> <li>10. sat cat fat The. [thuh fat kat sat]</li> </ol> <p><b>Purpose:</b> Combines physical movement and teamwork with sentence construction and fluent reading, reinforcing word order and 1:1 correspondence in a playful, competitive format.</p> | <p>7. sat<br/>8. hit<br/>9. ram<br/>10. dad</p> <p><b>Purpose:</b> Develops phonological awareness skills (identifying sounds, rhyming), encourages strategic thinking, and reinforces CVC word knowledge in a playful, low-pressure guessing game.</p> | <p><b>Teacher:</b> "A fat fish..."<br/><b>Student 1:</b> "...sat." (A fat fish sat.)<br/><b>Student 2:</b> "...on..." (A fat fish sat on...)<br/><b>Student 3:</b> "...a..." (A fat fish sat on a...)<br/><b>Student 4:</b> "...mat." (A fat fish sat on a mat.)</p> <p><b>Purpose:</b> Encourages creative sentence construction, reinforces reading fluency within context, and builds comprehension through collaborative storytelling.</p> |
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| <p><b>Closing/<br/>Reflection</b></p>  | <p><b>Directions:</b> Gather students in a circle. Go around the circle and have students share one new sound they learned today or one word they can now make with 's' and 'a' (e.g., "as," "sa").</p> <p>Encourage students 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.</p> <p><b>Purpose:</b> Summarize learning collaboratively, encourage self-assessment, and provide a sense of accomplishment.</p> | <p><b>Directions:</b> Ask students to finish the sentence:</p> <ul style="list-style-type: none"> <li>• "Today, I learned..."</li> <li>• "One word I can read now is..."</li> </ul> <p>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.</p> <p><b>Purpose:</b> Sum up what was learned, help students think about their own learning, and make them feel good about what they did.</p> | <p><b>Directions:</b> Ask students the following:</p> <ul style="list-style-type: none"> <li>• What new words did we learn today?</li> <li>• Can you tell me a word that starts with /m/?</li> </ul> <p>Review the letters 'm' and 'd' and the words "mad," "dim," "sad."</p> <p><b>Purpose:</b> Sum up what was learned, help students think about their own learning, and make them feel good about what they did.</p> | <p><b>Directions:</b> Ask students the following:</p> <ul style="list-style-type: none"> <li>• What was your favorite word to read this week?</li> <li>• What was the easiest sound for you?</li> <li>• What was the hardest?</li> </ul> <p>Review all the letters and words learned this week. Celebrate their progress.</p> <p><b>Purpose:</b> Summarize the week's learning, encourage self-assessment, and celebrate achievements.</p> |
| <p><b>Enhancement<br/>of Learning<br/>/Home<br/>Reinforcement<br/>Activity</b></p> | <p><b>"S &amp; A Word Scavenger Hunt (Digital/Print)" Activity (See LAS Week 5 Session 1)</b></p>  | <p><b>"CVC Word Story Creation" Activity (LAS Week 5 Session 2)</b></p>  | <p><b>"Sentence Match-Up &amp; Read" Activity (LAS Week 5 Session 3)</b></p>   | <p><b>Instructions for Families: "Weekly Reading Challenge!" (LAS Week 5 Session 4)</b></p> <p>Dear Families,</p>  |





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| <p><b>Directions:</b> Students are tasked with finding 10-15 words containing the /s/ or /a/ sound from a source of their choice (e.g., a news 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.</p> <p><b>Purpose:</b> Encourages active reading, expands vocabulary, and reinforces the visual identification of target sounds in authentic text.</p> | <p><b>Directions:</b> Students 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, 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.</p> <p><b>Purpose:</b> Promotes creative application of learned CVC words in a meaningful context, enhancing both writing and oral reading fluency through a paper-based activity.</p> | <p><b>Directions:</b> Provide students with a worksheet containing two columns. One column has simple sentences (e.g., "A dim lamp.") and the other column has corresponding pictures or short phrases that match the meaning of the sentences. Students 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.</p> <p><b>Sample Sentences for Matching:</b></p> <ol style="list-style-type: none"> <li>1. A sad cat.</li> <li>2. Dad is mad.</li> <li>3. Sit, Tim.</li> <li>4. It is a dam.</li> <li>5. I am Sam.</li> </ol> <p><b>Purpose:</b> Reinforces comprehension of simple sentences and strengthens 1:1 correspondence and</p> | <p>This week, your child has been working hard on learning new letter sounds 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:</p> <p><b>What we learned this week:</b></p> <p><b>Letter Sounds:</b> /s/, /a/, /t/, /i/, /m/, /d/, /f/</p> <p><b>Words:</b> sit, sat, it, mad, dim, sad, fit, fat, fad (and other words you've seen in class)</p> <p><b>Activity to try at home:</b></p> <p><b>"Word Pointer Practice" (5-10 minutes):</b></p> <p><b>How to play:</b> Find any book, magazine, or even a cereal</p> |
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|  |  |  | <p>tracking in a visual, engaging paper-and-pencil activity.</p> <p>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?"</p> <p><b>Why it helps:</b> 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.</p> |  |
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| <b>ARAL-Reading Basic</b> | <b>KEY STAGE</b> | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <b>Intervention Week</b> | 6   |
| <b>Focus</b> Alliteration |                  |  | <b>Language</b>          | <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> English |

| <b>TUTORIAL PROCEDURES</b> |  |   |   |   |
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|                            | <b>SESSION ONE</b>   | <b>SESSION TWO</b>  | <b>SESSION THREE</b>  | <b>SESSION FOUR</b>   |
| <b>Focus Letter/Sound</b>  | Rr, Oo   | Gg, Ll, Hh,   | Uu, Cc  | r, o, g, l, h, u, c   |
| <b>Objectives</b>          | <ol style="list-style-type: none"> <li>Express personal feelings and ideas orally from the Expression Chart.</li> <li>Identify and produce the /r/, and /o/ sounds.</li> <li>Read words, phrases, sentences and short stories with Rr and Oo.</li> <li>Create short sentences using words that start with the same beginning sounds.</li> <li>Participate actively in interactive and engaging activities employing alliteration with letters r, and o.</li> </ol> | <ol style="list-style-type: none"> <li>Express personal feelings and ideas orally from the Expression Chart.</li> <li>Identify and produce the /g/, /l/, and /h/ sounds.</li> <li>Read the words, phrases, sentences and short stories with Gg, Ll, and Hh.</li> <li>Create short sentences using words that start with the same beginning sounds.</li> <li>Participate actively in interactive and engaging activities employing alliteration with letters g, l, and h.</li> </ol> | <ol style="list-style-type: none"> <li>Express personal feelings and ideas orally from the Expression Chart.</li> <li>Identify and produce the /u/, and /c/ sounds.</li> <li>Read the words, phrases, sentences and short stories with Uu and Cc.</li> <li>Create short sentences using words that start with the same beginning sounds.</li> <li>Participate actively with interactive and engaging activities employing alliteration with letters u and c.</li> </ol> | <ol style="list-style-type: none"> <li>Express personal feelings and ideas orally from the Expression Chart.</li> <li>Identify and produce the /r/, /o/, /g/, /l/, /h/, /u/, /c/ sounds.</li> <li>Read the words, phrases, sentences and short stories with r, o, g, l, h, u, and c.</li> <li>Write simple alliteration using a pyramid technique.</li> <li>Participate actively in interactive and engaging activities employing alliteration with letters r, o, g, l, h, u, and c.</li> </ol> |





| Materials   | pictures, flashcards, strips of papers  | pictures, flashcards, strips of papers  | pictures, flashcards, strips of papers  | pictures, flashcards, strips of papers   |
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| <b>Opening Routine and Socio-Emotional Warm-Up</b><br><br>5 min | <p><b>Feelings Check-In with Breathing Routine</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the learners: "Good morning! How are you today?"</li> <li>Show a <b>feelings chart or emoji cards</b> (happy, sad, excited, tired, worried). Ask learners to <b>point to or name</b> how they feel.</li> <li>Lead a <b>breathing exercise using hand tracing</b>: "Trace your fingers slowly—breathe in as your finger goes up, breathe out as it goes down."</li> <li>End with a quick check: "Raise your hand if you're ready to learn!"</li> </ul> | <p><b>"My Feelings/Emotion Today"</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the learners: "Good morning! How are you today? How do you feel today?"</li> <li>Look at the Expression Chart. Check your feelings</li> </ul> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Angry</p> </div> <div style="text-align: center;"> <p>Anxious</p> </div> <div style="text-align: center;"> <p>Bored</p> </div> <div style="text-align: center;"> <p>Confident</p> </div> <div style="text-align: center;"> <p>Confused</p> </div> <div style="text-align: center;"> <p>Embarrassed</p> </div> <div style="text-align: center;"> <p>Grumpy</p> </div> <div style="text-align: center;"> <p>Happy</p> </div> <div style="text-align: center;"> <p>Joyful</p> </div> <div style="text-align: center;"> <p>Mischief</p> </div> </div> <ul style="list-style-type: none"> <li>Ask the learners to do chair exercises to uplift their emotions for the day. Link is provided below.</li> <li><a href="https://www.youtube.com/watch?v=NaFHwtxTPnE">https://www.youtube.com/watch?v=NaFHwtxTPnE</a></li> <li>Ask the learners: "Eyes on me, eyes on you."</li> <li>Say: Hep! Help! Hooray if everyone is ready to listen.</li> </ul> | <p><b>Act how do you feel today</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the learners: "Good morning! How are you today?"</li> <li>Ask the learners to act how they are feeling for that day.</li> <li>Ask the learners to sing "Hello, Hello, How do you do,."</li> </ul> <p><a href="https://www.youtube.com/watch?v=G8WB0ycuEwY">https://www.youtube.com/watch?v=G8WB0ycuEwY</a></p> <p>Say: "Grandpa's hat, put it on your head."<br/> "Grandma's glasses, put them on the eyes."<br/> "The children's hands, place them on the lap."</p> | <p><b>Feelings Check-In with Breathing Routine</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the learners: "Good morning! How are you today?"</li> <li>Ask the learners to stand. Let them shake their hands upward, downward, sideward to ease the tension.</li> <li>How do you feel today?</li> <li>What do you expect for today's activities?</li> </ul> |





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| <b>Listening<br/>and<br/>Language<br/>Development through Storytelling</b><br><br>10 min | <ul style="list-style-type: none"> <li>Show a picture of a dog.</li> <li>Ask the learners: Do you have pets at home? What's the name of your pet?</li> <li>Briefly unlock words using picture clues: <b>races</b>, <b>chases</b>, <b>chews</b>, <b>shoelaces</b></li> <li>Read the story <b>Roy's dog Rover</b> aloud with expression.</li> </ul> <p><b>Roy's dog Rover</b><br/> <b>Roy's dog Rover runs all over; Rover runs. (2x)</b><br/> <b>Rover races; Rover chases.</b><br/> <b>Rover chews on Roy's shoelaces.</b><br/> <b>Oh yes Rover runs all over; Rover runs.</b></p> <p>Source: A "Comin' 'Round the Mountain" parody in Ab.</p> <ul style="list-style-type: none"> <li>Ask questions after reading:               <ol style="list-style-type: none"> <li>"What is the name of his pet?"</li> <li>"What did Rover love to do?"</li> <li>"What can you say about his pet?"</li> </ol> </li> </ul> | <p>Present the tongue twisters to the learners. Read the tongue twisters and let them listen well.</p> <ol style="list-style-type: none"> <li>A goat and a goose go to the green garden to gobble green grapes, giggle greatly, and greet the grumpy grasshopper."</li> <li>Little lizard leaps by the lake. Leaps, leaps by the lake.</li> <li>Helen has a hen. Harry has a hamster. Homer has a horse. Hen, hamster, horse horse, hamster, hen</li> </ol> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>In tongue twister number 1, what sound is being repeated? What is its letter name? How about in number 2? In number 3?</li> <li>What animals went to the garden to gobble green grapes and greet</li> </ol> | <p>Direct the learners' attention to the sets of tongue twisters. The teacher will read the tongue twisters. Let the learners read after their teacher. Observe the words used in the tongue twisters.</p> <p><b>Set A</b></p> <ol style="list-style-type: none"> <li>Caroline collected colorful crystals in the countryside.</li> <li>Carlos courageously conquered challenging climbing courses.</li> <li>Cassandra's cat, Cleo, curiously explored the cozy cabin.</li> </ol> <p><b>Set B</b></p> <ol style="list-style-type: none"> <li>Ursula's uncle uttered an unusual utterance upstairs.</li> <li>Underneath the umbrella, Ursula unrolled an unusual map.</li> <li>Ulysses uses unique utensils for cooking</li> </ol> | <p>Ask the learners what they need to do while listening to a story. Before reading, introduce and explain the unfamiliar words first.</p> <p><b>Vocabulary Activity</b></p> <table border="1"> <tbody> <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> </tbody> </table> <p>Answers:<br/>           1.d                  4. a<br/>           2.e                  5. b<br/>           3.c</p> <p><b>Rico and the Rainbow Quest</b></p> <p>Rico the rabbit ran rapidly down the rocky road. He heard that a rare rainbow rock</p> | 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   |   |   |   |            |                              |              |                          |             |                   |             |                   |         |  |
| 3. Gobbling  | c. eating quickly  |   |   |   |            |                              |              |                          |             |                   |             |                   |         |  |
| 4. Lounging  | d. moving quickly  |   |   |   |            |                              |              |                          |             |                   |             |                   |         |  |
| 5. Rare  | e. noticing details and paying attention   |   |   |   |            |                              |              |                          |             |                   |             |                   |         |  |
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| <ul style="list-style-type: none"> <li>Ask the learners to act out what Rover did in the story.</li> </ul> <p>Possible Answers:</p> <ol style="list-style-type: none"> <li>Its name is Rover.</li> <li>Rover loves to run.</li> <li>His pet is playful.</li> </ol> | <p>the grumpy grasshopper?</p> <ol style="list-style-type: none"> <li>What did the lizard do by the lake?</li> <li>Who has a hamster?</li> <li>Ask the learners to give words with /g/, /h/, and /l/.</li> </ol> <p>Possible Answers:</p> <ol style="list-style-type: none"> <li>/g/ Letter Gg, /l/ Letter Ll, /h/ Letter Hh.</li> <li>A goat and a goose go to the green garden to gobble green grapes</li> <li>Little lizard leaps by the lake.</li> <li>Harry has a hamster.</li> <li>Answers may vary.</li> </ol> <ul style="list-style-type: none"> <li>Ask the learners to repeat the sounds of /g/, /h/, and /l/.</li> <li>Let them give the letter names.</li> </ul> | <p>undercooked urchins.</p> <p><i>What sounds did you hear from Set A? How about in Set B?</i></p> <p><i>What is the letter name of the sound in Set A? How about in Set B?</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> <li>✓ Set A words sound /c/</li> <li>✓ Set B words sound /u/</li> <li>/c/ its letter is Letter Cc and /u/ is Letter Uu</li> </ul> | <p>was hidden near the old oak tree.</p> <p>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 on. He bumped into Gary the goat, who was gobbling green grapes beside a glowing garden gate.</p> <p>"Go and look by the lilies," Gary said. "But be careful—Lola the lion is lounging near the lake."</p> <p>Rico tiptoed past the lake, where he saw Lola licking lemon lollipops while humming happily.</p> <p>Under the umbrella tree, Rico finally found the colorful crystal rock—it shimmered like sunlight! He jumped up and shouted:</p> <p>"Hooray! I found it!"</p> <p>He clutched the crystal, smiled, and calmly hopped home.</p> <p><b>Questions:</b></p> |
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|  |  |  |  |  |  |  | <ol style="list-style-type: none"><li>What was Rico searching for?<br/>Answer: He is looking for a rainbow rock.</li><li>Who gave Rico a clue near the lake?<br/>Answer: It was Gary the goat.</li><li>Where did Rico finally find the rainbow rock?<br/>Answer: He found it under the umbrella tree.</li><li>What did Olive say Rico needed to be to find the rock?<br/>Answer: He needs to be observant.</li><li>What made the rainbow rock special?<br/>Answer: It shimmered like the sunlight.</li><li>If you could go on a quest like Rico, what treasure would you search for and why?<br/>Answers: Answers may vary.</li></ol> |
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| <b>Letter and Word Review from Previous Sessions</b><br><br>5 min  | <ul style="list-style-type: none"> <li>Flashcards: Show pictures from last week (e.g., ambulance, flag, mattress, shoes, tree). Let learners say the words aloud.</li> <li>Sight Word Drill: Show this week's first 5 sight words (<b>a, the, and, you, is</b>) using flashcards. Ask learners to read and clap each time they recognize one.</li> <li>Do a quick chant: "I see the word — 'you'! I see the word — 'and'!"</li> </ul> | <ul style="list-style-type: none"> <li>Using concrete objects (ring, orange, okra, rocket), ask the learners to name the objects and let them give the initial sounds they heard.</li> <li>Sight Word Drill: (<b>a, the, and, you, is</b>)<br/>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 spell it correctly on the board.</li> </ul> | <ul style="list-style-type: none"> <li>What sound is being repeated on the globe, glad, glide?<br/>Answer: /g/</li> <li>How about these sentences?           <ol style="list-style-type: none"> <li>Lena loves lollipops.<br/>Answer: /l/</li> <li>Hannah has a big hamper at home.<br/>Answer: /h/</li> </ol> </li> </ul> <p>Sight Word Drill: (<b>a, the, and, you, is</b>)<br/>Let the learners read them in the word wall.</p> <p>Using their drill board, let them write the sight words on their own.</p> | <p><b>Remember Me!</b></p> <p>Using your drill boards, write a word that has an initial sound on the letter being flashed.</p> <p>A. Letters: Rr, Oo, Gg, Hh, Ll, Uu, Cc<br/>B. Write the basic sight words you've learned for this week.</p> <p>Possible answers:</p> <p>A. rabbit, ox, goat, hen, log, umbrella, carrot<br/>B. a, the, and, you, is</p> |
| <b>Explicit Phonics and Word Work Instruction</b><br><br>15-20 min | <p><b>I DO</b></p> <ul style="list-style-type: none"> <li>Listen to the sentences, as I read them, identify the letter sound being repeated.           <ol style="list-style-type: none"> <li>A radar ring rippled across the monitor.</li> </ol> </li> </ul>   | <ul style="list-style-type: none"> <li>Again, introduce the sounds of /g/, /h/, /l/.</li> <li>Let the learners repeat the sounds of three letters.</li> <li>Ask the learners to give words that start with /g/, /h/, /l/.</li> </ul>   | <p>Say: Listen to the teacher as she reads the short story. But before that, unlock the unfamiliar words using picture clues.</p>   | <p><b>I DO</b></p> <ul style="list-style-type: none"> <li>The teacher will remind the learners of the following sounds /r/, /o/, /g/, /l/, /h/, /u/, /c/</li> </ul> <p><b>Using Flash Cards</b></p>   |





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|  | <p>b. The red roses were wrapped in ribbons.</p> <p>c. Olivia's orange orchids offered an oasis of calm.</p> <p>d. Olga's optimistic outlook overshadowed ordinary obstacles.</p> <ul style="list-style-type: none"> <li>• Say : /rrrrrrrrrrr/</li> <li>• Say: /oooo/</li> <li>• Ask the learners to repeat the sounds and ask them the name of the letter with /r/ and /o/ sounds.</li> <li>• In sentence number 1, what are the words with /r/ ? In sentence number 2?</li> </ul> <p>Answers: 1. radar, ring, rippled; 2. red, roses</p> <ul style="list-style-type: none"> <li>• In sentence number 3, what are the words with /o/ sound? What about in sentence 4?</li> <li>✓ Olivia, orange, orchids, oasis</li> </ul> | <ul style="list-style-type: none"> <li>Ask them to pair the words with the sight words a, and, the, is, you.</li> <li>Ask the learners to use the words with /g/, /h/, /l/ sounds in a simple sentence.</li> </ul> <p><b>Game: 4pics 1 word</b><br/>Using your drill board, write the name of the pictures.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• /g/ gift</li> <li>• /h/ hero</li> <li>• /h/home</li> <li>• /l/ lemonade</li> <li>• /l/ lollipop</li> <li>• /g/ gardener</li> </ul> | <p>1.collection</p> <p>2. countryside</p> <p>3.crystal</p> | <p>rank oval globe ladder hammer heroes ukelele rain owl grow lilies undershirt</p> <p><b>WE DO</b></p> <ul style="list-style-type: none"> <li>The teachers together with the learners will sound the letters being studied for the past days (/r/, /o/, /g/, /l/, /h/, /u/, /c/)</li> <li>They will read the list of words together.</li> </ul> <p><b>YOU DO</b></p> <p><b>Activity 1: What Am I</b></p> <ul style="list-style-type: none"> <li>Say: Look at the pictures. Recall its initial sound and letter name. Write the name of the given picture.</li> </ul> <p>Possible Answers:</p> <ul style="list-style-type: none"> <li>• ribbon</li> <li>• octopus</li> <li>• gloves</li> <li>• hanger</li> </ul> |
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| <ul style="list-style-type: none"> <li>✓ Olga, optimistic, outlook, ordinary</li> <li>Using a wheel of names, ask the chosen learner to give 3 words that start with /r/ and /o/ sounds.<br/>Possible answers:<br/>rabbit, red, rose<br/>orange, Olive, octopus</li> </ul> |  |  | <p>Cassandra. They talked about her collection. She was happy showing all of her collection to them.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>Who collected colorful crystals?<br/>Answer: Carol collected colorful crystal.</li> <li>Where did she collect the colorful crystals?<br/>Answer: Carol collected them from the countryside.</li> <li>What made Carol feel happy?<br/>Answer: She was happy because of her collection.</li> <li>What letter sound is being repeated in the story?<br/>Answer: /c/</li> </ol> | <ul style="list-style-type: none"> <li>ladder</li> <li>undershirt</li> <li>camera</li> </ul> <p><b>(See LAS Week 6 Session 4 Activity 1)</b></p> <p><b>Activity 2: Choose Me!</b><br/>Choose a letter and make an alliteration in a pyramid form. Look at the sample below.</p> <p style="text-align: center;">the<br/>rabbit<br/>rumbling<br/>roaming, running<br/>riding in a rollercoaster</p> <p><b>(See LAS Week 6 Session 4 Activity 2)</b></p> |
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|  |  |  | <p><b>Story #2: Ursula's Umbrella</b></p> <p>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.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1. Who was the owner of the umbrella?<br/>Answer: Ursula owns the umbrella.</li><li>2. Who borrowed her umbrella?<br/>Answer: Her uncle borrows the umbrella.</li><li>3. What object fell when the umbrella was pulled up?<br/>Answer: The unrolled unusual map fell.</li><li>4. What sound of letters is being repeated in the story?<br/>Answer: /u/</li></ol> |  |
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| <b>Phonologica<br/>l Awareness<br/>Skill-Building</b><br><br>10 min | <b>Phoneme Isolation</b><br><b>A. Count Me In !</b><br><p>The learners will sort the pictures in the box on the correct sounds (Rr and Oo) with the limited time. Whoever finishes first will be the winner of the activity.</p> <p><b>(See LAS Week 6 Session 1 Activity 1)</b></p> <p>Possible Answers:<br/>Rr-robot, rat, run, red<br/>Oo- orange, octopus, ox, ostrich</p> <p><b>B. Scavenger Hunt</b><br/>Learners will be given strips of paper with tongue twisters written on it and they need to circle all the words that start with the /r/ and /o/ sounds.</p> <p><b>(See LAS Week 6 Session 1 Activity 2)</b></p> <p>Possible Answers:</p> | <b>Phoneme Substitution</b><br><b>Activity 1: Change Me!</b> <ul style="list-style-type: none"> <li>The teacher will read the word list. Then, let the learners read the words.</li> <li>Ask: Change the initial sound of the given word. What is the new word? Example: /s/ sun—/_b/ bun</li> </ul> <p><b>(See LAS Week 6 Session 2 Activity 2)</b></p> <p>Possible Answers:</p> <ol style="list-style-type: none"> <li>grow</li> <li>hum</li> <li>log</li> <li>hop</li> <li>lip</li> </ol> <p><b>Activity 2: Write your Thoughts!</b><br/>Compose simple sentences using the new words in activity 1.<br/>Answers may vary.</p> <p><b>(See LAS Week 6 Session 2 Activity 2)</b></p> | <p>This activity will deepen the understanding of the learners on the sounds of letters u and c. These two letters have two sounds. Letter Uu can be pronounced with short and long sounds. While CC has soft and hard sounds.</p> <p><b>Word Awareness</b><br/><b>Activity 1: Fix Me!</b><br/>Say: Read the words. Arrange the letters to form words with /u/ and /c/.</p> <p>Possible Answers:</p> <ol style="list-style-type: none"> <li>carrot</li> <li>clam</li> <li>Carol</li> <li>umbrella</li> <li>under</li> <li>uncle</li> </ol> <p><b>(See LAS Week 6 Session 3 Activity 1)</b></p> | <b>Word Awareness and Recognition</b><br><b>Activity 3</b><br><br><b>Complete Me!</b><br><p>Ask the learners to read the sentences and fill in with a correct answer to complete the sentences.</p> <p><b>(See LAS Week 6 Session 4 Activity 3)</b></p> <p>Possible Answers:</p> <ol style="list-style-type: none"> <li>lollipop</li> <li>grapes</li> <li>gift</li> <li>house</li> <li>unicorn</li> </ol> |
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| <p>1.Rory, Roger, reared, rural<br/>2.Roberta, ran, rings, Romans, ruins<br/>3.Olaf, observes, over, old, oaks, October<br/>4. Olive, octopus, open, oyster, on, ocean, October</p> <p><b>Phoneme Matching</b></p> <p><b>C. Match made in Heaven!</b><br/>The learners will match the pictures to /r/ and /o/ sounds or names of the pictures.<br/><b>(See LAS Week 6 Session 1 Activity 3)</b><br/>Possible Answers:<br/>a. otter<br/>b. ring<br/>c. rabbit<br/>d. orange<br/>e. rain</p> |  | <p><b>Activity 2: To do list</b><br/>List at least 5 words that have /u/ and /c/ sounds.</p> <p><b>(See LAS Week 6 Session 1 Activity 2)</b></p> <p>Answers may vary.</p> |  |
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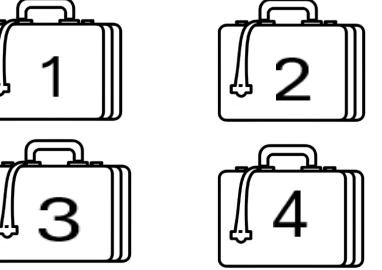




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| <b>Sight Word Recognition and Fluency Practice</b><br><br>5 min           | <ul style="list-style-type: none"> <li>Display the sight words on the <b>READ ME!</b> chart: <b>a, the, and, you, is</b></li> <li><b>Flash-Read Sentences</b><br/><b>Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: <ol style="list-style-type: none"> <li>1. <b>the</b> rabbits</li> <li>2. oranges <b>and</b> okra</li> <li>3. Ronnie <b>and</b> Rovie are friends.</li> <li>4. Rico <b>is</b> a rabbit that runs around <b>the</b> rug.</li> <li>5. <b>The</b> orange octopus swims in <b>the</b> ocean.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Display the sight words on the <b>READ ME!</b> chart: <b>a, the, and, you, is</b></li> <li><b>Flash-Read Sentences</b><br/><b>Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them <b>clap</b> if they heard the sight words. <ol style="list-style-type: none"> <li>1. gifts <b>and</b> grapes</li> <li>2. <b>The</b> garden has <b>a</b> hamster.</li> <li>3. <b>You</b> love lollipops.</li> <li>4. <b>The</b> girl has gifts.</li> <li>5. <b>you and</b> Grace</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Display the sight words on the <b>READ ME!</b> chart: <b>a, the, and, you, is</b></li> <li><b>Flash-Read Sentences</b><br/><b>Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them <b>stand</b> if they heard the sight words. <ol style="list-style-type: none"> <li>1. carrots <b>and</b> corn</li> <li>2. Can <b>you</b> climb?</li> <li>3. <b>The</b> clerk has an umbrella.</li> <li>4. <b>The</b> umbrella <b>is</b> under the table.</li> <li>5. Carol <b>and</b> Cassandra</li> <li>6. Ursula <b>and</b> Ulysses</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Display the sight words on the <b>READ ME!</b> chart: <b>a, the, and, you, is</b></li> <li><b>Flash-Read Sentences</b><br/><b>Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition. Then let them <b>stomp</b> their feet if they heard the sight words. <ol style="list-style-type: none"> <li>1. Robert has <b>a</b> rabbit.</li> <li>2. <b>The</b> oranges are rich in vitamin C.</li> <li>3. globe <b>and</b> gloves</li> <li>4. hammer <b>and</b> hamper</li> <li>5. Lorie <b>is</b> lovely.</li> <li>6. <b>You</b> have an umbrella</li> <li>7. Carlo <b>and</b> Cura are best friends.</li> </ol> </li> </ul> |
| <b>Fluency and Comprehension through Play-Based Practice</b><br><br>5 min | <p><b>Create Me!</b><br/>Give learners words that start with /r/ and /o/ sounds and sight words.<br/><br/>rag, rain, ring, rod, orange, octopus, owl, a, and, the, is, you,</p>  | <p><b>Pass the Ball</b><br/>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/, /l/. The learner will choose his letter.</p>   | <p><b>Deal or No Deal</b><br/>Ask the learners to choose their number on the given briefcase. Each briefcase has a question to answer.</p>   | <p><b>Alliteration Charade</b><br/>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.</p>   |





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|                                | <p>In a group, let them create an alliteration using the given words. After forming it, let them read it in class.</p>   |   |  <ul style="list-style-type: none"> <li>Briefcase #1: Give two words with short /u/ sound?</li> <li>Briefcase #2: Use cave in a sentence.</li> <li>Briefcase #3: Spell the sight word "and".</li> <li>Briefcase #4: What sound is being repeated in clam, car, can, and cream?</li> </ul> | <p>Phrases:</p> <p>"Hop like a happy horse" (H)</p> <p>"Run like a racing rabbit" (R)</p> <p>"Lift a large lemon" (L)</p> <p>"Catch a crawling cat" (C)</p> <p>"Open an old orange" (O)</p> <p>The team members will guess the action. This activity develops teamwork and collaboration among learners and their creativity.</p> |
| <b>Closing/<br/>Reflection</b> | <p><b>Minute to Say It!</b></p> <p>Give 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:</p> | <p><b>Draw It!</b></p> <p>In a graffiti wall, let the learners reflect on the following questions. Then let them draw their emotions or feelings.</p> <p>Questions:</p> | <p><b>Complete Me!</b></p> <p>After the session, let the learners express their feelings and emotions about the day's experiences.</p>   | <p><b>My PMI</b></p> <p>Present the <b>PMI chart</b> to the learners. Ask their plus(gains), minus (stop doing it) and insights( realization)</p>   |





|   | <p>1. What did we learn today?<br/>2. What was the most fun part of our class? Why?<br/>3. What part was hard for you? What part was easy?<br/>4. What can help us become better at reading?</p>   | <p>1. What did we learn today?<br/>2. What was the most fun part of our class? Why?<br/>3. What part was hard for you? What part was easy?<br/>4. What can help us become better at reading?</p>  | <p>Let them complete the following lines:</p> <ol style="list-style-type: none"> <li>1. Today, I learned that_____.</li> <li>2. I like the activity on_____.</li> <li>3. I am happy today because_____.</li> <li>4. I am looking forward of _____.</li> </ol>          | <table border="1"> <tr> <td>P(plus)</td> <td>M(minus)</td> <td>I (insights)</td> </tr> </table>   | P(plus) | M(minus) | I (insights) |
|---|--|---|--|---|---------|----------|--------------|
| P(plus)   | M(minus)   | I (insights)  |  |   |         |          |              |
| <b>Enhancement of Learning /Home Reinforcement Activity</b> | <p>Ask the learners to draw three things that start with /r/ and /o/.</p> <p>Let the learners name their drawings and create sentences using these words.</p> <p>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</p> | <p>Ask the learners to write two words for each letter g, h, l and use them in composing meaningful sentences.</p> <p>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</p> | <p>Ask the learners to write three words with letter Uu and three words for letter Cc from the words that they encounter at home.</p> <p>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</p> | <p>Ask the learners to make a short story using the letters that are being discussed for the whole week.</p> <p><b>Criteria</b><br/>Originality - 5<br/>Content - 5<br/>Creativity - 5<br/>Neatness/Cursive - 5<br/>Total: 20 pts.</p> <p>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</p> |         |          |              |





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| ARAL-Reading Basic |   | KEY STAGE | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | Intervention Week | 7   |
| Focus              | Syllable Manipulation (b, n, k, v, e, w, l) |           |  | Language          | <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> English |

| TUTORIAL PROCEDURES                                |  |  |  |  |  |
|--|--|--|--|--|--|
|  | SESSION ONE  | SESSION TWO  | SESSION THREE  | SESSION FOUR   |  |
| <b>Focus Letter/Sound</b>                          | <b>Letters B, N</b>  | <b>Letters K, V</b>  | <b>Letters E, W</b>  | <b>Letter J</b>  |  |
| <b>Objectives</b>                                  | 1. Apply decoding and syllable segmentation skills in words with /b/ and /n/ sounds.<br><br>2. Apply appropriate social behavior by practicing how to ask permission before borrowing items. | 1. Apply decoding and syllable segmentation skills in words with /k/ and /v/ sounds.<br><br>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.  |  |
| <b>Materials</b>                                   | Printed short story, syllable cards (with B, N sounds)<br>Whiteboards and markers<br>Emojis (brave, nervous, kind) meta cards  | emotion cards, printed short story, syllable cards (with K, V sounds), meta cards  | <a href="https://www.youtube.com/watch?v=AESAVRrapaw">https://www.youtube.com/watch?v=AESAVRrapaw</a><br>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   |  |
| <b>Opening Routine and Socio-Emotional Warm-Up</b> | <b>Feelings Check-In with Emotional Match</b> <ul style="list-style-type: none"><li>Begin by greeting learners: "Good morning! How are you today?"</li></ul>                                 | <b>Feelings Check-In with Emotional Match</b> <ul style="list-style-type: none"><li>Begin by greeting learners: "Good morning! How are you today?"</li></ul>                                 | <b>Feelings Check-In with Emotional Match</b> <ul style="list-style-type: none"><li>Begin by greeting learners: "Good morning! How are you today?"</li></ul>   | <b>Feelings Check-In with Emotional Match</b> <ul style="list-style-type: none"><li>Begin by greeting learners: "Good morning! How are you today?"</li></ul> |  |





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| 5 min   | <ul style="list-style-type: none"> <li>Show emotion <b>cards</b> or <b>emoji cards</b> (sad, sleepy excited, frustrated)</li> <li>Ask learners to <b>describe how Niko felt when the kite got stuck in the branch and how he felt when it flew again.</b><br/>Possible Answer: Niko felt sad, worried, angry.</li> <li>Let students choose a card that matches their feeling during reading.</li> <li>End with a quick check: "Raise your hand if you're ready to learn!"</li> </ul> <p><b>(See LAS Week 7 Session 1 Activity 1)</b></p> | <ul style="list-style-type: none"> <li>Show emotion cards or emoji cards (angry, happy, sad, frustrated)</li> <li>Ask learners to tell how Kim felt when Violet was not beside her when she woke up.</li> <li>Let students choose a card that matches their feeling during reading.</li> <li>End with a quick check: "Raise your hand if you're ready to learn!"</li> </ul> <p><b>(See LAS Week 7 Session 2 Activity 1)</b></p> | <ul style="list-style-type: none"> <li>Show emotion cards or emoji cards. Which is your feeling today? Why?</li> <li>Ask which between the wind and the sun is more powerful.</li> <li>End with a quick check: "Raise your hand if you're ready to learn!"</li> </ul> <p><b>(See LAS Week 7 Session 3 Activity 1)</b></p>   | <ul style="list-style-type: none"> <li>Show emotion cards or emoji cards. Which is your feeling today? Why?<br/><b>HOW DO YOU FEEL TODAY?</b></li> </ul> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>happy</td> <td>sad</td> <td>angry</td> <td>silly</td> <td>tired</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>scared</td> <td>surprised</td> <td>worried</td> <td>cranky</td> <td>excited</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>End with a quick check: "Raise your hand if you're ready to learn!"</li> </ul> <p><b>(See LAS Week 7 Session 4 Activity 1)</b></p> |         |          |         |         |        | happy   | sad | angry | silly | tired |  |  |  |  |  | scared | surprised | worried | cranky | excited |
|   |  |   |   |   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| happy   | sad  | angry   | silly   | tired   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
|   |  |   |   |   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| scared  | surprised  | worried   | cranky  | excited   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| Listening and Language Development through Storytelling<br><br>10 min | <ul style="list-style-type: none"> <li>Show a photo of a kite to hook the learners. Ask: "Have you ever flown a kite?"</li> <li>Briefly unlock words using visuals kite, barn, branch,</li> <li>Read the story <i>Ben and Niko</i> aloud with expression.</li> <li>Ask questions after reading:</li> </ul>   | <ul style="list-style-type: none"> <li>Show a photo of a cat or kitten to hook learners. Ask: "Do you have a pet at home?"</li> <li>Briefly unlock words by matching them to their meanings.</li> </ul> <p>A. Match the words to their correct meanings:</p>  | <ul style="list-style-type: none"> <li>Tell the class that they will watch a story today.<br/><a href="https://www.youtube.com/watch?v=AESAVRrapaw">https://www.youtube.com/watch?v=AESAVRrapaw</a></li> <li>Briefly unlock words by matching them to their antonyms.</li> </ul> <table border="0"> <tbody> <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> </tbody> </table> | 1. Wet  | a. slow | 2. Swift | b. east | 3. West | c. dry | <ul style="list-style-type: none"> <li>Tell the class that they will read a story entitled "The Journey of Jumpy Jack" today.</li> <li>Match the meaning of the underlined words by writing the letter of the correct answer on the blank.</li> </ul> <p>Sentences:</p> |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| 1. Wet  | a. slow  |   |   |   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| 2. Swift  | b. east  |   |   |   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |
| 3. West   | c. dry   |   |   |   |         |          |         |         |        |   |     |       |       |       |  |  |  |  |  |        |           |         |        |         |





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| <p>1. What do Ben and Niko love to do?<br/>2. What did they decide to do one summer day?<br/>3. What did Ben feel when he heard Niko shouting?<br/>4. How did Niko get his kite back?<br/>5. What did the brothers feel when they went home? Why?</p> <ul style="list-style-type: none"> <li>Ask learners to retell 3–4 events using picture cards or a sequence chart.</li> </ul> <p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>Ben and Niko love to fly kites.</li> <li>They decided to climb up a hill to fly kites.</li> <li>Ben was surprised when Niko shouted.</li> <li>Ben quickly climbed a narra tree to get Niko's kite.</li> <li>They went home happily.</li> </ol> | <p><b>Words:</b></p> <ol style="list-style-type: none"> <li>Tuck</li> <li>Apologetic</li> <li>Panicked</li> <li>Demanded</li> </ol> <p><b>Meanings:</b></p> <ol style="list-style-type: none"> <li>Feeling or showing that you are sorry for something</li> <li>To fold or push something into a small space or out of the way</li> <li>Suddenly very scared or anxious</li> <li>To ask or say something in a strong, forceful way</li> </ol> <p><b>(See LAS Week 7 Session 2 Activity 2)</b></p> <ul style="list-style-type: none"> <li>Read the story "Kim and her kitty, Violet" aloud with expression.</li> <li>Ask questions in between reading (Directed Reading Thinking Activity approach):             <ol style="list-style-type: none"> <li>Who is the main character in the story? What is her pet?</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Ask these questions after watching the story.             <ol style="list-style-type: none"> <li>Who were the two main characters in the story?</li> <li>What did the Wind and the Sun want to prove?</li> <li>What did the Wind do to try to take off the man's coat?</li> <li>What did the Sun do to make the man take off his coat?</li> <li>Who won the challenge?</li> </ol> </li> </ul> <p><b>Possible answers:</b></p> <ol style="list-style-type: none"> <li>The two main characters are the sun and the wind.</li> <li>They wanted to prove who between them is stronger.</li> <li>The wind blew the hardest.</li> <li>The sun shone gently.</li> </ol> | <p><u>1. The monkey swung from tree to tree deep in the jungle.</u><br/><u>2. She was astonished when she saw a shooting star for the first time.</u><br/><u>3. He carefully untangled the knot in his shoelace.</u><br/><u>4. I felt ashamed after lying to my teacher.</u><br/><u>5. The injured bird was struggling to fly.</u></p> <p><b>Meanings:</b></p> <ol style="list-style-type: none"> <li>Feeling bad or guilty about something you did wrong</li> <li>Working hard to do something difficult</li> <li>A thick forest in a hot, tropical area</li> <li>Very surprised or amazed</li> <li>To free something from being twisted or knotted</li> </ol> <p><b>(See LAS Week 7 Session 4 Activity 2)</b></p> |
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|  |  | <p>2. Why did she name it Violet?<br/>     3. Describe how Kim takes care of Violet.<br/>     4. What happened to Violet when Kim woke up one day?<br/>     5. How did Kim feel when Violet was not by her side?<br/>     6. What did she do?<br/>     7. Who took Violet away from Kim? How did Kim feel when Violet showed up together with her brother?<br/>     8. What did Vivo feel when Kim asked her about Violet?<br/>     9. What lesson did you learn from the story?</p> <p><b>(See LAS Week 7 Session 2 Activity 3)</b></p> <ul style="list-style-type: none"> <li>• Draw!<br/>Draw the most important scene in the story and explain its importance and action.</li> </ul> | <p>5. The sun won in their challenge.</p> <ul style="list-style-type: none"> <li>• Play, "Thumbs up, thumbs down".</li> <li>• Check reading comprehension when the teacher asks students to give a thumbs up if a statement about a recently watched story is true, or a thumbs down if it's false.</li> </ul> <ol style="list-style-type: none"> <li>1. The wind won the contest.</li> <li>2. The man was happy in the story.</li> <li>3. The man removed his coat.</li> <li>4. The sun won in the contest.</li> <li>5. The man died in the story.</li> </ol> | <p>The teacher and learners will participate in an interactive read-aloud session. During the story, the teacher will guide the learners to make predictions about what might happen next. Each time the word "Jack" is read, the learners will respond by jumping.</p> <p>Ask these questions after reading each paragraph.</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.)</li> <li>• P3: What do you think might happen because</li> </ul> |
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|                                    |   | <p>Answer keys:</p> <ol style="list-style-type: none"> <li>1. Kim is the main character in the story.</li> <li>2. Kim's pet is a kitten. She named it Violet since it is her favorite color.</li> <li>3. Kim bathes, feeds and dresses Violet.</li> <li>4. When Kim woke up Violet was not by her side.</li> <li>5. Kim panicked.</li> <li>6. Kim searched the entire house for Violet.</li> <li>7. Kim was angry with Vivo and asked him why he took Violet without asking permission.</li> <li>8. Vivo was apologetic.</li> <li>9. Always ask permission whenever you want to borrow something.</li> </ol> |  | <p>Jack didn't stop to help Jerry? ( Jerry might get hurt or fall behind, and Jack may lose a friend's trust.)</p> <ul style="list-style-type: none"> <li>• P4: Do you think Jack will regret not helping Jenny? What might happen next? (Yes, he will regret it when he sees the value of teamwork and how helping others leads to success.)</li> <li>• 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.)</li> <li>• P6: What lesson do you think Jack will learn from this experience? (Jack will learn that teamwork and kindness are more important than winning.)</li> </ul> <p><b>(See LAS Week 7 Session 4 Activity 3)</b></p> |
| <b>Letter and Word Review from</b> | <ul style="list-style-type: none"> <li>• Let learners read the alliteration aloud.</li> </ul> | <ul style="list-style-type: none"> <li>• Flashcards: Show 3–4 words with /b/, and /n/ sounds from the other day: (barn,</li> </ul>   | <ul style="list-style-type: none"> <li>• Flashcards: Show 3–4 words with /k/, and /v/ sounds from the previous lesson</li> </ul> | <ul style="list-style-type: none"> <li>• Have the learners read aloud the words with /w/</li> </ul>  |





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| <b>Previous Sessions</b><br><br>5 min | <p>(Mike's machine makes much more money).</p> <ul style="list-style-type: none"> <li><b>Sight Word Drill:</b> Show this week's first sight word she. Do a quick chant:</li> </ul> <p>Teacher: She is kind, she is cool!</p> <p>Pupils: She plays games at our school!</p> <p>Teacher: She is smart, she can read!"</p> <p>Pupils: She helps others when they need it!</p> <p>Teacher: She is a friend.</p> <p>Pupils: She helps each day!</p> <p>All together: She! She! She!</p> | <p>branch, need, Niko) Let learners read them aloud.</p> <ul style="list-style-type: none"> <li>Let the learners recall the basic sight word for the day. (he)</li> <li><b>Flash-Read Sentences Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: <ol style="list-style-type: none"> <li>He has a cat.</li> <li>He takes his kitten to the vet.</li> <li>He locked the van.</li> <li>He visits his kind friend every day.</li> <li>He likes to be a vet.</li> </ol> </li> <li>Change the underlined words with He. Read the sentences. <ol style="list-style-type: none"> <li><u>The man</u> is kind.</li> <li><u>Father</u> works as a vendor.</li> <li><u>Von</u> has a new van.</li> <li><u>Mr. Val</u> is very fond of violet.</li> </ol> </li> </ul> | <p>(vat, kin, cat, van). Let each student read them aloud.</p> <ul style="list-style-type: none"> <li><b>Sight Word Drill:</b> Show this week's third sight word (we) using a meta card.</li> <li>Clap and tap to the beat: 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!</li> </ul> | <p>and /e/ sounds using flashcards.</p> <ul style="list-style-type: none"> <li>Let them recall the 5 basic sight words this week (she, he, we, to, on) Let them spell the words correctly.</li> <li>Read the words and clap at each syllable.</li> </ul> <table border="0"> <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> <p>The teacher will emphasize that the final /e/ sound is silent and not pronounced.</p> | 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   |  |   |   |       |          |     |          |      |     |       |       |           |        |     |       |     |      |     |      |     |      |     |      |





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|  | <p>Clap your hands and shout again!<br/>She! She! She!</p> <p>Now we know her-yes,<br/>she is!!</p>  |  |   |   |
| <b>Explicit Phonics<br/>and Word Work<br/>Instruction</b><br><br>15-20 min | <ul style="list-style-type: none"> <li>Write the following words on the board: Ben, big, blue, barn, branch, broken, Niko, need</li> <li>Have them read the words aloud.</li> <li>Ask: What letters do the words begin?</li> <li>Read aloud the following mini phrases:               <ul style="list-style-type: none"> <li>To the barn</li> <li>Broken branch</li> <li>Niko and Ben</li> <li>Kind Ben</li> <li>Blue kite</li> </ul> </li> <li>Ask learners to create a sentence using /b/ and /n/ sounds.<br/>Possible Answers;               <ol style="list-style-type: none"> <li>The <b>boy</b> sat <b>by</b> the <b>beach</b>.</li> <li><b>Ben bought</b> some <b>bread</b>.</li> <li><b>Nina</b> is a <b>nice</b> girl.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Revisit the story read.</li> <li>Ask the learners to look for words with /K/ and /V/ sounds. Write them on the board.</li> <li>Have them read the words aloud.<br/>Ask: What letters do the words begin?</li> <li>Read aloud the following mini phrases:               <ul style="list-style-type: none"> <li>Kim and Violet</li> <li>Very worried</li> <li>with kisses</li> </ul> </li> <li>Ask learners to give words with k and v sounds and create a sentence using /K/ and /V/ sounds</li> </ul> | <ul style="list-style-type: none"> <li>S/how the following words from the story.<br/><b>West wet wind water</b></li> <li>Ask: What letter does each word begin? What is the sound of W? How many sounds do you hear from each word? What letter comes after w in the words <b>west</b> and <b>wet</b>? What is the sound of e?</li> <li>Read aloud the following words:<br/><b>Went end</b><br/><b>swim bend</b><br/><b>now met</b></li> <li>Ask learners to add more words with w and e sounds.</li> </ul> | <ul style="list-style-type: none"> <li>Revisit the story read.</li> <li>Ask the learners to look for words with /Jj/ sounds. Write them on the board.</li> <li>Have them read the words aloud. Ask: What letter do the words begin? What is the sound of the letter Jj?</li> <li>Read aloud the following phrases/sentences.               <ol style="list-style-type: none"> <li>Jumping Jack</li> <li>Joyful jungle</li> <li>juiciest jungle berries</li> <li>Jerry and Jenny forgave Jack.</li> <li>Jerry and Jenny shared the jungle berries with him</li> </ol> </li> </ul> <p>Ask learners to give more Jj words</p> <p>Possible answers:</p> |





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|--|--|---|---|---|
|  | <p>4. She <b>never</b> tells a lie.<br/>5. <b>Ben</b> and <b>Nina</b> are <b>best</b> friends.</p>   | .   |   | <p>judge    joker    just<br/>journey<br/>Jockey    Jack    jump    jolly<br/>jar    jam    jelly    joke</p>   |
| <b>Phonological Awareness Skill-Building</b><br><br>10 min | <p><b>Phoneme Blending and Segmentation</b><br/><br/> <b>Directions:</b> Listen to the teacher and tell how many sounds you hear for each picture. Write 1, 2, 3, or 4 on the blanks.<br/><br/> <b>(See LAS Week 7 Session 1 Activity 5)</b><br/><br/>           Say the segmented phonemes aloud and ask learners to blend them into a word:<br/> <ul style="list-style-type: none"> <li>○ /b/ /a/ /r/ /n/ → barn</li> <li>○ /n/ /e/ /e/ /d/ → need</li> </ul> <br/> <b>Phoneme Substitution (Initial and Final Sound)</b><br/><br/>           Ask: "If we change the /B/ in Ben to /G/, what's the new word?" → Gen         </p> | <p><b>Phoneme Blending and Segmentation</b><br/><br/>           Say the segmented phonemes aloud with claps; learners blend them into a word:<br/> <ul style="list-style-type: none"> <li>○ /K/ /i/ /m/ =Kim</li> <li>○ /k/ /i/ /s/ /s/=kiss</li> <li>○ /v/ /a/ n/ -van</li> <li>○ /v/ /e/ /t/=vet</li> </ul> <br/> <b>(See LAS Week 7 Session 2 Activity 5)</b><br/><br/> <b>Phoneme Substitution (Initial and Final Sound)</b><br/><br/>           Ask: "If we change the /K/ in Kim to /B/, what's the new word?"<br/> <ul style="list-style-type: none"> <li>○ vet→change /v/ to /n/=net</li> <li>○ kit→change /k/ to /f/=fit</li> </ul> </p> | <p><b>Phoneme Blending and Segmentation</b><br/><br/>           Say the segmented phonemes aloud while asking the pupils to clap for every sound they hear and blend them into a word:<br/> <ul style="list-style-type: none"> <li>○ /w/ /a/ /n/ /t/</li> <li>○ /w/ /a/ /s/</li> <li>○ /w/ /a/ /r/</li> <li>○ /e/ /g/ /g/</li> <li>○ /e/ /n/ /t/ /e/ /r/</li> </ul> <br/> <b>Phoneme Substitution (Initial and Final Sound)</b><br/><br/>           Ask: "If we change the /w/ in wet to /v/, what's the new word?<br/> <ul style="list-style-type: none"> <li>○ war→change /w/ to /c/=car</li> <li>○ end→change /e/ to /a/=and</li> </ul> </p> | <p><b>Phoneme Blending and Segmentation</b><br/><br/>           Say the segmented phonemes aloud while asking the pupils to clap for every sound they hear and blend them into a word:<br/> <ul style="list-style-type: none"> <li>○ /J/ /a/ /c/ /k/</li> <li>○ /j/ /u/ /m/ /p/</li> <li>○ /j/ /u/ /n/ /g/ /l/ /e/</li> <li>○ /J/ /e/ /r/ /r/ /y/</li> </ul> <br/> <b>(See LAS Week 7 Session 4 Activity 5.A)</b><br/><br/> <b>Phoneme Substitution (Initial and Medial Sounds)</b><br/><br/>           Ask: "If we change the /t/ in tot to /j/, what's the new word?"</p> |





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|--|---|--|---|----------------|------------------|---------------|------------------|---------------|--------------------|---------------|----------------|---------------|----------------|
| <ul style="list-style-type: none"> <li>○ big → change /b/ to /r/ = rig</li> <li>○ need → change /n/ to /h/ = heed</li> </ul> <p><b>Phoneme Deletion</b><br/>Say the word barn.<br/>Ask: "What's the word if we take away the /n/?" → bar<br/>Try:</p> <ul style="list-style-type: none"> <li>○ branch without /b/ → ranch</li> <li>○ need without /n/ → eed</li> </ul> <p><b>Game: Simon says</b></p> <ul style="list-style-type: none"> <li>○ the leader will say Simon says:<br/>Give me things that have /b/ and /n/ sounds.</li> </ul> <p>Possible answers:</p> <ol style="list-style-type: none"> <li>1. Simon says, "Bring me a ball."</li> <li>2. Simon says, "Bring me a notebook."</li> <li>3. Simon says, "Bring me a ballpen."</li> </ol> | <p><b>Phoneme Deletion</b><br/>Say the word cat.<br/>Ask: "What's the word if we take away the /k/ sound?" → at<br/>Try:</p> <ul style="list-style-type: none"> <li>○ van without /v/ → an</li> <li>○ cap without /k/ → ap</li> <li>○ vet without /v/ → et</li> </ul> <p><b>I Spy with Sounds</b><br/>Ask learners to give things, objects that have /k/ and /v/ sounds.<br/><i>"I spy with my little eye something that starts with the /v/ sound." (vase, vine, vinegar, vest)</i><br/><i>"I spy with my little eye something that starts with the /k/ sound." (cat, cap, kite, cash, kitten)</i></p> | <ul style="list-style-type: none"> <li>○ now → change /w/ to /t/ = not</li> </ul> <p><b>Phoneme Deletion</b><br/>Try this:</p> <ul style="list-style-type: none"> <li>○ swim without /w/ → sim</li> <li>○ won without /w/ → on</li> <li>○ when without /w/ → hen</li> </ul> <p><b>Tongue Twisters</b><br/>Say: Repeat after me<br/><i>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? Wayne went to Wales to watch walruses.</i><br/><br/><i>Ed eats eggs, Pete eats peas, eat eggs and peas, please!"</i></p> <p>Encircle the words that begin with <b>w</b> and <b>e</b>.</p> | <p>Read each word below. Replace the underlined letter with /Jj/ what is the new word?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. <u>must</u></td> <td style="width: 50%;">6. man<u>or</u></td> </tr> <tr> <td>2. <u>dov</u></td> <td>7. env<u>oy</u></td> </tr> <tr> <td>3. <u>May</u></td> <td>8. prot<u>ect</u></td> </tr> <tr> <td>4. <u>tar</u></td> <td>9. <u>poke</u></td> </tr> <tr> <td>5. <u>saw</u></td> <td>10. <u>Sob</u></td> </tr> </table> <p><b>(See LAS Week 7 Session 4 Activity 5.B)</b></p> <p><b>Phoneme Deletion</b><br/>If we remove /J/ from Jack, what word will you produce?</p> <ul style="list-style-type: none"> <li>○ Jany without /J/ → any</li> <li>○ just without /j/ → ust (not a word)</li> </ul> <p>(Tell the learners that removing the letter J from most words will result in meaningless or made-up words.)</p> | 1. <u>must</u> | 6. man <u>or</u> | 2. <u>dov</u> | 7. env <u>oy</u> | 3. <u>May</u> | 8. prot <u>ect</u> | 4. <u>tar</u> | 9. <u>poke</u> | 5. <u>saw</u> | 10. <u>Sob</u> |
| 1. <u>must</u>   | 6. man <u>or</u>  |  |   |                |                  |               |                  |               |                    |               |                |               |                |
| 2. <u>dov</u>  | 7. env <u>oy</u>  |  |   |                |                  |               |                  |               |                    |               |                |               |                |
| 3. <u>May</u>  | 8. prot <u>ect</u>  |  |   |                |                  |               |                  |               |                    |               |                |               |                |
| 4. <u>tar</u>  | 9. <u>poke</u>  |  |   |                |                  |               |                  |               |                    |               |                |               |                |
| 5. <u>saw</u>  | 10. <u>Sob</u>  |  |   |                |                  |               |                  |               |                    |               |                |               |                |





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|   | <p>4. Simon says, "Bring me a book."</p> <p>5. Simon says, "Bring me a newspaper."</p>   |   |   | <p>Let them play Wordwall<br/> <a href="https://wordwall.net/resource/6304452/j-sound">https://wordwall.net/resource/6304452/j-sound</a></p>   |
| <b>Sight Word Recognition and Fluency Practice</b><br><br>5 min | <ul style="list-style-type: none"> <li>Display and review the target sight word (she) on the board or chart:</li> <li><b>Flash-Read Sentences Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: <ol style="list-style-type: none"> <li>She and I</li> <li>and she left</li> <li>She's a bit nice to me.</li> <li>She eats a banana near the bench.</li> <li>She brings her books every day.</li> <li>She asked Ben to go to the beach.</li> <li>She never gets bored of reading books.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Display and review the target sight word on the board or chart: (he)</li> <li><b>Flash-Read Sentences Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: <ol style="list-style-type: none"> <li>He has a cat.</li> <li>He takes his kitten to the vet.</li> <li>He locked the van.</li> <li>He visits his kind friend every day.</li> <li>He likes to be a vet.</li> </ol> <p>Change the underlined words with He. Read the sentences.</p> <ol style="list-style-type: none"> <li>The man is kind.</li> <li>Father works as a vendor.</li> <li>Von has a new van.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Let the learners recall the basic sight word of the day. Show again the meta card with "we".</li> <li><b>Flash-Read Sentences Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition: <ol style="list-style-type: none"> <li>We went to Win's house.</li> <li>We won first place.</li> <li>We were eating when she came.</li> <li>We will write an e-mail on Wednesday.</li> </ol> </li> </ul> <p><b>Freeze &amp; Finish!</b><br/>Say the beginning: "We..."</p> <p>The kids must freeze and think of their own sentences to complete it.</p> | <ul style="list-style-type: none"> <li>Let the learners recall the basic sight words of the day. Show again the meta card with "<u>to</u> and <u>on</u>".</li> <li><b>Flash-Read Sentences Aloud Together:</b> Read and have learners echo these short phrases or sentences emphasizing fluency and sight word recognition with the use also of /Jj/ words. <ol style="list-style-type: none"> <li>on Saturday</li> <li>jam on the table</li> <li>to the market with Jun</li> <li>We enjoy jumping in the pool.</li> <li>We just like to go to the gym.</li> </ol> </li> </ul> |

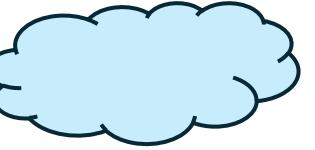




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| <p>8. <b>She</b> has been busy with her new bike.</p> <p><b>Form sentences by placing the words in order.</b></p> <ol style="list-style-type: none"> <li>1. nice very me to<br/>She is</li> <li>2. lives near the She<br/>basketball court</li> <li>3. has a bag She and a<br/>notebook</li> <li>4. baked she some<br/>bread</li> <li>5. Dress wears a navy<br/>blue dress She</li> </ol> <p>Possible answers:</p> <ol style="list-style-type: none"> <li>1. She is very nice to me.</li> <li>2. She lives near the basketball court.</li> <li>3. She has a bag and a notebook.</li> <li>4. She baked some bread.</li> <li>5. She wears a navy blue dress.</li> </ol> | <p>4. <b>Mr. Val</b> is very fond of violet.<br/>5. <b>My friend</b> kisses his new kitten.</p> <p>Answer keys:</p> <ol style="list-style-type: none"> <li>1. <u>He</u> is kind.</li> <li>2. <u>He</u> works as a vendor.</li> <li>3. <u>He</u> has a new van.</li> <li>4. <u>He</u> is very fond of violet.</li> <li>5. <u>He</u> kisses his new kitten.</li> </ol> | <p>They say it aloud and act it out!</p> | <p>Ask:<br/>Which are the basic sight words in the phrases/sentences?<br/>Which are the words with /j/ sounds?</p> <p>Directions: Complete the following sentences below by writing <b>to</b> or <b>on</b> on the blanks.</p> <ol style="list-style-type: none"> <li>1. She gave her toy ___ the baby.</li> <li>2. The cup is ___ the table.</li> <li>3. He walked ___ the park.</li> <li>4. They danced ___ the stage.</li> <li>5. We sent a letter ___ grandma.</li> </ol> <p>Answer keys:</p> <table border="0"> <tr> <td>1. to</td> <td>4. On</td> </tr> <tr> <td>2. on</td> <td>5. to</td> </tr> <tr> <td>3. to</td> <td></td> </tr> </table> | 1. to | 4. On | 2. on | 5. to | 3. to |  |
| 1. to   | 4. On  |  |  |       |       |       |       |       |  |
| 2. on   | 5. to  |  |  |       |       |       |       |       |  |
| 3. to   |  |  |  |       |       |       |       |       |  |





|  |   |   |  | (See LAS Week 7 Session 4 Activity 5.C)  |
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| Fluency and Comprehension through Play-Based Practice<br>5 min | <p><b>Picture Sequencing and Oral Retelling</b></p> <ul style="list-style-type: none"> <li>Show three key illustrated scenes from the story “Ben and Niko” in random order:           <ol style="list-style-type: none"> <li>1. Ben and Niko climbed a hill.</li> <li>2. Niko’s kite got stuck in a branch.</li> <li>3. Ben and Niko flew their kites.</li> <li>4. They went home happily.</li> </ol> </li> <li>Ask learners to arrange the pictures in the correct sequence on the board or their desks.</li> <li>Guide them to orally retell the events using transition words (First, Then, Next, Finally) and emphasize words that have B and N sounds.</li> <li>Encourage expressive voice and clear sentence structure during retelling.</li> </ul> | <p><b>Picture Story Analysis</b></p> <p>Show a picture of Kim and Violet.</p>  <p>1. Where did the story happen?<br/>           a. at home<br/>           b. in the market<br/>           c in school</p> <p>2. Why did Kim worry about Violet?<br/>           a. It died.<br/>           b. It didn't eat.<br/>           c. it was gone.</p> <p>3. What did Kim feel when she saw Violet?<br/>           a. She was happy.<br/>           b. She was sad.<br/>           c. She was shouting.</p> | <p><b>Story Puzzle Relay</b></p> <ul style="list-style-type: none"> <li>Break the short story into puzzle pieces (events).</li> <li>Teams race to assemble the story in correct order.</li> </ul> <p>What are the words that have w and e sounds in the story?</p> <p>Write them on the cloud below.</p>  <p>Possible answers:<br/> <u>Wind</u>    <u>wet</u>    <u>blew</u><br/> <u>West</u>    <u>swift</u></p> | <p><b>Character Detective</b></p> <ul style="list-style-type: none"> <li>Give clues about characters from the story.</li> <li>Learners guess and support their answers using text evidence.</li> <li>Try to identify who the following characters are.           <ol style="list-style-type: none"> <li>1. He was known for his boundless energy and his love for jumping.</li> <li>2. He had tripped on a vine.</li> <li>3. She struggled to untangle her wing from a thorny bush.</li> <li>4. They forgave Jack and shared the jungle berries with him.</li> <li>5. He wasn’t able to help Jerry and Jenny.</li> </ol> </li> </ul> |





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|                        |   | <p>Ask learners to play “Reading Relay”</p> <ol style="list-style-type: none"> <li>Divide learners into teams.</li> <li>Each member reads a portion aloud, then passes it on.</li> <li>Encourage expressive voice and clear sentence structure during reading.</li> </ol>   |  | (See LAS Week 7 Session 4 Activity 6)   |
| Closing/<br>Reflection | <ol style="list-style-type: none"> <li>What did we learn today?</li> <li>What was the most fun part of our class? Why?</li> <li>What part was hard for you? What part was easy?</li> <li>What can help us become better at reading?</li> </ol> <p><b>Your Day in Emojis</b><br/>Ask the students to represent their day using three to five emojis and explain why they chose each one.</p> | <p>Instructions: Read each statement and tick the circle (o) if it describes what you do.</p> <ul style="list-style-type: none"> <li>o I ask for permission before borrowing something.</li> <li>o I wait for the owner's answer before taking anything.</li> <li>o I return what I borrow as soon as I'm done using it.</li> <li>o I take care of the item I borrowed like it's my own.</li> <li>o I thank the person after borrowing something.</li> <li>o I get what I want without asking first.</li> </ul> | <p>1.What did we learn today?<br/>2. What part of the lesson was your favorite? Why?<br/>3. What part of the lesson was hard for you? Why?</p> <p><b>Mood Meter</b><br/>Identify the color on the Mood Meter that represents how you are feeling.</p> <p><b>HOW DO YOU FEEL TODAY?</b></p> | <p>1.What did we learn today?<br/>2. What part of the lesson was your favorite? Why?<br/>3. What part of the lesson was hard for you? Why?</p> <p><b>Your Day in Emojis</b><br/>Ask the students to represent their day using three to five emojis and explain why they chose each one.</p> |





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|---|--|---|-----|------|-----|------|------|------|------|-------|------|------|--|
|   | <p><b>HOW DO YOU FEEL TODAY?</b></p> <p><b>(See LAS Week 7 Session 2 Activity 6)</b></p> <ol style="list-style-type: none"> <li>1. What did we learn today?</li> <li>2. What part of the lesson was your favorite? Why?</li> <li>3. What part of the lesson was hard for you? Why?</li> </ol> <p><b>HOW DO YOU FEEL TODAY?</b></p>                   | <p><b>Ask these questions:</b></p> <ol style="list-style-type: none"> <li>1. Where do you place yourself on the Mood Meter right now?</li> <li>2. What emotion best describes what you are feeling?</li> <li>3. What might be causing you to feel this way?</li> </ol>  |     |      |     |      |      |      |      |       |      |      |  |
| <b>Enhancement<br/>of Learning<br/>/Home<br/>Reinforcement<br/>Activity</b> | <p><b>"B and N" Hunt at Home</b></p> <ul style="list-style-type: none"> <li>• Ask learners to look around their home for ten objects that have /b/ and /n/ sounds.</li> <li>• Draw the item on a sheet of paper or notebook.</li> <li>• Write the word that matches the drawing, with help from a family member.</li> </ul> <p>Possible answers:</p> | <p>List down words which have /k/ and /v/ sounds. Read them orally with help from a family member.</p> <p>Possible answers:</p> <table> <tbody> <tr> <td>key</td> <td>vest</td> </tr> <tr> <td>kid</td> <td>vine</td> </tr> <tr> <td>kite</td> <td>vote</td> </tr> <tr> <td>King</td> <td>visit</td> </tr> <tr> <td>kiss</td> <td>very</td> </tr> </tbody> </table> <p><b>(See LAS Week 7 Session 2 Activity 7)</b></p> | key | vest | kid | vine | kite | vote | King | visit | kiss | very | <p>Read the following words. Complete them using w or e. Write your answers on the blanks.</p> <ol style="list-style-type: none"> <li>1. _inner</li> <li>2. _nvelope</li> <li>3. _indmill</li> <li>4. s_eet</li> <li>5. sho_</li> <li>6. _nding</li> <li>7. _onder</li> <li>8. _ggplant</li> <li>9. _ill</li> <li>10. w_ll</li> </ol> <p>Create at least five sentences with Jj words.</p> <p>Possible answers:</p> <ol style="list-style-type: none"> <li>1. Jam jumped joyfully.</li> <li>2. Jenny danced Jazz on stage.</li> <li>3. Joel jokingly answered in class.</li> <li>4. Josh ate bread with jam.</li> <li>5. The judges enjoyed the show.</li> </ol> |
| key   | vest   |   |     |      |     |      |      |      |      |       |      |      |  |
| kid   | vine   |   |     |      |     |      |      |      |      |       |      |      |  |
| kite  | vote   |   |     |      |     |      |      |      |      |       |      |      |  |
| King  | visit  |   |     |      |     |      |      |      |      |       |      |      |  |
| kiss  | very   |   |     |      |     |      |      |      |      |       |      |      |  |





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|  |  ball |  |  | Answer keys:<br>1. winner<br>2. envelope<br>3. windmill<br>4. sweet<br>5. show<br>6. ending<br>7. wonder<br>8. eggplant<br>9. will<br>10. well |  |
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| <b>ARAL-Reading Basic</b> | <b>KEY STAGE</b>                     | <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | <b>Intervention Week</b> | 8   |
| <b>Focus</b>              | Phoneme Manipulation + Blends + CVCe |  | <b>Language</b>          | <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> English |

| <b>TUTORIAL PROCEDURES</b>        |   |  |  |   |
|-----------------------------------|---|--|--|---|
|                                   | <b>SESSION ONE</b>  | <b>SESSION TWO</b>   | <b>SESSION THREE</b>   | <b>SESSION FOUR</b>   |
| <b>Focus Letter/Sound</b>         | 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")  |
| <b>Objectives</b>                 | <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>Recall the sound of /s/ and /l/ by using words that begin with them (e.g., sun and lad).</li> <li>Listen as the teacher reads a short text containing /sl/ words and answer the questions that follow.</li> <li>Blend 2 consonant letters (/s/ and /l/) to form blending sounds (e.g., s-low, s-lap).</li> <li>Read words that begin with /sl/ sound.</li> </ol> | <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>Label the pictures beginning with /fl/ sound.</li> <li>Identify what fl-word is being defined in the Word Bingo Game.</li> <li>Read a paragraph that has words beginning with /fl/ sound .</li> <li>Create simple sentences using the words from the word wall that begin with /fl/ sound.</li> </ol> | <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>Classify the words with short /i/ and long /ī/ sounds (e.g., fin vs. fine, win vs. wine).</li> <li>List down the CVCe words from the poem read by the teacher.</li> <li>Analyze the meaning of the CVCe words given,</li> <li>Interpret the meaning of a song played (karaoke interpretation).</li> </ol> | <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>Identify the sound of long vowel /ō/ with the CVCe pattern (e.g., rode, note),</li> <li>Cite words containing CVCe pattern-long /ō/ sounds as they listen to a short poem read,</li> <li>Use words with long /ō/ sounds in completing sentences,</li> <li>Compose a story using the given sentences with long /ō/ sounds (Reading Relay).</li> </ol> |
| <b>Materials</b>                  | 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   |
| <b>Opening Routine and Socio-</b> | <ul style="list-style-type: none"> <li>Start by greeting the learners: "Hi everyone! How are you today?"</li> </ul>   | <ul style="list-style-type: none"> <li>Start the session by saying: "Another great day with you guys!"</li> </ul>  | <ul style="list-style-type: none"> <li>Start by greeting the learners: "Hello there, another day, another</li> </ul>   | <ul style="list-style-type: none"> <li>Start by greeting the learners: "Good morning!"</li> </ul>   |





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| <b>Emotional Warm-Up</b><br><br>5 min  | <b>Affirmation Checker:</b> <ul style="list-style-type: none"> <li>Give a sticky note to learners and say: "What makes you happy today?"</li> <li>Tell them to write down simple thing/s that made their day.</li> <li>Finish it by telling the learners to repeat a short tagline: "I am thankful, grateful, and blessed".</li> </ul><br><b>Readiness Checker:</b><br><p>The teacher will say:<br/>"Now, if you're ready to learn, say aha!!"</p> | <b>Affirmation Checker:</b> <ul style="list-style-type: none"> <li>Let the learners face each other and smile.</li> <li>Say: "What makes you smile today?"</li> <li>Tell them to share with their partners the simple thing/s that made them smile.</li> <li>Finish it by telling the learners to repeat a short tagline: "I am thankful, grateful, and blessed".</li> </ul><br><b>Readiness Checker:</b><br><p>The teacher will say:<br/>"Now, if you're ready to learn, show me your sweetest smile!"</p> | <p>chance to learn more!<br/>How are you doing?"</p><br><b>Affirmation Checker:</b> <ul style="list-style-type: none"> <li>Let the learners clap five times and ask them: "What good news did you receive today or for the past few days?"</li> <li>Tap their shoulders once they share something and say, I'm happy for you!</li> <li>Finish it by telling the learners to repeat a short tagline: "I am thankful, grateful, and blessed".</li> </ul><br><b>Readiness Checker:</b><br><p>The teacher will say:<br/>"Now, if you're ready to learn, tap your classmate's shoulder and smile!"</p> | <p>It's nice to be back, are you excited?"</p><br><b>Affirmation Checker:</b> <ul style="list-style-type: none"> <li>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?</li> <li>Let them shout "Hep, hep, hooray!" every time someone shares something.</li> <li>Finish it by telling the learners to repeat a short tagline: "I am thankful, grateful, and blessed".</li> </ul><br><b>Readiness Checker:</b><br><p>The teacher will say:<br/>"Now, if you're ready to learn, say ready to read, ready to learn!!"</p> |
| <b>Listening and Language Development through Storytelling</b><br><br>10 min | <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Ask: "Have you ever seen a slug?"</li> <li>Show a picture of a slug and give some descriptions of it.</li> </ul>   | <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Show pictures of the following: flag, flower, fly, flat, and flash.</li> <li>Say: "What sound does the following pictures begin with?"</li> </ul>   | <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Show a picture with its name of a fin and an emoji of "fine".</li> <li>Ask: "What have you noticed about the two words?"</li> </ul>   | <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Ask: What are the silly things you do in class?</li> <li>Show a picture of learners who are passing a note containing a joke to the class.</li> </ul>   |





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| <p>Say: "Today, you're going to listen to a short text, "Slash and the Slug"</p> <p><b>Slash and the Slug</b></p> <p><b>Slash</b>, the cat saw a <b>slug</b> on the mat.<br/>The slug was big and had a <b>slim</b> tail.</p> <p>He had a <b>slip</b> and <b>slid</b> on the <b>slop</b>.</p> <p>He got a <b>slap</b> on the leg.<br/>The slug slid and slid.</p> <p>Slash got a slim mop.<br/>He hit the slop with a <b>slam</b>.</p> <p><b>(See LAS Week 8 Session 1 Activity 1)</b></p> <p>The teacher then:</p> <ul style="list-style-type: none"> <li>Ask comprehension questions:           <ol style="list-style-type: none"> <li>What did Slash see?</li> <li>How will you describe the slug?</li> <li>What will you do if you see a crawling bug near you?</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Say: Today, you're going to hear a short text, look for words that begin with consonant blending fl-.</li> </ul> <p><b>"Flat Tire"</b><br/>Fran's bike had a <b>flat</b> tire.<br/>She tried to <b>flip</b> it over to fix it.</p> <p>Her friend Fred brought a <b>flashlight</b> to help.</p> <p>Soon, the bike was ready to <b>fly</b> down the road!</p> <p>The teacher will then:</p> <ul style="list-style-type: none"> <li>Ask comprehension questions:           <ol style="list-style-type: none"> <li>What does Fran have?</li> <li>What happened to her bike?</li> <li>Who helped Fran?</li> <li>Have you ever helped a friend?</li> </ol> </li> <li>Say: "From the text, what are the words that begin with consonant blend fl-<br/>-flat<br/>-flip</li> </ul> | <p><b>"The Passenger's Line"</b></p> <p>Seven to nine<br/>Buses arrive<br/>And the line starts to rise.</p> <p><i>It is five to nine<br/>And I'm here on time<br/>Waiting for my good friend, Mile.</i></p> <p><i>It's four to nine<br/>The passenger's line<br/>Can we wait for a while<br/>for Mile will be here<br/>anytime.</i></p> <p>The teacher will then:</p> <ul style="list-style-type: none"> <li>Ask comprehension questions:           <ol style="list-style-type: none"> <li>What type of transportation is mentioned in the poem?</li> <li>Who is the speaker waiting for?</li> <li>Have you ever waited patiently for someone</li> </ol> </li> </ul> | <p>Say: "Today, you're going to listen to a poem, "The Passenger's Line"</p> <p><b>"The Passenger's Line"</b></p> <p>Seven to nine<br/>Buses arrive<br/>And the line starts to rise.</p> <p><i>It is five to nine<br/>And I'm here on time<br/>Waiting for my good friend, Mile.</i></p> <p><i>It's four to nine<br/>The passenger's line<br/>Can we wait for a while<br/>for Mile will be here<br/>anytime.</i></p> <p>The teacher will then:</p> <ul style="list-style-type: none"> <li>Ask comprehension questions:           <ol style="list-style-type: none"> <li>What did the speaker pass to Rose?</li> <li>If you were Rose, are you going to pass the</li> </ol> </li> </ul> |
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|------------------------------------|---|--|-------------------|-------------------|------|------|------|------|------|--|--|-------|-------|---------|-------|-------|--------|-------|-------|---|-------|-------|-------|-------|--------|
|                                    | <p><b>(See LAS Week 8 Session 1 Activity 2)</b></p> <ul style="list-style-type: none"> <li>Ask learners: "What are the highlighted words in the short text?"</li> </ul> <table border="0"> <tr> <td>Slash</td> <td>slug</td> </tr> <tr> <td>slim</td> <td>slip</td> </tr> <tr> <td>slid</td> <td>slop</td> </tr> <tr> <td>slap</td> <td>slam</td> </tr> </table> <ul style="list-style-type: none"> <li>Guide the learners as they read the listed words. (Emphasize the sound made as they pronounce the /sl/ blending sound)</li> </ul> | Slash  | slug              | slim              | slip | slid | slop | slap | slam | <ul style="list-style-type: none"> <li>-flashlight</li> <li>-fly</li> </ul> <ul style="list-style-type: none"> <li>Let the learners pronounce the words correctly (Guide them in pronouncing the words)</li> </ul> <p><b>(See LAS Week 8 Session 2 Activity 2)</b></p> | <ul style="list-style-type: none"> <li>in line?</li> <li>4. How do you manage this kind of situation?</li> </ul> <p><b>(See LAS Week 8 Session 3 Activity 1 and 2)</b></p> <ul style="list-style-type: none"> <li>Retell the story: Emphasize the words with long /i/ sounds.</li> <li>Ask: "What are the words that have letter /i/ and end with /e/?"</li> </ul> <table border="0"> <tr> <td>-nine</td> <td>-five</td> </tr> <tr> <td>-arrive</td> <td>-time</td> </tr> <tr> <td>-line</td> <td>-while</td> </tr> <tr> <td>-rise</td> <td>-mile</td> </tr> </table> <ul style="list-style-type: none"> <li>List down the words on board and ask: "How do we pronounce these words?"</li> <li>Let the learners pronounce the words again and emphasize the sound of long /i/.</li> <li>Ask: What is the sound of letter /i/ in the following words? What have you noticed at the end of each word?</li> </ul> | -nine | -five | -arrive | -time | -line | -while | -rise | -mile | <ul style="list-style-type: none"> <li>note to your other classmates while your teacher is discussing in front? Why?</li> </ul> <ul style="list-style-type: none"> <li>Say: Read the following underlined words in the poem?</li> <li>Ask: "What have you noticed?"</li> </ul> <p><b>(See LAS Week 8 Session 4 Activity 2)</b></p> <ul style="list-style-type: none"> <li>Let the learners pronounce the words again and emphasize the sound of long /ō/.</li> </ul> <table border="0"> <tr> <td>-note</td> </tr> <tr> <td>-Rose</td> </tr> <tr> <td>-joke</td> </tr> <tr> <td>-robe</td> </tr> <tr> <td>-globe</td> </tr> </table> | -note | -Rose | -joke | -robe | -globe |
| Slash                              | slug  |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| slim                               | slip  |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| slid                               | slop  |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| slap                               | slam  |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -nine                              | -five   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -arrive                            | -time   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -line                              | -while  |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -rise                              | -mile   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -note                              |   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -Rose                              |   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -joke                              |   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -robe                              |   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| -globe                             |   |  |                   |                   |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |
| <b>Letter and Word Review from</b> | The teacher will:   | <ul style="list-style-type: none"> <li>Say: "Before we continue, let's have a</li> </ul> | The teacher will: | The teacher will: |      |      |      |      |      |  |  |       |       |         |       |       |        |       |       |   |       |       |       |       |        |





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| <b>Previous Sessions</b><br><br>5 min             | <ul style="list-style-type: none"> <li>Say: Let's read and replace the underlined letter with /s/ to form a new word. Read the new words formed.           <ol style="list-style-type: none"> <li>w<u>and</u> → _____</li> <li>b<u>it</u> → _____</li> <li>d<u>ay</u> → _____</li> <li>w<u>ave</u> → _____</li> <li>t<u>ell</u> → _____</li> </ol> <p><b>(See LAS Week 8 Session 1 Activity 3)</b></p> </li> </ul> | <p>quick review on what we have discussed in yesterday's lessons."</p> <ul style="list-style-type: none"> <li>Let the learners read the following CVC sentence (Guide them as they pronounce each word)           <ol style="list-style-type: none"> <li>Dan had a slip on the mat.</li> <li>The rug slid back.</li> <li>I see the slab in the pan.</li> <li>He sat in the slot box.</li> <li>The pig ran in the slop.</li> </ol> </li> <li>Ask: "Which among the words begin with a consonant blending sound?"</li> </ul> <p><b>(See LAS Week 8 Session 2 Activity 3)</b></p> | <ul style="list-style-type: none"> <li>Say: "Before we continue, let's have a quick review on what we have discussed in the previous lessons."</li> <li>Show a set of sentences. Let the learners read them aloud. (Guide them as they pronounce each word)</li> <li>The bug did a flip.</li> <li>He sat in the flat box.</li> <li>She had a flop on the mat.</li> <li>The bat can flap up.</li> <li>I see a flap on the hat.</li> </ul> <p><b>(See LAS Week 8 Session 3 Activity 3)</b></p> | <ul style="list-style-type: none"> <li>Say: "Before we continue, let's have a quick review on what we discussed yesterday."</li> <li>Show a set of sentences. Let the learners read them aloud. (Guide them as they pronounce each word)</li> <li>Say: "Underline the words with long /i/ sound"           <ol style="list-style-type: none"> <li>He likes to ride on his bike.</li> <li>I saw a big fire.</li> <li>Five books are mine.</li> <li>There is a wire in the vine.</li> <li>My mom bought a kite.</li> </ol> </li> <li>Let the learners pronounce the words again and emphasize the sound of long /i/.</li> </ul> <p><b>(See LAS Week 8 Session 4 Activity 3)</b></p> |
| <b>Explicit Phonics and Word Work Instruction</b> | <p>The teacher will:</p> <ol style="list-style-type: none"> <li>Go back to the listed words on the board.</li> </ol>   | <p>The teacher will:</p> <ol style="list-style-type: none"> <li>Ask: "What is the sound of /f/? Give me</li> </ol>   | <ul style="list-style-type: none"> <li>Introduce the CVCe pattern: Write the word <b>rip</b> on the board. Let them read it</li> </ul>   | <ul style="list-style-type: none"> <li>Using letter cards, introduce the CVCe pattern <b>o_e</b>: Write the</li> </ul>  |





|            |  |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
|------------|--|-------------|------|------|------|------|------|------|------|------|------|---|------|------|------|------|-------|-------|------|-------|--|------------|---|-------------|------------|---|-------------|------------|---|-------------|------------|---|-------------|------------|---|-------------|--|------------|---|-------------|------------|---|-------------|------------|---|-------------|------------|---|-------------|
| 15-20 min  | <p>Ask: "How are the words similar to each other?"</p> <table border="0"> <tr> <td>Slash</td> <td>slug</td> </tr> <tr> <td>slim</td> <td>slip</td> </tr> <tr> <td>slid</td> <td>slop</td> </tr> <tr> <td>slap</td> <td>slam</td> </tr> <tr> <td>slab</td> <td>slot</td> </tr> </table> <p>2. On the board, build words together: Write and blend: s + lash = slash, s + lid = slid, s + lap = slap</p> <p>Say: "What new word did we make?"</p> <p>3. Give each learner a word card with a mix of real and nonsense "sl" words. Ask:</p> <p>"Hold up your card. Is this a real word or a silly one? Let's sort them together."</p> <p>4. Write sample sentences with "sl" words and ask learners</p> | Slash       | slug | slim | slip | slid | slop | slap | slam | slab | slot | <p>examples of words that begins with /f/.</p> <ul style="list-style-type: none"> <li>-farm</li> <li>-fork</li> <li>-fin</li> </ul> <p>2. Ask: "What is the sound of /l/? Give me examples of words that begins with /l/."</p> <ul style="list-style-type: none"> <li>-lag</li> <li>-lock</li> <li>-lip</li> </ul> <p>3. Say: "If I will add letter /f/ in the beginning of the words, what new word will be produced?</p> <ul style="list-style-type: none"> <li>-flag</li> <li>-flock</li> <li>-flip</li> </ul> <p>4. Let the learners read other examples of words that begin with fl- blends</p> <table border="0"> <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> </table> | flab | flow | flap | flop | flash | floss | flex | flick | <ul style="list-style-type: none"> <li>• Use the word rip in a sentence and say: "They <b>rip</b> paper for a project." (Do a gesture of ripping to show what it means)</li> <li>• Say: "What if I add <b>e</b> at the end of the word <b>rip</b>? Can we read it same as the first one?"</li> <li>• 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"</li> <li>• Use the word ripe in a sentence and say: "<b>Ripe</b> mangoes are sweet." (Show a picture of a ripe and yellow mango to show what it means)</li> <li>• Do this with 3-4 other examples:           <table border="0"> <tr> <td><b>win</b></td> <td>→</td> <td><b>wine</b></td> </tr> <tr> <td><b>fin</b></td> <td>→</td> <td><b>fine</b></td> </tr> <tr> <td><b>sit</b></td> <td>→</td> <td><b>site</b></td> </tr> <tr> <td><b>kit</b></td> <td>→</td> <td><b>kite</b></td> </tr> <tr> <td><b>bit</b></td> <td>→</td> <td><b>bite</b></td> </tr> </table> </li> <li>• Let learners repeat each pair after you.</li> </ul> | <b>win</b> | → | <b>wine</b> | <b>fin</b> | → | <b>fine</b> | <b>sit</b> | → | <b>site</b> | <b>kit</b> | → | <b>kite</b> | <b>bit</b> | → | <b>bite</b> | <p>word <b>not</b>. Let them read it</p> <ul style="list-style-type: none"> <li>• Use the word not in a sentence and say: "Darwin did <b>not</b> forget his homework today." (Do a gesture to show what it means)</li> <li>• Say: "What if I add <b>e</b> at the end of the word <b>not</b>? Can we read it same as the first one?"</li> <li>• 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"</li> <li>• Use the word note in a sentence and say: "I left a <b>note</b> on your desk." (Show a picture of a note on a desk to show what it means)</li> <li>• Do this with 3-4 other examples:           <table border="0"> <tr> <td><b>pop</b></td> <td>→</td> <td><b>pope</b></td> </tr> <tr> <td><b>rot</b></td> <td>→</td> <td><b>rote</b></td> </tr> <tr> <td><b>Bon</b></td> <td>→</td> <td><b>bone</b></td> </tr> <tr> <td><b>con</b></td> <td>→</td> <td><b>cone</b></td> </tr> </table> </li> </ul> | <b>pop</b> | → | <b>pope</b> | <b>rot</b> | → | <b>rote</b> | <b>Bon</b> | → | <b>bone</b> | <b>con</b> | → | <b>cone</b> |
| Slash      | slug   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| slim       | slip   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| slid       | slop   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| slap       | slam   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| slab       | slot   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| flab       | flow   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| flap       | flop   |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| flash      | floss  |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| flex       | flick  |             |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>win</b> | →  | <b>wine</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>fin</b> | →  | <b>fine</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>sit</b> | →  | <b>site</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>kit</b> | →  | <b>kite</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>bit</b> | →  | <b>bite</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>pop</b> | →  | <b>pope</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>rot</b> | →  | <b>rote</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>Bon</b> | →  | <b>bone</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |
| <b>con</b> | →  | <b>cone</b> |      |      |      |      |      |      |      |      |      |   |      |      |      |      |       |       |      |       |  |            |   |             |            |   |             |            |   |             |            |   |             |            |   |             |  |            |   |             |            |   |             |            |   |             |            |   |             |





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| <p>to read aloud. Then say:</p> <ul style="list-style-type: none"> <li>“Can you think of your own sentence using a word like slow or slam?”</li> </ul> <p><b>(See LAS Week 8 Session 1 Activity 4)</b></p> <ul style="list-style-type: none"> <li>Say: “Let’s try to identify the meaning of some words that begins with /sl/.</li> </ul> <p>Choose your answer in the below</p> <ol style="list-style-type: none"> <li>To cut into thin, flat pieces- _____.</li> <li>Thin- _____.</li> <li>To accidentally slide away- _____.</li> <li>To hit with an open hand- _____.</li> <li>To shut, hit, or put down something hard- _____.</li> </ol> <p>SLICE      SLIM      SLIP<br/>SLAP      SLAM</p> <p><b>(See LAS Week 8 Session 1 Activity 5)</b></p> | <table border="1"> <tr> <td>fluff</td> <td>fled</td> </tr> </table> <p><b>(See LAS Week 8 Session 2 Activity 4)</b></p> <ul style="list-style-type: none"> <li>Ask: “How are the words similar to each other?”</li> <li>Say: “This time let us complete the paragraph using the blending words below.</li> </ul> <p><b>A PANCAKE STORY</b></p> <p>Dad makes a batter<br/>With some _____.<br/>Pours it round _____.<br/>Cooks it on a _____.<br/>And _____ it over.<br/>It _____ on the _____ and it goes SPLAT!</p> <p>flour      flip      flat<br/>flop      flame      floor</p> <p><b>(See LAS Week 8 Session 2 Activity 5)</b></p> | fluff | fled | <p><b>(See LAS Week 8 Session 3 Activity 4)</b></p> <ul style="list-style-type: none"> <li>Ask: “What have you noticed to the set of words?” (The teacher will repeat the words with long vowels and emphasize the long /i/ sound.)</li> <li>Say: “Let us use these words to complete a sentence.</li> </ul> <p><b>1. WIN-WINE</b></p> <ol style="list-style-type: none"> <li>We will _____ the game.</li> <li>Men drink _____ at the party.</li> </ol> <p><b>2. FIN-FINE</b></p> <ol style="list-style-type: none"> <li>Today is a _____ day to travel.</li> <li>The shark’s left _____ is wounded.</li> </ol> <p><b>3. KIT -KITE</b></p> <ol style="list-style-type: none"> <li>The emergency responder always _____ brings his medical kit.</li> <li>His _____ got stuck in a tree.</li> </ol> <p><b>(See LAS Week 8 Session 4 Activity 5)</b></p> | <p><b>(See LAS Week 8 Session 4 Activity 4)</b></p> <ul style="list-style-type: none"> <li>Let learners repeat each pair after you.</li> <li>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.)</li> <li>Say: “Let us use these words to complete a sentence.</li> </ul> <p>CONE      MOLE      ROPE<br/>ROSE      BONE</p> <ol style="list-style-type: none"> <li>The dog eats a big _____.</li> <li>The boat has a long _____.</li> <li>Rey has a _____ on her lips.</li> <li>I like the smell of a _____.</li> <li>She likes to eat ice cream in a _____.</li> </ol> |
| fluff  | fled   |       |      |   |   |





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|  |  |  | <p><b>4. BIT-BITE</b></p> <p>a. I ate a _____ of cake.<br/>b. The ants _____ my feet.</p> <p><b>5. SIT-SITE</b></p> <p>a. I always ____ by the window in class.<br/>b. It is really a beautiful _____.</p> <p><b>(See LAS Week 8 Session 3 Activity 5)</b></p> <p>Say: "Now, let's try to identify some words with long /i/ sound in the paragraph.</p> <p>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.</p> <ul style="list-style-type: none"> <li>Learners will underline the words with long vowel sounds</li> </ul> |  |
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|  |  |   | <ul style="list-style-type: none"> <li>Let them read a few aloud (Emphasize the sound of long /i/)</li> </ul> <p><b>(See LAS Week 8 Session 3 Activity 6)</b></p>   |   |
| <b>Phonological Awareness Skill-Building</b><br><br>10 min | <p><b>Phoneme Blending and Segmentation</b></p> <ul style="list-style-type: none"> <li>Say segmented sounds: "/s/ /l/ /i/ /m/"</li> <li>Ask: "What's the word?" (Learners: slim)</li> <li>Try more: "/s/ /l/ /a/ /p/" → slap</li> </ul> <p><b>Phoneme Substitution:</b></p> <ul style="list-style-type: none"> <li>Ask: "If we change the /s/ in slop to /p/, what do we get?" (plop)</li> <li>Try: slip → change /p/ to /t/ = slit</li> <li>slant → change /s/ to /d/ = dlant (discuss if it's an acceptable word)</li> </ul> <p><b>Phoneme Deletion:</b></p> <ul style="list-style-type: none"> <li>Ask: "What happens if we take away the /s/ from slash?" (lash)</li> <li>Try more:<br/>Slip without /s/ = lip<br/>slack without /s/ = lack</li> </ul> | <p><b>Phoneme Blending and Segmentation</b></p> <ul style="list-style-type: none"> <li>Say segmented sounds: "/f/ /l/ /a/ /b/"</li> <li>Ask: "What's the word?" (Learners: flab)</li> <li>Try more: "/f/ /l/ /o/ /w/" → flow</li> </ul> <p><b>Phoneme Substitution:</b></p> <ul style="list-style-type: none"> <li>Ask: "If we change the /f/ in flab to /s/, what do we get?" (slab)</li> <li>Try: flow → change /w/ to /s/ = floss</li> <li>fled → change /f/ to /r/ = rled (discuss if it's an acceptable word)</li> </ul> <p><b>Phoneme Deletion:</b></p> | <p><b>Phoneme Blending and Segmentation</b></p> <p><b>Sound Blending</b></p> <ul style="list-style-type: none"> <li>Say the sounds slowly. Ask learners to blend them into a word:<br/>/b/ /l/ /t/ → bite<br/>/h/ /l/ /d/ → hide<br/>/f/ /l/ /r/ → fire<br/>/d/ /l/ /n/ → dine<br/>/f/ /l/ /l/ → file</li> <li>Say: "What word do the sounds make?" Learners respond chorally.</li> </ul> <p><b>Phoneme Substitution</b></p> <ol style="list-style-type: none"> <li>Ask learners to change one sound to make a new word:</li> <li>"Change the /b/ in bite to /r/ — what's the new word?" → rite</li> <li>"Change the /h/ in hide to /s/ — what's the new word?" → sode</li> </ol> | <p><b>Phoneme Blending and Segmentation</b></p> <p><b>Sound Blending</b></p> <ul style="list-style-type: none"> <li>Say the sounds slowly. Ask learners to blend them into a word:<br/>/p/ /ō/ /p/ → pope<br/>/r/ /ō/ /t/ → rote<br/>/b/ /ō/ /n/ → bone<br/>/c/ /ō/ /n/ → cone<br/>/h/ /ō/ /m/ → home</li> <li>Say: "What word do the sounds make?" Learners respond chorally.</li> </ul> <p><b>Phoneme Substitution</b></p> <ol style="list-style-type: none"> <li>Ask learners to change one sound to make a new word:</li> <li>"Change the /p/ in pope to /c/ — what's the new word?" → cope</li> <li>"Change the /r/ in rote to /v/ — what's the new word?" → vode</li> </ol> |





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|   | <ul style="list-style-type: none"> <li>The teacher will give other examples for further understanding of the concept.</li> </ul>  | <ul style="list-style-type: none"> <li>Ask: "What happens if we take away the /f/ from flick?" (lick)</li> <li>Try more: fluff without /f/ at the end = flu</li> </ul> <p>The teacher will give other examples for further understanding of the concept</p>   | <p>the new word?" → side</p> <p>4. "Change the /f/ in fire to /w/ — what's the new word?" → wire</p> <ul style="list-style-type: none"> <li>Let them repeat the words after changing the sounds.</li> <li>Say: "Can you stretch the sounds in the word?"</li> </ul>   | <p>the new word?" → vote</p> <p>4. "Change the /b/ in bone to /t/ — what's the new word?" → tone</p> <ul style="list-style-type: none"> <li>Let them repeat the words after changing the sounds.</li> <li>Say: "Can you stretch the sounds in the word?"</li> </ul>  |
| <b>Sight Word Recognition and Fluency Practice</b><br>5 min | <ul style="list-style-type: none"> <li>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.</li> <li>Keep the flashcard and let them spell-out the word correctly.</li> <li>Display and review the 5 target sight words on a chart: in, of, that, was, are</li> </ul> | <ul style="list-style-type: none"> <li>Let the learners spell out the sight word of the week.</li> <li>Repeat the words twice only to improve attentiveness.</li> <li>Let them check their work and answer the activity in chorus for retention</li> <li>Display and review the 5 target sight words on the board or chart: in, of, that, was, are</li> </ul> | <ul style="list-style-type: none"> <li>The teacher will display set of words</li> <li>Let the learners choose one word that fits to the paragraph</li> </ul> <p><b>IN   OF   THAT   WAS   ARE</b></p> <p>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.</p> <p><b>(See LAS Week 8 Session 3 Activity 7)</b></p> | <ul style="list-style-type: none"> <li>The teacher will display set of words</li> <li>Let the learners choose one word from the set of words</li> <li>Let them create a sentence using the word they have chosen</li> </ul> <p><b>IN   OF   THAT   WAS   ARE</b></p> |
| <b>Fluency and Comprehension</b>                            | <b>ROLL, READ, AND HIGHLIGHT</b> <ul style="list-style-type: none"> <li>Let the learners roll the dice and a read word for</li> </ul>   | <b>WORD BINGO</b> <ul style="list-style-type: none"> <li>Let the learners Word Bingo Game wherein</li> </ul>  | <b>KARAOKE INTERPRETATION</b>   | <b>READING RELAY</b> <ul style="list-style-type: none"> <li>Let the learners compose a story using sentences</li> </ul>  |





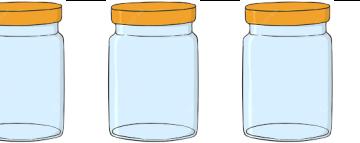
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|--|--|--------------|-------|------|-------|------|-------|---|------|------|------|--|--|---|------|------|-------|--|--|---|------|-------|------|--|--|---|------|------|------|--|--|---|------|------|-------|--|--|---|------|----------|-------|--|--|--|------------------|--|--|-------------|--------------|-------------|-------------|-------------|--------------|--------------|--------------|-------------|---|---|
| <p><b>through Play-Based Practice</b></p> <p>5 min</p> | <p>the number rolled.<br/>Highlight the word you have read.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">•</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●●</td> <td style="text-align: center;">●●●</td> <td style="text-align: center;">●●●●</td> <td style="text-align: center;">●●●●●</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">slam</td> <td style="text-align: center;">slap</td> <td style="text-align: center;">sled</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">slid</td> <td style="text-align: center;">slim</td> <td style="text-align: center;">slept</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">slop</td> <td style="text-align: center;">slant</td> <td style="text-align: center;">slow</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">slum</td> <td style="text-align: center;">slot</td> <td style="text-align: center;">slug</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">slit</td> <td style="text-align: center;">slob</td> <td style="text-align: center;">slash</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">slam</td> <td style="text-align: center;">slippers</td> <td style="text-align: center;">slurp</td> <td></td> <td></td> </tr> </table> <p><b>(See LAS Week 8 Session 1 Activity 6)</b></p> <ul style="list-style-type: none"> <li>Guide them in pronouncing the words correctly emphasizing the blending consonant.</li> <li>Optional: Encourage them to use the word they read in a sentence or phrase.</li> </ul> | •            | ●     | ●●   | ●●●   | ●●●● | ●●●●● | 1 | slam | slap | sled |  |  | 2 | slid | slim | slept |  |  | 3 | slop | slant | slow |  |  | 4 | slum | slot | slug |  |  | 5 | slit | slob | slash |  |  | 6 | slam | slippers | slurp |  |  | <p>the teacher will call out definitions or use words in sentences, learners mark the correct word.</p> <ul style="list-style-type: none"> <li>Continue playing until someone gets 3 words in a row on their scorecard.</li> <li>Shout "Bingo" if you get 3 squares in a row.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;"><b>B I N G O</b></td> </tr> <tr> <td style="text-align: center;"><b>FLAG</b></td> <td style="text-align: center;"><b>FLESH</b></td> <td style="text-align: center;"><b>FLIP</b></td> </tr> <tr> <td style="text-align: center;"><b>FLOW</b></td> <td style="text-align: center;"><b>FREE</b></td> <td style="text-align: center;"><b>FLASK</b></td> </tr> <tr> <td style="text-align: center;"><b>FLUFF</b></td> <td style="text-align: center;"><b>FLOCK</b></td> <td style="text-align: center;"><b>FLAT</b></td> </tr> </table> <p><b>(See LAS Week 8 Session 2 Activity 6)</b></p> | <b>B I N G O</b> |  |  | <b>FLAG</b> | <b>FLESH</b> | <b>FLIP</b> | <b>FLOW</b> | <b>FREE</b> | <b>FLASK</b> | <b>FLUFF</b> | <b>FLOCK</b> | <b>FLAT</b> | <ul style="list-style-type: none"> <li>Play a part of a song "Fine" by Kyle Hume then post the lyrics of it.</li> </ul> <p><b>Fine</b><br/>by Kyle Hume</p> <p>Yeah I'm fine<br/>If "F" is for feeling overwhelmed<br/>And "I" is for "I'm not alright"<br/>Yeah I'm fine<br/>If "N" is for not being able to sleep<br/>"E" for every night<br/>Yeah I'm fine</p> <p>Finally feeling the pressure of<br/>Keeping my feelings inside<br/>Yeah I'm fine<br/>Well maybe I'm not<br/>And I just need to tell<br/>someone I'm not alright<br/>Do you wonder how it'd feel<br/>to let somebody in to finally<br/>see the real you?</p> <p>Me too<br/>I hide behind a mask<br/>But it's getting pretty see through<br/>Cuz I'm so tired of trying to</p> | <p>with long /ō/ sounds on strips of paper</p> <ul style="list-style-type: none"> <li>Each learner will read a portion aloud, then passes it on.</li> </ul> <p><b>A Trip to the Zoo</b></p> <ol style="list-style-type: none"> <li>Jane and Cole went to the zoo with a note from school. "Take close care and be safe," it said.</li> <li>At the gate, Jane held the rope as they walked.</li> <li>They saw a big lion chew on a bone. "Look at his big nose!" Cole said.</li> <li>A goat came close, and Cole gave it a cone. The goat took it with hope, then ran to its home.</li> <li>"It's time to go home!", said Cole. "It's fun to roam," said Jane. "Let's write a note to say thank you!"</li> </ol> |
| •  | ●  | ●●           | ●●●   | ●●●● | ●●●●● |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 1  | slam   | slap         | sled  |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 2  | slid   | slim         | slept |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 3  | slop   | slant        | slow  |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 4  | slum   | slot         | slug  |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 5  | slit   | slob         | slash |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| 6  | slam   | slippers     | slurp |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| <b>B I N G O</b>                                       |  |              |       |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| <b>FLAG</b>  | <b>FLESH</b>   | <b>FLIP</b>  |       |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| <b>FLOW</b>  | <b>FREE</b>  | <b>FLASK</b> |       |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |
| <b>FLUFF</b>   | <b>FLOCK</b>   | <b>FLAT</b>  |       |      |       |      |       |   |      |      |      |  |  |   |      |      |       |  |  |   |      |       |      |  |  |   |      |      |      |  |  |   |      |      |       |  |  |   |      |          |       |  |  |  |                  |  |  |             |              |             |             |             |              |              |              |             |   |   |





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|                                |   |  | <p>pretend like<br/>I can do it on my own<br/>When in the end I'm<br/>Sick and tired of feeling<br/>alone<br/>I wish there was a way that<br/>you could read my mind<br/>When I say I'm fine because<br/>Yeah I'm fine</p> <ul style="list-style-type: none"> <li>Let the learners identify the words with CVCe pattern of long /i/ sound</li> <li>Let them underline them directly on the posted lyrics and read their answers</li> <li>Play it again and ask: "What do you think is the message of the song played?"</li> </ul> <p><b>(See LAS Week 8 Session 3 Activity 8)</b></p> | <ul style="list-style-type: none"> <li>Say: "Who among you have visited a zoo? What animals have you seen?"</li> <li>Ask: "What are the words that have CVCe pattern: o_e in the text read?"</li> </ul> <p><b>(See LAS Week 8 Session 4 Activity 6)</b></p> |
| <b>Closing/<br/>Reflection</b> | <ul style="list-style-type: none"> <li>Ask: How well did you learn today?</li> <li>Let them have a self-assessment using "Fist to Five Activity"</li> <li>The learners will assess what level of learning they</li> </ul> | <b>TRAFFIC LIGHT ASSESSMENT</b> <ul style="list-style-type: none"> <li>Ask: How well did you learn today?</li> <li>Let them have a rate themselves using "Traffic Light Assessment"</li> </ul> | <ul style="list-style-type: none"> <li>Ask: How well did you learn today?</li> <li>The learners will assess what level of learning they have by putting individual cookies to the category they belong to.</li> </ul>   | <ul style="list-style-type: none"> <li>Say: "On a scale of 1 to 5, 5 being the highest. How will you rate your confidence in your reading ability?"</li> <li>The learners will assess what level of learning</li> </ul>                                     |



|   |   |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
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|   | <p>have by raising their fingers.</p> <table border="1" data-bbox="384 287 810 657"> <tr><td><b>5</b></td><td>I completely understand<br/>(can teach it)</td></tr> <tr><td><b>4</b></td><td>I mostly understand<br/>(can show it)</td></tr> <tr><td><b>3</b></td><td>I understand pretty well</td></tr> <tr><td><b>2</b></td><td>I need more practice<br/>and examples</td></tr> <tr><td><b>1</b></td><td>I need help</td></tr> </table> <ul style="list-style-type: none"> <li>It allows learners to give feedback quickly on how comfortable they are with a topic</li> </ul> | <b>5</b>  | I completely understand<br>(can teach it)  | <b>4</b>  | I mostly understand<br>(can show it) | <b>3</b> | I understand pretty well | <b>2</b> | I need more practice<br>and examples | <b>1</b> | I need help |  <ul style="list-style-type: none"> <li>The learners will assess what level of learning they have by tapping the color they think they belong to.</li> </ul> |  <p>Jar 1- I can show others how to do it<br/>     Jar 2- I can do it by myself<br/>     Jar 3- I need more practice</p> | <p>they have by giving a self-rating.</p> <ul style="list-style-type: none"> <li>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!"</li> </ul> |
| <b>5</b>  | I completely understand<br>(can teach it)   |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
| <b>4</b>  | I mostly understand<br>(can show it)  |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
| <b>3</b>  | I understand pretty well  |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
| <b>2</b>  | I need more practice<br>and examples  |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
| <b>1</b>  | I need help   |   |  |   |                                      |          |                          |          |                                      |          |             |  |   |  |
| <b>Enhancement<br/>of Learning<br/>/Home<br/>Reinforcement<br/>Activity</b> | <p><b>FROM ONE TO MANY</b></p> <ul style="list-style-type: none"> <li>Ask learners to form new words by deleting or adding a letter from the given word (as many as they can) listed below:</li> <ol style="list-style-type: none"> <li>slap</li> <li>slice</li> <li>slow</li> <li>slump</li> <li>slit</li> </ol> </ul>   | <p><b>READ AND DRAW</b></p> <ul style="list-style-type: none"> <li>Read the sentence. Then draw a picture to match.</li> <ol style="list-style-type: none"> <li>The frog flips on the flat mat.<br/></li> <li>A big flag.<br/></li> </ol> </ul> | <ul style="list-style-type: none"> <li>Ask learners to list down some other words with long vowel sounds that they may encounter as they go home</li> <li>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</li> </ul> | <ul style="list-style-type: none"> <li>Ask learners to give 5 sentences using long vowel sounds</li> <li>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</li> <li>Say: "All is well that ends well! See you again next week. Please find time to</li> </ul> |                                      |          |                          |          |                                      |          |             |  |   |  |





|  |  |   |   |                                       |
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|  | <ul style="list-style-type: none"> <li>Write the words on your sheet with help from a family member.</li> </ul> <p><b>(See LAS Week 8 Session 1 Activity 7)</b></p> <p>Optional: Encourage learners to read the sight words from today's lesson with a family member and use them in a sentence.</p> | <p><b>(See LAS Week 8 Session 2 Activity 7)</b></p> <ul style="list-style-type: none"> <li>Say: "All is well that ends well! See you again tomorrow. Please find time to practice reading at home! Thank you!"</li> </ul> | <ul style="list-style-type: none"> <li>Say: "All is well that ends well! See you again tomorrow. Please find time to practice reading at home! Thank you!"</li> </ul> | practice reading at home! Thank you!" |
|--|--|---|---|---------------------------------------|



