



ARAL

PROGRAM

ARAL - READING PLUS

Home Learning Material



Home Learning Guide



This is a special time where you and your child can work together to practice important skills in reading and reinforce what they learned during the week from the ARAL Summer sessions.



Monday - Thursday	Friday 
	

Designate an area or spot where to do the home learning activities together. It would also be great if you do the activities at a consistent time of the day every Friday to build an "ARAL-Time" at home.



Our Goal: 20 minutes of connection, not 20 minutes of perfection



These activities are meant to be fun and flexible, so take your time and do what works best for you and your child. There are different activities, so you can choose what feels right for today. **Start at 20 minutes** and take breaks as necessary. Remember, it's not about rushing, it's about enjoying the learning journey together! You're doing an amazing job as a partner in your child's learning. Let's have fun and learn along the way!

Learning Support Strategies

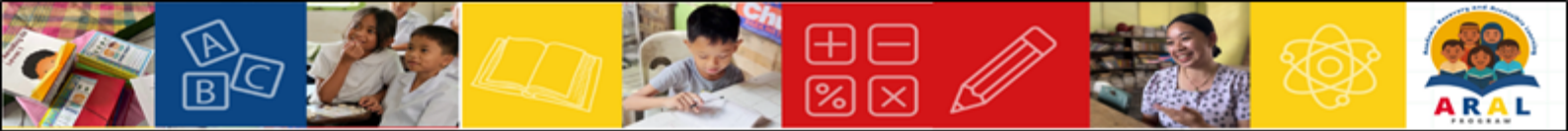


Vocabulary Practice

- **The "Context Detective":** When your child sees an underlined word like chaos or hesitation, don't give them the answer. Ask: "Look at the sentences around it. Does the situation sound scary or happy? What does that tell us about the word?"
- **Connect to Real Life:** If the sheet mentions delicious strawberry ice cream or a dream, ask: "When was the last time you felt that way?" or "Can you use that word to describe something in this room?"
- **Practice Grouping:** If the activity asks for people, place, or thing, play a quick game: "I see a garden. Is that a place or an event?"

Fluency Practice - I Read, We Read, You Read

1. **I Read** - Read a passage aloud. Let them hear how you pause at periods.
2. **We Read** - Read the same paragraph together at the same time. This provides a "safety net" for tricky words.
3. **You Read** - Let them try it solo. If they stumble, simply provide the word and keep going to maintain the "flow."



Boosting Comprehension: Thinking While Reading

- **"Check-In" Question:** After a passage, ask the "Wh-" questions found in their sheets: "Who was there? Where did they go? What was the problem?".
- **Fact vs. Fantasy:** Use the "Reality vs. Fantasy" approach. Ask: "Could a boy really be resurrected by a pet rooster, or is that a myth?".
- **Predicting:** Before answering the multiple-choice questions, for example, ask: "Based on Ko-Ngai's worry, what do you think she will do next?". Let them guess before they look at the options.

Do a quick check-in



- If the reading becomes a struggle, stop. Read the rest of the story to them and discuss the pictures or events together. The connection you build is more important than finishing every box on the sheet.
- If they decode a long word like ac-com-plish-ment by chunking it, give them a high-five!
- After a difficult paragraph, ask, "What did the sentence tell us?" If they decoded the words but didn't understand the meaning, they haven't "read" it yet.



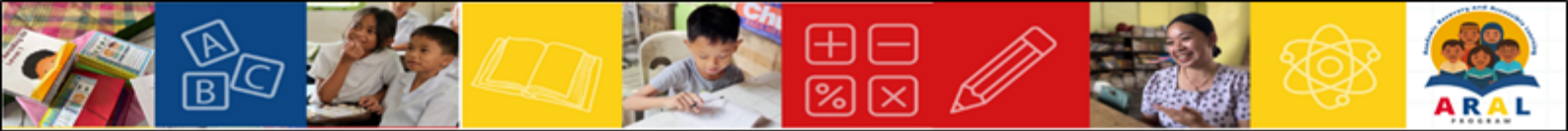
Supporting confidence and encouraging a growth mindset

If the student struggles with reading, don't forget to remind them that there is nothing wrong with making mistakes. What matters most is that they are trying and practicing. They can do it with patience and persistence! Offer praise or even small rewards for the effort they put in that day.

Home Learning Accomplishment Checklist

Use this checklist to record Home Learning Time with your child. Record any observations or comments you have about the practice.

	Set 1	Set 2	Set 3	Observations / Comments
Home Learning Activity 1 (May 8)				
Home Learning Activity 2 (May 15)				
Home Learning Activity 3 (May 22)				
Home Learning Activity 1 (May 29)				



ARAL Learner Self-Reflection

Home Learning Activity - May 8, 2026

SKILL	I am still practicing 💡	I am doing great! ★
Comprehension (I understand)	I can tell you some parts of the story.	I can tell you the whole story and answer the questions.
Vocabulary (I know words)	I found some new words and asked what they mean.	I know what the new words mean and can use them.
Fluency (I read with ease)	I read the words one by one. I am taking my time.	I can read sentences smoothly, like I am talking to a friend.

Home Learning Activity - May 15, 2026

SKILL	I am still practicing 💡	I am doing great! ★
Comprehension (I understand)	I can tell you some parts of the story.	I can tell you the whole story and answer the questions.
Vocabulary (I know words)	I found some new words and asked what they mean.	I know what the new words mean and can use them.
Fluency (I read with ease)	I read the words one by one. I am taking my time.	I can read sentences smoothly, like I am talking to a friend.



ARAL-Reading KS2 Plus Home Learning Activity 1

Set 1

Read the passage and answer the questions that follow:

One sunny morning, Lina went to the farm in La Trinidad, Benguet with her mother to buy strawberries for her birthday. They saw many kinds of strawberries growing in the garden. Lina picked some strawberries and placed them in a basket. After picking, they ate delicious strawberry ice cream and went home.

- _____ 1. Where was the farm that Lina went to?
- _____ 2. Who did Lina go with?
- _____ 3. What did they see in the farm?
- _____ 4. Where did Lina place the strawberries?
- _____ 5. What did they eat before going home?

Set 2

Read each word, then write on the blank the category it belongs to.

people

place

thing

event

- _____ 1. Mother
- _____ 2. garden
- _____ 3. basket





_____ 4. birthday

_____ 5. strawberries

Set 3

Using the following words, write your own sentence.

1. morning

_____.

2. ice cream

_____.

3. delicious

_____.

4. farm

_____.

5. grow

_____.





ARAL-Reading KS2 Plus Home Learning Activity 2

Set 1

Read each sentence. Draw a box around the verbs.

1. Maria danced in the school program.
2. Tito washed the car in the driveway.
3. Liza sketched a beautiful flower.
4. The dog barked loudly at the stranger.
5. They climbed the tall tree together.

Set 2

Find the adjectives in the crossword puzzle. The words may appear horizontally, vertically, or diagonally. Encircle each adjective you find.

happy little sunny worried tall small bright fun old								
S	U	N	N	Y	T	A	L	L
O	F	T	S	M	A	L	L	B
H	A	P	P	Y	R	I	G	H
B	R	I	G	H	T	W	O	R
L	I	T	T	L	E	F	U	N
C	O	L	D	X	Y	Z	A	Q
W	O	R	R	I	E	D	P	K





Set 3

Read each sentence. Encircle the adjectives in the sentences.

1. The tall giraffe ate leaves from the tree.
2. Liza wore a colorful dress to the party.
3. The small bird flew into the garden.
4. The cold water made Max shiver.
5. The happy dog wagged its tail.





ARAL-Reading KS2 Plus Home Learning Activity 3

Set 1

Read the short story below. Then, identify the characters, setting, problem, solution, and events.

One sunny morning, Mia was playing in her backyard with her little puppy, Max. Max ran too far and got lost near the park. Mia felt worried and asked her neighbors for help. After a while, Max was found hiding under a tree. Mia hugged him happily, and they went home safely.

Element	Answer
Characters	
Setting	
Problem	
Solution	
Events	





Set 2

Read the short story. Then, answer the following questions in full sentences.

The Singing Boy

Ray likes to sing since he was young. He always wanted to be a singer when he grows up.

"I want to be like Gary Valenciano!" he would say. But his parents think music is a distraction from his studies. Because of this, they always tell him to study hard instead.

When he told his sister about his problem, his sister supported him. Because of his sister's support, he felt brave enough to join the school contest. He eventually won and he also got good grades because he also studied well.

This accomplishment made Ray's parents realize he can balance his passion and school. They decided to support him and help him achieve his dreams.

1. What does Ray want to be when he grows up?

_____.

2. What does Ray's parents think about his dreams?

_____.

3. What made Ray join the school contest?

_____.





4. What made Ray's parents support his dreams?

_____.

5. What do you think would happen if Ray did not get good grades?

_____.

Set 3

Using the following words, write your own sentence.

1. dream

_____.

2. distraction

_____.

3. brave

_____.

4. accomplishment

_____.

5. passion

_____.





ARAL-Reading KS2 Plus Home Learning Activity 4

Set 1

Draw a line to match the synonyms.

courageous	understand
comprehend	unique
disease	brave
truth	fact
special	illness

Set 2

Draw a line to match the antonyms.

painful	durable
fragile	tired
child	adult
energetic	simple
fancy	comfortable



Set 3

Read the procedural text and number the steps in the correct order.

How to Make a Quick Pandesal Snack

In the Philippines, we love eating pandesal for breakfast or *merienda*. It is warm, soft, and tastes great with fillings! Here is how you can make a yummy pandesal snack.

First, open the pandesal. Use your fingers or a knife to gently pull the pandesal open in the middle. Try not to break it all the way through!

Then, add your filling! If you like it very sweet, drizzle some condensed milk inside. You can also use a fruit jam, like coco jam or strawberry jam. If you like it saltier, you can use butter instead.

Now, spread it out! Use your knife or spoon to push the filling to the edges so every bite is yummy.

Afterward, press the two halves of the pandesal back together. If you have a drink, try "dunking" your pandesal into your warm milk or hot chocolate for a second before taking a bite.

Order the following based on the text:

- _____ Press the two halves of the pandesal back together.
- _____ Spread out the filling using your knife or spoon.
- _____ Open the pandesal using your fingers or a knife.
- _____ Add your preferred filling.
- _____ Try dunking your pandesal into your drink.

