Key Stage 3

DepED DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

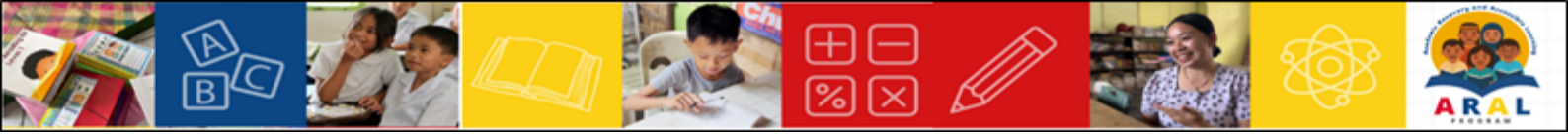
Academic Recovery and Accessible Learning

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.

SCHEDULE

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!

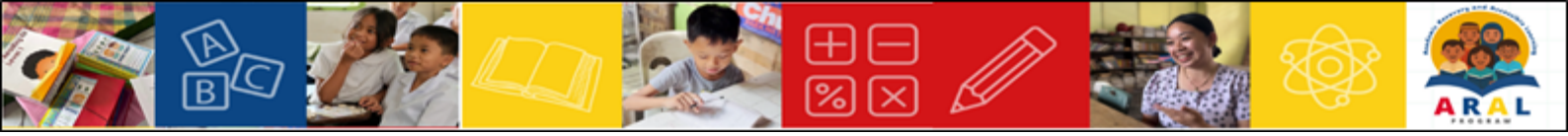
Learning Support Strategies

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.

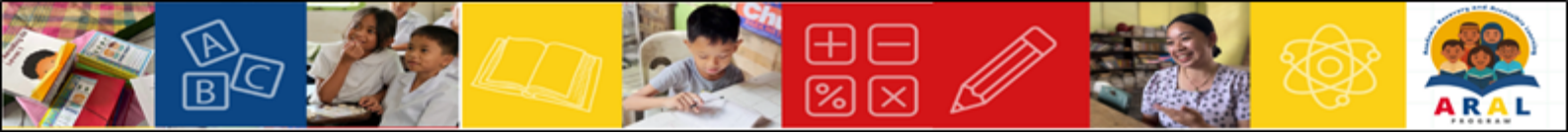
Supporting confidence and encouraging a growth mindset

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 Acttivity - 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 KS3 Plus Home Learning Activity 1

Set 1

Use clues from the sentence to identify the meaning of the underlined word. Encircle the letter of the best answer.

1. The land fell into chaos because <u>fearsome</u> creatures attacked villages.
   A. friendly
   B. scary and dangerous
   C. small
   D. Weak

2. Sulayman accepted the mission without <u>hesitation</u>.
   A. fear
   B. excitement
   C. pause or doubt
   D. anger

3. The ring symbolized the deep <u>bond</u> between the brothers.
   A. a rope
   B. a prison
   C. a close relationship
   D. a rule

4. Indarapatra was <u>overcome with grief</u> upon finding that Sulayman was lifeless. The phrase overcome with grief suggests that Indarapatra…
   A. felt angry
   B. felt relieved
   C. felt extreme sadness
   D. felt excited

Set 2

Read the story below and answer the following questions.

The Story of Indarapatra and Sulayman
(A Mindanaoan Epic)

Rajah Indarapatra ruled a peaceful land in Mindanao. Although his kingdom was prosperous, he often worried about nearby regions that had fallen into chaos. One such land was Mindanao's interior, where fear spread because of fearsome creatures that destroyed villages and harmed innocent people.

Concerned for the safety of the people, Indarapatra asked his brave brother, Sulayman, to investigate. Sulayman accepted the task without hesitation. Before leaving, Indarapatra gave him a magical ring that would warn him if his brother was in danger. This ring symbolized not only protection but also the deep bond of loyalty between the brothers.

As Sulayman traveled across the land, he encountered a monstrous bird whose wings darkened the sky. With courage and skill, Sulayman defeated the creature. He continued his journey and faced more dangers, including a giant serpent and a deadly creature that brought illness wherever it went. Each battle required strength, intelligence, and bravery.

However, during his final battle, Sulayman used all his power and collapsed. At that moment, Indarapatra's ring cracked, signaling that something terrible had happened. Realizing his brother was in danger, Indarapatra rushed to Mindanao.

When Indarapatra arrived, he found Sulayman lifeless. Overcome with grief, Indarapatra used magic to revive his

brother. Sulayman slowly returned to life, and the land was freed from destruction. Peace was restored, and the people rejoiced.

The story of Indarapatra and Sulayman reminds readers that courage, sacrifice, and
brotherhood are powerful forces. True heroism is not only shown in battle but also in caring deeply for others.

Encircle the letter that corresponds to the correct answer based on the details from the story.

1. What caused fear and chaos in the land near Indarapatra's kingdom?
   A. A war between kingdoms
   B. A lack of food and water
   C. Fearsome creatures harming villages
   D. A powerful earthquake

2. What did Indarapatra give Sulayman before he left on his journey?
   A. A sword
   B. A shield
   C. A magical ring
   D. A map

3. Which two dangerous creatures did Sulayman fight during his journey?
   A. A lion and a tiger
   B. Amonstrous bird and a giant serpent
   C. A dragon and a giant
   D. Wolves and crocodiles

4. What happened to Indarapatra's ring during Sulayman's final battle?

A. It disappeared
B. It glowed brightly
C. It cracked, signaling danger
D. It turned into stone

5. How did Indarapatra bring Sulayman back to life?
   A. By asking the villagers for help
   B. By defeating another monster
   C. By waiting for Sulayman to recover
   D. By using magic

Set 3

Write L if the statement is literal or I if it is implied.

_____ 1. Sulayman fought many dangerous creatures.

_____ 2. Brotherhood gives strength during difficult times.

_____ 3. Indarapatra used magic to revive Sulayman.

_____ 4. True heroism involves caring for others.

Answer the following questions in your own words.

1. What happened to Indarapatra's magical ring, and what did it tell him?

2. What does Sulayman's willingness to fight dangerous creatures suggest about his character?

Aral-Reading KS3 Plus Home Learning Activity 2

Set 1

Read the passage below and answer the questions that follow.

SYNOPSIS OF *BIAG NI LAM-ANG*

Namongan gives birth to a baby with incredible strength and courage, named Lam-ang. The boy asks his mother about his father's whereabouts and learns that he has gone to fight the Igorot. Lam-ang arms himself with charms and decides to look for his father. From a dream, he learns that his father, Don Juan Panganiban, had been killed by the Igorot.

Later, Lam-ang finds the Igorot in a *sagang*, a feast celebrating a successful headhunting expedition. His father's head is displayed in the feast. Lam-ang slays them all with his spear.

Lam-ang hears about a beautiful maiden named Ines Cannoyan, the daughter of the richest man in the town of Kalanutian. He tells his mother of his desire to court the maiden. Although his mother discourages him, he goes anyway, dressed in gold and accompanied by his pet rooster and white dog. The giant, Sumarang, blocks his way and belittles him. Lam-ang defeats him in a duel and hurls him nine hills away. Later, Sarindadan tries to seduce him but Lam-ang rejects her advances.

Reaching Kalanutian, he impresses Ines with his magic. His rooster crows and topples a small outhouse. His dog barks and the outhouse is rebuilt. Ines invites him to the house where the rooster acts as Lam-ang's spokesperson. Ines' parents ask for a bride price, which Lam-ang agrees to give.

Lam-ang returns home to prepare for the wedding and the presents. He and his townsfolk sail on two golden ships to Kalanutian where Lam-ang and Ines have a Catholic wedding. The townspeople board the two ships to Nalbuan, Lam-ang's birthplace, to continue the celebration.

After the celebration, Lam-ang agrees to hunt *rarang*, a shellfish. He is swallowed by a giant fish, called *berkakang*, as he has dreamt so. However, a diver recovers his bones. The pet rooster flaps its wings and resurrects Lam-ang. He then rewards the diver and lives happily with his wife and pets.

— CCP Encyclopedia of Philippine Art: Philippine Literature, Volume 9 (Cultural Center of the

Philippines, 1994)

1. Who are the main characters in the story?

2. Where did the story take place?

3. What is the problem in the story?

4. Who was Lam-ang's father and what happened to him?

5. What did Lam-ang do when he found the Igorot displaying his father's head?

Set 2

Arrange the following events in chronological order. Write numbers 1-5 in the space provided under Event Number.

Event Number	Key Event
	Lam-ang learns about his father's death and sets out to find the Igorot.
	Lam-ang defeats Sumarang and continues his journey to court Ines Cannoyan.
	Lam-ang is swallowed by the giant fish (berkakang) while hunting.
	Lam-ang kills the Igorot and avenges his father.
	Lam-ang is resurrected by his pet rooster after his bones are recovered.

Set 3

Write 3-5 sentences connecting the story to your own experiences or observations.

Aral-Reading KS3 Plus Home Learning Activity 3

Set 1

Read the story below and answer the questions that follow.

Excerpt from "The Soul of the Great Bell" by Lafcadio Hearn

The mighty bell was to be made for the great Ming emperor. It had to be perfect – strong as thunder and its sound should reach one hundred miles. Kouan-Yu, the general, gathered all the skilled bell smiths in the city. Many times, the workers tried, but the bell was deformed and cracked, again and again.

The emperor grew angry and sent a message: "If the next casting fails, the master bell-maker, Kouan-Yu, shall lose his life."

Kouan-Yu's daughter, Ko-Ngai, heard this terrible news. She loved her father deeply and worried for him day and night as he worked on the final attempt to make the mighty bell.

Encircle the letter of the correct answer.

1. What can we infer about the emperor?

   A. He is patient and loving.
   B. He does not care about the shape of the bell.
   C. He expects perfection and punishes failure.
   D. He wants to give Kouan Yu a reward.

2. Why was Ko Ngai worried for her father?

   A. The emperor was a kind leader.
   B. Ko-Ngai loves her father.
   C. Her father will be killed if the bell smiths don't make a perfect bell.

D. She did not trust her father to finish the bell.

3. What can we infer about Kouan Yu as a bell-maker?

A. He does not care about his work as the general.
B. He is skilled in leading the bell smiths but he is facing a hard task.
C. He wants to stop serving the emperor.
D. He plans to disobey the emperor.

4. What might the repeated cracking of the bell suggest?

A. The materials used were weak or incorrect.
B. The workers were not skilled.
C. The emperor was not helping.
D. The materials was already perfect.

5. What does Ko Ngai's reaction show about her character?

A. She is careless.
B. She is brave and loves her father deeply.
C. She is angry at the emperor.
D. She is interested in becoming a bell-maker.

Set 2

Read each sentence below and make a prediction on what is most likely to happen next. Encircle the letter of your answer.

1. If the next bell casting fails, what is most likely to happen?

A. The emperor will congratulate Kouan-Yu.

B. Kouan-Yu will be punished.

C. The workers will celebrate.

D. The emperor will stop making the bell.

2. Based on Ko-Ngai's deep worry, what might she try to do next?

   A. Ignore the problem.

   B. Help her father in some way.

   C. Leave the city.

   D. Destroy the bell.

3. The workers have failed many times. What might they do on the next attempt?

   A. Try harder and change their methods of making the bell.

   B. Stop making the bell.

   C. Beg the emperor to stop the project.

   D. Change the worker of the bell.

4. If Ko-Ngai continues to worry, what might she say to her father?

   A. "I will help you. We must succeed."

   B. "Let's hide from the emperor."

   C. "Do not make the bell anymore."

   D. "The emperor will forgive you."

5. If the bell finally succeeds, what is the most likely outcome?

   A. The emperor will reward Kouan-Yu.

   B. The emperor will still punish Kouan-Yu.

   C. The workers will leave the city.

   D. Ko-Ngai will continue worrying.

Set 3

Read the story below.

The Hands of the Black

by Luis Bernardo Honwana

A young boy noticed something unusual. He saw that the palms of Black people's hands were lighter than the rest of their skin. This made him curious, so he started asking questions.

First, he asked his teacher. The teacher said that long ago, Black people worked so hard that their hands became lighter.

He also heard someone say that Black people were made in the morning and they have to bathe in the lake of heaven before going down to earth, because the lake was so cold in the morning they just wet the palm of the hands and the sole of their feet and that is why their palms became lighter.

Another old man said that people once walked on all fours like animals, so their palms became lighter from touching the ground.

The boy felt confused because everyone gave different answers.

Finally, he asked his mother. She smiled and said,
"All people are the same. The palms of our hands are lighter because they are not exposed to the sun as much as the rest of our body."

The boy understood. The real answer was simple and based on truth.

Read each statement and encircle the letter of your answer. Identify if it is:

A. **Reality (Fact)** – can happen in real life / scientifically true
B. **Fantasy (Non-Fact)** – imaginary or not true

1. The boy asked many people to understand something he noticed.
    A. Reality
    B. Fantasy

2. Black people's hands became lighter because they worked too hard.
    A. Reality
    B. Fantasy

3. Black people bathed in a lake in heaven that changed their skin color.
    A. Reality
    B. Fantasy

4. People once walked on all fours like animals, making their palms lighter.
    A. Reality
    B. Fantasy

5. The boy became confused because he received different answers.
    A. Reality
    B. Fantasy

Aral-Reading KS3 Plus Home Learning Activity 4

Set 1

Read each statement. Put a ✓ beside the sentence if you agree and ✕ if you disagree.

_____ 1. Ads always tell the truth.
_____ 2. Pictures can influence what we think.
_____ 3. Social media posts can change opinions.
_____ 4. Some messages try to convince us in a tricky way.
_____ 5. Bandwagon is a common propaganda technique.

Set 2

Read each statement. Choose the technique used. Encircle the letter of your answer.

1. "Everyone in our school is using this product. You should try it too!"
   A. Bandwagon
   B. Testimonial
   C. Glittering Generalites
   D. Name-Calling

2. "This product is trusted by a famous actress."
   A. Bandwagon
   B. Testimonial
   C. Glittering Generalities
   D. Name-Calling

3. "This is the best, most amazing, and perfect product for everyone!"
   A. Bandwagon
   B. Testimonial
   C. Glittering Generalities

D. Name-Calling

4. "Don't buy that brand—it's terrible and useless!"
   A. Bandwagon
   B. Testimonial
   C. Glittering Generalities
   D. Name-Calling

5. "I'm just an ordinary student like you, and I use this every day."
   A. Bandwagon
   B. Testimonial
   C. Glittering Generalities
   D. Name-Calling

Set 3

Create a simple ad or poster and draw this on the space below. Feel free to be creative with your ad.