

Key Stage

3



ARAL

PROGRAM

READING - PLUS

Tutor's Guide

2nd EDITION

Government Property
NOT FOR SALE



ARAL – Reading Plus: Key Stage 3 Tutor’s Guide

This material is intended exclusively for the use of learners in the implementation of Academic Recovery and Accessible Learning (ARAL) Program. Anchored on Republic Act No. 12028 (ARAL Act of 2024), is DepEd’s national learning recovery initiative. It provides free interventions to help learners struggling in reading, mathematics, and science achieve the competencies for their grade level.

The Intellectual Property Code of the Philippines states that “No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.”

Borrowed materials (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or send an email to blr.od@deped.gov.ph.

Published by the Department of Education
Secretary: Sonny M. Angara
Undersecretary: Carmela C. Oracion

Development Team

Management Team

Bureau of Curriculum Development
Bureau of Learning Delivery
Bureau of Learning Resources
ARAL Program Secretariat



KEY STAGE 3 - PLUS

TABLE OF CONTENTS

SESSION	LESSON	PAGE
Session 1	Opening Session, Administration of Assessment	1
Session 2	Context Clues, Literal, and Implied Meaning of Words	3
Session 3	Assessing Fluency	10
Session 4	Understanding Meaning through Structural Analysis and Use of General References	17
Session 5	Reading with Proper Pacing, Expression, and Non-Verbal Cues	24
Session 6	Story Elements, Identifying Plot Type, Sequencing of Events	32
Session 7	Identifying Speaker's Point of View, Theme, and Author's Purpose	40
Session 8	Making Inferences and Predictions	48
Session 9	Differentiating Fantasy from Reality	57
Session 10	Drawing Conclusions and Making Generalizations	63
Session 11	Figure of Speech and Sound Devices	71
Session 12	Fact, Opinion, Fact-Based Opinion	79
Session 13	Propaganda Techniques	86
Session 14	Infographics	92



ARAL-Reading KS3 Plus Session 1

Lesson 1

A. Objectives	• Orient learners about the ARAL Summer Reading Program—its purpose, expectations, and flow. • Build rapport and set classroom norms for a positive learning environment.
B. Motivation	Hello Summer! • Welcome the learners to the ARAL Program with a short greeting activity. • Let the learners introduce themselves one-by-one. Then, using the first letter of their names, let them share one thing they enjoy reading, watching, or listening. It can be a title of a book, a poem, a story, a movie, or even a song. • Ask the learners to connect their answers to the goal of becoming better, more confident readers. <i>Example:</i> <i>Rommel - “Robin Hood”</i> <i>Sabrina - “Spongebob”</i>
C. Lesson Proper	Orientation Time! • Explain the goal of the ARAL Summer Program, which is to help learners strengthen foundational skills in reading. • Emphasize that the program is non-graded and meant to build confidence. • Highlight the importance of reading skills in all learning areas. • Share the full structure of ARAL Program Reading sessions. • Present the session schedule (days and time). • Explain attendance expectations and the importance of completing all sessions. • Provide an overview of learning materials.
D. Closing Activity	Future Me Postcard ▪ Ask the learner how they feel about the start of ARAL Summer Reading Program. Ask the learners to share this with the group. ▪ Ask them to create a personal postcard dedicated to themselves, 20 days after the program. ▪ On the front of the paper/postcard, they may draw a picture of themselves reading something they find



	difficult right now (a specific book, a menu, a news article). ▪ On the back of the paper/postcard, they write down their reason/goal for wanting to improve their skills. ○ <i>Example:</i> "I'm working hard on my reading because I want to be able to write a novel when I'm older.
E. Homework	Take-Home Activity ▪ This is a take home activity. ▪ Together with their parents/guardians, the learner must list down ten (10) things/items around their homes/vicinity. ▪ Then, let them compose a short story that ties together all the items cohesively.



ARAL-Reading KS3 Plus Session 2

Lesson 2

A. Objectives	Use context clues to understand unfamiliar words
B. Motivation	Feelings Check-In Purpose: Activate interest of the learners. - The tutor greets learners warmly. - Say: “If you are ready to learn today, show me a thumbs up or form a heart with your hands!” - Ask learners what they are excited about for the session. Quick Review Game - The tutor says a word (e.g., <i>happy</i>, <i>big</i>, <i>fast</i>) - Learners may give: - a synonym OR - a simple meaning “Today, we’ll learn how to understand <i>new words</i> even if we’ve never seen them before.”
C. Lesson Proper	Introduce Context Clues - Explain simply: - Context clues = hints in the sentence - Context clues help us understand unfamiliar words <i>Example:</i> “The river was <i>dangerous</i>, full of crocodiles.” <i>Ask the learners:</i> - What makes it dangerous? → Answer: crocodiles Using Context Clues - The tutor gives the learners pieces/strips of paper with words and their definitions. - Learners read each definition and decide which word it describes. Then, learners group the papers that have the same word but different meanings



	<table> <tr> <th>DEFINITION</th><th>WORD</th></tr> <tr> <td>physical power</td><td rowspan="2">strength</td></tr> <tr> <td>advantage or influence</td></tr> <tr> <td>to move from one side to another</td><td rowspan="2">cross</td></tr> <tr> <td>to overcome a challenge</td></tr> <tr> <td>something used to cross from one side to another</td><td rowspan="2">a bridge</td></tr> <tr> <td>a solution to a problem</td></tr> </table>	DEFINITION	WORD	physical power	strength	advantage or influence	to move from one side to another	cross	to overcome a challenge	something used to cross from one side to another	a bridge	a solution to a problem
DEFINITION	WORD											
physical power	strength											
advantage or influence												
to move from one side to another	cross											
to overcome a challenge												
something used to cross from one side to another	a bridge											
a solution to a problem												
D. Practice	PREDICT-READ-CONFIRM The tutor and learners must read the story alongside one another. <u><i>The Cleverness of Sang Kancil</i></u> Sang Kancil was a small mouse deer who lived in the forest. Despite his size, he was famous among the animals for his intelligence and creativity. While stronger animals relied on power, Sang Kancil survived through clever thinking and quick decisions. One day, Sang Kancil felt extremely hungry. Across a wide river, he saw trees filled with ripe, delicious fruits. The only problem was that the river was home to many dangerous crocodiles. Sang Kancil knew he could not swim across safely, so he paused to think of a solution. After a moment, Sang Kancil called out to the crocodiles. He told them that the king of the forest had ordered him to count all the crocodiles in the river. According to Sang Kancil, the king wanted to know how many crocodiles were strong enough to protect the forest. The crocodiles, feeling honored by the task, eagerly agreed to help. At Sang Kancil's request, the crocodiles lined up across the river, forming a bridge from one bank to the other. Sang Kancil then began jumping from the back of one crocodile to the next, pretending to count them one by one. When he reached the opposite bank, he quickly ran to safety. Sang Kancil thanked them for their help before enjoying the fruit he had wanted. Once again, Sang											



	Kancil proved that intelligence can overcome strength and danger. <u>After Reading, the learners should answer the following questions in their workbook/activity sheet.</u> 1. Who is Sang Kancil, and where does he live? 2. What problem does Sang Kancil face at the beginning of the story? 3. Why can Sang Kancil not cross the river safely? 4. What does Sang Kancil tell the crocodiles? 5. How do the crocodiles help Sang Kancil cross the river?
E. Closing Activity	Choose the Meaning Instructions: The tutor reads the sentence aloud. Learners choose the meaning of the identified word by showing: 1, 2, 3, or 4 (hand signs or fingers). • “The boy was <i>exhausted</i> after running for an hour under the hot sun.” What does <i>exhausted</i> mean? 1. Very excited 2. A little tired 3. Very tired ✓ 4. Very hungry • “The puppy was <i>starving</i>, so it quickly ate all the food in its bowl.” What does <i>starving</i> mean? 1. Very sleepy 2. Very hungry ✓ 3. Very playful 4. Very angry • “The child was <i>delighted</i> when she received a surprise gift.” What does <i>delighted</i> mean? 1. Very happy ✓ 2. Very tired 3. Very scared 4. Very sad



	• “The man was <i>shivering</i> in the cold wind without a jacket.” What does <i>shivering</i> mean? 1. Sweating a lot 2. Shaking a lot ✓ 3. Walking slowly 4. Laughing loudly
--	--

Lesson 3

A. Objectives	• Continue using context clues to understand unfamiliar words
B. Motivation	SMILEY SCALE REFLECTION Ask the learners to reflect on the lessons on context clues. Ask them to make the following face/emotion to signify their progress Learners answer: 😊 I can use context clues well (smile) 😐 I am still learning (neutral) 😞 I need more help (sad) Assure them that wherever they are with their progress, they are doing well. They have more activities and exercises where they can practice their new skills.
C. Lesson Proper	Using Context Clues Refresh the learners: ○ Context clues are hints in a sentence. ○ They help us understand unfamiliar words. Remind the learners: Look at the words around it! Tell learners: “When you see a new word, ask: • What is happening in the sentence? • What clues can help me?” Ask learners to try and identify the meaning of the word by reading the full sentence. • Word: Clever



	Sentence: The student solved the puzzle quickly using a smart idea. - o What does the word “clever” mean? • Word: Power Sentence: The strong athlete used his strength to lift the heavy box. - o What does the word “power” mean?															
D. Practice	Word Detective Chart Learners read the words and sentences below. Learners must use context clues to write down the meaning of the identified word, using the sentences from the story. See the Activity Sheet. <table><tr><th>Word</th><th>Sentence from the Story</th><th>Word Meaning</th></tr><tr><td>Clever</td><td>Despite his size, he was famous for his intelligence and creativity.</td><td></td></tr><tr><td>Power</td><td>While stronger animals relied on power, Sang Kancil survived through clever thinking and quick decisions.</td><td></td></tr><tr><td>Dangerous</td><td>The only problem was that the river was home to many dangerous crocodiles.</td><td></td></tr><tr><td>Eagerly</td><td>The crocodiles, feeling honored by the task, eagerly agreed to help.</td><td></td></tr></table>	Word	Sentence from the Story	Word Meaning	Clever	Despite his size, he was famous for his intelligence and creativity.		Power	While stronger animals relied on power, Sang Kancil survived through clever thinking and quick decisions.		Dangerous	The only problem was that the river was home to many dangerous crocodiles.		Eagerly	The crocodiles, feeling honored by the task, eagerly agreed to help.	
Word	Sentence from the Story	Word Meaning														
Clever	Despite his size, he was famous for his intelligence and creativity.															
Power	While stronger animals relied on power, Sang Kancil survived through clever thinking and quick decisions.															
Dangerous	The only problem was that the river was home to many dangerous crocodiles.															
Eagerly	The crocodiles, feeling honored by the task, eagerly agreed to help.															
E. Closing Activity	CONTEXT CLUE CHECK Learners read the sentences below and use the context clues to determine the meaning of the underlined word. Learners must put a “check” mark ✓ to choose the correct meaning of the underlined word. See the Activity Sheet.															



Lesson 4

A. Objectives	Identifying literal and implied meanings of words
B. Motivation	Recap: Use the Context Clues The tutor reads each sentence. Learners say the meaning of the underlined word using clues in the sentence. “The baby is sleepy because she stayed up late last night.” Ask: What does <i>sleepy</i> mean? “The food is hot, so be careful when you touch it.” Ask: What does <i>hot</i> mean? “He was hungry, so he ate two sandwiches.” Ask: What does <i>hungry</i> mean? Ask the learners which word in each sentence helped them identify the word’s meaning.
C. Lesson Proper	Literal Meaning The literal meaning is the exact or dictionary meaning of the words. It tells what is directly stated in the text. Example: <i>Sang Kancil crossed the river.</i> This literally means he moved from one side of the river to the other. Implied Meaning The implied meaning is not directly stated but is suggested by the words, actions, or situation. Readers must infer or “read between the lines.” <i>Example Scenario:</i> Sarah put on her thickest coat, a scarf, and gloves. - Literal Meaning: Sarah is wearing a lot of warm clothes. - Implied Meaning: It is very cold outside. <i>Example Scenario:</i> At school, the students started packing their bags while looking at the clock. - Literal Meaning: The kids are putting their books away and watching the time. - Implied Meaning: The lesson is about to end and they are getting ready to leave. In simple terms: Literal = what the words say Implied = what the words suggest / suggests a deeper meaning



	Understanding both helps readers fully understand a story and its message.
D. Practice	LITERAL OR IMPLIED? Learners must refer to their Activity Sheet. Learners must write “L” on the blank if the statement is literal or “I” if the statement is implied (suggests a deeper meaning).
E. Closing Activity	EXIT TICKET – THINK LIKE SANG KANCIL Directions: Learners must answer the prompts below. See the Activity Sheet. ○ One unfamiliar word I understood using context clues: _____ ○ One Literal statement from the story: _____ ○ Implied lesson from the story: _____
F. Homework	Take-Home Activity: Use the Clues! • This is a take-home activity. • With the help of a parent/guardian, the learner will use the given words to make sentences. • Use each word in one sentence and give clues in the sentence to show its meaning. • Words to Use: ○ Exhausted ○ Starving ○ Delighted Example: The boy was <i>exhausted</i> after playing basketball for two hours



ARAL-Reading KS3 Plus Session 3

Lesson 5

A. Objectives	• Self-assess reading fluency.
B. Motivation	Lesson Recap The tutor asks learners: 1. What do you do when you read a word you don't understand? 2. What should you do if what you read doesn't make sense? The tutor lists responses on the board and emphasizes strategies already known. <i>Possible answers:</i> • Looking at nearby words • Context Clues • Rereading
C. Lesson Proper	SILENT READING ▪ Learners silently read the text "Why Reading Clearly Matters" on their own. ▪ The tutor should encourage the learner to read continuously. □ <i>"Don't stop too much. Just read everything and get the main idea."</i> <i>Why Reading Clearly Matters</i> Reading is an important skill that students use every day in school. It helps them understand lessons in different subjects such as English, Science, and Social Studies. However, reading is not only about finishing a text quickly. It is also about understanding the ideas and information in the text. Some students believe that fast reading is always better. They try to finish reading tasks as quickly as possible. While speed can be useful, reading too fast may cause readers to miss important details. When this happens, students may struggle to answer questions or explain what they have read.



	Good readers know how to adjust their reading pace. They slow down when the text becomes difficult and reread sentences that are confusing. They also pay attention to punctuation, such as commas and periods, which help them understand the meaning of sentences. Reading clearly allows readers to focus on the message of the text. Another important part of clear reading is understanding unfamiliar words. Skilled readers use context clues, or the words around an unfamiliar word, to figure out its meaning. This strategy helps readers build their vocabulary without stopping too often. In conclusion, clear reading helps students understand information better. By reading at the right speed, rereading when necessary, and using context clues, learners can become more confident and effective readers Guided Oral Reading • The tutor reads the first paragraph to the group in an expressive and clear manner. • Selected learners will then follow and be assigned to read aloud the following paragraphs. • The learners who aren't reading will note down difficult words or confusing parts. • The tutors need to encourage respectful listening "Whisper Read" Round • Ask learners to pick their favorite paragraph from the text. • They learners must read their chosen paragraph quietly to themselves three times. - o Round 1: Just get the words right. - o Round 2: Pay attention to the commas and periods (the "stop signs"). - o Round 3: Read it like they are telling a secret or a story.
D. Practice	Think-Pair-Share



	Learners pair up with a partner. They have to answer three (3) guide questions. Learners share their answer with their partners after. Guide Questions: 1. What is the text mostly about? 2. What is one important idea from the text? 3. Did any part confuse you at first? What helped?
E. Closing Activity	Battery Level Hand out a small slip of paper to all learners (or a Post-it). Ask them to draw a quick "Battery Level" of their reading confidence so far in the session: ○  Low: I need more practice. ○  Medium: I'm getting smoother! ○  Full: I feel confident today. Assure them that they are doing great, no matter their battery level. It matters that they showed up and keep trying!

Lesson 6

A. Objectives	• Use context clues to confirm word meaning.
B. Motivation	Using Context Clues <i>The tutor must write down the three sentences on the board. After, read out the following sentences. Ask learners to identify what the identified word means through context clues. Advise the learners to use the other words in the sentence to help you find the correct meaning.</i> If they know the answer, they may raise their hand and share with the group. 1. "Reading fluency is the ability to read smoothly and accurately." In this sentence, fluency means: • (a) Reading very loudly • (b) Reading with ease and no mistakes



	(c) Reading as fast as a race car 2. "Good readers know how to adjust their reading pace; they slow down when the text is hard." In this sentence, adjust means: (a) To stop reading entirely (b) To change something to make it better (c) To keep doing the exact same thing 3. "Focusing on the meaning instead of decoding helps you understand the story." In this sentence, decoding means: (a) Figuring out how to say the words (b) Drawing a picture of the characters (c) Writing a long essay about the book
C. Lesson Proper	Using Context Clues Refresh the learners: - Context clues are hints in a sentence. - They help us understand unfamiliar words. Remind the learners: Look at the words around it! Tell learners: "When you see a new word, ask: - What is happening in the sentence? - What clues can help me?" Read the following prompts and sentences to the learners. Ask them to raise their hand and answer aloud. "The student was clever; she had a smart idea." - Is there a word that means the same thing nearby? "Instead of being slow, the athlete was fast." - Does the sentence show what the word <i>isn't</i>? Are there opposite words in the sentence? "He showed great power, like when he lifted the heavy box." - Does the sentence give an example of the word? - What did the boy do show power?



D. Practice	CONTEXT CLUE CHALLENGE ▪ Instruct the learners to refer to their Activity Sheet. Go back to the previous text: “Why Reading Clearly Matters.” ▪ Instruct learners to write down 3 unfamiliar/difficult words from the text. ▪ For each word, use context clues to figure out its meaning. Write the clue words and the meaning in the boxes. ▪ Ask the learners: 1. <i>What clues help us understand this word?</i> 2. <i>Can we replace it with a simpler word?</i>
E. Closing Activity	CONTEXT CLUE CHECK Learners read the sentences below and use the context clues to determine the meaning of the underlined word. Learners must put a “check” mark ✓ to choose the correct meaning of the underlined word. See the Activity Sheet.

Lesson 7

A. Objectives	• Reread sentences or paragraphs to correct errors and improve understanding
B. Motivation	“FAST OR CLEAR?” ▪ Ask learners: “<i>When you watch a video at 2× speed, do you always understand it better?</i>” ▪ The tutor presents two short sentences on the board for all learners to see. ▪ One volunteer learner reads the first sentence very quickly and the second volunteer learner should read it clearly and smoothly. 1. Sentence 1 (read very fast): I rushed through my homework and missed an important instruction. 2. Clear Sentence (read clearly and smoothly): I read my homework instructions carefully, so I knew exactly what to do. After the learners read the two sentences, ask the following questions: 1. <i>Which one was easier to understand?</i> 2. <i>Why reading is not just about speed, but also clarity and meaning?</i>



	Say: "As we finish this session, we become clear, confident, and accurate readers."
C. Lesson Proper	Instruct the learners to read the short expository text aloud, as a group. Why Reading Fluency Matters Reading fluency is the ability to read smoothly, accurately, and with proper expression. Fluent readers do not stop often to sound out words. Instead, they recognize words quickly, which helps them understand the text better. When students read fluently, their minds can focus on meaning instead of decoding. This allows them to learn new information, follow instructions, and enjoy reading more. Poor fluency, on the other hand, can slow down understanding and make reading feel tiring. Practicing reading every day helps improve fluency. Reading aloud, repeating short passages, and paying attention to punctuation are simple ways to become a stronger reader. Over time, fluent reading builds confidence and helps students succeed in all subject areas.
D. Practice	Self-Assessment for Reading Fluency ▪ Learners read the text aloud on their own this time. This time, they work on improving speed and expression. ▪ Learners reflect on their reading using the checklist. Fluency Checklist Ask learners to answer the activity in their workbooks. Directions: Put a ✓ beside each statement that is true for you. ☐ I read most words correctly. ☐ I did not stop too often while reading. ☐ My voice sounded clear and smooth.



	☐ I respected punctuation (pauses, periods).
E. Closing Activity	EXIT ACTIVITY Learners complete this sentence and share it with the tutor and group: • “Today I learned that a good reader should _____. ”
F. Homework	Take-Home Activity: You’re a Voice Actor! Practice being a "Clear & Smooth" reader. Find one sentence on the back of a cereal box, snack bag, book, or a poster. Read the sentence three times: • Time 1: Read the sentence as fast as a robot. • Time 2: Read the sentence in a tiny whisper. Time 3: Read the sentence in clear, smooth, and confident voice (like you’re a newscaster or actor).



ARAL-Reading KS3 Plus Session 4

Lesson 8

A. Objectives	• Use structural analysis to understand the meaning of unfamiliar words • Use general references																				
B. Motivation	Word Detective Challenge • The tutor will write the word “SANG KANCIL” on the board. • Ask learners to use the letters from SANG KANCIL to form as many smaller words as they can. They may not add new letters. • 20 possible words can be formed using the letters. • Ask the learners to write their formed words in their Activity Sheets. <table><tr><td>can</td><td>gain</td><td>pin</td><td>sack</td><td>link</td></tr><tr><td>sin</td><td>task</td><td>skin</td><td>lung</td><td>ring</td></tr><tr><td>kin</td><td>land</td><td>king</td><td>clan</td><td>kind</td></tr><tr><td>sing</td><td>scan</td><td>nail</td><td>lick</td><td>rank</td></tr></table>	can	gain	pin	sack	link	sin	task	skin	lung	ring	kin	land	king	clan	kind	sing	scan	nail	lick	rank
can	gain	pin	sack	link																	
sin	task	skin	lung	ring																	
kin	land	king	clan	kind																	
sing	scan	nail	lick	rank																	
C. Lesson Proper	Start by briefly explaining that words can be built using parts. Tell the learners that: • Prefixes are added at the beginning (they change meaning) • Root words are the base meaning • Suffixes are added at the end (they also change meaning) Give a simple example: <i>“replay” = re (again) + play = play again</i> BUILD-A-WORD RELAY • The tutor will divide the class into smaller groups. • Give each group word cards with any of the following: - o Prefixes: re–, un–, over– - o Root words: think, cross, count, danger, power, help, trust - o Suffixes: –ful, –less, –ly, –ed																				



	• The groups race to build as many words as possible in 5 minutes. • After the time is up, ask each group to present 1–2 words they formed. Guide them to explain: ◦ What each part (prefix/root/suffix) means ◦ How the parts combine to form the word’s meaning After the activity, explain to the learners: • Word parts help us understand unfamiliar words. • Learning prefixes and suffixes makes reading easier. • You can also ask learners to share: ◦ “What new word did you learn today?”
D. Practice	READ, MARK, AND GUESS • The tutors will direct the learners to their Activity Sheet to read a short passage. • Ask the learners to: ◦ Write down unfamiliar words from the passage ◦ Find and write the clues that helped them understand each word ◦ Write the meaning of each unfamiliar word based on the clues ◦ After, ask the learners to share their answers and correct/guide them. During the school fair, a group of students planned an eco-friendly booth. They were resourceful, using old boxes and bottles to decorate. Together, they worked to construct a display that explained how recycling works. Because the fair happens every month, students are frequent participants. Each group member worked independently on their task, but they followed the same process to finish on time.
E. Activity	Ask learners to: ▪ Choose three words from the text. ▪ Write each word in the Word column.



- Break the word into parts:
 - ☐ Write the **root word**
 - ☐ Write the **affix** (prefix or suffix)
- Use the meanings of the word parts to find the meaning of the whole word.
- Write the meaning in the **Meaning** column.

During the group project, Marco became disorganized when he forgot his notes. He tried to rebuild the plan with his teammates. At first, the task seemed hopeless, but they stayed focused and worked together. Their cooperation helped them finish the project on time.

Example:

Word	Root word	Affix	Meaning
careless	care (to think about)	-less (without)	without care

Lesson 9

A. Objectives	• Use structural analysis to understand the meaning of unfamiliar words • Use general references
B. Motivation	SHOW WHAT YOU KNOW ▪ Learners individually complete: 1. Choose one word from the list. 2. Break the word into parts: root word and affix. 3. Write the meaning of each part. 4. Come up with one sentence using the word. 5. Share your answer with the class. Words that the learners may use: • unhappy • replay • helpful • careless • powerless • trusted



	• overthink • fearless • counted • useful
C. Lesson Proper	Structural Analysis (Word Parts) Tutor says: “We can break words into parts to understand their meaning.” • Prefix – beginning (changes meaning) - o <i>un-</i> = not → <i>unhappy</i> = not happy - o <i>re-</i> = again → <i>rewrite</i> = write again • Root Word – main meaning - o <i>help, care, play, trust</i> • Suffix – ending (adds meaning) - o <i>-less</i> = without → <i>careless</i> = without care Using General References (Dictionary) Tutor says: “If we are not sure, we can check a dictionary to confirm the meaning.” • Look for the word • Read the meaning • Check if it matches the sentence Tutor says: “Let’s try both ways.” Example: <i>careless</i> • Structural analysis: care + -less = without care • Dictionary: confirms the meaning
D. Practice	DICTIONARY DASH • Learners work in pairs. Use the Activity Sheet. • A list of words is given in the Activity Sheet. Instruct the learners to use a dictionary, glossary, or index, pairs to find the meaning of the given words and the guide words used. • After, the pairs share a sentence orally.



Example 1: resourceful

- Meaning: able to find quick and clever ways to solve problems,
- Guide words: response – restore
- Sample oral sentence: The resourceful student used recycled materials for the project.

Example 2: construct

- Meaning: to build or put parts together
- Guide words: connect – contain
- Sample oral sentence: The class worked together to construct a science model.

Example 3: frequent

- Meaning: happening many times
- Guide words: freeze – friend
- Sample oral sentence: She is a frequent visitor to the school library.

Example 4: independent

- Meaning: able to do things without help
- Guide words: include – industry
- Sample oral sentence: He felt proud after finishing the task independently.

Example 5: process

- Meaning: a series of steps to reach a result
- Guide words: problem – produce
- Sample oral sentence: Writing an essay is a process that takes time.

After the Activity, ask the learners: “Which guide words helped you find the word faster?” Share this with the group.

Lesson 10

A. Objectives	• Use structural analysis to understand the meaning of unfamiliar words • Use general references
---------------	---



C. Lesson Proper	Quick Review Ask the learners: • What do we do when we see an unfamiliar word? • What are context clues? Guide learners to recall that: • We can use word parts (prefix, root, suffix) • We can use context clues • We can use references like dictionaries
D. Practice	COMPREHENSION CHECK Instructions: Ask students to refer to their Activity Sheet. Ask them to read the passage carefully. Then, answer the questions that follow by encircling the letter of the correct answer. During the school fair, a group of students planned an eco-friendly booth. They were resourceful, using old boxes and bottles to decorate. Together, they worked to construct a display that explained how recycling works. Because the fair happens every month, students are frequent participants. Each group member worked independently on their task, but they followed the same process to finish on time. 1. What does the word resourceful most nearly mean in the story? a. Having many materials b. Able to find smart solutions ☒ c. Working alone d. Doing tasks slowly 2. What did the students construct? a. A rule b. A process c. A display ☒ d. A problem 3. The word frequent tells us that the school fair happens . a. only once b. every few years



	c. many times ✓ d. at night 4. How did the students work independently? a. They copied each other's answers b. They waited for help c. They worked on their own tasks ✓ d. They argued with each other 5. In the text, the word process refers to . a. a mistake b. a finished product c. a series of steps ✓ d. A decoration
E. Closing Activity	REFLECTION Answer the questions in your Activity Sheet below: • Which activity helped you understand words the most? • How can knowing word parts help you in other subjects, like Science or Math?
F. Homework	HOMEWORK Instructions: 1. Choose 5 unfamiliar words from any book, article, or story you read. 2. For each word: a. Break it into parts (if possible) OR use context clues b. Write its meaning in your own words 3. Use each word in a sentence. 4. After, use the dictionary to write its actual meaning. You may write this on any piece of paper.



ARAL-Reading KS3 Plus Session 5

Lesson 11

A. Objectives	• Read aloud with proper pacing and expression • Use non-verbal cues to enhance fluency
B. Motivation	“Say It with Feeling!” The tutor writes: <i>‘I can’t believe it!’ on the board.</i> <i>Then, the tutor reads the sentence in different tones and expressions.</i> 1. Read in a flat tone 2. (Read with excitement and facial expression.) The tutor asks the learners: 1. Which reading sounded more interesting? 2. How did the gestures or expressions help you understand the sentence? “Today, we will learn how proper pacing and non-verbal cues such as facial expressions and gestures can make our reading clearer, more expressive, and more enjoyable to listen to.” Introduce the lesson topic.
C. Lesson Proper	What Do You Already Know? Tutor starts the recap and lesson proper. Before we continue, let us recall what we already know about reading. Tutor asks the learners and prompts them to answer the following in their Activity Sheet: • What do you think reading fluency means? • What happens when someone reads too fast? What about when someone reads too slowly? • What are non-verbal cues? Allow learners to pair up with a partner to discuss and write their answers in their Activity Sheet.



	After, call several learners to share their answers and clarify the concepts of: 1. Pacing 2. Fluency 3. Non-verbal cues Tutors ask the learners: <i>Have you noticed that sometimes readers also use facial expressions or gestures while reading?</i> These facial expressions or gestures are called non-verbal cues and they help listeners understand the message and emotion of the text.
D. Practice	Let's Read and Act It Out! The tutor will now let learners know that they will be practicing reading aloud. PROCEDURE 1. Divide class into small groups (tutor has freedom to choose how many per group). 2. Give each group a short reading passage from The Honest Woodcutter. 3. Students practice reading out loud in turns in their respective groups. 4. Group members observe: - o pacing - o clarity - o facial expression - o gestures. Allow groups to practice several times to improve fluency. Give the learners these reminders before starting: 1. Read not too fast and not too slow. 2. Use facial expressions that match the emotion. 3. Use simple gestures or body movements. 4. Take turns reading while your groupmates listen and observe.
E. Activity	Let's Talk About It! The tutor asks guide questions about the activity. Ask the



	learners answer the following questions in their Activity Sheet. 1. “What emotions did you hear in the reading?” 2. “Which facial expressions or gestures helped you understand the text better?” 3. “What did you notice about your pacing and expression when you read these punctuation marks?” - o Period (.) – Did you pause or keep going? - o Comma (,) – Did you slow down a little? - o Question mark (?) – Did your voice go up at the end? - o Exclamation point (!) – Did you show excitement, surprise, or strong feeling? 4. “How did the pacing affect the meaning of the passage?” “Remember that good readers help their listeners understand the story through voice, pacing, and body language.” Let learners share their observations. Highlight the role of expression and pacing in meaning making.
--	---

Lesson 12

A. Objectives	• Read aloud with proper pacing and expression • Use non-verbal cues to enhance fluency
B. Motivation	“Copy Me!” (Voice and Action Game) Tutor says: “Before we read, let’s play a quick game called <i>Copy Me!</i> Listen carefully and copy how I say and move.” Procedure: 1. The tutor says a short sentence (e.g., “<i>The dog is running.</i>”) in different ways: - o Slow voice (very slow pacing) - o Fast voice (very quick pacing) - o Happy voice (smiling, lively expression) - o Sad voice (soft, low expression) - o With gestures (e.g., pretend running) 2. Learners repeat the sentence exactly. They copy: - o the speed (pacing) - o the feeling (expression)



	- the actions (gestures) After this, tutors will ask the learners the following guide questions to discuss as a group: “Which one sounded smooth and easy to understand?” “What helped make the sentence more interesting?” Transition to Lesson: “Very good! When we read like that, with the right speed, voice, and actions, we are reading with <i>fluency</i>. Let’s learn more about that.”
C. Lesson Proper	The tutor opens the lesson by teaching learners important words related to fluency. “Pacing means the speed or rhythm of reading.” “Gesture means using movements of the hands or body to show meaning.” “Expression means showing feelings through your voice and facial movements.” “Fluency means reading smoothly, clearly, and with understanding.”
D. Practice	Fluency Practice and Echo Reading Ask learners to refer to their Activity Sheet for the story: The Honest Woodcutter. The tutor will read a selected paragraph first. Then, the learners will repeat the paragraph while copying the tutor’s pacing and expression. INSTRUCTIONS: - Conduct Echo Reading: - teacher reads paragraph - students repeat together. - Tutor may call individual students to read aloud. After, ask learners to answer the reflection question on their Activity Sheet: “How did echo reading help you improve your



reading?”

Lesson 13

A. Objectives	• Read aloud with proper pacing and expression • Use non-verbal cues to enhance fluency
C. Lesson Proper	The tutor takes the learners through the lesson proper. Remind the learners the following: 1. Pacing (Speed of Reading) “Pacing means how fast or slow you read.” • If you read too fast, listeners may not understand. • If you read too slowly, the story may sound monotonous. Sample: Tutor reads one sentence from <i>The Honest Woodcutter</i>. • First, too fast • Then, too slow • Finally, just right Ask: “Which one was easiest to understand?” 2. Expression (Voice and Feelings) “Expression means showing emotions through your voice.” • A sad part should sound sad. • A happy part should sound joyful. Modeling: Read: “<i>How will I earn money now without my axe?</i>” • once with no emotion • once with sad expression Ask: “Which one sounded more real?” 3. Gestures and Facial Expressions (Non-Verbal Cues) “Gestures and facial expressions help show meaning.” • You can use your face and body to match the story. • For example, you can look worried, happy, or



	surprised. Modeling: Act out the same line with: • no movement • then with simple gestures (e.g., hand on head, sad face) Ask: “Which one helped you understand better?” 4. Putting It All Together (Fluency) “When we combine pacing, expression, and gestures, we read with <i>fluency</i>.” Fluent reading is: • smooth • clear • full of meaning
D. Practice	Show What You Can Do! “Now it is your turn to demonstrate what you have learned.” “Get your favorite line from the text <i>The Honest Woodcutter</i>, then deliver it.” (The student may also opt to use famous lines from movies). While reading, remember to: • read clearly • maintain proper pacing • use facial expressions • use gestures if needed. “After reading, you will also evaluate your own performance.” The Honest Woodcutter There once lived a poor woodcutter who earned his living by chopping wood in the forest. Every day, he worked hard to make just enough money to feed his family. Though he was poor, the woodcutter was known for being



honest and kind.

One afternoon, while chopping trees near a river, the woodcutter's axe slipped from his hands and fell into the deep water. Shocked and worried, he sat beside the river and began to cry.

"How will I earn money now without my axe?" he said sadly.

Hearing his cries, a fairy appeared from the river and asked him what was wrong. The woodcutter explained what had happened and honestly said that he had lost his only axe.

The fairy decided to help him. She went into the river and came back holding a **golden axe**. "Is this your axe?" she asked.

The woodcutter shook his head.

"No, that is not my axe," he answered.

The fairy went back into the river and returned with a **silver axe**.

"Is this yours?" she asked again.

"No," said the woodcutter. "My axe is made of iron."

Finally, the fairy brought out the **iron axe**. The woodcutter smiled with relief. "Yes! That is my axe," he said.

The fairy was pleased with the woodcutter's honesty. As a reward, she gave him **all three axes**—the gold, the silver, and the iron ones.

"Your honesty has been rewarded," the fairy said before disappearing. The woodcutter returned home happily and used his reward wisely.



	Moral of the story: <i>Honesty is always rewarded.</i>
E. Closing Activity	Tell learners to refer to their self-assessment checklist in their Activity Sheet. Students tick the box if they feel that they did any of the following: ☐ I read clearly. ☐ I maintained proper pacing. ☐ I used facial expressions. ☐ I used gestures. ☐ I understood the meaning of the text. Tell learners to refer to their Activity Sheet and answer the Reflection Question: “What will you improve the next time you read aloud?”
F. Homework	Read and Perform at Home Instructions: 1. Choose one short part or line from <i>The Honest Woodcutter</i> (or any short story you like). 2. Practice reading it aloud at least 3 times. 3. While practicing, remember to: a. read clearly b. use proper pacing c. show expression d. use simple gestures 4. Perform your reading in front of: a. a family member, OR b. a mirror

USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



ARAL-Reading KS3 Plus Session 6

Lesson 14

A. Objectives	• Noting important story elements (characters, setting, conflict, resolution) • Identifying plot type • Sequencing events
B. Motivation	What Would You Do? <i>Ask learners to refer to their Workbook Activity Sheet.</i> The tutor asks the learners: • “What is your most valuable possession?” • “Imagine you had something very special, and you had only a little money. Would you sell it to buy a gift for someone you love? Think about your answer.” Today, we will read a story about a couple who had to make a similar choice. PROCEDURE: 1. Ask students to share their answers to the questions with a partner. 2. Call a few volunteers to share with the class. Introduce the story title: <i>“The Gift of the Magi”</i>.
C. Lesson Proper	Before we start, let’s recall what we know about stories. The teacher may ask the students to recall their favorite story. The tutor asks the learners: • “Who are usually the characters in a story?” • “What is the setting?” • “What is a conflict or problem in a story?” • “How is a conflict usually resolved?” INSTRUCTIONS: 1. Students discuss in pairs or answer orally and share responses. 2. Teacher reviews definitions: - o Characters - o Setting - o Conflict - o Resolution
D. Practice &	Read to Discover



Activity	Ask learners to refer to the story, <i>The Gift of the Magi</i>, in their Workbook Activity Sheet. The tutor says: “Now we will read the story carefully. As you read, underline or note the following in your workbooks: • Characters • Setting • Conflict • Resolution Also pay attention to the choices the characters make.
----------	--

Lesson 15

A. Objectives	• Noting important story elements (characters, setting, conflict, resolution) • Identifying plot type • Sequencing events
B. Lesson Proper	Identify Plot Type – “What Kind of Story?” Ask learners to refer to the story in their Workbook Activity Sheet. TUTOR: “Stories can follow different plot types. Some are simple beginning-middle-end, while others have problem-solution plots.” Plot Types: 1. Straight Plot (Beginning to End) • The story goes in order from start to finish. • First, something happens... then next... until the end. 2. Flashback Plot • The story goes back to the past. • The character remembers something that already happened. 3. Adventure/Journey Plot • The character goes on a trip or mission. • They face problems and try to reach a goal. 4. Problem-Solution Plot • There is a problem, and the character tries to solve it. • Very common in children’s stories



	Tutors asks the learners: “Based on the story we just read, what type of plot do you think this is?” Write down your answer in the Activity Sheet. After, the tutor may call volunteers to share their answers and reasoning.
C. Practice	What Did You Learn? <i>Ask learners to refer to the story in their Workbook Activity Sheet.</i> TUTOR: <i>“Let’s talk about what the story teaches us.”</i> Ask the following questions to the learners: 1. “What do you think the story is really about?” 2. “What important ideas or lessons did you notice?” 3. “How do Della and Jim show love for each other?” Instruct the learners to write their answers in their Activity Sheet. After, volunteer learners can share their observations and answers with the group. Teacher emphasizes the moral: love and selflessness are more valuable than material gifts.
D. Activity	Connect to Me <i>Ask learners to refer to the story in their Workbook Activity Sheet.</i> TUTOR: “Think about a time when you had to give up something important for someone you care about. How does your experience compare to Della and Jim’s choice?” INSTRUCTIONS: 1. Students write a short paragraph connecting the story to their own experience. 2. Share in pairs or small groups. 3. Selected students can share with the class.



Lesson 16

A. Objectives	• Noting important story elements (characters, setting, conflict, resolution) • Identifying plot type • Sequencing events
C. Lesson Proper	Introduction of the Skill TUTOR: Today, we will learn about sequencing of events. This means arranging events in the correct order based on what happened first, next, and last. Sequencing helps us understand a story better because we can follow what is happening step by step. Key Words / Signal Words When we sequence events, we look for signal words like: • <i>First</i> • <i>Next</i> • <i>Then</i> • <i>After that</i> • <i>Finally</i> Example: • Maria woke up late. • She rushed to school. • She forgot her lunch. • She arrived just in time. The tutor will write these sentences on the board. Ask the class to arrange these events in order. 1 – Maria woke up late 2 – She rushed to school 3 – She forgot her lunch 4 – She arrived just in time The tutor asks and discusses with the learners: “Why is sequencing important?”
D. Practice	Put It in Order TUTOR: “Let’s make sure we understand the order of events. I



	will write down key events from the story. Your task is to arrange them in the correct sequence from beginning to end.” INSTRUCTIONS: 1. Tutor will write down the events on the board: - o Della counts her money. - o Della sells her hair - o Della buys a chain for Jim’s watch. - o Jim sells his watch to buy combs for Della. - o They exchange gifts. - o They realize love is the greatest gift. 2. Volunteer learners arrange them in order by writing down the numbers on the board (1- first, 6-last) 3. Check and discuss as a class.
E. Closing Activity	Story Master Challenge <i>Ask learners to refer to their Workbook Activity Sheet.</i> The tutor tells the learners: Now it’s time to show what you learned. You will read the story in your Activity Sheet entitled: “The Little Match Boy.” You will answer questions about: • Characters, setting, conflict, resolution • Plot type • Sequencing events • Personal connection to the story Answer Key: 1 → B 2 → C 3 → A 4 → D 5 → E INSTRUCTIONS: 1. Students should answer in writing in their Activity Sheet. 2. They may apply their learnings from the previous session. (Fluency, Pacing, and Expression)



The Gift of the Magi (O. Henry)

Della and Jim were a young married couple who cared about each other very much. They did not have much money, and they lived in a small, simple apartment. Even though they worked hard, they still found it difficult to save.

Christmas was coming soon, and Della wanted to buy Jim a nice gift. She counted her money. She had only one dollar and eighty-seven cents. It wasn't enough to buy anything special, and this made her feel sad.

Della had one thing she loved a lot—her long, beautiful hair. Jim also had something important to him—a gold pocket watch that had been passed down from his father and grandfather.

Because Della loved Jim so much, she made a brave choice. She went to a shop and sold her hair to earn more money. With the money she got, she bought a fine chain for Jim's watch. She knew he would like it.

When Jim came home and saw that Della's hair was very short, he did not expect it. He was surprised, but he still cared about her just the same. Jim gave Della her present: a set of beautiful combs she had wanted for a long time. Della was happy with the gift, but also a little sad because she could not use the combs yet.

Then Della gave Jim the watch chain she bought for him. Jim smiled, but he looked a little shy. He told her that he had sold his watch so he could buy the combs for her.

Both Della and Jim had given up something special to buy a gift for the other. Even though they could not use the gifts, they had learned something important:

Their love for each other was the greatest gift of all.

THE LITTLE MATCH BOY

(Adapted and expanded from the story by Dean Stanley)

One very cold evening in the busy streets of Edinburgh, two well-dressed gentlemen stood at the door of a grand hotel, waiting for their carriage. The snow was falling heavily, and the wind howled through the narrow streets.

Just then, a little boy came up to them. His face was pale and blue from the cold. His feet were bare and red, and the only thing covering him was a thin



bundle of rags. Despite his misery, he looked at the gentlemen with hope and said softly, “Please, sir, buy some matches?”

The men turned and looked at him. “No, I don’t want any,” replied one of the gentlemen.

But the boy did not give up. “They’re only a penny a box, sir,” he pleaded.

“Yes, but you see, we don’t want a box,” answered the man again, impatiently.

The boy’s voice trembled, but he bravely tried once more. “Then... I’ll give you two boxes for a penny!”

The gentleman sighed. To get rid of him, he said, “All right, give me one box.” He reached into his pocket but realized he had no small coins. “I’ll buy a box from you tomorrow, then,” he said kindly.

The boy’s eyes filled with worry. “Oh, please buy them tonight, sir,” he begged. “I’ll run and get you the change—for I’m very hungry.”

The gentleman felt pity for the boy. He reached into his coat and gave him a shiny shilling. “Here, take this,” he said kindly. “I’ll wait here while you get me the change.”

The boy’s face brightened. “Thank you, sir! I’ll be quick!” he said, and he ran down the snowy street as fast as his bare feet would let him. The gentleman waited. Minutes passed... then an hour. But the boy never came back.

“I’ve lost my shilling,” the man sighed, though he couldn’t help thinking of the boy’s honest eyes. “Still,” he said to himself, “I can’t believe he would cheat me.”

That night, while the gentleman sat by the warm fire in the hotel, he couldn’t stop thinking of the little match boy, out there in the cold. The snow was falling harder now, and he wondered if the boy had found shelter.

Just then, a servant entered and said, “Sir, there’s a little boy asking to see you.”

When the little visitor entered, the gentleman saw that it was not the same boy but someone smaller—perhaps his younger brother. The child’s clothes were even more torn, and his little hands shook as he searched through his rags.

“Are you the gentleman who bought matches from Sandy?” he asked shyly.

“Yes,” replied the man. “Where is he?”



The boy pulled out a few coins and said softly, “Here are four pence out of your shilling, sir. Sandy can’t come. He’s very sick. He lost his cap, his matches, and sevenpence of your money. Both his legs are broken, and the doctor says he’ll die soon... and that’s all.”

The gentleman was speechless. His heart ached for the two poor boys who had no one in the world. He fed the little one, whose name was Reuby, and asked to be taken to his brother.

The gentleman followed Reuby to a small, dark alley where the two boys lived. Inside a broken-down hut, Sandy lay on a pile of wood shavings, weak and pale. When he saw the man, his eyes lit up.

“I got the change, sir,” he whispered. “I was coming back to you... but a horse knocked me down. Both my legs are broken. Oh, Reuby, my little brother! I’m sure I’m dying. Who will take care of you when I’m gone?”

The gentleman knelt beside him and took his cold hand. “Don’t worry, Sandy,” he said softly. “I will take care of Reuby for you—always.”

A faint smile spread across the boy’s face. He looked up as if to thank him, then slowly closed his eyes. The light in his blue eyes faded, and he lay still—at peace at last.

That night, the gentleman whispered, “He lies within the light of God, like a babe upon the breast, Where the wicked cease from troubling, and the weary are at rest.”

USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



ARAL-Reading KS3 Plus Session 7

Lesson 17

A. Objectives	- Identify speaker's point of view - Identify the theme - Identify the author's purpose
B. Motivation	Whose Eyes Are We Seeing Through? <i>Ask learners to refer to their Workbook Activity Sheet.</i> The tutor asks the learners to look at the picture on their Activity Sheet/Workbook. Tutors may also print out more photos to show the learners. Ask the learners the following questions: - Imagine you are the person in the picture. How would you describe what is happening? - Imagine someone else is telling the story, what would they notice? "Today, we will practice identifying the author's point of view, theme, and purpose in stories or texts." INSTRUCTIONS: - Ask students to answer the questions in their workbook. - Ask volunteer learners to share their answers and briefly highlight how different perspectives change the story.
C. Lesson Proper	Spot The POV Let's recall: what is the point of view (POV) in a story? POV is who tells the story and how they see events. There are three main types: - First Person – I, we - Second Person – you - Third Person – he, she, they INSTRUCTIONS: - Write short sentences with POV clues on the board. - Quick visual check: The tutor points at sentences and



	asks students to hold up 1, 2, or 3 fingers corresponding to POV type. - After, the tutor directs the learners to their Workbook/Activity Sheet. - Learners answer their workbook.
D. Practice & Activity	Picture and Paragraph <i>Ask learners to refer to their Workbook Activity Sheet.</i> TUTOR: Instruct the learners to read the Beowulf passage on their own. After, ask the learners to answer the following questions in their Activity Sheet. - Who is telling this story? (POV) - What message or lesson does it give? (Theme) - Why do you think the author wrote it? (Purpose) <i>Note for tutor: please see the Beowulf passage below Lesson 19.</i>

Lesson 18

A. Objectives	- Identify speaker's point of view - Identify the theme - Identify the author's purpose
B. Lesson Proper	Author's Point of View (POV) Let's first talk about the point of view. Ask yourself: <i>Who is telling the story?</i> - Is it a character in the story, or an outside narrator? Theme The theme is the lesson or message of the story. Ask: <i>What does the story teach us?</i> It could be about values like bravery, kindness, honesty, or friendship. - What does Beowulf's willingness to fight Grendel and the dragon teach us about courage? - How does Beowulf's actions reflect the values of his society? Author's Purpose Now, let's look at the author's purpose. Ask: <i>Why did the author write this story?</i> Some common



	reasons are: • To entertain • To teach a lesson • To inspire Guide Questions: • Do you think the story is meant to entertain, teach, or both? • Which parts of the Beowulf story show the author's purpose?
C. Practice & Activity	Read Like the Author <i>Ask learners to refer to their Workbook Activity Sheet.</i> The tutor must assign roles to the learners. For this activity, learners will practice reading aloud with expression, using the author's POV to guide the tone. INSTRUCTIONS: 1. Students read, matching tone and pacing. 2. Assign roles for a role-play reading, emphasizing how word choice shows POV or purpose. 3. Students mark words they think show author's viewpoint or lesson. CHARACTERS: 1. Narrator 2. Beowulf – Young warrior of the Geats 3. Hrothgar – King of the Danes 4. Grendel – Monster 5. Grendel's Mother – Monster 6. Wiglaf – Beowulf's kinsman <i>Note for tutor: please see the scenes to be acted out in the box below Lesson 19.</i>

Lesson 19

A. Objectives	• Identify speaker's point of view • Identify the theme • Identify the author's purpose
B. Lesson Proper	Let's review what we have learned.



	When we read a story, we can understand it better by looking at three things:" 1. Point of View (POV) Ask: Who is telling the story? Is it 'I', 'you', or 'he/she/they'? 2. Theme Ask: What lesson or message does the story teach?" 3. Author's Purpose Ask: Why did the author write this? Is it to entertain, teach, or inspire? Guided Practice (Oral) The tutor says: "I will give a short situation. Let's answer the three questions together." Example: <i>"A boy helped an old woman cross the street."</i> Ask the learners to answer aloud: • Who is telling the story? • What is the message? • Why was this story shared?
C. Practice and Closing Activity	POV, Theme, Purpose Challenge <i>Ask learners to refer to their Workbook Activity Sheet.</i> TUTOR: Now it's time to show what you learned. Read the given paragraph in your Workbook, identify the following: • Author's POV • Theme • Purpose • Evidence from the text PROCEDURE: 1. Students complete the graphic organizer individually in their Activity Sheet. <i>Note for tutor: please see the scenes to be acted out in the box below Lesson 19.</i>



D. Homework	Think of any short story or a real-life event that you know took place. Answer the following questions in your notebook or on a sheet of paper: 1. Who is telling it? (POV) 2. What lesson or message does it teach? (Theme) 3. Why did you share it? (Purpose)
-------------	---

Beowulf

Hrothgar, King of the Danes, built a magnificent mead-hall called Heorot to celebrate his success and wealth. But the joy and music angered Grendel, a monster descended from Cain. Grendel raided the hall killing warriors each night for twelve years.

Beowulf, a young warrior of the Geats, heard of Grendel and sailed to Denmark with fifteen companions to fight him. That night, Beowulf battled Grendel and tore off the monster's arm, causing Grendel to flee and die. Hrothgar rewarded Beowulf with treasure, and the hall celebrated.

Grendel's mother came seeking revenge, killing Aeschere, Hrothgar's adviser. Beowulf swam to her underwater lair, killed her with a giant-forged sword, and took Grendel's head and the sword hilt back to Heorot. Another celebration honored Beowulf before he returned home to Geatland, where his uncle, King Hygelac, rewarded him. Beowulf later became king and ruled for fifty years.

In his old age, a dragon attacked after a thief stole treasure from its barrow. Beowulf fought the dragon with Wiglaf's help, killing it but receiving mortal wounds. Before dying, Beowulf instructed Wiglaf to rule and have a funeral barrow built overlooking the sea. The Geats cremated him and buried the dragon's treasure with him.

Scene 1

Narrator: Hrothgar, King of the Danes, had built magnificent hall called Heorot. But peace did not last long. Grendel, a fearsome monster, was angered by the men's joy and music.

Hrothgar: No one dares sleep in my hall! This terror must end.

Narrator: Twelve years of raids passed. Then came Beowulf, a young warrior of the Geats.



Beowulf: I have heard of your troubles, King Hrothgar. I will fight Grendel and rid your hall of this monster.

Hrothgar: You are welcome, Beowulf. We honor your courage. Come, have a feast before tonight.

Scene 2

Narrator: Beowulf fought bravely. All his men fled except Wiglaf. Together, they killed the dragon, but Beowulf was mortally wounded.

Beowulf: Wiglaf, lead the Geats after me. Build me a funeral barrow by the sea...

Wiglaf: I will honor you, my lord.

Narrator: Beowulf died as a hero. The Geats mourned, cremated him, and built a barrow overlooking the sea.

All: *(together)*

Beowulf's courage, loyalty, and heroism will never be forgotten!

Scene 3

Narrator: But peace was short-lived. Grendel's mother came to avenge her son.

Grendel's Mother: He took my son... I will take one of yours!

Narrator: She seized Aeschere, Hrothgar's favorite warrior. Beowulf followed her to her underwater lair.

Beowulf: I will defeat you, as I did your son!

Narrator: The sword Unferth lent Beowulf failed, but then he found a giant-forged sword and killed her.

Beowulf: Justice is done. The hall is safe once more.

Scene 4

Narrator: Years later, Beowulf returned to Geatland, became king, and ruled for fifty years. But a dragon threatened his kingdom.



Beowulf: I must face the dragon, though I feel my end is near.

Wiglaf: I will fight with you, my lord.

Narrator: A fierce struggle began. Beowulf grabbed Grendel and tore off his arm. Grendel fled to die in the marsh.

Beowulf: Victory is ours! The hall is safe!

Hrothgar: Beowulf, you are like a son to me. Our hall will celebrate your courage tonight.

Then Aged Mother

By Matsuo Basho

Long ago, at the foot of a mountain, a poor farmer lived with his aged mother. They were humble, peaceful, and happy, working their small land to feed themselves. One day, the governor of Shining, a cruel man afraid of weakness, issued a terrible law: all old people must be abandoned and left to die.

The farmer loved his mother dearly. "Mother, they may take you away," he said with worry. "Do not fear, my son," she replied gently. "I will help you."

That evening, the farmer cooked some rice, packed it in a cloth, filled a gourd with water, and lifted his mother onto his back. He began the long climb up Obatsuyama, the mountain of abandoning the aged. The paths were many and confusing. The mother, though old, watched carefully. Quietly, she dropped small piles of twigs along the path to mark the way for their return.

Finally, they reached the summit. Exhausted, the farmer laid his mother on soft pine needles, wrapped her in her coat, and tearfully said goodbye.

"Son," she said with a trembling voice, "do not lose your way. Follow the path marked with twigs." The farmer's heart broke. "Oh, honored mother! Your love is too great. I will not leave you."

Together we will follow the path and return home."

He carried her back down the mountain, following the twigs. At their hut, he hid his mother in a secret closet under the kitchen floor, giving her food and care, always fearing discovery.

Time passed. Then the governor sent another impossible order: the people must present him with a rope of ashes.

The farmer whispered the news to his mother. "Wait!" she said. "I will think. I will think." The next day she instructed him: "Make a rope of twisted straw. Lay



it on flat stones and burn it on a windless night." The farmer did as she said. When the fire died, the rope lay perfectly in ashes.

The governor praised the farmer's wisdom and demanded to know its source.

"The truth must be told," said the farmer. Bowing deeply, he explained how his mother guided him.

The governor meditated in silence, then said gravely, "Shining needs more than youth and strength. With age comes wisdom."

At that moment, the cruel law was abolished. The villagers never again abandoned their elders, and the story of the aged mother became a legend.

USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



ARAL-Reading KS3 Plus Session 8

Lesson 20

A. Objectives	• Make predictions about what might happen next in the story. • Make simple inferences about characters' feelings and actions.
B. Motivation	Shake & Stretch It is important that learners feel energized, calm, and ready to learn. The tutor says: "Let's wake up our bodies!" • Shake your hands for 10 seconds • Roll your shoulders forward and backward (5x each) • Stretch your arms up high, then touch your toes • Do 5 light jumps or march in place Guess the Gift The tutor draws a gift box on the board for learners to see. After the learners see the gift box, ask them the following questions: • Have you ever given someone a gift? • Why did you give someone a gift? • How did you feel when you gave it? Tutor says: "Today we will read a story about two people who loved each other very much and gave very special gifts. We will be practicing making inferences and predictions."
C. Lesson Proper	The tutor may show real objects or printed pictures of the following items. Learners will identify/provide its name. ▪ A comb ▪ A coin ▪ A watch ▪ Scissors Do: After naming the object, ask these to the learners:



1. Who among you have these?
2. Who usually buys these items for you?

The tutor asks:

What do you predict the story will be about? Talk with your partner and share your prediction.

(Let student complete the prediction prompts.)

1. I think the story might be about ____.
2. Maybe one of the characters will ____.
3. I predict the problem in the story will be ____.

Task: Teacher explains what is making prediction and inference before reading the text. Making predictions means using clues from the text, pictures, or what you already know to guess what might happen next in a story. It is not just a random guess—it's an educated guess based on textual evidence.

When readers make predictions, they think about:

- What has happened so far?
- What the characters say or do?
- What the setting is like?
- What usually happens in real life?

Example:

Situation: Della counted her money again. She had only one dollar and eighty-seven cents. Tomorrow would be Christmas, and she still had no gift for Jim.

Question:

- What Della would do next?

Answer: She will find ways to have money.

- What clue in the text helped you predict Della's action?

Answer: She has very little money but wants to buy a gift. So apparently, she will find ways to earn money.

- Was there a time in your life when you don't have enough money to buy your needs in school? What did you do to earn money?

Inference is **using clues + what you already know** to understand something that the story **does not directly tell you.**



	Example: Text: Della counted her money again and again. Inference: She is worried or stressed about not having enough. Ask: What clue/textual evidence from the statement help you infer that Della is worried? Answer: The word/clue is counted money again and again. Text: When Jim entered their house, he stopped and stared at Della. Inference: He is surprised by her short hair. Ask: What clue/textual evidence help you infer that Jim was surprised? Answer: He stopped and stared at Della's new hair style Ask: How do you feel when your friend dressed differently or have a new hairdo after a long time of having a long hair or vise-versa? Therefore, in making inference we use textual evidence from the text + our prior knowledge/experience to infer meaning from what we read.
D. Practice & Activity	Guided Reading with Prediction Stops <i>Ask learners to refer to their Workbook Activity Sheet.</i> Instructions: • This is a guided reading with Predictions. • The tutor reads aloud the text while the learners follow. • The teacher will stop at a certain part of the story and ask prediction questions. • Students will write their answer/prediction on the prediction chart in the activity sheet. The tutor reads the following aloud with guided stops: Della and Jim were a young married couple who loved each other very much. They were poor and lived in a small apartment. Even though they worked hard, they struggled to save money. It was almost Christmas, and Della wanted to buy Jim a special present. She counted her savings—only one dollar and eighty-seven cents.



	Prediction stops 1: Della counted her savings, only one dollar and eighty- seven cents. Question: What do you think Della will do next? <i>(Tutor pauses while student writes their answer)</i> It was not enough for any good gift. She felt sad. Prediction Stops 2: Della had one thing she treasured: her long, beautiful hair. Question: What do you think Della might do with her hair? What clue from the text help you predict? <i>(Tutor pauses while student writes their answer)</i> Jim also had something very important to him: a gold pocket watch without chain that belonged to his father and grandfather. Because she loved Jim so much, Della made a brave decision. Prediction stops 3: She went to a hair shop and sold her hair for money. Question: What do you think will she buy for Jim? <i>(Tutor pauses while student writes their answer)</i> With the money she received, she bought a fine chain for Jim’s watch—a gift she knew he would love. When Jim came home and saw Della’s short hair, he was surprised. But he still loved her just the same. Prediction stops 4: He gave her his Christmas gift. Question: What gift did Jim give Della? <i>(Tutor pauses while student writes their answer)</i> Making Inferences <i>Read the passage out loud to the learners. Prompt them to answer orally. No need to write down their answers on the Activity Sheet.</i> He gave her his Christmas gift: a set of beautiful combs she
--	---



	had admired for a long time. Della was happy but also sad—she could not use the combs now because her hair was short. Then Della gave Jim the watch chain. Jim smiled, but he looked a little embarrassed. He explained that he had sold his watch to buy the combs for Della. Both had given up their most precious possessions to buy a gift for the other. Even though the gifts could not be used, they realized something important: Their love for each other was the greatest gift of all. Making Inferences: If Jim and Della talk about what gift they wanted, how would it change the story? Possible answers: ▪ They would not make the same sacrifices. ▪ Neither of them will guess the secret gift ▪ No exchanged gifts they cannot use The theme of selfless love and sacrifice would be less powerful, and it will shift to the importance of communication.
--	--

Lesson 21

A. Objectives	• Make predictions about what might happen next in the story. • Make simple inferences about characters' feelings and actions.
B. Lesson Proper	Making Predictions and Inferences Making Predictions (What might happen next?) "Prediction means making a smart guess about what will happen next in the story." Clues we use: • What is happening in the story • What the characters say or do • Our own experiences Example: Della has very little money but wants to buy a gift. What do you think she will do next? Making Inferences (Reading between the lines) "Inference means understanding something that is not



	directly stated in the story.” We use: • Clues from the text • What we already know Simple Formula: Clue + What I Know = Inference Example: “Della sold her hair.” Clue: She has little money Inference: She loves Jim very much Guided Questions: “What clues helped you make your prediction?” • “What does the character’s action tell you about how they feel?” • “Why do you think they made that decision?” Simple Reminder: Predict = What will happen next Infer = What does it really mean												
C. Practice	Inference Graphic Organizer (Meaning-Making Map) <i>Ask learners to refer to their Workbook Activity Sheet.</i> Instructions: 1. Let learners fill in the graphic organizer in their activity sheet individually or by pairs. 2. Select an action/event in the story, provide the clue or textual evidence, then make an inference. Examples: <table><tr><th>Event in the Story</th><th>Clue: The why (What We See/Read)</th><th>Inference (Meaning)</th></tr><tr><td>Della sells her hair</td><td>She has little money</td><td>She loves Jim deeply</td></tr><tr><td>Jim sells his watch</td><td>His job doesn’t pay much</td><td>He wants Della to feel valued</td></tr><tr><td>They exchange unusable gifts</td><td>Both gave up their treasures</td><td>Love is more important than things</td></tr></table>	Event in the Story	Clue: The why (What We See/Read)	Inference (Meaning)	Della sells her hair	She has little money	She loves Jim deeply	Jim sells his watch	His job doesn’t pay much	He wants Della to feel valued	They exchange unusable gifts	Both gave up their treasures	Love is more important than things
Event in the Story	Clue: The why (What We See/Read)	Inference (Meaning)											
Della sells her hair	She has little money	She loves Jim deeply											
Jim sells his watch	His job doesn’t pay much	He wants Della to feel valued											
They exchange unusable gifts	Both gave up their treasures	Love is more important than things											



D.
Activity

Closing

Fill Me In

Ask learners to refer to their Workbook Activity Sheet.

Procedures:

1. Instruct the learners to choose the appropriate word from the word bank that will complete the idea of the sentence.
2. Let them fill in the blank with the correct word.
3. Let them read the whole sentence after checking their answer.

Word bank

Treasured	Savings
Surprised	Embarrassed
Struggled	Possessions
Admired	Decision
Special	

1. Della and Jim worked hard, but they still _____ to save money.
2. Della counted her _____. She had only one dollar and eighty-seven cents.
3. Della had one thing she _____: her long, beautiful hair.
4. Jim also had something important to him: a gold watch passed down through his family. It was one of his most important _____.
5. Della made a brave _____ to sell her hair so she could buy Jim a gift.
6. She wanted to buy Jim a _____ present for Christmas.
7. She bought a fine chain for Jim's watch, a gift she knew he would love and had always _____.
8. When Jim came home and saw Della's short hair, he was _____.
9. Jim explained that he had sold his watch to buy the combs. He looked a little _____ when he told her.

ANSWER KEY:

1. struggled
2. savings
3. treasured
4. possessions
5. decision



	6. special 7. admired 8. surprised 9. embarrassed
E. Homework	Predict and Infer at Home Instructions: Think of a story you read or watched (movie, show, or book). Complete the sentences below: Prediction: “I think the next thing that will happen is _____ because _____.” Inference: “The character feels _____ because _____.”

The Gift of the Magi (O. Henry)

Della and Jim were a young married couple who cared about each other very much. They did not have much money, and they lived in a small, simple apartment. Even though they worked hard, they still found it difficult to save.

Christmas was coming soon, and Della wanted to buy Jim a nice gift. She counted her money. She had only one dollar and eighty-seven cents. It wasn't enough to buy anything special, and this made her feel sad.

Della had one thing she loved a lot—her long, beautiful hair. Jim also had something important to him—a gold pocket watch that had been passed down from his father and grandfather.

Because Della loved Jim so much, she made a brave choice. She went to a shop and sold her hair to earn more money. With the money she got, she bought a fine chain for Jim's watch. She knew he would like it. When Jim came home and saw that Della's hair was very short, he did not expect it. He was surprised, but he still cared about her just the same. Jim gave Della her present: a set of beautiful combs she had wanted for a long time. Della was happy with the gift, but also a little sad because she could not use the combs yet.

Then Della gave Jim the watch chain she bought for him. Jim smiled, but he looked a little shy. He told her that he has sold his watch so he could buy the combs for her.

Both Della and Jim had given up something special to buy a gift for the other. Even though they could not use the gifts, they had learned something important: Their love for each other was the greatest gift of all.



USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



ARAL-Reading KS3 Plus Session 9

Lesson 22

A. Objectives	- Identify the difference between reality (things that can really happen) and fantasy (things that are made up) in a short story - Sort images and sentences into two groups: fact (true things) or non-fact (imaginary things).
B. Motivation	Sing the song "I Believe I Can Fly." Write down a few lines from the song. You may also opt to play the song and let students listen to it. Ask: What are the words in the song that show unbelievable action? Answer: I can fly, touch the sky, spread my wings, etc. Ask: "When he says 'I can fly,' is he actually growing wings? Answer: No. He is changing his mindset. Ask: If you could have one superpower to help you succeed in school or life, what would it be? Today, we are learning to tell the difference between what is physically real (Reality) and what is imagined (Fantasy).
C. Lesson Proper	<i>Activate students' prior knowledge in distinguishing between reality, facts, fantasy and non-factual statements.</i> Instructions: - Create two (2) categories on the board: Reality/Fact, Fantasy/Non-factual. - The tutor will read statements aloud. - The learners will line up facing the word Reality/Fact if the statement is true and Fantasy/Non-factual if it is unrealistic. Statements - The sun is the biggest star. (Reality/Fact) - The Philippines was colonized by Spain. (Reality/Fact) - Firemen put out fires. (Reality/Fact) - Andres Bonifacio is our national hero. (Fantasy/Non-factual) - Vampires are real. (Fantasy/Non-factual) - Humans can fly. (Fantasy/Non-factual)



	Processing: The teacher needs to process the difference between reality and facts and fantasy vs. non-fact. Ask: 1. When is something real/reality? a. Learners can answer using these ideas: Because it happens in real life. Because I can see it in real life. Because people/animals really do that. Because it exists. It can be proven by evidence. 2. What makes it a fantasy? a. Learners can respond with: Because it cannot happen in real life. Because it is make-believe. Because it is imaginary. Because animals/people cannot do that.			
D. Practice & Activity	Reality/Fantasy Chart Let students read the short text and do the activity that follows. <i>Ask learners to refer to their Workbook Activity Sheet.</i> Excerpt: Beowulf One quiet night, the warriors in the great hall were fast asleep. Only Beowulf stayed awake to guard them. Suddenly, a scary monster named Grendel came creeping through the dark. He wanted to attack the sleeping men. Beowulf, brave and strong, watched Grendel enter the hall and prepared himself to fight. When Grendel jumped toward the men, Beowulf quickly grabbed the monster’s arm with all his strength. Grendel was shocked because no human had ever been strong enough to stop him before. The two struggled fiercely, shaking the whole hall as they fought—a real warrior facing a monster creature. ANSWER KEY: <table><tr><td>What Happened?</td><td>Real or Fantasy?</td><td>Why?</td></tr></table>	What Happened?	Real or Fantasy?	Why?
What Happened?	Real or Fantasy?	Why?		



	Example: Beowulf stayed awake to guard the sleeping warriors.	Real	People can stay awake to protect others.
	A monster named Grendel entered the hall.	Fantasy	Monsters like Grendel do not exist in real life.
	Beowulf grabbed Grendel's arm and fought him.	Fantasy	No human can fight a supernatural creature.
	The men were sleeping	reality	Human really needs to sleep/rest.

Lesson 23

A. Objectives	- Identify the difference between reality (things that can really happen) and fantasy (things that are made up) in a short story - Sort images and sentences into two groups: fact (true things) or non-fact (imaginary things).
B. Lesson Proper	Fantasy talks about things that could not happen in real life. It is based on imagination/fictional usually involving supernatural or unrealistic elements. While Non-Factual simply means not based on facts, it could be a wrong or lie information or statement. Examples: - The giant lifted Mount Makiling in one sweep of his hand. (fantasy) - The capital of Japan is Manila. (non-factual) - Superman flies above the clouds. (fantasy) - The earth is flat. (non-factual) However, there are languages that use fantasy/non-factual statement to figuratively exaggerate/emphasize their meanings.



	Example: I believe I can fly, I can touch the sky These are fantasy but if we get the deeper meaning, the statement gives motivation to people to overcome challenges in life. Another one is the idiomatic expression of: It's raining cats and dogs, literally this is fantasy, but it has other meaning, <i>it's raining hard</i>. Reality talks about things that could really happen or it exist, it is how they are made. While facts are pieces of information that is proven or can be proven by evidence. Examples: • Typhoons occur in the Philippines. (Reality) • The Philippines is composed of over 7,000 islands. (fact, proven by records/survey/studies)																								
C. Practice	Categorize Me <i>Ask learners to refer to their Workbook Activity Sheet.</i> Instructions: From the pool of words given, categorize what words fit the term Reality/fact and Fantasy/non-fact. Write them on the corresponding column. Word Bank <table><tr><td>Real</td><td>truthful</td><td>imaginary</td><td>monster</td><td>true</td><td>nonfiction</td></tr><tr><td>fact</td><td>Fictional</td><td>magical</td><td>make-believe</td><td>Actual</td><td>Evidence-based</td></tr></table> <table><tr><th>Reality/fact</th><th>Fantasy/non-fact</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Real	truthful	imaginary	monster	true	nonfiction	fact	Fictional	magical	make-believe	Actual	Evidence-based	Reality/fact	Fantasy/non-fact										
Real	truthful	imaginary	monster	true	nonfiction																				
fact	Fictional	magical	make-believe	Actual	Evidence-based																				
Reality/fact	Fantasy/non-fact																								
D. Closing Activity	Activity: What I Have Learned <i>Ask learners to refer to their Workbook Activity Sheet.</i> Instructions: Let the learners read the text. After, let them answer the questions that follow. They must encircle the letter of the correct answer.																								



The Flood in the Barangay

One afternoon, heavy rain fell in the barangay. The drainage canals became full, and soon the streets were flooded. People worked together to move their belongings to higher places.

The barangay captain reminded everyone to clean their surroundings and avoid throwing garbage in canals to prevent flooding.

That evening, some children said the flood happened because a giant water monster was angry and caused the rain to fall harder.

However, the adults explained that flooding happens when there is too much rain and blocked drainage systems.

The children realized that while the story of the water monster was interesting, the real cause of flooding was improper waste disposal and heavy rainfall.

Questions:

1. Heavy rain caused flooding in the barangay.
 - A. Reality/Fact
 - B. Fantasy/Non-Fact

Answer: A

2. Garbage blocking canals can cause flooding.
 - A. Reality/Fact
 - B. Fantasy/Non-Fact

Answer: A

3. A giant water monster caused the flood.
 - A. Reality/Fact
 - B. Fantasy/Non-Fact

Answer: B

4. People helped each other during the flood.
 - A. Reality/Fact
 - B. Fantasy/Non-Fact

Answer: A

5. Cleaning surroundings helps prevent flooding.



	A. Reality/Fact B. Fantasy/Non-Fact Answer: A 6. Flooding can happen because of too much rain. A. Reality/Fact B. Fantasy/Non-Fact Answer: A 7. The children created an imaginative explanation. A. Reality/Fact B. Fantasy/Non-Fact Answer: A 8. Monsters control the weather in real life. A. Reality/Fact B. Fantasy/Non-Fact Answer: B 9. Blocked drainage systems can cause water to rise. A. Reality/Fact B. Fantasy/Non-Fact Answer: A 10. Real-life problems have scientific or logical causes. A. Reality/Fact B. Fantasy/Non-Fact Answer: A
E. Homework	Reality or Fantasy? (At Home Activity) Draw something real and something that is fantasy. Label each drawing. Write a sentence below each drawing explaining why the first drawing is real and why the second is made-up.

USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



ARAL-Reading KS3 Plus Session 10

Lesson 24

A. Objectives	- Identify key ideas and supporting details in an informational text to accurately draw a logical conclusion about the topic. - Analyze information from the text to form a generalization that applies to similar situations or ideas presented in the reading. - Differentiate between a conclusion and a generalization by explaining how each is developed based on facts and details from an informational text.
B. Motivation	UNLOCKING MINDSET <i>Ask learners to refer to their Workbook Activity Sheet.</i> Reflect on the meaning of the quote below. After, answer the questions in your activity sheet. "The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence." – Confucius - What does the quote suggest about the qualities needed to achieve personal excellence? - How does this quote help you conclude why some people succeed despite challenges?
C. Lesson Proper	The tutor will instruct the learners to read the text: "Managing Stress Among Learners," which is found in their workbook. Managing Stress Among Learners Stress is common among learners today. Many students feel stressed because of exams, projects, deadlines, and expectations from teachers and parents. Personal responsibilities, friendships, and too much use of gadgets can also cause stress. Because of this, it is important for learners to know how to manage stress. One way to manage stress is through good time management. When students plan their tasks and use their



time wisely, they can avoid rushing and cramming. Finishing schoolwork on time helps students feel ready and confident, especially during tests and presentations.

Another way to reduce stress is by living a healthy lifestyle. Getting enough sleep, eating healthy food, and exercising help the body and mind stay strong. Simple activities like walking, stretching, or playing sports can help students feel relaxed and happy.

Learners can also manage stress by using positive coping strategies. Talking to friends, teachers, or family members about problems can help lessen stress. Doing relaxing activities such as deep breathing, listening to music, or taking short breaks can calm the mind.

Lastly, having a positive mindset helps learners handle stress better. Students who believe in themselves and see challenges as chances to learn are more likely to stay focused and motivated. Understanding that mistakes are part of learning helps reduce fear and anxiety.

After, discuss the following concepts:

Drawing Conclusions

Drawing conclusions is when you think about the information or details in a text and figure out something that is not directly stated.

- It uses evidence from the text plus your own thinking.
- Sentence Starter: “I can conclude that ____ because ____.”
- Example from the text:
 - o Text detail: “Getting enough sleep, eating healthy food, and exercising help the body and mind stay strong.”
 - o Using sentence starter: “I can conclude that a student who follows healthy habits will feel less stressed because these habits help the body and mind stay strong.”

Making Generalizations

Making generalizations is when you take what you learned from a text and make a broad statement, lesson, or pattern that can apply to other situations or real life.

- It is broader than a conclusion and can be applied



	outside the text. • Sentence Starter: “From this text, I can generalize that _____.” • Example from the text: - o Text details: Talking to friends, doing relaxing activities, and having a positive mindset all help learners manage stress. - o Using sentence starter: “From this text, I can generalize that using coping strategies and maintaining a positive mindset helps people handle stress in many situations.”
D. Practice	READ AND EXPLORE Having read the text titled, “Managing Stress Among Learners,” ask the students to answer the questions in their workbook. 1. What are the main causes of stress among learners according to the text? a. <i>Possible answer: Exams, projects, deadlines, expectations from teachers and parents, personal responsibilities, friendships, and excessive use of gadgets.</i> 2. How does good time management help students reduce stress? a. <i>Possible answer: Planning tasks and using time wisely helps students avoid rushing and cramming, complete schoolwork on time, and feel ready and confident during tests and presentations.</i> 3. If a student exercises regularly, eats well, and sleeps enough, what can you conclude about their stress levels? a. <i>Possible answer: The student is likely to feel more relaxed, happy, and less stressed because a healthy lifestyle strengthens both the body and mind.</i> 4. What can you conclude about students who have a positive mindset when facing challenges? a. <i>Possible answer: They are more likely to stay focused, motivated, and confident, and they handle mistakes and difficulties without</i>



	<i>excessive fear or anxiety.</i> 5. What general statement can you make about how healthy lifestyle habits affect mental and physical well-being? a. <i>Possible answer: Healthy habits like proper sleep, nutrition, and exercise improve overall well-being, help reduce stress, and support both mental and physical health.</i> 6. Based on the coping strategies mentioned, what general idea can you form about handling difficult situations? a. <i>Possible answer: Talking to others, taking breaks, and practicing relaxation techniques help manage stress and make it easier to handle challenges effectively.</i> 7. What generalization can you make about the role of mindset in learning and achieving goals? a. <i>Possible answer: A positive mindset helps learners stay motivated, learn from mistakes, face challenges confidently, and achieve their goals more successfully.</i>
E. Activity	CONTEXT CLUE CHALLENGE <i>Ask learners to refer to their Workbook Activity Sheet.</i> Tutor: • Ask learners to read the sentences silently. • For each sentence, ask the learners to write the meaning of the <u>underlined word</u> in their own words using the clues from the sentence. Directions: Read each sentence silently, use the clues in the sentence to determine the meaning of the underlined word, and write the definition in your own words in the space provided. 1. <u>Stress</u> is a common experience among learners today, due to multiple tasks that include exams, projects, deadlines, and expectations from teachers and parents, which can sometimes feel overwhelming.



	• Clue: feeling tired or tense because of too many tasks • Definition in your own words: mental or emotional strain caused by too many demands or responsibilities 2. Students plan their tasks and set priorities well to avoid <u>cramming</u>. • Clue: doing many tasks all at once at the last minute • Definition in your own words: studying or working intensively at the last minute instead of preparing gradually 3. Talking to friends, teachers, or family members, practicing relaxation techniques, listening to music, or taking short breaks are <u>coping strategies</u> to reduce stress. • Clue: ways to handle or manage stress. • Definition in your own words: methods or actions used to deal with stress or difficult situations
--	---

Lesson 25

A. Objectives	• Identify key ideas and supporting details in an informational text to accurately draw a logical conclusion about the topic. • Analyze information from the text to form a generalization that applies to similar situations or ideas presented in the reading. • Differentiate between a conclusion and a generalization by explaining how each is developed based on facts and details from an informational text.
B. Lesson Proper	Conclusion “A conclusion is what we understand based on clues from the text.” Sentence starter: “I can conclude that ____ because ____.” Generalization “A generalization is a big idea that can apply to many



	situations.” Sentence starter: “From this text, I can generalize that _____.” Simple Example: Text idea: Students who plan their time do better in school. Conclusion: “I can conclude that students who plan their time finish their work because they follow a schedule.” Generalization: “From this text, I can generalize that good time management helps people succeed.” Quick Check (Ask the learners): • Which one is more specific? (Conclusion) • Which one is broader or general? (Generalization)
C. Closing Activity	READ TO LEARN <i>Ask learners to refer to their Workbook Activity Sheet.</i> Tutor: As we are about to end our session, I want you to do the following: • Read the text titled, “How Does Time Management Help Student?” • Answer the activity below. How Does Time Management Help Students? Time management helps students use their time wisely for studying, doing schoolwork, and resting. When students plan their tasks and follow a schedule, they can finish their work on time and understand their lessons better. This also helps them avoid rushing and feeling pressured. Students who manage their time well feel less stressed because they know what to do and when to do it. They also learn important skills such as being organized, responsible, and disciplined, which are useful in school and everyday life. Time management is important because it helps students perform better in school, feel less stressed, and become more responsible. In general, students who practice good time management are more organized, confident, and successful in their studies and daily activities.



DRAWING CONCLUSION AND MAKING GENERALIZATION CHART	
Comprehension Questions	Answer (using sentence starter)
What happens to students who plan their tasks and follow a schedule?	I can conclude that ____ because ____.
What can you conclude about the skills students develop when they manage their time well?	I can conclude that ____ because ____.
If a student does not manage their time, what might happen to their school performance or stress levels?	I can conclude that ____ because ____.
From the passage, what general statement can you make about the relationship between time management and student success?	From this text, I can generalize that ____.
Based on the passage, what generalization can you make about students who use time	From this text, I can generalize that ____.



	wisely?	
D. Homework	“Take-Home Activity: Conclusion or Generalization?” Instructions: Read the short situation below, then answer the questions in your notebook or any piece of paper. Situation: Ana studies every day, finishes her homework early, and gets enough sleep. She feels calm and does well in her tests. Conclusion Complete the sentence: “I can conclude that Ana _____ because _____.” Generalization Complete the sentence: “From this, I can generalize that _____.” For Extra Practice Think of your own example from real life. Write 1 conclusion and 1 generalization.	

USE OF GENERATIVE AI

In preparing this Teacher's Guide, the author used ChatGPT to summarize contents. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Teacher's Guide.



Aral-Reading KS3 Plus Session 11

Lesson 26

A. Objectives	Accurately extract and summarize specific information from a non-fiction text to demonstrate literal comprehension.
B. Motivation	Evidence or Guess? <i>Review of Conclusion and Generalization</i> - Write two labels on the board in big, bold letters: PROOF (Conclusion) and GUESS (Generalization) - Tell the class: <i>"I am going to say a sentence. If it is a PROOF which means it's existing or real, say the word. If it is a Big Guess or telling something is true for everyone without proof, say this word."</i> - Read these sentences aloud: - The sky is dark and grey, so it is probably going to rain. (PROOF) - Everyone in this room hates Mondays. (BIG GUESS) - The school cafeteria served pizza today, so the cafeteria ran out of pizza. (PROOF) - All teenagers love playing video games. (BIG GUESS) - Teachers are always grumpy. (BIG GUESS)
C. Lesson Proper	READ AND EXPLORE Tutor facilitates silent and guided reading during the reading task to assist learners. The Guardians of the Deep The ocean is a vast, blue museum of secrets. Along the jagged coastline, the waves whistle and wash against the ancient rocks. To a scientist, the ocean is a body of saltwater covering 70% of the Earth—this is the reality of our planet. However, to the ancient explorers, the deep was a place where sea serpents swallowed ships whole. Deep below the surface, the "midnight zone" is as dark as a closed coffin. Here, fish have glowing lights on their



	heads to lure prey. This bioluminescence is a living flashlight, a miracle of nature that seems like it belongs in a storybook. While we know these fish are real, the idea of a mermaid singing to sailors remains a beautiful piece of fantasy. In the silence of the deep, the water thumps and throbs with the heartbeat of the Earth. Whether we look at the ocean through a microscope or a telescope of imagination, it remains the world's greatest mystery.
D. Practice	Comprehension Check: • According to the text, what percentage of the Earth is covered by the ocean? • What did ancient explorers believe happened to ships in the deep ocean? • How do fish in the "midnight zone" attract their prey?
E. Closing Activity	Fact vs. Fantasy: Assess the learner's ability to distinguish between the scientific and narrative elements in the text. 1. Draw a T-chart on a sticky note or scrap paper. 2. On the left, ask learners to write/share one scientific fact about the ocean mentioned in the text. 3. On the right, list one piece of fantasy/imagination mentioned in the text. 4. If students have more ideas to share beyond the text about fact and fantasy about the ocean, continue the discussion.

Lesson 27

A. Objectives	• Identify and explain figures of speech (such as simile, metaphor, and personification) used in the text. • Explain how figures of speech help make the text more meaningful and engaging.
B. Motivation	Dull Vs. Dramatic Challenge



	<i>Assess what learners know about figures of speech by having them compare boring sentences to vivid ones.</i> Instruction: Write on the board or a piece of paper the following pair of sentences. Ask the students: “Which sentence makes you see a clear picture in your mind, and why?” Pair 1: A: The ocean was dark. B: The ocean was a vast, blue museum of secrets. Pair 2: A: The waves moved against the rocks. B: The waves whistled and washed against the rocks. Pair 3: A: The deep sea is very, very dark. B: The midnight zone is as dark as a closed coffin.
C. Lesson Proper	Figures of Speech Figures of speech are creative ways to describe ideas, making writing more vivid or imaginative. It helps readers to visualize and feel the story, turning ordinary descriptions into powerful images. 1. Simile: “Her eyes sparkled like diamonds.” <u>Meaning:</u> Compares the brightness of her eyes to diamonds, showing their sparkle. 2. Metaphor: “Time is a thief.” <u>Meaning:</u> Suggests that time takes away our moments and opportunities. 3. Personification: “The wind danced across the meadow.” <u>Meaning:</u> The wind is given human qualities, making the scene feel alive.



	Note: This is not the complete list of figures of speech, but best to start with these three for practice.													
D. Practice	FIGURE IT OUT! (Think-Pair-Share) - On the learner's LAS/WorbookWrite on the board or prepare a poster with the lines from the table below. - Pair students by two or three. - Pair/Group should find the lines written on the board/poster from their copy of the story, "Guardians of the Deep". They may highlight/underline the text. - Students will write down which figure of speech is being used (Simile, Metaphor, or Personification) - In their own words, students can describe what the author is trying to make you see or feel with these words. <table border="1"> <thead> <tr> <th>Line from the Text</th><th>Classification (Simile, Metaphor, Personification)</th><th>Meaning (What the line is saying)</th></tr> </thead> <tbody> <tr> <td>The waves whistle and wash against the ancient rocks.</td><td></td><td></td></tr> <tr> <td>The 'midnight zone' is as dark as a closed coffin."</td><td></td><td></td></tr> <tr> <td>The water thumps and throbs with the heartbeat of the earth.</td><td></td><td></td></tr> </tbody> </table> Discussion Guide when students share their explanation		Line from the Text	Classification (Simile, Metaphor, Personification)	Meaning (What the line is saying)	The waves whistle and wash against the ancient rocks.			The 'midnight zone' is as dark as a closed coffin."			The water thumps and throbs with the heartbeat of the earth.		
Line from the Text	Classification (Simile, Metaphor, Personification)	Meaning (What the line is saying)												
The waves whistle and wash against the ancient rocks.														
The 'midnight zone' is as dark as a closed coffin."														
The water thumps and throbs with the heartbeat of the earth.														



	Waves whistling: <i>The author wants us to hear the sound of the ocean, not just see it. It makes the ocean sound alive and moody.</i> Dark as a coffin: <i>This creates a slightly spooky or dangerous feeling. It helps us understand that the deep ocean is not just dark; it is impenetrably dark.</i> Heartbeat of the earth: <i>This makes the ocean sound powerful, rhythmic, and essential to life. It suggests that the ocean is the "life source" of our planet.</i>
E. Closing Activity	Writing Practice with Figures of Speech Invite students students to take a boring, factual sentence and improve it using the techniques they just learned - Teacher writes these “boring” sentences on the board: <i>The rain hit the window.</i> <i>The crab moved across the sand.</i> - Ask one or two students to rewrite one of the sentences using at least one figure of speech (simile, metaphor, or personification) to make it "come alive."

Lesson 28

A. Objectives	- Recognize and analyze sound devices (including alliteration, assonance, consonance, and onomatopoeia) and explain their effects on the text. - Explain how sound devices help make the text more meaningful and engaging.
B. Motivation	SENSE THE SOUND Ask students to watch the audio clip of an erupting volcano and carefully listen to the sounds it produces: https://www.youtube.com/watch?v=WFnf84MVLNo Guide questions: What sounds did you hear during the volcanic



	eruption? - Which sound was the loudest? The softest? - How would you describe the overall sound of the eruption? - How do you feel when you hear a volcanic eruption?									
C. Lesson Proper	Sound Devices Sound devices emphasize the way words sound to create rhythm, mood, or emphasis. It makes writing memorable, rhythmic, and engaging, helping readers “hear” the text in their imagination. <u>Sound Tools</u> Onomatopoeia: The word <i>is</i> the sound (Crash! Hiss!). Alliteration: The words start with the same sound (Big blue bubble). <u>Sensory Tools</u> Imagery: Words that help me see, hear, smell, or feel the story. Use these examples from the story, “Guardians of the Deep”: <table border="1"> <tr> <td rowspan="5">Onomatopoeia</td><td>1. "Splash!" Hear the water hitting the surface.</td></tr> <tr> <td>2. "Crash!" Hear the power of the waves.</td></tr> <tr> <td>3. "Whoosh!" Hear the wind or rushing water.</td></tr> <tr> <td>4. "Bubble..." Hear the sound of something underwater.</td></tr> <tr> <td>5. "Drip, drop." Hear the slow leak of water.</td></tr> <tr> <td rowspan="2">Alliteration</td><td>1. "Salty, sandy shore." Creates a rhythm (the 's' sound).</td></tr> <tr> <td>2. "Wild, wet waves." Makes the water sound energetic.</td></tr> </table>	Onomatopoeia	1. "Splash!" Hear the water hitting the surface.	2. "Crash!" Hear the power of the waves.	3. "Whoosh!" Hear the wind or rushing water.	4. "Bubble..." Hear the sound of something underwater.	5. "Drip, drop." Hear the slow leak of water.	Alliteration	1. "Salty, sandy shore." Creates a rhythm (the 's' sound).	2. "Wild, wet waves." Makes the water sound energetic.
Onomatopoeia	1. "Splash!" Hear the water hitting the surface.									
	2. "Crash!" Hear the power of the waves.									
	3. "Whoosh!" Hear the wind or rushing water.									
	4. "Bubble..." Hear the sound of something underwater.									
	5. "Drip, drop." Hear the slow leak of water.									
Alliteration	1. "Salty, sandy shore." Creates a rhythm (the 's' sound).									
	2. "Wild, wet waves." Makes the water sound energetic.									



		3. "Deep, dark depths." Sounds mysterious and heavy.
		4. "Silent, shimmering sea." Makes the ocean seem calm.
		5. "Cold, crashing current." Emphasizes how strong the water is.
	Imagery Ask learners to close their eyes and listen to the example. Ask, "<i>Which sense are you using? Sight? Touch? Smell?</i>"	1. "The freezing water stung like needles." Helps us feel the cold.
		2. "The ocean glittered like broken glass." Helps us see the sunlight.
		3. "The air smelled of salt and rain." Helps us smell the sea.
D. Practice		4. "The deep blue swallowed the light." Helps us visualize the dark ocean.
		5. "The sand felt warm and soft on my toes." Helps us feel the beach.
	D. Practice	Practice - Guide students in thinking of sound devices words (onomatopoeia, alliteration, imagery) based on these sentences: - What sound can a creature make when it moves? - The monster went _____ (splash) into the water. - What two words that has the same beginning sound can we use to describe a creature's body? - It had _____ a (slimy, spiky) body. - What word or phrase can we use to help us imagine how the creature feels like when we touch it? - Its skin felt _____ (as cold as ice).
E. Closing Activity	Closing Activity	The Deep Sea Monster Profile Students will create their own sea creature and write three sentences about it, using one device for each sentence. Check LAS/Workbook for the template. Students will draw a creature that lives in the "midnight zone" (explain this word if it seems the students forget about its meaning from the text)



	2. The Monster Profile to be filled by writing three sentences about them.
F. Homework	At home, invite the students to share or write sentences using their knowledge of figure of speech and sound devices based on the people or things in their environment.



Aral-Reading KS3 Plus Session 12

Materials	PowerPoint presentation, LAS, short informational and opinion texts, Fact– Opinion–Fact-Based Opinion chart, sentence strips or cards, Manila paper and markers, learner notebooks
------------------	--

Lesson 29

A. Objectives	Accurately extract and summarize specific information from a non-fiction text to demonstrate literal comprehension.
B. Motivation	ACTIVITY: WHERE HAVE YOU BEEN? Tutor: Greet the learners and ask the following: 1. How's your day going? 2. Which places in the Philippines have you been to? 3. Who did you go with? 4. Can you tell me a bit about the place? 5. Did you have fun while you were there?
C. Lesson Proper	READ AND EXPLORE Tutor facilitates silent and guided reading during the reading task to assist learners. Public Support for a Cellphone Ban in Schools The use of cellphones in schools has become a growing issue in the Philippines. Many people believe that cellphones can distract students from learning. According to a Pulse Asia survey, almost 8 out of 10 Filipinos support a ban on cellphones in schools. The survey was conducted nationwide from June 17 to 24, 2024, with 1,200 adult respondents. The results showed that 76 percent of the respondents agree with banning cellphones inside schools. Meanwhile, 13 percent disagree, and 11 percent are unsure. These results show that most Filipinos support limiting cellphone use during school hours. Senator Sherwin Gatchalian, Chairman of the Senate Committee on Basic Education, believes



	that the survey results show how Filipinos understand the benefits of a cellphone ban. He thinks that mobile phones often distract students and affect their school performance. This belief is supported by a study from the 2022 Programme for International Student Assessment (PISA). The study found that 8 out of 10 Filipino learners aged 15 were distracted in class by using their own smartphones, while another 8 out of 10 were distracted by other students' phone use. Because of these findings, Senator Gatchalian filed the Electronic Gadget Free Schools Act (Senate Bill No. 2706) in June. This proposed law aims to ban the use of mobile phones and electronic gadgets from Kindergarten to Senior High School inside school grounds during school hours. The goal of the bill is to help students focus better and improve learning by reducing distractions. Overall, survey results and research studies show that cellphone use can interfere with learning. Although some people do not agree with a complete ban, the strong public support and research findings suggest that limiting cellphone use in schools may help create a better and more focused learning environment.
D. Practice	Comprehension Check: ● According to the survey, do most people agree with banning cellphones in schools? ● What is one thing that distracts students during class? ● Why does the Senator want to ban phones in schools?
E. Closing Activity	To bridge the discussion from text to learning about <i>facts and opinions</i>, ask the following questions: 1. Which information from the text showed personal belief or feeling? 2. Which information in the text can you relate to? Do you think it's true for everyone?



Lesson 30

A. Objectives	Differentiate between facts and opinions in spoken and written texts.
B. Motivation	Hand Signal Check Fist (✊): "It is a Fact." (It is solid and can be proven). Open Palm (👐): "It is an Opinion." (It is just a feeling). How to Play: - Inform learners that for this game, they will <i>signal</i> their answers instead of saying their answers out loud– hands flat on their lap. Tell them not to show their signal until you say "Signal!" - Challenge the learners to keep themselves from voicing out even if they really know the answer (Note: <i>This is also an exercise in regulation and active listening</i>) - Read the following sentences twice. Give students 3 seconds of “thinking time” - The Philippines is in Southeast Asia - Basketball is the most exciting sport. - Libraries have many books. - Students should have less homework. - Water boils at 100 degrees Celsius - Signal Time - “1, 2, 3... Signal!" - Look around the room. If most students have the same signal, move on! If there are different signals, ask one student from each side, "<i>Why did you pick that?</i>" to hear their reasoning.
C. Lesson Proper	Understanding Facts, Opinions, and Fact-Based Opinions Facts <i>Definition:</i> Statements that can be proven true or not true/false. They are based on evidence, data, or research. <i>Examples:</i> “Eight out of 10 Filipino students reported being distracted in class by their



	smartphones.” • “Baguio is known as the summer capital of the Philippines.” Opinions <i>Definition:</i> Statements that express beliefs, feelings, judgments, or personal preferences. Opinions cannot be proven true or false. <i>Examples:</i> • “Online classes are more enjoyable than face-to-face classes.” • “Summer is the best season of the year.” • “Chocolate ice cream is more delicious than vanilla <i>Note to tutors:</i> <i>Try to simplify definitions with relatable examples to your age group. Check for understanding by asking learners to share what they understand about the definition of words to check if they are ready to apply it to text comprehension or for other activities.</i>						
D. Practice	Think-Pair-Share 1. Pair students by two or three. 2. Using their copy of the text “Public Support for a Cellphone Ban in Schools” they can highlight and write down statements that are 1) an opinion 2) a fact. 3. Provide ample time for students to discuss and organize their answers. It’s advisable for tutors to monitor group discussions and provide clarifications as requested. 4. In the last 5 minutes of the activity time, announce that each group will share something from their discussion. A representative should be assigned. <table><tr><th>Line from the Text</th><th>Classification (Opinion / Fact)</th><th>Group Comments</th></tr><tr><td></td><td></td><td></td></tr></table>	Line from the Text	Classification (Opinion / Fact)	Group Comments			
Line from the Text	Classification (Opinion / Fact)	Group Comments					



E. Closing Activity	Group Sharing 1. The representative of each group will share their answers. 2. To keep the activity in time, learners are invited to share agree/disagree on the shared answers and on their turn, they can share an answer unique to their group. 3. Invite everyone to provide feedback to each other.		

Lesson 31

A. Objectives	• Identify fact-based opinions and explain how facts support them. • Justify their answers using signal words, evidence, and reasoning.
B. Motivation	FACT OR FEELING? Read the following statements aloud and ask learners to show a <u>thumbs up</u> if they think it is a fact and <u>finger heart</u> for opinion. Invite learners to share the reason for their answers. Statements: • The human body is composed of approximately 60% water. • It is better to live in the Philippines than in Vietnam. • Playing games like Mobile Legends may help develop strategic thinking and problem-solving skills • Baguio is the summer capital of the Philippines due to its cool climate. • Men are more superior than women.
C. Lesson Proper	Fact-Based Opinions <i>Definition:</i> Statements that combine personal judgment with factual support. They are opinions backed by evidence, data, or research. • “Reading books daily can enhance



	vocabulary, supported by research linking reading habits to language development.” • “Exercising regularly improves mental health, as studies show it reduces stress and anxiety.” • “Limiting cellphone use in schools may help create a better and more focused learning environment, based on survey and research findings.” <i>Note to tutors:</i> <i>Try to simplify definitions with relatable examples to your age group. Check for understanding by asking learners to share what they understand about the definition of words to check if they are ready to apply it to text comprehension or for other activities.</i>						
D. Practice	Think-Pair-Share 5. Regroup the students from the earlier activity 6. Using their copy of the text “Public Support for a Cellphone Ban in Schools” they can highlight and write down statements that are fact-based opinions. 7. Provide ample time for students to discuss and organize their answers. It’s advisable for tutors to monitor group discussions and provide clarifications as requested. 8. In the last 5 minutes of the activity time, announce that each group will share something from their discussion. A representative should be assigned. <table border="1"> <thead> <tr> <th>Line from the Text (Fact-based Opinion)</th><th>Reason</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> </tbody> </table>	Line from the Text (Fact-based Opinion)	Reason				
Line from the Text (Fact-based Opinion)	Reason						
E. Closing Activity	Reflection In their LAS, learners write/draw and describe their answer to the question: How can I help others distinguish facts from opinions especially in the time						



	of social-media and fake news?
F. Homework	At home, invite the students to share or write sentences using their knowledge of facts and opinions based on the stories in their community.



Aral-Reading KS3 Plus Session 13

Materials	Learner's Activity Sheet, Powerpoint slides with the Reading Text and sample advertisements, pPosters, or short social media posts, Thumbs Up/Down Cards, Cards with visuals of Propaganda Techniques, 5 cards with the name of each technique
------------------	--

Lesson 32

A. Objectives	Accurately extract and summarize specific information from a non-fiction text to demonstrate literal comprehension.
B. Motivation	Unlocking Key Words: 1. Influence - What do you think is the meaning of this word? 2. Influencer - What do you know about this word? What kind of person is an influencer? 3. Social Media - What is the connection of social media to influencers?
C. Lesson Proper	READ AND EXPLORE Tutor facilitates silent and guided reading during the reading task to assist learners. Social Media Influencers It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow. An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology. Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now



	asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too.
D. Practice	Comprehension Check • What does an influencer help their followers decide? • What is one thing an influencer knows a lot about (like fashion or travel)? • Why do companies want to work with powerful influencers? • How much money can some influencers get for making one post?
E. Closing Activity	Probing Question: Do you think it is easy or hard to be an influencer? Why?

Lesson 33

A. Objectives	• Learn about Propaganda Techniques and gain more vocabulary
B. Motivation	Read the second part of the text from Lesson 1 to further enrich the discussion: If you are one of them, then here are five tips on how to do it. Choose your niche What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it. Choose your medium and write an interesting bio Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention- grabbing bio that describes you and your speciality area in an interesting and unique way.



	Make sure that people who read your bio will want to follow you. Post regularly and consistently Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme. Tell an interesting story Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you. Make sure people can easily find your content Publicize your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!
C. Lesson Proper	Understanding <i>Propaganda techniques</i> Definition in simple terms: Propaganda Techniques are special tricks used in advertisements, speeches, or posters to jump-start your emotions and change the way you think. The goal isn't just to give you facts; it is to persuade or make you believe something or buy something. Sample Techniques: ● Bandwagon: It says everyone is doing it, so you should too.” ● Testimonial: A famous person or someone we



	admire says it's good. ● Glittering Generalities: Big, positive words that sound nice but don't explain much. ● Name-Calling: "Saying something bad about someone or something." ● Plain Folks: "Shows normal people like us doing it, so it feels safe or right." <i>Note to tutors:</i> <i>Try to simplify definitions with relatable examples to your age group. Check for understanding by asking learners to share what they understand about the definition of words to check if they are ready to apply it to text comprehension or for other activities.</i>
D. Practice	Spot the Message Prepare pictures of advertisements. Have you ever seen an advertisement or post that instantly made you want to believe or support something? Let's find out how messages can persuade us. 1. Show sample advertisements, posters, or short social media posts.    2. Ask: a. What is the message of each material? b. Did it make you feel or think of something immediately? Why?
E. Closing Activity	Probing Question: If you became an influencer today, what one thing would you talk about (games, toys, food, or clothes)?

Lesson 34

A. Objectives	● Gain more understanding of propaganda techniques
---------------	--



	and how it is used around us
B. Motivation	Buy or Bye? Guide learners in answering the activity Buy or Bye? From the LAS: 1. Some posts online are made to make people feel scared or worried. 2. If many people support something online, it must always be correct. 3. Famous people can influence what others believe or buy. 4. The words used in a post can affect how we feel about an issue. 5. Some posts are created to convince people, not just to inform them. 6. Posts that repeat the same message many times can make people believe it more. 7. Seeing our friends like or share something online can make us want to do the same. 8. Sometimes, posts use exciting or powerful words to make an idea seem better than it is. 9. Not everything we see online is completely true or honest. 10. Some posts are designed to make people act quickly without thinking.
D. Practice	Role Play 1. Group students by 5 2. The task of the group are. a. Chose 1-2 members to act as an influencer/s trying to persuade the audience to buy a product (household item) b. The remaining members will act as the audience influenced to buy something c. One member from the audience group will explain what the influencer did to make them buy the product (the way they presented it, the price of the item, they like the influencer, etc.) 3. Prep time is 15 minutes 4. Each group will show their role-play for not more than 5 minutes.
E. Closing Activity	Match and Explain Guide learners in answering the activity Match and Explain From the LAS.



	Activity 6: "Match and Explain" Directions: Match each propaganda technique in Column A to its correct definition/example in Column B and to underline keywords in the definitions. <table> <tr> <th>Column A</th><th>Column B</th></tr> <tr> <td>Bandwagon</td><td>Says everyone is doing it, so you should too.</td></tr> <tr> <td>Testimonial</td><td>Uses a famous person or respected figure to promote an idea</td></tr> <tr> <td>Glittering Generalities</td><td>Uses big, positive words that sound nice but are vague. Name-Calling</td></tr> <tr> <td>Plain Folks</td><td>Shows ordinary people doing it to make it relatable.</td></tr> </table>	Column A	Column B	Bandwagon	Says everyone is doing it, so you should too.	Testimonial	Uses a famous person or respected figure to promote an idea	Glittering Generalities	Uses big, positive words that sound nice but are vague. Name-Calling	Plain Folks	Shows ordinary people doing it to make it relatable.
Column A	Column B										
Bandwagon	Says everyone is doing it, so you should too.										
Testimonial	Uses a famous person or respected figure to promote an idea										
Glittering Generalities	Uses big, positive words that sound nice but are vague. Name-Calling										
Plain Folks	Shows ordinary people doing it to make it relatable.										
F. Homework	At home, discuss this question with your family: If an influencer you like told you to buy a specific snack, would you buy it? Why?										



Aral-Reading KS3 Plus Session 14

Materials	Learner's Activity Sheet, Powerpoint slides with the Reading Text and sample advertisements, pPosters, or short social media posts, Thumbs Up/Down Cards, Cards with visuals of Propaganda Techniques, 5 cards with the name of each technique
------------------	--

Lesson 35

A. Objectives	Accurately extract and summarize specific information from a non-fiction text to demonstrate literal comprehension.															
B. Motivation	Guess the Province <i>Tutor:</i> Have you played the game “Guess the Country?” Today, we will play a similar game but with a twist. You have to guess the Philippine province represented by the visual clues that I will show. <i>Note: Give the LAS and let them work with the Activity: Guess the Province.</i> <table><tr><td>1.</td><td></td><td>BICOL</td></tr><tr><td>2.</td><td></td><td>BOHOL</td></tr><tr><td>3.</td><td></td><td>CEBU</td></tr><tr><td>4.</td><td></td><td>BULACAN</td></tr><tr><td>5.</td><td></td><td>DAVAO</td></tr></table>	1.		BICOL	2.		BOHOL	3.		CEBU	4.		BULACAN	5.		DAVAO
1.		BICOL														
2.		BOHOL														
3.		CEBU														
4.		BULACAN														
5.		DAVAO														



C. Lesson Proper	READ AND EXPLORE Unlock Keyword: Indigenous People - the original groups of people who have lived in a specific place for a very long time—long before other people arrived and settled there. - They have their own unique languages, cultures, and traditions that are closely tied to the land and nature where they live. Indigenous People of the Philippines <i>Tutor:</i> The Philippines is composed of more than 7,000 islands where you can find diverse groups of individuals. Let us study the infographic below to better understand the diversity of some of these groups.  The infographic provides a detailed overview of indigenous groups in the Philippines. It starts with a general statement that around 10 million people (15% of the population) belong to over 100 distinct ethnic groups. It then categorizes groups by region: Luzon (Igorot and Dumagat), Visayas (Negritos and Sulodnon), and Mindanao (Maranao and T'boli). Each group is accompanied by a list of key characteristics and a small illustration. A box on the right mentions the governing law, Republic Act 8371 (IPRA), and the National Commission on Indigenous Peoples (NCIP). The infographic concludes with the phrase 'KEEPING TRADITIONS ALIVE'.
D. Practice	Comprehension Check - How many indigenous groups are there in the Philippines? - Who are the indigenous people of Luzon, Visayas, and Mindanao?



	- Who are the forest dwellers of Sierra Madre? Who are the people of lake Lanao? - In what ways are these groups similar, and how do they differ from one another? - Does the illustration help you understand the information easily? Why?
--	---

Lesson 36

A. Objectives	- Identify visual/multimedia elements. - Derive meaning based on the visual/multimedia elements. - Evaluate cultural appropriateness of visual/multimedia elements. - Create visual/multimedia text drawn from visual elements learned.
B. Motivation	Arrange the Jumbled Letters <i>Tutor:</i> One way to fully understand the text or multimedia material that we are studying is to enhance our vocabulary. To practice, rearrange the jumbled letters below. Use the given definition as clues. <i>Note: Let the learners do Activity 2: Arrange the Jumbled Letters</i> - little natives; cultural minorities N I G I D E N U S O - scattering and wandering people M A C I D N O - persons that live in a particular place W E D E R L L S - something which is passed down from earlier generations C E S A N L A R T - very old; from a long time ago C I N E T A N



	Answers: A. INDIGENOUS B. NOMADIC C. DWELLERS D. ANCESTRAL E. ANCIENT
C. Lesson Proper	Understanding Infographics Let us look back once again on the infographic about Indigenous People. Information can be presented in various ways. One of these is with the use of multimedia. The infographic depicts the elements of multimedia. ● Do the colors in the infographic capture your attention easily? ● Is the infographics' layout easier to follow than plain text? ● Do the illustrations enrich your understanding of the information? ● Have you determined the topic presented through its title? Explain and help visualize to learners: Think of Multimedia Text like a pizza. A plain piece of bread is okay, but when you add sauce, cheese, and toppings, it becomes much better! Multimedia text does the same thing by adding "toppings" to plain words to help your brain understand faster. Here is the simple breakdown: 1. Colors (The Highlighter) Color isn't just for decoration. It acts like a highlighter for your eyes. It tells you, "Hey! Look over here, this part is important!" 2. Layout (The Map)



	Instead of a long wall of text that you have to read line-by-line, the layout organizes things into boxes or sections. It's like a map that lets you jump straight to the information you need. 3. Graphics (The "Show, Don't Tell" Tool) Graphics (like photos or charts) show you what is happening. It is much easier to remember a picture of a cycle than a long paragraph explaining it. 4. Visual Titles (The Warm-up) A big, bold title with a picture acts like a "brain warm-up." Before you even start reading, the title tells your brain what the topic is so you are ready to learn. In Short: ● Plain Text = Reading a long list of instructions. ● Multimedia Text = Looking at a Lego manual with pictures and colors. It's much faster and easier to follow!
D. Practice	Study the given infographic below and answer the questions on your workbook. See Activity 43: It's more Fun in the Philippines.



	 Processing Questions: 1. What is the infographic about? 2. How many Filipinos are English speakers? 3. Based on the infographic, why is it more fun to stay in the Philippines? 4. What elements of multimedia did you observe in this infographic? 5. How do these elements help you understand the meaning of the text easily?
E. Closing Activity	Create Your Own Infographic Have the students create their own infographic based on the following topics: • How to Conserve Water at Home • Healthy Plate vs Junk Food



	Note: Anticipate ahead of time that some learners may not have drawing materials, so please ready crayons and pencils for sharing. Best to put them in a container where the group can share the content. Remind students that <i>sharing is caring</i>.
F. Homework	Infographic Scavenger Hunt Find one "multimedia text" in your house. This could be: • A food label (like a cereal box or a biscuit wrapper). • A medicine bottle or vitamin pack. • A flyer or a poster. Answer these 3 simple questions: 1. Colors: What is the brightest color you see? Why do you think they used it? 2. Icons/Pictures: Draw one small picture or icon you found on the item. 3. The Title: Write down the big title. How does the title help you know what is inside?

