

Key Stage

3



ARAL

PROGRAM

READING - PLUS

Learner's Workbook

2nd EDITION

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ARAL – Reading Plus: Key Stage 3 Learner’s Workbook

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KEY STAGE 3 - PLUS

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ARAL-Reading KS3 Plus Session 2

Activity 1: Predict-Read-Confirm

Instructions: Read the story below then answer the following questions.

The Cleverness of Sang Kancil

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.

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?



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4. What does Sang Kancil tell the crocodiles?

5. How do the crocodiles help Sang Kancil cross the river?

Activity 2: Word Detective Chart

Instructions: Read the sentences from the story. Use the context clues in the sentence to understand the given word. Write the meaning in your own words on the last column.

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.	

Activity 3: Context Clue Check

Instructions: Read each sentence. Choose the correct meaning of the underlined word.

- The crocodiles eagerly lined up across the river, believing that the king had chosen them for an important task.
☐ angrily ☐ unwillingly ☐ excitedly ☐ carefully
- Sang Kancil paused for a moment, knowing that jumping into the river would be dangerous.
☐ ran fast ☐ jumped suddenly ☐ stopped briefly ☐ shouted loudly
- The crocodiles felt honored by the task, believing they were chosen to protect the forest.
☐ scared ☐ proud ☐ confused ☐ disgusted



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Activity 4: Literal or Implied?

Instructions: Write L if the statement is literal (means exactly what it says) or I if it is implied (suggests a deeper meaning).

- _____ 1. Sang Kancil crossed the river using the crocodiles.
- _____ 2. Intelligence can defeat strength.
- _____ 3. The crocodiles felt proud when Sang Kancil talked to them.
- _____ 4. The river was a test of courage.

Exit Ticket: Think Like Sang Kancil

Go back to the story, The Cleverness of Sang Kancil. Complete the sentences below with your answers:

One new word I learned using context clues:

One literal statement from the story:

One implied lesson from the story:

Great job!

Reading is not just about reading words—it is about thinking deeply and understanding meaning.





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ARAL-Reading KS3 Plus Session 3

Activity 1: Silent Reading

Instructions: Read the text silently.

Why Reading Clearly Matters

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.





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Activity 2: Think – Pair – Share (Reflection)

Instructions: Pair up with another learner. Write your answers to the following questions below. After, share your answers with your partner.

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?

Activity 3: Context Clue Challenge

Instructions: Go back to the text in Activity 1. Choose 3 difficult words. For each word, use context clues to figure out its meaning. Write the clue words and the meaning in the boxes.

Words	1.	2.	3.
Clues			
Meaning			





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Activity 4: Context Clue Check

Use context clues to identify the meaning of the underlined word. Put a check mark on the box to choose the correct meaning of the underlined word.

1. Fluent readers can read smoothly, without long pauses. What does *smoothly* mean in this sentence?
☐ slowly
☐ with difficulty
☐ with ease
☐ loudly

2. Poor fluency can make reading feel tiring.
☐ exciting
☐ making you feel tired
☐ confusing
☐ short

3. Fluent readers focus on meaning instead of decoding.
☐ writing ideas
☐ figuring out words
☐ memorizing text
☐ skipping lines





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Activity 5: Read the Passage

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.

Activity 6: Self-Assessment for Reading Fluency

Instructions: Read the text on your own again. This time, try to improve speed and expression. Lastly, reflect on their reading using the checklist. 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).

Well done! Every time you practice reading, you get better.





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ARAL-Reading KS3 Plus Session 4

Activity 1: Word Detective Challenge

Instructions: Use the letters from SANG KANCIL to form as many words as you can.

Remember This! You may not add new letters. Write as many words as you can.

Activity 2: Read, Mark, and Guess

Instructions: Read the passage. Write down the unfamiliar words you find. Look for clues in the sentences or passage. Write down the clues that helped you understand each word. Write the meaning of each unfamiliar word based on the clues. Guess the meaning before checking the dictionary.

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.

Word	Clue from the Sentence	Meaning based on Guess





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Activity 3: Read and Get the Meaning

Instructions: Choose three words from the text. Write each word in the **Word** column. Break the word into parts by writing the **root word** and **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.

Word	Root Word	Affix	Meaning

Activity 4: Dictionary Dash

Instructions: Use a dictionary to complete the chart.

Word	Meaning	Guide Words
resourceful		
construct		
frequent		
independent		
process		
observe		
responsibility		





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Activity 5: Comprehension Check

Instructions: Read the passage carefully in your Activity Sheet. 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
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





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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

Reflection

Answer the questions below:

1. Which activity helped you understand words the most?

2. How can knowing word parts help you in other subjects, like Science or Math?

Great job!

Understanding word parts helps you become a smarter and more confident reader.





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ARAL-Reading KS3 Plus Session 5

Activity 1: "Say It with Feeling!"

Directions:

1. Listen as your tutor reads the sentence: "I can't believe it!"
2. Observe how the sentence is read first without expression and then with facial expression and gestures.
3. Answer the questions below:
 - Which version sounded more interesting?
 - How did the gestures or expressions help you understand the sentence? Write your answer:

Activity 2: "What Do You Already Know?"

Directions:

Discuss with a partner:

- What does **reading fluency** mean?
- What happens if someone reads **too fast** or **too slowly**?
- What are non-verbal cues?

Write your answers here:

1. Reading fluency:





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2. Effect of reading too fast/slow:

3. Non-verbal cues:

Activity 3: "Let's Read and Act It Out!"

Directions:

1. You will be grouped with 4–5 classmates.
2. Your teacher will give your group a short reading passage.
3. Take turns reading aloud while following these rules:
 - Read not too fast, not too slow.
 - Use facial expressions to show emotion.
 - Use gestures or body movements to support the meaning.
4. Observe your groupmates and give feedback on:
 - Pacing
 - Clarity
 - Expression





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My notes on my groupmates' reading:

Activity 4: "Let's Talk About It!"

Directions:

Answer the following questions after the group reading activity:

1. What emotions did you hear in your group's reading?

2. Which facial expressions or gestures helped show these emotions?

3. What did you notice about your pacing and expression when you read these punctuation marks?





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4. How did the pacing affect the meaning of the passage?

Activity 5: Fluency Practice and Echo Reading

Directions:

- Listen as your teacher reads a paragraph aloud.
- Repeat the paragraph copying the teacher's pacing and expression.
- Try reading it individually and write your reflection below:

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.





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"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:

Honesty is always rewarded.

How did echo reading help you improve your reading?





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Activity 6: "Show What You Can Do!"

Directions:

- Get your favorite line from the text *The Honest Woodcutter*, then deliver it.
(You may also use famous lines from movies.)
- Remember to:
 - Maintain proper pacing
 - Use facial expressions
 - Use gestures
 - Speak clearly and smoothly.

Self-Assessment Checklist:

Check (✓) what you did during your reading.

- ☐ I read clearly.
- ☐ I maintained proper pacing.
- ☐ I used facial expressions.
- ☐ I used gestures.
- ☐ I understood the meaning of the text.

Reflection Question:

What will you improve the next time you read aloud?





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ARAL-Reading KS3 Plus Session 6

Activity 1: “What Would You Do?”

Directions:

1. Think about this:

What is your most valuable possession? Imagine that you have something very special, and you have only a little money. Would you sell it to buy a gift for someone you love?

2. Write your answer below.
3. After, find a partner and share your answer with them.

My Answer:

Activity 2: “Read to Discover”

Directions:

1. Read “*The Gift of the Magi*” silently or aloud with a partner
2. While reading, underline or note the following:
 - Characters
 - Setting
 - Conflict
 - Resolution
3. Write your notes/answers in the spaces provided below.

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





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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.

Characters:

Setting:

Conflict:

Resolution:





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Activity 3: "What Kind of Story?"

Directions:

1. Based on the story you just read, what type of plot does the story have? Why?
2. Write your answer below.

Straight Plot (Beginning to End)

The story goes in order from start to finish.

→ First, something happens...then next...until the end.

Flashback Plot

The story goes back to the past.

→ The character remembers something that already happened.

Adventure/Journey Plot

The character goes on a trip or mission.

→ They face problems and try to reach a goal.

Problem–Solution Plot

There is a problem, and the character tries to solve it.

→ Very common in children's stories.

Plot Type and Reasoning:





Activity 4: “What Did You Learn?”

Directions:

- 1. **Write down your answers to the following questions:**
 - a. What do you think the story is really about?
 - b. What important ideas or lessons did you notice?
 - c. How do Della and Jim show love for each other?
- 2. Write your answers below:

Activity 5: “Connect to Me”

Direction:

- 1. Write a short paragraph about a time you gave up something important for someone you care about.
- 2. Compare your experience to Della and Jim.

My Connection:



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Activity 6: “Story Master Challenge”

Directions:

1. Read the story: “The Little Match Boy.”
2. Answer the exercises that follow.

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.





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"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."



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- Name the **characters, setting, conflict, and resolution**.
- Identify the **plot type**.
- Sequence the events correctly.
- How does this story connect to your own experience?

Characters:

Setting:

Conflict:

Resolution:

What is the plot type of the story? Why do you think so?





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Sequence of Events: Copy the events in proper order.

1st
2nd
3rd
4th
5th

- A. Sandy fell while bringing the change and broke his legs.
- B. The little boy asked the gentlemen to buy matches.
- C. The gentleman gave the boy a coin to get the change.
- D. Reuby came and told the man what happened to Sandy.
- E. Sandy smiled and closed his eyes, resting peacefully.

Share your personal connection to the story. Have you every experienced something that made you feel the same way?





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ARAL-Reading KS3 Plus Session 7

Activity 1: "Whose Eyes Are We Seeing Through?"

Directions: Look at the picture below and answer the questions.



1. Imagine you are the person in the picture. Write one sentence describing what is happening.

2. Imagine someone else is telling the story. Write another sentence showing what they notice.





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Activity 2: Spot the POV

Directions

Copy the pronouns in each sentence, then write the POV type: First, Second, or Third.

Sentence	Pronouns	POV Type
I helped my friend carry the bag.		
You walk into the room and see a surprise.		
She faced the dragon bravely.		

Activity 3: Read and Identify – Short Story

Instructions:

Read the paragraph and answer the questions.

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.

1. Who is telling the story?





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2. What lesson or message does the story give?
3. Why do you think the author wrote it?

Activity 4: Read Like the Author

Directions:

1. Read the sentences aloud in chorus with your classmates.
2. If you are assigned a character, read your part with expression.
3. Underline words that show the 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

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.





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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





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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.

Activity 5: POV, Theme, Purpose Challenge

Directions:

Read the paragraph below. After, answer the questions.

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.





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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.

1. What is the author's POV?
2. What is the theme of the story?
3. What was the purpose of the author in writing the story? Cite evidence from the text.





ARAL-Reading Plus Workbook

ARAL-Reading KS3 Plus Session 8

Activity 1: Guided Reading with Prediction Stops

Directions:

Following along as your teacher reads "The Gift of the Magi." After each question, write your prediction about the event from the story.

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 learned something important: Their love for each other was the greatest gift of all.





ARAL-Reading Plus Workbook

During Reading: Prediction Worksheet Chart

Event from the story	My Prediction (What will happen next?)	What Clue/Evidence from the story?
Della counted her savings, only one dollar and eighty- seven cents.		
Della had one thing she treasured: her long, beautiful hair.		
She went to a hair shop and sold her hair for money.		
Jim gave Della his Christmas gift.		





ARAL-Reading Plus Workbook

ACTIVITY 2 — Inference Graphic Organizer (Meaning-Making Map)

Instructions: Fill in the graphic organizer by pair or individually. Select an action/event in the story, provide the clue or textual evidence, then make inference.

Inference Graphic Organizer

Event in the Story	Clue: The why (What We See/Read)	Inference (Meaning)
Ex. Della sells her hair	She has little money	She loves Jim deeply





ARAL-Reading Plus Workbook

Activity 3: Fill me in

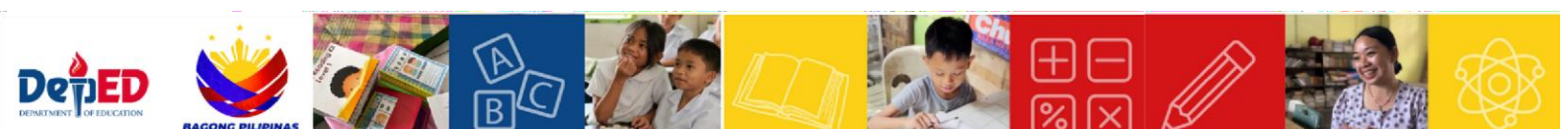
Instructions:

1. Read the sentences below. Fill in the blanks with the correct word from the word bank.
2. Use the clues in the sentence to figure out which word from the word bank fits best.

Word Bank

treasured	savings	surprised	embarrassed	
struggled	admired	decision	special	possessions

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.





ARAL-Reading Plus- Work Book

ARAL-Reading KS3 Plus Session 9

Activity 1: Reality/Fantasy Chart

Instructions:

Read the story below and answer the following activity. Given the events in the chart, identify if it is real or fantasy then explain why.

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.

What Happened?	Real or Fantasy?	Why?
Ex. Beowulf stayed awake to guard the sleeping warriors.	Real	People can stay awake to protect others.
A monster named Grendel entered the hall.		
Beowulf grabbed Grendel's arm and fought him.		
The men were sleeping.		





ARAL-Reading Plus- Work Book

Activity 2: Categorize Me

Instructions: Read-aloud the words. From the pool of words given, categorize what words fit the term Reality and Fantasy. Write them to the corresponding column.

Real	fact	truthful	imaginary	nonfiction	magical
Fictional	Actual	true	make-believe	monster	evidenced-based

Reality	Fantasy
1	
2	
3	
4	
5	
6.	

Activity 3: What I Have learned

Directions:

Read the text below and answer the following questions. 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.





ARAL-Reading Plus- Work Book

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
2. Garbage blocking canals can cause flooding.
 - a. Reality/Fact
 - b. Fantasy/Non-Fact
3. A giant water monster caused the flood.
 - a. Reality/Fact
 - b. Fantasy/Non-Fact
4. People helped each other during the flood.
 - a. Reality/Fact
 - b. Fantasy/Non-Fact
5. Cleaning surroundings helps prevent flooding.





ARAL-Reading Plus- Work Book

- a. Reality/Fact
 - b. Fantasy/Non-Fact
6. Flooding can happen because of too much rain.
- a. Reality/Fact
 - b. Fantasy/Non-Fact
7. The children created an imaginative explanation.
- a. Reality/Fact
 - b. Fantasy/Non-Fact
8. Monsters control the weather in real life.
- a. Reality/Fact
 - b. Fantasy/Non-Fact
9. Blocked drainage systems can cause water to rise
- a. Reality/Fact
 - b. Fantasy/Non-Fact
10. Real-life problems have scientific or logical causes.
- a. Reality/Fact
 - b. Fantasy/Non-Fact





ARAL-Reading Plus

ARAL-Reading KS3 Plus Session 10

ACTIVITY 1 UNLOCKING MINDSET

Directions:

Reflect on the meaning of the quote below. After, answer the questions below.

"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." – Confucious

1. What does the quote suggest about the qualities needed to achieve personal excellence?

2. How does this quote help you conclude why some people succeed despite challenges?





ARAL-Reading Plus

ACTIVITY 2: READ AND EXPLORE

Directions: Read the text carefully and answer the questions that follow.

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.





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Comprehension Check:

1. What are the main causes of stress among learners according to the text?
2. How does good time management help students reduce stress?
3. If a student exercises regularly, eats well, and sleeps enough, what can you conclude about their stress levels?
4. What can you conclude about students who have a positive mindset when facing challenges?
5. What general statement can you make about how healthy lifestyle habits affect mental and physical well-being?
6. Based on the coping strategies mentioned, what general idea can you form about handling difficult situations?
7. What generalization can you make about the role of mindset in learning and achieving goals?





ARAL-Reading Plus

ACTIVITY 3: CONTEXT CLUE CHALLENGE

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. **Stress** 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:

2. Students plan their tasks and set priorities well to avoid **cramming**.

Clue: doing many tasks all at once at the last minute.

Definition in your own words:

3. Talking to friends, teachers, or family members, practicing relaxation techniques, listening to music, or taking short breaks are **coping strategies** to reduce stress.

Clue: ways to handle or manage stress.

Definition in your own words:



ARAL-Reading Plus

ACTIVITY 4: READ TO LEARN

Directions: Read the text. Then fill in and answer the chart.

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	I can conclude that _____ because _____.





ARAL-Reading Plus

or stress levels?	
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 wisely?	From this text, I can generalize that _____.





ARAL-Reading KS3 Plus Session 11

Evidence or Guess

Directions: Follow your teacher's explanation. Say if the sentence is a **Proof (Fact)** or a **Big Guess (Conclusion)**

- _____ The sky is dark and grey, so it is probably going to rain.
- _____ Everyone in this room hates Mondays.
- _____ The school cafeteria served pizza today, so the cafeteria ran out of pizza.
- _____ All teenagers love playing video games.
- _____ Teachers are always grumpy.

READ AND EXPLORE

Directions: Read the text carefully and answer the questions that follow.

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.

Comprehension Question:

1. According to the text, what percentage of the Earth is covered by the ocean?



2. What did ancient explorers believe happened to ships in the deep ocean?

3. How do fish in the "midnight zone" attract their prey?

Fact Vs Fantasy

On the table below, write or draw one **scientific fact** about the ocean in the text on the *left* side. On the right side, write or draw one fantasy or imagination about the ocean in the text.

FACT	FANTASY

Lesson 2 - Dull vs Dramatic

"Which sentence makes you see a clear picture in your mind, and why?" Put a check before the letter of the choice and share it with your class.

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.

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."

Meaning: Compares the brightness of her eyes to diamonds, showing their sparkle.

2. Metaphor: "Time is a thief."

Meaning: Suggests that time takes away our moments and opportunities.

3. Personification: "The wind danced across the meadow." Meaning: 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.*

Figure it Out!

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.		



Writing Practice with Figures of Speech

Direction: Rewrite one of the sentences using at least one figure of speech (simile, metaphor, or personification) to make it "come alive."

- **Boring...**: The rain hit the window.

Alive!: _____.

- **Boring...**: The crab moved across the sand.

Alive!: _____.

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.

1. Sound Tools

- **Onomatopoeia**: The word *is* the sound (Crash! Hiss!).
- **Alliteration**: The words start with the same sound (Big blue bubble).

2. Sensory Tools

- **Imagery**: Words that help me see, hear, smell, or feel the story.

Examples:

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.



Imagery	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.
	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.
	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.

Practice

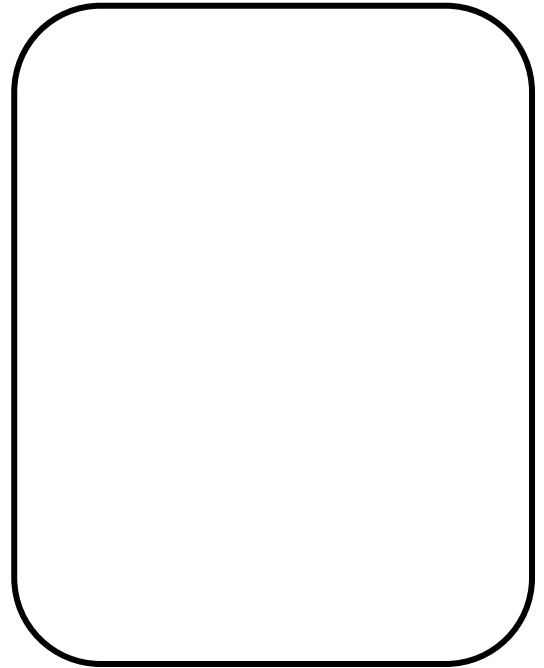
Direction: Think of a sound device words (onomatopoeia, alliteration, imagery) that fit these sentences:

- 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**).



The Deep Sea Monster Profile

Create your own sea creature and write three sentences about it, using one device for each sentence.





ARAL-Reading KS3 Plus Session 12

READ AND EXPLORE

Directions: After the facilitated chain reading, answer the questions that follow.

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.



Comprehension Check:

1. According to the survey, do most people agree with banning cellphones in schools?
2. What is one thing that distracts students during class?
3. Why does the Senator want to ban phones in schools?

Understanding Facts, Opinions, and Fact-Based Opinions

Facts

Meaning: These are statements that can be proven true or false based on evidence, data, or research. They represent the reality of a situation.

Examples:

- "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

Meaning: These statements express personal beliefs, feelings, judgments, or preferences. They are beautiful pieces of individual perspective that cannot be proven true or false.

Examples:

- "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"



Think Pair Share

Line from the Text	Classification (Opinion / Fact)	Group Comments

Fact-Based Opinions

Definition: 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.”

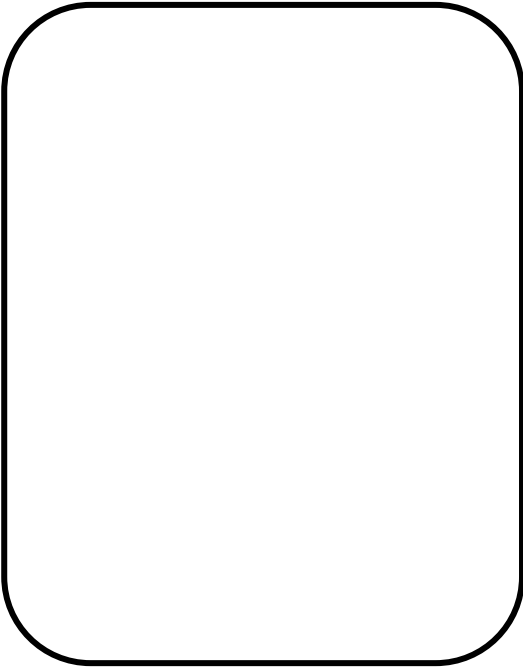
Think Pair Share

Line from the Text - Fact-based Opinion	Group Comments



Reflection Time

How can I help others distinguish facts from opinions especially in the time of social-media and fake news?





ARAL-Reading KS3 Plus Session 13

Read and Explore

Social Media Influencers

Part 1

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.

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?



Read and Explore

Social Media Influencers

Part 2

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.

Understanding *Propaganda techniques*

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."

Buy or Bye?

Directions: Listen carefully as your teacher reads each statement. If you agree with the statement, write **BUY** in the blank before the number. If you disagree with the statement, write **BYE**.

- ____ 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.



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.

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	Attacks a person or idea instead of giving facts.
Plain Folks	Shows ordinary people doing it to make it relatable.

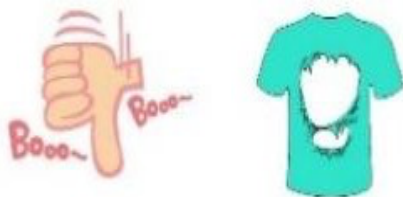


ARAL-Reading KS3 Plus Session 14

Guess the Province

GUESS THE PROVINCE

Directions: Use the given visual clues to identify the Philippine provinces they represented.

VISUAL CLUES	PHILIPPINE PROVINCE
1. 	
2. 	
3. 	
4. 	
5. 	



Read and Explore

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

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.

INDIGENOUS PEOPLES OF THE PHILIPPINES

Around **10 MILLION** people (15% of the population) belong to over **100** distinct ethnic groups.

Governing Law:
Republic Act 8371 (IPRA)

- Protects Ancestral Land Rights
- Overseed by the National Commission on Indigenous Peoples (NCIP)

LUZON

IGOROT

- Mountain tribes of the Cordillera
- Skilled in rice terracing
- Wear traditional woven attire

DUMAGAT

- Forest dwellers of the Sierra Madre
- Expert hunters and fishers
- Nomadic lifestyle

VISAYAS

NEGRITOS

- Ata Negritos of Negros Oriental
- Small-statured and curly-haired
- Practice forest survival skills

SULODNON

- Panay-Bukidnon of Capiz
- Keep ancient epic chants
- Skilled in traditional crafts

MINDANAO

MARANAO

- People of Lake Lanao
- Rich in Islamic art and epics
- Live in grand torogan houses

T'BOLI

- Highland dwellers of Lake Sebu
- Spiritual beliefs and many gods
- Known for T'nlak weaving

◆ KEEPING TRADITIONS ALIVE ◆



Comprehension Check

1. How many indigenous groups are there in the Philippines?
2. Who are the indigenous people of Luzon, Visayas, and Mindanao?
3. Who are the forest dwellers of Sierra Madre? Who are the people of lake Lanao?
4. In what ways are these groups similar, and how do they differ from one another?
5. Does the illustration help you understand the information easily? Why?

Arrange the Jumbled Letters

Directions: Rearrange the jumbled letters below to reveal the correct vocabulary word. Use the given definition as your clue.

- _____ 1. little natives; cultural minorities
- _____ 2. scattering and wandering people
- _____ 3. persons that lives in a particular place
- _____ 4. something which is passed down from earlier generations
- _____ 5. very old; from a long time ago

ONIGIDENUS

MACIDNO

WEDERLLS

CESANLART

CINETAN

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?



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

Practice

Study the given infographic below and answer the questions on your workbook. See: It's more Fun in the Philippines.



<https://www.facebook.com/photo.php?fbid=934840519968528&set=pb.100066692551071.-2207520000&type=3>

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?



Create your own infographic

